CHAPTER - 5

HUMAN RESOURCES : QUALITATIVE DIMENSION

Qualitative dimension is another important aspect of human resources. The levels of utilization of human resources in developing an area are absolutely related with the levels of qualitative values (measured primarily in terms of literacy and educational achievement). Literacy and education are the most important characteristics of qualitative dimension of human resources. They are the qualities of man, and the qualities of production of any description depend mainly upon the qualities of the people inhabiting the area. Literacy and education promote knowledge, skills, interest, attitude, aptitude and other inherent qualities of the people for sustained work. According to Chandna and Sidhu (1980, p. 96) "Literacy is that qualitative attribute of population which is a fairly reliable index of the socio - economic development of an area". Literacy and education play a vital role and give new vistas in eradicating poverty and mental isolation of the people in the society. It is essential for economic,

social and political advancement. Apart from this literacy affects other characteristics of human resources like birth rate, death rate, economic pattern etc. Education is very essential because the "... . educational level of the labour force affects the volume of production", (Kothari 1965, p. 24) and "... .each level of capital intensity requires a labour force with a determined level of education", (Correa, 1963, p, 183). Thus the analysis of spatial pattern of literacy and education of the eara is fundamental to the comprehensive understanding of human resources.

Tables - 5.1 and 5.2 show the literacy and educational levels of the male and female population of the area in its spatial and temporal dimensions through the decade 1971 - 1981. The maps (Figs. 5.1 and 5.2) represent the visual dimension of the same .

Literacy

Spatial Pattern of Male Literacy :

Table - 5.1 and map (Fig. 5.1) show the spatial pattern of male literacy. In the very high level category (61.5 - 75.0 %) there were five villages (4.35 %) namely Mianchak, Mustafapur,

TABLE - 5.1

Spatial Pattern of Male Literacy

Levels of Literacy	Percentage of Male to total males	Number of villages		Percentage of villages	
		1971	1981	1971	1981
Very High	61.5 - 75.5	5	3	4.35	2.59
High	48.0 - 61.5	15	28	13 .04	24.14
Medium	34.5 - 48.0	49	58	42.61	50.00
Low	21.0 - 34.5	33	21	28.70	18.10
Very Low	7.5 - 21.0	13	6	11.30	5.17
Total		115	116	100.00	100.00

Source : Census Reports, 1971 and 1981

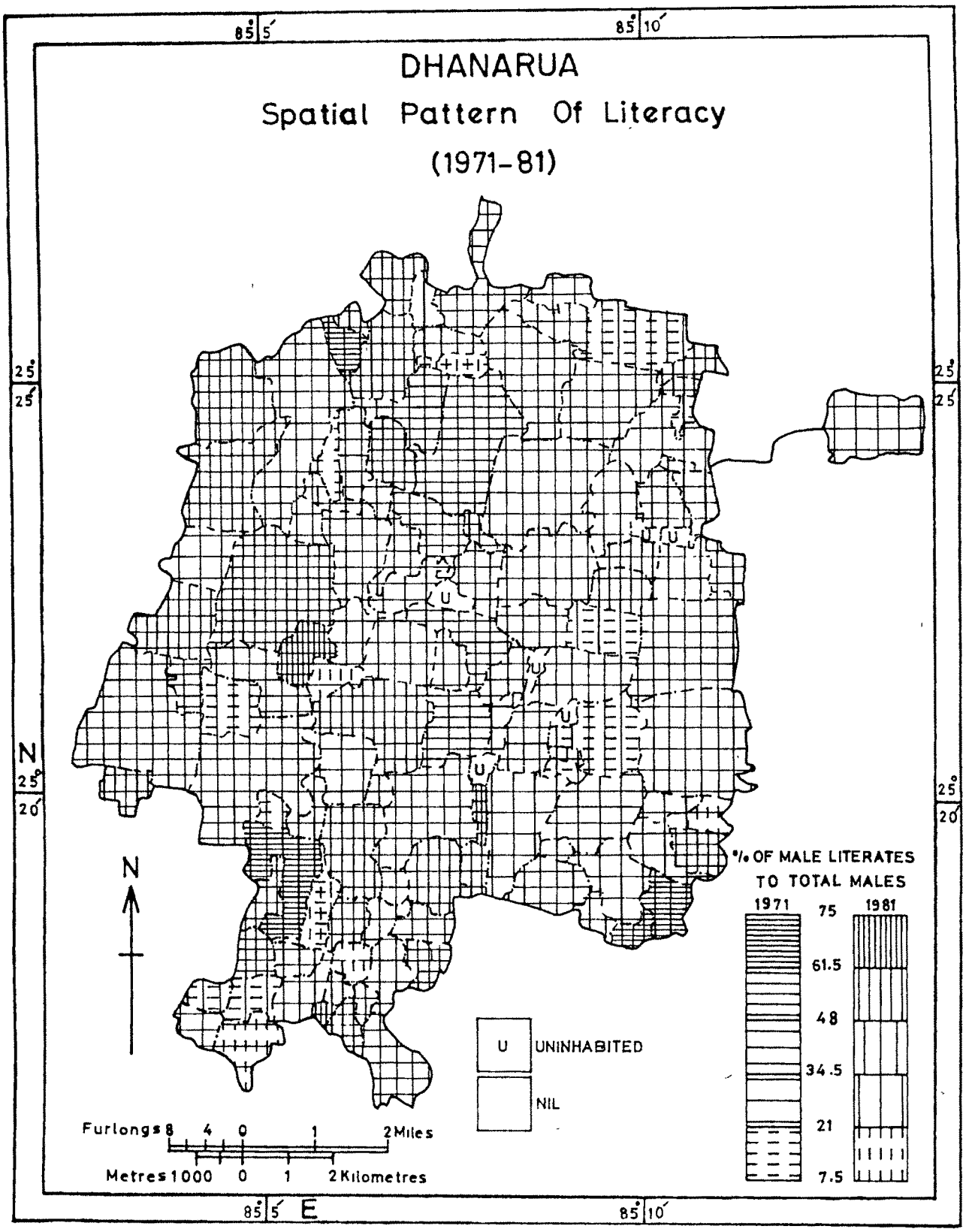

DHANARUA
Spatial Pattern Of Literacy
(1971-81)
85° 5′
85° 10′
25° 25′
25° 20′
N
U
U UNINHABITED
NIL
% OF MALE LITERATES TO TOTAL MALES
1971
1981
75
61.5
48
34.5
21
7.5
Furlongs 8 4 0 1 2 Miles
Metres 1000 0 1 2 Kilometres
E

Fig. 5.1.

Dewan, Atarpur, and Armar in the year 1971. By 1981 three of them slumped down to the medium level and two to the high level category in 1981. In the year 1981 there were three villages (2.59 %) namely Satparsa, Janakpur and Phulpura which attained this level from the high level of 1971. Most of such villages of 1971 and 1981 were the cultivator dominated villages. All these villages receive the facilities of primary and middle schools. Due to this reason these villages show highest percentage of literacy in the area.

In the high level category (48.0 - 61.5 %) the number of villages in 1971 was fifteen (13.04 %) which increase to twenty eight in 1981,(Appendix 3-A). It is to be noted that only six villages maintained their 1971 category till 1981. They are Anjni , Binaika, Gonpura, Kosut, Semhari - Buzurg and Bari Bigha. Out of the rest three - Phulpura, Janakpur and Satparsa - went up to the very high level, five (Dhanarua, Baurihi, Ashrafganj, Gobindpur and Gauspur Dubhara) went down to the medium, and one (Rarha) to the low level category by 1981 (Fig. 5.1). Out of the remaining twenty two villages of 1981, two (Mustafapur and Atarpur) were in the very high , sixteen were in the medium and four (Hansopur,

Muhammadpur, Chhitrauli and Abdhara) were in the low level category in 1971, (Appendix 3-A). Most of the villages are Cultivator Dominated (CD) in which level of literacy is higher than in Agricultural Labourer Dominated (ALD) villages and it is because of the fact that cultivators enjoy better amenities available in the area than agricultural labourers. It is also a fact that the standard of living of the cultivators is certainly better which facilitates them in getting higher education.

In the medium level category (34.5 - 48.0 %) there were fourty nine villages (42.61 %) in 1971 and fifty eight villages (50 %) in 1981 (Appendix 3-A). This level comprises the largest number of villages in which more than 50 % are cultivators and less than 50 % agricultural labourers. This level shows the average of literacy in the area. Only twenty seven villages of the year 1971 maintained their level, out of the remaining, sixteen upgraded to the high and six degraded to the low level in 1981 (Fig. 5.1 and Appendix 3-A).

Out of the villages that entered this grade in 1981, three (Armer, DeWan and Mianchak) were in the very high category in 1971, five (Dhanarua, Baurihi, Gauspur, Dubhara, Ashrafganj and Gobindpur) in high,

sixteen in low and seven were in the very low level category. On the whole twenty three villages of 1971 show gain in literacy and only eight villages show loss.

In the low level category (21.0 - 34.5 %) there were thirty three villages (28.70 %) in 1971 and twenty one (18.10 %) in 1981 (Appendix 3-A). Nine villages of 1971 maintained their levels till 1981 and out of the remaining, five upgraded to the high, sixteen to the medium while three degraded to the very low level category in 1981. A set of twelve villages attained this grade in 1981. Ten years earlier one (Safipur) of them was uninhabited, one (Rarha) was in the high level, six (Fatehpur, Bijpura, Hasanpur, Kalianpur, Hulaschak and Khurrampur) were in the medium and four (Larha, Dost-Mohammadpur, pabheri and Aurangapur) were in the very low level category. This level comprises more than 50 % ALD villages and less than 50 % CD villages.

The very low level category (7.5 - 21.0 %) comprises thirteen villages (11.30 %) of 1971 and six villages (5.17 %) of 1981. Only two villages (Pranpura and Lodipur) maintained their levels and out of the rest seven upgraded to the medium and four

to the low level category by 1981. Four villages of 1981 were in the low level category in the year 1971 and they show slumping down in one decade (Fig. 5.1) . Among the villages falling under this category two-third are ALD and one - third CD .

From the above it is evident that out of the 116 villages of literates and educated people 66 are CD and 50 ALD. This inequality makes for spatio - temporal differences in the percentage of male literates and educated people in the area. Cultivators mostly show higher levels of literacy while most of the agricultural labourers show lower levels of educational attainment due to their poor standard of living, poor future outlook, lack of aptitude and interest in education and poor appreciation of value of education etc.

But one feature is quite evident that the percentage of literacy and education among the males is gradually increasing . The number of villages in low and very low levels of literacy has, within the decade, decreased from 46 to 27, while the number of villages in medium and high level has increased from 64 to 86. Though the number of villages with very high percentage of education has gone down from five to three.

Spatial Pattern of Female Literacy :

In 1971, only one village (Ziaudinchak) was enjoying very high level of female literacy (32 - 40 %) which also slumped down to the low level category in 1981. In 1981 there were two villages namely, Nadwan and Bhaghwanpur in this category in which the first was ALD with the facilities of middle and high school and the second was CD with primary school only.

High level category (24 - 32 %) comprised four villages (3.85%) in 1971 and ten villages in 1981. Only two villages namely, Mustafapur and Abdhara maintained their grades till 1981. Of the remaining two one (Anjal) slumped down to the medium and another one (Mianchak) to the very low level category by 1981. Out of the remaining eight villages of 1981, three (Deokali, Jalalpur and Tarwa) upgraded from very low, one (Atarpur) from low, three (Phulpura, Satparsa, and Niman) from medium and one (Bazidpur) from the nil category of 1971.

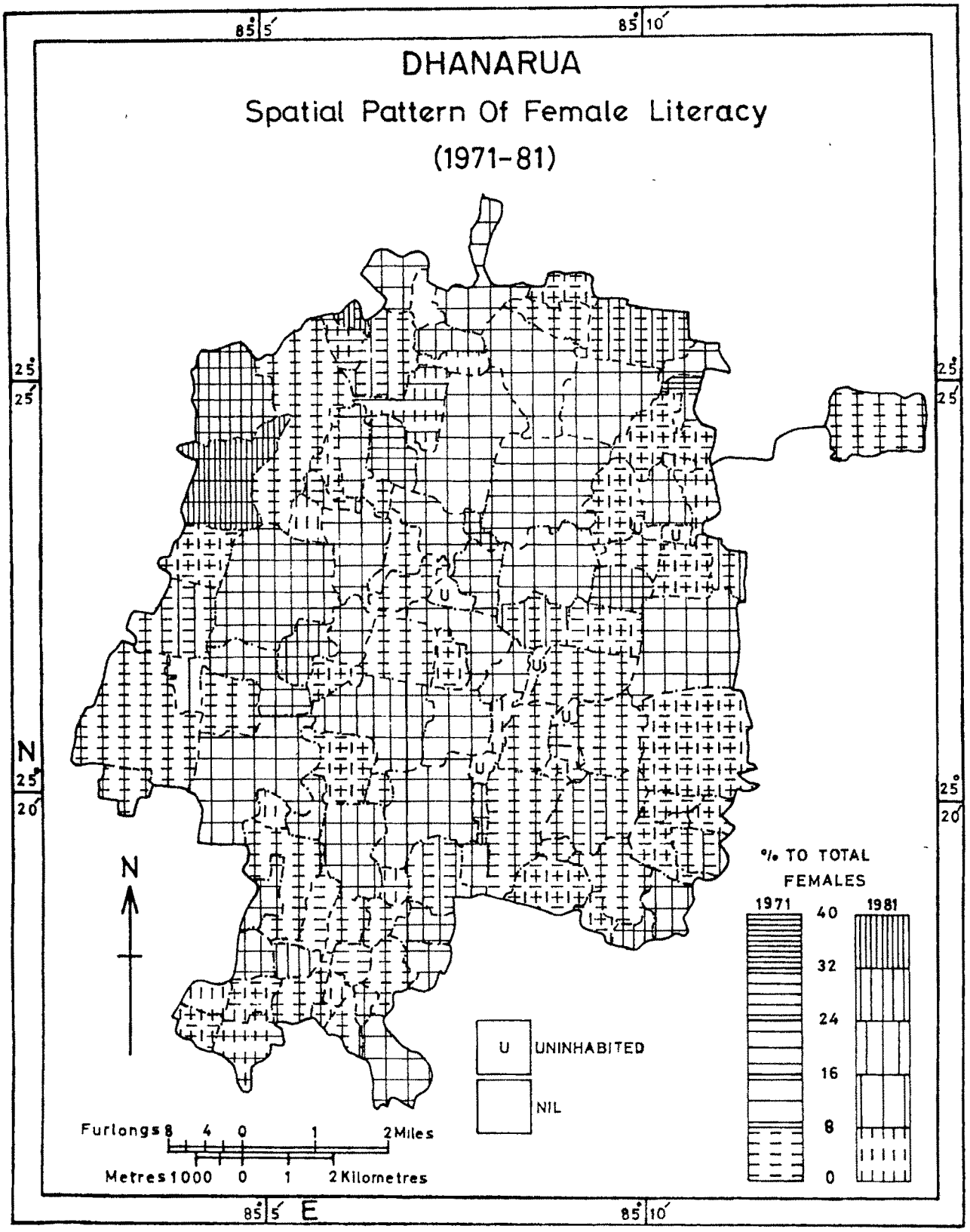
Out of the ten villages of 1981 under this category six belonged to the cultivators group and four to the agricultural labourers group. In each village

TABLE - 5.2

Spatial Pattern of Female Literacy

Levels of Literacy	Percentage of Female to Total Females	Number of Villages		Percentage of Villages	
		1971	1981	1971	1981
Very High	32 - 40	1	2	0.96	1.77
High	24 - 32	4	10	3.85	8.85
Medium	16 - 24	9	20	8.65	17.70
Low	8 - 16	34	50	32.69	44.25
Very Low	0 - 8	56	31	53.85	27.43
TOTAL		104	113	100.00	100.00

Source : Census Reports, 1971 and 1981.


DHANARUA
Spatial Pattern Of Female Literacy
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85° 5′
85° 10′
25° 25′
25° 20′
N
U
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NIL
% TO TOTAL FEMALES
1971
1981
40
32
24
16
8
0
Furlongs 8 4 0 1 2 Miles
Metres 1000 0 1 2 Kilometres
E

Fig. 5.2.

the facility of at least a primary school is available.

In the medium level category (16 - 24 %) there were nine villages in 1971 which increased to twenty in 1981 (Appendix 3-B). Only three villages (Chanaki, Kosut and Shahopur) of 1971 maintained their levels till 1981 and out of the remainings, three (Satparsa, Phulpura and Niman) upgraded to the high level and two (Deodha and Nadpura) slumped down to the low and one (Gobindpur) to the very low level category. Out of the remaining seventeen villages of 1981 one Ziaudinchak) was in the very high and another one (Anjni) in the high level category, eight were in the low level and seven were in the very low level category in 1971, (Fig. 5.2) . Twelve villages of 1981 belonged to the CD group and eight to the ALD group.

Low level category (8 - 16 %) comprised thirty four villages (32.69 %) in 1971 and fifty villages (44.25 %) in 1981, (Appendix 3-B). However, all the villages of 1971 did not maintain their grades till 1981. Only twenty one did so and out of the remainings one (Nadwan) upgraded to the very high level due to sudden increase in literacy, one (Atarpur) upgraded to the high, and eight to the medium level

while three (Panditgang, Pakaura and Hulaschak) degraded to the very low level category by 1981 . Out of the remaining twenty nine villages of 1981, three (Mirazapur , Nawasichak and Ashrafganj) were in the nil category, twenty four in the very low level and two (Deodha and Nadpura) in the medium level category in 1971, (Fig. 5. 2).

This level comprised thirty two CD villages (64 %) and eighteen ALD villages (36 %) in the year 1981, which indicates that females of cultivators group are more literate than that of the agricultural labourers group. This is due to the differences in their standard of living , social status of the women, future prospects, interests and motivations etc.

The very low level category (less than 8 %) comprised fifty six villages (53.85 %) in 1971 and thirty one villages (27.43 %) in 1981, (Appendix 3-B). Only nineteen villages maintained their position till 1981. Out of the remaining villages one (Bhagwanpur) upgraded to the very high, three (Jalalpur, Deokali and Tarwa) to the high, seven to the medium and twenty four to the low level category in 1981. Only two (Basaurhi and Lodipur) lost their grades and went down to the nil category. Both the

villages are located away from the schools and the parents of the children do not send their daughters to the distant school. This situation causes lower literacy in the area.

Out of the remaining villages of 1981, one (Mianchak) was in the high level, another one (Gobindpur) in the medium, three (Panditganj , Pakaura and Hulaschak) were in the low level and seven (Barhanpura, Hansopur, Pranpura, Bhaipur, Thubha, Rasula and Daulatpur) were in the nil category 1971, (Fig. 5.2). This means that only seven villages gained in female literacy while five lost.

From the above it is clear that the percentage of female education is higher in the CD villages. It is because of the fact that cultivators avail relatively better educational infrastructure than agricultural labourers. Another reason of difference is unequal status of women. Lower standard of living among the agricultural labourers is not less effective in keeping them away from education. Their poverty does not favour their education, on the contrary, it comples them to be busy in earning their bread. It is also because some ALD villages are still cut off from the

schools and the poor villagers do not send their daughters to the distant schools.

On the whole more than 70 % of the villages in 1981 had less than 16 % of the female literacy in the area and only 30 % of the villages enjoyed medium, high and very high percentages of female literacy. It may also be seen that only 42 % males and 13 % females of the Block were literates and educated and 58 % males and 87 % females were illiterates in the year 1981.

By 1984, level of literacy in both the sexes has been found to have increased. A sample survey of 14 villages has shown that 56 % of the males and 24 % of the females were literate and educated. This indicates an awareness of the people towards betterment of their quality . It is of course, a healthy sign for rural development.

Levels of Education :

The levels of development, in any form, of an area depends largely upon the levels of capability of the people inhabiting. Capability of the people is the productive value which they achieve either through formal education, non - formal education, on the job

training, or learning by some other sources with an integration of health and nutrition. This means that the levels of human capability depend upon the levels of educational attainment. Levels of education (Particularly higher levels) determine the quality of increasingly sophisticated and ever changing variety of human resources needed in agriculture, industry, administration, services etc. In this sense, all-round development of the society or an area depends primarily upon the utilization of human capability, which is measured in terms of levels of educational achievement. Therefore, the diagnosis of the levels of educational achievement in the Block is of utmost importance and it is also because each level of educational achievement contributes variably to economic, social and political development.

From the Table-5.3 it is evident that there is sharp difference in the educational attainment of the people in Cultivator Dominated (CD) and Agricultural Labourer Dominated (ALD) villages. It is a clear indicator of the differential pattern of the standard of living of these two types of people. The development of educational attainment in CD villages is better than that in ALD villages. The percentage of illiterate males in CD villages was 37.70 whereas the percentage of illiterate males in ALD villages was 52.60.

TABLE - 5.3

Levels of Education (1984)

Levels of Education	In Villages Dominated By				At Block Level (Total)	
	Cultivators		Agricultural Labourers			
	M	F	M	F	M	F
Illiterate	440 (37.70)*	674 (70.80)	425 (52.60)	579 (81.90)	865 (43.80)	1253 (75.53)
Below Matriculate	570 (48.84)	260 (27.31)	307 (37.99)	125 (17.68)	877 (44.40)	385 (23.21)
Matriculate and Above	133 (11.40)	14 (1.47)	58 (7.18)	2 (0.28)	191 (9.67)	16 (0.96)
Professional/ Technical	24 (2.06)	4 (0.42)	18 (2.23)	1 (0.14)	42 (2.13)	5 (0.30)
TOTAL	1167	952	808	707	1975	1659

Source : Author's Survey, 1984. * Bracketed Lower Figures are percentages to total Males or Females in the Cells.

Similarly, the percentages of illiterate females in the same year were 70.80 and 81.90 in CD and ALD villages respectively. This means that the percentage of illiterate males and females was higher in the ALD villages which is because of the poor socio - economic condition and unequal opportunity of social amenities.

It is found that the incidence of education among women is far less than that among males. Majority of females in both categories of villages were below matriculate (27.31 % and 17.68 %). Towards higher education their percentages are found sharply decreasing. The tendency for higher education at least up to high school and above, is obviously notable among males rather than females.

Each level of educational attainment of the people in CD villages is higher than that in ALD villages. However, the percentage of professional/technical education among males in ALD villages is slightly higher than that among CD in the Block. Though the percentage of females in this level of education is slightly lower than that of CD . Probably this may be because of the vocational education among the workers of this category. Secondly, they are mostly landless people, so seeking better opportunities for earning from

sources other than agricultural, they tend to achieve technical education instead of achieving higher general education.

At Block level also it is found that there is sharp difference between the educational attainment of males and females. The percentage of illiterate females is obviously very high (75.53 %) than that of males (43.80 %). The percentage of educational attainment of males is higher in all levels of education than those of females. This difference puts them at different levels of human capability. This is the main reason for difference between the working capacity of males and females and their utilization in agricultural and non - agricultural economic functions of the Block.

Here, the first category (illiterate) of educational level indicates undeveloped or very low level human resources, second less developed or low level and third and fourth indicate developed or high level human resources in terms of the levels of qualitative values.

On the basis of this it can be said that 43.80 % of males and 75.53 % of females were undeveloped or very low level human resources in the Block, in which 13.67 % and 13.26 % were male or female infants respectly. They were natural in their character but 30.13 %

males and 62.27 % females should have been either in less developed or developed categories. 44.40 % of males and 23.21 % of females were less developed or low level human resources, and only 11.80 % of males and 1.26 % of females were developed or high level human resources.

It is to be noted that the percentages of undeveloped male and female human resources, even after excluding the percentages of male and female infants, were high in male category and very high in female category. This situation still leads to poor economic, social and political development in the Block.

Now, let us see how the qualitative values (in terms of levels of educational attainment) vary among different categories of human resources in the Block. Different categories of human resources have different qualitative values and play differential role in the economic, social and political development of an area. Their utilization too, in different economic activities, varies considerably.

Table - 5.4 clearly shows that 100 % male and female infants are illiterate because they are naturally unable to achieve any formal education. Yet they are most valuable future potential human resources.

TABLE - 5.4

Levels of Education of Different Categories of Human Resources (1984).

Categories of Human Resources (HR)	Total Population		Levels of Education							
			Illitrate		Below Matriculate		Matriculate and Above		Professional/ Technical	
	M	F	M	F	M	F	M	F	M	F
Infants HR	270	220	270 100*	220 100	-	-	-	-	-	-
Child HR	501	427	157 31.34	226 52.93	344 68.66	201 47.07	-	-	-	-
More Active HR	643	516	146 22.71	359 69.57	328 51.01	137 26.55	148 23.02	16 3.10	21 3.27	4 0.78
Less Active HR	358	353	156 43.57	308 87.26	140 39.11	44 12.46	41 11.45	-	21 5.87	1 0.28
Superannuated HR	203	143	136 66.99	140 97.90	65 32.02	3 2.10	2 0.99	-	-	-

Source : Author's Survey, 1984.

* : Lower Figures in All Cells are the Percentages to Total Male or Female Population of Corresponding Human Resources Categories.

As such they should be provided with all requisite amenities for the development of their qualitative values.

Leaving them aside the table shows that the percentage of illiterate males and females differ among different categories of human resources. It is highest in the superamnuated category. The reverse is true in the case of below matriculates because the percentage of below matriculate males and females decreases from lower age groups to superannuated human resources.

Above situation indicates that 60 years ago the development of education was very poor which might be due to the lack of educational and other social amenities or the lack of awareness of the people towards education. In other words, we can also say that the development of education has gradually been increasing with the passage of time. It is, of course, a healthy sign of the qualitative development of human resources, which may lead, in future, to better economic, social and political development of the Block.

Here the assesment of the period 60 years ago is based on the basis of ages of the different categories of human resources. Infants indicate present,

child HR five years ago, more active HR fifteen years ago, less active HR 35 years ago and superannuated 60 years ago.

The highest percentage of matriculates was in the more active human resources and lowest in superannuated males only.

So far the matter of professionals/technicals is concerned, the highest percentage of males was in the less active and lowest in the more active category while the opposite is true in the case of females.

From the above description it is evident that the percentage of educated males and females in each category of Human Resources (HR) is highest in below matriculate and lowest in professional/technical level of education . This also proves that the percentage of qualitatively less developed or low level human resources (indicated by below matriculates) is higher than the percentage of qualitatively high level human resources.

It may also be seen that, in terms of qualitative values, more active human resources (males only) and child human resources (Females only) are

better than other categories of human resources.

On the whole, it can be said that the qualitative development (in terms of educational attainment) in each category of human resources is still very low and quite unsatisfactory particularly among female folk. Therefore, adequate facilities and all requisite infrastructure for formal, non-formal, on-the-job training, vocational education, etc., should be made available irrespective of caste, creed, religion and other social status.

Human Capital Formation :

Human Capital Formation (HCF) is another characteristic of qualitative dimension of human resources. HCF is the process of increasing useful knowledge, skills and other inherent qualities of human being. In this way, HCF gives an improvement or an addition or an increase in accumulating qualitative values of human being which are utilised or consumed or invested in any kind of development. The levels of accumulation of qualitative values depends primarily upon the methods or practices in schooling "Schooling imparts specific knowledge and develops general reasoning skills (its "cognitive" effects); it also includes

changes in beliefs and values, and in attitudes toward work and society ("noncognitive" effects)", Todaro (1983, p. 256).

Enrolment of students indicates the rate of human capital formation, or human resources production, or development, or accumulation over a specified period of time. This would give the gross or net addition or net improvement to the stock of human resources. According to Harbison and Myers (1964, pp.24-27) the stock of human capital indicates the levels of human resources development already achieved which is measured by the levels of educational attainment, and human capital formation indicates the rate of accumulation of human capital over a specified period which is measured by the enrolment of students at primary or elementary, secondary and higher levels of education.

Table - 5.5 shows the distribution of enrolment of boy and girl students in different classes according to age groups. Classification of age groups is mainly based on the length of schooling and courses completed by the students. Harbison and Myers, (1964, pp. 25 - 27) have classified educational attainment into three levels on the basis of length of schooling. These levels are - first (primary or elementary education)

which includes pupils of the age group of 5 to 14 years; second (secondary education) which includes pupils of the age group of 15 to 19 years; and third (higher education) which includes the pupils of the age group of 20 to 24 years. They have taken these levels for international comparison. However, these age groups vary from country to country because length of schooling varies according to needs and norms.

Ministry of education and social welfare (1970 - 71, p. 8) has classified age groups under the following heads :

(i) 6 - 11, which includes students of classes one to five.

(ii) 11 - 14, which includes students of classes six to eight.

(iii) 14 - 17, which includes students of classes nine to twelve.

(iv) 17 - 23, which includes college, university and other students above class twelve.

Classification made by the Ministry of Education and Social Welfare is also based on the length of schooling but age groups are very much confusing . The first age group covers the pupils from six

years of age while it has been found that some boys and girls who have completed five years of age are studying in class/standard one. The last two age groups are very much confusing and not clear because third age group covers the students of four classes and length of schooling comes to only three years. Similarly last age group covers six years of the length of schooling while it should cover only five years.

After reviewing the above two classifications the age groups have been divided into the following heads which are based on the length of schooling and classes covered by most of the students :

(i) 5 - 14, which includes the students of nursery and class/standard one to eight. In this age group majority of students go up to the class VIII. This age group is based on the nine years of schooling instead of eight years because some boys or girls were reported in class one at the completion of the age of five years while some boys or girls at that age were reported to be in nursery class (author's sample survey 1984).

(ii) 14.1 - 18, which includes four years of schooling for covering four classes from IX to XII.

(iii) 18.1 - 23, which includes five years of schooling and covers degree and master course. In

professional/technical courses, only those students were enrolled who had already completed either school or degree courses (formal education) but all of them fall in this age group.

In Dhanarua Block the present rate of human capital formation is assessed on the basis of enrolment of students in different classes and in different age groups collected from the author's field survey (1984).

Table - 5.5 clearly exhibits the difference in terms of the absolute figures and percentages of enrolment of boys and girls in corresponding age groups and classes between Cultivator Dominated(CD) and Agricultural Labourer Dominated (ALD) villages in the area.

Table - 5.5 clearly exhibits that the percentages of boys and girls (in total student category) in each age group were higher in CD villages than that in ALD . However, the absolute figures of boys and girls (in total students category) in each age group were considerably higher in CD villages than that in ALD villages. Secondly, both the number and percentage of boys and girls decrease from lower to

TABLE-5.5

HUMAN CAPITAL FORMATION
(Student Enrolment, 1984)

CATEGORIES	AGE GROUPS	TOTAL POPULATION		TOTAL STUDENTS		ELEMENTARY EDUCATION				SECONDARY EDUCATION		HIGHER SECONDARY EDUCATION		DEGREE COURSE		MASTER COURSE		PROFSSIONAL / TECHNICAL	
						I - V		VI - VIII		IX - X		XI - XII							
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
CD VILLAGES	5-14	305	254	201 (65.90)	115 (45.28) x	122 60.70 +	81 70.43	73 36.32	29 25.22	6 2.99	5 4.35								
	14.1-18	119	64	72 (60.50)	10 (15.63)					39 54 17	7 20.00	29 20.28	3 30.00	4 5.56					
	18.1-23	106	82	36 (33.96)	1 (1.22)							5 13.89		24 66.67	1 100.00	4 11.11		3 8.33	
ALD VILLAGES	5-14	196	173	126 (64.29)	69 (39.88)	83 65.87	44 63.77	40 31.75	22 31.88	3 2.38	3 4 35								
	14.1-18	67	52	33 (49.25)	7 (13.46)					15 45.45	4 5 7 14	17 51.52	3 42.86	1 3.03					
	18.1-23	63	65	11 (17.46)								2 18.18		5 45.45		1 9.09		3 27.27	
AT BLOCK LEVEL	5-14	501	427	327 (65.27)	184 (43.09)	205 62.69	125 67.93	113 34.56	51 27.72	9 2.75	8 4.35								
	14.1-18	186	116	105 (56.45)	17 (14.66)					54 51.43	11 64.71	46 43.81	6 35.29	5 4.67					
	18.1-23	169	147	47 (27.81)	1 (0.68)							7 14.89		29 61.70	1 100.00	5 10.64		6 12.77	

SOURCE: AUTHOR'S SURVEY, 1984.

x Bracketed Lower Figures Are The Percentages Of Boy & Girl Students To Total Population In Corresponding Age Groups.

\+ Unbracketed Lower Figures Are The Percentages Of Boys & Girls Enrolment To Total Boy Or Girl Students In Corresponding Age Groups.

C D (Cultivator Dominated) & A L D (Agricultural Labourer Dominated). B (Boy) & G (Girl).

higher age groups in both categories of villages. The same trend is found also at the Block level as a whole as the number and presentage of boys and girls were highest 327 (65.27 %) and 184 (43.09 %) respectively in the schooling period of 5 - 14 years and lowest 47 (27.81 %) and one (0.68 %) respectively in the schooling period of 18.1 - 23 years. This shows the decreasing trend of enrolment of boys and girls towards higher education in both categories of villages and also at the Block level. This means that the rate of HCF (both in terms of actual figure and percentage) is higher towards lower level of education and lower towards higher level of education. This is in consequence of more drop-outs of boys and girls towards higher level of education.

Another observation is that the difference in number and percentage of boy and girl students increases with their increasing age groups. The difference in the age group of 5 - 14 is not as much as in the age groups of 14.1 - 18 and 18.1 - 23 years. This trend indicates that the number of drop outs of boy and girl students is higher in each age group in ALD villages than that in CD villages. This is a consequence of their differential socio - economic background The children in agricultural labourer's families become

independent at their earlier ages than that in acultivator's families. This indicates the sense of responsibility towards their family problems.

Let us see the difference in the enrolment of boys and girls in each class category with the corresponding age group of the students. The Table - 5.5 shows that the number of boys and girls is obviously higher in each class category and in each age group in CD than that in ALD villages. But in terms of percentage, it is somewhat different as it is clear in the class category of I - V (Schooling period of 5 - 14 years). The percentage of boys is slightly higher in ALD than that in CD villages . It may be because of their poor socio - economic condition which prevents them from joining higher classes, and their percentage of drop-outs becomes higher at this stage. This drop-outs might have caused lower percentage of boys in ALD villages than that is CD villages as is clear in the class category of VI - VIII in the schooling period of 5 - 14 years.

But in the category of girls it is found that the percentage of girls (in the same schooling period of 5 - 14 years) is slightly higher in ALD villages than that in CD villages as it is clear in the class category of VI - VIII. This indicates the growing

awareness of parents in sending their daughters to achieve better education, thinking that on the basis of this asset she would get better families to be married into. This is a good incentive in the process of HCF . But government scholarships and other facilities for lower caste students may be the prime motivator.

In the age group of 14.1 - 18 years the percentage of boys is higher and of girls lower in CD villages as it is clear in the class category of IX - X, but the percentage of both boys and girls is higher in the ALD villages than that in CD villages as it is clear in the class category of XI - XII. But in terms of absolute figures the number of boys and girls in this age group and in all class categories is fairly higher in CD villages than that in the ALD villages.

In the age group of 18.1 - 23 years the percentage of boys is slightly higher in the ALD villages as it is clear in the classes XI - XII and in the category of professional/technical classes . But in terms of absolute figures the numbers of boys and girls are very low in each class category of this age group except in professional/technical category in which

the number of boys is equal in both categories of villages. This indicates that the students of ALD villages want to be independent at their earlier ages because they can not afford higher formal education and opt for professional/technical education. Professional/technical skills help them in getting jobs easily even at their earlier ages. This may be the reason of higher percentage of boy students in professional/technical category after completing their formal school or college level education.

On the whole, it is observed that the rate of human capital formation in the Block is very slow and this is particularly pronounced in the development of high level education. This is the reason of very low proportion of high level human resources in the Block.

It may also be seen that only 327 (65.27 %) boys and 184 (43.09 %) girls in the schooling period of 5 - 14 years were on the HCF and 174 (34.73 %) boys and 243 (56.91 %) girls were off the HCF . Such a higher off percentages of boys and girls stand as an obstacle in the development of the area. In the schooling period of 14.1 - 18 only 105 (56.45 %) boys and 17 (14.66 %) girls were on the

HCF and 81 (43.55 %) boys and 99 (85.34 %) girls were off the HCF. Similarly, in the schooling period of 18.1 - 23 years only 47 (27.81 %) boys and one (0.68 %) girls were on the HCF whereas 122 (72.19 %) boys and 146 (99.32 %) girls were off the HCF in the Block. These 'off' category of students will be discussed in detail in the chapter on planning HRD and HRU. below.

Factors Bearing on Human Capital :

Castes and per capita income are considered as significant factors influencing human capital or human resources in the Block. They played and still play a very significant role in the development of human resources. There seems to be a close correlation between human capital (in terms of educational attainment) and casts and income levels. To assess this correlation the castes in the area have been divided into four categories such as Forward Castes (FC), Backward Castes (BC), Scheduled Castes(SC) and Muslims (M). Per capita income (from all sources) has been calculated at village level and on the basis of this levels have been distinguished, viz; Low (below Rs. 350), Medium (Rs. 350 - Rs. 700), and High (Rs.700 and above).

Table - 5.6 and 5.7 clearly show the

association between Human Resources Achievement (HRA) or Human Capital Achievement (HCA), (in terms of educational attainment) on the one hand and castes and income on the other.

TABLE - 5.6

Human Resources Achievement and Castes (1984)

Levels of Education	Categories of Castes				Total
	FC	BC	SC	M	
Illiterate	141 (30.13)*	1319 (58.23)	636 (77.56)	22 (27.16)	2118 58.28**
Below Matriculate	227 (48.50)	841 (37.13)	153 (18.66)	41 (50.62)	1262 34.73
Matriculate and Above	91 (19.44)	77 (3.40)	23 (2.80)	16 (19.75)	207 5.70
Professional/ Technical	9 (1.92)	28 (1.24)	8 (0.98)	2 (2.47)	47 1.29
Total Population	468	2265	820	81	3634

Source : Author's Survey, 1984.
* : Bracketed lower figures are the percentage to total population of respective caste category.
** : Unbracketed lower figures are the percentages to total population of the Block.

Table - 5.6 and Figure 5.3 show vertical and horizontal differences of human resources achievement in terms of levels of educational attainment among different castes of the Block.

Horizontally, it is obvious that the percentage of illiterates was very high (77.56 %) among the SC, high (58.23 %) among the BC, low (30.13 %) among the FC, and very low (27.16 %) among the Muslims. The percentage of below matriculates was very high (50.62%) among the Musliums, high (48.50 %) among the FC, low (37.13 %) among the BC, and very low (18.66 %) among the SC. Similar trends are found in the cases of matriculates and above, and professionals/technicals also.

Vertically, also it is clear that the Muslims enjoyed very low level percentage of illiteracy and very high level percentages in all other categories of the levels of educational attainment whereas the FC enjoyed low level percentage of illiteracy and high level percentages in all other categories of the levels of educational attainment. The BC enjoyed high level percentage of illiteracy and low level percentages of all other categories of the levels of education whereas the SC enjoyed very high level percentage of illiteracy and very low level percentages of other categories of the levels of education, while the area is numerically dominated by the BC and SC.

HUMAN RESOURCES ACHIEVEMENTS AND CASTES (1984)

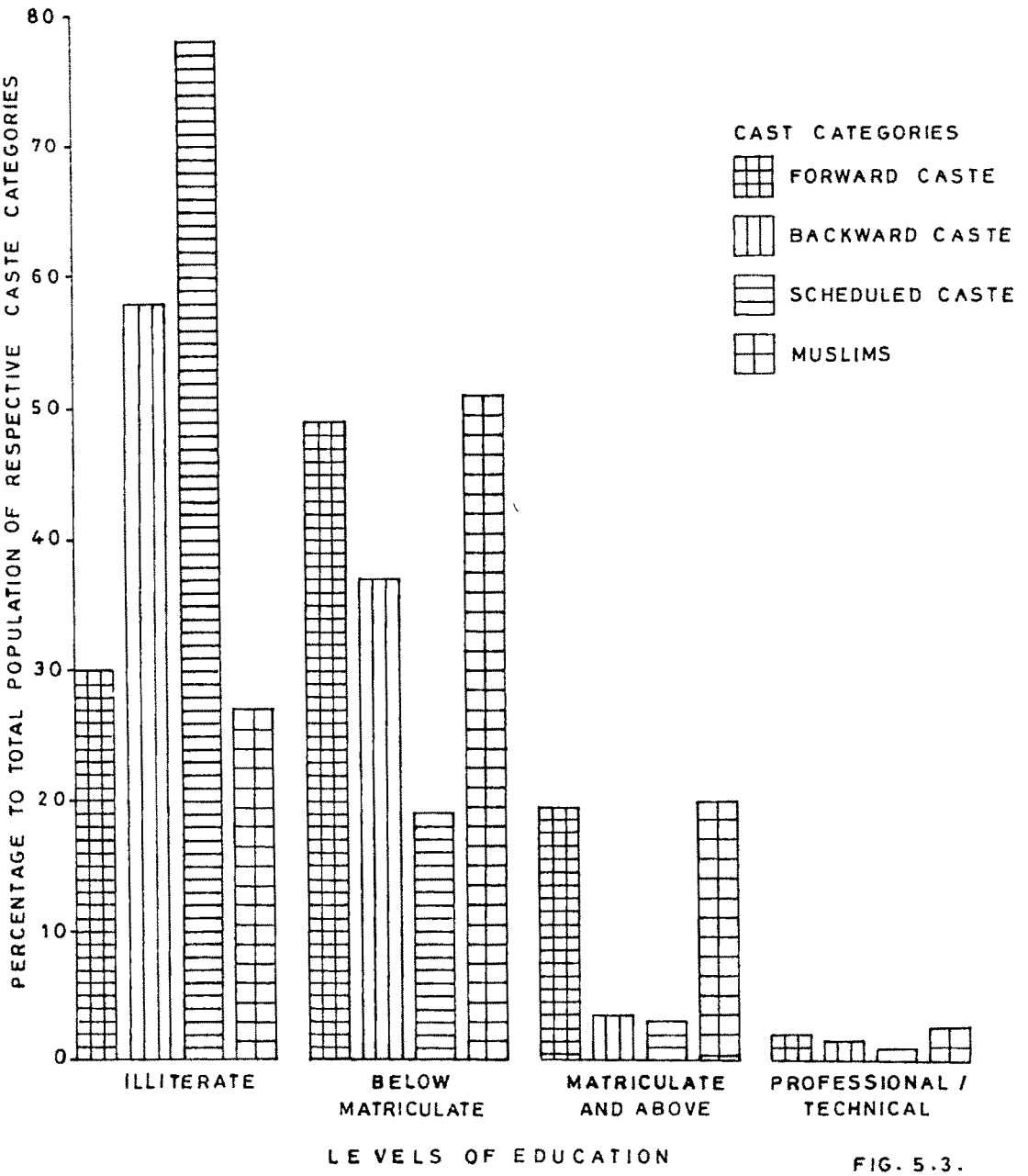

FIG. 5.3.

The reason for such differences may be their differential socio-economic background. It has been found that the Muslims and the FC are socio - economically better off whereas the BC and the SC are socio - economically poor. This difference leads them to differential status of enjoyment in terms of levels of educational achievement.

Other reasons for such differences may also be due to the following facts :

In common parlance most of the people say that the tradition of education among the Muslims and the FC has been since long whereas in the case of BC and the SC the development of education has been very late.

Higher percentage of well educated people among the Muslims and the FC may also be due traditionally to smaller number of drop outs of students before higher education from past to the present, whereas the percentage of drop-outs has been higher among the BC and the SC of the area.

Another interesting fact (leaving aside the illiterate category) is that among all the castes taken together the percentage of below matriculates was highest while the percentage of professionals/technicals

was lowest. This means that the percentage of educated people among all the castes decreases towards higher level of education which also proves the lowest proportion of professionally/technically trained high level or developed human resources in the Block. On this basis it can be stated that in the area as a whole there is considerable shortage of high level human resources and this is a big problem in allround development of the Block. On the other hand, there is availability of undeveloped or very low level human resources (58.28 %) in the area. They are very poor in terms of their qualitative values measured by the levels of educational attainment. However, the proportion of such human resources is low among the Muslims and the FC and high among the BC and the SC.

It can, thus, be said that Dhanarua Block remains as a poorly developed even amidst plenty of human resources and majority of the people of the area remain poor because of the lack of efficient knowledge, skills and other human qualitative values. This leads to the lack of proper, rational, efficient and intensive utilization in economic functions of the Block.

Human Resources Achievement and Per Capita Annual Income at Village Level :

Table - 5.7 and Figure 5.4 show the influence

of per capita annual income (from all sources) on the achievement of human resources, measured by the levels of educational attainment.

TABLE - 5.7

H R A and Per Capita Annual Income From All Sources (1984)

Levels of Villagewise Per Capita Income in Rs.	No.of Villages	Levels of Education				Total Population
		Illiterate	Below Matriculate	Matriculte and Above	Professional/ Technical	
Low	1*	284	97	8	4	393
Below 350	7.14	(72.29)**	(24.68)	(2.04)	(1.02)	10.81***
Medium	11	1699	941	132	32	2804
350 - 700	78.57	(60.59)	(33.56)	(4.71)	(1.14)	77.16
High	2	135	224	67	11	437
700 & Above	14.29	(30.89)	(51.26)	(15.33)	(2.52)	12.03
TOTAL	14	2118	1262	207	47	3634

Sources : Author's Survey, 1984.

* : Unbracketed lower figures are the percentages to total number of villages surveyed.

** : Bracketed lower figures are the percentages to total population of respective category of Income level.

*** : Unbracketed lower figures are the percentages to total population (3634) of the Block.

HUMAN RESOURCES ACHIEVEMENT AND INCOME LEVELS (1984)

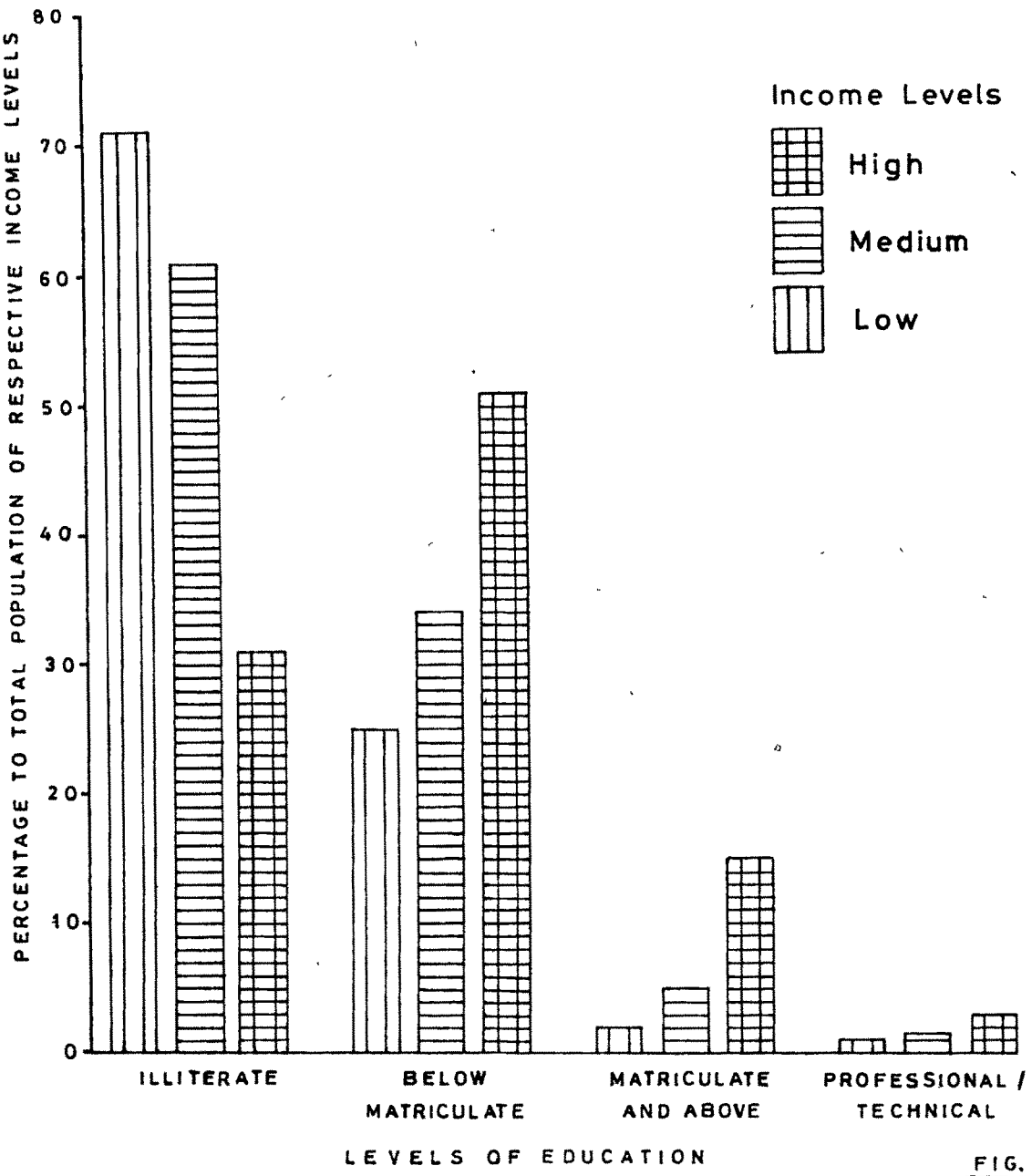

FIG. 5.4.

same trend continued in the case of professionals/ technicals also.

Looking into over all picture, the percentage of illiterates was observed decreasing with increasing levels of income or vice-versa and the percentage of below matriculates, matriculates and above, and professionals/technicals was observed increasing with increasing levels of income or vice-versa in the Block. Secondly, the percentage of each level of educational achievement (leaving aside the percentage of illiterates) was observed low in the low level income and high in the high level income.

On the basis of this it can be stated about the area that the educational achievement is low because of low income and low income is because of low educational achievement, and educational achievement is high because of high income and high income is because of high educational achievement. A perfect case of a vicious circle !

On the whole, it can be stated that the human resources achievement or human capital achievement or human resources development is associated with castes and per capita income or in other words, influenced by castes and per capita income in the Block.Mainly because

of this the percentage of qualitative human resources (measured in terms of levels of educational attainment) is generally higher in the higher castes and in the higher level income and lower in the lower castes and in the lower level income. It is, therefore, clear that the Backward Castes and Scheduled Castes are educationally, socially and politically backward because of their poor economic condition and Forward Castes and the Muslims are educationally, socially, and politically better because of their better economic condition.

This means that economic condition is one of the main factors bearing on human resources achievement or human resources development. It can thus, be suggested that there should be special emphasis on removal/or narrowing down of the economic disparity among the people. Special attention needs to be given to the Backward and the Scheduled Castes so far as investments and incentives are concerned. In this purview, poor families from the Forward Castes and the Muslims categories should also be included.