

# Education at the Backseat in the Development of Mayurbhanj

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**Abstract:** Literacy is a fundamental human right and hence it lays the foundation of development of a society in particular and nation in general. It is the most essential characteristic for human development and it empowers them to lead a life with improved standard of health and ability to earn a higher income. It is very important for a backward district like Mayurbhanj with high tribal concentration. Here 2.51 million people reside in 3727 villages and four census towns spread over 10, 418 sq. k. ms. of area (census of India 2011). The total area of Mayurbhanj comprises 6.51 percent of the state and it accommodates 6.00 per cent of the total population of Odisha. So, a thorough study on the literacy and status of education is very much essential and war footing measures for the growth and development of this region through the development of education is highly anticipated.

**Keywords:** Education, Backseat, Mayurbhanj, Literacy, Human Rights

## 1. Introduction

The race of being developing from underdeveloped and developed from developing is a continuous event of mankind since its inception. Population has a very vital impact on this. In a developing country like India where both rural and urban development is a part of the process of industrialization as well as growth in agricultural sector, the spatial dynamics of population is an important field of study. The socio - cultural and economic development of a region is to a great extent dependent on the size, growth rate and composition of its population. The literacy of the inhabitants of a region also plays a significant role. Optimum utilization of resources with constraints to safeguard the interest of the future generation is the most challenging task before human beings which can be achieved through wide spread education. The resources like land, labor and capital plays a very important role in the development of a region. Out of these, land gets exhausted with the growth of population whereas labor and capital recourses flourish with it. But a combination of these three speed up the industrial growth of a region which in turn brings development as well as crisis in the field of environment, energy, food etc. For which a balanced approach is required which will lead to sustainable development of the region. Development of a region may be possible with proper utilization of land, labor and capital but achieving sustainable development is not possible by neglecting the education sector of a region. Mayurbhanj, the most tribal district of Odisha is also not untouched from this problem. Through high birth rate and high death rate the population of the district grows in a faster pace. This puts tremendous pressure on the rich natural resources present in this district. The much awaited development in Mayurbhanj should not be at the cost of this non renewable resources rather sustainable development program for the tribal taking into account the population dynamics of the region should be initiated for which a high literacy rate in this region through opening of more educational institutions even in the interior parts of the tribal dominated district is the crying need of the hour.

## 2. Literacy

Literacy is one of the important indicators of development in a society. A person aged 7 years and above who can both read and write with understanding in any language is to be taken as a literate (Census of India 2011). A person who can merely read but cannot write is not classified as literate. Any formal education or minimum educational standard is not necessary to be considered literate. Literacy provides the basic knowledge, the economic scenario of the past, present & future. Literacy provides the opportunity to be utilized by the human population. Unfortunately, such a scenario has changed due to less availability of economic opportunities.

Since independence much more emphasis has been laid on improving the literacy status of the people throughout the country. A slow but steady growth has been achieved in Odisha as well as Mayurbhanj. A comparative study on the growth of education in Mayurbhanj, Odisha and India has been depicted in the following table.

**Table 1:** Literacy rate in Mayurbhanj, Odisha and India, 1951 – 2011

Year	Mayurbhanj	Odisha	India
1951	1001	1022	946
1961	991	1001	941
1971	987	988	930
1981	989	981	934
1991	979	971	927
2001	980	972	933
2011	1006	978	940

Source: Census of India 1961, 1991, 2001, 2011

The Literacy rate when compared between the district and the state it is found that the district literacy rate is always less than the state average. In the recent census the literacy rate in the state is 73.45 percent whereas the district has the literacy rate of 63.20 percent.

**Table 2:** Literacy rate, sex wise, Mayurbhanj District, 1991 - 2011

Year Types	Percentage of literates								
	1991			2001			2011		
	Person	Male	Female	Person	Male	Female	Person	Male	Female
Total	35.42	49.59	21.14	51.9	65.8	37.8	63.20	73.80	52.70
Rural	31.3	45.8	15.2	49.5	63.8	35	61.20	72.24	50.34
Urban	73.11	82	62.77	82.6	89.1	75.2	85.94	90.77	80.82

Source: Census of India 1961, 1991, 2001, 2011

There is a twenty percent gap between the literacy of males and females. The urban rural differentiation further widens the gap which reflects a worse state of discrimination against the girls in rural areas. A large proportion of adolescents in both rural and urban areas are malnourished and condition of girls is worst in this respect. The nutritional status has been a matter of great concern since long. As per the DIET surveys of the Indian adolescent population, the diet available is inadequate in terms of total nutrients. There is higher incidence of anaemic conditions among the adolescent girls which has grave consequences with intergenerational implications. In spite of the crucial position that the adolescents have in the population as the most important resource for the future, their reproductive health needs have generally been ignored. In the view of the above it was decided to introduce adolescent education in schools and make it an integral part of the school curriculum. A special effort needs to be made to enroll adolescent girls in primary education and literacy programme.

According to 2011 census the literacy rate in the district of Mayurbhanj is 63.20 percent against the state average of 73.45 percent. The literacy rate thus stands increased from that of 2001 census, which was 51.91 percent. It is evident from the Table 2 that the literacy rate increased throughout the census years. The rural and urban literacy also followed the same trend. However, the gap between the male and female literacy rate decreased in a slow rate i. e; from 28.45 per cent in 1991 to 28.00 percent in 2001 census. But as compared to 2011 census due to the increase in female literacy the gap of male and female literacy rate reduced to 21.10 percent. The literacy rate is higher in urban areas than that of rural areas.

The literacy rate in case of tribal is much less than the general literacy rate. One of the major constraints of tribal education at the planning level is the adoption of a dual system of administration. Due to the language barrier the tribal children are unable to establish communication link with the teachers and thus leading to the termination of their education in some point or the other. The disparity in literacy level among the tribal is evident from the following table:

**Table 3:** Tribal Literacy rate, Mayurbhanj, 1961 - 2011

Year	Literacy in percentage	
	Total	Tribal
1961	14.18	7.10
1971	18.05	9.63
1981	25.71	14.50
1991	37.88	24.10
2001	51.91	38.80
2011	63.17	53.10

Source: District Census HandBook, Mayurbhanj, 2011

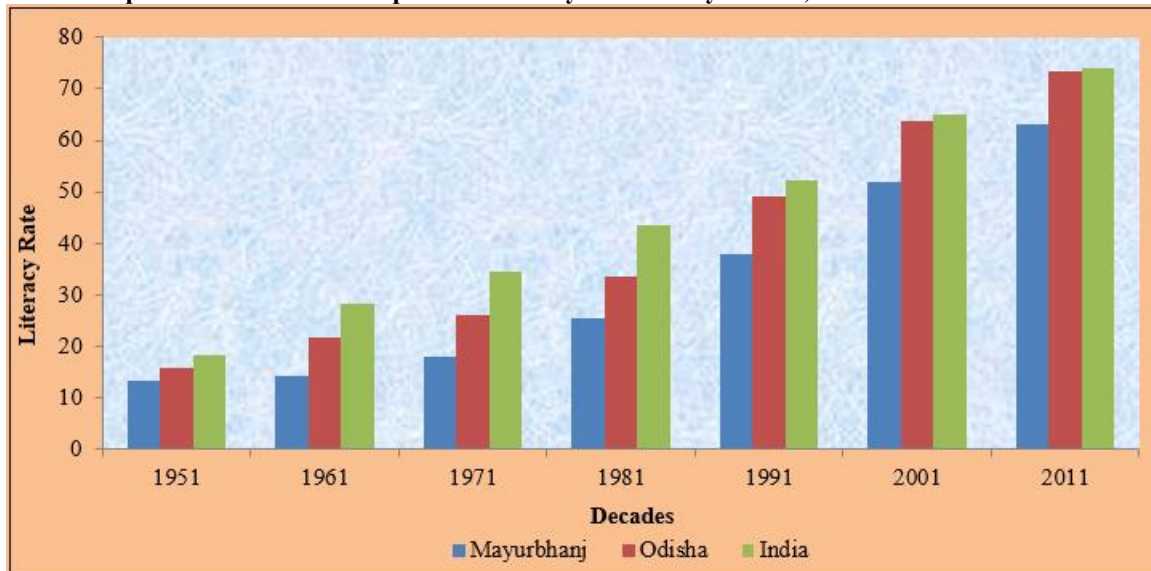
Though the tribal constitute a major part of the population still a low literacy among them indicates how they are cut off from the mainstream in terms of education. If dropout rate is considered then the average dropout rate in Mayurbhanj at elementary level is 2.64 (2.66 for boys and 2.63 for girls), but in case of S. T. the dropout rate stands at 4.77 (4.61 for boys and 9.16 for girls).

The major reason behind the poor tribal literacy in Mayurbhanj is manifold. They maybe school curriculum, medium of instruction, the location of schools from the villages, infrastructure problems, economic condition of parents etc.

Medium of instruction is one of the important constraints of tribal children which prevents them access to education. School curriculum is also not convenient for the tribal children. The Location of schools creates a hindrance for the children of tribal villages to attend the schools in neighbouring village.

Certain infrastructural inadequacies like lack of accommodation for library and reading room, workshops, teachers' common room, rooms for indoor games, developed playground, septic latrines, modern educational aids, audio - visual gadgets and poor state of maintenance of existing infrastructure not only causes inconvenience to the students and teachers, but also reduces the interest and attachment of the tribal students in the educational situation. Lack of health awareness and healthy habits causes regular health problem for the tribal children. Some of the tribal parents need the help of their children in household work and help at the time of harvest but the holiday pattern and school timings is not suitable to them. The economic condition of tribal people is so poor that they do not desire to spare their children or their labour power and allow them to attend schools. As education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income. In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education.

A diagrammatic representation of the comparative literacy rate of Mayurbhanj, Odisha & India over the last decades:



### 3. Conclusion

Nothing will grow if literacy is not enhanced in this region. Higher education should be boosted in Mayurbhanj keeping in view the growing population and its distribution. A govt. medical college, Professional institutions like I. T. I. s, diploma colleges, engineering institutions should be established to give a boost to literacy and self - employment in Mayurbhanj. According to OPEPA around 3000 primary schools, 478 secondary schools, 80 colleges and one university are there in Mayurbhanj. Students in the age group of 6 - 14 are mainly concentrated in rural Mayurbhanj. About 93 percent of this age group are in rural areas. So the number of schools and colleges in Mayurbhanj is not sufficient as most of these are found in urban areas. So schools at each village must be established to enhance the literacy in this region. Both in rural and urban areas secondary schools are to be established to bridge the gap between primary and secondary education.

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