
Social Sectors and Human Resource in India
With Special Reference to Education: A Critical Analysis

Dr. Tej Kumar Siwakoti

siwakha@gmail.com

(Contact No. 9832558110)

Assistant Professor

Department of Economics

Sikkim Government Law College, Burtuk

Gangtok, East Sikkim , Sikkim, India

1. Abstract

In economic sense Humans' are just an income producing agents. In other words they also called as the stock of skills and productive knowledge embodied in people. Their ability to produce is total depends on investment, which determine by Government through social sectors. Generally Government always increase human capabilities as producers by investing through schooling, health and other components of social sectors. On the hand Government also increase the purchasing capacity through investing on job, training etc. Naturally high production leads the country towards the economic development and it will happen only through huge investment in human resource through social sectors. The basic components of social sector are education, health, sanitation, housing, and infrastructure etc. Similarly, India tried to rebuild the human capital through plan investment in social sector especially in education immediately after independent. At present time the strong economic reforms, greater investment, better resource management in every sector is require in India to fulfil basic needs of its increasing population. Obviously. The past reforms in Indian economy have been able to increase the growth rate of its Gross Domestic Product (GDP) along with infrastructure. The increase in literacy rate from 12% in 1947 to 74.04% in 2011 proved that the universalization of elementary education achieved great success to some extent. Despite of these India witness some other impressive achievement such as decrease in infant mortality rate, and increase in life expectancy which counts as a good effects of economic reform in Indian economy.

Keywords: Education, Health, Development, Social Sector, Economy and Reforms.

2. Introduction

Mahbub ul Haq and Amartya Sen define the conceptual background of Human development in following words, 'the process of enlarging people's choices, emphasizing the freedom to be healthy, to be educated and to enjoy a decent standard of living' (Kapila 2013). Practically to solve three basic economic problems, investment in human resource or capital is essential because it will help to make effective use of material resource. The massive investment of advanced countries in human capital produce strong labours force (Human Resource) in their economy and due to which advanced economic countries of the world are able to sustain their powerful position in the world economy. Basically country's development is based on huge investment in sector sectors because it includes those components which are essential for the economic development of any country. Among various components of social sectors education is the major components which have positive impact on other sectors of the economy and society as well. In the context of India large numbers of young people are in the working age group, where education and health benefits deals a lot and create great significance on rapid and inclusive growth. While in direct form the growth rate of per capita income depends on the growth rate of human capital that depends on the time allocation of the individuals for acquiring skill. Therefore, investment in human force through education not only settles the unbalance issues of society but it will lead the country towards all-round development. The formation of human capital is the first step of development, such as cities that have higher level of human resource initially grow faster as compare to nun-cities area because cities are highly decorated by huge investment in social sector. Similarly, the level of human capital in 1960 influences growth of the cities during 1960 and 1990 (Glaeser et al. 1995). In other words health and education are the two important component of human resource which contributes to human welfare (Sarma and Sharma 2014). In 1990s, the movement of SDI (Social Development Index) has been compared with movement of India's per capita income and plan expenditure on the social sector, where results shows that there has been growth in the social sector but not up to the mark, so to insure it more need to be done in this field (Ray 2008). But the overall picture shows that since 1980s India has made noticeable improvement in education. The decline and rise in budgetary allocation of both the central and state government affect the social sector. As a result of this fluctuation India stands on 136 positions out of 187 countries based on HDI (UNDP 2013). With the objective of planned economic development government ensure betterment of every citizen of the country through continuous improvement in education. However implementation of plan and allocation of budget may not be uniform to all the states of Indian Territory. The regional disparities come into the way of development in different forms such as low population, high poverty level, high unemployment

rate and physical character of the state. So for the regional development government of India allocate the budget differently. While during reform period the expenditure in social sector are not very satisfactory due to unbalance growth with open economy. The ultimate objective of planned and structural investment of the government is to provide facilities to its citizen.

3. Objectives of the study

1. To analyse the trend and pattern of the education expenditure in India from 2010-11 to 2015 to 16, as compare to the social sector expenditure.
2. To analyse the minor loopholes and basic reason for low human capital formation as compare to investment on it and provide suggestions for improvement.

4. Methodology

In this study researcher particularly focused on secondary data. These data were collected from various publications, economic survey of India and research paper. While to draw the real picture and conclude the study researcher usually focused on data for the year 2010 to 2016.

5. Discussion

Education the major component of the social sector produce skilled labour called human resource in modern world. Skilled labour stand along with the labour productivity means there is a direct relationship between them. But this relationship always depends on investment in social sector which reflect the attitude of human resource because human beings are both the means and the end of economic development process, so without human development that process becomes hollow rhetoric (Chetia 2014). In the economic aspect physical health, education, skills and broader capabilities is the key determinants of a country's growth potential that is why tomorrow's human capital is today's child. The investment in skills training through schemes like the Deen Dayal Uphadayay Grameen Kaushalya Yojana and schooling should increase the productivity of tomorrow's worker.

With the new policies and developmental work in education sector India fill the gap of literacy continuously. The central and the state governments were paying equal attention towards the education for all. The result of this joint effort shows 9.24% increased in literacy rate 2011 as compare to 2001 (Rout and Mishra 2015). While the Government of India implements lots of policies such as The Right of Children to Free and Compulsory Education, Rastriya Madhamik Shiksha Abhiyan (Extention of SSA) etc to fight against high dropout and low enrolment which is still remains the ground reality. Despite of all these efforts the provision of quality education still remains a matter

of concern. Further this will affect the country's development with decrease in human capital formation in the near future. In the other side poverty, seasonal migration of labour force, distance of school, availability of basic facilities within the school premises, lack of infrastructure and other some social problems challenge the Indian education system. While to some extent gender disparities is also responsible for low enrolment and high dropout rate of girls in all level. In the context of higher education, its accessibility is confined with the limited group in a society due to its high cost. The present scenario of higher education system in India has many issues such as access, equity, quality, finance and management along with gender disparities. These issues are highly concern to increase human capital formation for the development of country's economy. However the outcomes will not homogenous in every step rather it is shared effect of socio-economic because of regional differences or regional inequality. Somehow the gross enrolment at secondary level in India found close to the average for all developing countries. Ultimately education is directly related to the development of the society and country as well. So, the strong policies, schemes and investment are needed on this sector to fight against unemployment, poverty and low literacy. Regarding plan investment of Government of India on social sector especially in education shows clear picture how they developed human resource that can be used to drag the society towards economic development. Accordingly India witness the fifty years of planned investment process with many ups and downs in its schedule. Immediately after independence health, sanitation and education was in the top list which created mass human resource. While to attach them with employment and to stabilise the demand and supply the 2nd five year plan came up with the development of heavy industries and expenditure on services sector. Practically increase in employment both in organised and unorganised sector able to maintain circular flow of money in the market through increasing purchasing power and create fresh demand. Similarly the strategies of 2nd plan force the country to open the door which links the agriculture and industry in 3rd plan period. According agriculture and irrigation was in the highest priority in 4th plan, removal of poverty and attainment of economic self reliance in 5th plan, more focus on problems of unemployment, under-employment massive low-end poverty in 6th plan along with the strengthen the infrastructure for both agriculture and industry as to create conditions for an accelerated growth of investment. Likewise in other planning period as well overall development strategies were considered. The abstraction of major plan investment of 12th five year plan in the respect of education and human resource, the universalisation of secondary education with increase in its Gross Enrolment Ratio to 20% by 2017 and 25% by 2022 (Dhar 2016) are in the first priority. Since 11th five year plan's emphasis on quantity, the 12th five year plan focus on quality education. Along with this 12th five year plan also invest in faculty development

programmes, teacher's training programmes, reduction in social gender and regional gap in education, more stress on vocational skill development and encouraged research and innovation in higher education with cross-linkages between institution and industry.

Table No. 1.1

Trend in expenditure on education by General Government (Central and State Government Combine) from 2008-09 to 2015-16

Rupees in Crore

Years/ items	Investment in Education	As percentage of investment in social services
11	8327	23.60%
12	9433	48.57%
13	11028	52.16%
14	14494	56.75%
15	11954	46.35%
16	12811	40.57%

Source: Recent Trends in Social Sector Expenditure in India by D.Legio Meril. (www.epratrust.com)

The data mention in above table shows that investment in education development continuously increasing which will obviously increase the human capital in India. The trend in investment shows the increasing from 2010-11 to 2013-14, but then it goes down. This fluctuation occurs not due to any other reason than low investment in social sectors while the percents of investment in education still hold maximum as compare to other component of social sector. While the disturbance in political mechanism of the country or the political agenda of the different parties are also able to influence the investment in social sectors to some extent. The trends of its investment in social sector particularly in education push the country like India towards the category of high human development. However, its performance is not satisfactory but still India able to grab attention of other developed countries in the field of human capital formation and in near future the trend of its achievement settle the disequilibrium in labour market. The Social Sector includes education, health, housing, employment, social security schemes and importantly subsidies towards food security, fertilisers. This two way investment not only booming the economy by generating human capital but it will help the country to fight against poverty and unemployment.

When thinks come under the particular components of social sector called education, the claim of the government that is 100% literacy through different medium such as school system, E-

learning, digital education and distance education so on, has continued over the time. Thus, almost all human being acknowledge the centrality of education for economic growth and human development. But what is the shape and gravity of impact of those development policies on improving access to and participation of children in elementary education across the country. What is the difference in achievement that is across the regions and social groups in the country? Does the system really overcome with the problem of social and gender inequalities while heading towards goal of Universalisation of Elementary Education? Does the factors which are able to attract the students towards school is sufficient? How much relevant the teaching and learning process of the school. To what extent are school factors responsible for ensuring that children attending schools achieve the expected levels of learning? These are the important questions that surely determine whether India achieves the targets and goals set at the national level under different educational policies.

Today the policy makers of the central and state government giving special focus on reducing illiteracy and produce skilled human capital. Along with subsidies as a direct money flow to reduce incidence of taxation of the people especially for poor families' government also channelized the education in free of cost or in nominal fees through different policies. With the broad objective of National Policy on education in the past, India is committed Millennium Development goals and education for all in international level. With the change in visible structure of the country's development policy makes realised the importance of education for correcting social and regional imbalances, empowering women and in securing rightful place for the disadvantaged and minorities. These changing waves of development force them to modify the old National Policy on education. Beside these declarations from executive office, educational development is also push by constitutional bodies such as "The Right of Children to Free and Compulsory Education (RTE) Act 2009", Article 21A of the constitution of India and became operational in the country on 1 April 2010 (Economic Survey of India 2012-13). In the context of development elementary and secondary education many schemes have been initiated by the government, some are as follows:

- 'Shiksha Sahayog Yojana
- Sarva Siksha Abhiyan
- Mid-Day Meal Scheme for school children
- Rashtriya Madhyamik Shiksha Abhiyan and
- National Programme for Education of Girls at Elementary Level (NPEGEL)' (Pratiyogita Darpan (2013).

The recent years have witnessed some positive development in overall achievement in the field education. As a result of this achievement India ranks 130 out of 188 countries as per the human Development Report 2015 (Economic Survey of India 2015-16 Volume II). But in the other side the

trends in enrolment in government schools of rural areas reflects negative achievement that is, the finding of Annual Status of Education Report (ASER 2014) shows that 72.9% in 2007 to 63.1% in 2014, which means 9.8% decline in the enrolment. While the temporary migration of the head of the family in search of better employment, losing parents at early age, distance of school from village, physically weak, unaware with importance of education, lack of basic facilities within the school premise, lack of teachers, quality education and increasing number of private school with nominal fees are the basic reason which put the educational achievement of primary level in rural areas towards low line. The rural people strongly believed that government schools are not up to the mark when words come with the quality education because their experiences force them to believe that. This kind of mentality increases the number of private schools and their enrolment too. In fact enrolment in private school has increase from 20.2% in 2007 to 30.7% in 2014 (Economic survey of India 2015-16, volume II). This shows that poverty eradication schemes and employment generating schemes are able to increase living standard of rural people. These policies dispatch money against supply of labour force in rural areas. With the increase in money income people enrolled their children in private schools even they have government school within the walk-able distance. While it is not necessary that all the rural people are literate who did so, some of them are illiterate too and they simply follow they society by doing so. With the view of rural development through education Government announced various programmes of education and other schemes which indirectly push the rural society towards educational institutions. As mention early the quality of education determines the quality of human capital and it is the only human capital that pushes the country towards upper line of economic development. Therefore to provide quality education, government should provide proper training to all teachers, old teaching mechanism should be replaced by new one, all primary educational institutions should be decorated by all necessary facilities, for the understanding of learners regional language should followed and English should be the compulsory subjects from pre-primary level. There is no doubt each of mention issues are address in each planning year and government gathered all possibilities to make it concrete in visible forms. With these steps forwarded by central and state Government for human development through education the outcomes is far from satisfactory. There are some linkage which paralyzed the entire mechanism of human development such as illiteracy of rural people where India lives, poverty and most importantly proper documentation of the parents and child. Within these issues corruption is also there. Of course government runs various schemes to fight against poverty but still majority of people are not benefited by this due to corruption, lack of document regarding identification of the people and this thinks happen just because they are illiterate. Therefore the economic value of investment

in social sectors total depends on the literacy of the citizen, that is why, in India every citizen continuously witness the advertisement in radio, television and other mode of social media regarding importance of school education for overall development.

“Here documentation means, Voter card of the, Addar cards, Certificate of Identification, Ration card and so on in relation to the parents and any of these has to be submitted while at the time of admission of their children’s admission on schools. Similarly date of birth certificate and ICDS certificate of the child is also mandatory at time of admission in government schools. But what if some people fail to show it, is there any provision for them to get in schools? The failing of proper documentation leads to increase the total un-enrolled children in country. Off course this type of cases are not more but still it will effects our economic development. That is why we often seen the children in street as a beggar, car cleaner, tae runner, and so on. By observing them it seems that they are either affected by such school admission norms channelized by government in government schools, that is documentation or they have no one behind, they usually born in street and die there. The illiterate feature of family neglects the paper work to help their future generation to get all benefits for better living and they did that just because they are poor.” (Researcher’s observation)

There are other reasons also which counts regarding access or complete a basic education cycle. Some children are out of school because for them physical access to school is difficult, while other fail to access school due to socio economic reasons. But in now a day’s physical access to school is only a minor reason for dropping out. While the gravity of socio economic reason that is poverty ultimately is more in general. In most of the families shifting of responsibility related to financial ground pull back the children especially boys from school and this things happens both in rural and urban areas. Similarly same thing happens to girl child but most of the time their parents engaged them in home work. The process called leaving school without complete the lower primary and complete the cycle but fail to move towards upper primary are framed with all these mentioned issues. In rural areas of India a large number of children enrolled in school are first generation school goes whose parents are never enrolled in any educational institution. This kind of environment breaks the ability to learn of any children and their interest too. Although the number is less who are attached with this, but still no one can denied that educational background of the family also matters when things hit the children’s education. These children need additional support, courage and care from teachers, educational institution and society as well. The next factor is migration, which lead the children out of the school. The seasonal migration of the parents forces their children to stay away from school for more than a month in rural areas especially. On this very movement children are the main labours force which shall engaged in all necessary work of the house. However the employment

generation schemes and other poverty reduction scheme able to fill deficit income of the poor families in such areas but still many of them still need immediate attention on the ground of child education form the government.

6. Conclusion

While by squeezing many of literatures based on investment, problems, challenge, issues accessibility of education and it's relation to human development, it is clear that poverty, household illiteracy and lack of educational experience of the parents has limited many children's access to education. In some cases facilities within the schools premise, number of teachers and qualification also influence the educational achievement of children. Practically in a culturally diverse society like India, it may not always be possible to have a teacher with a background similar to his or her students. Thus, it is important that the teachers be sensitizes, educated and trained to acknowledge and be respectful of the diversities among students. The situation of children who are vulnerable to dropping out is also serious, with limited progress ensuring that children move successfully from grade to grade with adequate learning, commensurate with their age and grade. These issues need the immediate attention of planners and researchers. However current efforts to identify and tackle issues related to out of school children have the potential to bring children back into the education system. While in some socially disadvantaged families the supply and demand factors of household needs restrict educational access for their children especially girls. The first generation school-goers whose parents are illiterate, need additional support to break the intergenerational cycle of illiteracy and poverty. Another category of children who are often excluded from schooling are working children. In this context involvement of Non-Government Organization and civil society somehow managed to admit those children back to school who are working as a labour in different condition. Practically with the enforcement of child labour act, India is still infected by child labour and other child related issues. Another important issue is differently-abled children. They need special educational attention. Although the persons with disabilities Act passed by the Indian Parliament provides concrete guideline on the provision of education for these children but action on the ground seems to be slow. Last but not the least the combine force of society based on poverty, economic deprivation, caste, gender discrimination, migration of the elders, child with disabilities and proper documentation leads many of our children towards street settler, labour force, sex worker etc, and in near future this will lower the country's position in world rank based on human development Index.

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