Dynamic Issues in Human Resource Development in India: An Analysis

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Abstract

Human resource development in India is assessing by four indices viz., health, education, employment' and science and technology. This paper gives the facts regarding macro level impact on Human Development. Education plays vital role in HRD by skills development, project designing, improvement in science and technology. Thus, education treated as multidimensional weapon for all round development of the not only the HR but also entire the nation. The state expenditure on education as a proportion of the GNP is 3-4 percent witnessing 75 percent of literacy rate. There is 1522 degree-granting engineering colleges in India with an annual student intake of 582,000 plus 1,244 polytechnics with an annual intake of 265,000. There are 12,760 hospitals having 5, 76,793 beds in the country. The Government of India has decided to increase healthcare expenditure to 2.5 per cent of the gross domestic product (GDP) by the end of the 12th Five Year Plan. Growth in HDI of India is the best evidence of dynamic efforts regarding human resource development in India

Key Words: Employment, Education, Employment, HRD and Manpower Planning, Health, Science and Technology.

1. Introduction

Human resources refer to the sum total of society's competencies. It refers to all Competencies which contribute to playing an active role in development of a country. Human resource development has become one of the most important issues in recent years to shape development strategies of countries around the world. Human resource development in India assessed by taking four indices viz., health, education, employment'

and science and technology. which is still far below the 6 per cent recommended by the Education Commission. The goal of education for all continues to remain a difficult target. Though India has set up large number of health institutions and personnel, how much of these are actually utilized given the conditions of poverty, ignorance and urban bias is questionable. Qualitative improvement is the need of the hour.

In this connection, an attempt is made in this paper to discuss the factors (like education and health) involved in human resource development in India.

2. Education as engine for HR

The great Chinese scholar, namely *Confucius,* being an oldest educationalist wrote a treatise - real development of the society we can attained when the people in order, peace with out violence , no crime , cities with more harmonious, better living conditions , love and affections, moral , valuable human relations but not materialistic . Human science like education has been vitally maintained for the economic development. 'The Great Learning' around 2500 years ago, in this book, he sets out the human science process in these words'----

"Those who wished to make their wills sincere would first extend their knowledge. The extension knowledge consists in the investigation of things. When things are investigated, knowledge is extended; when knowledge is extended, the will becomes sincere. When the will is sincere, the mind is rectified, when the mind is rectified, the personal life is cultivated; when personal life is cultivated, the family will be regulated; when the family is regulated the state will be in order and when the state is in order; there will be peace, and peace is one of the important ingredients which lead to Economic Development".

To develop a competitive advantage in the era of globalization, it is fundamental that firms influence their workforce as a competitive weapon by implementing a strategy for improving workforce efficiency to drive higher value for the firms. Firms optimize their workforce through human capital development programmes which achieve business goals and are important for a long term survival and sustainability. To accomplish this, firms need to

investigate resources to ensure that employees have the knowledge, skills, and competencies they need to work efficiently in the complex environment. With changes globally, firms have embraced the impression of human capital as a good cutthroat advantage that would enhance firm's performance. Human capital development is a method to achieve cost-effective firm's performance. Hence, firms need to understand human capital to enhance employee satisfaction and for improving performance of the organization. Hence, this paper studies the link between human capital and firm's performance in the developing countries. Education is generally viewed as crucial for rapid economic growth, and essential if we wish to increase the productivity of the people and providing with the skills they need to participate fully in the economy and in the society (Fagerlind & Saha, 1989).

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government.

India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The private education market in India is merely 5 per cent although in terms of value is estimated to be worth $40 billion in 2008 and will increase to $ 68–70 billion by 2012. As of 2011, there is 1522 degree-granting engineering colleges in India with an annual student intake of 582,000 plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of

education. In India education system is not based on pure merit, but its based on caste based reservations. In universities/Colleges/Institutions affiliated to federal government there is minimum 50 per cent of reservations applicable to various castes. At state level it varies. State of Andhra Pradesh has 83.33 per cent of reservations as on 2012, which is highest percentage of reservations in India

However, India continues to face stern challenges. Despite growing investment in education, 25 per cent of its population is still illiterate; only 15 per cent of Indian students reach high school, and just 7 per cent graduate. The quality of education whether at primary or higher education is significantly poor as compared with major developing nations. As of 2008, India's post-secondary institutions offer only enough seats for 7 per cent of India's college-age population, 25 per cent of teaching positions nationwide are vacant, and 57 per cent of college professors lack either a master's or PhD degree.

3. Health efforts and Human Development

Health is defined as a state of complete physical, mental and social well being and just not the non existence of disease or ailment. Health is a primary human right and has been accorded due importance by the Constitution through Article 21.Though Article 21 stresses upon state governments to safeguard the health and nutritional well being of the people, the central government also plays an active role in the sector. Recognizing the critical role played by the Health Industry, the industry has been conferred with the infrastructure status under section 10(23G) of the Income Act.

As indicated by the World Development Report 2003 (WDR), the total world health expenditure is 9.0 percent of the Gross world income out of which the share of both public and private sector is 5.3 percent and 3.7 percent respectively. For developing countries as a whole, expenditure on health accounts for about 5 percent of total public expenditure and, on an average, 2 to 4 percent of the GDP (world development report 2003). As against this, the total health expenditure in India is 5.2 percent of the GDP and out of this the public health spending

account for less than 20 percent and the rest is the contribution by the private sector (WDR 2002). In India, the Per capita total expenditure on health at average exchange rate (US$) though increased from $ 22 in 1998 to $ 30 in 2002, the Per capita government expenditure on health at average exchange rate (US$) was $ 6 through out the period (Word Health Report 2005). The Government of India has decided to increase healthcare expenditure to 2.5 per cent of the gross domestic product (GDP) by the end of the 12th Five Year Plan (2012-17).

3.1. Health profile of India

There are 12,760 hospitals having 5, 76,793 beds in the country. Under the department of AYUSH there are 24,465 dispensaries and 3,408 hospitals in April 2010. There were 148,124 sub-centers, 23,887 PHCs and 4,809 Community Health Centers as per Ministry of Health and Family Welfare, Government of India, 2011. There were 2,445 licensed blood banks in the country in January 2011. The country currently has 314 medical colleges, 289 colleges for BDS courses and 140 colleges for MDS courses with total admission of 29263, 21537 and 2783 students respectively during 2010-11. There were 2,028 institutions for GNM with admission capacity of 80,332 and 608 colleges for pharmacy (diploma) with admission capacity of 36,115, in March 2010.

The National Health Profile, 2010, compiled by the Central Bureau of Health Intelligence, reveals the following key demographic data:

The sex ratio (females per 1,000 males) has shown a slight improvement in the last two decades, it was 926, 933 and 940 during the 1991, 2001 and 2011 census respectively. The birth rate declined from 26.1 in 1999 to 22.5 in 2009, while the death rate declined from 8.7 to 7.3 per 1,000 persons over the same period. Life expectancy at birth has increased from 59.7 years in 1991-95 to 62.6 years in 2002-06 for males and from 60.9 years in 1991-95 to 64.2 years in 2002-06 for females.

The increase in life expectancy is leading to an increase in the number of elderly persons in the population creating a demand for specific health facilities. The IMR has declined considerably from 70 in 1999 to 50 per 1,000 live births in 2009 though the difference between rural

(55) and urban (34) IMR is still high. The TFR has shown no deviation over the last two surveys conducted in India, being at 2.6 both in SRS 2008 and SRS 2010. It is 2.9 among the rural population and 2.0 in urban areas.

The MMR has declined considerably from 301 in SRS 2001-03 to 254 in SRS 2004-06 and finally to 212 as per SRS 2007-09. This is an indication of better health awareness and medical provision in the rural areas. There are 593 districts, 5,470 sub-districts, 5,161 towns and 6, 38,588 villages (including uninhabited villages) in India.

3.2. Health and HR indicators

The human resource indicator provide an overview of the availability of trained and specialized medical, nursing and paramedical personnel in India along with an understanding of the regional distribution and disparities. They provide the details of allopathic doctors, dental surgeons, AYUSH doctors, nursing staff and various paramedical healthcare workers in India. The key facts on human resources include the following:

The number of allopathic doctors who possess recognized medical qualifications (under the MCI Act) and are registered with state medical councils for the years 2009 and 2010 were 7, 93,305 and 8, 16,629. respectively. The number of dental surgeons registered with central/state dental councils as on December 31, 2009 were 1, 04,603. The total number of registered AYUSH doctors in India in January 2010 was 7, 52,254.

4. Science & technology & Human Development

India's commitment to the use of science & technology as a key instrument in national development has been clearly articulated time and again in various policy documents right from the early years of independence. And indeed, the progress made by our country since then in attainment of the stated goals in policy and plan documents has been substantial. In the past five decades 200 universities affiliating around 3000 colleges have been established to serve as an incubation ground for producing lakhs of technically qualified professionals. India today is acknowledged as the third largest

storehouse in the world for technically qualified workforce. The pioneering Indian spirit has manifested itself in many fields; many frontiers have been won over. These are obtained due to the development of human skills.

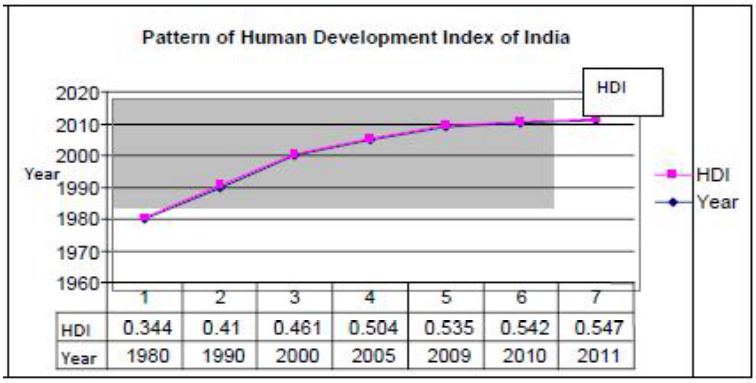
5. Pattern of Human Development Index in India

The Human Development Index (HDI) combines three main components of development, viz., longevity, knowledge and income. Longevity is represented by life expectancy at birth. Educational attainment is a weighted average of two educational stock variables, adult literacy and combined enrolment ratio, the weights being two-third and one third respectively.

The principal objective of development planning is human development and the attainment of higher standard of living for the people. This requires a more equitable distribution of development benefits and opportunities, better living environment and empowerment of the poor and marginalized.

According to HDR 2011, the HDI for India was 0.547 in 2011 with an overall global ranking of 134(out of the 187 countries) compared to 119 (out of 169 countries) as per HDR 2010 (figure 1). However, a comparable analysis of the trends during 1980-2011 shows that although lower in HDI ranking, India has performed better than most (including high and very high human development) countries in terms of average annual HDI growth rate.

Figure -1. Pattern of Human Development in India



Source: Human Development Indices: A statistical update 2011 | United Nations Development Programme

The improvement is not enough because, China has fastly growing than India. It is also worried by UNDP. Of the policy makers and administrators ignored the issues people may be reject the ruling of the present parties in future

6. Employment and human resource development

Innovations should avoid two traps. One is transforming the new educational programmes into a kind of a vast dustbin, filled with everything from sex to the history of religion. The second is overlooking the need for maintaining the educational standards. The new enthusiasm of the younger generation for business and enterprise should not affect their moral code or encourage indifference and egoism. Some worrying signs, pointing out such negative trends, have already appeared. A widespread involvement of the child population in the service sector as newspaper salesmen, car washers, errand-boys for the "rich" fellows, has already driven a significant number of pupils away from school. Emphasis on mercantilism deforms motivation of children, alienates them from the world in which cultural and moral values do matter. It is potentially dangerous, because it may lead to a

moral degradation of their personality**.**

There has been a drastic changes happening in Indian economy especially in placement to the human resources during the last two decades of new economic reforms era. The pattern of employment generation rate has sharply declined from 2.01 percent per annum during 1983 to 94 to 0.98 percent per annum during the period 1993-94 to 2004-05

7. Conclusion

Elaborating specific strategies for planning the development of education and manpower training and matching these strategies with new employment opportunities in the private and public sectors is a vital step in human resource area. In keeping with the changing needs of a developing economy and a dynamic society, there have been changes in the economic, employment and educational policies of India. In the economy, now there are fewer controls. The Government is moving away from those areas where private enterprises have a comparative advantage and is focusing on human development areas like employment and education. Over the years, India has also reoriented its education system to make it more employment oriented. With the current thrust on education coupled with the new economic policies under which a GDP growth rate of 5.6 per cent per annum is anticipated, near full employment by the turn of the century is envisage.

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