

# Education and Human Resource Development

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## *ABSTRACT*

*The effectiveness of the education depends on performance of the individuals involved in education. Each category of individuals involved in education requires specific skill competencies. Society is dynamic and its needs are changing. There is knowledge explosion. So individuals involved in the process of education should equip themselves with required skills, knowledge, attitudes etc. Human resources have to cope with the changing environment. So there needs a continuous development of the people involved in education. Today, every country of the world is trying to be developed in every possible way. All our leaders and educators are trying to get over this problem but, find them unable to do so. And this all is happening due to our sick and insufficient education policies and its implementations. And when our policies fail, we curse to others like population is washing our efforts and corruption has eaten up our system etc. In this context when we talk about education and its contemporary issues, we should first discuss that what challenges and issues we have in contemporary world and how to combat those.*

*Key Words: Education, HRD, Issues & Challenges*

## **Introduction**

Education has come to be regarded a panacea for all the ills in society. Every country develops its systems of education to express and promote the unique socio-cultural identity and also to meet the challenges of the times. Education is the super high way to achieve national goals. Education is the important factor for individual, family, society and overall economic development of a particular country. It enhances the potential of human resources. Dewey says that "It is the business of school environment to climate so far as possible, the unworthy features of the existing environment from influence upon mental habitudes...As society become more enlightened it realized that it was responsible not to transmit and conserve

the whole of its existing achievements but to strive for a better future society. The school is a chief agency for the accomplishment of this end." Conservatives essentially believed that the purpose of education was to preserve and transmit certain values, but the liberals believed that the school as an institution can play an important role in social reform for improving the lot of mankind. The Kothari Commission expressed that, "What is needed is a revolution in education which will set in motion the much desired social, economic and cultural revolution." The well known de-schoolers like Reimer, Ivan, Illich, Holt and Goodman called for alternative strategies in education which can lead to transformation of society towards

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desirable objectives of freedom to enjoy life, liberty and pursuit of happiness for all. Ivan Illich in particular argued that schooling is one of the major means by which status quo is preserved. In the words of Harold Silver, education has been seen both as a means of selecting and perpetuating elites. It is discussed in terms of class domination and social control but also of social liberation and progress... It has become more and more prominent in political manifests and policies in economic calculation and family discussion, in bookshops and in press. It has also become a major instrument of national policy.” The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic foundation of the Country. Education aims at development of human resources. HRD in education means development of human resources in education. The human resources in education includes teachers, HMs, principals, Heads of the departments, Vice-chancellors, educational administrators at the local, district, state and central levels, planners, policy makers and non-teaching staff. Every member has one’s own role to play at various levels. Each one’s role is important and significant in the progress of education. The effectiveness of the education depends on performance of the individuals involved in education. Each category of individuals involved in education requires specific skill competencies. Society is dynamic and its needs are changing. There is knowledge explosion. So individuals involved in the process of education should equip themselves with required skills, knowledge, attitudes etc. Human resources have to cope with the changing environment. So there needs a continuous development of the people involved in education. HRD is closely related to education. Economic

development depends on educational development. Economic development also depends on effective functioning of men power. HRD aims at optimum utilization of human being.

### **Human Resource Development (HRD)**

After analyzing every aspect of HRD, Nadler (1984) in his “Hand book of Human Resource Development” presents a comprehensive definition. Accordingly Human resource development is defined as organized learning experiences in a definite time period to increase the possibility of improving the job performance and growth.” To clarify the concept Nadler has given the following five points:

- Organized learning experience’ means intentional learning structures with objectives and a plan and a provision for evaluation.
- A definite time period’ means the period agreed upon and an identifiable point at which a particular phase of learning has been completed.
- To increase the possibility of HRD’ means to provide the learning, but without any guarantee that learning experience will change performance.
- Improving the job performances’ means the idea of organizations aiming at affecting job performance.
- Growth’ means helping individuals grow so that they will be ready to move with the organization of providing opportunities for personal-non-job related growth.

So HRD encompasses the learning areas namely training (improving performances of an individual’s present job) education (preparing individual for a specified job in the nearer future and development (general growth not related to any specific job).

## **Education and HRD**

Education is an instrument for social change, economic development and national progress. India has to achieve certain goals like increase in productivity, development of science and technology, national integration and international understanding, developing values etc. These will be possible only through education. Hence educational planners and administrators have to work in a coordinated manner, understand the intricacy of the development need and reorient the education. The basic requirement may be openness, risk taking, and innovativeness in the part of various functionaries involved in education. The greatest HRD need in educations today is to change the attitude and systematic rigidities exist among the stakeholders. The change has to come from the top. The required change is possible through assessment and feedback on their innovativeness and initiatives. HRD is related to the developmental plans in all sectors like agriculture, rural development, industry, science and technology. Education is an instrument to initiate, design, develop and implement plans and programs in all the sectors of our country. So educational planning is based on the developmental plans in the other sectors. In our country education is essential for the development of the country as well as the individuals.

HRD aims at helping people to acquire competencies. The HRD mechanisms include performance appraisal, training feedback and counseling career development, potential development, job retention and reward. It is the process of facilitating and ensuring the competencies required by the employees, supervisors, leaders to reach the organizational goals. So HRD can also be defined as process

of ensuring the conditions required to fulfill the activities. The concept of HRD emphasizes mainly three aspects. Firstly, the importance is given to the persons working in origination. The employees are valuable resources. Secondly the concepts of human resources are different from material resources. Hence human resources should be treated differently than material resources. Thirdly, the other human units and organizations are given due considerations.

### **MHRD Government of India:**

In pursuance of this mission, the Ministry of Human Resource Development (MHRD) was created on September 26, 1985, through the 174th amendment to the Government of India Rules, 1961. Mainly the MHRD has two departments:

- Department of School Education & Literacy
- Department of Higher Education

While the Department of School Education & Literacy is responsible for development of school education and literacy in the country, the Department of Higher Education takes care of higher education in the country.

### **Objectives:**

The main objectives of the Ministry would be:

- Formulating the National Policy on Education and to ensure that it is implemented in letter and spirit
- Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in the regions where people do not have easy access to education.
- Paying special attention to disadvantaged groups like the poor, females and the minorities
- Provide financial help in the form of scholarships, loan subsidy, etc to deserving

students from deprived sections of the society.

- Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.(MHRD Report)

The government has already initiated following steps in the direction of implementing some of the recommendations.

### **Reforms in Teacher Education**

The Central Government entrusted the National Council for Educational Research & Training (NCERT) to evaluate the Teacher Education Scheme. The NCERT submitted its Report in August, 2009. The Report contains several recommendations for revising the Scheme. The Ministry is in the process of revising the Scheme.

The Department has initiated the process of revision of the Teacher Education Scheme. The main components of the revised scheme are as under:

- Modification in Centre-State financial sharing pattern, from the existing 100% central assistance to sharing pattern in the ratio of 75:25 for all States/UTs (90:10 for NER States, including Sikkim)
- Strengthening and re-structuring of SCERTs
- Training for Educational Administrators, including Head Teachers
- Orientation / Induction Training to Teacher Educators
- Continuation of support to CTEs and establishment of new CTEs
- Continuation of support to IASEs and establishment of new IASEs

- Continuation of support to and restructuring of DIETs
- Establishment of Block Institutes of Teacher Education (BITEs) for augmenting Teacher Education capacity in SC/ST and minority concentration areas
- Professional Development of Teacher Educators
- Technology in Teacher Education
- Public-Private Partnership (PPP) in teacher education
- Monitoring mechanism

### **Initiatives Taken by Government of India**

India has been committed to providing free and compulsory education to all children. Hence, Indian Parliament has enacted a legislation making free and compulsory education a Right of every child in the age group 6-14 years which has come into force from 1st April, 2010. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been launched recently as a step to universalize secondary education. Simultaneously, efforts are being made to create a system of higher and technical education through RUSA. It is envisioned that strengthening the two ends, i. e .elementary education and higher/technical education would help in meeting the objectives of expansion, inclusion and excellence in education.

Training, Chennai, Tamilnadu (BOAT, Chennai), Nettur Technical Training Foundation, Bangalore, Karnataka (NTTF) and Team lease Education Foundation, Bangalore, Karnataka as NEEM Agents to offer on the job practical training.

per capita income, less expenditure on education and health, gender inequality etc.

## **Conclusion:**

Today, every country of the world is trying to be developed in every possible way. Every country whether it is a developed or developing, they both want to progress in a scientific way. They want to reach on the top of developments. But all countries know it better that whether the problem of poverty or corruption cannot be removing the problem of illiteracy. All our leaders and educators are trying to get over this problem but, find them unable to do so. And this all is happening due to our sick and insufficient education policies and its implementation. And when our policies fail, we curse to others like population is washing our efforts and corruption has eaten up our system etc.

Now it is the time to rethink about the education system. The education should be meant for the growth of consciousness, education for tomorrow's world and education for world transformation, said by Sri Aurobindo. Modernization of curriculum, elimination of deadwood, making pupils learn by themselves and take up projects on their own rather than be content with swallowing tabloid knowledge, encouraging pupils to cultivate a lively interest in the neighborhood, promoting healthy teacher pupil dialogues, all this will do a lot of good to our education.

Inner orientation to education may be expected to achieve is an accession of keenness, freshness, vitality, openheartedness, and clarity of vision. With the new seeing eye, the pupil moves with a poise and purpose, sees more and understands more, and finds all knowledge and

experiences, all information and indices, not just negotiable instruments at the examination mart or employment exchange, but marvels of revelation, illumination and affirmation. Such pupils will shine with the flame of freedom, in their souls and the light of knowledge in their eyes, and they will also be ready to engage in a God's labour of danger and difficulty for the sheer joy of it. They will be 'hero warriors' who will win the future and make it safe for us.

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