

Innovation And Best Practices In Teaching At Human Resource Development Centres**Dr. Sarala Menon**Associate Professor,
Mahavir Mahavidyalaya, Kolhapur**Abstract**

In service teachers, desiring to achieve higher grade and pay, are supposed to fulfill mandatory requirement of undergoing Orientation programs, refresher course and Short term courses. As these teachers are in service candidates and might have put in service ranging from 2-10 years, many of them find it difficult to sit for four sessions of 90 minutes each day. This may be due to lack of practice of sitting in the class or due to 'ageing', loss of concentration, personal academic/domestic disturbances and so on. At present, a large number of participants show lackluster response and looks as if they are attending these courses just for certificate. Sometimes the onus lies on HRDC's too, which shows great interest in numbers (number of courses and/ or number of participants). Further, as these HRD's are there for the last more than 30 years, complacency also plays a significant role in HRDC's showing lack of interest for both courses and participants.

To overcome this, HRDC's should seriously think to adopt some best practices such as in classes, it should be more of interactive type rather than just delivering talk. Involvement of participants in the sessions is very much desirable. Using of laptops and other audio-visual aids will provide add-on value for the presentation. Interactive boards will help both the trainer and the trainee to understand the things in a better way. Usage of visuals (may be from 'youtube', other clippings) audio clippings etc., will help the trainees to gain knowledge with much ease. Access to library (both HRDC and University library) is one of the most important though neglected by many of the HRDC's should be made from the first day of the course, so that the participants can have access to both physical and digital mode of library contents to not only utilize their free time but also make use of the same of assignments, presentations, micro teaching, project writing etc., but also to improve their overall knowledge.

The participants must be provided with at least a moderately good accommodation wherein cleanliness, health and hygiene are given top priority. Food should be made available at the place of stay without any hindrance. Quality of the food provided in the decent atmosphere should be the aim rather than the quantity.

Providing internet facility (to their laptops as well mobile phones) both at HRDC's and guest house must be taken care. To maintain proper physical health and fitness, provision for games (both outdoor and indoor) such as football, volley ball, basket ball, cricket, Carom board, chess etc., should be made available for the participants. The provision for Doctor on call and medical facility should also be available for these participants. Added to that, availability of trained Yoga / Physical trainer in the morning time will be a welcome. It will be good if the candidates have access to Gymnasium of the university is available, though it will be difficult to provide facility for at an average of 40-50 participants in such gymnasium, which is generally remains occupied by the regular university staff and students.

World's third largest education system is India, which is next to the United States and China (Jha, 2006). The University Grants Commission (UGC), which enforces its standards, advises the government, and helps coordinate between the centre and the state is the main governing body at the tertiary level the UGC also oversees accreditation for higher learning is overseen by 15 autonomous institutions established by UGC (Anonymous, 2010)

Census of 2011 says that about 8.15% (86 millions) of Indians are graduates, with Union Territories of Chandigarh and Delhi topping the list with 24.65% and 22.56% of their population being graduates respectively (Rukmini, 2014). Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000–01 to 2010–11. Today, India has around 799 universities, with a break up of 44 central universities, 540 state universities, 122 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 75 Institutes of National Importance which include AIIMS, IITs, IEST and NITs among others (Anonymous,

2008,2009, 2011a,b,c). Other institutions include 39,071 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2016. Colleges may be Autonomous, i.e. empowered to examine their own degrees, up to PhD level in some cases or non-autonomous, to improve the standards of education and administration, the Government of India has made several attempts from time to time

The fourth education commission in the independent India, namely Viz., National education Commission was formed on 14 July 1964 under the chairmanship of Daulat Singh Kothari, then chairman of the University Grants Commission. The commission is also well known as Kothari Commission, was an ad hoc commission set up by the Government of India to examine all aspects of the educational sector in India, and to evolve a general pattern of education and to advise guidelines and policies for the development of education in India (Anonymous, 1966). The terms of reference of the commission was to formulate the general principles and guidelines for the development of education from primary level to the highest and advise the government on a standardized National pattern of education in India. However, the medical and legal studies were excluded from the purview of the commission (Aggarwal, 2009). The tenancy of the commission was from 1964 to 1966 and the report was submitted by the commission on 29 June 1966. It was the sixth commission in India post independence and the first commission with comprehensive terms of reference on education (Anonymous, 2015). There were nineteen task forces or working groups, each handling a specific area of activity (Anonymous, 1970) such as Task Force on Adult Education, agricultural education, educational administration, educational finance, higher education, manpower, techniques and methods in education, science education, Professional, Vocational and Technical Education, school education student's welfare, teachers education and teacher status etc., Apart from these task forces there were twenty one sub groups assisting the task forces on specific assignments Sub group on Literacy Education on Role of Universities and Institutions of

Higher Learning in Adult Education, Education of Workers, Role of Cultural Institutions in Adult Education, Equalization of Educational Opportunities at University Level, Rural Higher Education, Salaries of Teachers, University Standards, Evolution at University Level, the Functions of a University, Policy of Admissions and Substandard Institutions, Secondary Education, Evolution at The School Stage, Teacher Education, Evaluation in Teacher Education, Comprehensive Scheme of Teacher Training etc., (Anonymous, 1970).

The Commissions, after taking into account of 9000 individuals including educators, scholars and scientists were interviewed. Apart from the above, 2400 memorandums were also examined by the commission, during a period spanning 21 months (Anonymous, 2015). On 29th June 1966, the commission submitted its 287 page report to **M. C. Chagla**, the then minister of Education. The report had four sub sections (Anonymous 2015), such as General issues, Stages of Education, Recommendations and programs and additional papers.

The four main themes of the commission were: Increase in Productivity, Promoting social and National Integration, Education and Modernization and developing social, moral and spiritual values.

The establishment of Indian Education Service, along the lines of [Indian Administrative Service](#), to bring in professional management to education sector was recommended by the commission. Further, It also urged laws to be passed to legalize the educational standards and the educational expenditure to be raised from the then level of 2.9 percent of the GDP to 6 percent, to be achieved by the fiscal year, 1985-86. A significant suggestion was the issuance of a [National Policy on Education](#) by the [Government of India](#) which should serve as a guideline for the state and local bodies in the design and implementation of their educational plans.

The new policy called for giving "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Scheduled caste (SC), Scheduled tribe (ST) and Indian women. The NPE also called for a "child-centered approach" in primary education, and

launched "Operation Blackboard" to improve primary schools nationwide (Anonymous, 1986). The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.

Later, in 1986, revision of the [National Policy on Education](#) by the [Rajiv Gandhi](#) ministry (Anonymous, 2015). The guidelines laid out by the commission were revisited by the [National Knowledge Commission](#) headed by [Sam Pitroda](#) in 2005.

The 1986 National Policy on Education was modified in the year 1992 by the P.V. Narasimha Rao Government. Later, several policies such as District Primary Education Program (DPEP), Sarva Shiksha Abhiyan (SSA) / Right to Education (RTE), National Programme for Education of Girls at Elementary Level (NPEGEL), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for development of secondary education, Inclusive Education for the Disabled at Secondary Stage (IEDSS IEDSS), Saakshar Bharat (Saakshar Bharat) / Adult Education, Rashtriya Uchchar Shiksha Abhiyan (RUSA), National Policy on Education 2016 were proposed.

The National Policy on Education (NPE) 1986 is considered as one of the most important policies the GOI implemented. In this Program of Action made a focused reference to the crucial dependence of quality ensured delivery of education to Continuous knowledge up-gradation, capacity building and motivation of teachers for accepting challenges arising from exponential growth of new knowledge and fast growing trends of breaking barriers of subject specific teaching and research. Thus, the NPE recognized the urgent need for creating effective systems to provide opportunities for professional and career development of teachers, necessary for quality education and research so that they are well equipped and motivated to accept new challenges emerging from growth of new knowledge, international competitiveness and changing requirements of

learners, especially in the institutions of higher education. Therefore, it was proposed to enhance their motivation skills and knowledge through systematic orientation in specific subjects, techniques and methodologies, and thereby inculcate in them the right kind of values that would in turn encourage them to take initiatives for innovative and creative work.

To achieve the above objectives, an initiative was taken by University Grants Commission in the year 1986 and over a period of time, 66 Academic Staff Colleges (ASCs) which were later re-named as Human Resource Development centers (HRDC) were established in different universities. During the last more than three decades, the system of HRDCs has come to be accepted well and established in the university system with plan to plan financial support of the UGC and cooperation extended by the universities in providing basic infrastructure and other support, required for functioning of the HRDCs.

Today, a total of 66 HRDCs are functioning in the institutions of higher education across the country. These HRDCs train the teachers under various nomenclature such as Orientation program (for 28 days) for new teachers, subject specific Refresher course (for 21 days) for in service candidates, Short term courses (a week long) in a particular aspect such as yoga, research methodology, gender sensitization, spiritual studies etc., for in service candidates. Further, one day meet for principals, work shop for administrative staff, MOOC, e-content etc. The positive point of such in house courses is that, the candidates can devote their entire period of the course for the said purpose. They can also contact the resource persons; they can have interaction between and among the participants. There can be exchange of ideas among the participants, they can build a strong academic relations etc., the negative points happen to be these candidates will be away from the colleges for 28/21/7 days thus hampering academic and other institutional works. They have to be away from the family and becomes extremely difficult if the family is nuclear family or single parent that too if they are having infants. Many a times the type of food varies, thus putting the participants in a fix. Further, as these participants cannot do any other academic

work, which otherwise they would have done after office hours. They will be missing their family, which will be critical for the participants who may be having aged parents, adolescent kids, other dependents etc., sitting for four sessions of 90 minutes every day will also be a problem for most the participants in general aged participants in particular.

Further, if the course structure is monotonous such as conducting only lectures that too in chalk and talk method. To overcome the above mentioned aspects, the HRDCs should think seriously and make the course as interesting as possible by having sessions like group discussion, group activities, thought provoking activities, having more and more audio and video clippings, usage of movies etc., while delivering the lectures would make the participants interested in sessions. Having more and more practical sessions, hand on training, do it yourself activities, visit to scientific and other academic institutions of higher education, industrial visits, visit to ecologically / archeologically/ historically/ important places etc., would enhance the quality of the course and also improves the value of the courses.

Many a times, utilizing after class hours is a big challenge for the participants. Under such circumstances the HRDCs should make appropriate arrangements for the making use of this 'after office hour' time. Involving the participants in sports and games, allowing them to use Gymnasium to maintain their health, indoor games such as Table tennis, badminton, tennis, basket ball etc., if available on the campus of where the HRDCs are located. Even providing facility for cricket, foot ball would not cost much for HRDCs. One could also encourage the participants to play Kho-Kho, Kabbadi and other field games, which does not need any special facilities neither cost anything. During rainy season, as the participants cannot venture out, they could be provided with some indoor games facility such as chess, carom board, yoga etc., to keep them physically and mentally fit as well occupied.

In the present day, most of the institutions of higher education are having wifi connectivity on campus. This facility also has to be provided to the participants, so that they can get access to internet and other facilities which they could make use for

their academic activities such as writing assignment, preparing for seminar presentation etc.,

The proposal to start online courses in line with Swayam program under the banner of National Resource Centre by MHRD is a wonderful idea, as it could save time, money and energy of both HRDCs and participants. Under this program the teachers could opt for any of the 75 subjects offered by NRCs, of their interest and go through 40 lessons, without moving from his place of work, at his own pace. This will be a win-win situation for both intuitions and the candidate, as the candidate need not leave the institution, still can do the course at his own time and pace. In the process, the candidate need not leave his place, nor would college need to relieve his for attending OP/RC/STC, during which period the colleges not have services of such teachers. HRDCs also are benefitted as HRDCs need not pay TA/DA to the candidate nor need to arrange for his food and accommodation during the tenure of the course, thus saving a lot of resources. The one of the problem in this method is that it will be difficult for non tech savvy teachers in general and senior teachers in particular who were not trained in e-learning. But fact remains that, for anything and everything, there has to be a beginning, which the senior teachers could attempt and succeed.

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