CHAPTER I

INTRODUCTION AND METHODOLOGY
Man with multidimensional mind accompanied by physical potentiality manifests himself as an 'economic asset'. He/she gets himself/herself distinguished as both consumer and producer of the goods and services. It is he/she who exploits the bulk of natural resources entitling himself/herself as a productive source of National wealth. So the development of human resources becomes an essential concern of all economies in general and developing countries in particular.

India is a vast country with rich natural but poor human resources. According to the 1991 Census the total population of the country is 84,63,02,688, of which men and women constitute 51.90 per cent and 48.10 per cent respectively. The total literates in the country are only 42.45 per cent and the total workers in the country are only 33.79 per cent. Alarmingly non-workers in the country are nearly 61.97 per cent (Primary Census Abstract, 1991).

Thus, India is characterised by poor human resources development which manifests itself in low labour efficiency, factor immobility, limited specialisation in occupation and trades, deficient supply of entrepreneurship and customary values, and traditional social institutions that minimise the incentives for economic development. In
fact, without any improvement in the quality of human factor, no progress is possible in any country.

Human resources refer to available means offered by an individual's mind or personal capabilities for socio-economic well-being of the nation in general and the individual in particular. Human resources constitute the productive and qualitative portion of the total population. The stock of productive human resources can be determined by the structural characteristics of the population. Thus human resource development is the process of increasing the skills and productivity.

Human resource development is not only equated with schooling or formal education but also with other facets such as improvement in health, nutrition levels, housing, family and community welfare etc. In short, development of human resources refers to the investments which are intended to develop the inner qualities of a man. We may restrict investment in human capital to (1) education - General Education and Technical Education and (2) health which includes health care, services, nutrition, water supply etc. The importance of these items for improving the quality of human capital needs no emphasis in increasing the efficiency of the people and thereby the national income. In view of the importance of human resource development in the following
pages an attempt is made to present the different views on human resource development by social scientists.

T.W. Schultz (1961) states that the failure of human capital to grow at the rate of physical capital is responsible for low absorptive capacity of the latter. The absorptive capacity of physical capital is bound to be low because of the inadequacy of the technical personnel, skilled labourers and administrative personnel.

Frederick Harbison and Charles, A. Myers (1964) argue that the utilisation of human resources is one of the crucial constituents of planning and economic growth as manpower is also the most valuable of all available resources. Maximum utilization of physical resources depends mainly on the ability, capacity, skill, willingness, and motivation of the people. Hence, the employment objective of human resources utilization should be creation of jobs for all available manpower.

V.K.R.V. Rao (1940) went a step further stating that the development of human resources depends on what we do with the young among human beings. It is child and the young who constitute the raw material for talent which is properly developed that ultimately helps in raising the production. So, it can be inferred that investment in children and youth
development programmes also is something like investment in capital goods.

Today, a very relevant and raising slogan in India is "to step up investment in the most precious commodity i.e., human being". Though the classical economists like Adam Smith, and Alfred Marshal recognized the importance of human capital, modern economists had neglected the same in their theory and practice of economic growth. Recently, the economists like T.W. Schultz, Harbison and Myers, Simon Kuznets, H.W. Singer, V.K.R.V. Rao, Moses Abramovitz and a host of others have opened a new dimension in economic thinking enthroning man as a productive source of output.

Human resource is of paramount importance in the healthy growth of a country, as human factor is not only a determinant of production but also the object of production. With limited employment prospects for unskilled labour, human resource development can potentially play a significant redistributive role which would also serve to raise its social rate of returns as a productive investment.

Frederick H. Harbison and Charles A. Myres (1862) viewed that most of the Nations today are development-minded. To brighten the living conditions of the people of developing countries, several strategic policies are to be adopted. One
of these strategic policies is improving their economic and social conditions thereby to facilitate the development of human resources of a country. In recent years, the prominence of human resources in economic development has been receiving a great deal of attention of planners and policy makers.

The above views are very clear, emphasising the importance of human resource development for rapid economic development.

In the following pages an attempt is made to present a brief discussion on the concept as well as the components of human resource development.

Concept of a Human Resource Development

Frederick Harbison and Charles A. Myres (1964) viewed that the concept of human resources has many different meanings, both manpower and human resources refer to and mean people. Human resources could be equated with "Labour" in the scene of a factor of production, or simply population. Human resources may also be viewed as a kind of natural resource or a people resource just as we have mineral and forest resources.

F. Young (1956) states that, human resources refer to available means offered by mind and personnel capabilities for socio-economic well-being of the Nation as a whole and
the individual in particular. The Human Resources Development is in a process of increasing the skills, knowledge and the capabilities of all the people on the society. In the economic terms, it can be described as "the accumulation of human capital". Human Resource Development planning is high and complex and its success depends on the cooperation and participation of all organisational Government and Non-Governmental agencies.

Frederick Harbison and Charles A. Myers, (1960) argues that the utilisation of Human Resources is one of the crucial constituents of planning for economic growth as manpower is also the most valuable of all available resources. Maximum utilization of physical resources depends mainly on the ability, capacity, skill, willingness and motivation of the people. Hence, the employment objective of Human Resource utilization should be creation of jobs for all available manpower. Lester Thuron opinion that simply, the number of people living in a country constitutes its manpower. But mere increase in the quantity of manpower does not signify human resources unless it is accompanied by the quantitative entity. So, man does not achieve importance from his number alone but much more is achieved by his mind or knowledge that he applies to in creating wealth out of natural resources of the country. Thus, the accumulation of
productive skills, talents and knowledge of the population constitutes human resources development or human capital formation. According to Harbison and Myers, human resources development is the process of increasing knowledge, the skills and the terms it would be described as the accumulation of human capital and its effective investment for the development of an economy.

Adelman, I and Morris, C (1973) argues that Human Resource Development has a sociological dimension also. It aims at social transformation and social mobilisation. It will be a grand deception to have human resource development without some element of social conflicts by guaranteeing minimum entitlements and ensuring some equalisation of services; since the programme cuts across social groups, ethnic, religious, caste and regional considerations, it nurtures a feeling of larger identity.

J.D.Sethi (1986) observes that concept of Human Resource Development is of recent origin in the sense that qualitative human factor as the key to the success of any activity has been formulated and propagated of late. In a literal colloquial sense, the entire population of a country is its human resources. However, in economic sense, the term "human resource" refers to the people with capabilities and potentialities to grow and develop. Obviously, they are
workers of all types, and potential workers including children and women. Development, as is known to all, is a qualitative growth of a resource. Human Resource Development, therefore, implies qualitative growth of people with capabilities and potentialities to grow and develop. As Prof. J.D. Sethi, a former member of the planning commission, observed: "Human Resource Development, if taken as total development, means optimum utilisation of existing human capabilities—intellectual, technological, entrepreneurial and even moral and creation of new ones.

The Planning Commission of India (1985) observed the Human Resource Development in the context of an organisation which involves development of the employees or people who compose it. For many years, the definition or even the description of human resource development remained vague and ambiguous. Even to-date, there seems to be no clear-out definition, excepting the description of the components of Human Resource Development. Definitions of Human Resource Development, in terms of its components, have ranged from the most comprehensive to the narrowest. The most comprehensive one was given by Myrdal (1968); who was enumerated eight components viz:
Human Resource Development as a strategy of economic development is only a set of structures and integrated social programmes which may be treated as an adjunct or complementary to the other strategies. Whatever be its type or class, it is more a derived strategy than an independent one. Further, it pays well only when it is integrated with other Development strategies, the realisation of which may be seen in the plan documents of our country and the world Bank reports. Nevertheless no serious attempt has been made at any level to secure the much-sought after integration.

(Human Resource Development is more a distributive rather than a redistribution programme as compared to the other anti-poverty programmes because the capacities, knowledge, health, skills etc., gained through these programmes are not attained at the cost of others.)

Human Resource Development is not simply a governmental programme meant for a target group. Nor is it a
charity or welfare or employment programme. It should not be looked upon as "Programme for other but not for us or for people of no significance". It embraces all, rich and poor, rural and urban, males and females. It is equally relevant to all sectors - primary, secondary and tertiary - in the economy, as human resource is the base of all development.

There are no specific programmes so far designed which concentrate on the improvement of the human material in terms of developing abilities, skills, perceptions, attitude and values so that there could be a possibility of these potentialities improving the receptivity of the human being to the available opportunities. Therefore, based on experience that attempts to bring about development of the human being through various measures is a essential precondition instead of expecting human development, perhaps as a consequences of economic development.

The World Bank Report-1 (1980), while discussing the development of human resources indicates that the qualities of people have an important influence on the prosperity and growth of the nation that they belong to. It implies that human beings are the sources of ideas, decisions and actions on investment, report, four aspects have been recognised for human development. However, in the context of development of these four aspects, it can be conceived more
It is universally accepted that education has an important contribution to make for the development of human resources as illiteracy has been identified as one of the stumbling blocks for not only acceptance of new innovations or technology but also in the maintenance of traditionally based attitudes affecting the change process. Therefore, development of knowledge, skills and the required attitudes becomes the prerequisite for human development in the context of educational process.

Realising the need for educating the rural adults, efforts were made intensively to introduce massive adult education programme with emphasis on literacy, social awareness and functionality. Since, the problem of illiteracy is formidable, the achievements in this regard have not been salutary. Here again, the problem is not one of improving the knowledge and skills of the people but of its acceptance by the people and motivating them to go through the programme intended for their benefit.

Health is an important aspect for human growth both physical and mental to maximise one’s efficiency in dealing with the physical and mental challenges from the environment. Though attempts have been made to reach health
care preventive and promotive services, through primary health centres or sub-centres and medical workers, the efforts to bring about community participation in managing the health needs of the people, which is considered important, has not been possible to the extent of its importance. Generally, people have been found to be oriented to curative medicine regardless of the system of medicine and hence, bringing about an orientation to preventive and promotive aspects of health-care with community participation appears to be an ideal goal in most of the areas.

Nutrition has been found to be an effective input for human development as it contributes to maintenance of health status, we have innumerable examples of infant mortality due to malnutrition. Data on child mortality revealed that malnutrition is a contributory cause of a high infant and child deaths in developing countries. In developing countries, it is a question of the required quantity of food intake at the same time taking care of the quantity required in terms of nutrients for human growth.

More and more attention has come to be focussed on training in Human Resource Development as an essential component. It is imperative to recall what Dr. M.S. Swaminathan, the renowned scientist, once said - "Human resource is the most invaluable global resource and
only short or long-term development strategy should be oriented towards the continued well-being of the human race. If the attention is turned to development of this human resource, training acquires automatically a special status. "Training is that organised process concerned with the acquisition of capability". Further it is stressed that training of the recipient system is as important as training of the delivery systems in rural development. Recipient system includes, the farmers of all categories, farm workers, agricultural labourers, artisans, workers engaged in cottage, household, village and small scale industries and self employed persons (quoted in Kutumba Rao and Sharma, 1989).

The vastness of the problem of rural development needs the participation of not only government but also others such as voluntary organisations. The efforts of voluntary organisations in rural areas dates back to a few decades before independence and these bodies claim to be pioneers in rural reconstruction work. Though their coverage is limited, some of the voluntary organisations have successfully experimented and carried out Development programmes in rural areas in India.

In India, besides governmental organisations and departments, a number of non-governmental organisations has also been planning an equally important role in rural
development.) These include voluntary organisations and village level organisations such as Mahila Mandals and Youth Mandals. While the former have been established at the instance of philanthropists, social workers, Gandhian workers, industrialists the latter were promoted in the villages an in some places by the voluntary organisations themselves.

(The policy and approach of the state government towards role of voluntary organisation in rural development by and large has been similar to that of the national government.) Right from the initial years of planned development, the state governments also been emphasising on the need for participation of voluntary organisations in the developmental process in rural areas. The various programmes of the state governments over the years have envisaged an important role for these organisations in their successful implementation. The idea, as mentioned earlier, is to promote peoples' participation through the channels of the organisations, formed by the people themselves. It was also felt that in view of the complexity of the rural problems and to achieve rural development, the active participation is elicited not only from government but also from voluntary organisations. It is with this back ground that programmes such as social welfare, women and child welfare, family
planning, health, nutrition, adult education and village industries have been implemented jointly along with the voluntary organisation. Necessary budgetary allocations have been made under various programmes for giving grants-in-aid. The primary objective has not only been to provide financial resources but also to strengthen them.

While the emphasis in the early years of the planning was on social welfare, women welfare and child welfare, during the recent years attempts have been made to tap the potential of the organisations in the promotion of economic programmes with focus on employment generation.

A new era in the voluntary action in India ushered in necessitating the voluntary organisation to respond effectively to the continuing and rapid changes in the socio-economic scenario in the country. The expectations from voluntary sector and demands made on them which are increasing both in volume and complexity have made the role of voluntary organisations more challenging, requiring empathy and new types of skills and expertise on the part of voluntary employees.

In India economic planning has been accepted as the major instrument of change and development. Growth with social justice has also been set forth as the cardinal principle of India's planned economic development. An
analysis of the Indian economy would reveal that during the last 30 years of planned economic development, no doubt employment totals increased, but with accompanying increases in unemployment and under-employment. Expected results from the programme implemented for eradicating poverty did not materialise, the desired growth rate could not be achieved both in the agriculture and Industrial sectors of the economy could not be brought about from the enacted social and welfare laws in the country. Hence, some of the problems have become more acute and complex today.

Though efforts have been made in the past to raise the living standards of the poor, the benefits through different schemes implemented under development planning did not reach all the sections of the society, particularly the bottom decides. The organised and pressure groups were even able to turn the national policies in their favour. In other words, the over-all measures undertaken for the development of the economy by-passed the weaker sections and underlined need for supplementary programmes for them. Thus the implemented schemes neither fulfilled the needs of the poor sections, both physical and psychological, nor brought any remarkable change in raising the living levels of a majority of the people who were below the critical minimum poverty level.
Thus the next to family welfare programme, all the organisations must work for rural development by utilising the idle manpower resources which constitute a vital part of economic development. All these organisations claim to be working with the people for their economic development. How can their role be an effective instrument to the people if they are not responding to their needs. They should justify their existence through generating employment and wealth in their areas of work contributing them mite to the development process.

As a matter of fact, a greater challenge is thrown to these organisations. Most of the voluntary organisations registered and unregistered regard education as their integral part of work. In the name of eradicating the exploitative forces in the society, awakening awareness etc., a large number of organisations themselves in turn become exploitative forces without working with the common man and for his development. The present controversy on the relationship between the role of these organisations and development springs from this background. If the existence of these organisations should be justified as institutions promoting development, they should have to work with the people for their economic and social development thereby minimising the problems of rapid increase in population and
growing unemployment. Moreover, they should work for organising the people for the betterment of their conditions and not for the life of the organisations alone. This way they are expected to contribute more and more to the national well-being, especially with regard to the human resource development.

The role of accelerating the pace of economic growth of the country and the attainment of social objectives have created in its wake a need for adopting a holistic approach by voluntary organisations in all areas like organisational structure, administrative practices, resources of the organisation, corporate policy. All should lead to achieve the human resource development.

Human resource development can ultimately be achieved when these resources have been fully utilised for productive activities. If at all, we want to utilise these resources for productive purposes, we need to impart necessary skills to unskilled persons and upgradation of skills to those who have already some basic skills.

When human resources have been utilised for productive purposes, the other components such as health, education, nutrition will take care of by themselves with their little savings out of their earnings.
The training system in the voluntary sector must be geared up to ensure achievement of continued excellence of the voluntary sector in all its areas of activities. An indepth look in to the present demands on the voluntary system of the country calls for a new bread of employees who can sensitively analyse the environment and skillfully convert the same into effective schemes, employees who can not only dispense credit but also create conditions for its effective use and provide knowledge, expertise and help in developing skill and appropriate attitude to bring about not only a socio-economic but also cultural change in the community they serve.

To achieve increasingly positive results and help to sprout the fruits of training to the entire staff engaged in operational as well as planning activities of the voluntary organisations, training has to be regarded as one of the strongest supportive systems. It must have also the support of the top managements of respective voluntary organisations.

The human resource available in the training infrastructure of voluntary organisations need to be mobilised and used more effectively at the village level in the seventh plan period onwards. The non-formal and informal skills, methods and approaches of building confidence among
the rural poor to undertake responsibilities of planning and implementing programmes of their own, that training institutions in the voluntary sector have developed and needs to be considered for replication on a larger scale, to achieve human resource development.

The large number of families (in India were characterised by) low agricultural productivity with higher input costs, very small land holding pattern, inadequate extension facilities, limited employment potential in the organised sector, lack of attention for the decentralised sector, rigid social structure and culture, crisis in values, lack of infrastructure and the growing complexity of rural scene due to political interventions. All of the above problems can be effectively tackled by promoting and developing human resources.

In the recent trends of human resource development training component has assumed a greater significance, it not only provides an employment opportunities, but also facilitates to improve the standard of living.

The training process is normally represented by

1. Identification of the training needs;
2. Specification of the steps to be taken and the training methods to be used to meet and need;
3. Detailed design of the specific training activities;
4. Conduct of the training so designed; and
5. Evaluation of the impact of the training on the trainees and on the organisation.

K.N. Singh (1984) states that the training objective is a precursor to the need for identification and drawing up an opportunity matrix. In order that the human resources are approximately developed for meeting the needs of the twenty first century to which all of us are fast heading, a mutually cooperative, conflict-resolving systems approach to training is must.

While the government with all its ramifications and tentacles of developmental planning is making a massive effort to develop and modernize the Indian society and economy, its capability is understandably limited; probably it is the destined role of the people organisations and non-governmental organisations working in India to diverse fields of human activity at grass-root levels to transform the destiny of the masses.

The voluntary agencies reflect the needs as well as the aspirations of the people who are poor and exploited, and they are destined to play an important and effective role in the reconstruction and transformation of India, more particularly in the rural areas where they are needed most.
The rural backwardness is aptly said to be in the rural minds, which have to be trained and educated to improve the peoples skills, technologies and resourcefulness and cultivate consciousness and fight for their rightful opportunities. As such, Indian countryside requires millions of trainers and technicians, social engineers and leaders, with their rural base and concern with the rural people and their cause, with technical expertise and wherewithal to improve and modernize the techniques of rural productivity, diversify the resource and activity structures to the millions of people protecting who have been denied these basic human rights as well as the opportunities fulfilling the basic needs of life.

Sharma, B.S. & Rao (1989) opinion the Human resource development, more a qualitative task, cannot be expected to be completely and successfully discharged by the bureaucracy known for its rigidity, red-tapism, rampant corruption etc. It is regretted that there has been inadequate recognition of the role of voluntary agencies in accelerating the process of social and economic development, viewing them only as welfare or charity organisation.

There is a welcome change in the stand of the government in relation to the voluntary organisations in recent years, as we see in the sixth and seventh five year
plan onwards, but it is yet to be how the states love towards voluntary organisations goes beyond documentary pronouncements. The Seventh Plan Document was emphasised to play a fruitful role in rural development in general and human resource development in particular.

Public cooperation is essential for the success of social development strategies and programmes. The work of voluntary organisations is one of the important formalised expressions of public cooperation. The wider concept of public cooperation at all levels from the grass-root to the national level is elicited in this regard.

Voluntary organisations are closer to public than the public administrative systems because the organisations reflect the culture, values and sensitivity of the people. The partnership of voluntary organisations in the process of development can, therefore, enrich the working of both the public administration and the voluntary organisations. The success of such partnership is obviously dependent on mutual support and understanding, sharing of information and promotion of efficiency and effectiveness in action.

There is considerable scope for extension of voluntary action for not only in health, education fields but also in economic field which facilitates employment
opportunities to the people especially who are below the poverty line, voluntary workers can formulate programmes for removal of rural poverty in various ways based on preferences and attitudes of the people, identifying suitable occupation pattern for them and arranging for marketing of their produce. They can help organising women's economic activities in new direction. In additional voluntary action can improve the skills to provide certain basic services to meet the health, education and welfare needs of the poor and deserved.

The human resource available in the training infrastructure of voluntary agencies need to be mobilised and used more effectively at the village level. The voluntary organisations should gain confidence among the rural poor to undertake responsibilities of planning and implementing the training programmes. Accordingly, the voluntary organisations should build up their infrastructure.

The above discussion is clearly indicating the stress on human resource development with more emphasis on training programmes to achieve faster economic development. The discussion also emphasised the role of voluntary organisation to play an imparting new skills and upgradation of skills to the people in achieving development.

Against this background, in the following pages an attempt is made to present the review of literature on the
different components of human resource development with emphasis on imparting skills.

REVIEW OF LITERATURE

The existing literature relating to the present study has been thoroughly surveyed, before formulating the study, so as to ensure the present study is more distinctive from the existing ones. The literature available in different formats has been presented hereunder.

Colin Clark and Everest Hagen (1953 & 1959) has studied on "Population Growth and Living Standards" and "Population and Economic Growth". They have stressed that a large and growing population is nearly always advantageous to a developing nation. For them, human resources may so react to the challenges of population pressure as to exploit the available resources and try to get large yields from limited resources and thus accelerate economic development.

Lewis, A. (1955) in his book the "Theory of Economic Growth" analysed on the development and utilisation of human resources, it is evident that the rapid growth rate of population has to be reduced along with improvement in the agricultural front and development of the decentralised sector such as small-scale, households, khadi, handloom and
village industries to absorb the unemployed and underemployed masses. All these aspects have been elucidated with theoretical explanations and empirical evidences in human resource development.

Allen, A.Zall (1966) has emphasized that our concern in manpower planning and the development of human resources is mainly due to the socialization of the individual to work in organizations as well as an individual. Socialization involves change in the person; therefore, when we consider some of the techniques for developing human resources, we should be clear about the changes we have in mind.

He further mentions, we are specifically concerned with five kinds of changes, changes in skills, changes in knowledge, changes in attitudes, changes in awareness of self, changes in motivation are the important aspects to promote human resource development. The techniques used for development should be compatible with the type of change that is desired.

Myrdal, G. (1968) and Schultz, T.W. (1961), have been studied on the two important dimensions of human resource development which are investments for education and health of the people. But there has been a tendency to restrict the category of investment in man to expenditure on
education. The clue for this can be found in the fact that the concept of investment in man had its origin in the growth of development countries in the 20th century. It can be assumed that health conditions in these countries have been relatively favourable in recent decades, perhaps leading to the neglect of the physical quality of the people.

Moreover, health activities have both quantity and quality implications and economists for long have concentrated only on the former aspects. Without underscoring the importance of family planning for human resource development of the poor, one can also support an immediate improvement in the health status of the people not only on humanitarian grounds but also to improve the quality of the labour input employed in production.

Gunnar Myrdal and others (1968) have been studied on strategy of human resource development. The provision of health care, education, nutrition, shelter, drinking water and employment constitute the key elements not only of the strategy of human resource development, but also for their optimal utilization. The universal provision of these inputs is necessary for achieving the twin objectives of realising growth with equity, and bringing about modernisation with self-reliance.
Schultz, T.W. (1968) in his publication of Economic Growth and Agriculture, states that the significance of human resources development has been stressed by Schultz as follows: "A capable people are the key to the abundance of a modern economy". They are a major source of economic growth. The game of economic growth is neither interesting nor rewarding if we neglect improvements in skills and knowledge of people and the confidence that go to make a people more capable.

Institute of Applied Manpower Research Centre (1977) has been studied on the topic of Impact of Rural Industrialization on Skill Formation and Utilization. Agriculture development is an essential feature of rural development. However, mere agricultural development will not sustain itself over a long period of time without an effective industrial base for a variety of reasons. In order to promote industrial base we need to provide the skills to the people.

The Indian Institute of Public Administration (1981) has conducted a survey in Dholpur and Roagaljera blocks of Bharatpur district of Rajasthan on TRYSEM. It reveals that the scheme is well accepted by the rural youth of the area but the training programmes have not been linked with post-training facilities. Lack of awareness on the part
of trainees about the objectives of the scheme, lack of infrastructural facilities to training centres, lack of interest of trainees, role of power structure and general apathy of the officials coupled with non-availability of post training facilities were major responsible factors for non implementation of TRYSEM scheme.

Mackie, Robert (1981) in his study mentions that the two components of rural development - people's development and area development - need to be spelt out in greater detail so as to provide for different strategies which voluntary action can adopt vis-a-vis rural development. People's development can be seen as among other things, (i) skill development, (ii) entrepreneurial development, (iii) attitudinal change, (iv) behavioural change, (v) intra-group development and harmony; and (vi) inter-group development and harmony.

On the other hand, area development will connote: (i) creation of facilities; (ii) betterment of existing facilities; (iii) ensuring the utilization of facilities by all, (iv) creation of job opportunities, and (v) creation of infrastructure for business/trade/professions, etc.

Paul Streeten (1981) studied on Basic Human in the Developing Countries. He says the complex question of
whether there is a conflict between basic needs and growth has not been conclusively answered. What appeared clear is that better education, nutrition and health are beneficial in reducing fertility, raising labour productivity, enhancing people's adaptability and capacity for change and creating a political environment for stable development. He adds that "linkages and complementaries among various sectors show that interventions, to be more effective and less costly, often need to be simultaneous on several fronts.

Farooq Khan, A. and Sardas (1984) have studied the topic of development programmes for human resource in rural areas. This topic briefly discusses some important issues relating to human resource development in India in general and in rural areas in particular during the plan period. Investments in developing human resource through training, career development, planning, counselling, selection, job enrichment programmes and designing suitable performance evaluation and reward systems can go a long way in maintaining the moral and motivation of the people.

Saxena, J.P. and Usha (1984) have studied briefly some important issues relating to human resource development in India in general and in rural areas in particular. He says that, there is utter lack of awareness of the fact that human resource is an important contributing factor to the
growth of gross domestic product. Without a qualitative improvement in human resource vis-a-vis physical resources, the possibilities of an improvement in the standard of living of the masses are remote.

Government has introduced a massive training programme all over India in the form of TRYSEM programme. It is worth mentioning here to present some of the studies that have been undertaken by different scholars with reference to the training programmes organised by the Government.

Anuradha and Sinha (1985) observed on the basis of the finding of their study in two blocks in Delhi territory, that there is absolutely no input provided in the training programmes to develop entrepreneurial qualities in the beneficiaries. They also pointed out that no coordinating links existed between the TRYSEM implementing agencies and training institutions.

Sambasiva Rao and Krishna Mohan (1985) in their study in Guntur district of Andhra Pradesh, noted many loopholes like procedural delays, laxity in obeying the rules by the beneficiaries, poor linkage of support services etc., in the implementation of the programme.

B. Sudhakar Rao (1985) mentions based on an evaluation study in Tamilnadu, that the predominant trade is
tailoring in many of the blocks covered for the purpose of study though the total number of persons trained is a creditable record, it is discouraging to know that a majority of them could not find self employment inspite of existing local demand. Further he comments that the beneficiaries are attracted more towards stipends due to lack of proper entrepreneurial base to become self employed.

Vallabha Reddy (1985) in his study in Jhabua district of Madhya Pradesh, reported that in each year two or three types accounted for a large number of trainees and that the beneficiaries are either self employed or wage employed. It was also reported that the programmes have helped the beneficiaries in raising the income levels.

Bunker Roy (1987) pointed out that training of hand pump maistri under TRYSEM provided a large scope for generating jobs in the self employment sector for the village youth in Uttar Pradesh.

Carino (1987) has been studied on Non-Governmental Organisations involvement in health care in six Asian countries shows what can be achieved often in the face of considerable opposition. Carino's analysis drew on studies prepared for a project on 'Decentralisation for Rural Development' sponsored by the Asian and Pacific Development Centre and Konard Adenauer Foundation. All the projects were
motivated by wish to see health services reach poor communities lacking proper facilities. They all trained logical people to deliver basic services. Sometimes these were nominated by the local communities to be served.

In a review of TRYSEM programme, Purushotham (1988) observed that the successful implementation of the programme is affected by lack of enthusiasm and motivation among rural youth and also on account of constraints in the selection, training and rehabilitation of rural youth under TRYSEM.

Meera Reddy (1989) concluded that only a few self employment ventures turned out to be economically viable.

In a study in Kurnool district of Andhra Pradesh, Meera Reddy (1989) has observed only women respondents are finding employment opportunities in tailoring under TRYSEM. Among the trainees economically backward caste women constitute 9.53 per cent, backward caste group constitute as many as 12.96 per cent and the scheduled castes and scheduled tribe women constitute 10.48 per cent and 10 per cent respectively.

Singh S.K., (1989) observed that the trainees failed to initiate self-employment ventures due to lack of confidence and entrepreneurial skills.
Sripathi (1989) reported that only 20 per cent of the beneficiaries trained were able to find self employment. This failure of the scheme was attributed to unsuitable training schedule and lack of financial assistance for starting self employment units.

In a study conducted in Andhra Pradesh, Sudhakar Rao (1989) has pointed out the training programme is affected with constraints such as improper identification of the trades and vocations, lack of coordination among the implementing agencies and absence of back-up services in finance, production and marketing.

Nella Mukherjee (1990) reported that many trainees felt the need for extending the training period for imparting intensive training and for skill-building at an appropriate level. It was also reported that the trainees expressed the need for including marketing skills and marketing network in the training package.

R. Suguna Kumari (1990) in her study in Anantapur district of Andhra Pradesh suggest that there is an urgent need to ensure that all that rural youth trained are properly employed through either self employment or wage employment. Motivational camps may be organised to take up self employment ventures by equipping them with more information.
about the prospects of different trades in different parts of the districts.

She further suggests that the training may be made more intensive and as part of training programme, beneficiaries may be trained in the techniques of marketing the products and use their services effectively.

The National Institute of Rural Development has taken up the concurrent evaluation studies on TRYSEM in as many as fourteen (14) States in the country and the Ministry of Rural Areas and Employment has also carried out quick evaluation of the programme. P. Purushotham (1997) mentions the important observations based on the finding of these studies.

Since the studies were conducted in almost all major states in the country the following observations may be useful in streamlining the content of the programme and to elicit the participation of youth more effectively and enthusiastically. The following are the important observations:

1. The development agencies find it difficult to ensure proper identification of the beneficiaries often. These institutions could not distinguish between ambition and entrepreneurship among poorer households. Identification
of this quality is not always easy and calls for a close rapport with the beneficiary population. In practice, the rural development agencies are not able to build this kind of rapport, due to time constraint.

2. The youth are not capable of perceiving and evaluating entrepreneurial opportunities and studying the project feasibilities. Hence the development agencies perform these tasks and transfuse the whole job into the thought process of the youth.

3. The risk bearing ability of TRYSEM youth is remarkably poor.

4. The youth have shown characteristic preference to salaried jobs. This is inspite of entrepreneurial training. This also reflects on the quality of training.

5. Though TRYSEM envisaged complete financing of the project, the financing institutions followed a practice of limiting the level of their advance to the loans corresponding to subsidy ceilings. As a result project has always remained under-financed.

6. Functional co-ordination among various agencies, such as banks, DBDO, DIC, DRDA and trainer, is rather poor. While the youth hope for urgent attention to their
project issues, these functionaries are not able to cope up with their pace.

7. Inspite of a clear policy guideline, the selection of trades did not precede any baseline survey. No proper evaluation or study was made to determine the suitability of a particular trade in a particular area from the angle of self employment.

8. The programme envisages the skill developing agencies i.e., the trainers to extend post-training guidance in project related problems. These trainers have grossly failed to ensure this post-training follow-up. Their outlook and/attitude is confined to the number of trainees. Training has become a routine and mechanical without having regard to the quality and confidence generated in the trainees.

9. The quality of TRYSEM training is remarkably different from similar trade-training in some voluntary/autonomous organisations like the Society for Employment Promotion and Training in Twin Cities (SETWIN), Hyderabad, where post-training guidance and follow-up services (till the beneficiaries are well established) are the principal objectives. No wonder, when this concept is extended to rural areas in Andhra Pradesh, youth have preferred
SETWIN training eventhough they are not extended any stipend facilities. The effective-cost of training under SETWIN is also less costly than the TRYSEM training.

10. TRYSEM implies adequate local demand for the products/services. But the experience is that such a demand is difficult to be generated. This goes to explain why most of the entrepreneurs met their failure in the marketing front. The rural market in India is undergoing rapid changes today increased rural incomes have led to a change in the consumption patterns and given birth to how felt needs. The small entrepreneurs under TRYSEM find it difficult to find a niche in the market.

11. Programmes for youth development should give provision for their participation. It is only the participation that gives a sense of belonging, satisfaction and fulfilment to the youth. Such participation makes youth feel more responsible. That surely is the way to motivate the delinquent youth. It does not mean that the current programmes for youth development do not provide scope for their participation. In fact, the TRYSEM has been based on this principle. But, unfortunately, the implementing agencies and functionaries do not ensure this.
Edwards and Hulme (1992) have been studied on the impact of Non-Government Organisations (NGOs). NGOs can achieve impact in many ways, both through what they actually do on the ground and by their very existence. The degree of impact is hard to judge, one assessment is that their contribution to development on a global level remains limited.

As a result, the impact of NGOs on the lives of poor people is highly localised, and often transitory. In contrast to NGO programmes which tended to be good but limited in scope, governmental development efforts are often large in scale but limited in their impact. Effective development work on a sustainable and significant scale is a goal which has eluded both governments and NGOs.

Robinson (1992) reports the results of a study covering 16 Non-Government Organisations (NGOs) projects in Bangladesh, India, Uganda and Zimbabwe, which aimed at sustained improvement of the economic status of the poor by raising incomes and creating new opportunities for employment. Twelve out of the 16 projects were found to have broadly achieved their objectives and had a positive impact on alleviating poverty. Two others had only partially
achieved their objectives and two others failed to make any head way.

From the above studies, it can be understood that there are several drawbacks in successful implementation of the training programme. The important drawbacks that have been observed from various studies are: selecting the beneficiaries, selection of the activity, poor training infrastructure, lack of post-training advice, lack of coordination among various agencies, lack of entrepreneurial atmosphere etc. The main aim of the programme, that is to provide self-employment to youth, has not achieved the expected results due to these problems.

Against this background, the role of voluntary organisations is emphasised in providing training to the people for better employment opportunities so as to achieve human resource development.

Though all the above studies have referred to human resource development with the special reference to imparting skills, the studies with reference to the role of voluntary organisations in imparting skills to promote H.R.D. is negligible.

Moreover, the studies so far have been conducted by different scholars on human resource development
with emphasis on health, nutrition, education, and human resource management. The studies on human resource management are further confined and restricted to people working in banking institutions, professional organisations, large scale industries, factories, etc. Very few studies have been undertaken with reference to the upgradation of skills and imparting skills to the people working in unorganised sectors like agricultural labourers, artisans, and workers in household and cottage industries; and only negligible number of studies have been undertaken with reference to the role of voluntary organisations in upgrading and imparting skills to these people.

Accordingly, human resources available in the voluntary organisations need to be mobilised and used more effectively to chalk out programmes for the development of human resources at the village level to develop the capacities of the workers in the rural areas by upgrading and imparting new skills to the people. Some of the voluntary organisations are working on these lines. Human resource development through voluntary action in the changing conditions needs to be examined in depth. The present study is a modest attempt in this direction in examining the potential of organising human resource development programmes with reference to imparting skills and to analyse the impact.
of these programmes on the people with reference to their standard of living.

The aim of the study is to examine the strength and weakness of a voluntary organisation in organising human resource development programmes, and to study the impact of these programmes on the development of human resources. For this purpose, a reputed voluntary organisation in Guntur District of Andhra Pradesh, namely "Grama Siri" has been selected.

OBJECTIVES

The following are the objectives of the study:

1. to study the philosophy and objectives of the selected voluntary organisation with reference to human resource development,

2. to examine the strength and weakness of the organisation in conducting various programmes and to analyse the manpower resources for promoting human resource development in the organisation,

3. to study the impact of human resource development programmes on the selected beneficiaries, and

4. to suggest suitable measures to promote human resource development further.

METHODOLOGY

The methodological aspects of the present study are discussed in the following pages with reference to
Selection of the District and Voluntary Organisation: The State of Andhra Pradesh has three distinct regions: Coastal Andhra, Telangana, and Rayalaseema. Guntur district of the Coastal Andhra region has been selected purposefully because, 1) The district has though agricultural oriented, it has potential for industrial development too, in order to promote self-employment opportunities. 2) The district has well-developed infrastructure. 3) The district has well-equipped educational institutions are accessible for training and motivation. 4) Because of well developed educational institutions, the awareness among the people is high. Though it has many voluntary organisations, only very few of them are reputed and well-established. Though there are as many as 257 registered voluntary organisations in the district, only 45 are recognised as working organisations with some reputation. However these organisations also differ in size, experience, activities etc. Only a few organisations have undertaken the programmes of human resource development. The voluntary organisation Grama Siri has been selected purposely since the organisation is effectively implementing the programmes of human resource development with special
emphasis on imparting skills, unlike other reputed organisations which emphasize mostly on health, education, family welfare, etc. The size, experience and potentialities also suit for the purpose of present study.

Selection of Activity: The organisation has so far taken up several training programmes and some of them are programmes of social development such as creation of awareness, motivation, health etc. Some programmes were organised for upgradation of skills or imparting skills to the people involved in activities like tailoring, khadi and spinning, sprinkler irrigation, bio-gas plant construction, basket making, leaf plate making, garland making etc. There were as many as 1,280 persons who have received training in the above activities. In order to choose the activities for the present study the following criteria have been followed:

1. the activity which has maximum demand and greater employment potential,

2. the activity which facilitates economic empowerment of the trainee,

3. the activity which is amenable to further upgradation of the skills to meet the changing needs and tastes, and market demand,
4. the activity which requires either formal or informal training for the acquisition of skills for a considerable period.

Accordingly, tailoring activity was selected for the purpose of present study. The activity of tailoring also has emerged as one of the important areas of training, as there is a greater demand for ready-made dresses, school uniforms etc., in the district.

Universe and Sample: The training for tailoring is being imparted since 1991. There were altogether 400 persons who received training in tailoring activity so far. To analyse the impact of the training programme in the activity of tailoring, those persons who received training in between 1994 and 1996 were considered for the present study. The number of persons who received training in this period are 140. All the 140 were considered as universe for the purpose of the present study. Out of the 140 members, 100 were considered and selected on a random sampling basis for the purpose of the present study and they constitute roughly 70 per cent of the universe.

In order to compare the effectiveness of the training programme, 50 respondents who had not received any training but remained in the tailoring activity were also
considered for the present study as a control group. Thus the study respondents consist of 100 trainees and 50 non-trainees in tailoring activity.

To study the strengths and weaknesses of manpower resources of Grama Siri, the investigator interviewed the personnel working in different cadres of the organisation such as coordinators, social scientists, social workers, community organizers, teachers; and they are 113 in number. Among them 81 persons were available and interviewed for the purpose of the present study to assess the strength of the human resources of the organisation.

Sources of Data Collection: The sources of data for the present study consist of both primary and secondary sources. The primary sources include the trainees who have received training and the personnel of the organisation who are giving training at different levels. The secondary sources comprise books, journals, records, reports, etc., from various sources like government institutions, libraries of research institutes, Grama Siri, National Institute for Rural Development, National Institute for Small Industries Extension and Training, etc.

The primary data is collected from the trainees and non-trainees as well as the personnel of the organisation
by administering an interview schedule. The primary data refer to the period from January to March 1998.

**Tools of Analysis:** To draw meaningful inferences, statistical tools like averages, percentages, have been applied as and when necessary.

**SCHEME OF PRESENTATION**

Chapter I : **INTRODUCTION AND METHODOLOGY** deals with an introduction to the present study, a brief review, and the methodology adopted for the present study.

Chapter II : **HISTORICAL REVIEW OF VOLUNTARY ACTION IN INDIA** presents the history of voluntary action with special reference to pre and post-independence periods in India.

Chapter III : **GRAMA SIRI - THE VOLUNTARY ORGANISATION UNDER STUDY** depicts the profile of Guntur District, philosophy and profile of Grama Siri and human resources in Grama Siri.

Chapter IV : **HUMAN RESOURCE DEVELOPMENT THROUGH VOLUNTARY ACTION** analyses the socio-economic and other characteristics of the respondents under study and the impact of human resource development through voluntary action.
Chapter V: SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS presents the summary of the findings and conclusions drawn. It also presents certain suggestions to strengthen the programmes of human resource development.