

Emphasizing on Quality Education for Human Resource Development in India

Dr. NEETI NAVEEN

Head, Department of Education
S.G.P.G. College, Sarurpurkhurd, Meerut ,U.P
India

Human Resource Development (HRD) refers to the promotion and development of the human capital. It mainly comprises of adoption and implementation of policies to improve the mental, physical and intellectual acumen of the people working in a particular environment or society. Human resource development, in short, means investment in human capital. Human capital means people can act as capital assets which yield a stream of economic benefits over their working life.

Due to its increasing importance at the national level, most of the countries are now formulating new ways to shape their practices in order to improve their human resources. India, being one of the most important economies in the modern world, is no exception in this regard and new practices of human resource development in India have been introduced to keep the pace with the rest of the world. It is in fact the timely and efficient policy formulation in the education sector which has enabled India to emerge on the World map as one of the fastest growing economy of the twenty first century.

The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic framework of the country. Education *is* Human Resource Development (HRD). Although this equation indicates that both sides are equal in function and

value, neither education nor HRD effectively embraces the other. Education works as a self-contained system that strives to provide skills and knowledge to youth, while HRD is viewed as a corporate function. However, a strategic blend of HRD and education would enhance the effectiveness of both systems and move us toward resolving the dual problem of reforming our beleaguered educational system and restructuring HRD programs. The end result might well be the development of more effective and efficient workers for the work place of tomorrow. While the problems of these two systems may at first seem to be dissociate, they begin to intersect as businesses search for potential employees to meet their work force demands and our students prepare to enter the work place. Much to the dismay of educators and employers alike, the intersection of education and business presently looks more like a catastrophic pile-up than an organized, well-regulated place of transition.

Employers continually cry for skilled and knowledgeable workers; however, our educational system, because of the new and increasingly complex demands being placed upon it, is not adequately preparing young people to enter the work force. Organizations are simultaneously experiencing increased demands to provide employees at all levels with adequate training, yet corporations continue to take a reactive approach to training their workers. A more preventive approach to the corporate HRD dilemma may enable these organizations to move toward more effective overall management of their human resources. Intervening early in the HRD process through joint efforts with educators will address the short- and long-term needs of both educators and the world of work.

Duplicating work place resources in the classroom is unnecessarily costly and redundant and can be avoided if education will collaborate with the community at large. Sharing the burden of educating youth can reform our entire educational system into one that is efficient and effective. The

marriage of HRD and education, through preventive approaches, could have a tremendous impact on improving the work force of the future. Strategic work-based learning opportunities offer business and industry and other organizations an opportunity to revolutionize HRD and move training and development into an even more vital role as we move into the twenty-first century.

An improvement in the mental capability, skill, and physical capacity of the people constitutes an increase in the human capital because this enables the human factor to produce more. Two types of expenditure can be called as investment in human capital. One is expenditure on education i.e., general education and technical training and the other is expenditure on the provision of health care services like hospitals, medicines etc. For optimum utilization of existing physical capital, investment in human resources or capital is essential, as because technical, professional and administrative people are required to make effective use of material resources. The basic objective behind development of human resources is to increase the productivity of labour. Productivity of labour can be raised either by more and more use of capital intensive tools and machines, and it can also be raised by imparting education both technical and nontechnical, to the laborers for skill-generation. Macaulay under the British regime gave a system of education to India which produced only clerks. But for improving the pace of capital formation, human resource development was essential, in the form of change in existing educational structure and system and by more expenditure on education.

During the Eighth-Plan, Operation Black Board (launched in 1987), National Programme of Nutritional Support (launched in August 1995), Minimum Levels of Learning (MLL), District Primary Education Programme (introduced in 1994), Bihar Education Project (launched in 1991), with a sharing cost from UNICEF, U.P Basic Education Project,

Mahila Samakhya (launched in 1991) in 10 districts of U.P, Gujarat and Karnataka etc. were all implemented. For the realization of the goal of universalization of elementary education, the National Policy on Education had stressed on retention, participation and achievement rather than mere enrolment which is a necessary but not a sufficient condition for achieving the goal of universalization of education. In order to meet the education needs of those who were unable to enroll themselves in the formal system, opportunities were provided through the National and State Open Schools, utilizing multi-media packages and contact centres. The scheme of Computer Literacy and Studies in Schools (CLASS) continued to be implemented. The NOS (National Open School, set up in 1989) offered 51 foundation courses and 23 secondary courses in the area of Agriculture, Commerce and Business, Technology, Para-medical and Home Sciences.

The major thrust in higher education are (i) integrated approach to higher education, (ii) excellence and equity, (iii) relevance of higher education, (iv) promotion of value education, and (v) strengthening of management system in university institutions. Several colleges and universities were opened in North-East to uplift the deprived communities. Faculty development through Academic Staff Colleges prescribing minimum qualification for teachers, teacher fellowships, travel grants and career awards were initiated during eighth Plan. Special efforts were made to enhance the library facilities and network (INFLIBNET). The scheme of University Science Instrumentation Centres was expanded. Model curricula were produced in Curriculum Development Cells in different subjects. For quality improvement through a systematic assessment procedure the National Assessment and Accreditations Council was set up. The schemes of adult and continuing education and women's studies were further expanded.

Councils, Institutes, Programmes and Policies for Imparting Education for Human Resource

Before 1976, education was a state subject. In a constitution amendment in 1976, education became the joint responsibility of both Central and States governments. The Central Advisory Board of Education (CABE), which was set up in 1935, helped in the formation of National Policy on Education (NPE), 1986, Programme of Action (POA), 1986 and a revised NPE and POA (1992)

National Education Policy (1968)

Macaulay planned a type of Education System which produced clerks but no intellectual or technician or scientist. There was need for changing the education system which was realized by the government in 1964.

Kothari Commission was constituted in 1964 which submitted its report in 1966. National Education Policy came into existence in 1968. It recommended that all children up to 14 years of age should get compulsory education, teachers should be trained and their salary should be raised, course curriculum should be modified to boost up agriculture and industry based education, all states should follow a 15 (10 + 2 + 3) years of education to bring uniformity in the education system of different states, and three languages could be taught i.e., English, Hindi and one regional language, in the school.

In August 1985 government decided to create a new education policy. The National Policy on Education was announced in 1986. It envisaged universalization of primary education and adult literacy by 1990. It gave stress on vocationalisation of secondary education, improvement of technical and higher education, development of regional languages and it also stressed the importance of the beneficial linkages between education, health, social welfare and

employment programmes. The revised National Policy on Education, 1992 was actually in line with the earlier policy

Lok Jumbish

It is a project which gives stress on 'Education for All' through people's mobilization and their participation. Lok Jumbish (people's movement for Education for All) has been undertaken in Rajasthan with assistance from Swedish International Development Authority (SIDA).

National Programme of Nutritional Support to Primary Education (Mid Day Meals Scheme)

It was launched on 15 August 1995 with the aim of improving enrolment, attendance and retention while simultaneously impacting on the nutrition status of students in primary classes.

Mahila Samakhya Programme

It was launched in 1989 with the aim of creating an environment for women to seek knowledge and information with a view to bringing about a change in their perception about themselves and that of the society.

Teacher Education

The centrally sponsored scheme of Restructuring and Reorganization of Teacher Education was taken up in 1987- 88 to create a viable institutional infrastructure, academic and technical resource base for orientation, training and continuous upgradation of knowledge, competence and pedagogical skills of school teachers. The scheme envisaged setting up of District Institutes of Education and Trainings (DIETs) in each district to provide academic and resource support to elementary education teachers and Non-Formal Education (NFE), Adult Education (AE) instructors. It also envisaged upgradation of selected Secondary Teacher Education Institutions (STEIs) into

Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Educations (IASEs) to organize pre-service and in-service training for secondary teachers and to provide extension and resource support services to secondary schools.

National Council for Teacher Education

It was established in 1995 with objective of achieving planned and co-ordinated development of teacher education system, regulation and proper maintenance of norms and standards of teacher education and for matter connected therewith.

Integrated Education for Disabled Children

The scheme of Integrated Education for Disabled Children (IEDC) was launched in 1974 to provide educates for disabled children in the general school system so as to facilitate their retention and integration in the system, by giving 100 per cent financial assistance to provide education to disabled children which may include assistance towards books and stationary, uniforms, transport allowance, readers allowances for blind children, escort allowance for severely handicapped children, boarding and lodging charges for disable children residing in hostels.

Promotion of Culture and Values in Education

A centrally sponsored scheme of assistance for strengthening culture and values in Education is being implemented for providing assistance to government agencies, educational institutions, Panchayati Raj institutions, registered societies, public trusts and non-profit making companies. The scheme has two broad components: (i) Strengthening cultural and value education inputs in the school and non-formal education system; and (ii) The in-service training of art, craft, music and dance teachers.

National Population Education Project (School Education)

It was launched in April 1980 with a view to institutionalize population education in the school education system. It is also implemented in the Higher and Adult Education Sector.

Boarding and Hostel Facilities for Girl Students

For implementing the recommendation in POA-1992 to increase the enrolment of girls in secondary education and the NPE directive for encouraging NGO participation in education, the scheme for strengthening of boarding and hostel facilities for girl students of secondary and higher secondary schools was launched.

Computer Literacy and Studies in Schools

A pilot project on Computer Literacy and Studies in Schools (CLASS) was initiated in 1984-85 with the aim of demystification of computer and to provide 'hands-on' experience. The pilot project was organized in collaboration with Department of Electronics.

Improvement of Science Education in Schools

To better the quality of science education and promote scientific temper a centrally sponsored scheme "Improvement of Science Education in Schools" was initiated in 1987- 88 in accordance with the National Policy on Education, 1986.

National Open School

It was established in November 1989 by the Ministry of Human Resources Development to provide education to school drop-outs and those who cannot attend the regular classes.

Navodaya Vidyalaya

A scheme was formulated in accordance with the National Policy on Education, under which it was decided to set up

residential schools, called Navodaya Vidyalayas. The scheme was started with two experimental schools in 1985.

Kendriya Vidyalaya

The Government approved the scheme of Kendriya Vidyalay Sangathan in 1962 on the recommendation of the Second Pay Commission. In 1965, an Autonomous Body called Kendriya Vidyalaya Sangathan was established with the primary objective of setting up and monitoring Kendriya Vidyalayas to cater to the educational needs of the children of the transferable Central Government Employees.

National Council of Educational Research and Training

NCERT which was set up in 1961 assist and advise the Ministry of Human Resources Development in implementing policies and major programmes in the field of school education. It is financed by Government of India.

National Talent Search Scheme

The NCERT under its National Talent Search Scheme (NTSS) awards 750 scholarships including 70 scholarships for SC/ST candidates each year. Its aim is to financially assist the identified brilliant students for getting them good education.

University Grants Commission (UGC)

Central Government has the responsibility of coordinating and determining standards in higher education. This responsibility is discharged through UGC which was established in 1956 under an Act of Parliament to take measures for promotion and co-ordination of university education and determination and maintenance of standards in teachings, examinations and research in universities. The Commission can enquire into the financial needs of the universities; allocate and disburse grants to them; establish and maintain common services and facilities; recommend measures for improvement of university education

and give advice on allocation of grants and establishment of new universities.

All India Council for Technical Education (AICTE)

The All India Council for Technical Education (AICTE) is entrusted with the responsibility of regulating, controlling and ensuring the quality of Management Education in the country. The formation of a National Board of Accreditation (NBA) and organization of a number of workshops contributed substantially to widespread awareness and concern for quality in Management Education. Two new Indian Institutes of Management were set up besides the 422 institutions recognized by the AICTE. The thrust areas in Technical Education were : modernization and upgradation of infrastructure; quality improvement; responding to new industrial policy and consequent interaction between institution, industry and R and D organization; resource mobilization and institutional development. The Ninth-Plan stressed on modernization and upgradation of infrastructural facilities, quality improvement in technical and management education and the strategy for raising non-budgetary resources.

Indian Council of Historical Research

It was set up in 1972 which enunciates and implements a national policy on historical research and encourages scientific writing of history.

Indian Council of Philosophical Research (ICPR)

It started functioning in 1981 with the aim of reviewing, sponsoring or assisting projects and programmes of research in philosophy, giving financial assistance to institutions and individuals to conduct research in philosophy and allied disciplines.

National Council of Rural Institutes

It was set up on October 19, 1995 as an autonomous organization fully funded by the Central Government to promote rural higher education on the lines of Mahatma Gandhi's revolutionary ideas on education, consolidate network and develop educational institutions and voluntary agencies in accordance with Gandhian philosophy of education and promote research as a tool for social and rural development.

Indira Gandhi National Open University (IGNOU)

IGNOU was established in September 1985 with the aim of widening access of higher education to larger segments of the population, organising programmes of continuing education and initiating special programmes of higher education for specific target groups like women, people living in backward areas, etc. IGNOU introduced its programmes in 1987.

Scheme of Area Intensive Programme for Educationally Backward Minorities

It was started in pursuance of the revised Programme Of Action (POA) 1992, with the objective of providing basic educational infrastructure and facilities in areas of concentration of educationally backward minorities which don't have adequate provision for elementary and secondary schools.

Scheme of Financial Assistance for Modernization of Madrasa Education

It was launched during 1993-94 in pursuance with revised Programme of Action (POA) 1992, to encourage traditional institutions like Madrasa and Maktabas to introduce Science, Mathematics, Social Studies, Hindi and English in their curriculum.

National Literacy Mission (NLM)

It was launched in 1988 with the aim of attaining functional literacy for 100 million persons in the age group of 15-35 (including age-group of 9-14 where Non-formal Education is not in operation) in a time-bound manner..

Indian National Commission for Co-operation With UNESCO

India is member of UNESCO (United Nations Educational, Scientific and Cultural Organization) since 1946. The government established an Interim Indian National Commission for Co-operation with UNESCO (INC) in 1949 which was later put on a permanent footing in 1951, with the aim to advise the government of India in the matters falling in the domain of UNESCO and to play an ever increasing role in UNESCO's work particularly in the formation and execution of its programmes. The Commission has been last reconstituted in June, 1997.

National Book Trust

It was an autonomous organization which was established in 1957. The activities of NBT are (i) publishing; (ii) promotion of books and reading; (iii) Promotion of Indian books abroad; (iv) assistance to authors and publishers and (v) promotion of children's literature.

Education being the lifeblood of the development of mankind, has been given due importance with the course of time. The education system before independence of India could only produce an army of clerks which was obviously could have never been fruitful later on. Therefore, the policy makers of the human resource development in India focused on formulating the modern system of education which ensured the quality at all levels of education right from the elementary level through to the Higher education. Collaboration between education and business can provide students with a variety of relevant

learning opportunities, such as (a) field trips to reinforce classroom activities and move younger students from a general to a more applied knowledge base; (b) career days and speakers bureaus at both elementary and middle school levels; and (c) focused career days at the middle school level to inform students about available jobs and the requisite skills and credentials. Job shadowing in high school would continue the progression toward attaining vital career information. These strategies will provide individual students with information that will enable them to make better academic and career choices.

Any opportunity to simulate the world of work in our educational system will be a tremendous advantage to students who need to know what it takes to function in the work environment. Such experiences could result in a radical difference in the level of worker confidence and a greater understanding of how to use skills and knowledge more appropriately.

Technology continues to advance so rapidly that even profitable companies with huge profit margins have difficulty keeping up, even though millions of dollars per year are poured into HRD programs and contingent efforts to develop work force competencies. Education is even more limited in resources. By opening our classrooms and extending them into the community, our educational systems can gain access to *state of the art* technology and subject matter experts-vital pieces of the educational puzzle if America is to remain competitive in the global marketplace.