CHAPTER –I

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1.1 Introduction 1
1.2 Human Resource Development 1
1.3 Human Resource Philosophy 2
1.4 Education and Human Resource Development 3
1.5 National Education Policy and Human Resource Development 4
1.6 Management and Human Resource Development 4
1.7 Teachers and Human Resource Development 5
1.8 The Problem 7
1.9 The Objectives 9
1.10 Limitations of the Study 12
CHAPTER-I

INTRODUCTION

1.1 Introduction

Education is an integral force in a society. Though it has many faceted
aims and objectives, the significant aim is to develop the human resource in
school's and colleges. The National Education Policy (1986) rightly points out
that students are positive assets with high potentials who have to be developed
with tenderness and care. Without them no social institutions like schools and
colleges can exist whose permanent concern is to develop human potentials.

A country may have well-defined policy infrastructure facilities, well-
equipped laboratories and libraries, but it can hardly achieve its educational
goals unless it has committed teachers. In recent years considerable concern has
been felt in the sphere of teacher education. Its role to develop the human
resource in schools and colleges is greatly emphasized.

1.2 Human Resource Development

The emerging trend in modern educational management is clearly
towards the adoption of human resource philosophy. With the effective
utilization of this approach, organizations benefit from two significant payoffs:
increased organizational effectiveness and bona-fide satisfaction of individual
employee’s needs. Rather that viewing the achievement of the organizational and human needs and of the employees needs as separate and exclusive events, supporters of the human resource philosophy contend that these needs are mutual and compatible. One need not be gained at the expense of the other.

‘Human Resource’ is a relatively new concept in the field of management and organization. The term, signifying humanistic approach in solving social problems, became popular during the early 1970’s and showed that managing people as resources rather than factors of production or simply as human beings with feelings and emotions could result in benefiting richly both the organization and its employees. A number of principles have been evolved to provide the base for a human resource approach.

1.3 Human Resource Philosophy

The main tenets of human resources philosophy as expounded by its proponents may be briefly expressed as follows:

Employees are viewed as investments that will, if effectively managed and developed, provide long-term rewards to the organization in the form of greater productivity. Managers create policies, programmes and practices, which satisfy both the economic and emotional needs of employees. They create a working environment in which employees are encouraged to develop and utilize their skills and abilities to the maximum extent. Personnel programmes and
practices are evolved with the goal of balancing the needs and requirements of the organization and those of the employees.

1.4 Education and Human Resource Development

Education is a social process on which foundation one should like to build a strong nation, self-sufficient in economy, non-corrupt in character and scientific in thinking. Education provides an apprenticeship for life as an acceleration agent. Education aims to refine one's sensitivities and perception that contribute to national solidarity, scientific attitudes and independence of thought and also to help one hold a firm belief in achieving the chosen goals.

A human being, in the real sense, is not human until he or she is educated. Education alone develops the innate talents- the human resources- for acquiring lively feelings of values and a creative spirit.

Human resource development recognizes the paramount need to utilize fully the human resources and relates education to the needs and aspirations of the people. It strives to bring the benefits of education to the disadvantaged classes of the population, to create a climate of discipline and hard work and to assist the demand for educational expansion and improvement of quality. If a country is to advance, the capacities of men and women, the human resources physical, mental and spiritual are to be developed extensively. They should be able to form a judgement of their own on economical or political issues as social
individuals. Education has a far-reaching influence on the nation's economic headway.

1.5 National Education Policy (NEP) and Human Resource Development

The Government of India, after profound and comprehensive discussions, arguments, counter arguments, interviews, seminars and meetings, drafted a detailed plan to be implemented throughout the country for the development of human resources. The source of educational reform will be related to the way in which those who have the power, authority or opportunity to change, perceive its present state and their conception of what it should be. The NEP includes an educational policy (policy making level), and a programme of action, for implementing this policy and activities resulting from it and the modus operandi of implementation of the educational action (field level).

1.6 Management and Human Resource Development

Any kind or organizational set up should have an administrative wing, which is otherwise called the 'managerial aspect of education'. Management implies tactful administration of men, material and money. It is a social process, which is designed to ensure the co-operation, participation, intervention and involvement of others in the effective achievement of pre-determined objectives. It includes all executives, supervisory and administrative personnel in various fields of activities. If management is the process of achieving the objectives through the work of others, then it requires a systematic allocation of work to
people, in order to realize the objectives smoothly and efficiently. An appraisal of the basic principles of organization and management will therefore be helpful in understanding the concept of management.

A more popular classification of managerial function includes planning, organizing, coordinating, directing, staffing, communicating and budgeting. Planning consists of prescribing policies, objectives, procedures, programmes, framing rules and strategy making. Forecasting is a systematic attempt to probe the future by inference from known facts. It is a systematic analysis of the past and the present condition with a view to pre-determining the future course of action.

1.7 Teachers and Human Resource Development

With all the economies of the world slowly going global it becomes essential that our most precious national resource - the human resource be properly geared for this globalization. If our nation is to compete successfully in this competitive environment, our human resource has to be developed, trained to be and made into experts in all the necessary areas. In order to increase the productivity of the nation, we have to increase the productivity of each individual. A deep analysis of all the basic productivity factor like output, input, labour, capital technology, etc., reveals that more than half of these factors are related to the quality of the work force.
According to Joshi (1971) to improve the quality of human input and to bring about the desired productive behavior in the work force, we have to improve the following personal and organizational characteristics.

i) Work attitudes,

ii) Knowledge and skills and

iii) Opportunities.

Management theory speaks about how these three can be and should be improved after an employee joins the organization. These characters need to be inculcated in the individual right from the day he begins his work. Instead of speaking of changing attitudes and skills, it would be more economical that they were taught the right attitudes and ways from the very beginning.

The responsibility, therefore, lies on the shoulders of the teachers today. The main input for prosperous, happy and healthy nation is good education. If this input is not of the right required quality, how can output be of the desired quality?

The government announcement that the expenditure on education in the ninth plan, beginning from 1997, will be raised to six percent of the total outlay from the present 3.7 percent is a recognition though belated, of the fact that investment in ‘human capital’ is not only an overwhelming social priority but makes economic sense as well. A US study had cited that the increase in the
country's Gross Domestic Product (GDP) during the period 1930-60 was attributed to the high level of education of its labour force.

Therefore, for the liberalization of the Indian economy, a trained and skilled work force is a precondition. Japan had made primary education compulsory over a hundred years ago, establishing another example of the relationship between education and productivity.

The increased expenditure should not be allowed to be a waste. This will be possible only if the total education system is properly managed. In this age of super quality control in production and marketing areas we need to first direct our attention towards quality control in the human resource area. In this case, since the input as well as output is people, it is the qualitative difference in the same people after they have gone through the process of education that can be termed as the net output that is to be evaluated.

1.8 The Problem

The modern world is one in which the only constant is change it is a precarious matter implementing Human Resource Development Programme in secondary teacher education colleges. It requires coping with change in a positioned constructive manner. Secondary teacher education institutions must be redesigned so as to be consistent with the human resource development and help create a congenial atmosphere for management.
Human resource development models for education have been developed and debated by many researchers. Models have been widely accepted in western countries. However, in many developing countries like India, having deep-rooted traditional practices, accepting these models will be a difficult task.

The major concern in secondary education course should be educational excellence for which teacher education colleges have to be human resource development driven. The research in human resource development in secondary teacher education colleges would go a long way in making the colleges human resource development oriented.

The research studies on human resource development in India are very rare and far between. So far no studies to the knowledge of the investigator have been carried out in India involving study of the variables human resource development, human resource development climate, performance appraisal, in-service education and induction training and training needs of teacher educators and principals at secondary teacher education college level especially in Karnataka State.

Hence the present investigation is entitled “A Study of Human Resource Development of Teacher Educators in Colleges of Education”. The study of this kind would highlight the dimensions, which can be manipulated to upgrade the human resource development in teacher educators.
The present study aims at identifying certain variables related to human resourced development in teacher educators working in teacher education colleges.

1.9 The Objectives

The present study has the following objectives:

1. To study the difference in perception of human resource development climate of
   a. teacher educators of different age groups i.e. above and below 35 years
   b. men and women teacher educators
   c. lecturers and other faculty members
   d. arts and science teacher educators
   e. teacher educators with and without in-service education
   f. teacher educators working in government, aided and unaided colleges
   g. teacher educators working in unisex and co-education colleges.

2. To study the difference in perception of performance appraisal of
a. teacher educators of different age groups i.e. above and below 35 years

b. men and women teacher educators
c. lecturers and other faculty members
d. arts and science teacher educators
e. teacher educators with and without in-service education

f. teacher educators working in government, aided and unaided colleges
g. teacher educators working in unisex and co-education colleges.

3. To study the difference in perception of in-service education of

a. teacher educators of different age groups i.e. above and below 35 years

b. men and women teacher educators
c. lecturers and other faculty members
d. arts and science teacher educators
e. teacher educators with and without in-service education

f. teacher educators working in government, aided and unaided colleges
g. teacher educators working in unisex and co-education colleges.
4. To study the difference in perception of secondary teacher educators training needs of

a. teacher educators of different age groups i.e. above and below 35 years

b. men and women teacher educators

c. lecturers and other faculty members

d. arts and science teacher educators

e. teacher educators with and without in-service education

f. teacher educators working in government, aided and unaided colleges

g. teacher educators working in unisex and co-education colleges.

5. To study the difference between principals and teacher educators in their perception of human resource development climate.

6. To study the difference between principals and teacher educators in their perception of performance appraisal.

7. To study the inter correlation between human resource development climate and

a. performance appraisal

b. in-service education
c. secondary teacher educators training needs dimensions viz. instructional planning and preparation, subject matter competence, teaching competence, classroom management competence, instructional management, community service (academic), community service (social), professional self development and general awareness.

1.10 Limitations of the Study

1) The present study is limited to the Karnataka State only.

2) This study is restricted only to the secondary teacher education colleges.