

Education Influence in Human Resource Development

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Abstract

In India, mainstream 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. Education is basic human right and also a social capital. In the age of globalization, the importance of education is increasing day by day. Hence the government of India increase educational spending but that is not sufficient so government should spend much on education. During 1950-51 to 2019-2020 the number of Universities, College, student's enrolments increased, moreover in the same period India's Male/Female literacy rates have been increasing trend. Education influence in human resource development analyzed in this paper.

Keywords: HRD, GDP, Enrolment, Literacy, Expenditure

Introduction:

Human resource is the most important asset for any country. A country may become able to develop in every sector only by developing its human resources. There are many ingredients for the development of human resources such as education, clothing, food, nutrition, health facilities, sanitation, etc. Among them, education is the most important instrument.

Education is a basic human right and also a social capital. In the age of globalization, the importance of education is increasing day by day. Nowadays education is called the gateway to entering the globe but not any green card or quota. Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs, and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, and research. According to Oxford Advanced Learner's Dictionary (2000), "education means a process of teaching, training, and learning, especially in schools or colleges, to improve knowledge and develop skills". Okafor (1984) defines, "education as a process through which an individual is helped to attain the development of all his potentialities and their maximum activation and thereby achieve his perfect self-fulfillment".

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 an ongoing process whereas education is something that one gets at some point in time. Education is an essential part of human resource development. There exists a correlation between education and human resource development. To prove the importance of the connection between human resource development and education, India changed its Ministry of Education to the Ministry of Human Resource Development in 1985.

In India, the Mainstream of the population which 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, and youth, skill, and technical development of the human resource. Persistent education equips the individual to be aware of and study the real-life situation to develop an opportunity for creating confidence in the minds of the 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 for shaping them to be economically and socially relevant. The Government of India is investing profoundly in 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.

Impact of Education on Human Resource Development:

There is no alternative to education and training to convert people into human resources. The influence of education on human resource development is extensive. The impact of education on human resource development is given below.

- i) Awareness development: Education increases self-awareness. It can help to know their habit, culture, social status, and management.
- ii) Learning: By acquiring knowledge one can develop himself, and his family and also can participate in the country's development.
- iii) Thinking and judgment: Education can help to think transparently free from emotion and prejudice. As a result, they can invent exact work processes on the basis of analyzing individual and socio-economic conditions. Besides this, they can also able to make a good plan.
- iv) Generous outlook: Education can help man's outlook to be generous and democratic. It teaches us to be united. So they can able to build up society, Social welfare organizations, and other cooperative organizations.
- v) Duties and responsibilities: Education can build up consciousness about Duties and responsibilities. So they can implement and establish their rights in their social and political life.
- vi) Modern science and technology-based education: Modern science and technology-based education can enhance the ability to do heavy work within a short time and it can also increase the quality of work.
- vii) Medical science and economic effect: The application of higher education in medical science can develop the health services of a country. As a result, life expectancy will increase and that would be helpful to play a role in economic development for a long time.

viii) Education and religious values: Religious values of everyone are awakened by education. These religious values conduct the works and earnings in the right way. This trend continued generation by generation. As a result, country and nation can be developed economically, politically, culturally, and in other aspects.

Public Expenditure on Education in India:

Table 1 presents the expenditure on education by the reporting sources or accounts: Education Department, Budget Major Head (2202, 2203, 4202, and 6202), and the **Analysis of Budgeted Expenditure on Education** (ABEE) data as reported by MoE covering expenditure on education by Education and Other Departments. The expenditure on education as reported by Education Department is less than what is reported under the Budget Major Head.

Table 1: Public Expenditure on Education in India (in corers)

Year	Education Department			Budget Major Heads			Education & Other Departments		
	States	Centre	All	States	Centre	All	States	Centre	All
2011-12	209831	60260.8	270091.8	220724.2	61702	282426.2	247855.9	86074.5	333930.4
2012-13	233124.9	66087.6	299212.5	251211.6	68118	319329.6	278375.3	89757.6	398132.9
2013-14	261737.1	71494.8	333231.9	280897.4	74492	355389.4	318249.8	112629	430878.8
2014-15	318267.7	70555	388822.7	324212.6	70865.5	395.78.1	386798.2	113330.2	500128.3
As a percentage of GDP									
2011-12	2.4	0.7	3.1	2.5	0.7	3.2	2.8	1.0	3.8
2012-13	2.3	0.7	3.0	2.5	0.7	3.2	2.8	0.9	3.7
2013-14	2.3	0.6	3.0	2.5	0.7	3.2	2.8	1.0	3.8
2014-15	2.6	0.6	3.1	2.6	0.6	3.2	3.1	0.9	4.0
Source: https://www.researchgate.net/publication									

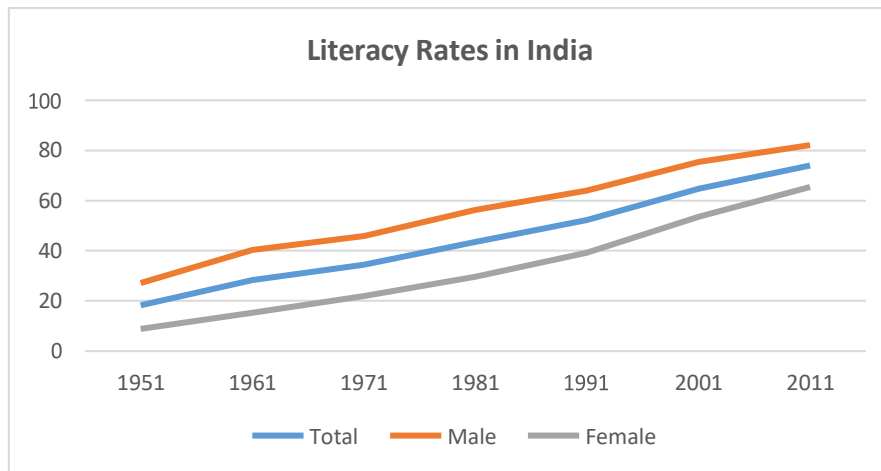
Classification representing education which also covers few other departments but which is still not comprehensive. Both these reporting sources have expenditure on education considerably lower than that of expenditures of Education Department combined with Other Department as reported by MoE (GoI). Such differences are explicit in not only absolute amount of expenditure on education but also observable for education expenditure as a percentage of GDP (Table 1). Expenditure on education by Budget Major Head (BMH) as a percentage of GDP was hovering little above 3 percent whereas the combined expenditure on education by Education and Other Departments was nearly 4 percent. There is nearly 0.6 to 0.8 percentage points difference between these two reporting figures.

Status of Education in India:

Table No. -2 Literacy Rates in India

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	74.04	82.14	65.46
Source: Dr. Deepak Shinde, Social Sector Development in India, Published by Lambert Academic Publishing, Jermny.			



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 74.0 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 enrolment 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), and 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.

Table No. 3 Growth of Higher Education Institutions in India

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
2014-15	760	38498
2019-20	1043	42343
Source: AISHE 2017-18, STATISTA 2020		

According to Table No. 3, the number of universities increased from 30 to 1043 during 1950-51 to 2019-20. Moreover, the number of colleges also increased from 694 to 42343 during the same period.

Conclusion:

Education is a basic human right and also a social capital. In the age of globalization, the importance of education is increasing day by day. Nowadays education is called the gateway to entering the globe but not any green card or quota. Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs, and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training and research. In India, the Mainstream of the population which is almost 64% is between the ages of 15 and 64, and nearly 31% is under 14 years of age. So Ministry of Human Resource Development focuses on the education of children, and youth, skill, and technical development of the human resource. Expenditure on education by the Budget Major Head (BMH) as a percentage of GDP was hovering a little above 3 percent whereas the combined expenditure on education by Education and Other Departments was nearly 4 percent. There is nearly a 0.6 to 0.8 percentage point difference between these two reporting figures. There is a considerable increase in the literacy rate in India from 1951 till 2011. In 1951 the total literacy rate was 18.3 which increased to 73.0 in 2011. The gross enrolment ratio of all categories of students in primary, upper primary, elementary, secondary, senior secondary, and higher education has increased since 1951. However, there is a considerable increase in the number of Universities and Colleges in India from 1950-51 till 2019-20. This educational influence is shown in human resource development during the independence period.

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