

## Article 4

### Policy Convergence for Improving India's Human Development Index (HDI)

The country ranking of HDI by United Nations Development Program (UNDP) compels nations to revisit their policies and / or introduce reforms to meet peoples' aspirations and expectations. When the ranking get announced the peoples and policy maker minds gets occupied with how to get our act together and do better. But with time, we forget and go on!!! India needs to look at ways and means to educate and skill its youthful population to harness the "demographic dividend." HDI underpins a composite perspective of human development. UNDP has listed the following three indicators:

- A long and healthy life (measured by life expectancy)
- Education (measured by adult literacy including ICT and gross enrollment in education)
- A decent standard of living (measured by Purchasing Power Parity - PPP income)

By restricting ourselves to the above imported and imposed perspectives, India's achievements are not given their due. Therefore, it is suggested that the indicators given below should be added to the above as these are important indices of human development:

- Shared cultural and social traditions
- Environmental sustainability, habitat preservation and conservation of a-biotic and biotic factors
- National technological advances

India needs to define its development from the three India context and policy nightmare we face in making and implementing policies. India is home to highly developed India, developing India and under developed India context. A perplexing complexity for the policy makers and implementers!

High school completion with better standard of education and skills the developed countries were able to propel their population towards better jobs to grow national productivity; ultimately leading to economic prosperity and social cohesion. Merely increasing the years of school attendance without education standards and low quality skill development program will not move to people to get jobs or improve national productivity. India rank improvement on HDI and better national growth cannot be possible unless we change the way deliver education and skills to our students.

#### Indian scene

UNDP's Human Development Reports placed India at 136th (2012) and 135th (2013) positions in a comity of 186 UN member countries. The following table gives a comparison of HDI sub-indices of BRIC (Brazil, Russia, India and China) countries for 2013:

Give a table for India Indices

The composite HDI level and sub-indices levels have put India in the group of medium-developed countries.

#### India's Complex Issues are due to:

- *Demography - high youth population*
- *Complex scale issue of Education and Training sub-systems*
- *Deficit of Skills Inputs - in faculty, and Output - deficit in learners /trainees*
- *The country's context of India: the under- developed, developing and developed co-exist*
- *India's cost - sensitivities and dynamics*

Addressing India's skill deficit, scale issues of education and training sector field complexities are not in the experience realm or domain of many countries. India is unique in this respect. The perplexing skills issues and other field problems in India need to have comprehensive interventions

in education and skill development. These interventions are required from early learning – Early Childhood Care and Education (ECCE), primary and secondary education leading to higher, professional and technical education and skill development with life cycle approach.

### Three Crucial Stages: A Life Cycle Approach Model

There is a tendency in India to point a finger at the lower levels of education sub-systems. Shifting the blame to poor quality student feeder received is a reason for non-performance at each of successive stages of the education sub-system. Therefore, it is necessary to plan interventions for fixing the student feeder quality issues that are frequently voiced.

Three crucial stages and policy directives: Early Childhood Care and Education (ECCE -2013) policy, National Education Policy (NEP 2016-17) and National Skills Qualification (NSQF -2015) Policy are to be delivered with life-cycle approach and lead India towards higher HDI. Large scale education and skill development impacts have to be planned and delivered at the following three stages and under three specific policies.

### The Key Policies and Interventions for Policy Convergence:

Stage	Policy	Education Sub-system	Education Levels
<b>First stage</b>	Early Childhood Care and Education (ECCE) Policy	The ECCE or Pre-schooling education sub-system	<ul style="list-style-type: none"> <li>• Day Care: Infant care/Toddler/ play group for age group 0 - 3 years</li> <li>• Pre- School: Nursery school/ Reception program, LKG and UKG age group 3-6</li> </ul>
<b>Second Stage</b>	Continuous and Comprehensive Evaluation (CCE) – a structural and procedural examination reform to improve knowledge and skill development	The Primary, Middle and Secondary School sub-systems	<ul style="list-style-type: none"> <li>• Primary Classes I – V and Middle Classes VI - VIII</li> <li>• Secondary Schools Classes IX – X</li> <li>• Senior Secondary School Classes XI - XII</li> </ul>
<b>Third Stage</b>	The National Skill Qualification Framework (NSQF) – a system of organizing qualifications delivery in India. Implementation of quality assurance model and several processes of Qualification Framework necessitated	Higher and Tertiary Education sub-system	<ul style="list-style-type: none"> <li>• Higher Education: Colleges and Universities</li> <li>• Technical: Education Colleges and Universities</li> <li>• Training sub-system</li> </ul>

The responsibility must be fixed and intervention strategies must be focused stage wise so that gains of each stage get consolidated. The indicators for student or trainee learning outcomes, skills and competencies have to be outlined and adhered to for ensuring quality and accountability. This will empower and orient the students to move to successive stages with necessary skills, attitudes, values and confidence to tackle the challenges faced at each stage.

### **The Strategic Convergence Direction for HDI Improvement**

Most ministries at government of India or state level work in *Silo* approach. But this needs to change in the larger public interest and national good. The delivery of services and schemes from the Ministry of Women Welfare and Child Development, Ministry Human Resource Development and Ministry Skill Development and Entrepreneurship are to be synchronized for better budget utilization. There is need for program delivery convergence for improving the policy implementation. A life cycle approach for service delivery is the need of the hour. The close co-operation among three ministries will have a positive correlation with the HDI. The life-cycle approach for planning and provisioning budget and program interventions is critical in improving the successive stages of learner feeder quality. So that student at class III will be reading and able to math and progress forward with confidence; than the current scene of class X students are unable to read or do math that is pegged class III. The class III student requires foundation of School Readiness and Preparation to be delivered at Integrated Child Development Scheme (ICDS) – a flagship program of MWWCD. To see large scale impact at class III level work should began 5 years before at ICDS – AWC pre-school stage. We need to propel the ministries programs and schemes to converge, coordinate and collaborate to serve the nation better.