

Chapter 80

Human Resource Development in Globalized Era

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ABSTRACT

Human resources development is the process of increasing the knowledge, the skills, and the capacities of all the people in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, human resources development prepares people for adult participation in political processes, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps people to lead fuller and richer lives, less bound by tradition. In short, the processes of human resources development unlock the door to modernization. Education is essential for all and is fundamental to their all-round development, material and spiritual. Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Even Alfred Marshall emphasized the importance of education as a national investment and in his view the most valuable of all capital is that invested in human beings. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the growing challenges with the changing times. In this regard, major initiatives/programmes taken by the Central as well as State governments. This paper deals with the changes in our education structure and system after independence of country like increment of literacy rate, growth of educational institution, enrolment ratio of girls, pupil teacher ratio in educational institutions, government's expenditure on education, structural change of education and vocationalisation of education.

INTRODUCTION: CHALLENGES OF HUMAN RESOURCE DEVELOPMENT:

The current challenges facing India in respect of human resource development are to achieve full literacy rate for adults, upscale higher and technical education and expand opportunities for vocational training. In addition, the Government is also faced with the challenges of drawing up inclusive plans to bridge regional, social and gender disparities which would provide equal of opportunity as well as a productive and meaningful life.

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To meet these challenges and achieve the ultimate goals of human resource development, special schemes have been initiated by the Government of India to focus on specific segments of the education system, by inter alia, promoting the participation of the private sector.

In view of the fact that India has a federal system of governance and education is a matter of concurrent list of Indian Constitution. Central government does not directly intervene in this matter. Therefore, implementation of Central Government policy involves close coordination with the state and local governments, particularly since the policy relating to education, except higher and technical education, is the responsibility of State Government.

MAJOR INITIATIVES TAKEN BY GOVERNMENT:

To meet these challenges and improve human resource development framework Government takes some major initiatives:

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE)

The Constitution (Eighty-sixth Amendment) Act, 2002, inserted Article 21A in the Constitution provides for free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such manner as the State may, by law, determine. The RTE Act makes specific provisions for Special Training for age-appropriate admission for out-of-school children. The RTE Act also provides that such children shall continue to be provided free and compulsory elementary education even after they cross 14 years of age (*Govt. of India 2014*).

KASTURBA GANDHI BALIKA VIDYALAYA

KGBV are residential upper primary schools for girls from SC, ST, OBC and Muslim communities. KGBVs are set up in areas of scattered habitations, where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the block itself. KGBVs provide for a minimum reservation of 75% seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line.

MID-DAY-MEAL (MDM)

With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, 'National Programme of Mid- Day Meal in Schools' is being implemented. Monitoring of the scheme is being made through Review Mission, Regional Workshop and National Review meetings.

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