## Chapter 5 NGOs and Corporate Education: A Case Study from Jharkhand

Ravi Sinha Yogoda Satsanga Mahavidyalaya, India

**Mrinal Gaurav** Yogoda Satsanga Mahavidyalaya, India

#### ABSTRACT

Knowledge development at the regional level is basic to the strengthening of knowledge economy. Though there are many examples of universities taking up community service learning (CSL), they are alarmingly preoccupied with student outcomes and institutional interests. They focus more on achieving academic aims and bolstering the interests and power base of the academy, rather than fulfilling the goals of knowledge economy. Chandra and Mahato (2011) opine that in recent years, Non Governmental Organizations (NGOs) have emerged as powerful sources for social change within developing countries. Since the vast majority of them exist outside of the government, their programs emanate more from the expressed needs of the people rather than from governments. The participation of local level bodies including NGOs in establishing partnerships with universities is crucial for knowledge economy development. This can help in developing research networks that serve as a basis for regional level business or entrepreneurship that can be in tune with global economy. In the present chapter, the authors take a case study from Jharkhand (one of the states in India) to discuss how NGOs can help in corporate education and the role of Universities to promote their activities.

### INTRODUCTION

The pivotal role NGOs can play in the development of Jharkhand<sup>1</sup> and its populace may be understood in a better way only if we have some basic knowledge of the state. Therefore, the case is presented giving a short analysis on the status of Jharkhand state to identify some major challenges/issues it faces followed by a discussion on the possible role NGOs can play, some strategies for corporate education by NGOs for rural development and the need for interface with universities

DOI: 10.4018/978-1-4666-2845-8.ch005

# Jharkhand State and Challenges/Issues

The name "Jharkhand" means "The Land of Forests". The state was carved out of the southern part of Bihar on 15 November 2000 (See Figure 1).

The people in Jharkhand have the advantage of being culturally vibrant, as reflected in the diversity of languages spoken, festivals celebrated, and variety of folk music, dances, and other traditions of performing arts. The state is unique in having more percentage of Scheduled tribes<sup>2</sup> (28% of total) and Scheduled castes (12% of total), Census, 2011.

This largely tribal state ranks very low on development indices despite its rich natural resources – 40% of population live below the poverty line; literacy rate around 67.63%; institutional delivery rate around 19% (Jharkhand Development Report, 2010).

Agriculture is the principal source of livelihoods, with more than 60% of the main workers classified as cultivators. The main issue here is they depend on monsoon resulting in many non working days. Jharkhand's gross state domestic product for 2011 is estimated at \$20 billion at current prices (Jharkhand Development Report, 2010)

## Industrial Status

Another important feature of Jharkhand is its industrial status. Jharkhand has a concentration of some of the country's highly industrialized cities such as Jamshedpur, Ranchi, Bokaro Steel City and Dhanbad. These industries produce various products with large requirement for skilled man power (Table 1).

Tata Steel, an *S&P CNX 500* conglomerate and one of the biggest players in the steel industry worldwide has its corporate office in Jharkhand. NTPC will start coal production from its captive mine in state in 2011-12, for which the company will be investing about Rs 1,800 crore.

## **Educational Status**

There is an acute shortage of quality educational institutions<sup>3</sup> in Jharkhand and the major institutions offering higher education/technical and professional courses are depicted in in Table 2.

However, Jharkhand cannot be rated as a well developed educational hub as the concentration of the best institutes is in Ranchi and in one or two other cities. Most of the cities lack good educational institutes. Further, all the reputed

Figure 1. Jharkhand, "The Land of Forests" (http://:www.mapsofindia.com)



10 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/ngos-corporate-education/73742

### **Related Content**

#### The use of Personal Digital Assistants in Nursing Education

Nina Godsonand Adrian Bromage (2010). *Interprofessional E-Learning and Collaborative Work: Practices and Technologies (pp. 336-351).* www.irma-international.org/chapter/use-personal-digital-assistants-nursing/44453

### Hypertinence, Serendipity or Elicitation of Passion for Knowledge? Some Critical Elements of Online Learning by Using Web 2.0 Resources

Simona Marchi (2009). Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training (pp. 166-179). www.irma-international.org/chapter/hypertinence-serendipity-elicitation-passion-knowledge/19970

#### Informational Competencies Entrepreneurship and Integral Values in Higher Education

José Manuel Saiz-Alvarez, Edgar Muñiz-Ávilaand Delia Lizette Huezo-Ponce (2017). *Innovation and Shifting Perspectives in Management Education (pp. 79-100).* www.irma-international.org/chapter/informational-competencies-entrepreneurship-and-integral-values-in-higher-education/167930

### Involving Adolescents in Getting Acquainted With the Problems of Regional Business: Educational Game Journalist

Aleksandra Tesakova, Dmitry Vinogradovand Valery Puzyrevsky (2019). Business Community Engagement for Educational Initiatives (pp. 123-146).

www.irma-international.org/chapter/involving-adolescents-in-getting-acquainted-with-the-problems-of-regionalbusiness/212893

#### Understanding Plagiarism Behavior through Criterion Studies: Predictors of Actual Plagiarism

Daniel E. Martin (2012). Handbook of Research on Teaching Ethics in Business and Management Education (pp. 441-472).

www.irma-international.org/chapter/understanding-plagiarism-behavior-through-criterion/61823