CHAPTER -1
INTRODUCTION

Education is an experience or an activity of imparting knowledge to the people, by the people and for the people. It is a birthright of every citizen in a democratic society. Its potential has been realized in the context of socio-economic and political development in the society. In general sense, education is viewed as a lifelong process of growth, and as an activity which brings about changes in the social environment. Education is a process that makes a complete individual. Therefore, it is said, “When planning for one year, there is nothing better than planting grain, When planning for ten years, there is nothing better than planting trees, When planning for a life time, there is nothing better than planting men” (The Chinese philosopher Guanzi, 551-479BC). The Golden Wisdom of this old proverb indicates that man is the measure of all things and he is the key to all development for a longer period. It has relevance in the present day context also because, education is considered as the single and most important tool for development of individual as well as of a nation. With a view to bring about lasting improvement of a society it is felt imperative to develop its human resources at first. In this context, education is regarded as the potential instrument of national development. So it is well understood in all over the world that education is the most critical input in shaping human destinies.

Today, the world is marching fast on the path of materialistic progress and prosperity through the use of scientific and technological inventions. For a developing country like India, there is no short-cut to progress but to utilize her resources in men and material for its rapid economic growth and prosperity of the masses through the only way of imparting education. The growing importance of education has expanded the need for better educational institutions and has assigned new roles to be played by these institutions. In this regard Government’s role cannot be ignored rather most important among all the stakeholders of higher education. Along with wider provision
of education of general as well as of weaker sections including students requiring special educational needs, at present, Government policies have been emphasizing on providing more access and inclusion. Links between education and social services are being forged and consequently functions of educational institutions are ever expanding.

The very common goal of education is to make human beings as well as improving the quality of life of the society they live in. The natural potential of any person requires educational inputs to provide a framework for human development which is supplied by society. Therefore, it is said that only in a developed country quality education is possible and it is vice-versa. Generally, it is expected that education provides a scope for skill development. Article 26(1) of the Universal Declaration of Human Rights (1948) has proclaimed “everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.” In the Report of the Education Commission (1964-66), Prof. D.S. Kothari rightly pointed out “In a science-based world, education and research are critical to the entire development process of a country, its welfare, progress and security.” Similarly Article 45 of Constitution of India has also emphasized clearly in this respect. Prof. Amartya Sen states, “An illiterate person is that much less equipped to defend herself in court, to obtain a bank loan, to enforce her inheritance right, to take advantage of new technology, to compete for securing employment, to get on the right bus, to take part in political activity, to participate successfully in modern economy and society” (Kumar, 2001, p.2). So, the importance of education in man making process cannot be over emphasized. Human resource input or manpower is a positive asset and is as precious as a national resource that it has to be cherished, nurtured and developed with utmost care and dynamism. Human capital comprises of individual talents and knowledge acquired through education, training and experience and cognition. Human beings are the active agents to build social, economic and political organization and carry forward national development. It is both the quantitative and qualitative improvement of the people that determine the character and pace of economic development of a nation. The proper development of individual people through creative and effective utilization of
their skills should form a part of any modern development strategy. Because in the age of science and technology it is the speed at which the human and material resources are gainfully employed which determines the rate of growth of the economy.

In most of the time it is argued that investment in education should be given the highest priority in nation building. In this regard, it is to mention that countries like South Korea, Taiwan, Singapore and Japan have achieved the status of miracle economies by giving education the most favoured treatment for their nations’ development. From this viewpoint the national wealth and income of different countries are dependent on the investment in education only. No nation can survive in the new millennium without developing its own intellectual base. The Human Development Report (1999) makes a reference to the global race for knowledge. It says: "writing computer programmes and revealing genetic codes have replaced the search for gold". It goes on to say that "knowledge is the new asset and the global gap between the know and know-not is widening" According to World Bank "If knowledge is electricity of the new informational international economy, then institutions of higher education are the power source on which new development process must rely" (World Bank 1993). If the nation has to change, our universities will have to initiate the process and make themselves the change agents because, except universities, no other institution or organization can ignite the process of change in any country.

“A University stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas and for the search for truth…But if the temples of learning become a home of narrow bigotry and petty objectives, how then will the nation prosper or a people grow in stature.” (J. Nehru, The first Prime Minister of India in his convocation address given to Allahabad University). Presently, it is noticed that current trend of privatization, commoditization and commercialization of education has led to the universities as business ventures establishing new alliances. It has also been noticed that in order to cope up with the education of advanced countries, demand for skill-based/ employment oriented university education throughout the country has been increasing simultaneously. In such a situation, state universities of the country are struggling a lot in maintaining the standard of education with their limited infrastructure and resources. In case of financial management and expenditure incurred
in running these higher educational institutions, state universities are fully dependent on the respective state governments. There is ample evidence that Vice-Chancellors of few state universities of the country had to resign from this most respectable Chair position of a university, facing lots of difficulties. Generally such type of crisis is not seen in Central Universities. So there is the need to carry out a study on the comparative role of central and state universities of Assam in human resource development.

1.1 EDUCATION AND HUMAN RESOURCE DEVELOPMENT

Human resource development, it is a modern concept in the field of education which is defined as the development of people providing right environment where each individual may grow to the fullest extent of its potentialities. “Education’s contribution to human resource development concerns three different aspects- the number of persons participating in educational process, the kind of education being received and the level of achievement reached. The first aspect could be measured by finding out the enrollment ratios and teachers number. The second aspect of measuring education’s contribution towards human resource development is the kind of education being received considering the nature of the curriculum followed. The third aspect of education’s contribution concerns the achievement level reached. This aspect deals safely with the human resource output from an education system. The actual level reached is normally measured with achievement tests related to specific curricula for particular grade level.” (Johnstone, 1986 quoted by Power, Pp. 251)

Human Resources Development (HRD) is a system or process involving organized series of teaching activities designed to produce behavioral changes in human beings in such a way that they acquire desired level of competence for present or future role. HR provides broad framework for the overall development of people in the organization and strengthens capabilities of each individual in relation to his present and expected future roles. It generates systematic information about the workforce for the purposes of Man-power planning, placement, and success on planning. Successful institutions not only believe in bringing the best people, but also bringing the best out of the people.
Therefore, it is said that Education is a social process responsible for changing individual’s collective behaviour and should be used as the foundation on which one would build a strong nation, self-sufficient in economy, non-corrupt in character and scientific in thinking. Today education is defined as enterprise of the 21st century with the emergence of globalization and increasing global competition. Development of human resources is the main pre-requisite for both individual success and collective national progress. Human resource development recognizes the paramount need to utilize the human resources fully and relates education to the needs and aspirations of the people. It strives to bring the benefits of education to the disadvantaged classes of the population, to create a climate of discipline and hard work and to assist in the demand for educational expansion and improvement of quality. If a country looks for advancement in every sphere, the physical, mental and spiritual capacities of all the human resources are to be developed extensively. It is education which is universally accepted as the most critical element in the human development recipe. Men and women should be able to form a judgment of their own role on economical or political issues as social individuals and it is possible only through education as education has a far-reaching influence on the nation's economic headway.

Human Resource Development, it is a people-oriented concept which can be applied both for the national level and organizational level. Essentially, Human Resource Development activities are designed to make people effective in their present job position. But, when the focus is on future identifiable job, means to develop capabilities for a future position particularly in case of students as resource, it becomes a part of educational function applied for national level. Because, investment in education or spending money on education by individuals is similar to capital goods by companies with the objective of increasing future profits or future income over a period of time. So subject wise, nature of Human Resource Development changes. HRD is concerned with “a series of organized activities conducted within a specified time and designed to produce behavioral changes through training activities” (Nadler, 1969, Pp. 9). The following definition provides an international perspective that focuses on community development as “Human resource development is any process or activity that, either initially or over the long term, has the potential to develop…work-based
knowledge, expertise, productivity and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or, ultimately, the whole of humanity.” (McLean and McLean’s 2001; p. 322) In analyzing the various definitions of HRD, most writers and researchers have indicated that the primary focus of HRD is either individual development or organisational development.

The concept of Human Resource Development is of recent origin, not very old. The term came into use only in the early seventies. According to Len Nadler, (M P Bansal, 1991, p.1) the term HRD was first applied in 1968 in the George Washington University. In 1969, it was used in Miami at the American Society for Training and Development Conference. By the middle of seventies, it gained more acceptances, but it was being used by many as merely a more attractive term than 'Training and Development'. In the opinion of some management thinkers, Japan is the first country to stress and use Human Resource Development Practices. So far as India is concerned, the term Human Resource Development (HRD) was introduced for the first time in the State Bank of India in 1972. (Udai Pareek, quoted by M. P. Bansal, op. cit. p. 1) It is believed that the concept of Human Resource Development has not been imported in India. It is a philosophical value concept developed by Dr. Udai Pareek and Dr. T. V. Rao at the Indian Institute of Management, Ahmadabad. By the late seventies, this professional outlook on HRD spread to a few other public sector organizations, such as Maruti Udyog Ltd., Indian Air Lines and Air India; and the private sector organizations, like L & T Ltd. and TISCO.

Human resource development is a people-oriented concept that focuses on developing the skills, knowledge and competencies of people. Human resource development can be applied both at the organizational level as well as the national level. Various authors have not yet been fully successful in conceiving the whole concept of human resource development. They have defined the term from their standpoint due to the fact that it is a recent concept and therefore is still in the conceptualizing stage. Lifelong learning has become an important topic under the globalization perspective; the whole world develops into a “learning society”. Work organizations are becoming important partners in this learning society, as they provide more and more opportunities for continuous learning to their employees with the
objective to optimize organizational learning as a whole (Karen et al., 2001). Despite the growing number of publications on Human Resource Developments’ role in organizational learning many uncertainties remain. However, many interesting initiatives are being undertaken by Human Resource Development practitioners in facilitating employee learning and professional development. Many organizations have renamed their training departments to human resource development departments. Surprisingly some organizations renamed their personnel departments to human resource development departments. Some educational institutions started awarding degrees and diplomas in human resource development, with the fact remaining that the concept is not yet crystal clear. It is a concept not so old that sufficient human input could have been possible. The concept of human resource development was introduced by Nadler (1969) in a conference organized by the American society for training and development and defined human resource development as "Those learning experiences, which are organized for a specific time and designed to bring about the possibility of behavioral and attitudinal change.”

General Assembly resolution 44/213 of UN in 1989 states, “Human Resource Development is a broad concept--- requiring integrated and concentrated strategies, policies plans and programs to ensure the development of the full potential of human beings---so that they may, individually and collectively, be capable of improving their standard of living”. Alvin Toffler, the author of "future shock" and "The Third Wave" wrote about the importance of learning in the 21st Century and how the use of learning skills will denote literacy. The definition he used has more meaning than ever in current times and can serve as a gauge for us as individuals and as organizations both, in measuring our own concepts regarding HRD skills and in planning learning experiences with others. The term learning experience refers to purposeful or intentional learning not incidental learning (John, 2005).

Organizational view point is that human resource development is a process in which the employees of an organization are motivated to acquire and develop technical, managerial and behavioral knowledge skills and abilities (John 2005). Their values beliefs and attitudes are reshaped in order to perform present and future roles by releasing the highest human potential with a view to contributing positively to
individual’s social goals as well as the organizational goals. A comparative analysis of these definitions seems elaborate and comprehensive as it deals with the developmental aspects of all the components of human resources. Furthermore, it deals with all skill sets, the present and future organizational needs and aspects of contributions at organizational level. The analysis of the definitions further shows that there are three aspects in human resource development:

- Organizational employees are helped and motivated
- Various aspects of human resources are acquired, developed and moulded
- Contribute to the organizational, group, individual and social goals.

In the first aspect of helping and motivating factors of human resource development, organizational structure and climate, human resource development climate, human resource development knowledge and skills of managers and resource planning recruitment and selection are called as the enabling factors. The second aspect deals with techniques or methods, which mean to acquire, develop and shape up the various human resources. These techniques include; performance appraisal, potential appraisal, career planning, and development, training, management development, social and cultural programmes, workers participation in management and quality circles. The third category includes the outcomes contribution of the human resource development process to the goals of the organization, group, individuals and society.

The establishment of a separate Ministry of Human Resource Development (HRD) in 1986 is a logical culmination of the realization of the importance of the human factor in the development by Government of India. In the foreword to the seventh five year plan, the then Prime Minister has very rightly emphasized the importance of human factor in development by observing that "In the final analysis, development is not just about factories, dams and roads. Development is basically about people. The goal is the people's material, culture and spiritual fulfillment. The human factor, the human context, is of supreme value. We must pay much greater attention to these questions in future. The seventh plan proposes bold initiatives in these areas. Outlays for human resource development have been substantially increased. Policies and programmes in education, health and welfare must also be reconstructed to provide a fuller life for our people." In the seventh five year plan (1985-90), this point of view has been more
clearly and boldly stated as "A narrow view of resource mobilization, limiting it to the financial sphere, fails to do justice to the complexity of the development process in which the human factor plays the most significant part without adequate development of human resources in its widest sense. We cannot avoid setbacks to the process of development itself. The productive forces of the economy can be strengthened only by releasing the creative energies of all strata of society." (VII th Five Year Plan, Government of India, p. VI). However, because of the obsession with economic development, the importance of the human factor in development was greatly undermined. Development was considered a synonym of economic growth and prosperity. The experiences of economic development in the third world countries after the Second World War and also the emergence of West Germany and Japan from ashes to world economic powers have demonstrated the role of non-economic and human factors in economic development. Human Resource Development prospects in India become very much obvious from the intensions of the Government as reflected in its Seventh Five Year Plan, which also had a perspective plan for the next fifteen years till the year 2000. There was a clear declaration by the Government about the necessity and importance of Human Resource Development in this five year plan.

Education itself is considered as a process of Human Resource Development. Although this equation indicates that both sides are equal in function and value, neither education nor Human Resource Development effectively embraces the other. Education works as a self-contained system that strives to provide skills and knowledge to youth, while Human Resource Development is viewed as a corporate function. However, a strategic blend of HRD and education would enhance the effectiveness of both systems and move us toward resolving the dual problem of reforming our beleaguered educational system and restructuring HRD programs. While the problems of these two systems may at first seem to be dissociating, they begin to intersect as businesses search for potential employees to meet their work force demands and our students prepare to enter the work place. Much to the dismay of educators and employers alike, the intersection of education and business presently looks more like a catastrophic pile-up than an organized, well-regulated place of transition.
The main problems of human resource development are (1) Shortage of high level manpower with critical skill and competence and (2) those related to redundant or underutilized manpower.

Therefore, the objectives of human resource development must be (i) to build knowledge and skill and (2) provide employment opportunities for unutilized and underutilized manpower. Human Resource Development through educational development initiates and influences changes in order to remain relevant and productive in various stages of development. As the process of development gains momentum new problems emerge demanding new skills and knowledge. Education is the dynamic force which allows for changes needed to face the complexity of development of this new skill and knowledge. It constitutes the most universally recognized remedy for increasing the capabilities of human resources.

Employers continually cry for skilled and knowledgeable workers. However, our educational system, because of the new and increasingly complex demands being placed upon it, is not adequately preparing young people to enter the work force. Organizations are simultaneously experiencing increased demands to provide employees at all levels with adequate training, yet corporations continue to take a reactive approach to training their workers. A more preventive approach to the corporate HRD dilemma may enable these organizations to move toward more effective overall management of their human resources. Intervening early in the Human Resource Development process through joint efforts with educators will address the short- and long-term needs of both educators and the world of work”. (Donna Dare, in Education and Human Resource Development: A Strategic Collaboration; Journal of Industrial Teacher Education, 33(3), 91-95)

Human Resource Development occupies a place of pride and pre-eminence in the socio-economic and cultural development of a nation. The concept of Human Resource Development at the micro level aims at increasing the capability of our resources so that their productivity in their respective functional areas will be increased. The different components of HRD like education, health and housing are complementary in nature. Education has been assigned as an industry for human resource development due to the fact that education shapes human beings who are different from one another
in their abilities, aptitudes, interests, understanding for meeting the various challenges in different fields. Education is considered as the most important factor in achieving rapid economic and technological advancement in creating a social order founded on the value of freedom, justice and equal opportunity. No country in the long run can hope to become efficient unless it has well trained manpower and citizens with more than bare literacy. Any developing country wanting to produce various skills for its developmental needs can do so only by educating and training the human resource to a high level of competence that can be compared with the best standards of the world. Countries planning development need today relatively larger number of educated men and women as the technology utilized by such countries are highly complicated and services of officials and technicians are required who can handle high technology efficiently. “No one can deny that University education is the main instrument for human resource development and change in the society. But objective assessment of the situation reveals the truth that the unprecedented and unparalleled changes in the political, socio-economic and technological spheres in modern times, poses serious challenge to humanity. Unless the universities undertake introspection and reorient themselves to respond adequately to emerging situation by tapping the human resources through a system of higher education that is meaningful, relevant and free from political interference, the future generation is going to face a grim situation” (Das, L. 2001, Pp. 24). In this context, there is the need to find out if such a difference is there or not in the role played by the central and state universities of Assam in human resource development.

1.2 TYPES OF HUMAN RESOURCE IN EDUCATION

The ‘students’, ‘faculty’, and ‘non-teaching staff’ are the three categories of human resources that we have in educational institutions. The educational institutions — universities or colleges exist mainly for the fullest development of students. Hence, the primary objective of the policy on Human Resource Development in educational system is to “develop the skill, knowledge and the all round personality of students”. The realization of this objective is possible only through the development of the other
two categories of human resources— the teachers and non-teaching staff. The present study focuses on the manifold development of human resources through the proper development and involvements of teachers, non-teaching staff, students, administrators and involvement of the society in university education system as the universities are the sanctuaries of the inner life of the nation. They are the place for Intellectual adventurism. It is admitted by thinkers of East and West that a university is an ‘integrated way of life’ for every people to provide a coherent picture of the universe and the language of humanity. Man cannot live by a mass of disconnected information. He has a passion for an ordered intellectual vision of the connections of things. It cannot be a collection of distracting scraps but should be a harmony of patterns. This is met by a university. A university is the place where we attain ‘Wisdom along with Knowledge’. “Jnanam Vijnana Sahitam” is to quote the Upanishad. “Where is the Wisdom we have lost in Knowledge?” “Where is the Knowledge we have lost in Information?” So, universities have a great role in developing for all aspects of society, for the all side well-being of this mother earth and it has ultimate role in man –making process.

Coming to the utilitarian side of education, it can be said from general observation that the poor education system may be one of the main causes of unemployment in the country which also results in producing less effective human resources. Following are the main causes which highlight the incompetent human resource due to bad education system pointed out by Aggarwal in 1993.

- University Education system is not suitably related to the needs of the employment situation of the country.

- The educational system is by and large a continuation of the old system designed for the needs of a colonial regime and required considerable re-orientation to fulfill demands of economic and social development.

- Micro-planning has remained a much neglected aspect in educational and economic planning in India.
• Course are largely academic and do not fit the student for the large diversity in the development of human resource. Courses of the universities and colleges are unrelated to the realities of the world of work.

In this background, the present and future role of universities of the country in human resource development process needs the serious attention of educational researchers and policy-makers. In doing so, all the three types of human resources must be taken into consideration. Present problem is also an attempt of the investigator to study the different aspects of university education for human resource development considering all the types as important resources in the identity of students, teachers and non-teaching staff.

1.3 HUMAN RESOURCE DEVELOPMENT CLIMATE

The term 'climate' is used to designate the quality of the internal environment which conditions in turn the quality of cooperation, development of the individual, the extent of member's dedication or commitment to organizational purpose, and the efficiency with which that purpose becomes translated into results. Climate is the atmosphere in which individuals help, judge, and reward, constrain and find out about each other. It influences morale and the attitudes of the individual toward his work and his environment. The concept of climate with specific reference to HRD context, i.e. HRD climate, has been introduced by Rao and Abraham (1985). It has been elucidated that an optimal level of “Development climate” is essential for facilitating HRD. Such a development climate can be characterized with; to treat the people as the most important resource, manager to assume the responsibility of developing competencies of the employees; faith in the capability of the employees to change and acquire new competencies at any stage of life; to be open in communications and discussion; encouraging risk-taking and experimentation; making efforts to help employees recognize their strength and weaknesses through feedback; general climate of trust, employees helpful to each other and collaborate with each other; team spirit; supportive personnel policies and lastly supportive HRD practices including performance
appraisal, training, reward management, potential development, job rotation and career planning.

Human resource development climate can be further grouped into three broad categories:

- General climate
- OCTAPAC culture
- Human Resource Development Mechanisms

The element General climate focuses on the importance given to human resource development by the top management and line managers, in general. The OCTAPAC items deal with the extent to which Openness, Confrontation, Trust, Autonomy, Proactivity, Authenticity and Collaboration are valued and promoted in the organization. The items dealing with human resource development mechanisms measure the extent to which human resource development mechanisms are implemented seriously. These mechanisms include performance appraisal, potential appraisal, career planning, performance rewards, feedback and counseling training, employee welfare for quality work life, job-rotation etc. (Mufeed & Gurkoo, 2006; Pp-27).

The conventional implication with which the term ‘climate’ has been used in literature is 'Organizational Climate'. Human resource development climate is an integral part of organizational climate. It can be defined as perceptions the employee can have on the developmental environment of an organization. Human resource development climate contributes to the organizations wellbeing and self-renewing capabilities resulting in increasing the enabling capabilities of individuals, team and the entire organization.

1.4 STATEMENT OF THE PROBLEM

For every well organized society, students are the positive assets with high potentials who have to be developed with tenderness and care. The latent talents within the youngsters can be brought out only by providing opportunities to them. Therefore, UGC has recommended for increasing access through a mission mode national programme, “Rashtriya Uchch Shiksha Abhiyan (RUSA)”. This Programme aimed to
achieve 25% national level GER which include (a) upgradation of autonomous colleges with College with Potential for Excellence status and NAAC-A grade accredited colleges as university level institutions; (b) promoting evening universities/evening colleges; (c) introduction of undergraduate programmes in universities as integrated UG/PG programmes; (d) enhancing intake capacity of existing institutions of higher education; (e) developing the ‘College Cluster Universities’ regionally and by (f) establishing “Meta university complexes” in association with Public/Private sector undertakings as a part of their corporate-social responsibilities on an industry-academia mode. The philosophy behind the launches of RUSA is that higher education can make a significant contribution to economic development, social progress and political democracy of any country. In India, the developments in this field are extremely uneven. The opportunities for higher education are not adequate in terms of the society’s needs. Even the relevance and utility of the courses offered by the Universities to meet the demand of changing times are constantly questioned. So, formation of this kind of structured relationship between University Education and a society’s development on a nationwide scale in the conceptual level of learning through Human Resource Development is one of the essential roles to be played by the Universities. A country may have well defined policy infrastructure, facilities, well equipped laboratories and libraries, but it can hardly achieve its educational goals unless it has proper role playing educational institutions with committed and competent human resource from all the parts. Being the centre of “the high protecting of all knowledge and science, of fact & principle, of inquiry and discovery, of experiment & speculation”, universities can perform a vital role in a nation’s overall growth through human resource development in right and needed direction. (Newman, www.ucd.ie/t4cms/01_executive.date: 15/12/2011). Now, the point is to what extent, with how many facilities and in what way human resources have been developed successfully and purposefully in the Indian Universities is a question to be studied in detail. The question has more relevance in this competitive era of privatization and globalization of higher education.

Assam, the prominent state of North-Eastern region has total 9 Universities at present as centre of higher education among which Gauhati University, Dibrugarh
University, Bodoland University, Agricultural University, Srimanta Sankardeva University of Health Sciences, Cotton College State University and Kumar Bhaskar Verma State University of Sanskrit and Ancient Studies these are State Universities and the remaining two- Tezpur and Assam University are Central Universities. The set up of Central universities is different from State universities and the funding pattern is also different from one another. Generally, central universities are getting a huge amount of fund for infrastructural development. But from general observations it is found that State universities have some limitations in infrastructural pattern because of inadequacy of funding pattern of state government. Still, state universities are also continuing their effort in the human resource development process since their establishment. In present day situations, people are insisting on the establishment of more central universities because, sufficient fund is provided by central government which is very necessary for the development of human resource both in quantity and quality. As the state universities are also playing important role in human resource development with their limited physical resources so, to understand the present status of both the central and state universities is need of the hour and is a subject or an area to be taken up seriously. So, in the present problem, an attempt has been made to study the role of Central and State universities of Assam in the development of human resources and the present problem has been stated as “Role of Central and State Universities of Assam in Human Resource Development – A Comparative Study.”

1.5 SIGNIFICANCE OF THE STUDY

Education is viewed as a developmental activity which has the power to bring about vast changes in the society. The process of human resource development in the universities too, invariably means change – a change for the betterment of the society and that kind of positive changes can be made only through various kinds of quality educational activities. With a view to attain egalitarian values or so called positive changes of the society, it is expected that the phenomenal growth in educational facilities would lead to a balanced development of human resources. However, the lion’s share of available educational facilities goes to the advantaged section of the
society. Still, country people have to go a long way with regard to equal distribution of educational facilities for weaker sections of the society particularly, women who remained oppressed for ages. It is said that in a stratified society the rapid rate of expansion in enrolment may corroborate the possibility of increment of entrance of students from weaker section of society. While the growth rate of enrolment comes down to low level there is every possibility that the ratio of enrolment position of such weaker groups may not increase further. While efforts are made to stabilize the enrolment position in higher education, special efforts must be made for encouraging the upward mobility among women as they belong to weaker sections, by providing financial assistance, hostel facilities and other extra facilities like coaching for better achievement, placement opportunity for economic security, etc. During the last two-three decades, the extension of university education in India has been expanded to a large extent. But several educationists and academicians are not satisfied and they are complaining that the system has not been able to accomplish the goal-oriented education. Common people raise voice time to time and ask various questions frequently about the limited number of students’ Intake capacity in the universities, universities’ performance regarding the educational achievement of students and what kind of placement opportunity is being provided to the successful students for their secured future. In such a situation it becomes necessary to analyse the whole problem areas of universities from educational point of view.

The National Policy of Education, 1986 (Ministry of HRD, Department of Education, Government of India), gives special emphasis to the Human Resource Development in higher education in the nation. Keeping in mind the broad-based definition of University Education, the 1986 Policy focused on some pertinent issues like, - redesigning of courses of studies according to changing circumstances of the society, flexibility in the courses and syllabi, coordination between the various levels of education and other organizational set up, introduction of modern educational technology with a view to augmenting technology oriented or professional education, to develop teaching manpower through training like refresher courses and research studies, etc. It was highlighted in the New Education Policy that while much systematic work is being done in the direction of Human Resource Development in the fields of
industry and business, educational institutions dealing mostly with human resource have unfortunately neglected the subject of Human Resource Development. So, it needs serious attention of the educationists, researchers and policy makers of the country.

University education can make a reservoir of trained manpower for the national economy. Skills, knowledge and experience of young manpower should be applied on a nation-wide scale providing opportunity for need-based placement. That is why, in the report of the National knowledge Commission (2006) it was mentioned that the enrolment in higher education is to increase 15% by 2015 for which it has recommended the setting up of 1500 universities in the next few years. But it is to be mentioned that the nature of funding pattern and type of administration classifies the Universities as Central and State. Central Universities are fully funded and controlled by Central Government whereas the State Universities are controlled by State Governments and partially funded by University Grants Commission under different Heads. It is generally observed that State Universities are not in a position to keep pace with the central universities in building environment for quality education, developing quality infrastructure and creating congenial Human Resource Development Climate. So, naturally, there are the possibility of having some differences in the role played by the Central and State Universities in Human Resource Development due to which study is undertaken in comparative mode. Keeping all these views in mind, it can be noted that the present problem is very significant and needs to study seriously to remove the lacuna cropped in university education system for Human Resource Development.

1.6 OBJECTIVES OF THE STUDY

The objectives of the study are-

(1) To make a comparative study of the enrolment trend of boys and girls in different disciplines in Central and in State universities

(2) To study the relative status in educational achievement of the students in central and state universities
(3) To make a comparative study of the achievement of central and state universities in providing placement opportunity to the students of different disciplines-
   (a) Placement opportunity to Social Science& Humanities students
   (b) Placement opportunity to Management& Commerce Students
   (c) Placement opportunity to Science& Technology Students
(4) To study the relative position of the Central and State Universities in introducing different subjects for Human Resource Development.
(5) To make a comparative study of the Infrastructural facilities in central and state universities’ for human resource development.
(6) To compare the Human Resource Development Climate of Central & State Universities.

1.7 HYPOTHESES

The hypotheses of the Study are-
**H₀₁:** Central Universities’ infrastructural facilities do not differ significantly from State Universities for Human Resource Development.

**H₀₁₁:** There is no significant difference in the opinion of teachers and students on infrastructural facilities in the Universities of Assam.

**H₀₁₂:** There is no significant difference in the opinion of students of Central and State universities in connection with the adequacy of infrastructural facilities for human resource development.

**H₀₁₃:** There is no significant difference in the opinion of teachers and students in connection with the adequacy of infrastructural facilities in Central Universities

**H₀₁₄:** There is no significant difference in the opinion of teachers and students in connection with the adequacy of infrastructural facilities in state universities

**H₀₁₅:** There is no significant difference in the opinion of teachers of Central and State universities in connection with the adequacy of infrastructural facilities for human resource development

**H₀₂:** Central Universities’ Human Resource Development Climate does not differ significantly from state Universities.
**Ho2.1:** There is no significant difference in the perception of teachers and non-teaching staff of Central Universities towards the prevailing HRD Climate.

**Ho2.2:** There is no significant difference in the perception of Central and State University teachers towards prevailing HRD Climate.

**Ho2.3:** There is no significant difference between the perception of Central university teachers and State university non-teaching staffs towards prevailing HRD Climate.

**Ho2.4:** There is no significant difference in the Central Universities non-teaching staff and state universities teachers’ perception towards the prevailing HRD Climate.

**Ho2.5:** There is no significant difference in the perception of Central and State universities’ non-teaching staff towards prevailing HRD Climate.

**Ho2.6:** There is no significant difference in the perception of teachers and non-teaching staff of State Universities towards the prevailing HRD Climate.

**Ho2.7:** There is no significant difference in the perception of Teachers and Non-teaching staff of all the universities towards the prevailing HRD Climate.

### 1.8 DELIMITATION OF THE STUDY

Delimitation of the present study are-

(i) The study has been delimited to regular Mode Central and State Universities of Assam.

(ii) The universities which are imparting professional education exclusively are not in the purview of present study.

### 1.9 OPERATIONAL DEFINITION OF THE TERMS

#### 1.9.1. Role

The term “Role” means the function or part played by a person or thing in a particular situation (English Grammar Dictionary). In the present study the concept ‘Role’ refers to the task accomplished by the universities of Assam in human resource development through students’ enrolment, educational achievement, students’ placement opportunity through arranging campus interview, introduction of different subjects, providing facilities for students and faculty members and maintaining the quality human resource development climate by teachers and non-teaching staff.
1.9. ii. Perception

According to Oxford Dictionary and Thesaurus prepared by S Hankr and J M Hawkins, Perception means “Awareness, Comprehension, Consciousness, Insight or Understanding”. In this study the word perception used in objective number-6 refers the general understanding of prevailing Human Resource Development climate in the universities of Assam.

1.9. iii. Central University

Central University which is also known as Union university in India is generally established by the Department of Higher Education in Human Resource Development Ministry normally, under the Act of Parliament. In India, there are total 42 central universities, among which two are in Assam namely -Assam University and Tezpur University.

1.9. iv. State University

State universities are run by the state government of each of the states and territories of India and are usually established by a Local Parliamentary Act. Assam has seven regular mode of state universities among which one is Agricultural state university and another one is Shrimanta Sankardeva university of Health Sciences.

1.9. v. Educational Achievement

In the present study, educational achievement refers to the academic performance or results of students in their final examinations. Generally, Educational Achievement refers to highest level of education/knowledge a person has achieved in terms of grades of elementary education or secondary or graduation or post-graduation level and certificates or diplomas or degrees obtained. According to Oxford Dictionary, “Achievement” refers to succeed by effort in doing, reaching or gaining.
1.9. vi. Discipline

In the present study, the term ‘discipline’ is used to mean the particular Stream to which students are enrolled. Generally, Commerce subject is included under the discipline of Social Science but as the entity of commerce and business administration is maintained as separate discipline in the universities so, in the present study Management and Commerce has been taken as separate discipline.

1.9. vii. Infrastructural Facilities

Infrastructural facilities refer to the facilities available for human resource development in an educational institution. The concept used in the present study comprises of classroom facilities, library facilities, equipments in the laboratory, sports and medical facility for health, computer and internet facilities available for teachers and students for the development of academic environment in a university.

1.9. viii. Human Resource Development Climate

Human resource development climate is an integral part of organizational climate. It can be defined as perceptions the employee can have on the developmental environment of an organization.
1.10 CONCEPTUAL MODEL BASED ON THE OBJECTIVES OF THE STUDY

In this way, the first (Introduction) chapter of the study report has mainly dealt with the conceptual background of the study emphasizing on education and human resource development along with its different types, statement of the problem, significance of the study, objectives and hypotheses and definition of the terms and concepts used in the study.