



Education and Human Resource Development (HRD) from the Perspective of (NEP) New Education Policy 2020 in India

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Abstract

HRD is one of the most important subjects for emerging countries. This article talks about India's NEP 2020 for its education system and how important education is for developing human resources. India has too many people. Most of our people aren't educated, don't have skills, and don't have jobs. Access to and level of education and training are important parts of social equality. The goal of the study is to connect HRD and education. The research uses data that has already been collected by other organisations. Research shows that education is very important for India's human resource development.

Introduction

They are connected. Education is very important. Define education to see why it's important. Education teaches a person new thing. Education happens only once. HRD can't work without putting a lot of focus on education. Education and HRD are related. In 1985, India changed the name of the Department of Education and HRD.

31% of Indians are under the age of 14, and 64% are between the ages of 15 and 64. One of MHRD's goals is to help children and young people grow. To build a logical, value-based, nation-building economy, the next generation needs to feel safe through lifelong education. Recently, methodical and practical training have become more important in higher education. Technical and vocational programmes in higher education need to be evaluated all the time to keep students interested and to make sure they are still useful to business and society. India puts a lot of money into its people, who are its most valuable asset.

HRD is a top priority for every national and international organisation. More links exist between HRD and economic growth. Economic growth and development may be helped by citizens who are well educated and have a lot of power. HRD drives growth.

People in the country are very upset about the NEP 2020. The inclusion and progress of the Ministry of Education, Government of India's 30 July plan are met with hope, optimism, excitement, interest, and anticipation. The policy's strange, bottom-up approach has already gotten both praise and criticism.

NEP 2020 says that students are the key to making India a thriving knowledge society. Students will take an active role in building the country. India has a lot of unskilled and semi-skilled manual labour because its people aren't

well educated and there are too many of them. Also, kids in rural areas don't have the right infrastructure, facilities, qualified staff, family support, and other things. Hopes are that NEP 2020 will face these problems head-on.

The strategy sets up the framework for a corrective plan that gives all young people the tools they need to study, think, and grow in ways that are both critical and creative. It wants India to have an education system that meets global standards and gives everyone, no matter how rich or poor they are, a high-quality education. This is a big goal that requires rethinking the whole school environment and how it is run, but the following steps have been taken to move in the right direction.

The Purpose of the Research

1. Under India's National Education Policy 2020, to find out how education may contribute to human resource development
2. Finding NEP 2020's place in empowering teachers
3. To establish a link between education and motivation to learn

The Approach of the Study

The study relied only on data that had already been gathered. There are a broad range of sources that fall under the umbrella of "secondary data," such as books and journals as well as government and non-government publications, official records and documents, etc.

Theoretical Framework:

The cultivation of educational opportunities and human resources

Human resource development is the process of helping workers improve their own skills, knowledge, and talents as well as the skills, knowledge, and talents of the organization (HRD). The American Society for Training and Development gives this description of HRD: It is the procedure of improving the services of individuals through training and education.' So, it is the process of giving people, teams, or an organization as a whole something of value.

Because of this, getting a higher education and continuing to learn are the two best ways to improve one's human resources. To develop a great human resource, you need to know both how things work in theory and how they work in real life. So, it shouldn't be a surprise that education, training, and human resource development are all closely linked.

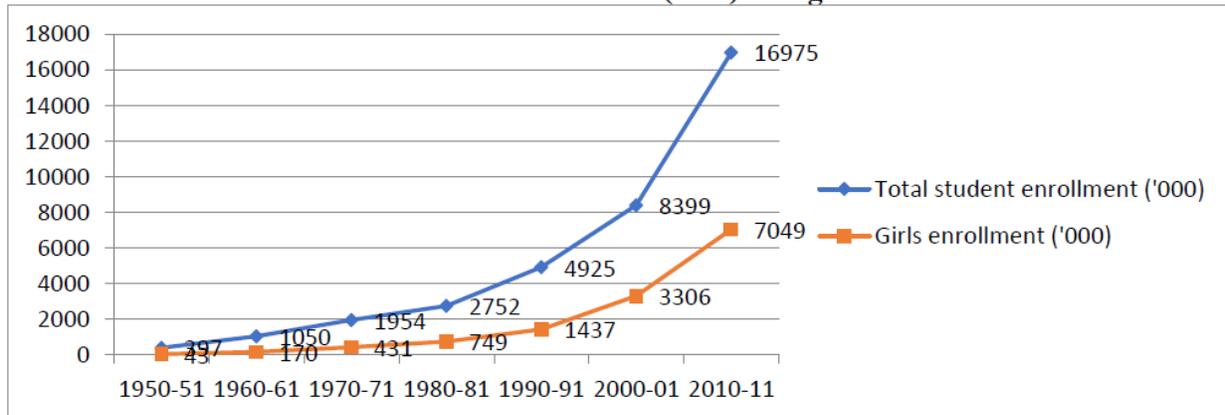
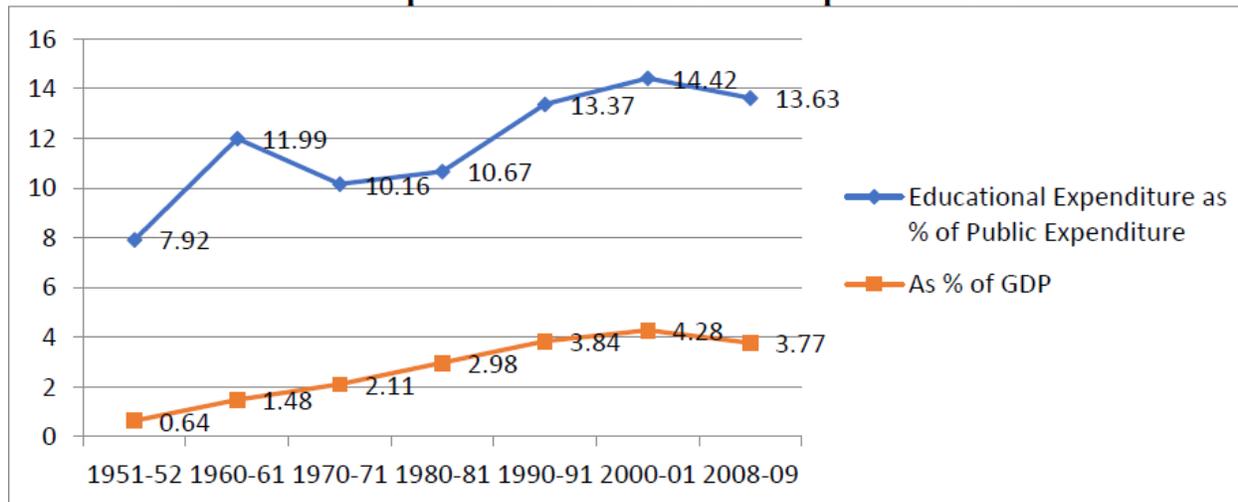
The state of human resource development and education in India

Table-1 Literacy Rates in India since 1951

Census Year	Total	Male	Female
1951	18.3	27.2	8.9
1961	28.3	40.4	15.4
1971	34.5	46.0	22.0
1981	43.6	56.4	29.8
1991	52.2	64.1	39.3
2001	64.8	75.3	53.7
2011	73.0	80.9	64.6

Table-2 Growth of higher education institutions in India since 1951

Census year	No. of Universities	No. of colleges
1950-51	30	694
1960-61	55	1542
1970-71	103	3604
1980-81	133	4722
1990-91	190	7346
2000-01	256	12806
2010-11	564	33023

Growth of Students Enrollment ('000) in higher education**Educational Expenditure as % of Public Expenditure & GDP**

The data in the table and charts above show that India's literacy rate has gone up a lot from 1951 to 2011. In 1951, only 18.3% of the people could read and write. By 2011, that number had gone up to 73.0%. If we connect the number of people who can read and write to the country's gross domestic product, we find that the GDP was \$2.33 in 1951 and \$6.69 in 2011. The government also knows how important education is, which is why it has put a lot more money into it. In 1950-1951, education made up 0.64 percent of the GDP, but in 2008-2009, it made up 3.77 percent of the GDP. Increasing numbers of students in elementary, middle school, high school, and college have been seen since 1951. This has caused the gross enrollment ratio of all student groups to go up. In 1951, the total GER for primary students (ages 6–10), upper primary students (ages 11–13), and elementary students were 42.6, 12.7, and 32.1, respectively. In 2004-05, the GER for higher education as a whole was 10, but by 2011-12, it had risen to 20. Students in higher education are between the ages of 18 and 23. The government has also started a

number of programmes, such as 'Schooling for Everyone,' 'Free Schooling for girls,' 'Midday Meals in schools,' and so on, in an effort to raise the overall literacy rate.

Restrictions

While education is essential to the well-being of any nation, India faces a number of educational difficulties. A shortage of teachers is a problem. The PTR for university and college students is 24. A gender disparity exists in the teaching profession, according to research. Only 64 out of every 100 male professors in India are female. Gender disparity is shown in GIR (GER). Girls make up 46% of all pupils. The Indian market's needs have not been addressed despite the government's funding for basic and higher education. Statistics from the University of Guernsey (UGC) show that Among degree-seeking students, 36 percent are enrolled in the arts and commerce, 18 percent in science, 16 percent in engineering, and 16 percent in technology, respectively. Thus, the contributions made by university students are not representative of basic societal needs, such as the maintenance of health, education, and jurisdiction. In 2012, the government allocated 4% of GDP to K-12, postsecondary, and doctoral education. The need for vocational education and training is on the rise.

NEP 2020 and Education in schools

The primary revolutionary goal of NEP 2020 is to make sure that everyone from pre-school to high school gets an education by 2030. This comprehensive policy aims to close the reading gap and give socially disadvantaged kids, especially girls, better chances in life. Every item in the national policy demonstrates the importance of this commitment to a fair and inclusive education. The Early Childhood Education and Care (ECEC) says that by 2025, all children ages 3 to 6 must have a good place to learn. This will bring back 2 crore kids who are not in school. The goal is to replace 10+2 with 5+3+3+4, which improves the skills of students in a school setting. By 2025, the National Mission on Foundational Literacy and Numeracy, schools must concentrate their efforts on educating young children to read and do math. Set up a solid base of knowledge. In sixth grade, students will start to learn about jobs and do internships. Multilingualism needs to be taught in the mother tongue until at least 5 grades, and ideally until 8 grades. Using 360-degree holistic progress cards, the performance of students will be linked to what they've learned. Under the new Educator Preparation Curriculum Framework, professors will have to have a B.Ed., which is a 4-year program that is all tied together.

Higher Education and the NEP 2020 Initiative

NEP 2020 says that GER should be 50% by 2035 and that there should be 3.5 crores more seats. The policy calls for all-around education curriculum, new ways of putting topics together, integration of vocational education, and use of technology. The IITs and the IIMs will be used as examples. By reorganising undergraduate and graduate programmes, certifications and transferable credits will be made sure of. The new plan is open to change. The Higher Education Commission of India (HECI) will set the tone for higher education, and the National Research Foundation (NSF) will encourage a culture of research and build research capabilities. Both private and public institutions will have to follow the same rules, criteria, and accreditation. The policy calls for every college to become an independent college or university that gives degrees. Giving students money, making open and distance learning grow, training and encouraging staff, and promoting Indian languages are some of the important things.

Overall, in NEP 2020

NEP 2020 calls for a Gender Inclusion Fund to make sure that all students, whether they are female or transgender, get the same quality of education. With the addition of Special Education Zones for people from low-income areas, the government is changing rural, isolated areas. Given the need, the National Educational Technology Forum (NETF) will be established so that people can talk freely about how to invest in and use technology. Learning, testing, planning, and running the school are all made easier. The centre and state cabinets will work together to get education spending to 6% of GDP as soon as possible. What do you think will happen after you look over NEP 2020? What good does this policy do? Does it make sense? Will it happen? We think that its success will depend on how well it is put into place, how institutions react to it, and how they understand it. The country needs to agree to make these changes.

NEP 2020 and Teachers' Enablement

The NEP 2020 looks for uninspired and unmotivated Indian teachers and tries to change the teaching profession so that tenure, pay, and promotions are based on merit and great teachers are recognised and rewarded.

However, apart from the present emphasis on 21st-century skills, there is a lot of similarity between the National Education Policy 2020 and the Kothari Commission report, which was implemented as a first National Policy on Education in 1968. Does this mean that education system in India hasn't gotten better, that our social and economic problems can't be solved, or that we're not good at making plans and putting them into action? The implementation of NEP 2020 in all of India's schools is a "national problem."

Our large population and many different factors may work against us, but there is one thing that can pull the education scheme out of its current state of purposelessness and rigidity and turn it into a system that is progressive, flexible, multidisciplinary, skill-focused, and focused on technology that can produce learners who are capable, inventive, expert, employable, and principled educators. In 1966, the Kothari Commission said that the superiority, talent, and appeal of teachers affect the quality of education and the nation's progress. Teachers, according to the NEP 2020, "determine the destiny of our children—and, by implication, our nation." As a result, educators play a vital protagonist in the development of a nation by cultivating top-tier talent in their classrooms.

In reality, a teacher who is motivated can't move mountains. A 2012 report says that 370 million students are in danger because the teacher education system is broken. Dozens of private TEIs have few facilities and a passing rate of 98%. 85 percent of teachers failed the CTET test after they were qualified (C-TET). Post-employment problems include ad-hocism, low pay, absenteeism, outdated teaching skills and knowledge, and a deficiency of expertise and dedication on the part of educators.

NEP 2020 says that poor learning in Indian classrooms is caused by how teachers are trained, hired, placed, and treated. NEP 2020 has made teaching a job that smart young people want to do. It suggests changes that would give teachers more power and "restore great respect and status" to their jobs, which would help them attract the best minds and talent.

Preparation for the teacher under NEP 2020

NCFTE 2021 will set rules for academic, occupational, and distinct education teachers' education before they start teaching and while they are teaching in accordance with NEP 2020's guidelines on teacher education and training (TET). As a four-year integrated bachelor of education (B.Ed.), the B.Ed. combines numerous areas into an education major. Admission to this programme will be based on National Testing Agency subject and aptitude examinations (NTA).

In order to provide B.Ed. programs, all multidisciplinary institutions must establish an education department and work with other departments, such as those devoted to education, psychology, philosophy, society, and neurology, as well as the humanities and social sciences. Their B.Ed. program will benefit from cutting-edge research as well. The materials, pedagogy, and practicum all form part of the B.Ed. curriculum. As an added bonus, the program's pedagogy will emphasise student-centered and collaborative learning, as well as effective methods for teaching and assessing reading and math at several levels and for students with a variety of talents and interests. To help educators move up from the foundational, pre-service, middle- and secondary-level teaching positions, we're creating post-B.Ed. certification courses that are more condensed. For the duration of their doctoral programme, each and every new PhD applicant is mandatory to complete credit-based progressions in training, schooling, pedagogics, and inscription that are connected to their PhD field, as well as hands-on teaching experience via assistantships.

Hiring a new teacher accordance with NEP 2020

A TET, a demonstration class, and an interview are requirements for instructors seeking employment in private or public schools. All new school levels will be included in the Teacher Eligibility Tests (TETs) (Foundational,

Preparatory, Middle, and Secondary). Results from the TET and NTA will be taken into account when selecting topic teachers. There is a need for a school complex to recruit teachers to address the shortfall of teachers in the arts, crafts, music, and dance, as well as counselling and coaching staff. NEP 2020 recommends distributing these teachers across the many schools in the complex.

School districts are encouraged by the NEP 2020 to use local important people or professionals as "master instructors" to teach traditional local arts, vocational craft-based subjects like agriculture and small-business management and entrepreneurship, as well as newly introduced classical languages.

Professionalism in the Workplace

As part of NEP 2020, criteria for teachers must be established that outline their roles at diverse stages of proficiency and phase and the skills they need to succeed. Teacher tenure, continuing professional development, wage increases, promotions, and other accolades will be decided by the National Professional Standards for Teachers (NPST) by 2022. It is said in NEP 2020 that teachers would be audited or evaluated on a regular basis. Standards for evaluating employee performance will be set as well. Evaluation, not seniority or tenure, will be used to determine promotions and raises.

For every 50 hours of CPD, teachers must attend seminars or take online courses. CPD in leadership, school administration, and competency-based learning are all required for principals.

In addition, NCERT plans to research and implement best practices from throughout the world in classroom education.

Encouraging teachers to be empowered

Teachers are empowered when they are given the ability to set school goals and procedures, as well as what and how to teach. (2009) Instructors need to be able to adapt and have control of their work while reforming. This motivates them to put forth more effort, which in turn improves their commitment to the pupils they teach.

NEP 2020 urges teachers to ensure that students' learning of social emotion, a serious facet of their all-inclusive growth, is supported by allowing them to choose the appropriate technique. It's expected that new methods of teaching that encourage learning will be documented and disseminated as best practices. Teacher isolation is reduced and vibrant teacher communities are formed as a result of close collaboration across schools in a school complex.

To help schools and school complexes become places where teachers, students, parents, and principals all care about each other, it is important for school administrations to make sure that all teachers and students have access to safe, basic amenities and good hygiene.

The Relationship Between Education and a Career Engagement

A strong link between education and employment is vital to emphasize because of the critical role that jobs play in a nation's development. It's impossible to have a successful career without a solid educational foundation. More than 200 million people are reportedly seeking employment right now, conferring to the International Labor Organization (ILO). More than 500 million new jobs would be required by 2020, according to demographic projections. Throughout the period from 1983 to 2011, the unemployment rate in India was on average close to 9%. The India Skills research, presented at the 3rd National Conference on Skill Development, stated that out of over 100,000 candidates, 34% were rated employable by the panel of experts. One way to increase the general population's employability and create new job prospects is to improve educational quality. In addition to enhancing a person's well-being, education has the ability to provide them with the marketable skills they need to succeed in today's economy.

Limitation

This study, like any other, has its drawbacks. A research result gives better information when it considers both primary and secondary data for its analyses. However, the current research is based only on secondary data.

Conclusion

Today, investing in human resources is crucial. Human capital investment is crucial to a country's economic prosperity. Human growth depends on education. Growth requires education. The Indian government has launched programmes to boost human capital. The data shows growth, but it's not as impressive as in other affluent countries. Poverty, low per capita income, economic inequality, inflexibility, deficiency of government provision, and absence of contemporary technology are further difficulties. If government eliminate HRD hurdles, nation can transform a vast population into a national resource.

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