

## **HRD IN EDUCATION SECTOR- J & K A CASE IN POINT**

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### **ABSTRACT**

Human Resource Development represent highest standard of living in terms of quality of life, social values, ethics, moral values, intellectual development, political upliftment. Nations across the Globe broke ground across different dimensions of development like technological innovations, space exploration, medicinal breakthroughs, oceanic discoveries etc. However, the power behind these developments is nature's creation that is human resource. Human resource represents the force that drives the wheels of development. Highly efficient and developed human resource basically, creates developed nations, societies, families and individuals. Human resource development represents the core element of strategic process of any development oriented nation. The current study would throw some light on human resource development in education sector especially in the State of Jammu and Kashmir. Several secondary data sources would be part of the given study. In addition, various challenges faced while developing human resource would be given due consideration as well. Further, the current study would offer certain valuable suggestions for overcoming the challenges. Also, several implications of the present study would be discussed for effective policy making by policy makers.

**KEYWORDS:** Human Resource Development, Education Sector, J&K.

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## **INTRODUCTION**

Human Resource Development refer to the overall development in the quality of life, families, communities and societies by improving physique, intellect, social behavior, political skills and well being, of individuals (Organization for Economic and Social Council, UN). HRD develop individual as well as national capacities by formulating appropriate policies regarding social and economic systems. Physical development allows people to work, enjoy life. Intellectual development enables people to explore opportunities in education, business, technology, space, etc. Social development inculcates behavior among people to live in harmony, share values, culture, team work etc. Political development leads to freedom of expression, participation in democratic process, values, systems etc. HRD include development of people like children; primary, secondary, higher secondary, school students, college goers, university students, teachers, women, labors, unemployed youth, doctors, farmers, businessman, leaders etc. Women play an important role for ensuring development of entire family and society while developing her, simultaneously. HRD develop certain competencies and capacities among individuals like attitudes, skills, values, ethics, abilities, etc. Learning, application, sharing of knowledge, wisdom, competencies lead to more organized, disciplined and contented individual life and society. HRD plays significant role while formulating developmental plans for a nation. However, development involves multiple interactions among different components like education, health, governance, politics (Bloom).

## **HRD SCENARIO IN INDIA**

India has shown improvement in Human Development Index (HDI) since 1990 from 0.410 to 0.554 in 2012. Human Development Index comprises of three components like life expectancy, literacy rate and gross enrolment ratio (Dutt, 2010). However, comparing with other developing and developed countries India stands at 136<sup>th</sup> rank with Norway at no 1 with HDI value of 0.955 followed by Australia (0.938), US (0.937), Japan 0.912 and UK 0.875 9 (UNDP, 2013). India though, improved adult literacy rate, however, it still comprises of 30% of world's illiterate population, of which 70% are women (Chetia, 2014). India has been ranked at 148<sup>th</sup> position among 179 member countries in United Nations Development Report (2008) with its adult literacy rate of 65.2%. Jammu and Kashmir stands at tenth serial having HDI of 0.529 with Kerala leading by having HDI of 0.790 (Indian Human Development Report, 2011).

**Table 1: Human Development Index of various countries.**

S.No	Country	HDI
1	Norway	0.955
2	Australia	0.938
3	US	0.937
4	Japan	0.912
5	UK	0.875
136	India	0.609

Source: United Nations Development Report (2015)

Although, India has excelled in areas like information technology, pharmacy, automotive industry and is considered as one of the powerful growing economy. But, human development index is a cause of concern. Its levels of malnutrition, illiteracy and poverty are extremely high. Human development in India has suffered due to several factors like unequal distribution of Income, ineffective implementation of government policies. India upper class and middle class have accumulated huge amount of wealth; made unproductive investments in jewelery, gold, real estate, luxury cars etc. On the other hand lower class has meager means even to ensure two day meals for themselves and their families. Similarly, acts of corruption lead to ineffective implementation of Government schemes for human development at grass root level. HRD received attention of several bodies like World Bank, UN, UNDP, UNIDO, WHO, ILO, UNICEF, ASEAN, SAARC etc. Organizations as mentioned above, stressed that HRD of a nation is of strategic significance and need to be given highest priority (Wiki Educator).

### **EDUCATION SCENARIO IN INDIA INCLUDING J&K**

Education being, considered as a vital instrument for shaping individual personality, values, attitudes, behavior, lifestyle in addition to upliftment of economic, social, political culture of a developing nation. Education act as backbone of any development oriented nation by creating social, economic, scientific infrastructure. Education lead to social development of a nation interms of proper guidance and awareness for issues like education, food, health, nutrition benefits. Education facilitate strong economic infrastructure in avenues like agriculture, energy,

transport, communication etc. Further, education enable human resource of a nation to learn skills, thus, could lead to growth in industry, commerce, technological breakthroughs etc. Highly educated human resource ensures quality governance, administrative effectiveness and political stability of a nation (Rajini, 2009). Leaders across the globe have realized that economic prosperity, efficiency, effectiveness can be realized only, by having talented, skilled, able human resource. Therefore, education has been emphasized as being, a significant lever for social, economic and political transformation of masses.

India has been considered as an important player in global education industry. India is having 1.4 million schools with over 227 million students enrolled and more than 36,000 higher education institutes. Education sector in India is expected to grow at much faster rate with having world's largest tertiary age population group and second largest graduate talent in pipeline by the end of 2020. Education market stands in India stands at US \$ 100 billion right now. Higher education contribute 59.7% of total market size, school education 38.1%, pre-school 1.6%, media and technology 0.6%.

**Table 2: Education Market in India.**

<b>S.No</b>	<b>Market Component</b>	<b>Percentage of Total Market Size (US \$ 100 billion)</b>
<b>1</b>	<b>Higher Education</b>	59.7
<b>2</b>	<b>School Education</b>	38.1
<b>3</b>	<b>Pre-School</b>	1.6
<b>4</b>	<b>Media and Technology</b>	0.6

Source: (Indian Brand equity Foundation, 2015).

Higher education in India is world's largest with enrollment of 70 million students. Spending in higher education amounts to Rs 46, 200 Cr (US \$ 6.96 billion) and is expected to grow at an annual average rate of 18% to reach Rs 2, 32,500 Cr (US \$ 35.03 billion) in next 10 years. Similarly, India's online education market is expected to reach US \$ 40 billion by 2017 (Indian Brand equity Foundation, 2015). Foreign direct investments inflow in to Indian education sector stands at US \$ 1,171.10 million from April 2000 to June 2015 (Department of Industrial Policy and Promotion).

Education forms the backbone of every nation. Education empowers people to enhance their social, cultural, political and economic well being. Countries having sound literate human resource are more developed and prosperous. Jammu and Kashmir have witnessed humungous shift in education of new generations in recent past. Literacy rate has gone up with more and more participation of young minds from all walks of life like boys and girls from urban and rural areas as well. Primary Education enrollment has shown improvement since last two decades in Jammu and Kashmir with both boys and girls represent more and more involvement in their studies. Similarly, enrollment of teachers also, has witnessed improvement as both male and female teachers have been increasing to ensure better teacher student ratio. The statistics of enrollment is given as under:

**Table 3: Primary School Enrollment**

Year	Institutions	Students (Lakhs)			Teachers		
		Male	Female	Total	Male	Female	Total
1996-1997	10483	5.19		3.74	13888		8225
		8.93			22113		
1997-1998	10366	5.68		4.43	15401		9351
		10.11			24752		
1998-1999	10515	6.45		5.02	18341		10599
		11.47			28940		

Source: Digest of Statistics, 1999-2000, Government of Jammu and Kashmir.

Further, enrollment in middle school level also, reflect enhancement both in student and teacher roll. Boys as well as girls have grown in number from year on year. Growth in teacher enrollment both in male as well as female line showed appropriate increase as presented below:

**Table 4: Middle School Enrollment**

Year	Institutions	Students (Lakhs)			Teachers		
		Male	Female	Total	Male	Female	Total
1996-1997	3104	3.05		1.52	14538		8842
		4.06			23362		
1997-1998	3613	2.41		1.64	15325		9649
		4.05			24974		

<b>1998-1999</b>	3507	1.44	1.81	16803	11373
		4.31		28176	

Source: Digest of Statistics, 1999-2000, Government of Jammu and Kashmir.

Higher education at secondary and higher secondary level represent increase in overall enrollment. However, decrease in enrollment in boy's category is a cause of concern. Enrollment of girls has shown positive behavior from year on year. In contrast, enrollment of teachers both male and female has grown substantially year on year as can be seen under:

**Table 5: High and Higher Secondary School Enrollment**

Year	Institutions	Students (Lakhs)			Teachers		
		Male	Female	Total	Male	Female	Total
<b>1996-1997</b>	1351	2.50	0.53	2.27	16501		7521
					24022		
<b>1997-1998</b>	1431	1.78	1.15	2.93	17207		9350
					26557		
<b>1998-1999</b>	1466	1.86	1.19	3.05	19976		10653
					30629		

Source: Digest of Statistics, 1999-2000, Government of Jammu and Kashmir.

## **HRD INTERVENTIONS IN EDUCATION ACROSS INDIA INCLUDING J&K**

Indian government has taken several initiatives to improve certain dimensions of human resource development. Several of these are being discussed over here:

**Right of Children to Free and Compulsory Education Act, 2009:** Each and every child has a right to elementary education of satisfactory and equitable quality in a formal school satisfying norms and procedures under the given act.

**Universal Access:** Universal access to education has been covered under SARVA SIKSHA ABHIYAN) programme. In 2002, 1, 73,757 habitations were un-served by primary schools. However, 2, 07,995 primary schools were sanctioned after launching SSA. Similarly, 2, 30,941

habitations were un-served by upper primary schools in 2002. After, launching SSA 1, 59,499 upper primary schools have been launched till 2013-14.

**Girl Education:** Girls from various sections of the society like SC/ST/OBC/BPL etc were given residential accommodation in upper primary schools of educationally backward blocks. These are known as Kasturba Gandhi Balika Vidyalya (KGBV) and operate in places where schools are far a distance and pose threat to security of girls. KGBV provide 75% reservation for girls from SC/ST/OBC, other minorities and 25% to BPL family girl child. Till 2013-14, 3609 KGBV'S are sanctioned with 3602 being operational having 3, 47, 725 intake.

**RMSA (Rashtriya Madyamik Shiksha Abhiyan):** Launched in March, 2009 RMSA focuses on access to secondary education and improvement its quality. The scheme envisages more classrooms, laboratories, libraries, internet connectivity, toilet blocks, and electricity. Further, additional teachers, trainings to teachers, more female teachers, ICT enabled education etc form part of RMSA. The funding pattern for RMSA includes 75:25 for normal states and 90:10 for eastern states.

**ICT in Schools:** National Mission on Education through ICT has been envisaged to exploit benefits of knowledge over interconnected network of computers. ICT enable learners to perform experiments through virtual laboratories, discuss topics of interest with online mentors, and attend online sessions, classes, lectures delivered across any part of globe. Secondary and higher secondary schools are asked to teach through Information and communication technological tools and techniques. Smart schools are being set up where in teachers are being trained in ICT. E-content is being developed through Central Institute of Education Technologies, six State Institutes of Education Technologies and five Regional Institutes of Education.

**RUSA (Rashtriya Uchchar Shiksha Abhiyan):** Under, the given scheme one degree college is allotted to each of the 374 districts identified with gross enrollment ratio less than national average of 12.4%. The capital cost for each college is estimated at Rs 8 crore and States are advised to prepare proposals between Rs 4 crore to 8 crore. For North Eastern states share consist of 50:50 ratio between Centre and States (Sikkim, HP, J&K and Uttarakhand) while as

for other states it came as 65:35. However, land need to be provided by State Government free of cost. The total fund requirement was estimated at Rs 2992 crore for 374 colleges with centre share of Rs 1079 crore.

**Technical Education:** Special focus has been laid down on imparting technical education to budding youth of the country. Near about, 16 Indian Institutes of Technology, 30 National Institutes of Technology, have been set up for providing technical education. In addition, Government of India provides Rs 12.30 crore for setting up polytechnic college in 300 indentified unserved districts. However, State governments need to provide free land and recurring as well as non recurring expenditure beyond Rs 12.30, if any. Besides, Rs 2 crore is being provided for upgrading existing polytechnic colleges among 500 diploma level public funded polytechnics. Further, Rs 1 crore is being kept for construction of women's hostel in existing 500 AICTE approved Government aided or funded polytechnics to ensure women enrolment in the same.

**Skill India Initiative:** Government of India has launched Skill India initiative or 'Kaushal Bharat, Kushal Bharat'. Under, the given initiative 400 million Indian citizens would be trained by 2022 to make them job ready. The given initiative comprises of programmes like Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Policy for Skill Development and Entrepreneurship 2015 (NPSDE), Skill Loan Scheme (SLS) and the National Skill Development Mission (NSDM). PMKVY involve providing skill development training and then rewarding trainees on completion of training. Over, the next year 2.4 million Indians are to be benefitted from this scheme. NPSDE focus on skill development and entrepreneurship promotion simultaneously, in order to facilitate self employment and reliability in the country. SLS lead to disbursement of loans of Rs 5000 to 1, 50,000 to 3.4 million Indians planning to develop their skills in next five years. NSDM help in implementation of skill development activities by creating framework at Central as well as State level.

**Memorandum of Understandings:** India has signed Memorandum of Understanding (MoU) with Australia in the field of higher education and research, for improvising technical, professional, vocational education and trainings. Besides, MoU between National Skill



Development Corporation of India and Centre for Research & Industrial Staff Performance India would help in exploration of national and international opportunities for skill development in India.

**Other Initiatives:** Government of India (GOI) has asked Japan International Cooperation Agency to train bureaucrats from HRD Ministry, representatives from School Boards, Mathematics and Science Teachers from Primary Schools. Besides, GOI has launched National Web Portal for promoting National Apprenticeship Scheme for Graduates, Diploma Holders and 10+2 pass-outs, Vocational certificate holders. In addition, digital employment exchange has been set up that would facilitate employment opportunities for job seekers in industrial enterprises.

**International Cooperation:** Education exchange programmes or Memorandum of understandings has been signed with 51 countries like Russia, Germany, United Kingdom, U.S.A, Australia, Brazil, Malaysia, Turkmenistan, Thailand, Syria, Uzbekistan, Sri Lanka, Ethiopia etc. Cooperation with these nations would be sought through exchange of scholars, researchers; sharing publications; organizing joint seminars, workshops, conferences; mutual recognition of qualifications. Also, cooperation with several international and regional organizations in education sector was sought like UNESCO, Commonwealth of Learning, BRICS, SAARC, IBSA, EAS, ASEAN, EU etc (MHRD Annual Report, 2013-14).

## CHALLENGES

A country like India having population base of more than 120 crore people face tedious task while making efforts to develop its own human resources. India has been placed among 30 countries that are going to miss education for all targets in 2015. Also, dropout ratio among school children is a cause of concern especially, female children. Girls and women in the age group of 15-24 would be twice illiterate as compared to men belonging to same age group (ICSSR and World bank, 2010). Educating millions of children whether at primary, secondary or adults at higher levels involve humungous investments in building infrastructure, providing uniforms, books, mid-day meals, teacher salaries, technical equipments, tours, scholarships etc. Further, illiteracy rate being on the higher side create hurdles where in parents discourage their

children from pursuing education rather forcing them in child labour, menial tasks etc. Outburst in population growth especially, in rural India lead to overburden the already burden existing system, thereby, deteriorating the development process.

## **SUGGESSTIONS**

Administrative machinery need to focus on key issues that could enhance human resource development interventions thereby, leading to positive outcomes. Mass awareness programmes regarding government schemes or HRD interventions need to be carried out especially, in illiterate areas. People should be taught, facilitated and encouraged to participate in such initiatives. Proper accountability commissions need to be set up for monitoring the implementation of HRD interventions and proper reports on progress of such initiatives need to be sought on appropriate times. Further, sensitivities of different cultures, religions need to be assured of, so, that people could feel secure while sending their children to pursue education especially, in case of female folk. Performance appraisal systems for evaluating performance of teachers, technical staff, need to be carried out on appropriate time intervals and performances should be rewarded or punished according to outcome. Private schools, corporate need to play active role in collaborating with state governments, schools, NGO'S, other voluntary organizations for promoting better quality education, skill development, professional courses. More cooperation with foreign nations in education field would enhance standards of domestic education setup, technological breakthroughs, learning, and knowledge transfer.

## **IMPLICATIONS**

Human resource being, core element in development of nations define strategic path of developing or developed nations. Nations having highly developed human resource witness robust growth in each and every sector of economy whether technological breakthroughs, manufacturing consumer products, improving service processes, etc. Educated human resource lead disciplined, standard, advanced life style. Nations with literate civil society face little problems regarding issues like uneven population growth, crime, ill health, diseases, unemployment, and unproductivity. Such nations witness humungous industrial, technological growth due to its highly skilled and able workforce or human resource. Educated human resource ensures proper utilization of resources and amenities where by safeguarding essential natural

resources, optimizing energy consumption etc. Enlightened human resource guide key policies of nations by giving valuable and relevant feedback, inputs.

## CONCLUSION

Human Resource Development acts as a foundation for strong social, economic, political set up of a country. HRD act as a critical success factor in development and prosperity of western world. Developing world especially, India has more probability of emerging as a powerful force in South Asia with its abundant work force available. However, proper implementation, of HRD interventions, at requisite levels needs to be assured of to have productive, skilled and quality work force. Similarly, Education has an important role for development of social, physical, economic, cultural, financial, technological infrastructure. Human Resource Development, basically, starts with education. Education act as a foundation up on which pillars of economic growth, social upliftment, political empowerment, technological breakthroughs, basically, rests. Education in India at elementary level have shown significant progress, however, post elementary level education need to show more participation, quality output, growth. Education sector witness humungous, allocation of funds and resources in five year plans of Ministry of Finance, Central Government of India. However, implementation of schemes focusing on education sector need to be properly monitored, assessed, controlled and evaluated. Effective procedures for rewarding or punishing performance must be followed.

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