

Challenges of Education and Human Resource Development

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ABSTRACT

Education and Human Resource Development its contemporary issues. We should first discuss that what challenges and issues we have in contemporary world and how to combat those. Now it is the time to rethink about the education system. 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. 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. The education should be meant for the growth of consciousness, education for tomorrow's world and education for world transformation. 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. Such pupils will shine with the flame of freedom, in their souls and the light of knowledge.

Keywords- Education, HRD, Issues & Challenges, knowledge

Introduction :

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. 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, Head 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.. 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.

Education :

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. 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.

Human Resource Development :

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.

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. .

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

Technical Education :

- Sub-Mission on Polytechnics under the Coordinated Action for Skill Development
- Scheme of Apprenticeship Training
- Support For Distance Education & Web Based Learning (NPTEL)
- Indian National Digital Library in Engineering, Science & Technology (INDEST- AICTE) Consortium
- Technology Development Mission
- Direct Admission of Students Abroad
- Scheme for Upgrading existing Polytechnics to Integrate the Physically Disabled in the mainstream of Technical and Vocational Education

Secondary Education :

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Inclusive Education for Disable at Secondary Stage (IEDSS)
- Incentives to Girls at Secondary Stage
- National Merit cum Means Scholarship
- Financial Assistance for Appointment of language Teachers
- Access and Equity
- Quality Improvement in Schools (QIS)
- Girls Hostel
- Model School
- ICT at School
- Vocationalisation of Secondary Education
- Model School Under Public-Private Partnership (PPP) Mode

Reforms in Teacher Education :

The Central Government entrust 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)
- Continuation of support to SCERTs/SIEs
- 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
- Professional Development of Teacher Educators
- Technology in Teacher Education
- Monitoring mechanism

Education, HRD: Issues & Challenges :

The main issues and challenges of contemporary Indian education are as following.

- The desire of the present youth

- Indiscipline
- Unemployment
- Poverty
- Political unwillingness
- Casteism
- Dearness
- Corruption
- Privatization
- Ignorance
- Loss of professional Ethics
- Greed
- Commercial attitude
- New Knowledge
- Access
- Equity
- Diversity
- Research
- Linkage with community
- Quality and academic reform
- Financing
- Internationalization

Suggestions for Challenge of Education :

In the current economic environment, productivity, innovation and efficiency are the key. Different experts have given the following points which have good meaning.

I. Engaging All :

For an organization to be able to perform in the current competitive landscape, every employee needs to have the mindset to lead, innovate and be engaged with driving its strategy.

II. Change in the Direction of Leadership Development :

The thought that leadership training should start from mid management and up is changing.

III. Predictive Analytical Tools for HR :

Companies will invest in tools for hiring and turnover modeling, performance management and compensation. We will move away from crude ratings systems, industry benchmarks and so on

to high-level analytics to figure out the positioning of an employee, his / her job, fairness of the pay structure, relationship between promotions and consistency of performance.

IV. Preparing for Tomorrow :

As companies look towards a turning of the cycle over the next few quarters, filling key positions with employees who are ready for not just today's jobs, but tomorrow's responsibilities will be central to the human assets' agenda.

V. More Diversity :

An increase in the number of women in the workforce is a reality. The shift is also in terms of men prioritizing family needs, whether due to spouse's career, location constraints or being with parents or children. As a result, organizations will have to provide opportunities to employees for engaging in interest areas beyond work. Also, with new-age employees redefining the workplace, companies will have to design the career development process to be more technology driven, and provide flexibility to work from anywhere.

VI. Employers' Transparency :

In turbulent times there is a need for greater transparency at the workplace, which will lead to higher accountability, responsibility and responsiveness on employers' part. Besides, new employees feel the need to make a difference to the organization and society.

VII. Use of Performance Analytical :

This involves generating and applying data-based insights for all talent acquisition and management processes — from identifying recruitment sources to measuring return on learning programmes, human capital analytics and talent productivity.

VIII. Aligning Skills :

As the business strategy of companies becomes more complex and explores new

avenues of growth, companies face a scarcity of the right talent at the right time to execute their strategies. In this scenario, building technical, functional and leadership skills aligned to the business strategy becomes even more critical.

IX. Operations in Focus :

Human resource operations and systems will be in the spotlight, as the need to make them more efficient will become a necessity. The human resource function will have to be innovative to keep pace with our fast-changing and challenging world.

The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the field of education. National Knowledge Commission (2006) Report on higher education supports a strong reform agenda through public investment. To renovate and rejuvenate the higher education Yashpal Committee has recommended replacing the existing regulatory bodies protecting the intellectual autonomy of educational institutions and the creation of an all-encompassing National Commission for Higher Education and Research (NCHER). The report talks about the concept of a university as a place where research and teaching become two important pillars of the creation of knowledge and should go together. It should provide practical training to the people that should be based on new knowledge and in response to social and personal needs. Most importantly, university should allow for the diverse growth of knowledge and should not lead to fragmentation of knowledge. There is also an idea that undergraduate programs should be restructured to enable students to have opportunities to access all curricular areas with fair degree of mobility.

Under the scheme of Vocationalization of Secondary and Higher Secondary Education competency based curricula, student workbooks and teachers' handbooks have been developed for job roles aligned to National Occupation Standards as specified under NVEQF for level Automobile, Security and Retail sectors and for level 1 & 2 in Health care, Beauty & Wellness and Physical Education, Sports Sectors. E-learning material for generic skills in IT-ITES and Healthcare sectors has also been developed.

Conclusion :

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. 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. Above all, there may be set apart daily some minutes of silence, and an hour of meditation.

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.

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