

# Human Resource Development in North East India

Amanpreet<sup>1</sup>, Pooja<sup>2</sup>

Guru Kashi University, Talwandi Sabo

## Article Info

Volume 83

Page Number: 202-210

Publication Issue:

November/December 2020

## Abstract

Human resource development plays an important role in economic growth and development of a region. North East India, despite having plenty of natural resources fails to accelerate the economic growth of the region. Sometimes, poor infrastructure and human resources are held responsible for this. Human development index is much below in north eastern region. However, Mizoram and Manipur have performed reasonably well in improving human development but failed to progress much economically, compared to the other major states of India. States like Meghalaya and Assam despite having many natural resources could not develop industries and the economy. They are also backward in term of human resource development. The features of occupational distribution of this region implies that the proportion of workers in the primary and tertiary sectors are overwhelmingly large, while the secondary sector most important for material prosperity, employs very small proportion of workers. Rural urban disparity, gender disparity and uneven human development across the states in the region are quite significant. The distributing trend of increasing gender disparity and escalating rural urban gap particularly in the state of Assam and Meghalaya is a matter of concern. The development and growth of a region greatly depends upon proper utilization of its human resources, to utilize these resources there is need to convert human beings into human resources. The existing educational institutions will have to start technical and professional education programs. Several new educational institutions will have to be started in this region especially technical and professional courses suiting to the need of the growing economy.

**Keywords:** Human resource, economic development, North East

## Article History

Article Received: 25 October 2020

Revised: 22 November 2020

Accepted: 10 December 2020

Publication: 31 December 2020

## Introduction:

North Eastern Region is the eastern most region of India via a narrow corridor squeezed

between Nepal and Bangladesh. The North East Region of India comprises of eight states of Assam, Arunachal Pradesh, Manipur,

Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. North-East India is rich in natural resources but fails to accelerate the economic growth of the region. Human resource development (HRD) is the part of human resource management that specifically deals with training and development of the employees in the organization. It is a multidimensional concept. In a broad sense HRD is the process of increasing knowledge, will and capacities of all the people in a given society. Development of human resource is essential for any organization that would like to be dynamic and growth oriented. Unlike other resource, human resources have rather unlimited potential capabilities. The potential can be used only by creating a climate that can continuously identify, bring to surface, nature and use the capabilities of people. It aims at creating such a climate. A number of HRD techniques have been developed in recent years to perform the above task based on certain principle. Human resource development is conceived to be an integral part of the process of economic development of any region. HRD is not only an essential precondition of economic growth; it is one of the major objectives of all development programs. HRD is the framework for helping employees develop their personal and organizational skills, knowledge and abilities. It includes such opportunities as employee training, employee career development, performance management and development.

**Objectives: The objectives of this paper are as follows.**

- a) Examine the status of human resource development in North-Eastern region.
- b) Analyze the comparative study of Human Resource Development in North-Eastern region and India.

- c) To study the performance of Human Resource Development in North-Eastern region.

### **Methodology:**

This paper is mainly based on the collection of reliable secondary data and this is mostly descriptive in nature. The collection of the data is mainly based on reference, books, research papers, journals, internet sources and various government organizations.

### **Importance of Human Resource Development:**

a) **Proper Utilization of Resources:** Human Resource is considered as an important type of resources for attaining economic development of the North-Eastern region. Among various types of resources, human resources are most active type of resources, qualitative and quantitative human resources are much required for proper utilization of natural resources of the region. Thus, human capital formation according to prof. Meier is “The process of acquiring and increasingly number of persons who have skills, education and experience which are critical for the economic and political development of the country.”

b) **Development of Skills:** Slow growth in underdeveloped states is mostly resulted from lack of investment in human capital. Some states are suffering from lack of critical skills required for its industrial sector and also faced the problems of surplus labour force in its farm sector. Thus, human capital formation is required for the economic development of the underdevelopment state. In order to attain all round development of the state, the human capital formation through adequate volume of investment on human is very important under the present context of development.

c) **Increase Volume of Output:** As a result of human resource development, the production increases as the knowledge and skilled workers can make a rational use of all resources at their disposal. With the imported knowledge, workers try to increase their output and income. Attainment of vocational skills helps the workers and all categories of man power to earn higher level of income in various professions. The higher education and training at higher educational setup like colleges and universities usually enables workers to contribute liberally towards faster expansion of output in technical, engineering, machine building, accounting management etc. Moreover, improved health facility can enhance physical capacity of workers. Thus, all these factors positively contribute towards increase in output.

d) **Addition to Productive Capacity:** HRD in the form of human capital formation can make necessary addition to productive capacity of a state in numerous ways. By upgrading the technical scenario along with improved knowledge and skill can modernize the production technologies and thereby can add to the productive capacity of the state. Human capital formation can promote higher growth of the economy by adding physical stock of capital of the set.

e) **Improving Quality of Life:** HRD can pave the way for improving quality of life for the people in general. This can be made possible through improvements in three components of human development index i.e. higher educational attainments, increase in life expectancy, and rise in income.

#### **Objectives wise Analysis:**

**A) Status of Human Resource Development in North Eastern Region:** In a

formal system of education, enrolment is a necessary condition, but not a sufficient one for attaining literacy. Higher enrolment leads to higher literacy, provided it is not neutralized by dropout rates. Therefore enrolment rate (ER) is an important method of evaluating the educational status of a society. The means of achieving the ambitious goal was highly inadequate and consequently a large number of children up to the age of 14 have still not enrolled themselves in school. Even in 1986-87, nearly half of the rural children in the 6-11 years age group had never been enrolled at all. The revised National Policy on Education, 1992 reiterated the earlier goal that it shall be ensured that free and compulsory education of satisfactory quality is provided to all children, up to 14 years before we enter the twenty first century. Again the policy did not take any practical steps that would make the so-called 'resolved' a reality (Dreze & Sen. 2003) as a result even now we have not attained the goal of universal education for all children till 14 years of age. The lack of commitment of the government in this respect is evident from declining trend of public expenditure in education (Sengupta:1998) this tendency has adversely affected provision of basic infrastructural school facilities, preventing the main goal of primary education. These facilities consisted of adequate pupil-teacher ratio, pupil classroom ratio, and basic teaching aid, building provision of essential services such as drinking water and sanitation facilities.

Crucial factors that determine enrolment of children in primary education is parental education. Educated parents understand the importance of sending their children to school and thereby motivate their children. More important than parent's education, is the mother's education which has a positive effect

in raising the enrollment female education has long run secondary effect. For parents engaged in agricultural sector with low income level, education of children may not receive much of a priority. For similar reasons, where number of siblings in the family is large, enrollment ratio goes down, particularly among the lower income groups, due to sheer financial inadequacy. Female education is more adversely affected under such circumstances. Enrollment rate is also determined by the religious as well as socio-economic groups and the rural urban divide.

The study reveals that enrollment rate in north-eastern region has a definite relationship with the extend of educational attained by the concerned state. Mizoram with 71.07 percent enrolment has the best figure in the whole region and it is also the state with highest literacy rate. The state Mizoram has achieved a total literacy rate 91.58 percent and rank third at all India level. Arunachal Pradesh with the lowest enrollment rate of only 42.86 percent. This lead us to believe that high literacy rate may lead to high enrollment rate. The correlation between enrolment rate and literacy rate region as a whole, work out to be 626. Enrollment rate for the region on the whole, is however lower than the all-India figure. Through we have explored this aspect of infrastructural facilities, yet it is quite possible, that lack of infrastructural facilities may be another reason for low enrollment rate. Examine the enrollment across different social groups, it is revealed that on the whole the ST category of the population has a relatively high enrollment rate in most states among ST population exceeds the enrollment rate of 75 percent among the general category population is recorded only Tripura. Unlike the rest of India , the enrollment rate of SC is not the lowest among the social groups. It may

therefore, be conceded that there is a very little discrimination on the basis of caste in region. Female literacy has a high degree of positive correlation with enrollment rate, which highest among SC groups, being high as .971. this is followed by .819 among ST and .620 among the general category. This finding reveals that if mothers and other female members of the family or society are literate, it can definitely have a direct as well as indirect impact on enrollment rate.

An interesting features relating to enrollment rate relates to gender disparities. Girls always seem to have a lower enrollment rate in comparison to boys. Again and Sen (2009) opine that parental commitment female education is still rather inadequate in many areas. According to the groups considered as other backward class (OBC) in Karimganj district and SC's in Cachar district have a proportionately high gender disparity.

Income is another important determinant of enrollment rate, because children belongs to families of lower income group are not send to school. The highest income rate of 96.4 percent. In contrast, enrollment rate 52.1 percent is the lower among the lowest income group of Tirap district of Arunachal Pradesh.

The census, 2011 (provisional) results shows that, there is a greater degree of variation in the total literacy rates of North East states ranging from 66.95 percent (Arunachal Pradesh) to 91.58 percent (Mizoram). Arunachal ranks 34<sup>th</sup> among 35 Indian states.

### **B) Comparison of Human Resource Development –North Eastern Region and India**

North east India is the habitat of numerous racial and ethnic groups with radically different socio-cultural attributes. More than

456.79 lakh people (as per 2011 population census of India) inhabit the North East region and contribute about 4.5 per cent to the total population of the country as a whole. The total population of different states of the region ranged between 311.16 to 6.11 lakh in Assam and Sikkim. The region observed decadal growth rate of 18.05 percent during the decade 2001-2011 was the lowest in Nagaland (-0.47 percent) while it was the highest in Meghalaya (27.82). The region witnessed the population density of 176 persons per sq. km in 2011 while the corresponding density of population at the national level was 382 persons in the same year. Except Assam, in all other states the density of population was lower than the national average. Arunachal Pradesh the lowest population density of the region is invariably due to its hilly topography. So far as the sex ratio is concerned, as like the country the number of females per thousand males has always been lower in the northern states. The aggregate sex ration of the

north eastern states 950 was marginally higher than the national aggregate (940). Manipur has the highest sex ratio (987) and Sikkim has the lowest (889). As regard to the literacy rate of the region stood at 87.75 per cent as against the national average of 74.04 per cent. Except Arunachal Pradesh, Assam and Meghalaya, five states of the region had registered literacy rate higher than the national average.

**Table 1: Total population, Decadal Growth Rate, Population Density, Sex Ratio and Literacy Rate of North East India**

States	Total Population (Lakh)	Decadal growth % (2001-2011)	Population density	Sex Ratio	Literacy rates
Arunachal Pradesh	13.8	25.92	17	920	66.95
Assam	311.16	16.93	397	954	73.18
Manipur	28.55	18.65	122	987	79.85
Meghalaya	29.64	27.82	132	986	75.48
Mizoram	10.97	22.78	52	975	91.58
Nagaland	19.8	-0.47	119	931	80.11
Sikkim	6.11	12.36	86	889	82.2
Tripura	36.74	14.75	350	961	87.75
North East	456.79	18.05	176	950	79.63
India	12101.93	17.64	382	940	74.04

Source: Census 2011



**Table 2: Birth, Death, Natural Growth Rate and Infant Mortality Rates of North East India, 2011 (Provisional)**

States	Birth Rate			Death Rate			Natural Growth Rate			Infant Mortality Rate		
	1994	2004	2009	1994	2004	2009	1994	2004	2009	1994	2004	2009
Arunachal Pradesh	28.5	21.2	21.1	9.9	4.7	6.1	18.6	16.5	15	40.1	42	32
Assam	30.8	25.1	23.6	9.2	8.8	8.4	21.6	16.3	15.2	78	66	61
Manipur	21.7	13.9	15.4	6.7	4.3	4.7	15	9.6	10.7	23.8	13	16
Mizoram	22.6	19.1	17.6	5.4	5.2	4.5	16.7	13.9	13	30.5	27	36
Meghalaya	29.5	25.2	24.4	7.1	7.3	8.1	22.4	17.9	16.3	47.3	43	59
Nagaland	20.1	13.9	17.2	4.3	3.7	3.6	15.8	10.2	13.6	28.4	17	26
Sikkim	24.6	19.5	18.1	2.9	4.9	5.7	21.7	14.6	12.3	26.8	30	34
Tripura	21.9	15	14.8	5.3	5.5	5.1	16.6	9.5	9.7	39.1	30	31
All India	28.7	24.1	22.5	9.3	7.5	7.3	19.4	16.6	15.2	74	58	50

Source :

1) Compendium of India's Fertility and Mortality Indicators 1971-2007 based on sample Regression System (SRS).

2) SRS Bulletin, January 2011

Regarding Birth rate (Birth per thousand population, it has been observed that Assam (23.6) and Meghalaya (24.4) had higher birth rate while in the rest of the states it was lower than the all India average (22.5). the Birth rate was lowest in Tripura (14.8). Similarly Death

rate (death per thousand population) was also higher in Assam (8.4) and Meghalaya (8.1) than the national average (7.3) Nagaland witnessed the lowest death rate in the region (3.7).

As far as infant Mortality rate is concerned all the North-Eastern states, except Assam, had lower infant mortality rate than the national figure.

**Table 3: Per capital income of North-Eastern state (NSDP of current prices)**

State	1993-94	1999-2000	2004-05	2009-10
Arunachal Pradesh	8733	13990	27271	51644
Assam	5715	12282	16782	27197
Manipur	5864	13260	18527	28531
Meghalaya	6893	14355	23793	42601
Mizoram	8319	16443	24662	44982
Nagaland	9129	14107	20234	22418*
Sikkim	8402	14890	26693	48937
Tripura	5534	14119	24394	35799
India	7690	15839	24143\$	33731\$

\* The figure pertains to 2007-2008

\$ The figure pertains to Net National Income

Source: CSO, State Domestic Product (State Series) Ministry of Statistics and Programme Importance CSO.

The above table show that the number of state having per capital income above the national average declined from four in 1993-94 to just one in 1999-2000 and increased to five in 2009-10. This indicates the NER in general have recovered from the adverse initial impact of economic liberalization.

### **C) Performance of HRD in North-East India**

North-eastern region of India face double-layers of challenges to impart education in an attempt to develop its human resources. Firstly, they belong to the whole nation, which already has its own challenges and problems of educational development. In 1990, India had an average of four years of schooling per worker as against eight years in developed countries. Secondly, being a backward region of a less developed nation it has numerous problems of its own nature. All these make achieving the goals of educational development much more difficult in such regions.

The state of Mizoram is one of the most literate states not only in the region but in the whole country as well. It is revealed that Aizawl district has a literacy rate of 89.5 percent and Chintupui district has a literacy of 80.4 percent. Even in rural sector of both the districts, literacy rate in general has taken separately for males and females are much higher than all India average. A certain degree of gender disparity is observed even in the case of this state though the disparity is much

lower, not only, in both the district but also between urban and rural areas, in comparison to all other states. In fact, in urban sectors of both the districts, gender disparity in terms of female male ratio of literacy rate is only 928. In Assam, Barpeta district is the worst performer in literacy with respect to both male and female literacy as well as rural and urban divide. Assam being the largest state in the region variation range is 50.9 percent to 79.9 percent between rural and urban area of the state. Performance of Nagaland is slightly lower than the all India performance as well as the average of the region, though wide variation is observed even within the state also. Even in case of the state we observed the center-periphery relation between the other districts. Existence of gender disparity is also present here, though it is considerably less case of urban sectors. Literacy rate in Tripura is marginally higher than the all India level, as well as the average literacy of the region. The existence of gender disparity is observed even in this state, which declines to some extent in the urban sectors. The centre-periphery relation between the districts is less acute in Tripura in comparison to other states of the region, though its existence is not ruled out totally. The literacy rate in Meghalaya is higher than the average all India literacy rate and also that of the region as a whole. The performance of the rural sectors however is better in comparison to other states of the region. The literacy rate between rural and urban area of the East Khasi Hills ranges between 60 to 78.1 percent; while in East Garo Hills ranges between 56.3 to 71.3 percent. Similar wide variation of 15 to 20 percent is witnessed for male and female literacy. Like other North-Eastern, in Meghalaya too, the benefits of rich human resource base could not be utilized for economic development of the state. Arunachal

Pradesh has the lowest record of literacy rate in the whole region and is also one of the worst performers in the whole country with a literacy rate of only 39.54 percent in terms of our sample survey. Gender disparity in the state too is one of the highest in the whole region, which does not improve much even in case of urban areas, unlike the other states. Out of the two districts, the performance of Tirap district is the worst with respect to all the indicators of literacy. The literacy rate of Tirap district reveals that a 70 percent of the females and 65 percent of the males in the rural sectors of the district are still illiterate.

Among the various states of North east for which we have been able to make the study state of Mizoram, Meghalaya and Tripura witnessed a literacy rate, which is higher than all India average, whereas the remaining states of Assam, Nagaland and Arunachal Pradesh records lower literacy rate than all India figures. Among the states, Mizoram is the best performer, whereas Arunachal Pradesh is the worst performer. Aizawl district of Mizoram and Tirap district of Arunachal Pradesh prospectively has a best and a worst literacy records. Gender disparity is the highest in Itanagar district of Arunachal Pradesh and the lowest in Chintuipui district of Mizoram. Even in the rural as well as in the urban sector, highest and lowest literacy rate is recorded respectively by Aizawl district of Mizoram and Tirap district of Arunachal Pradesh.

### **Suggestions:**

Human Resource Development is essentially a management function. The techniques of this functions and pre-requisites for its success should include the following steps:

- a) Establishment of special schools at the district level to identify and exploit students with potential and core competency.
- b) Human Resources Development Ministry to be part of cabinet portfolio in all the states to suggest and implement measures to the government to tap this area of Human Resources to work abroad.
- c) Strengthen Knowledge Economy by including academicians and industrial leaders from abroad in the boards of studies in Indian schools and universities to design and develop curriculum suitable to the needs of these countries.
- d) Encourage Memorandum of understanding between universities in India and those in these countries and increased exchange programs to understand the working climate in these countries.
- e) Support in terms of Educational Loans Quota in higher education for the students of the backward regions of North- East India.

### **Conclusion:**

The human resource potential of the North-Eastern states of India is not only emerges to be immensely diverse but reveals that the positive achievements of some of the states in the region can be comparable to better performing states like Kerala. However, the factors determining the present scenario of human resource in North-Eastern states, whether in the best performing or worst performing states are different from the rest of India. States of North-East India which are often let out of the main focus of any serious discussion, present unique picture of lower gender disparity and almost a total absence of any kind of social discrimination in education in comparison to all India scenario. Even religious minorities who normally perform poorly at all India level, do much better in the



North-Eastern states factors which need to be highlighted in matters of any serious work on North-Eastern and for public action as well. It is therefore, evident that the North-Eastern states as a whole are doing quite well as development of human resources are concerned. Public action therefore has to be focused more towards channelizing these resources for economic uplift of the region.

**References:**

1. Neo, Raymond A. & Kodwani, Amitabh Deo, "Employee Training and Development", McGraw Hill Publication, 2018
2. Deb, T. (2010) "Human Resource Development Theory and Practices", Ane Books Pvt. Ltd., New Delhi.
3. iii) Puri, V.K. & Mishra S.K., "Economics of development and Planning", Himalaya Publishing House.
4. iv) Sheikh, A.M., "Human Resource Development & Management", S. Chand & Company Ltd. 2010
5. v) Mishra, S.K. (2003-b) "Institutional Economics: It's Relevance to the North Eastern Economy of India".
6. vi) North Eastern Council, Basic statistics of North Eastern Region, Ministry of Home Affairs, Govt. Of India, Shillong.