

A REVIEW OF THE ISSUE, PROBLEMS, AND PROSPECTS OF HUMAN RESOURCE DEVELOPMENT IN INDIA.

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Abstract : It is very difficult to measure human resource development because human resource is not traded in the market like physical capital. Yet we can think of some indicators that need to be employed in any such measurement. We must point out that any activity which augments man's productive capacity contributes to the human resource development.

Many statistical investigations carried out in the western countries have shown that output increased in physical inputs like human and capital.

*** INTRODUCTION**

The reason is that the quality of human beings as productive source has been consistently improving due to improvement in education and skill availability of health services etc. therefore side by side with physical capital formation; human resource development has also been playing a useful role in economic development of India. As well as the role of human resource and explicitly included human beings, or their acquired abilities and skill as a component of capital.

Human resource training and development in manufacturing firms is a critical aspect of the development of a knowledge-workforce in India. The objective of this study is to examine challenges to the effective management of Human resource development activities in manufacturing firms in India.

The study revealed three major challenges to the effective management of Human resource development these include a shortage of intellectual Human resource development professionals to manage Human resource development activities, coping with the demand for knowledge workers and fostering learning and development in the workplace. It is hoped that the findings of this study will provide Human resource development professionals with a clear understanding and awareness of the various challenges in managing effective Human resource training and development. Hence, relevant and appropriate policies and procedures can be developed and implemented for an effective management of Human resource development.

Human resource development divide indicators into Two general categories (1) Those which measure a country's stock of human capital (2) those which measure the gross or Net additions to this stock or more precisely the rate of human capital formation over a specified period as far as the former category is concerned.

*** LITERATURE REVIEW**

A range of challenges are faced by organizations and Human resource development professionals in managing and implementing effective Human resource development particularly in the climate of globalization, and the new technological revolution begins with the importance of human capital in Human resource development practice, their education and technical training, and also their communication and language skills. Human resources' learning and motivation are also described as important features of effective Human resource development practices. However, their deficiencies in supporting the effectiveness of Human resource development pose a challenge to the development, management and implementation of effective Human resource development in organizations. Furthermore, the workforce's changing demographics are also seen to have an impact on Human resource development practices,

alongside the organization's Human resource strategies and investments in Human resource development

*** METHODOLOGY**

This study is a part of a larger piece of research on Human resource development practices in manufacturing firms in India, which employs a mixed-method concurrent research design, but the data for this particular part was gathered through in-depth interviews with HR managers managing employees' training and development. This overall iterative approach was used successfully within an interpretive methodological paradigm to identify clusters, emergent themes or categories whilst maintaining the richness of the data. Moreover, throughout the analytical process, this study adopted the practical guidelines of 'conversation' analysis to clarify and detect unanticipated themes.

*** Objectives of the study as**

1. Indicators of Human resource development.
2. Role of Human resource development in the growth process and economic development.
3. Education contribute to Human resource development
4. The education policy of government relevant to development of Human resource in the country.
5. Problems of Indian's education system
6. Suggestions for improving the education system.

*** Indicators of Human Resource Development:-**

Human resource development plays an important role in the economic development of any country. In fact effective use of physical capital itself is dependent upon human resource.

This is due to the reason that if there is underinvestment in human resource the rate at which additional physical capital can be productively utilized will be limited since technical, professional and administrative people are required to make effective use of material resource. The following Two indicators also more useful for international comparisons:

1. Levels of educational attainment:- the number of persons in the population who have completed the following levels of education firstly primary secondly secondary and thirdly higher and research education.

2. The number of persons, in relation to the population or labour force who are in the high level occupations. i.e. doctors, manager, teachers, scientific and engineering technicians, and persons in the foreman skilled worker category.

Many of the economists held that human beings should be regarded as a resource for the production purpose for three reasons,

(A) The cost of rearing and educating human beings is a real cost.

(B) the product of their labour adds to the national wealth.

(C) an expenditure on a human being that increases this product will ceteris paribus increase national wealth.

Role of Human resource development in the growth process and economic development.

The central factor in Human resource development is the human resources or the human capital in an organization. They are viewed as the driving force for the success of organizations because of their skills, competencies, knowledge and experience. Moreover, it has been suggested that for organizations to compete successfully in a global economy, it is important to hire sufficiently educated and skilled employees and provide them with lifelong learning. However, these are some of the problems faced by employers and organizations and seen as a hindrance to the effective management, training and development of human resources in a global economy. In the specific context of Human resource development professionals, the literature has indicated that there is a shortage of HRD professionals who are skilled and experienced systems thinkers and who have the ability to manage the vast and specialized function of HRD across organizations. For instance, it was reported by that the lack of HRD professionals in Oman is a major obstacle to the nation's Human resource development efforts so that problems also arise due to a lack of experience and understanding of Human resource development on the part of managers. Professionals do have an important role, as they possess expertise in learning and in developing of India.

Education and skill training result in Human resource development in the following manner:-

1. Education and economic growth as noted above investments in education promote economic growth various studies have been conducted by economists in the India assess the contribution of education in economic growth in the following ways:-
2. Education helps in creating a more productive labour force and endowing it with increased knowledge and skills.
3. Education helps in providing widespread employment and income earning opportunities for teachers, school, and construction works. Textbook and paper printing school uniform making human resources.
4. Education helps in creating a class of education leaders to fill vacancies left by departing expatriates or otherwise vacant positions on governmental services, public corporations, private businesses and professions, etc.
5. Education helps in providing basic skills and encourages modern attitudes in the diverse segments of the population.
6. Education and reduction in income inequalities, education is seen as a great egalitarian measure which would help in improving the human resource in general on the one hand and on the other would enable the less privileged and poor classes of people to improve their economic lot.
7. Education can contribute significantly to rural development in a variety of ways. For example through education on subjects such as health and nutrition, home repairs and improvements such as family planning, child care, etc. education can help rural people in acquiring skills to set up cottage industries on their own so that the disguisedly unemployed people can be fruitfully employed in the villages themselves.
8. Education helps in modernizing and revolutionizing the ways of thinking of the people. Education serves as the best method of family planning in long run as more and more women get education and seek employment the fertility rates show a tendency to decline because upbringing of children is a comparatively difficult task for working women.
9. Education helps for on the job training as stated earlier, productivity of physical capital is substantially enhanced if an improvement in human capital is affected. On the job training increases the skill and efficiency of the workers and leads to an increase in production and productivity.
10. In addition to the benefits discussed above education confers a number of other benefits on the society in India.

Education In India And Development Of Human Resource :-

In India expenditure on education is not considered as an investment in human resource, yet in government plans which are meant for promoting economic growth education is as a place. However the proportion of public expenditure on education to GDP in India and stagnated for three decades since early 1950s the proportion of public expenditure on education to GDP started increasing around the mid 1980s and there has also been some improvement in the share of elementary education together with some reduction of interstate disparities however even now public expenditure on reduction in India is most inadequate. As against the goal of 6 percent of GDP the total expenditure was 4.2 percent of GDP during the period 2011-12 to take this problem eleventh plan proposes a massive increase in expenditure on education. Under the various plans education facilities have been expanded at all levels in India and as a result not only the literacy rate has risen but the percentage of children availing school education has also increased over the years. According to the 2011 census national average literacy rate is 74.04 % only. Some state are Bihar, Rajasthan, M.P. etc rate was very low as 63.82% as in the Kerala had the highest rate as 93.91%. so that poor performance of India on the literacy front has affected its overall development performance.

Education contribute to Human resource development

In 1968 the Kothari commission recommendations the New National education policy in India as
1) All children up to the age of 14 years should get compulsory and free education.
2) To improve the teacher's salary scale
3) In order to bring uniformity in the character and standard of education all over the India this system called as 10+2+3 system.

In August 1985 the new National Education policy formulates and in 1986 New National Education policy was announced. This policy again revised in 1992 as the modified policy envisages a national system of education to bring about uniformity in education, making the adult education, compulsory education for girls, Mass movement, and universal access and Open University, All India Council of Technical Education encouraging sports, Physical educations etc.

Right of children to free and compulsory Education Act 2009:- under this act the constitution Act

2002 inserted article 21 A in the constitution which provides for free and compulsory education of all children in the age of 6-14 years as fundamental right in such a manner as the State may, by law determine. This Act passed by parliament in 2009 and effect from 2010. Salient features as follows.

- 1) Every child of the age 6-14 years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education.
- 2) The state government and local authority shall establish a school within a period of three years.
- 3) The central and state government shall have concurrent responsibility for providing funds for this scheme.
- 4) It shall be the duty of every parent to admit his or her child to school.
- 5) No teacher shall engage himself or herself private tuition or coaching or teaching activity. Etc.

For the above scheme implementation as under:-

1) Sarva Shiksha Abhiyan this scheme provided useful and relevant elementary education for all children in the years 6-14 age group by 2010. The achievements of the Sarva Shiksha Abhiyan are opening of 334149 New school, construction of 267209 school buildings, construction of 1410937 additional classrooms 212233 drinking water facilities, construction of 477263 toilets and supply of free textbooks to 8.77 crore children on annual basis and in service training for 19.23 lakh teachers. Under this scheme to bring out of school children into the fold of elementary education, Education guarantee scheme Alternative innovative Education and bridge strategies have been adopted.

2) Rashtriya Madhyamik Shikshan Abhiyan :- A new centrally sponsored scheme the RMSA to enhance access to secondary education and improve its quality was launched in March 2009. The objects of this scheme are to achieve an enrolment ratio of 75 % for classes IX and X within next five years. Under this scheme to remove gender, socio economic, disability barriers, universal access to secondary level education by 2017.

3) National Programme Of Mid Day Meals In School:- under the right of children to free and compulsory education Act 2009 the center Government launched a mid day Meals programme in the all school all over India for enhancing enrolment, retention and attendance and simultaneously improving nutritional level among backward S.C and S.T. children in the school from 1997-98. Budget allocation under this programme in 2010-11 was Rs. 9440 Crore against which the total expenditure incurred was Rs.9128.44 crore only.

Problems of Indian's education System:- the education system in India suffers from a number of problems and faces a number of challenges as would be clear from the following discussion,

- 1) India is home to the largest number of illiterate people in the world accounting for the about one third of all illiterates.
- 2) The dropout rates the primary school level remains high and mostly children's cannot complete a minimum of five years school education.
- 3) The percentages of failures and dropouts are very high because the poor quality of schooling building remains major cause of concern.
- 4) The quality of the Indian schools is abysmal many schools which is in the countryside exist without teachers overcrowded classrooms and very poor infrastructure lack of teaching aids dull teaching methods etc.
- 5) The higher education system at present suffers from several weaknesses such as standard institutions, deterioration of academic standards, outdated curriculum, failure to maintain academic calendar, and lack of adequate support for research.etc.
- 6) The infrastructural facilities available in most of these institutions are inadequate and yet there has been enormous increase in public expenditure on technical education.

Suggestions for the improving the Education System:-

A. The government must investigate the reasons for the large number of dropouts and should make attempts to solve this problem.

B. Higher Technical education should be properly planned.

C. In rural areas emphasis should be on agriculture and vocational education. General education has been found less useful in these areas.

D. Education in science is costly and its expansion should be carefully planned. There is no point in producing science graduates if they can get only clerical jobs.

E. The expenditures on the higher education is very less they should be increase.

F. All restrictions should be introduced on higher education the essential conditions for university education

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should be laid down and only those who satisfy them should be admitted to postgraduate courses.

G. Most of the research work done in India universities is unproductive and expenditure involved is a colossal waste. So that making the research work both meaningful and productive emphasis should be on quality and not on quantity.

? According to my suggestions, Much can be done without delay in this field like opening more school in rural and back ward areas, improving the infrastructure, appointing more qualify teachers, simplifying the curriculum, organizing enrolment drives, providing free textbooks etc. however the primary challenge would be to improve the teaching standards in classroom in the primary and higher education.

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