

**HUMAN RESOURCES DEVELOPMENT: A STATE OF
TECHNICAL & VOCATIONAL SCHOOL EDUCATION &
TRAINING IN TALUKA SHAHBANDAR, THATTA-SINDH**

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ABSTRACT

This research work is concerned with the Human Resources Development (HRD), in the selected researched area taluka Shahbandar of district Thatta. The prevailing state of technical and vocational education and training in the taluka Shahbandar are the primary focus of this research paper. There is ample evidence transpiring from the literature review that the HRD is the need of the hour and the national and local prosperity is realized only through the medium of effective Human Resources Development. This research paper will generate the empirical data which could be utilized by the policy makers to address the loop holes if any in the socio-economic development of the Shahbandar talukas is closely linked with the overall education in general and vocational and technical in particular.

INTRODUCTION

As the literature suggests the importance of vocational education and training in the socio-economic development and it is been urged by Amartya Sen (1989) who establishes the core concept of 'human capabilities'. This concept goes beyond that of 'capital' and proposes that a society's standard of living should be judged not by the productive input of people or the average level of income, but by people's capacity to lead the lives they value (Sen 1989). The key issue is to ensure that investment in human capital through vocational education and training contributes to sustainable human development (Downer 1996). The research paper will deplore the technical and vocational education in the taluka Shahbnadar which is a quite under-developed and remote area in term of Human Resources Development, as the level of general education is very low, therefore imparting the vocational and technical education seems to be uphill task. The availability of technical and vocational education would enhance the quality of

life not only of the people living in the taulka Shahbandar, but it would surely effect the lives of the adjoining areas of Thatta district and may lead to the general development of the province of Sindh. The main purpose of the paper is to examine whether human resource development initiatives were appropriately taken at governmental level to promote the technical and vocational education in the Shahbandar Taluka and identify the gaps in availability of such education through empirical data.

LITERATURE REVIEW

It is observed by Fukuyama (1995) that effectively all commercial and economic activities are undertaken by organizations and not merely by the individuals. And these organizations are institutions need to have high pitch of co-operation aiming at social cohesion. The collective and shared norms of behavior, knowledge and teamwork and it reflect overall organization & human capital. Following this observation the research reveals the fundamental gap in the proper teachers trainings, lack of motivation for schooling on the part of parents, lack of co-ordination, and the gender biased in terms of sending the children to the schools, and vocational trainings which leads to organizational and social incoherence, here it symbolizes the governmental sluggishness. Further, the economic prosperity is realized in terms of proliferating the technical and vocational schools.

FIGURE: 1
SKILLS ACQUISITION MODEL: GARRY BECKER



Source: www.google.com

According to Yang (2004) the understanding of the students should be sharpened through the personal experiences & emotional balance, in order to perceive the reality of situations through the objectives observation. Such approach would prepare them for the realistic approach towards the world and its surroundings. For this the institutions should carve out the organized and well-designed learning process. Hence, the accumulation of skills through vocational collages is imperative. While ‘human capital’ has greater emphasis on the accumulation of cognitive skills and explicit broader acquisition of the knowledge, and skills, the non-cognitive and other attributes are also contributes to the effective development of human capital and it could be changed and influence by the learning which could be imparted externally. It is believed that the human capital is normally developed in a particular cultural setting (Becker, G., 1993).

According to Human Development Report (2013), Human and social capacities, and their development is the pr-requisite of every good policy making, such policy doesn’t merely looks at the

individuals. As the individuals capacity could be hindered within the social institutions. The policy are needed which are holistic in nature which lead to the overall well-being of society by limiting the debilitating effects of gender disparity, curse of dowry and early marriages, and hence open up the new vistas of growth and prosperity of the individuals. The litmus test for the positive government is to open new ways for the proper education especially to the girls. All the countries which have been attained the higher levels of growth and invested in the education and hence upgraded the level and the quality of lives of their citizens. The investment in educations leads to the skills acquisitions, and the subsequent improvement of cogitative skills such as adeptness in the skills like mathematics and science tests. Rosen (1999) states the human capital as an investment that people make in themselves to increase their productivity.

More recently, Frank & Bemanke (2007) define that human capital is ‘an amalgam of factors such as education, experience, training, intelligence, energy, work habits, trustworthiness, and initiative that affect the value of a worker's marginal product’. Some researchers define that human capital is ‘the knowledge, skills, competencies and attributes in individuals that facilitate the creation of personal, social and economic well-being’ with the social perspective Rodriguez & Loomis (2007). As Psacharopoulos & Arriagada (1986) suggested the average years of schooling to measure the stock of human capital. They refer that the average years of schooling is meaningful to measure the stock of human capital as a proxy. Hence, the importance of schooling and technical education can't be underestimated.

RESEARCH METHODOLOGY

The research design for this study is mainly based on quantitative method for collecting the empirical data pertaining to the technical and vocational education in the taluka Shahbandar. For this purpose a questionnaire was designed and conducted to the relevant sample through snow ball technique from the inhabitants of the taluka Shahbandar. This kind of sampling leads to coherence with an estimate of a population statistic, as a viable sample is always accurate and precise (Cooper *et.al*, 2002). The retrieved data was than analyzed through MS Excel. Furthermore, the

descriptive analysis of the data was carried out in this research. For the background information and preparation of the questionnaire secondary data was also used along with the tertiary sources which were used to create a conceptual and theoretical framework. The tertiary sources included web pages through Internet search engines.

COMPARATIVE POSITION OF ALL SCHOOLS, COLLEGES & TECHNICAL & VOCATIONAL INSTITUTES, ENROLLMENT, AND NUMBER OF TEACHER WITH POPULATION IN TALUKA SHAHBANDAR

The data, as shown in below Table, give the comparative state of human resources in 5 UCs of Taluke Shahbandar, i.e. educational institutions (221), enrollment (9694) teaching staff (385) and population (39276) of the area.

TABLE: 1
DATA OF HUMAN RESOURCES

Sr. No	Name of Union Council	Cumulative Chart			
		School, Colleges, Technical & Vocational Institutes	Enrollment	Teachers	Population
1	ChoharJamali	33	2939	111	4751
2	Doulatpur	45	1124	36	10726
3	Goongani	46	1845	95	6539
4	JungoJalbani	55	1140	58	10013
5	Ladyoon	42	2646	85	7247
Total		221	9694	385	39276

Source: Questionnaire.

Table-1, showing data of All Schools, Colleges & Technical/ Vocational Institutes, Enrollment, Teachers with Population Taluka Shahbandar-Union Council-wise.

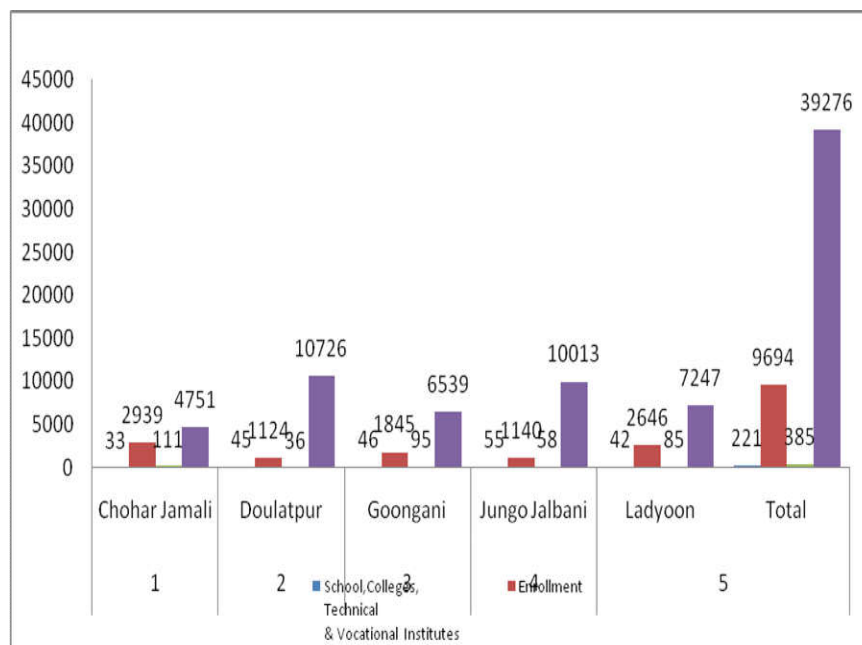


Chart-1: Showing Graph of number of all schools, colleges & technical/vocational institutes, enrollment, teachers with the population Taluka Shahbandar-Union Council-wise.

DATA ANALYSIS

The above table and chart shows the overall of state of vocational and training institutes in the taluka Shahbander, district Thatta. The data clearly demonstrate the wide gap of teachers 'students' enrollment, and the proportionate of population. The cumulative situation in the five union councils of Shahbandar is not much satisfactory in terms of imparting the technical and vocational education. The data shows that the discrepancy of numerical as well, as at certain Union councils the number of teachers as compared to enrollment is high and some where it's quite low. In proportion to the population the number of collages and trainings institutes are very few and moreover, the ratio of faculty is quite under-average. The enrollments are not up to the mark, as compared to the availability of the vocational and raining institutes. There is need for the mass mobilization so that the more and more population of Shahbandar gets awareness for sending

their children to the vocational and training institutes in order to learn the skills to get themselves employed.

Countries that have sustained high long-term growth have generally put considerable effort into educating their citizens and deepening human capital. Investing in education is important for improving cognitive skills, as measured by the performance of students on mathematics and science tests. Poor people are enabled through proper health care, social protection, education, and legal empowerment, and such participation lead to the economic & social growth. However, sometimes these social policy measures are unable to provide the sense of power to the deprived groups in the society.

According to the Human Development Report (2013), the government expenditures on the promotion of health and education are strongly co-related, as much as the government spends that much growth is realized in the human development, despite the variations at the local levels. The data from this research reveals that almost in all Union Councils of Shah Bandar, there is acute dearth in terms of enrollments in all levels of education. Such absence of enrollment in terms of male and female students in quite deplorable and needs urgent solutions.

Human Development Report (1995), Mahboob-ul-Haq observed that until the indigenous people participate in the policy making process, procedures and events that play vital role in their lives, no concert and meaningful human development could be achieved. Moreover, the educational development is directly proportional to the economic development as well. The cumulative table pertains to the overall picture of schools, collages, technical & vocational Institutes and enrollment and number of teachers along with population in district, which clearly depicts the low-profile compatibility in terms of population, quality output, and student teacher proportionality. Further, the economic prosperity is realized in terms of proliferating the technical and vocational schools, table 1 clearly depicts the utter absence of these Institutions in the of taluka Shah Bandar.

The cumulative data driven from taluka Shahbandar depicts the bleak condition pertaining to the existence of the vocational education. At table 1, there is total absence of subject specialists in Shahbandur part of district Thatta, revels that specialized education

is almost non-existent. Such absence of general and technical knowledge is putting the population handicapped in terms of economic progress and prosperity, hence the overall deprivation of Thatta and in terms of economic welfare and human development. Such mass illiteracy and void in terms of technical education would lead to abject poverty and dejection. Hence, it's imperative that the policy makers should immediately divert their attention to the neglected education and skill oriented education in these two sampled out districts of province of Sindh, where the quality of life is at the lowest rung. There is no doubt that investing in people makes good economic sense. The key issue is to ensure that investment in human capital through vocational education and training contributes to sustainable human development (Downer, 1996).

CONCLUSION

The conclusions are as follows:

- It is found through study that the age group and qualification shows disparity and they are not effectively reconciled. The study further shows that there is severe population disparity as well. The taluka Shah Bandar has no access to vocational institutes which could afford the people to have the skills acquisitions, so that they could earn a decent livelihood.
- It is concluded through results of inferential statistics, that at certain union councils, there is absolute absence of primary, secondary, higher and vocational institutes. Such mass illiteracy and void in terms of technical education would lead to abject poverty and dejection. Hence, it's imperative that the policy makers should immediately divert their attention to the neglected education and skill oriented education in these two sampled out districts of province of Sindh, where the quality of life is at the lowest rung.
- It is derived through hypothesis; clearly demonstrate the acute need for the institution of all levels of education, general as well as vocational in the districts of Thatta and its taluka Shah Bandar. All Human resources development models testify that the skills acquisition, education and training are the pivotal for the socio-economic development of the deprived areas. Human Resource is the most Important and vital Factor of Economic

Development or it can be said that humans are the agents of development

- It is concluded that the education and skills acquisition has a viable co-relation with economic & social mobility and development. In this era of knowledge economy, education plays a pivotal role in the human capital development, as it is beyond doubt that the educated and literate citizens coupled with skills grow to more economic and social development. Unfortunately, in Pakistan and especially in Sindh, despite the education the repression in society is still undiminished, as the injustice goes on as ever by the oppressor, as the prevailing educational system increases the social inequality by discriminating the gender based education and the complete devoid in terms of imparting the technical qualifications. There is dire need for the overhauling in the districts of Thatta overall and its Shah Bander taluka.

RECOMMENDATIONS

It is suggested that:

- The policy maker can apply or decide to bring changes in the education, by making the effective transmission, acquisition, creation and adaptation of information, knowledge, skills and values, by creating a comprehensive network of vocational and educational institutes in order to boost the literacy. The policy makers have to realize the need of education as a key lever of sustainable development.
- The Policy makers should utilize the tripartite partnership that is the role of family, the community and the State, all three needs to be mobilized in order to harmonies the needs of education at the local levels in the Taluka Shah Bander. Such tripartite study could be taken as a future in-depth research subject as well. As this study only focused on state or provincial actors as the single factor of decipher the human development indicators in the districts of Thatta.
- The human resources development, results in increase in Productivity, which comes out of the effective utilization of natural and non-natural resources such as healthy environment

& improved skills acquisitions, which will translate into the social and economic activities in the Taluka of Shah Bander.

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