

“THE ROLE OF EDUCATION AND LITERACY IN HUMAN RESOURCE DEVELOPMENT (HRD) OF INDIA”

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Abstract : The objective of this research paper is to analyse the role of education and literacy in the human resource development (HRD) of India. The paper has been divided into three points, need of human resource development in education in India, second point highlight edrole of education and literacy in the human resource development (HRD) in India, last third points is expand the facilities of technical education. Education helped to learners to bring changes in Improve the quality of workers and obtain more production in organization but this quality of workers getting from education of the related courses or training after getting degree from education institution.

INTRODUCTION

Human resource management is a sub-concept in the whole concept of management. It gives special importance to a particular aspect Human Resource in the management process. Now a day the management of Human Resources has become very popular in India and the government of India has established the 'Ministry of Human Resource Development' for its progress. However, majority of the citizens in the country don't have adequate knowledge about what is the exact meaning of Human Resource. Human Resource is not only number of workers and their responsibilities. The Hunan Resource means which can be utilized. Human resources are supposed as the human power of the firm. It means, it is related with total knowledge, information, and intelligence, skills, grasping power, and speed, natural art in the organization as well as with the personal interest, trust, love, attitude, respect, emotions, and relation etc. in the working of that organization. Shortly, Human Resource of the organization is the sum of abilities, knowledge, skills, abilities, intellectual and views of the employees working in same organization.

All knowledge, respect, art, attitude came from education. In India, not available effective education system but in outside countries established the Human resource development that main aim is build up the facilities of education and increase the literacy our countries. Without literacy we cannot progress of any field. So, these concepts accept in India and established the Ministry of Human Resource Development. Priminister of India Late Mr. Rajiv Gandhi identified this need and one separate ministry for the development of human resources was established under the Government of India Ministry for the first time.

NEED OF EDUCATION IN HUMAN RESOURCE DEVELOPMENT IN INDIA:

Every developed country gives to first priority to education of the people. This is success point development of the country. America, Japan, developed because their education system is effectiveness compared to undeveloped countries. America, japan, china established skills development institutions, provided to education facilities with technology, national income more share expenditure on education. In globalization, have been many changes in education and its facilities. In modern times the qualitative aspect of the population is regarded as important as the quantitative aspects. The supply of resources depends on

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the people of the country. The scientists invent better and more efficient resources, the entrepreneurs take the responsibility of using inventions in production. Production in the country depends on the quality of human resources available in the country. Improve the quality of workers and obtain more production in organization but this quality of workers getting from education of the related courses or training. Its need and responsibilities is government of the India.

For India to maintain its economic growth in a global marketplace fuelled by the knowledge economy, it needs to nearly double its number of students in higher education by 2012. Fifty-one per cent of India's population is under the age of 25. Without proper access to education the country's demographic dividend could turn into a demographic disaster.

THE ROLE OF EDUCATION AND LITERACY IN HUMAN RESOURCE DEVELOPMENT (HRD) OF INDIA:

The Ministry of Human Resource Development is responsible for the development of human resources. The ministry is divided into two departments:

1. The Department of School Education and Literacy, which deals with primary and secondary education, adult education and literacy, and
2. The Department of Higher Education, which deals with university education, technical education, scholarship etc.

The erstwhile Ministry of Education now functions under these two departments, as of 26 September 1985. The ministry is headed by the cabinet-ranked Minister of Human Resources Development, a member of the Council of Ministers. The current HRD minister is Smriti Irani, the youngest ever to hold the office.

Improving the level of education of the people for this, the government has to spend on general education at primary, secondary and university levels and on technical education at the college level. This expenditure is treated as investment in human capital as it improves the productivity of human resources. In developed countries this expenditure can be borne by studies and parents as they can afford the fees. In poor countries the government has to bear a major part of the expenditure so that people can afford to pay for education.

The responsibility of furthering higher education in accordance with the guidelines lay out by the Government lies with the Ministry of Human Resource Development (MHRD) at the end of the day. The MHRD sponsored initiatives include projects such as the “National Commission for Higher Education and Research” (NCHER) and the “Education Tribunals Bill 2010”. The Ministry has a division dedicated to working on initiatives to improve internationalization of higher education. The International Cooperation Cell (ICC) is responsible for projects related to institutional collaborations, quality assurance, and scholarships and such.

The Department of Higher Education is in charge of secondary and post-secondary education. The department is empowered to grant deemed university status to educational institutions on the advice of the University Grants Commission (UGC) of India, under Section 3 of the University Grants Commission (UGC) Act, 1956. The Department of Higher Education takes care of one of the largest higher education systems of the world, just after the United States and China. The department is engaged in bringing world-class opportunities of higher education and research to the country so that Indian students are not found lacking when facing an international platform. For this, the government has launched joint ventures and signed MoUs to help the Indian student benefit from the world opinion. The technical education system in the country can be broadly classified into three categories –

- a) Central Government funded institutions,
- b) State Government/State-funded institutions &
- c) Self-financed institutions.

In India the beginning had to be made from increasing the proportion of literacy. While in 1950-51, 18% of population of age above 5 years was literate, the proportion increased to 65% of population of age above 7 years in 1999-2000. The proportion was 27% for males and 9% for females in 1950-51 and 75% for males and 54% for females in 1999-2000. The gap has been reduced and literacy has increased considerably. The enrollment at secondary level increased from 15 lakhs in 1950-51 to 2.82 crores in 1999-2000. The enrollment of students at primary level increased from 2.23 crores in 1950-51 to 15.27 crores in 1999-2000, 85% of girls in age-group 6 to 11 years went to primary schools while in age group 11-14 years 50% of girls went to school. The situation has improved due to special efforts to increase the levels of education of females. Many states provide free education to girls at secondary level. The gap between males and females is narrowing. Female education helps in utilizing the productive capacities of the females. The proportion of lady students is found to be rising in all fields of education, including medical, engineering,

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architecture, information technology, accountancy and management. The number of educated female staff is increasing in all fields of production and management. They are contributing to national income. Education is not just about studying, but also about health and nutrition, as these ensure the students' ability to make full use of educational facilities. Malnutrition limits the capacity to learn by drastically affecting the motor, sensory, cognitive, social and emotional development of children. The age of six years, the formal age of entry to primary education, may be too late to act in the context of health issues. In this context, the convergence of education with other development initiatives must be emphasised to facilitate the sustainability of gains in the education sector.

EXPAND THE FACILITY OF TECHNICAL EDUCATION:

Technical education can be imparted through institutes of engineering and medical colleges, institutes of technology, polytechnics, institutes of technology, polytechnics, industrial training institutes, etc. considering the importance of agriculture in India, facilities for specialized education are provided through agricultural schools, colleges and universities and other courses available in institution or training centers. The number of medical graduates increased from 2.20 lakhs in 1981 to 3.71 lakhs in 1999, the number of engineering graduates from 3.05 lakhs to 8.46 lakhs and of diploma holders in engineering from 4.26 lakhs to 13.13 lakhs. The number of agricultural degree holders increased from 1.06 lakhs to 2.39 lakhs in the same period. Technological manpower is now available in large number and this is helping production in the country.

CONCLUSION AND OBSERVATION:

The Indian economy is impacted by its education in a systemic manner. It was observed that, pre-independence education system and production policy was very weak. That time, India cannot progress its main reasons was uneducated people but after independence government have not given priority to education and literacy. It was bad effects on production, therefore, Indian economy was weak in compared to developed countries and India not improve in technology, communication, living standards, education information technology etc.

Education can help in human resource development has been proved through the study and government accepted the policies regarding to human resource development. In last six decades many changes in education and literacy such as Sarv Shiksha mission, mid-day meals schemes, as well as in higher education establishing UGC in 1956, skills development commission etc. after the established of ministry of human resource development give the many facilities available and open the door for education. Many skills development training centres and institution found in India and many students take training in these institutions. Here, to make automatic quality worker and increase the production in factory or organisation. It is clear that, without education and literacy we cannot progress.

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