

HUMAN RESOURCE DEVELOPMENT

Issues, Challenges and Strategies



G. N. Brahmanandam
Dr. Nagaraju Battu

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the old and new the missionary zeal and the professional expertise the organization should be strengthened. To retain competent people and mobilize their talent and commitment they should work hard. Human resource development systems and processes will sustain the organization for a longer period. There is a great need in continuous monitoring, evaluation and development of individual competencies in the organization. Self reliance is the best policy for the growth of the organization. The sustainability of the organization is determined by participative management operations in the organization.

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Role of Teacher to Develop Human Resources

– Dr. M. Vanaja*

Abstract

Teachers are the backbone of the education system. They play a meaningful role in the transmission of knowledge, skills and values. Therefore teacher quality is crucial and has been widely accepted to be significantly associated with the quality of education. The National Commission (1964-66) of India accepted this influence of teachers, "No system can improve the status of its teacher..." The European Commission Report 'Communication and Education' (2007) observes 'research shows that teacher quality is significantly correlated with pupil attainment. Teachers contribute in shaping and reshaping the quality of life in the community and the nation. Educational reform should be based on the belief that the most effective way to develop good teachers in a dynamic and changing environment is to begin with a well developed pre-service teacher education system. Hence society makes sufficient provision for pre-service education and continuous professional development of teachers in order to help them contribute in the development of the society.

The evolution of teacher education in any system can be visualized at two levels. At the first level, the positioning of teacher education determines its nature. The second level is the content of the curriculum i.e. what should be taught and how it should be taught. At this level, the conceptualization of teacher's knowledge provides the base of teacher education. Shulman (1987) observes that a teacher should possess subject content knowledge, pedagogical knowledge, and the knowledge of educational contexts and goals; and be able to use this knowledge creatively to deal with ever changing classroom situations. The evolution of teacher education systems in different countries from this perspective points out that the teacher education reform efforts centered on reforming the knowledge base of teachers. The problems and methods to resolve these vary and are context specific.

The teaching profession in India has undergone a sea of change from the Gurukul system to the modern day system of education- however, the perception of the society on teachers