

**EDUCATIONAL OPPORTUNITIES SOCIO-ECONOMIC STATUS AND HUMAN DEVELOPMENT –A CASE STUDY WITH REFERENCE TO TWO DISTRICTS OF ODISHA**

Harihar Mahalik

Lect. In Economics, Palsama Junior College Deogarh

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**ABSTRACT**

Economics disparities are the common phenomenon in the Indian economy few states are developed and other state are counted as backward. Among the backward states Odisha is most depressed in many respect where the literacy rate is low and which is concerned with at the hands of the few families, lack of quality education, dropout at primary level ,child labour etc are very acute . The problems of low levels of development with many respects as socio - economic and human sector, poverty, illiteracy, unemployment are deep-rooted. Therefore the present study Educational opportunities, socio-economic status and human development in Mayurbhanj and cuttack district of Odisha; In which it relates with how the educational opportunities and its impacts on socio economic life and human development in the concerned district in Odisha. Mayurbhanj is the most backward tribal district having abundance of natural resources including forest, land, mining and human etc, but on the other hand incidents of poverty are dip-rooted which stand as most obstacle with generation of human capital . But in cuttack which most develop having irrigational facilities higher educational development In this contest the study has taken educational opportunities as the independent variable to determine socio-economic and human development. In Mayurbhanj district where there are 5.99% of total population of the state level and schedule tribe population is the highest that is 56.60% as compare to cuttack district where the population is 6.24 general population .

The educational opportunities which are provided by the government taking into accounts of all round development in the study area. It is as especially in human sector but it has little impact on making literate or educating the people. It has direct link with socio economic life of the people which has been defined in my study. Attaining class and to get knowledge how to read and write having minimum impact on the economy. Female education having more impact on socio economic life in comparison to male education but which is very poor in the study area. Female

plays minimum role in social and economic activities because of illiteracy ,though they perform manual labour with male with minimum payments. It results little impact on their socio economic and their child to attained education in the school . Literacy rate in Mayurbhanj is comparative to cuttack , in literate family the proportion of expenditure on education is comparatively higher than the uneducated families. The income and expenditure in different items of consumptions is higher in literate families in comparison to illiterate families, Alcoholic expenditure in illiterate families are comparatively higher but it has negative impact on socio-economic life and human development. So it shows that pattern of expenditure are guided by educational attainment, because of the less literacy and quality related educational attainment the district is counted as backward. Though the government has provided equal opportunities with respect to other district but deprivations are persisted. Because of poverty and illiteracy which are going hand in hand therefore they cannot cope with government policies. This is due to traditional living pattern and immediate wants of income, it results low human development index in state label.

### **Introduction**

Economic policy is widely concerned with welfare through eradication of economic maladies such as illiteracy, poverty, unemployment and regional disparities. It is the responsibility of planning authorities to overcome existing deprivation and disparities and to accelerate the growth and human development. The real problem of Indian economy is not only financial but also “human”. Human sector development is the prime objective for which all sorts of policies are concerned with. For the development of human sector education and training is what the most urgent requirement because education trains the minds and stimulates them to furnish all economic activities efficiently. Mind rolls the world not the mussels or body in order to trains the mind education plays a crucial rule which guides all sorts of social and economic activities. Efficiency is widely linked with training or education and Financial policies cannot be fruitful if there is deficiency with human development, literacy and economic development go hand in hand as defined by various researcher.

Human development is desirable for attending human welfare with minimum standard of living of the people. It may define as removal of those conditions of social deprivation which restrict capability of and deny opportunities for participating normal economic and social activities. These may be primary schooling at the children, quality health care, drinking water, gainful employment opportunities etc. The term human development denotes both the process of widening people’s choices and the level of their achieved well-being. It also helps to distinguish clearly between two sides of human development. One is the formation of human capabilities

such as improved health or knowledge. The other is the use that of human development is not be confused with narrower concept of human resource development where human beings are regarded as agents or instruments.

### **Measurement of Human Development**

The measurement of human development may be defined by the various ways but UNDP defines first as capability deprivation global Human Development Report 1990. According to it as defined in broader concept to focus on the three essential elements of human life - longevity, knowledge and decent living standard. The minimum desirable values are the end point of the scale indexed from 1 to 0 for each measures of deprivation.

Placing a country at the appropriate point on each side and averaging the three scales gives its average human development index, which subtracted from 1 gives the human development index (HDI).

### **Layout of the study**

The entire study includes seven chapters chapter as follows:

The chapter I gives idea on introduction to the subject-matter of the study. This includes background, meaning and importance of the problem. Further, the objectives, methodology, hypotheses etc are discussed.

The chapter II presents the review of related literature of the problem area in international ,national and local level from which the researcher gained huge knowledge on how the education is related with agriculture, production, efficiency, fertility and overall socio –economic life of the people which stimulating human development.

The chapter III includes socio-economic profile of Orissa (Odisha) in respect of agriculture, industry, service sector, finance, and infrastructures etc which are related to human development in the state as well as sample districts.

The chapter IV deals with educational opportunities specially school education in Odisha as well as in sample district starting from pre independent to 2011-12.

The socio-economic life of the sample districts and their human development has been discussed in chapter V. The chapter especially analyses over the data which are collected from the respondents of the sample districts.

The chapter VI includes the findings of the study. Further, in the chapter some suggestions are prescribed.

In chapter VII the conclusion has been depicted with a striking manner.

### **Objectives of the Study**

Keeping in view the topic the following objectives of are taken into considerations

1. To make an assessment of educational opportunities available in Orissa(Odisha) and sample districts;
2. To analyse the impact of education on income, expenditure and socio-economic life of the people in sample districts so far human development is concerned.
3. To make an assessment the educational policies of the government of Orissa (Odisha) in respect of quality education.
4. To find out the impact of incentives to weaker section students on human development in the study areas.

### **Significance of the study**

Education is the lifeline of human being irrespective of any socio-economic classes. It stimulates the capacity or productivity with human being. It also paves the way for more decisive power for furnishing at any levels of activities. It impacts on the socio-economic status of the people. Rationality emanated from education definitely grows the socio-economic condition of the people. Further, this individual growth automatically turns into national growth or the development of the country as a whole. The socio-economic status stimulated by education certainly influenced the human development indicators resulting the appearance of human development. By this way a developed and a better society can be achieved.

But, really the above expectation has yet to be achieved. The status of educational attainments is widely differed not only in international sphere but also in national sphere. For this, the socio-economic condition of the people is very low. And finally, the human development has been dismal both national and international level. Further, absence of inclusiveness of educational activities has also posed a great threat in this respect.

In Orissa, regional disparities in every sphere are common phenomenon. The coastal districts of state are highly developed than the tribal regions which constitute major portion of the state. It is peculiar that in spite of abundance of natural resources; the people are living in miserable condition. Owing to lack of parity of educational attainment socio economic status are not uniform among the people leading to less human development. It is interesting that even if the educational opportunities are available but people are unable to attain it resulting to less human development. This has created curiosity in the mind of the researcher. The present study areas i.e. the district of Cuttack and Mayurbhanj are taken from different regions of the state. The district of Cuttack from coastal area which is developed one; and Mayurbhanj from tribal area have been undertaken for a better comparative analysis so far the impact of education on human development. In Mayurbhanj near about 56% of population is schedule tribe the government of odisha providing reservation facilities of 22% still poverty are standing an obstacle in the way of development? Low income and expenditure with poor standard of living are very common in Mayurbhanj than the Cuttack. In this way, the topic has wider importance so far individual cognitive development as well as the development of the human being.

### **Research Methodology**

The methods that are adopted in the pursuit of a research study are very significant in order to make it scientific, unbiased and logical. The present study is based on the collection of primary and secondary data. Primary data have been collected through a schedule which was printed. For the first time they were tested on a small number of people. Then, they were revised, finalized. Then the data were tabulated and analyzed applying the technique of SPSS (Statistical Package for the Social Sciences). Using statistical devices like co-relation, regression, standard deviation, average and percentage. In testing hypothesis analysis of variance (ANOVA) has been adopted. The schedule contains columns to record the identifying data such as caste, religion, education, income, occupation etc. It also contains different questions to get information from different groups of respondents on their respective sphere which have been administered by the researcher in the field. In short, the questions were based on the following design: -

1. Attribute – What the women are, their personal or demographic characteristics, age, income, etc;
2. Knowledge based- What women know, how well they understand something;
3. Beliefs, Attitudes and opinions– These questions sought to ascertain perception regarding their own past, present and future condition.

4. Behaviour based – What the women do, what they have done in the past and what they plan to do.

Secondary data have been collected from several books, journals, news papers, etc. in respect of literacy, agriculture, industry, finance, number of schools, teachers ,enrollment, expenditure etc starting from primary to secondary schools were collected from the department of health, education, industry, labor, employment, department of economics and statistics,. Again, data have been collected by visiting several libraries of the states and India. Materials also have been downloaded from the internet which has facilitated the research work. Methodology applied to a broad category of respondents was much emphasized. Again, it was made with personal, observatory and participatory form.

Thus the behavioural-scientific method has been adopted to study the problem. Both qualitative and quantitative researches have been combined. Some in-depth interviews have been conducted to study focus groups. This makes the study very scientific without missing any subjective elements.

### **Sampling Design**

The study relates with educational opportunities and socio economic life of two sample districts in odisha. The multi stage random sampling method has been adopted in the process of primary data collection through well prepared schedule methods. In this respect, in the first stage the coastal district of Cuttack was selected from the advanced districts and from the backward districts Mayurbhanj was selected. In second stage, from Mayurbhanj district two blocks have been chosen. They are Bahalda, and Betnoti. From Cuttack district two blocks like Salepur and Banki were selected. In the third stage, from each blocks two villages are selected. So from four blocks eight villages were selected. In the fourth stage, 400 sample units were selected 50 unites from each village. The family was taken as the unit of sample for the interview.

### **Hypotheses of study**

The research is based on the following hypotheses:

1. Education influence income level of the people in Orissa (Odisha) generally and in the sample areas particularly.
2. Rational expenditure is guided by the qualitative education among the people of the study areas;

3. Quality education stimulates the socio-economic life resulting human development; and
4. Population growth is guided by educational attainment.

### **Limitation of the study**

The present research study was undertaken in remote areas, hence met with many challenges. The interviews taken from the respondents were not difficult but getting them to open up and respond seemed an uphill task. The researcher initially faced hostile respondents who were wary of revealing information. It required considerable ingenuity and perseverance on the part of the researcher to coax them to part with information and to assure them of anonymity.

Interviews were rescheduled, postponed and even repeated to get an in depth view. At the personal interviews the researcher has cautiously asked the question not damaging the reputation of the respondent which is the biggest challenge for the researcher. Further, pecuniary conditions as well as time factors were considered in the research work.

### **Empirical study**

A comparative study is made by me in order to study socio-economic life and human development in both the sample districts of odisha. In this respect primary data are collected through direct observation by well prepared schedule questionnaires. While data are collected sampling method are adopted data has been collected from different blocks especially from the rural areas around 200 families of respondent in each of the districts are taken into consideration for collection of primary data. After the collection of the data, it has been processed and analyzed in accordance with the requirements.

The computerized process has been adopted which implies editing, coding, classification, tabulation and statistical calculation the following finding has been represented and as indicated in methodology.

Sex composition refers to the composition of male and female in the family of respondent. In both the districts male members are more than the female members. In Cuttack there are 488 male and 426 females in percentage 52.34% male and 47.65% females. But in Mayurbhanj there are 538 male as 55.80% and female member is 426 in 44.197%.

The Cuttack district is better in sex ratio than the Mayurbhanj as it contradicts to the Census 2011. The sex ratio of Mayurbhanj is 1005 as in my data the sex ratio is 792 this is due to data are collected through sampling method and from rural area where work centered families still giving



more importance on male child. In Cuttack there is more percentage of the people in working group than the Mayurbhanj.

### **Per capita Income and Expenditure**

In the above table which represents the relative and absolute value with respect to distribution of different items in both the sample districts. The average family size  $\bar{X}$  of Cuttack 4.17 but in Mayurbhanj the mean family size is 4.41 Cuttack is better than the Mayurbhanj because more family member shows that less welfare in the families. The mean family income of Cuttack is 190000 where as the mean family income in Mayurbhanj is 63500 it shows that the average family income of Cuttack is better than Mayurbhanj and also socio-economic life.

#### **Per head income expenditure of the both the districts**

	<b>Cuttack</b>	<b>Mayurbhanj</b>
Per capita income	37533	10107.07
Per capita consumption expenditure	14651.46	9368.40
Per capita health expenditure	1307	419.70
Per capita education expenditure	1686.21	178.83
Per capita drugs expenditure	155.30	638.32

In the above table which represents per head income and expenditure of Cuttack and Mayurbhanj districts the per head income in Cuttack three times than the Mayurbhanj the per capita income in Cuttack is 37533 whereas in Mayurbhanj it is 10107.07 it shows that efficiency and productivity in Cuttack is better than the Mayurbhanj. The per capita expenditure in Cuttack is 14651.46 but in Mayurbhanj it is 9368.40 it shows that Cuttack is better than the Mayurbhanj. The income expenditure group in Cuttack is more in comparison to Mayurbhanj it shows that the surplus income is either shifted for durable goods or education, health or saving etc. But in Mayurbhanj there is less difference in income expenditure comparison to Cuttack. between the two variables as Kalpersons co-efficient of correlation the value is represented as (r).



### **Kalpersons Co-efficient of Correlation**

Kalpersons correlation co-efficient represents how the relationship between adult literacy with income and expenditure in different items in two districts the value is indicated as ( r ).

Here adult literary of both the districts are independent variable and income, consumption expenditure, health expenditure, education expenditure and family size are dependent variable by taking into consideration of both the correlation are calculated in following table.

<b>Items</b>	<b>Adult Literacy</b>	
	<b>Cuttack</b>	<b>Mayurbhanj</b>
Family size	0.5614	0.3114
Income	0.3433	0.03055
Consumption expenditure	0.4567	0.0812
Health expenditure	0.3508	0.0016
Education expenditure	0.0746	0.0997
Drugs expenditure	0.0866	-0.0986

The above correlation value(r) of both the districts which represents that in Cuttack having higher value in all leaving only education expenditure in comparison to Mayurbhanj. This is because adult literary in Cuttack is higher than the Mayurbhanj so it is proved that education has linked with family size, Income, expenditure, consumption, health and education.

### **Multiple correlation analysis**

The multiple correlation matrices is an innovative device in which the relation of each individual items with one another correlation are represented. In other words, each items correlation with another are conveniently represented therefore it is also called as correlation matrices .The correlation matrices of the both the districts as separately represented as Fellowes.

**Correlation matrices of Cuttack District**

	DRUGEXP	EDEX	EXPENDITUR	FSIZE	HE	INCOME	LIT
DRUGEXP	1	0.354708	0.275068	0.032701	0.020403	0.340758	0.086618
EDEX	0.354708	1	0.047759	-0.023753	-0.074777	-0.024946	0.074634
EXPENDITUR	0.275068	0.047759	1	0.228031	0.489268	0.569501	0.456748
FSIZE	0.032701	-0.023753	0.228031	1	0.224034	0.211098	0.561424
HE	0.020403	-0.074777	0.489268	0.224034	1	0.268148	0.350826
INCOME	0.340758	-0.024946	0.569501	0.211098	0.268148	1	0.343337
LIT	0.086618	0.074634	0.456748	0.561424	0.350826	0.343337	1

**Correlation matrices Mayurbhanj**

	DRUGEXP	EDEX	EXPENDITURE	FSIZE	INCOME	HEXP	LIT
DRUGEXP	1	-0.041518	0.055501	0.111565	0.19098	-0.00715	-0.09867
EDEX	-0.041518	1	0.273138	0.302376	0.06523	-0.04198	0.099796
EXPENDITURE	0.055501	0.273138	1	0.241972	0.239537	0.015871	0.081278
FSIZE	0.111565	0.302376	0.241972	1	0.24731	0.000925	0.311404
INCOME	0.19098	0.06523	0.239537	0.24731	1	0.084296	0.305556
HEXP	-0.007147	-0.041978	0.015871	0.000925	0.084296	1	0.001676
LIT	-0.098666	0.099796	0.081278	0.311404	0.305556	0.001676	1

The above panel table represents that the correlation value(r) of two districts as Cuttack and Mayurbhanj the overall value of r in Cuttack is higher than the Mayurbhanj it is due to that as we define higher adult literacy in Cuttack than the Mayurbhanj. Therefore in the above table which shows that the socio-economic life in Cuttack is better than the Mayurbhanj only because the correlation value (r) of Cuttack in all items is comparatively higher than the Mayurbhanj.

**Human Development Index**

The Human development Index is an innovative method of determining deprivation as indicated in introduction and methodology. In order to determine human development the following formula as follows.

$$HDI = \frac{X I - X \max}{X \max - X \min}$$

Where X refers to each variable for its districts, X min to the lowest value of the variable and X max the highest value. I have worked out the physical quantity of life index by using indicators like Health(x1), Education(x2), Income(x3), Gender(x4). It shows that the distance in between the most developed to less developed districts indicators. By construction the scale ranges from minimum value of 0 in case of minimum deprivation to the maximum value of 1 in case of maximum deprivation the sum of average value are deducted from 1 as represented in methodology. The human development index is calculating as far the formula given above

### **Human Development Index**

	Health(1)	Education(2)	Income(3)	Gender(4)	HDI VALUE	Rank
Cuttack	0.686	1	0.5984	0.4648	0.687	1
Mayurbhanj	0.72	0.4954	0	0	.303	2

The above table which shows that HDI value of Cuttack is 0.6873 and 0.3038 in Mayurbhanj0.3038 therefore it indicates that human development in Cuttack is more as ranked 1 and Mayurbhanj is less as 2. Therefore it shows that higher socio-economic life in Cuttack with less deprivation than the Mayurbhanj.

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**Abbreviations**

UNDP; United Nations Development Programme

HDI; Human Development Index

ANOVA; Analysis of Variance

SPSS; Statistical Package for the Social science

DRUGEXP; Drugs Expenditure

EDEX; Educational Expenditure

FSIZE; Family Size

HE; Health Expenditure

LIT; Literacy