Inclusive Human Resource Development through Higher Education -A System Approach

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Abstract

This article reflects the inclusion of higher education among poor and marginalized people for a sustainable development and finding new ways to be incorporated. The global educational phenomenon is feeling about inclusion of neglected society. In India still the major portion of poor and marginalized people are being deprived from getting higher education. Higher education brings awareness for social and personal health, employment, income generation, economic growth, human right and so on. There are many universities around the world, thinking of inclusion of the poor and marginalized people in higher education for sustainable development as a part of their educational social responsibility. This article will show some direction and ways for the inclusive social development through higher education.

Keywords: *Higher education, Marginalized, sustainability social development, equity*

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1. INTRODUCTION

India is a developing country with a population of 1210193422 and having widespread poverty. Report of World Bank indicates that 37.2% of Indian populations live below poverty level. According to Census Report 2011, the literacy rate of India is 74.04%, but higher education in India did not touch the satisfactory level. In India higher education can be the best mean for poverty eradication and human development along with other strategy. Higher education can bring sustainable development with awareness generation & health consciousness, income generation, employment and economic growth. In India, government has made mandatory free education up to 14 years but high dropout rate comes on the way. Prospective and promising Children from poor and marginalized family soon become unfortunate to continue study due to lack of proper support from Government as well as family and society. Now it is the responsibility of the educational sector to ensure accessibility to higher education as a part of their social responsibility.

The News letter of The International Institute for Education Planning states that according to an analysis of Indian and cross national data, it clearly shows that higher education plays a significant role in development. It helps in enhancing the earning of individual and contributes to economic development. It also helps to reduce poverty and reduce infant mortality rate and increases life expectancy. It clearly reflects that there is a strong relation between higher education and human development. In addition to that educating the poor helps to reduce inequality and poverty as well. Higher education ensures better employment, higher salary and obviously better capability to consume and save[1].

A Review Report on Higher Education and Social Development says that in different part of developing world education plays a vital role in national economic development and incorporating essential civic values for social and political participation. Higher education inculcates moral and social values among the students as well as surrounding communities. Higher education plays a vital role in cultivating democratic values and international or global citizenship[2].

2. OBJECTIVES

- To find out the vulnerable status of higher education among marginalized section of the society.
- To find out some action based approaches for inclusive and sustainable social development through access of higher education.

3. METHODOLOGY

The article is based on the idea and realization of author. The statistical data has collected from internet as secondary data.

4. EDUCATION IN INDIA

In ancient time, Brahmin gurus used to impart education on the basis of social classes. The BRAHMINS used to learn the knowledge of religion, philosophy and other supplementary

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[1]News letter, International Institute for Educational Planning, Vol. XXV, N° 1, January-March, 2007
[2]Exploring the Relationship between Higher Education and Development: A Review and Report, Guerrand Hermes Foundation for Peace, September, 2008.

branches. The KSHATRIYAS used to be taught various aspects of warfare. The VAISHYAS used to be taught trade, but the working class of the SHUDRAS was deprived of educational access and advantages and the practice is still going on so far as the poor and marginalized people are concerned. It is claimed that India's higher education system is the 3rdlargest education system after CHINA and UNITED STATES. As report of Ministry of Human Resource Development the gross enrolment ratio from15% at the end of 11th five year plan would be increased to 30% in the year 2020 [i].

Table -1

Number, Nature and Category of Institutions (as on Aug-2011)[ii]	
Type of Institution	**Number**
Central Universities	43
State Universities	289
State Private Universities	94
Deemed to be Universities	130
Other Institutes of National Importance	50
Institutes established under State Legislature Act	5
Total	611
Total Colleges	31324
Grand total	31935

The enrolment ratio of SC and ST students is increasing steadily. The enrolment of SC and ST students as a percentage of total enrolment in higher education including open universities and polytechnic is 11.6% and 9.8% respectively

The government of India provides central financial assistance for setting up polytechnic colleges in un-served or underserved districts which includes 57 out of 90 minorities' concentrated districts and two new campuses of Aligarh Muslim University are being made in Murshidabad of West Bengal and Mallapuram in Kerala. Policies have been taken to make special provision for admission of ST, SC and OBC (other backward classes).

Some other initiatives have been taken by UGC in the inclusion issue.

a) Utilizing technological facilities specially ICT (information communication technology) to reduce the difference of enrolment in urban and rural areas students through distance learning facilities.
b) Education loan facilities for the students including under privileged for higher education.
c) Setting up community colleges to bridge the gap between general and marginalized students.
d) Autonomy and flexibility to the institutions to take decision while admission of under privileged students.

Though Government has taken initiative for the poor and marginalized portion of the society towards higher education for a sustainable and inclusive social development, it is often found that the creamy layer of the society enjoys the benefits.
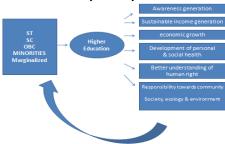
5. HUMAN DEVELOPMENT OR HUMAN RESOURCE DEVELOPMENT OR THE CAPITAL FOR THE SOCIETY

Human resource development is the framework for the expansion of human capital within an organization through the development of individual and as well as the organization. Society is

the largest organization and it cannot be counted without inclusion of poor and marginalized portion of the society. Human capital is the incorporation of competence, knowledge, skills, social attribute, and creativity etc. in order to generate economic value. Many theories clearly connect investment in human capital development to education, and the role of human capital in economic and social development. According to Adam Smith, the capacities of individual depends on their access to education and the same statement applies on applies to organization themselves, but it requires much broader field to cover both areas. Considering, the society as the organization, inclusion of every sector including poor and marginalized sections mandatory for an inclusive and sustainable social development.

Figure-1

This figure shows how higher education can generate sustainable inclusive development & value generation and how the inclusive development can re-generate development for the remaining marginalized section of society.

Rio 20+, the ESR

At the UN conference on sustainable development in 2012, the leaders of the international community were invited to commit to the development of sustainable practices for higher education institutions. The international community committed of making effort to ensure sustainable development for the benefit of present and future generations. Higher education institutions educate and train decision maker and they play a key role in building knowledge based more sustainable society. Higher education institutions have a special responsibility to provide leadership on education for inclusive sustainable development. It is also the responsibility of the educated and developed marginalized people to re-generate and re-use the knowledge and skill for the development of remaining poor and marginalized sections of the society.

PRME, the international guideline by **UNGC**

The 2nd principle of PRME clearly reflects the global social responsibilities.

Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

6. SOME OTHER INTERNATIONAL GUIDELINE

At no time in human history was the welfare of nations so closely linked to the quality and outreach of their higher education systems and institutions (UNESCO, World Conference on Higher Education Partners, June 2003).

UNESCO fosters innovation to meet education and workforce needs and examines ways of increasing higher education opportunities for young people from vulnerable and disadvantaged groups in achieving the Millennium Development Goals and particularly poverty eradication.

7. APPROACHES NEED TO BE TAKEN

- Need to make better reflection of Higher Education among poor and marginalized section of the society.
- Need to attract more researchers with empirical value to be incorporated among poor and marginalized.
- Need to ensure higher education in sustainable and equitable manner.
- Institutions would co operate and collaborate to mutual benefit for greater effectiveness of higher education among every part of the society including the poor and marginalized as a part of their educational social responsibility.
- Action should be taken for the vulnerable section of the society through new innovative approaches like green economy, ecological sustainability and energy development, solidarity etc.

8. CONCLUSION

India is a country with stratified nature with diversity and differential environment. The social division which started from social castesm has now been converted to economic castesm. The poor and marginalized section should not be isolated; rather they should be included for inclusive and sustainable social development. Higher education can eliminate this socio-economic disparity and it needs analysis to action based approach.

NOTES AND REFERENCES

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