

Human Resource Development & its Scenario in Rajasthan

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Abstract — “The basic purpose of development is to enlarge people’s choices. In principle, these choices can be infinite and can change over time. People often value achievements that do not show up at all, or not immediately, in income or growth figures: greater access to knowledge, better nutrition and health services, more secure livelihoods, security against crime and physical violence, satisfying leisure hours, political and cultural freedoms and sense of participation in community activities. The objective of development is to create an enabling environment for people to enjoy long, healthy and creative lives”, is how renowned economist Dr. Mahbubul Haq defined Human resources Development (HD).

INTRODUCTION

HRD is concerned with developing the skill, knowledge and competencies of people and it is people oriented concept. HRD can be applied both for the national level and organizational level. HRD is the most important tool for manpower planning.

A comparative analysis of various definitions of HRD shows that the developmental aspects of all the components of human resources is more comprehensive to define HRD HRD deals with all types of skills, the present and future organizational needs and aspect of contribution to not only organizational but also other goals. The analysis shows that there are three aspects, viz.

1. Employees of an organization are helped/motivated;
2. Acquire, develop and mould various aspects of human resources; and
3. Contribute to the organizational, group, individual and social goals.

Len Nadler (1970) perhaps for the first time used the term Human Resource Development

(HRD). His ideas provided a conceptual framework, which was further developed unifying the three-fold notion of training, education, and development. HRD provided purpose and direction for the continued growth of the field of organized learning to provide the possibility of performance change. It further identified a core discipline from which a field of study could develop adult learning in the workplace. McLagans (1983, 1989) reflected a shift-taking place in HRD with the assumptions of competency models, focusing on technological change. A narrative definition of HRD emerged from their study consider ‘HRD is the integrated use of training and development, career development, and organization development to improve individual effectiveness. In the 21st century HRD remains an important force for the future. According to McLagan, “HRD may be the only function in a clear position to represent human ethics and morality”.

The term education refers to the processes of legitimating, acquisition and use of knowledge by people to enable them to engage in production creatively and efficiently. In a democratic society groups mandate their own legitimating authorities. They decide what knowledge and skills they require in order to produce for their own needs. Educationists formulate strategies for legitimating and acquisition of knowledge. This democratic process

prevents conflict, which arises in schools, and tertiary institutions where role-players do not own the process of legitimating the knowledge they are required to obtain and use.

Human Resource Development is the frameworks for helping employees develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, succession planning, key employee identification, tuition assistance, and organization development.

Country wise definition of HRD also changes. Hence we can develop culture specific definitions of HRD. Some of the definitions of HRD in different European countries may be stated as under:

France : the term of 'development social' is often used as a synonym of HRD;

Germany : the field corresponding to HRD is marked by a training industry, consultants and personnel specialties;

Netherlands : HRD is related to all training and development interventions that are made to create and further develop human expertise within the context of an organization;

Russia : HRD is associated with personnel staffing, selection and training, the focus being on managing the employee pool rather than helping individual employees to develop;

UK: Key elements of HRD include activities and processes having an impact on organizational and individual learning.

Furthermore, there appears to be a difference in both the perception and practice of HRD, with the latter being much more likely to be influenced by their home countries.

OBJECTIVES OF HRD

From the foregoing discussion, objectives of HRD can be listed as follow:

a. To develop capabilities of all individuals working in an organization in relation to their present role.

b. To develop capabilities of all such individuals in relation to their future role.

c. To develop better inter-personal and employer-employee relationships in an organization.

d. To develop team spirit.

e. To develop coordination among different units of an organization.

f. To develop organizational health by continuous renewal of individual capabilities (averting manpower obsolescence) keeping pace with the technological changes.

g. Institute training on the job.

h. Breakdown barriers between departments to build teamwork.

i. Drive fear out of the work place.

j. Create conditions to enable employees to take pride in their workmanship.

k. Institute programme of education and self-improvement.

PROCESS OF DEVELOPMENT IN INDIA

The History of Evolution and growth of Personnel Management in India is not very old. The Royal Commission on Labour in 1931 for the first time recommended for the abolition of Jobbers System and appointment of Labour Officers to deal with the recruitment and to settle their grievances. The Factories Act, 1948 statutorily made it obligatory for the industries to appoint Labour Welfare Officers. Today Personnel management function in India encompasses all the professional disciplines like: Welfare, Industrial Relations, Personnel Administration, Human Resource Development (HRD), etc.

The general functional areas of Personnel visa-vis HR Professionals can be grouped under five major heads as below:

a. Determining and staffing for employing needs,

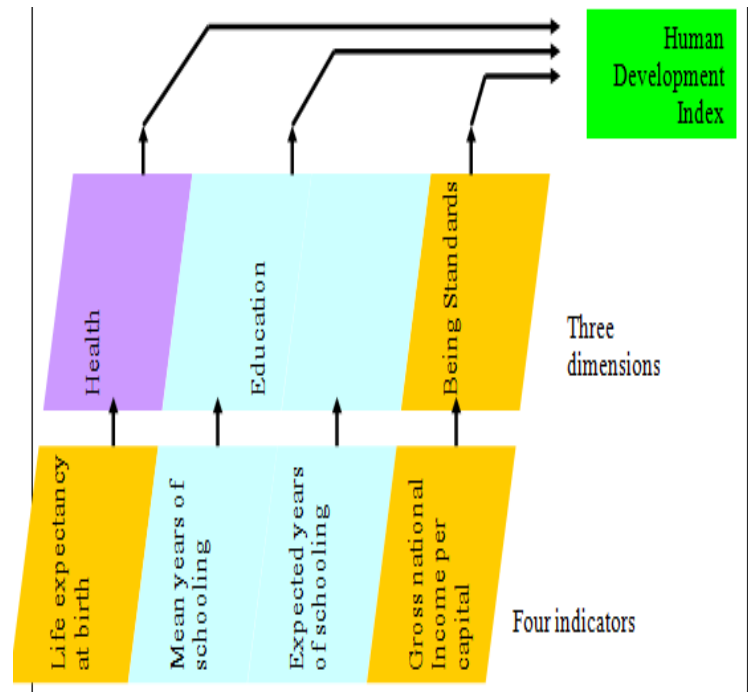
b. Measuring Performance and Developing Employee Potential,

- c. Preserving effective employee-management relationships,
- d. Uncovering and resolving employee problems.
- e. Anticipating and coping with organizational change.

The new changes have extended the functional horizon to many. From a legalistic approach it extended to Human Relations, from a mere passive factor of production, employees are now perceived as Human Resources. The functional demand, therefore, encompasses many areas like management by anticipation, more use of work teams by small group activities/quality circles, practicing total quality management culture, etc.

HUMAN DEVELOPMENT INDEX (HDI)

The first Human Development Report introduced a new way of measuring development by combining indicators of life expectancy, educational attainment and income into a composite human development index, the HDI. The breakthrough for the HDI was the creation of a single statistic which was to serve as a frame of reference for both social and economic development. The HDI sets a minimum and a maximum for each dimension, called goalposts, and then shows where each country stands in relation to these goalpost, expressed as a value between 0 and 1.



The education component of the HDI is now measured by mean of years of schooling for adults aged 25 years and expected years of schooling for children of school going age. Mean years of schooling is estimated based on duration of schooling at each level of education. Expected years of schooling estimates are based on enrolment by age at all levels of education and population of official school age for each level of education. The indicators are normalized using a minimum value of zero and maximum values are set to the actual observed maximum values of the indicators from the countries in the time series, that is, 1980-2010. The education index is the geometric of two indices.

The life expectancy at birth component of the HDI is calculated using a minimum value of 20 years and maximum value of 83.2 years. These are the observed maximum value of the indicators from the countries in the time series, 1980-2010. Thus, the longevity component for a country where life expectancy birth is 55 years would be 0.554.

For the wealth component, the goalpost for minimum income is \$ 163 (PPP) and the maximum is \$108,211 (PPP), both observed minimum observed during the same time series.

The decent standard of living component is measured by GNI per capita (PP US\$) instead of GDP per capita (PPP US\$). The HDI uses the logarithm of income, to reflect the diminishing importance of income with increasing GNI. The scores for the three HDI dimension indices are then aggregated into a composite index using geometric mean as per 2010 report.

MONITORABLE INDICATORS

The monitorable indicators which are essentially Human Resource Development Indicators are as follows-

- a. Infant Mortality Rate (IMR)
- b. Maternal Mortality Rate (MMR)
- c. Total Fertility Rate (TFR)
- d. Malnutrition among children (0-3 years)
- e. Anaemia among women (15-49 years)
- f. Sex ratio (0-6 years)
- g. Dropout rate in elementary education
- h. Literacy rate

SELECTED INDICATORS OF HUMAN DEVELOPMENT FOR MAJOR STATES									
Sl. No.	Major State	Life expectancy ^a at birth (2002-2006)			Infant Mortality Rate (Per 1000 live births) (2008)			Birth rate (per 1000) (2008)	Death rate (per 1000) (2008)
		Male	Female	Total	Male	Female	Total		
1	2	3	4	5	6	7	8	9	10
1	Andhra Pradesh	62.9	65.5	64.4	51	54	52	18.4	7.5
2	Assam	58.6	59.3	58.9	62	65	64	23.9	8.6
3	Bihar	62.2	60.4	61.6	53	58	56	28.9	7.3
4	Gujarat	62.9	65.2	64.1	49	51	50	22.6	6.9
5	Haryana	65.9	66.3	66.2	51	57	54	23.0	6.9
6	Karnataka	63.6	67.1	65.3	44	46	45	19.8	7.4
7	Kerala	71.4	76.3	74	10	13	12	14.6	6.6
8	Madhya Pradesh	58.1	57.9	58	68	72	70	28.0	8.6
9	Maharashtra	66.0	68.4	67.2	33	33	33	17.9	6.6
10	Orissa	59.5	59.6	59.6	68	70	69	21.4	9
11	Punjab	68.4	70.4	69.4	39	43	41	17.3	7.2

12	Rajasthan	61.5	62.3	62	60	65	63	27.5	6.8
13	Tamil Nadu	65.0	67.4	66.2	30	33	31	16.0	7.4
14	Uttar Pradesh	60.3	59.5	60	64	70	67	29.1	8.4
15	West Bengal	64.1	65.8	64.9	34	37	35	17.5	6.2
India		62.6	64.2	63.5	52	55	53	22.8	7.4

Source : Sample Registration system, office of the Registrar General, India, Ministry of Home Affairs.

a Data relating to Bihar, M.P. and U.P. includes Jharkhand, Chattisgarh, and Uttarakhand respectively.

Targets set for Rajasthan for the mentioned monitorable indicators are stated below along with their current status-

S. No.	Monitorable Indicator	Current Level		11 th Plan Goal	
		Rajasthan	India	Rajasthan	India
1	IMR	67	58	32	28
2	MMR (per one lakh live births)	445	301	148	100
3	TFR	3.9	3.0	2.1	2.1
4	Malnutrition among children (0-3 years)	50.6	47.0	25.3	23.5
5	Anaemia among women (15-49 years)	48.5	51.8	24.3	25.9
6	Sex ratio (0-6 years)	909	927	917	935

7	Drop-out rate in elementary education	68.5	52.2	29.5	20.0
8	Literacy rate	60.4	64.8	79.6	85.0
9	Gender gap in literacy rate	31.9	21.6	25.6	10

SECTOR-WISE RAJASTHAN SCENARIO

Following is a sector-wise detail on the current status of the various aspects of HRD. Within each sector, targets for the 11th plan for different monitorable indicator are also listed.

EDUCATION AND HUMAN RESOURCE DEVELOPMENT

The educated are always apt to make reasonable choices within a well-designed human Resource development strategy. Moreover, they are the most likely to translate the human Resource development policies into effective and sustainable actions, creating upward achievements in all areas of human life. Well-educated people are more productive healthier, more creative, and ultimately richer in all dimensions of the word .Indeed education stands at the top of all the factors determining the human resource development level. As such education is both an input and an output of the human resource development process. As input education is indispensable for progress in all spheres of human Resource development. As output education is the axiom for building-up human capabilities, a focal interest of human Resource development given its primary

role in enabling people to fully participate in socioeconomic and political development.

As per the 2001 census, Rajasthan recorded a literacy rate of 60.41 percent as compared to 38.6 percent in the year 1991, registering a net increase of 21.8 percent during the decade 1991-2001. The subsequent figures for male and female literacy rates are 75.7 and 43.9 percent respectively. As a result, the gap between literacy rates in the state when compared to the national aggregate has reduced from being 14 percent points in the year 1991 to a mere four percent points in 2001.

The drop-out rate in elementary education in the year 2003-04 was 68.50.

Between 1993-2002, the primary gross Enrolment Ratio (GER) increased from 89 percent to 97 percent, slightly above the national average of 95 percent which increased to 120 percent in 2004. 33.13 Girls GER in primary education grew from 56 percent to 92 percent between 1993-2002 and are only one percentage point lower than the national average.

HEALTH & NUTRITION

During the evelventh plan period 2011-12, special literacy camps for illiterate women and vocational training camps have been proposed under literacy continuing Education Programme.

On the basis of its health outcomes, reflected in indicators such as life expectancy at birth, infant, child and maternal mortality rates, as well as incidence of morbidity and malnutrition. The helth status of population in assessed

Following points are indicative of the current status of the various health indicators in the state-

- a. Maternal Mortality Ratio (MMR) in the state in the year 1998 was 670 per one lakh live births (as per sample Registration system 1997). Between 2001-03, MMR in the state declined to 445 per one lakh live births.
- b. As per NFHS-2 1998-99 nearly 48.5 percent of women in the state in the age group of 15-49

years were anemic. This increased to 53.1 percent during NFHS-3 2005-06.

- c. Infant Mortality Rate (IMR) in the state has maintained near stagnancy for most of the IMR declined from 85 in 1995 to 80 in 2001 and further to 67 in 2004 (SRS Bulletin, nineties. However, in the new millennium decline in IMR was sharper. The aggregate April 2006). Since, infant mortality occurs during the neo-natal period i.e. within a short period after birth, intervention is mainly required during that period.
- d. The percentage of institutional births increased from 12 during NFHS-1 1992-93 to 21.5 during NFHS-2 1998-99 and was 32.2 during NFHS-3 2005-06, Low rate of institutional deliveries eventually gets reflected in higher incidence of IMR and/or MMR in the state.
- e. As per Census 2001, Sex ratio in the state was 921 females per thousand males.
- f. As per SRS 2004, Crude Birth Rate and Crude Death Rate were 29 and 7 respectively.
- g. During the tenth plan period TB Detection and Cure Rates were 68 percent and 86 percent respectively. Leprosy prevalence during the same period was 0.21 per 10000 population.
- h. Nearly, 82.3 percent of children in the age group of 6-35 months were found anemic (as per NFHS-2 1998-99). The status improved marginally during NFHS-3 2005-06 when the percent of anemic children reduced to 79.6.

LIVELIHOOD

Rajasthan is characterized by sharp variations in terrain, livelihood, settlement pattern, and social identity. Distribution of income and assets is also highly uneven. Agriculture and animal husbandry form the major sources of livelihood. However, on account of vagaries of monsoon, the agricultural output suffers from wide fluctuations.

Per Capita Income

Year	Current Prices	Constant (1993-94) Prices
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	Per Capita Income (Rs)	Variation (Percent)	Per Capita Income (Rs)	Variation (Percent)
2001-02	13621	8.85	8763	7.19
2002-03	12641	-7.19	7903	-9.81
2003-04 P	15738	24.50	10010	26.66
2004-05 Q	16212	3.01	9853	-1.57
2005-06 A	17695	9.14	10226	3.78

P-PROVISIONAL, Q- QUICK, A-ADVANCE

During the period 2001-06, per capita income at current prices increased from Rs 13621 to Rs 17695, recording an increase of 29.90 percent. For per capita income at constant prices (1993-94), the rise during the period 2001-06 was from Rs 8763 to Rs 10226, an increase of 16.70 percent.

The agriculture sector is the predominant source of employment in Rajasthan but its importance is declining and the sector is facing stagnant growth. The share of agricultural labour increased only from 10% in 1991 to 11% 2001.

According to the 2001 census, it is estimated that Rajasthan has 2.38 crore workers, out of which 1.99 crore (1.14 males and .85 females) reside in the rural area and .39 crore. (.33 males and .06 females) reside in urban areas. 57.94% of population in Rajasthan is of non-workers largely due to Rajasthan's huge population of children. Work participation rates (WPR) have increased from 38.9% in 1991 to 42.1% in 2001, largely due to an increase in female labor. In 2001, the WPR for the overall population was 42%; for males it was 50% and for females 33%. The increase of workforce annually in the last decade was 3.9%.

CONCLUSION :

People are the levers for change; hence HRD initiatives need to track the environmental issues, stretching to the global environment, business being now borderless HRD activities in the context of new technology are also compelling organizations to emulate the best practices. This helps organizations to hone the skills of their available

people, focusing on development of various technical and process related skills, to avoid redundancy problem. Talent management is now an important priority. Nurturing and developing talent not only require training and development but also enforce change in organizational culture and practices. Playing effective change agents' role, corporate leaders now balance the organizations, aligning people, business plan and resources. A sustained performance management, do not allow people to feel alienated from the organization. They partner them with the change process. In India effect of globalization and technological change cascaded into the organizational practices both in nurturing new skills and new processes. This has made Indian organizations competitive in the world and logs and impressive growth rate in the world. With such adjustment, India organizations are likely to leapfrog in competition, benchmarking their human resources with global organizations.

SCENARIO IN RAJASTHAN

S. No.	Monitorable Indicators	Unit	Acc to 2001 census	11 th five year plan goal	Actually achieved (2011 census)
1	Sex ratio (0-6 years)	Per Thous and	909	917	883
2	Total literacy rate	Percent	60.41	79.57	67.06
3	Gender Gap in literacy rate	Percent	31.8	25.6	27.85

The goals of the 11th five year plan were completely different from what is actually achieved.

- a. The goal of the 11th five year plan was to increase the sex ratio (0-6 years) from 909(in 2001) to 917 but to its contrast it further reduced to 883 (2011 census).
- b. The 11th five year plan aimed to increased the total literacy rate from 60.41% (in 2001) to 79.57% and to reduce the Gender gap in literacy rate from 31.8% (in 2001) to 25.6% but actually the literacy rate increased only upto 67.06 (2011 census) & the gender gap in literacy rate reduced only upto 27.85% (2011 census)

Inspire of all the efforts made by the state goat the actual goals are still not achieved. Therefore more initiatives are need to be taken along with effective implementation for achieving good & desired goals. Ultimately this wills enhance the human resource development in Rajasthan.

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