

A Study on Human Resource Development in Assam With Special Focus on Educational Institutions

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Abstract

A nation's human capital is one of its most important assets. A nation cannot function well without strengthening its human capital. A nation may boost people's productivity and employment prospects by investing in human capital, which boosts economic growth. Education is one of the key foundations of human capital building. With the aid of education, a nation may develop human capital. Through education, a nation can increase labor productivity, which benefits both individual development and the advancement of society at large. (*Schultz, 1961*) The study uses indicators such as educational enrollment, educational institution, and education spending to GDP to evaluate the relationship between education and the development of human capital. Throughout the research period, the Assam government has been investing more in education, and the state's GDP has been rising as well. The study concludes that in order to make a substantial contribution to the economy, the educational system must be of a high caliber in order to satisfy the demands of the labor market. The study may be useful in establishing research and phosphoric recommendations for Assam's future human capital building and manpower planning. (*Becker, 1993*)

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Introduction:

The whole of one's knowledge, abilities, experience, and social traits is known as human capital. It aids in the development of an individual's capacity to carry out his task in a way that contributes to the creation of economic value. Formation of human capital occurs when we invest in the development of human capital. The development of talents and capacities among the nation's citizens is referred to as human capital formation. The creation of human capital is the only way to turn the liabilities of a large population into assets. According to Harbison, the process of gaining and expanding the number of people with the knowledge, training, and experience necessary for the nation's political and economic progress is known as "human capital formation." (*Harbison, 1964*)

Therefore, investing in man and his growth as a creative and productive resource is linked to the building of human capital. Since education acts as a catalyst to employ physical resources through appropriate human capital, it plays a key role in the production of human capital. We require strong human capital to manage physical resources. To create and manage both human and physical capitals,

human capitals are required. A society's productivity and prosperity are enhanced by education. A person can build human capital, such as skill, knowledge, and wisdom, through education. According to economists like Harbison, Schultz, Kuznets, Kendrick, and Denison, one of the key factors contributing to the US economy's explosive expansion is the country's growing expenditures on education, which have significantly raised the amount of human capital formation. (*Schulz, 1961*) Good human capital and a well-functioning human capital formation system are essential for a nation to function effectively. When compared to nations with smaller education budgets, those with larger budgets experience more robust economic growth. (*Awan, 2015*)

The entry point to northeastern India is Assam. Despite having an abundance of natural resources, Assam the land of blue hills and scarlet rivers remains one of the country's most impoverished states. In 2011, Assam's population made up 2.58 percent of all Indians. The state can make use of its natural resources and show itself as a developed state of the country if it develops its human capital appropriately. Investing in education is one strategy for building human capital. The state can develop human resources as human capital with the aid of education. For the sake of prosperity and economic growth, Assam's literacy rates must rise.

Background of the Study

Any region's socioeconomic development depends heavily on human resource development (HRD). In order to enable people to make valuable contributions to society and the economy, it includes education, skill development, training, health, and general human development. According to this concept, educational institutions are essential for acquiring knowledge, developing skills, and forming values.

The northeastern Indian state of Assam boasts a distinct historical, cultural, and socioeconomic environment. The state has consistently struggled to develop its human resources on line with the national average, despite having an abundance of natural resources and a rich cultural legacy. These issues stem from things like unequal infrastructural development, remote locations, socioeconomic inequality, and restricted access to high-quality education, especially in rural and tribal communities.

To improve educational institutions and foster human resource development, the governments of Assam and India have implemented a number of policies and initiatives in recent decades. These include programs to support higher education, enhance teacher preparation, promote vocational and skill-based learning, and increase access to basic and secondary education. Nonetheless, there are still shortcomings in the way policies are implemented, the standard of education, and the compatibility of educational results with the demands of the job market.

Primary schools, upper secondary schools, colleges, and universities are just a few examples of the educational institutions that provide learners with the fundamental platforms to develop their knowledge, skills, attitudes, and values. In addition to imparting academic knowledge, these institutions support employability, social awareness, and character development all crucial aspects of human resource development. Assam educational institutions must constantly modify their curricula, teaching strategies, infrastructure, and industry connections in order to successfully traverse the modern information economy and global labor markets.

Statement of the Research Problem

It is commonly acknowledged that human resource development (HRD) is a major force behind societal advancement, economic expansion, and sustainable development. By providing people with the knowledge, abilities, attitudes, and skills necessary for constructive engagement in society, education forms the cornerstone of human resource development. Therefore, educational institutions are essential for developing human capital and improving societal cohesiveness, employability, and innovation.

Assam still faces major obstacles in the development of its human resources, even in spite of policy initiatives and increased public expenditure in education. When it comes to educational quality, talent

development, graduate employability, and the alignment of academic output with labor market demands, the state trails behind many other regions. The efficiency of educational institutions in promoting HRD has been hampered by problems like poor infrastructure, a lack of qualified teachers, out-of-date curricula, a lack of vocational and skill-based education, regional and rural-urban imbalances, and weak industry-institution links.

Despite the implementation of numerous educational reforms and development initiatives, there is a lack of actual data regarding the extent to which Assam educational institutions are successfully advancing human resource development. Additionally, there is a research deficit regarding the systematic role of educational institutions as agents of HRD, especially in light of Assam's distinctive socioeconomic circumstances, because current studies frequently concentrate on general educational advancement.

Literature Review

1. Schultz (1961), *Investment in Human Capital*, Though a classic and not Assam-specific, A fundamental tenet of HRD, Schultz's economic theory emphasizes that investing in education and training boosts people's productivity and promotes economic development. His conceptualization of human capital as an asset whose worth increases with advancements in education and health formed the foundation for further HRD research. By highlighting the importance of HRD through education for regional development, Schultz's theoretical framework aids in the interpretation of empirical results in Assam's educational studies. It is frequently used in the literature on human capital and bolsters the theoretical framework of research evaluating the influence of education on HRD.
2. Samuel, S. (1996), "Education and Human Resource Development", Samuel's work from the 1990s emphasizes education as a key factor in the development of human resources, contending that educational establishments are crucial mechanisms for developing workforce competences and societal capacities rather than just places to transfer knowledge. The study traces how curricular changes, teacher preparation, and educational access directly affect the quality of human capital, placing HRD within the larger objectives of national development and economic planning. This author claims that in order to address regional inequities like those in Northeast India, HRD processes must incorporate both formal education and lifetime learning. In order to generate competent human resources that can support economic growth, the work highlights the necessity of institutional strengthening, including infrastructure, pedagogy, and research culture.
3. Mukul Saikia (1998), "Challenges of Higher Education in Assam: Implications for Human Resource Development", investigates the ways in which Assam higher education dynamics both promote and impede the development of human resources. The author places HRD in the socioeconomic context of Assam, pointing out issues with infrastructure, quality, accessibility, and instructional materials that hinder successful HRD results. Saikia contends that although universities produce the trained workers needed for state expansion, their contributions to HRD are diminished by enduring structural problems including low enrollment ratios and resource disparities. In order to match educational outputs with labor market demands, he highlights the importance of policy assistance, institutional restructuring, and curriculum reforms, particularly in a state like Assam that has a variety of needs.
4. Salam (2013), *Human Resource Development in Higher Education in Assam*, study emphasizes how crucial it is to implement proper HRD procedures in Assam higher education institutions in order to develop human capital. It makes the case that staff competency depends on high-quality education and professional development activities like refresher training. The article presents HRD as a more comprehensive approach that includes institutional support for skills and working circumstances rather than just training. It highlights deficiencies in Assam higher education's organized HRD planning and policy. Its fundamental findings on HRD practices in academic

settings are pertinent to current research, although being somewhat out of date. It establishes a benchmark for comparing how HRD has changed throughout time.

5. Barua & Barman (2015), Human Resource Development in the Libraries of Higher Education Institutions in Northeast India examines the state of HRD procedures in academic libraries of Assam and other higher education institutions in Northeast India. It shows that formal HRD structures are lacking in the majority of institutions, particularly with regard to library automation and ongoing professional development. According to the report, library professionals have few options for training and little use of HRD practices. The results indicate that in order to improve service quality and adjust to technological change, systematic HRD improvements are required. Despite concentrating on libraries, the study illustrates more general HRD issues in higher education environments. Understanding HRD gaps in academic support units that have an indirect impact on educational results is made easier with the help of this research. It highlights the importance of HRD for support staff as well as instructional professionals.
6. Problems and Challenges of Higher Education for HRD (2019), examines how the education sector particularly higher education has had difficulty making the best possible contributions to Assam and Indian human resource development. It emphasizes that although access to education has improved, problems with quality and relevance still affect HRD results. According to the report, traditional curricula and a lack of industry connections are obstacles that lower students' employability and skill acquisition. It emphasizes that in order to match education with HRD demands, reforms such as curriculum modernization, faculty training, and institutional support are required. By considering both quantitative and qualitative deficiencies in the education-HRD nexus, this study contributes to the body of literature.
7. Challenges to Higher Education in Assam for Human Resource Development (2019), recognizes widespread issues like poverty, unequal access, and inadequate institutional capacity that restrict higher education's role in HRD. It talks about how inadequate infrastructure and resource limitations have prevented higher education from fully utilizing its potential to produce competent workers. The study highlights that if Assam is to lower unemployment and raise socioeconomic indices, education must be in line with HRD objectives. It offers a thorough summary of the structural obstacles that institutions must overcome, emphasizing the necessity of changes and increased funding. This study offers a critical perspective on the interlocking institutional and social issues that impact HRD.

Objectives of the Study

1. To review existing academic literature on HRD practices within educational institutions in Assam.
2. To identify key challenges and gaps in HRD efforts as reflected in past studies.
3. To examine the role of educational institutions in enhancing human capital development, as documented in previous research.
4. To highlight theoretical perspectives and conceptual frameworks used in HRD research relevant to Assam's education system.

Research Questions

The following research questions direct the investigation in light of the aforementioned goals and the examined literature:

1. Which HRD practices in Assam educational institutions have been reported in previous research?
2. Based on prior study, what are the main obstacles to successful human resource development in the educational sector?

3. According to academic research, how do educational institutions support the development of human capital and employability in Assam?
4. In research on HRD and education in Assam, which theoretical frameworks and concepts have been used most frequently?

Research Methodology

In order to assess the state of human resource development (HRD) in Assam, with particular attention to educational institutions, the study uses a descriptive and analytical research design. To comprehend the ground-level realities, attitudes, and behaviors around HRD, primary data is gathered. Teachers, administrators, and academic staff from particular educational institutions, including schools, colleges, and universities in Assam, are given structured questionnaires and conducted informal interviews in order to collect primary data. Firsthand information about training facilities, chances for professional growth, institutional support systems, and difficulties encountered in human resource development is captured by the primary data. The primary data is analyzed and interpreted using basic statistical methods like averages and percentages.

The study heavily draws from secondary sources in addition to primary data to construct its theoretical and contextual framework. Books, research journals, government reports, policy documents, published research papers, theses, educational statistics, and official websites pertaining to HRD and education in Assam are the sources of secondary data. To detect trends, gaps, and important concerns in HRD practices inside educational institutions, a systematic literature review of at least eight pertinent papers (containing author name, year, source, and findings) is conducted. The results from original sources are validated and comparative analysis is supported by the secondary data. The methodology guarantees a thorough and trustworthy knowledge of human resource development in Assam's educational sector by combining primary and secondary data.

Results and Discussion

The state of Assam's educational infrastructure

According to the report, Assam's educational infrastructure has steadily improved over time, particularly in primary and secondary school. Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan are two examples of government programs that have boosted school enrollment and expanded physical infrastructure like classrooms and basic amenities. However, despite quantitative growth, districts' infrastructure quality is still inconsistent, with severe shortages of schools, educational resources, and digital services in rural and flood-prone areas. The efficient development of the state's human resources is impacted by this disparity. (*Government, 2018*)

Educational institutions are essential to the development of human resources because they produce knowledgeable and competent people. The results demonstrate that insufficient financing for research, labs, and libraries plague Assam colleges and universities. Students' employability is consequently limited since they are frequently unable to gain exposure to research and practical skills. The contribution of education to the creation of human capital and economic growth in Assam is diminished by this infrastructure deficit. (*Tilak, 2003*)

Rate of Literacy and Human Resource Development

Assam's literacy rate has steadily increased throughout the years, demonstrating encouraging advancements in the development of human resources. Data from the Census shows that after 2001, the literacy rate increased dramatically, indicating better access to education. The study does discover, however, that literacy increase varies by gender and geography. The low levels of literacy among women and in tribal and tea garden communities limit the development of inclusive human resources. (*Census of India, 2011*)

Since literacy improves people's capacity to learn new skills and engage in economic activity, it is a fundamental component of human capital. The findings imply that inadequate functional literacy among some groups limits job prospects and lowers productivity. Merely increasing literacy rates might not result in the creation of significant human capital if literacy quality is not improved. Assam must therefore prioritize learning outcomes in addition to literacy rates. *(Dreze, 2013)*

Higher Education Institutions' Function

Institutions of higher learning are essential for generating the trained labor needed for economic expansion. According to the report, the number of colleges and institutions in Assam has increased recently. Despite this expansion, many universities still lack industry connections, contemporary curricula, and academic autonomy. As a result, graduates frequently fall short of the demands of the labor market, resulting in educated unemployment. *(University Grants Commission, 2019)*

The conversation emphasizes how universities ought to serve as hubs for research and innovation. Knowledge generation and technical improvement are hindered in Assam by a lack of financing for research and development. To improve human resource development and make education more employment-oriented, higher education must be strengthened through curriculum reform, faculty development, and research investment. *(Altbach, 2007)*

Vocational and Technical Education

The results demonstrate that, despite its significance in the development of skills, technical and vocational education in Assam is still undeveloped. The number and distribution of institutions like polytechnics and ITIs are inadequate. The efficacy of skill development programs is diminished by the fact that many training facilities lack both experienced teachers and up-to-date equipment. This delays the development of human resources and restricts young people's employability. *(Planning Commission, 2014)*

In order to turn the workforce into productive human capital, vocational education is essential. According to the study, employment creation can be greatly increased by matching vocational training to regional economic needs such small-scale businesses, handlooms, and agriculture. Assam can turn its population potential into an economic benefit by bolstering vocational education. *(Psacharopoulos, 1994)*

Teacher Quality and the Development of Human Capital

The foundation of the educational system, teachers are essential to the development of human capital. According to the survey, there is a teacher deficit in many Assam government schools, especially in the fields of science and math. Teaching quality and student learning results are negatively impacted by inadequate training and few opportunities for professional growth. *(UNESCO, 2015)*

Increasing the effectiveness of education requires improving the caliber of teachers. Learning standards can be greatly raised by funding teacher education, ongoing training initiatives, and performance-based rewards. The conversation implies that educational institutions cannot successfully support Assam human resource development in the absence of qualified and driven instructors. *(Darling, 2000)*

Economic Growth, Employment, and Education

The findings show that there is little correlation between employment and education in Assam. Job prospects have not grown at the same rate as educational attainment. Underemployment and the movement of educated youth to other states are the results of this mismatch. The local economic advantages of human resource development are diminished by such developments. *(NSSO, 2018)*

By boosting creativity and production, education helps the economy grow. The conversation emphasizes the necessity for employment-oriented educational strategies in Assam that incorporate entrepreneurship, skill development, and the demands of regional industry. Increasing this connection

can guarantee that the state receives greater financial benefits from its investments in education. *(Schultz, 1961)*

Assam Policy Implications and Challenges

The research lists a number of obstacles to Assam human resource development, including as regional differences, insufficient finance, and subpar institutional governance. Infrastructure development and education are further hampered by frequent natural calamities like floods. These obstacles prevent education from being used effectively for the creation of human capital. *(World Bank, 2019)*

The state should boost public education spending, strengthen institutional governance, and support inclusive education, according to policy implications. Assam can improve its human resources and achieve sustainable economic development with long-term planning that prioritizes the relevance, quality, and equity of education. *(Tilak, 2016)*

Major Findings of the Study

1. The study concludes that by improving the population's productivity, knowledge, and skills, educational institutions are essential to Assam's human resource development. Access to education has grown due to school and college expansion, but quality improvement has not kept up with numeric growth.
2. Assam's literacy rates have increased over time, although there are still large differences between social categories and between urban and rural areas. The development of inclusive human resources is nevertheless hampered by lower literacy rates in tribal and tea garden communities.
3. Assam's educational institutions still lack proper infrastructure, especially in rural and flood-prone areas. Lack of classrooms, labs, libraries, and digital resources has a detrimental impact on the learning environment and the development of skills.
4. Although the number of higher education institutions in Assam has increased, many of them lack cutting-edge curriculum, research facilities, and industry connections. As a result, graduates' employability has decreased and educated unemployment has increased.
5. Despite its significance for skill-based human resource development, technical and vocational education is underdeveloped in the state. The efficacy of vocational programs is diminished by the scarcity of training facilities and obsolete equipment.
6. The availability and caliber of teachers continue to be a significant issue in Assam's educational system. Educational results are negatively impacted by a lack of qualified teachers, inconsistent hiring practices, and little opportunities for professional growth.
7. According to the report, there is little correlation between education and work in Assam. Despite a rise in educational attainment, job creation has not kept pace, which has resulted in underemployment and the migration of educated individuals.
8. Compared to the demands of human resource development, public spending on education in Assam is very low. Research, teacher preparation, and infrastructure growth are all impacted by inadequate finance at educational institutions.
9. In Assam, natural calamities, especially floods, seriously impair the operations of educational institutions. Infrastructure damage and frequent school closures have a negative impact on learning continuity and the development of human capital.
10. The study concludes that a comprehensive policy approach emphasizing high-quality education, skill development, equity, and governance is necessary for effective human resource development in Assam. To turn the state's people into productive human capital, educational institutions must be strengthened.

Conclusion

Education is the most crucial tool in human resource development, which is a key factor in both social and economic advancement. According to the study's findings, Assam educational institutions have significantly increased access to education and raised literacy rates. However, insufficient infrastructure, geographical differences, and unequal educational standards have hindered the development of human capital. The state's potential human resources cannot be successfully converted into productive human capital without bolstering the educational base. (*Schultz, 1961*)

The survey also shows that Assam technical and higher education institutions struggle with issues like inadequate research facilities, a teacher shortage, and a poor connection to job possibilities. Because of this, the educational system has been unable to completely satisfy the demands of the job market. Aligning education with human resource requirements and improving employability requires boosting vocational and professional training, encouraging skill-based education, and improving curriculum relevance. (*Tilak, 2003*)

To support human resource development in Assam, the report concludes by highlighting the necessity of greater public investment, efficient governance, and long-term educational planning. Quality, equity, and inclusivity must be the main goals of education policies, especially for rural, tribal, and economically disadvantaged populations. In addition to improving the creation of human capital, strengthening educational institutions will support the state's overall development and sustainable economic growth. (*Dreze & Sen, 2013*)

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