



ROLE OF HUMAN RESOURCE IN HIGHER EDUCATION IN INDIA

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ABSTRACT

Human resource is the only resource among various resources that can be developed with some systematic efforts and with some system. Globalization of higher education involves either world of the axis. They are almost without exception dominated by the partner institution in developed countries—in terms of curriculum, orientation, and sometimes the teaching staff. Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education. This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. The Union government of India has Ministry of Human Resource Development exclusively for the developing human resource. The Ministry of Human Resource Development has been implementing various systems, including Higher Education for the task of human resource development. The present articles deals with the study of Indian Higher Education System in the process of human resource development.

KeyWords: Human Resources, Indian higher educational services, Emerging Issues, Challenges.

Introduction

A nation can be built only by Human Resource not just people, history revealed. The countries which realized long back, the important role of human resource in nation building made systematic efforts to develop human resource through higher education have been playing today a dominating role in the world. The nation with large number of human resource can be known as the richest nation. India being a young country can become one of the richest countries through the systematic efforts of human resource development activities. India is recognized as the Youngest Country in the world due to largest young population. It is the opinion of young India and the young generation is convinced that a better India can be built only by building 'better people'. The Economic Times invited the opinion of few young entrepreneurs about nation building ideas. The young entrepreneurs narrowed down one theme i. e 'empowering young people.'(The Economic Times, 13th March 2014) And the young people can be empowered through education in general, through quality higher education in particular.

Higher education is very important for a developing country like India and it is encouraging to increasing human development. Higher education in India has experienced phenomenal expansion since independence. India has produced scientists, engineers, technologists, doctors, teachers and managers who are in great demand all over the world. Now it is one of the top ten countries in our industrial and technological capacity, because of the significant contribution of manpower and tools provided by higher education, especially, technical education. India has already entered into the era of knowledge explosion. It has proved its tremendous potential by its performance in nuclear and space domains. In the coming few decades will be heralded by space craft, satellites, internets and others offshoots of scientific enquires. Higher Education provides opportunities to the people to reflect on the critical social, cultural, moral, economic and spiritual issues facing humanity. Higher education provides specialized knowledge and skilled persons for national development. In next few decades, India will have world's largest set of young people. While the correlation between people and higher education is not up to the mark. The increasing youth population can be a great asset if potential employability is brought to fruition. Conversely, if we fail to provide education and employment then it will open a downside gate for Indian economy.

Education is an essential tool for achieving sustainability. The Education Commission 1964-66 described the role of education in social and economic transformation through a statement- the density of a nation is shaped in its class rooms. Education creates human

capital which is the core of economic progress and assumes that the externalities generated by human capital are the source of self sustaining economic process.

Review of literature

Amrik Singh (1982) This volume brings together papers presented by fourteen Indian Vice-Chancellors at various meetings held in India on the occasion of the council meeting of the Association of Commonwealth Universities (ACU) in 1980. Issues like fundamental versus applied research, funding of management, issues of state support for science research and related issues of the non-university sector has grown in size and range of work have been addresses in these papers.

Dr. S.Y. Shah(1986) This book is a comprehensive collection of scholarly papers presented in International conference on New Technologies in Higher education, IIT Delhi, November 28 & 29, 1985, by some of the eminent educationists and experts in the field of Technology and Social sciences, highlight the role played by new technologies in Higher Education in India. This volume examines three broad themes: some aspects of new technologies, application of new technologies in education and problems of new technologies.

K.B.Powar (1995) This volume contains papers on various themes of liaison cells and university-industry interaction presented at a workshop on 'establishment of liaison cells in University-industry interaction' organized by the AIU, in June 1995, at New Delhi.

Report on Higher education (1998) This report focuses light on missions of higher education interactions with the whole society, lifelong education, diversification, flexibility, access to Higher education, Students & teachers, autonomy & accountability, academic freedom, objectivity & intellectual rigor, research and anticipation.

Country paper (1998) This paper has been presented by Murali Manohar Joshi at Unesco world conference on higher education in the 21st century, Paris, 5-9 October 1998, includes the objectives of higher education in the changing world, growth of higher education in India, its governance & management, pertinence & quality, open university system in India, financing of Higher education, new challenges, International cooperation, Visions and task ahead.

Kevin Watkins (2000) The book is about some of the central challenges facing the international community in the effort to ensure good basic education for all. It examines the critical role of education in human development and poverty reduction. It looks at the progress that has been achieved during the decade since the 1990 world conference on education for all. It addresses the theme of inequality in education. There are huge gaps in educational

opportunity between rich & poor countries. It provides a snapshot of the average situation in a particular country. It examines some of the main barriers to achieving education for all. It critically examines the failure of international cooperation over the past decade. It reviews the role of the state and non-state actors in education.

Sarkar Ashit K. (2000) in his article "Wanted Dynamic HR Policy" has highlighted that the fast paced corporate changes during new century force for a critical, systematic and competent review of human resource policy. He opines that performance of human resource managers along with their other team members will be an important key and a vital success factor. They need greater support and involvement from top management and other functional departments towards maintaining and ensuring the future success of the twenty first century organizations.

Becker et al. (2001) suggest five domains of competence – namely, personal credibility, management of change, management of culture, delivery of HR practices and knowledge of the business.

UGC (2001) This document presents University Grants Commission's approach for strengthening and advancing higher education in the first decade of the 21st century. The document gives UGC's vision and strategy for the Xth plan, specific programmes at operative level that would be undertaken in the Xth plan.

Zeenat S. Shafi & K.B. Powar (2002) The papers in this volume assesses the role, methods and problems of networking of universities, research institutions and industry in India, as today there is a realization that there has to be a symbiotic relationship between the world of knowledge represented by the universities & research institutions and the world of work represented by industry & business.

Emerging Issues

No doubt that India faces today a number of problems pertaining to illiteracy, poverty, unemployment, crisis of moral and spiritual values. But in the last few years every individual, a parent, guardian, teacher, administrator or nation is concerned with the problem of student unrest is as under:

1. Lower level of teaching quality: Our education system is tortured by issues of quality in many of its institutions and universities. Many of the issues like lack of faculty, poor quality teaching, Traditional teaching methods, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching are raise questions on Indian education system.

2. Financing of higher education: One of the most important things that have to be noticed is the issue of financial constraints regarding higher education before the government. Expenditure on education in common and on higher education in particular by the government, is one of the parameters to judge the quality in education for at all nation. The State Government have already been spending 20-30 per cent of its revenue budget on education. It cannot afford to spend more. In India, higher education has received less attention in terms of public spending than other levels. It is not feasible for India to make massive state investments in research and development that produced research led universities in the west such as MIT, University of California, Berkeley in the US or University of Cambridge in Britain. More concentrated on theories and rather than practical knowledge: Indian education system is more focused on theoretical knowledge rather than practical knowledge. In many jobs there is also a minimum requirement of percentage which is high.

3. Traditional methods of teaching: Professors still stick to those older methods of teaching like board, marker. They don't like to make use of audio visual aids in teaching. Also they are not up to date with the information available and what global industry demands.

4. Privatization: In the present scenario, privatization of higher education is apparently a fledgling but welcome trend and is essential to maintain creativity, adaptability and quality. The economic trail of liberalization and globalization demands it. In India both public and private institutions operate simultaneously. Approximately 50 per cent of the higher education in India is imparted through private institutions, mainly unaided involving high Last but not least; quality of teaching staff is one of the considerable issues for higher education sector to sustain in the future. Earlier, they were committed to their students to their subjects and to their profession. Today, high salaries are available but the commitment is less. Thus, it is the need of the hour to free the higher education system from unnecessary constraints and political interference.

5. Inadequate facilities and infrastructure: In India, many of the universities don't have adequate infrastructure or facilities to teach students. Even many private universities are running courses without classrooms. Internet and Wi-Fi facility is still out of reach of many students.

6. Quota system: Bringing the reservation and quota system for different categories in education lost its quality. Even deserving candidates of general categories are ignored and on quota we have to select other person from reserved category even though he is not suitable.

Emerging Challenges

Education, Commission, 1964-66 rightly pointed out, saying, 'The destiny of India is beingshaped in her classrooms.' In fact, classrooms are the places where the future citizens of thecountry are reared, trained, educated and motivated to accept the new challenges and to facethe changing situations.

The system of Indian Higher education is the second largest in the world which fulfillstheeducational needs of millions of students who come from different sections of the societybecause it is the student community that can help to generate healthy academic atmospherein institutions of higher learning. No doubt that India faces today a number of problemspertaining to poverty unemployment disappearance of moral and spiritual values. But in thelast few decades a nationwideproblems/challenges have emerged in Higher Educationssystem in India they are discussed as under:-

1. Globalized economy: In the globalized economy, the competence and the quality of our product have to meet theworld standards. Globalization is progressing so rapidly that we have no alternative ratherthan to accept the fact and that the Higher Education has been playing crucial role inpreparing ourselves for task.

2. Heterogeneous education system: Our heterogeneous education system based ongeographical, rural-urban, rich-poor set uphas posed in great challenge for the educational institutions. Varieties of colleges,universities, technical institutions have produced and different types and quality ofEducation. Some of them are really imparting qualitative education while a few others aredoing the dirtiest job. Thanks to UGC, for publishing the list of such a fake Universities andInstitutions indulging in educational malpractices.

3. Interference of political factors:Most of the Institutions, imparting education (Aided-non-aided) are owned by the dominantpolitical leaders, now playing key role in governing bodies of the Universities. They haveestablished their own youth cells and encourage students' organization on political basis.They exploit the students' energy for their political purposes. The students forget their ownobjectives and begin to develop their careers in politics.

4. Lack of Moral values:Rapid growth of science and technology and subsequent industrialization has caused a greatand danger to our old moral and values. The younger generation's dissatisfaction and revoltis the outcome of a decaying system of values.

5. Economic Difficulties:Is one of the most troublesome changes that the present higher education system hasimposed on the communities? The numbers of students are coming from the ordinaryclasses; many of them are unable to provide the minimum necessities of life for themselves.Economic miseries have grown due to the rising prizes, habits of wasting money

on luxuries, increasing population, shortage of food supply, corruption, selfish etc. students hold parttime jobs in order to pay for their educational expenses and must divide their attention between a job and College/University education. Near about seventy five percent of the total students community today, have been facing the financial problems. Earn while learn scheme cannot adequately support student to face economic challenges.

Suggestions for improving quality of higher education

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education-

- 1. Good Governance:** There is an urgent need of good governance in the universities and institutions of higher education. Good governance may be self-governance or imposed by the governments. Good governance has become prerequisite to make higher education useful for human resource development
- 2. Attract good faculty:** Quality institutes of higher education be built by great (good) faculty. Good faculty can develop human resource. Incentives and autonomy are key element in attracting good faculty.
- 3. Improving existing Institutes:** A large number of institutes of engineering and management education and the colleges from rural areas are being underutilized due lack of students and there is need to make economic use of these institutes by improving them.
- 4. Transparency:** Higher education system consists of various subsystems like getting permission from the government, affiliation from the university, recruitment of staff including vice chancellor and principal of the institution, getting approval, examinations and so on. Transparency in all these subsystems will create trust among the people who work together at various levels in the hierarchy of higher education. And the trust can bind together all stakeholders which can to bring improvement in higher education
- 5. Coordination:** Various types bodies regulate higher education, like UGC, AICTE, DTE, NAAC, NBA, state and central governments, managing committee of an institute. The different types of universities, central universities state universities, private universities, deemed universities, open university, autonomous institutes, institutes of national importance, private colleges, aided and unaided colleges, minority colleges etc are involved in implementation of education system in the same country. All these universities and institutions work independently and regulated with separate set of rules and regulations. But there is a need of coordination among various organizations to bring sustainable changes in higher education.

6. **Effective Implementation:** The policies at various levels, government level, university level and institute level seems to be good but due ineffective implementation desired changes in quality enhancement are not being achieved. The university has a policy, a college principal should be recruited through a selection committee nominated by the university and only competent candidate should be recommended by the selection for selection. But in reality this policy is not implemented effectively and the colleges are getting incompetent principals and universities are mismanaged due sine incompetent vice chancellor is recruited.
7. **Reforms in affiliation system:** Affiliation system of colleges to universities in many cases has become just a formality and in some cases it has become lengthy. Reforms are required in this system so that transparency and timely completion is being brought in.
8. **Industry Sponsorship:** Class room teaching in higher education need to be supported with practical learning by doing internship. Faculty members should get opportunity to visit the companies to understand the corporate culture which will help them in class room teaching. The corporate sector should sponsor few institutes as per the available resources to make higher education more practical oriented.
9. **Towards a Learning Society:** As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. Although the priorities, which are being assigned today to the task of Education for All, will continue to be preponderant, the country will have to prepare itself to invest more and more on higher education and, simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes.
10. **Industry and Academia Connection-** Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs (keeping in view knowledge + skills+ global professional skills = good jobs).
11. **Innovative Practices-** The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances. Though efforts are required to improve the country's innovative capacity, yet the efforts should be to build on the existing strengths in light of new understanding of the research innovation- growth linkage.
12. **Student-Centred Education and Dynamic Methods-** Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and

learning to become. Student-centred education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.

- 13. To Provide Need Based Job-Oriented Courses-** All round development of personality is the purpose of education. But the present day education is neither imparting true knowledge of life and nor improving the talent of a student by which one can achieve laurels in the field one is interested. The programme must be focused on graduate studies and research and developing strategies and mechanisms for the rapid and efficient transfer of knowledge and for its application to specific national and local conditions and needs. Meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships. Finally, based on knowledge only vision of the future life and work can be had; based on this vision only a broad ambition can be fixed for oneself; and based on this ambition only one can lead interesting life doing satisfying job to do remarkable achievements in some field in the world.
- 14. Towards a New vision-** India realizes, like other nations of the world, that humanity stands today at the head of a new age of a large synthesis of knowledge, and that the East and the West have to collaborate in bringing about concerted action for universal upliftment, and lasting peace and unity. In this new age, great cultural achievements of the past have to be recovered and enriched in the context of the contemporary advancement so that humanity can successfully meet the evolutionary and revolutionary challenges and bring about a new type of humanity and society marked by integrated powers of physical, emotional, dynamic, intellectual, ethical, aesthetic and spiritual potentialities.
- 15. Action Plan for Improving Quality-** Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities. The self-finance colleges should come forward for accreditation and fulfill the requirements of accreditation. Universities and colleges should realise the need for quality education and come forward with action plan for improving quality in higher educational institutions.
- 16. Quality development-** Quality depends on its all functions and activities: teaching and academic programs, research and scholarship, staffing, students, building, facilities, equipments, services to the community and the academic environment. It also requires that higher education should be characterized by its international dimensions: exchange of

knowledge, interactive networking, mobility of teachers and students and international research projects, while taking into account the national cultural values and circumstances. The level of education and knowledge being imparted by many colleges are not up to the mark. This too was dominated by only three universities, namely-Jawaharlal Nehru University, University of Mumbai & University of Delhi.

- 17. World Class Education-** Indian government is not giving priority to the development of Standard in education. India should aspire for the international standard in education. Many national universities like in the USA, UK, Australia, etc. allow studies in higher education for foreign students in their countries and through correspondence courses as well. In the same way India Universities of world class education can also offer courses of studies to foreign students taking advantage of the globalization process. To achieve that goal it should adopt uniform international syllabus in its educational institutions.
- 18. Personality Development-** Finally, education should be for the flowering of personality but not for the suppression of creativity or natural skill. In the globalized world opportunities for the educated people are naturally ample in scope. As a result business process outsourcing (BPO) activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market. That is the way the world can be developed for peace, prosperity and progress by able and skilful men.
- 19. Status of Academic Research Studies-** If we see the number of researchers engaged in Research and Development activities as compared to other countries we find that we have merely 119 researchers, whereas Japan has 5287 and US has 4484 researchers per million of population. Even in absolute terms, number of researchers in India is much smaller compared to US, China, Japan, Russia, and Germany. Numbers of doctoral degrees awarded in all subjects are 16, 602 out of which 6774 are in Arts and 5408 in science and rest in others (professional subjects). India has a little over 6000 doctorates in Science and engineering, compared to 9000 in China and 25000 in US. In science, 65 percent of the doctorates awarded were from the top-30 universities.

Conclusion

The Higher Education system is witnessing significant transformations and reforms. The globalization of economic activities and development in science and technology accelerate the emergence of new types of higher education institutions. On several occasions, however, resources have been found to implement significant new initiatives in higher education. The establishment of the institutes of technology few decades ago is an example. The IIT have

proved highly successful in terms of providing high quality higher education in specific fields. They have, when compared to the traditional colleges and universities, been quite expensive.

Higher education in India plays many roles. It is of extraordinary importance to many and reforms are often seen as significant threats to specific, social arrangements that provide benefits to powerful groups.

The politics is the result and most often the changes are not implemented language has been a similar issues in which government attempted to solve in difficult social and political problem through policy relating to higher education. To conclude, Higher education in India is an extraordinarily important part of modern Indian society and it is intertwined in the political and social systems of the society. It is in need of change, development and important. In order to effectively plan for reforms and improvement, it is necessary to have in realistic perceptions of what is possible and what is not.

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