

Role of Human Resource in Education College in Haryana

Dr. Rachna^{1*} Dr. Sunil Kumar²

¹ Principal, Singhram College of Education, Sultanapur, Hisar

² Assistant Professor, Department Management, Shanti Niketan College of Engineering, Ladwa, Hisar

Abstract – Human Resource is the essential and basic capital for every conceivable association. It offers help in achieving the serious edge. To create and oversee staff asset is exceptionally testing in contrast with the administration of innovation or capital and for its powerful turn of events, school organization requires the settled framework for Human Resource Development at each level. Instructive Administration is an order inside the field of training that dig into managerial hypothesis and practices of instruction. It likewise considers matters identified with instructive foundations and teachers. Instructive organization in various states has primarily six levels in progressive system which are the Secretariat of Education, the Directorate of Education, Department of Education, Regional or Circle Level, District Level and Block Level. The examination has both viable and hypothetical significance. It progresses the comprehension on how key HRD practices may make an effect on the nature of secondary school organization. The investigation may likewise add to the current writing accessible on the HRD rehearses predominant in the high school organization.

Keywords: Human Resource, Human Resource Development in Haryana Colleges

-----X-----

INTRODUCTION

Human Resource is the vital and indispensable capital for each possible organization. It provides support in accomplishing the competitive edge. To develop and manage personnel resource is very challenging in comparison to the management of technology or capital and for its effective development, organization requires the well-established system for Human Resource Development at every level. Human Resource Development strives to create the conditions that persuade the personnel to get the optimum results out of their skills, capacity and their lives. The development is an interminable process. As people develop in new directions, new questions emerge constantly, requiring them to learn new competencies to answer those conditions and new aspirations. The greatest credit (or liability) of any organization lies in its people. Thus, we can say that an organization is „of the people, by the people and for the people.“ In any organization, the most important objective of HRD at all the levels is the building of competence for a healthy and qualitative administration. The set of practices used in regard to HRD provides a strategic assistance in achieving more than one goal of educational administration.

HRD PRACTICES

Developing as a truly result-based organisation; the simple prerequisite for each organisation is to have a clear HRD structure and its activities. Essentially, HRD activities are corporate measures aimed at implementing efficient HR and ensuring that HR is geared towards achieving the objectives of each company. Caliskan admitted that "HR activities are a significant source of competitive advantage." 12 HRD activities may be distinguished from one company to another and from one nation to another. There are several activities that are widespread in the HRD method to turn raw human beings into professional human workers, such as:

- Recruiting and Preference
- Orientation and positioning
- Preparation and development;
- Quality appraisal
- Promotion and motivation;
- Preparing for human capital
- Goal setting

- Incentive and Appreciation
- Standard of working life;
- Operational development;

EVOLUTION OF HRD IN HARYANA

HRD was implemented as an usable term in Haryana by the company Larsen & Toubro (L & T) in 1975. At the point, L&T split it from its employees and employed two contractors, Uday Pareek and T. V. Rao would review the performance evaluation method used by its workers in the same year. Furthermore, Pareek and Rao analyzed the evaluation framework and suggested that 'Performance appraisal, ability appraisal, guidance and counseling, job growth and job preparation and training and growth should be given particular consideration as specific components of the interconnected structure that we call the Human Resources Leadership Method.' Since then, several organisations in Haryana either re-structured their current workers departments as HRD departments or launched new HRD departments. The first workshop to address in depth the definition of HRD and related problems was conducted at the Indian Institute of Management, Ahmedabad (IIMA) in 1979.10 Afterwards, "The National HRD Network was sponsored by IIMA and XLRI on the one side and the private sector on the other."

The National Council for Educational Study and Preparation (NCERT), 1961, is the primary agency for the instruction in classes from I to XII. 25 NCERT also operates in the area of college creation and teacher preparation. In addition, NUEPA and NCTE operate on the administration of the school sector and promotes accreditation measures for teachers. 26 Nevertheless, the State Council for Educational Study and Training (SCERT) is an apex institute for teaching and development. The Central Board of Education (CBSE), the Council for Indian College Certificate Examination (CISCE) and the National Open College Institute (NIOS) are boards of directors for the provision of college education in India as a whole. Many countries have their own college boards, which render them associated to separate colleges and often set criteria for review as set out in the national system guidelines. The education scheme will only become inclusive if the faculty is nice. "The perfect instructor is a lifetime learner, however the individual cannot master anything of its own. As a candle, no other light can be ignited until it begins to fire its own flame." 27 For this reason, teachers should be provided sufficient opportunity to learn the concept of human resources and their development. So, they should be professional enough to support the students. A variety of essential risks can also be overcome by introducing qualitative HRD strategies in the High College Administration, while human resource planning strategies in the school administration include several forms of

innovative programs, such as: technology-based instructor preparation, stimulation of research experiments and the advancement of democratic structures by promoting involvement in decision-making.

COLLEGE ADMINISTRATION

In the 21st century of science and technology, the standard of college education is the deciding factor in evaluating the nation's growth. In this respect, HRD plays an influential position in developed countries as part of the economic growth and social progress of society as a whole. If developed countries want to demonstrate their power at global level and establish new programs, the sheer dependency on basic education administration is a matter of total concern. That in today's environment, expertise and skills are needed to carry out any operation. Under India's national constitution, education remained a state subject until 1976, and central government powers were restricted to offering guidelines and guidelines on specific education problems. However, in 1976, with the 42nd constitutional amendment, the issue of schooling was included in the concurrent list. Now, then, both the Union's leadership. And the state department. They are accountable for issues relating to schooling. However, in compliance with the national structure for education, the State Government has some flexibility to coordinate education related concerns for the State concerned.

The Indian Education System Framework

The Indian States and Union Territories (UT) also followed a homogeneous arrangement of the 10 + 2 system of college education in line with the National Education Policy (NPE) of 1986. Uniformly, the Indian education system can be categorized into many groups, like pre-primary, kindergarten, high-level, senior secondary, undergraduate and post-graduate classes.

Pre-primary level: split into two groups, namely Lower KG (LKG) for children between 3-4 years of age and Upper KG (UKG) for children between 4-5 years of age. And up to that degree, schooling is not a human right.

Elementary level: covers grades from 1 to 8. The administration. Under Article 21 A 19 of the Indian Constitution, elementary education has been made free and obligatory for children between the ages of 6 and 14 years. The distinct aspect is that, besides being a fundamental right, it is also the fundamental obligation of parents under Article 51A (k) 20 of the Indian Constitution to provide education to their offspring. Includes grades from the fifth of the eight level.

Senior secondary level: comprises 11th and 12th grades for children aged 16 and 17 years of age.

This stage serves as a connection between basic education and secondary education.

Higher level: covers college and post-graduate schooling.

Secondary / High Level: consisting of 9th and 10th grades for children aged 14 and 16 years of age.

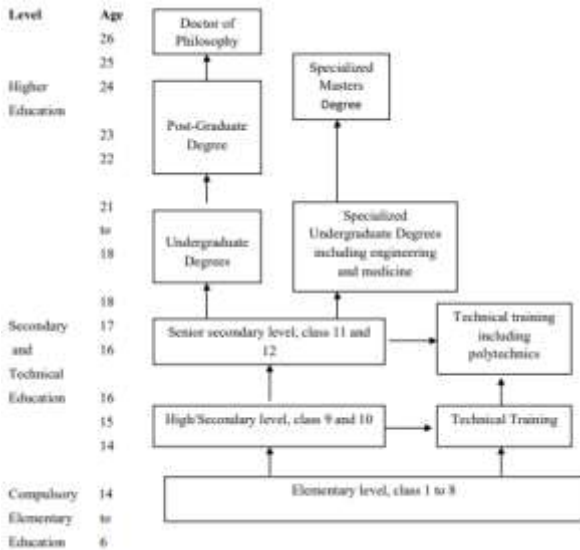


Figure 1.1 Structure of Indian Education System

Note: Class, age and duration of higher education course vary across different states.

Source: Aggarwal (2009), Ministry of HRD, Tooyo and Dixon (2007)

Among all the level, high college level education is a pivotal and deciding stage in the hierarchy of educational level as it built the foundation for further education and also prepares students for the world of work culture.

REVIEW OF LITERATURE

In order to continue with a thorough analysis of the literature under study, this portion includes an overview of the books, papers and reviews under study.

It's T.N. Garavan (1991) discusses in the article "Strategic Human Resource Growth" that HRD can better be defined as the strategic management used for preparation and development. HRD insists on the accomplishment of the goals of the company and also makes the best utilization of the expertise and agility of its employees.

Jones & Walters (1994) in the book "Human Resource Management in Education" stresses that at the beginning of the 21st century, the primary emphasis of personnel management was on establishing a competitive edge for the company and

its staff, with the human resources department guiding this strategic objective.

Davis & Ellison (1997) in the book "School Leadership for the 21st Century: A Maturity and Information Strategy" claimed that the qualitative criteria in the field of human resources should be transformed into self-awareness and professional, emotional and moral principles. The book also points out that teaching today requires professional expertise on a daily basis.

In the book "Organizational Learning Success and Improvement," Gilley & Maycunich (2000). Introduction of Strategic HRD "describes HRD as a systemic method to promote development, coordinated progress, increased results, innovative interventions for successful change, management behavior to improve efficiency. According to the source, HRD also focuses on infrastructure development, infrastructure creation, regeneration and competitive readiness.

Budhwar & Debrah (2001), in the book "Human Resource Management in Developing Countries," emphasizes that Indian HRM can place more focus on performance-related pay problems, put more women to function, avoid the danger of brain drain, create a superior evaluation system, minimize social and political pressure on promotion. The HRM can often concentrate on changing the less positive working community for the efficient one.

Brown & Benson (2003) confirms that the efficiency of workers and their efficiency have been improved since the efficiency evaluation process has been implemented at frequent intervals within the company. According to Rehman, the Success Evaluation aims to improve the dedication of teachers to their jobs. It also measures the connection between HRM practices and results.

Brown & Heywood (2005) notes in the article "Quality Evaluation Systems: Determinants and Improvement" that the assessment phase opens the door for efficient organizations. They also highlighted the significance of frequent performance assessments and also proposed the determinants of a successful performance assessment framework.

Ssesanga & Garrett (2005) points out that HR activity are an important part of the organization's work status as they influence job satisfaction among students. In addition, the association between HRD activities and instructor expectations in the sense of culture-aware universities is positively related. They have underscored the role of HR activities in enhancing the performance of students.

Simeon Maile (2006) notes in the article "Retention Activities in Education Human Resources Administration" that inadequate tenure issues established in the education sector contribute to low

results and inefficiency in the workforce. The author indicates that unless the tenure-related process is checked and revised, the entire definition of quality education would remain a utopia for the Department of Education and even for its workers and stakeholders.

In the article 'HRD Practices and Theory of Management in Indian Organizations,' Anil Kumar Singh claimed that the real challenge facing HRD practices in every organization is to build a scalable atmosphere that can steadily assimilate the necessary shift in framework, methods and technology. In addition, HRD is the secret to handling all micro-changes in the enterprise.

OBJECTIVES OF THE STUDY

1. Research the partnership between HRD activities and organizational growth.
2. To compare Haryana's educational administration.

RESEARCH METHODOLOGY

Research Design: The analysis design for this thesis is a descriptive cum diagnosis. It is descriptive in nature as it reflects on HRD activities prevalent in high school administration in Haryana and Delhi. Diagnosis is attributed to the fact that an effort has been made to determine the connection between HRD practices and various variables and also to recommend steps to increase the efficacy of HRD practices in high school administration. Both quantitative and qualitative data were gathered for the research and were then subjected to meaningful and empirical examination.

Project Region: The study area is limited to the High College Administration of Haryana and Delhi, where a total of four districts-two from each state have been chosen. The districts of Haryana, Rohtak and Jind have been taken. After that, the chancellor, Colleges running and instructors, directors and DEOs employed in these districts have been trained.

Sample Size and Sampling Procedures

Selection of Colleges: For collecting the data and information, government college of Haryana and Delhi has been taken. By using the Regular marking method, a sample of total 15 colleges from each district has been selected. So, a total sample of 60 colleges (15*4=60) has been taken.

Selection of Teachers: After then by using the purposive sampling technique, 8 teachers from each college is selected. So, total of 544 respondents including 480 teachers (60*8=480), 60 principals and 4 DEOs have been taken. Table 3.1 presents the sample size description.

Table 1.2 Sample Size description

Category of Respondents	Sample Size	Percentage
Teachers	480	10%
Principals	60	100%
DEOs	4	100%

Source: Researcher's Sampling Scheme

Data Collection Methods: The analysis is focused on main and secondary data sources.

Primary data: was obtained from the original sources using the interview plan and the interview process.

Secondary data: it was collected from all related content, including dissertations, textbooks, magazines, the website, newspapers, surveys and several others.

Data Analysis: The analyst opts for both analytical and inferential analyzes to evaluate the data gathered. Precisely performed analyzes are important not just for the creation of study decisions, but also for concrete results and useful feedback. Data analyzes are provided using tables and maps. Frequency, mean and percentage have been used for analysis. And the Chi-square test was used to verify the validity of the theoretical hypotheses. This examination demonstrates the presence or non-existence of the association between the variables under inquiry.

Chi-square figures

The Chi-square effects calculate the disparity between the count measured and the predicted count. It is denoted by x2 and determined using the formula below.

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Where:

- χ^2 = Chi Square obtained
- \sum = the sum of
- O = observed score
- E = expected score

The Chi-square results include Chi-square value, df value and p-value.

df: It stands for degree of freedom and it is calculated as follows:

$$df = (\text{number of rows} - 1) (\text{number of columns} - 1)$$

p- value indicates the probability.

The prevalent argument regarding Chi-square is that, firstly, the greater significance of Chi-square implies the existence of a close association between dependent and independent variables. Second, the lower value for the corresponding odds suggests the presence of a close association between the various variables. And thirdly, if the likelihood is 0.5 or less than 0.5, then the relation between the two variables tested is claimed. And the researcher conducted the Chi-square test using SPSS program version 17.0.

CONCLUSION

The goal of the research is to explore the effects of HRD procedures utilized in high school administration. The research was limited to government colleges in Haryana and Delhi. Teachers, principals and DEOs are the main subject of the report. Private colleges were not included and there is a slightly separate collection of laws and regulations on HRD activities in their management. The present research is focused on only five chosen HRD activities, including recruiting & placement, preparation & growth, success evaluation, promotion & encouragement and organizational progress. The research is primarily examined in the sense of the professors of the Country. Colleges in data gathering and analysis. Due to time and financial limitations, the research was limited to duration of five years, i.e. from 2009 to 2014. All major conclusions and assumptions are focused on the knowledge given by the respondents and may be prone to possible bias and discrimination by the respondents.

REFERENCES

1. Aggarwal, Yash (1988). Education and Human Resource Development, Commonwealth Publishers, New Delhi.
2. Aggarwal, Yash and Premi, Kusum K. (1998). Reforming School Education: Issues in Policy Planning and Implementation, Vikas Publishers, New Delhi.
3. Armstrong, Michael (1996). Performance Management: Key Strategies and Practical Guidelines, Kogan Page India Pvt. Ltd., New Delhi.
4. Armstrong, Michael (2011). Strategic Human Resource Management: A Guide to Action, Kogan Page, New Delhi.
5. Armstrong, M. and Baron, A. (1998). Performance Management: The New Realities, CIPD, London.
6. Aswathappa, K. (2002). Human Resource Personnel Management, 3rd Edition, Tata McGraw Hill, New Delhi.

7. Bailey, K. (1987). Methods of Social Research, 3rd Edition, the Free Press, London.
8. Balakrishnan, Lalitha and Srividhya, S. (2011). Human Resource Development, Himalaya Publishing House, New Delhi, 2011.
9. Castetter, W.B. (1981). The Personnel Function in Educational Administration, Maxwell Macmillan, Toronto.
10. Cohen, L. and Manion, L. (1994). Research Methods in Education, Routledge, London.
11. Crew, L.A., Everitt, T.J. and Nunez, R.W. (1984). Improving Teacher Performance through Systematic Teacher Evaluation, American Association of School Personnel Administrators, Virginia Beach, VA.
12. Cummings, T. G. and Whorley, C.G. (2005). Organization Development and Change, 8th Edition, Cincinnati, South-Western.

Corresponding Author

Dr. Rachna*

Principal, Singham College of Education,
Sultanapur, Hisar