

“A Study of Human Resources Development And Expenditure on Education In Bihar”

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Abstract-Education is a lifelong process. Twentieth century has witnessed the miracles of Human Resource Development (HRD) activities reflected through increase in GNP and overall productive activities. The Government of Eritrea offering both formal and informal training programmes at different levels in order to develop the human resources. This prosperity in education is obviously a great thing for Eritrea, and the dream to make Eritrea a technological-oriented and advanced nation would become real, because the cumulative effort done so far in the human development is noteworthy. As Human Resource Development Programmers concentrate much on the category of major raw human resource to be processed into the work force and its role in reconstructing the economy. An attempt is made in this paper to analyze the educational and human resource development after independence. This paper also provides detailed account of technical and vocation education with special reference to skill development programme.

Keywords: Education, Human Resource, Development, Bihar.

I. Introduction-Education plays a dominant role as an effective instrument for large-scale achievement and revolution in all spheres. Purposeful education enables the individual to understand and study the real life situation and to develop an opportunity for creating confidence in the minds of younger generation, and provide a strong base for rational and value-oriented and nation-building progress.

Education is Human Resource Development (HRD). Although this equation indicates that both sides are equal in function and value, neither education nor HRD effectively embraces the other. Education works

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as a self-contained system that strives to provide skills and knowledge to youth, while HRD is viewed as a corporate function. However, a strategic blend of HRD and education would enhance the effectiveness of both systems and move us toward resolving the dual problem of reforming our beleaguered educational system and restructuring HRD programs. The end result might well be the development of more effective and efficient workers for the work place of tomorrow. While the problems of these two systems may at first seem to be dissociating, they begin to intersect as businesses search for potential employees to meet their work force demands and our students prepare to enter the work place. Much to the dismay of educators and employers alike, the intersection of education and business presently looks more like a catastrophic pile-up than an organized, well-regulated place of transition. Employers continually cry for skilled and knowledgeable workers; however, our educational system, because of the new and increasingly complex demands being placed upon it, is not adequately preparing young people to enter the work force. Organizations are simultaneously experiencing increased demands to provide employees at all levels with adequate training, yet corporations continue to take a reactive approach to training their workers. A more preventive approach to the corporate HRD dilemma may enable these organizations to move toward more effective overall management of their human resources. Intervening early in the HRD process through joint efforts with educators will address the short- and long-term needs of both educators and the world of work.

II. Literature Review-Education in Bihar has been improving faster than in the rest of the country. But for real gains, the state needs to provide drinking water facilities to everyone, separate toilets for girls in schools, and more teachers and classrooms per student. One thing that development economists agree on is the importance of education. Put simply, if development is to be sustainable, people need to be better educated. Just looking at economic output, education contributes to growth by increasing the level of human capital of the workforce—as India has discovered in the IT sector. Looking beyond the statistics, education can equip people with the tools for a more fulfilling and enjoyable life. The government of Bihar, one of India’s poorest states, has recently undertaken several policy initiatives to make education more affordable and accessible to children. These initiatives have focused on

reducing the “opportunity cost” of schooling and providing incentives for enrolment and performance. In my study with Priya Ranjan, we look at the state of education in Bihar and analyze the policies of the Bihar government. We draw on our own research, publicly available data, and previous studies on education in India. We find that while Bihar has made several impressive steps, there is still a long road ahead

Using data from District Information System for Education (DISE), we find that starting in 2006-2007, the enrolment rate at the primary level in Bihar has been increasing and is now higher than the median of the 20 large states. However, the enrolment rate at the upper primary level is right at the bottom of the 20 major states in India with less than half of eligible children attending school. Since the DISE enrolment data for primary grades are not available for Bihar after 2007, we use an alternative measure from Assessment Survey Evaluation Research (ASER) called the “out-of-school rate” which is the percentage of school age children not attending school. This measure is far less impressive for Bihar. We find that Bihar has a higher out-of-school rate than the median state in India, though the percentage has been declining over time. In line with the enrolment numbers, the out-of-school rate is higher among older children.

We use ASER scores for reading and maths as our measures of quality of education. While Bihar’s performance in these areas is close to median average among Indian states, there is still a lot of scope for raising the quality of education. To cite a couple of stark statistics—one-third of students in Class VI (average age 11-12) cannot read a paragraph taken from a Class II textbook (for ages 6-8), and half of Class V (age 9-10) students cannot solve a simple division problem. One way of assessing school performance is by looking at “schooling inputs”—that is, what is being provided in the schools. We find that Bihar performs very poorly in the provision of basic schooling inputs, both in absolute terms and in relation to other states in India. Bihar has the highest student-teacher ratio as well as the student-classroom ratio among Indian states. In 2009-2010, which is the last year for which data is available, Bihar had 53 students to every one teacher, while the national median was 26. The student-classroom ratio is also very poor, with over 80 students per classroom in all years surveyed, far above the national median. We also find that the proportion of classrooms in good condition is 60%, which in

addition to being below the national median is 20 percentage points below the best performing state in India. Among some other measures of schooling infrastructure, Bihar has made some progress in recent years in the provision of drinking water, and is now ranked above the median in India on this measure. However, the fact that roughly 10% of the primary schools lack access to drinking water facilities is clearly unacceptable. Other studies have found availability of a separate girls’ toilet to be an important determinant both of female schooling and teacher attendance. This is particularly important in Bihar, which despite focusing on hiring female teachers for primary school, has only 20% of schools with separate toilets for girls—a very low figure in both relative and absolute terms. Unsurprisingly, we find several of these schooling inputs to be key to providing a good education. Disease transmission within and across schools adversely affects both the amount of schooling received and its quality. While the Bihar government has taken some steps in this direction by implementing a massive deworming programme in 2011 with a follow-up planned later this year, we argue that the policy imperative should be on providing access to drinking water and separate girls’ toilets in school. In addition to the infrastructural challenges identified above, Bihar needs to consider other important determinants of a good education. Previous studies highlight the problem of teacher absenteeism in several developing countries, including India. This body of research highlights a strong connection between poor school infrastructure, such as lack of drinking water, and teacher absenteeism, but also suggests that improved monitoring by authorities can improve teacher attendance. Indeed, data from a field experiment in Kenya suggests that scholarship incentives, where good grades were rewarded with grants and payment of school fees, helped to motivate both students and parents as well as reduce absenteeism. Focusing on the teachers themselves, most studies on the link between performance-related pay and educational outcomes find the effects to be positive. An essential prerequisite to the implementation of any kind of incentive pay scheme, however, is to set up a data system for monitoring the performance of schools and teachers. Such a data system is essential in linking student performance to teacher effectiveness. Developing such a data system will have the additional benefit of allowing the administrators to monitor the performance of schools and take remedial action in poorly performing schools. Put simply, if Bihar is to implement such a policy of incentivizing

teachers and measuring school performance, it needs to have the data system in place first. But the problem is not just teachers. There is a problem with parents and children demanding enough education. Our survey of existing research suggests that many parents and children perceive the returns on schooling as much less than the returns from starting work earlier in life. The result is people choosing to Experimental studies suggest that public campaigns aimed at informing parents and children of the benefits of education are extremely cost-effective at increasing school enrolment. Given the current lack of public information in Bihar, we strongly recommend that the government launches such a campaign. In Bihar in particular, it would be a good idea to emphasize the development of English language skills, given their high returns in the job market. Recent policy initiatives and improvements in primary school enrolment show that Bihar is making progress in improving its education levels.

III. Methodology-Home to one of the earliest universities in the world - Nalanda (500 A.D.) and Vikramshila (800-900 A.D.) - Bihar, however, lagged behind in higher education after Independence with state government over the decades unable to mobilize either funds or committed persons to build institutions of higher learning in this state.

An attempt was made to streamline the education system in the 1960s through reforms and bold measures by the then minister Satender Narain Sinha. But they were short-lived as successive government could not implement them fully.

Due to poor educational facilities there is a widening gap between the demand for schools, colleges, hostels and their market supply. As a result, most Bihari students migrate to other states to do higher studies and in search of career prospects in other parts of the country having well-development infrastructure and economy.

According to a survey, 38% of teachers in Bihar schools could not be found during a surprise visit by an official team, pointing to the worst teacher absent rate in India and the world. Primary Schools in Bihar

In the 1970s-80s, the private schools were taken over by the government which affected the quality of primary education in Bihar. Moreover, the government was not in a position to manage these schools as the officials were concerned with other administrative works. To fill

the vacuum after the takeover of private schools by the government, schools run by Christian missionaries began to grow and earned the goodwill of the public.

The total expenditure in 2019-20 is targeted at Rs 2,00,501 crore. This is 5% higher than the revised estimate of 2018-19. This expenditure is proposed to be met through receipts (other than borrowings) of Rs 1,79,849 crore and borrowings of Rs 21,736 crore. Receipts (other than borrowings) is expected to be 11.9% higher in 2019-20 than the revised estimate of 2018-19.

In 2018-19, as per the revised figures, expenditure of the state is estimated to increase by Rs 13,928 crore (7.9%) over the budgeted estimate. Receipts (excluding borrowings) are estimated to remain same as the budgeted estimate (Rs 1,60,735 crore) made for 2018-19.

Items	2017-18 Actuals	2018-19 Budgeted	2018-19 Revised	% Change from BE2018-19 to RE 2018-19	2019-20 Budgeted	% Change from RE 2018-19 to BE 2019-20
Total Expenditure	136,427.00	176,990.00	190,919.00	7.90%	200,501.00	5.00%
A. Receipts (Expect borrowings)	118,867.00	160,735.00	160,735.00	0.00%	179,849.00	11.90%
B. Borrowings (Gross)	11,771.00	20,520.00	20,520.00	0.00%	201,585.00	11.20%
Total Receipts (A + B)	130,638.00	181,255.00	181,255.00	0.00%	201,585.00	11.20%
Revenue Surplus	14,823.00	21,312.00	9,355.00	-56.10%	21,517.00	130.00%
As % of GSDP	3.04%	4.13%	1.72%		3.76%	
Fiscal Deficit	14,305.00	11,204.00	25,132.00	124.30%	16,101.00	-35.90%
As % of GSDP	2.93%	2.17%	4.62%		2.81%	
Primary Deficit	5,251.00	440.00	14,368.00	3161.90%	5,378.00	-62.60%
As % of GSDP	1.08%	0.09%	2.64%		0.94%	

Note: BE indicates Budget Estimate, RE indicates Revised Estimate. Sources: Bihar Annual Financial Statement 2019-20; Bihar Medium Term Fiscal Policy Statement 2019-20; PRS.

Conclusion-It is a universal truth that elementary education provides the basic foundation for man to become educationally sound. It empowers people politically, economically and socially. The economic returns to

primary education are estimated to be positive and high. The returns to primary education for weaker sections (eg. backward castes and girls) are also found to be sizeable, and in fact, higher than return to their respective counterparts (viz. non-backward castes and girls). Education has significant effect on improvement in income distribution and poverty reduction, improvement in health and nutritional status of people. Its negative relationship with fertility and population growth, child mortality and malnutrition, and positive association with adoption of family planning methods are noticed. Its positive correlation with general social, political and economic development and overall quality of life are well organized.

Illiterates are concentrated more in villages than in towns and cities. Besides the scheduled castes, and extremely backward classes, girls too have shown poor performances. The literacy movement and various educational programmes initiated at the regional levels therefore need to be undertaken on a war footing in order to achieve continuous educational development in rural Bihar. The various loopholes in these programmes need to be filled and these programmes must target the disadvantaged sections of scheduled castes, extremely backward classes, girls and the poors to ensure better education among these groups:

It would be reasonable to say that the various educational facilities, such as schools, colleges and parameters such as investment in education, enrolment ratios, retention ratio, literacy level and levels of educational development are characterized by unequal distribution over districts. They are biased in favour of urban areas and areas or districts, which are relatively developed. While there are some regions, that are doing better, there are other regions, which have still a long distance to go before they can achieve the same. As a result these are creating regional disparities.

References

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