

HRD Practices in Government Senior Secondary Schools of Himachal Pradesh

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Abstract: *The success of an organization largely depend on how its human resources have developed over a period of time. Main components of HRD Practices in Govt. Sr. Sec. Schools are: Recruitment, Selection, Appointment, Transfer and Training. The functions of Recruitment and Selection are performed by Education Deptt. and for training the in-service teachers State Council of Educational Research and Training (SCERT) Solan, Government College of Teacher Education (GCTE) Dharamshala and District Institutes for Education and Training (DIETs) are established in the state so as to make the government teachers' efficient and skilled.*

Key Words: *Recruitment, Selection, Appointment, Training, SCERT, GCTE, DIET.*

1. INTRODUCTION:

Human being plays an important role in the organizations. The principal component of an organization is its man power i.e., people at work. Most of the problems in an organizational setup are human based rather than physical, technical, or economical. Men i.e. the employees working in an organization are only alive factors of production, all other factors like machine, money, materials and methods are Non-Alive factors. The working of these Non Alive factors are directly linked with working of alive factors i.e. Manpower. It is not the machine and materials which bring results but the motivated brains and hands which brings the results. It is rightly said, "First make the men then product." It is only human resource, which appreciates with the time whereas all other resources undergo the process of depreciation.

HRD from point of view of educational institutions is a process by which the students and employees of Schools are helped/ motivated to acquire and develop knowledge, skills and abilities to perform present and future roles. HRD is a must to increase the competence of the individual, increase the dynamism of group /team, increase effectiveness of the institution, develop institutional climate and work culture and prepare the institution for future challenges. In education, HRD not only develops the competence of the individuals but also develops one's latent potential for the total effectiveness of the institution. HRD practices in educational institutions help students diagnose their own strengths and weaknesses, leads to development of creativity in students, helps students to develop themselves to improve present and future performance, develops trust and openness amongst students and, thus, enriches interpersonal relationships, provides long term & short term development opportunities and smoothens the career development plans of students (Sharma,2011).

Educational institutions have been playing a crucial role in human resource development. No doubt, the family is the first institution on which human development depends, educational institutions give some systematic education to human beings and set direction to which the nation must grow. It is the education and educational institutions which make the country developed or under-developed. "The education system of any nation is the mirror through which one can see the image of the nation being shaped and likely to be shaped".(Khanna,2001).

2. HRD PROGRAMMES AND DISCUSSION:

2.1 A well structured HRD programme is expected to have the following components:

2.1.1. Manpower Planning: Manpower planning is a process for determining and assessing that the organisation will have an adequate number of qualified persons, available at proper time, performing jobs which would meet the needs of the organisation and which would provide satisfaction for the individuals involved. It is an endeavor to watch demand and supply. It involves:

- a) Estimation of present and future requirements and supply of human resources based on the objectives and long-term plans of the organisation.
- b) Calculation of net human resource requirements based on present level of human resources.
- c) Initiating steps to change, mould and develop the existing human resources to meet the future human resource requirements.
- d) Planning the necessary programme to get the rest of human resources from outside the organisation and to develop the human resources of existing employees.

The manpower planning, according to (Cowling & James 1997), provides answer to questions viz.

- a) How many employees are needed in future?
- b) What skills are needed? the turnover?
- e) What is the age structure of the employees the organisation
- c) What is the present stock of manpower and skills?
- d) What is the rate at which the staff is likely to be lost due to has at present and what it needs in terms of age structure of manpower?
- f) Whether the existing staff is to be trained or to hire the trained staff?

2.1.2. Recruitment : Without employees, business would cease to exist and business is meant for making profits. The task of hiring, developing and retaining talent has become a critical component of HR practice. (Sharma & Soni, 2010) have mentioned that the initial step in retaining the talent base is to hire the best possible persons who can fit into the culture of the organisation.

2.1.3. Selection: After recruitment, selection process starts. The development of job analyses, human resource planning and recruitment are necessary prerequisites to the selection process. Selection procedure is as follows-

1. Receiving and screening the application
2. Blank Application Form
3. Written Examination
4. Preliminary Interview
5. Tests
6. Final Interview
7. Medical Examination
8. References Verification
9. Opportunity of Job Offer

2.1.4. Promotion : Promotion is a greatest opportunity of employees in his career. Promotion means the advancement of an employee from one job position to another job position that has higher salary range, a higher level job title and often, more and higher level job responsibilities is called a promotion.

The human resource practices are practiced in schools by the school administration or by the educational administration. Educational administration is different from other types of administration in the sense that it concerns itself with the development of human personality.

2.1.5 The process of Educational Administration (Kochhar, 2011):

Gulick and Urwick have utilized the POSDCORB to outline the functions of an administrator. This is based on Henri Fayol's work, Industrial and General Administration.

POSDCORB refers to the functional elements of :

- (i) Planning
- (ii) Organizing
- (iii) Staffing
- (iv) Directing
- (v) Coordinating
- (vi) Reporting
- (vii) Budgeting

i. Planning: the planning should be flexible. There should be enough scope of change to cater to any unforeseen situation.

There are many variable: the priorities may change due to unforeseen circumstance; equipment and grants may not become available as expected; personnel may be posted out or proceed on leave.

ii. Organisation or organizing: organization is the combination of necessary human effort, material equipments brought together in systematic and effective correlation of accomplish the desired results.

In education we organize:

- a. Human beings into school, classes, committees, groups, school staff, the inspecting staff.
- b. Materials into buildings, furniture and equipment, libraries, laboratories, workshops, museums, and art galleries.
- c. Ideas and principles into school systems, curricular and co-curricular activities, time schedules, norms of achievement and the like.

iii. Staffing: the administrative duty of staffing refers to the entire personnel function of selection, assignment, training and providing and maintaining favourable working conditions.

iv. Directing: Directing is a responsibility which falls to the administrator as the leader. The administrator must direct the work in an impersonal manner, should avoid getting involved in too many details, and should see that the organisation's purpose is fulfilled according to established principles.

v. Coordination: It is the process of harmonizing in a uniform programme of educational service all the elements the persons, materials, and ideas, knowledge and principles so as to interweave them to achieve a common objective and a single effect.

vi. Reporting: Reporting and recording are also essential elements of administration. The educational administrator is answerable to parents, higher authorities, societies, etc. for whatever is done in educational institutions.

vii. Budgeting: as the word implies, budgeting refers to financial planning and accounting. It is the duty of the administrator to allocate to various sub-divisions the general funds allotted to the organization.

The word Himachal derives its origin from two Hindi words: 'Him' and 'Achal' meaning snow and lap respectively. Thus etymologically Himachal Pradesh stands for the region which lies in the slopes and foothills of snow that is the Himalaya. (Ahluwalia, 1998).

Table: 1. Literacy Rate in Himacahal Pradesh

Year	Male	Female	Percentage
1951	11.94	4.02	7.98
1961	30.94	11.12	21.03
1971	43.19	20.23	31.71
1981	53.19	31.46	42.33
1991	75.36	52.13	63.75
2001	85.3	67.4	76.5
2011	89.53	75.39	82.80

(Source: Directorate of Elementary Education H.P.)

2.2 Recruitment and Promotion Rules for the post of Trained Graduate Teacher in Himachal Pradesh

Essential Academic & Professional Qualification (Department of Elementary Education)

2.2.1. Trained Graduate Teacher (Arts):-

i) B.A./B.Com with at least 50% marks and 1-year Bachelor in Education (B.Ed.) OR B.A./ B.Com with at least 45% marks and 1-year Bachelor in Education (B.Ed.) in accordance with NCTE (Recognition norms and procedure) regulations issued from time to time in this regard. OR Senior Secondary (or its equivalent) with at least 50% marks and 4 year Bachelor in Elementary Education (B.El.Ed.) OR Senior Secondary (or its equivalent) with at least 50% marks and 4 year B.A.Ed. OR B.A/B.Com with at least 50% marks and 1-year Bachelor in Education (B.Ed.) (Special Education) AND ii) Pass in Teacher Eligibility Test (TET), to be conducted by HP Subordinate Services Selection Board in accordance with the guidelines framed by the NCTE for the purpose.

2.2..2 Trained Graduate Teacher (Non-Medical):-

i) B.Sc (NM) with at least 50% marks and 1-year Bachelor in Education (B.Ed.) OR B.Sc (NM) with at least 45% marks and 1-year Bachelor in Education (B.Ed.) in accordance with NCTE (Recognition norms and Procedure) regulations issued from time to time in this regard. OR Senior Secondary (or its equivalent) with at least 50% marks and 4 year Bachelor in Elementary Education (B.El.Ed.) OR Senior Secondary (or its equivalent) with at least 50% marks and 4 year B.Sc (NM).Ed. OR B.Sc (NM) with at least 50% marks and 1-year Bachelor in Education (B.Ed.) (Special Education) AND ii) Pass in Teacher Eligibility Test (TET), to be conducted by HP Subordinate Services Selection Board in accordance with the guidelines framed by the NCTE for the purpose.

2.2.3. Trained Graduate Teacher (Medical):-

i) B.Sc (Medical) with at least 50% marks and 1-year Bachelor in Education (B.Ed.) OR B.Sc (Medical) with at least 45% marks and 1-year Bachelor in Education (B.Ed.) in accordance with NCTE (Recognition norms and Procedure) regulations issued from time to time in this regard. OR Senior Secondary (or its equivalent) with at least 50% marks and 4 year Bachelor in Elementary Education (B.El.Ed.). OR Senior Secondary (or its equivalent) with at least 50% marks and 4 year B.Sc (Medical). OR B.Sc (Medical) with at least 50% marks and 1-year Bachelor in Education (B.Ed.) (Special Education) AND ii) Pass in Teacher Eligibility Test (TET), to be conducted by HP Subordinate Services Selection Board in accordance with the guidelines framed by the NCTE for the purpose. "Note:- Relaxation upto 5% in the qualifying marks shall be allowed to the candidates belonging to Scheduled Castes, Scheduled Tribes/OBC/PH categories."

2.2.4. Selection Process: Selection for appointment to the post in the case of contract appointment will be determined by the concerned recruiting agency i.e. Himachal Pradesh Subordinate Services Selection Board or any other recruiting agency as the case may be.

2.2.5. Teacher Eligibility Test (TET)

The state govt. on 28th August, 2011, decided to introduce Teacher Eligibility Test (TET) for all those who are interested to join teaching profession as trained graduate teacher. This has been done as per the direction of ministry of Human Resource Development, GOI. Now onwards to become a teacher one must qualify this test, to whichever stream one belongs to. (Balokhra, 2012)

2.3 Recruitment and Promotion Rules for the post of Post Graduate Teacher in Himachal Pradesh (Rajpatra HP)

Qualifications:— 1. Academic qualification :—Master's Degree in the subject concerned from a recognized University (With minimum of 45% marks in aggregate) or its equivalent in the concerned subjects.

Professional Qualification.—Bachelor of Education (B.Ed.) as professional qualification from a recognized University/Institution with minimum 45% marks. Or Two years integrated M.Sc.Ed. course or an equivalent course from a recognized University.

Provided that for M.Com Candidates, B.Ed qualification will not be essential till the expiry of period of three years from the date H.P. University allows B.Com/M.Com. Candidates to undertake B.Ed. course.

Method of recruitment whether by direct recruitment or by Promotion, deputation, transfer and the percentage of posts to be filled in by various methods.—(i) 50% by promotion. (ii) 50% by direct recruitment on regular basis or on contract basis as the case may be.

Selection for appointment to the post by direct recruitment.—Selection for appointment to the post in the case of by direct recruitment shall be made on the basis of viva-voce test, if HPPSC/HPSSSB or any other recruiting authority as the case may be, so consider necessary or expedient by a written test or practical test, the standard/syllabus etc. of which will be determined by the recruiting authority.

In case of recruitment by promotion, deputation, transfer grade form which promotion/deputation/transfer is to be made.—By promotion from amongst the Trained Graduate Teachers possessing the educational qualification. With at least five years regular service or regular combined with continuous adhoc service rendered, if any in the grade.

2.3.1 Transfer policy for Teachers

In January 2011, the state govt. formulated a new transfer policy for teachers to ensure the availability of teaching staff in the rural and tribal areas throughout the academic session and facilitate appropriate deployment of teachers in educational institutions. The normal tenure at a place for all categories to teachers will be three academic years, subject to good performance and administrative requirements. However, the normal stay in case of first appointment in the tribal, difficult, hard and rural areas will be five years. Also, the first posting will be preferably in the tribal and hard areas are not sent to these areas again. A continuous service within the radius of 25 km in the urban areas and 15 km in the rural areas will be clubbed for counting the stay of teachers for the purpose of transfer. General orders will normally be ordered in April and there will be a ban on transfers after April 30. Thereafter, transfer can be ordered with the prior approval of the Chief Minister, under circumstances such as promotion, retirement, death, deputation, resignation, suspension, proceeding on long leave of a teacher, creation, abolition or shifting of post on rationalization, on the basis of complaint after verifying fact, due to poor academic performance, misconduct, from institutions of lower enrolment of institutions of higher student enrolments. (Balokhra, 2012)

2.4 In-service Teacher's Education

The role of teacher is changing so fast that no amount of pre-service or in-service teacher education can probably cope with the expectations of the society. The teacher needs to be conceived as a 'change agent' and not as a mere transmitter of knowledge and culture. He can work wonders provided he feels like doing so.

The teacher should not only be a communicator but also a mobiliser, motivator, co-ordinator. The emerging concepts like deschooling society, education without frontiers, life-long education, distance teaching, open university, etc. should attract the attention of teachers-both present and future as well as teacher educators. Modern educational technology should be at the fingerprints of every teacher. The question is "Are we in a position to compete with the developed countries which have gone far ahead of us"? We need not be pessimistic. We have to evolve our own system of education and through our own teacher education programmes. This is where we have failed so far.

Educators in general and teacher educators in particular, are not consulted by the so-called administrator politicians who have their own wishes and fancies in evolving policies in accordance with their political inclinations. Unless this is changed, education in India cannot deliver the goods expected of it; so is the case with teacher education. This is the most crucial issue (Singh & Sudershan, 2003).

Inservice teacher education is a programmed, systematized, attentive, needful and scientific planning with a definite purpose in view. It is a continuous process which contributes to the behavioural changes of teachers in terms of acquisition of knowledge and insights, development of right attitudes and interests. It is goal oriented and organized in such a manner that the teachers feel the desire and necessity for the improvement of their mental faculties and skills through such programmes because it is essential to promote professional competence and intrinsic motivation of teachers as the present day teacher preparation programmes can hardly keep pace with the all round rapid technological changes.

World Education Commission has emphasized again and again on quality inservice education to keep pace with the recruitment of trained teachers (Mangla, 2001).

2.4.1 History of In-service Teacher's Education in Himachal Pradesh

The in-service training programme is of very recent origin in Himachal Pradesh. The history of in-service teacher education in the State goes back to September, 1962, when the Department of Extension Services was established in Post Graduate College at Dharamshala by NCERT. The Department of Extension Services cater the need of all categories of teachers viz. primary, middle, high and higher secondary. Initially, the department caters the need of the schools of the districts of north-zone of Himachal Pradesh, i.e. Kangra, Kullu, Gurdaspur some part of Hoshiyarpur. However after the reorganization of the state of Punjab in 1966, the area of Department of Extension Services was limited to district Kangra and Chamba. The primary teachers got orientation through Department of Extension Service till 1994.

2.4.2 Institutions of In-service Teacher's Education in Govt. Sr. Sec. Schools of Himachal Pradesh

With the establishment of DIETs in Himachal Pradesh, the whole responsibility of pre-service as well as in-service training of teachers shifted to these institutions. Since the establishment of DIETs, these institutions have been actively busy in organizing seminars, conferences, workshops, orientations and training programmes ranging from the duration of one day to one month. Presently, DIETs are imparting pre-service training to the primary teachers and in-service training to al elementary and secondary teachers. It is worth mentioning here that two major projects SSA and RMSA are also implemented through the DIETs of Himachal Pradesh. Varieties of training programmes for in-service elementary and secondary teachers, school heads, member of school management committees, community members and members of Panchayati Raj Institutions (PRIs), instructors of special education are organized by DIETs.

2.4.3 District Institute of Education and Training (DIET)

Keeping in view the significance of containing education of school teachers the National Policy of Education(NPE) 1986 and Programme of Action(POA) restructuring it. In pursuant to the provision of NPE on teacher education, a centrally sponsored scheme of reconstructing and reorganization of teacher education was approved in October, 1987. One of the five components of the scheme was establishment of DIETs. Draft guidelines for implementing the DIETs component were circulated in the state in October 1987, and have together with certain subsequent circulars, formed the basis for its implementation so far. The objective of establishing a DIET in each district under the centrally sponsored scheme was to improve the quality of elementary teacher education through innovative pre-service and in-service education.

DIETs: Mission and Role

The DIETs are envisioned as 'Academic Lead Institutions' to provide guidance to all academic functionaries in the district, DIETs mission could be briefly stated in the following terms: "To provide academic and resource support (vide Para 1.5) at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education, with special reference to the following objectives:-

- Universalisation of Primary/Elementary Education.
- Adult Education.
- National Literacy Mission (NLM) targets in regard to functional literacy in the age 15-35 age group.

The specific goals of DIET, are designed to suit the needs of individual states and districts, and are ultimately operationalized through specific performance norms set for individual DIETs. All programmes of pre-service and in-service teacher education and of training personnel in the DIET are designed to train the teacher/instructor in transacting curriculum, keeping the learner at the centre of the teaching-learning process.

DIETs under Centrally Sponsored Scheme of Teacher Education is a major intervention as there did not exist facilities for continuous teacher education at district level before the launch of this scheme. DIETs would provide for training and resource support to Elementary Education(both formal and non-formal) and Adult Education systems at the grass-root level.

The main functions of DIET are:

- i) Training both induction level as well as in-service.
- ii) Resource support extension/guidance, development of materials, teaching aids, evaluation tools etc.
- iii) Action research.

Throughout the country DIETs have been established either by upgradation of the existing Primary Teachers Training Institutions (PTTIs) or by establishment of a completely new district level institution. In both the cases central assistance is provided for either upgrading the existing physical infrastructure of a PTTI or for setting up of a new building with adequate facilities of classrooms, hostels, administrative blocks and staff quarters. As far as recurring assistance is concerned, the central government undertakes to reimburse the full expenditure on pay and allowances of

faculty and administrative staff sanctioned for various DIETs along with the expenditure incurred on training programmes and contingencies. (Patil & Dubey, 2001)

For the purpose of in-service teacher education of Post Graduate Teachers' State Council of Educational Research and Training (SCERT), Solan covers six districts namely Shimla, Solan, Sirmaur, Bilaspur, Kinnaur and Una and remaining six (Hamirpur, Kangra, Kullu, Chamba, Lahaul & Spiti and Mandi) districts are covered by GCTE, Dharamshala.

2.4.4 State Council of Educational Research and Training Solan (Attri, 2010)

SCERT was established on the pattern of NCERT in 1984.

Main Objectives of the SCERT are:

- To improve the quality of education in the State by imparting in-service training to teachers , teacher-educators, administrators and other educational personnel.
- To provide academic leadership within the State and act as the hub of academic research, innovation and motivation by organizing workshops and seminars on various issues.
- To be a symbol of quality and to provide valuable insights by conducting studies on issues related to quality education in the State.

2.4.5 Government College of Teacher Education, Dharamshala (District Kangra, H.P.) (website: www.gcte.in)

Situated in the foothills of mighty and splendid Dhauladhar mountains , Govt College of Teacher Education Dharamshala is a premier institute of education Which was established in September 1956 by Govt. of H.P to meet the growing demand of trained teachers. On 24 Feb.1993, Ministry of Human Resource Development , Govt. of India, New Delhi, upgraded this Government College of Education to Govt. College of Teacher Education. This College has now blossomed into a centre of excellence in the Teacher Training Programme and has been catering to the educational needs of pre-service and in-service teachers. Various personal contact programmes of H.P. University under the aegis of ICDEOL for B.Ed and M.Ed course are conducted in the Institution. Various extension services such as refresher courses, Seminar, Workshops are also organised in the institution for the purpose of in-service teachers' education and training.

3. CONCLUSION:

Not only in India, but in other countries of the world as well, education is regarded as an imperative area that leads to growth and development of the individuals. One is able to sustain his living in an adequate manner, when he is well educated and informative. Aims and objectives of any society or nation can be achieved, when the education system is well developed. Teacher Training and curriculum development are considered as imperative areas for the development of the education system. Training is essential for every teacher. Trained teachers can do much more than untrained teachers. In the state of Himachal Pradesh the function of educating in-service teachers is performed well by SCERT, GCTE and DIETs; but still some districts of the state are educationally backward due to scarcity of skilled teachers and lack of facilities which should be provided so as to improve the quality of education in all the districts equally.

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