



The Role of Education in Human Resource Development in India

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Abstract:

Human resource development is one of the alarming issues for all the developing economies. In this paper, the researcher has discussed the higher education system in India and the role of education in human resource development. India is over populated country. But most of our people are illiterate, unskilled and unemployed. The level of education and training as well as accessibility to education and training opportunities are among the major determinants of social equity. The main objective of the study is to find out the nexus between education and human resource development. The study is mainly based on secondary data as published by various organizations. Research strongly indicates that the development of education for development of human resource is very important in India.

Key words: Education, development, Human resource development, role of education in HRD

1. Introduction

Education and national development are interlinked. No one debates the value of education. In order to clarify the importance of education one first has to define and differentiate between learning and education. Learning is the process of adopting knowledge, values and skills whereas education is the process of imparting knowledge, values, skills and attitudes which can be beneficial to an individual. Learning is said to be ongoing process whereas education is something that one gets at some point of time. Education is an essential part of human resource development. There exists correlation between education and human resource development. To prove the importance of connection between human resource development and education, India changed its Ministry of Education to the Ministry of Human Resource Development in 1985.

In India, majority of population that is almost 64% is between the ages of 15 and 64 and nearly 31% is under 14 years of age. So MHRD focuses on the education of children, youth, skill and technical development of human resource. Persistent education equips the individual to be aware of and study the real-life situation and to develop an opportunity for creating confidence in the minds of younger generation, and provide a strong base for rational and value-oriented and nation-building progress (Myers & Harbison, 1965; Mingat and Tan, 1986). Technical and vocational courses in higher education have gained impetus. Therefore, a proper watch of the trend of technical and vocational courses in higher education is vital, not only for making them eye-catching, but also in shaping them to be economically and socially relevant. The Government of India is investing profoundly on human resources development on the assurance that among its paramount resources are its inhabitants.

Every national and international agency perceives that human resource development is the top priority. The linkages between investments in human resource development and economic development have become sharper. An educated and empowered population resulting from proper human development strategies can significantly contribute to increased productivity and thereby sustainable economic growth and development. Hence HRD is often referred to as the engine of growth and development.

2. Objectives of the study

The prime objective of the study is to examine the status and quality of education in India. The study will explore the relationship between education and human resource development. In this regard, the specific objectives of the study are as follows:

1. To find out the role of education in human resource development in India
2. To find out the status of quality of education in India
3. To find out relation between education and employment

3. Methodology

The study is based on secondary data. Various books, journals, research papers, newspapers, official records and documents, publications of government and non-government organization etc. are used as secondary source of data.

4. Theoretical framework

1. Education and human resource development

Human Resource Development is the framework for helping employees, develop their personal and organizational skills, knowledge and abilities. The American Society for training and development defines HRD as follows: "Human resource development is the process of increasing the capacity of the human resource through development. It is thus the process of adding value to individuals, teams or an organization as a human system."

Accordingly, higher education and training are the major source of improving human resource. Both, Theoretical and Practical knowledge are necessary for building a quality human resource. Thus, it is obvious that education, training and HRD are closely interrelated.

2. Profile of human resource in India

In terms of quantity, India has abundant human resource with a population of 1.2 billion people. It is the seventh – largest country by area and the second – most populous country. 62.5% of population is between the age group 15 to 59. But in terms of quality, human resource of India suffers from the following limitations:

- Low level of technical and professional skills of the labour force
- Low labour productivity
- Unskilled labours, lack of experts, senior managers and technical workers in all industries
- The human resource structure is still in appropriate.

Thus, despite of significant achievements with remarkable contributions to the cause of national construction in general and human resource development in particular, the quality and efficiency of the education and training sector remains lower than required to achieve the goal of developing and improving the quality of human resources, especially with regard to higher education and vocational training.

5. Status of HRD and Education in India

Table-1 Literacy Rates in India since 1951

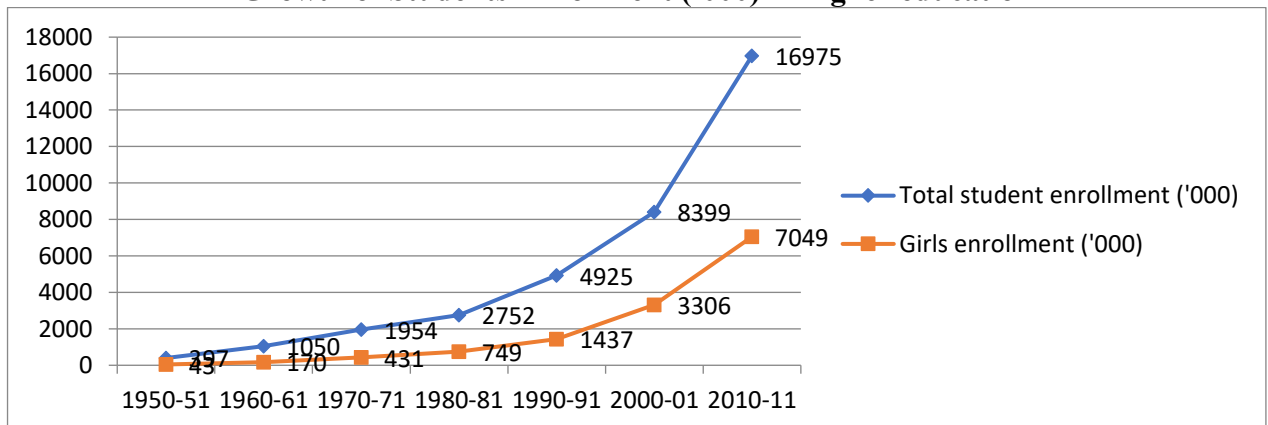
Census Year	Total	Male	Female
1951	18.3	27.2	8.9
1961	28.3	40.4	15.4
1971	34.5	46.0	22.0
1981	43.6	56.4	29.8
1991	52.2	64.1	39.3
2001	64.8	75.3	53.7
2011	73.0	80.9	64.6

1951-1971: Aged 5+, 1981-2011: Aged 7+
Source: Census of India-2011.

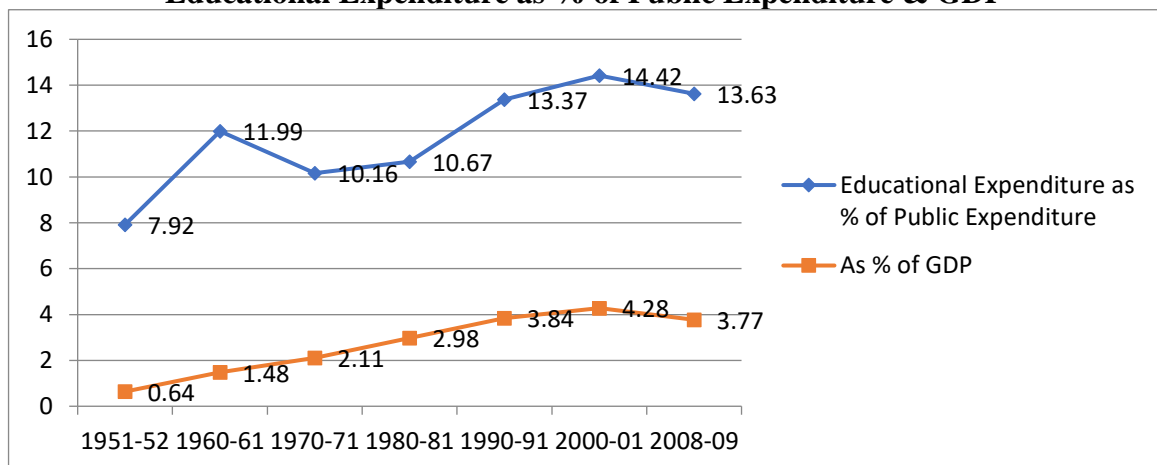
Table-2 Growth of higher education institutions in India since 1951

Census year	No. of Universities	No. of colleges
1950-51	30	694
1960-61	55	1542
1970-71	103	3604
1980-81	133	4722
1990-91	190	7346
2000-01	256	12806
2010-11	564	33023

Growth of Students Enrollment ('000) in higher education



Educational Expenditure as % of Public Expenditure & GDP



As per the above table and charts, there is a considerable increase in the literacy rate in India since 1951 till 2011. In 1951 the total literacy rate was 18.3 which have increased to 73.0 in 2011. If we link the literacy rate with the GDP of the country, GDP in 1951 was 2.33 where as it increased to 6.69 in 2011. The government is also aware of the importance of education so it has considerably increased the investment in education, in 1950-51 it was 0.64% of GDP which increased to 3.77% in 2008-09. As a result, the gross enrollment ratio of all categories of students in primary, upper primary, elementary, secondary, senior secondary and higher education has increased since 1951. Total GER in 1951 was 42.6 for primary (I-V 6 to 10 years), 12.7 for upper primary (VI- VIII 11-13 years), 32.1 for elementary (I-VIII 6 to 13 years). The total GER in 2004-05 was 10 for higher education (18 to 23 years) which increased to 20.8 in 2011-12. Government has also started various schemes such as “Education for all”, “Free education for Girls”, “Mid-day meal in schools” etc. to increase the literacy ratio.

6. Constraints

Although, education is a very important condition for growth of any country, India has to face many educational related problems. The huge shortage of teachers is a serious issue. Pupil Teacher ratio (PTR) in Universities and college is 24. Also, there is disparity between male and female teachers. In India there exists gender discrimination in education system also, there exists merely 64 female teachers per 100 male teachers. This disparity is also seen in Gross Enrollment Ratio (GER). Girls constitute 46% of total enrollment. The government has played a significant role in funding and supporting primary and higher education but the needs of Indian market is not yet met. As per the statistics published by University Grants Commission (UGC) 36% of the degree seeking students are enrolled in arts and commerce, 18% in science, 16% in engineering and technology, 4% in medicine, 2% in law programs and 3% in education. This indicates that basic social needs such as health, education and jurisdiction are not reflected in the contribution of students in the higher education system.

The government allocated only 4% of GDP to education in 2012, which included all education – primary, secondary and higher education. In Union Territories of Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman & Diu and Lakshadweep there is no University. Vocational education and training are the demand of current market, and it is still in its initial stage.

7. Relation between Education and Employment

Employment is very crucial for development of any country, and there exists direct connection between education and employment. There is a close relationship between Education and employment. According to the international labour Organisation, there are more than 200 million people unemployed worldwide. Population estimation suggests that the world will need more 500 million new jobs by 2020. Indian unemployment rate has always remained high nearing 9% on an average from 1983 till 2011. According to India Skills report launched in the 3rd CII national conference on Skill Development 34% were found employable out of about 1,00,000 candidates. One way to increase employability of population and create new jobs is to improve the quality of education. Education contributes to overall growth of the person and can provide individuals with necessary market skills.

8. Limitation of the study

The study is based on secondary data.

9. Recommendations

- The education system should be open and flexible as well as connected to external environment.
- Accountability in the field of education and training should be improved.
- Efforts should be taken to reduce the disparity between male and female enrolment ratio. Girl child should be encouraged to take education.
- Professional ethics and market demand-oriented curriculum for higher education should be formed.
- Outdated teaching methods should be replaced by modern techniques.
- Vocational training needs increased investment both through government and private sector to assist in creating a knowledgeable, skilful and professional workforce.

10. Conclusion

Human Resource Development is very important in today's world. Investing in human capital is one of the most relevant factors affecting economic growth of a country. Education is the real essence of Human development. Sustained development cannot be achieved without education. Indian Government has taken various steps for Human Resource Development. As a result, progress has been achieved, literacy and GDP has increased but it is not impressive as compared to other developed countries. There are other constraints too such as poverty, low per capita income, disparity of income,

rigidity, lack of political support, lack of modern technology etc. if we can take proper initiative to eradicate barriers of HRD we can convert huge population into Assets of the country.

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