

Chapter - 1

PROBLEM AND ITS SIGNIFICANCE

1.0 Introduction

An organization has cyclical process of growth. In order to attain a systematic growth and to avoid decline, every organization makes vital changes in structure, process, and product. Every organization tries to achieve the goals for which it is established. To achieve these goals, the organization has to utilize various resources. The common factor for all organizations is that the resources are limited. These resources are both human and non-human. Human resource is a great asset to any organization. Therefore, every organization must give special attention to the human resources because they can contribute a great deal to the goals of the organization. An organization is a system consisting of four interacting sub-systems: structure, technology, people, and task. Among these, people variable refers to the human input in the organization, namely, individuals (in terms of their physical and mental skills, personality etc.) working in the organization.

Organization as a system can be changed and developed to achieve its goals in the best possible way. An organization can achieve its goals if it is able to respond to the changes within the internal environment, as well as, the external environment. The external environment of the organization, changing needs of the public, knowledge explosion, rapid growth of technology, all constitute a threat to effectiveness of the organization. The internal environment includes existing structure, technology, needs and expectation of its people. Every organization is concerned with acquiring services of people, developing their skills, motivating them to the highest level of performance and ensuring that they continue to maintain their commitment to the organization. Human Resource Development (HRD) provides an opportunity to an organization to enable it to survive and flourish. In the present investigation an attempt has been made to study the Human Resource Development Climate of DIETs of Rajasthan State.

1.1 Concept of HRD

Human Resource Management comprises four processes, namely, acquisition, development, motivation and maintenance. Of these, development is the heart and essence of Human Resource Management function. It is so because effective functioning of even the most capable, well maintained, and highly motivated people is not possible if their development is not taken care of on a continuous basis. Therefore,

organizations have to create conducive environment, which ensures the utilization and promotion of Human Potential. Human Resource Development (HRD) systems are the means to create such organizational conditions. Organizations cannot avoid the impact of fast changing world. For the success of an organization, it is necessary for it to be dynamic. It is necessary to understand the basic philosophy of HRD which assumes that HRD can be planned and monitored in ways that may be beneficial both to the individual and to the organization. Human Resource is the most important asset in the organization, because, all other natural resources can be better utilized by motivating Human Resources. Thus, there is a need to invest time, money, and efforts in the development of Human Resource because it provides fruitful results as the Human Resource can be developed tremendously because every human being has endless potentialities. But, often these potentialities are not fully realized by the management. It is a well-known fact that the returns from the investment in human resource are many times, because, human resource appreciates in value by acquiring greater knowledge, experience and efficiency. Every organization has some social obligations to fulfill. It is the responsibility of every organization to create a healthy climate, so that, its staff could offer their best for the development of the organization with a sense of belongingness, satisfaction and growth. Growth is the need of the hour. Staff in the organization may have very high aspirations and ambitions for their growth and development. Faith is needed in the capability of the employees to change and acquire new expertise at any stage in the organization. HRD does not merely focus on the employees as individuals, but it also focuses on the other human aspects and processes, such as, roles or jobs in the organization, dynamic units, teams, inter-team groups and the total organizations. Human Resource Development is a process through which employees in an organization are assisted to realize their full potential through a congenial climate. The process of developing Human Resource is done systematically by an organization to organize a culture in which teamwork and collaboration among sub-units are strong and contribute to the professional well being, motivation, and pride of employees.

Prof. Shanker observed that “HRD is a development oriented planning effort in the personnel area which is basically concerned with the development of human resource in the organization for improving the existing capabilities and acquiring new capabilities for the achievement of the corporate and individual goals.”

According to Dr.Nadler “HRD means an organized learning experience, with in a period of time with an objective of producing the possibility of performance change. In the same way, Carrol Paire and Irancevich hold that HRD is an effective way to meet several changes (employee turns over) faced by most of the organization. According to John E.Jones, “HRD is an approach to the systematic expansion of people’s work-related abilities, focused on the attainment of both organizational and personal goals.” Dr.Nadler, Carrol and Jones have used the term ‘HRD’ mainly to refer to training, education and development. It is concerned with providing learning experiences to employees so that they may be ready to move to new directions and dimensions that the organizational change requires.

Further, Prof. Rao defined that Human Resource Development is a process by which the employees of an organization are helped in a continuous and planned way to - Acquire or Sharpen capabilities required to perform various functions associated with their present or expected future roles, Develop their general capabilities as individual and discover and exploit their inner potential for their own/or organizational development purposes, Develop an Organizational culture in which supervisor-subordinate relationships, team work, and collaboration among sub-units are strong and contribute to the professional well-being, motivation, and pride of employees.

Further, he suggests the following process mechanisms or sub-system.

Performance Appraisal, - Potential Appraisal and Development, feed back and performance coaching.

- Training
- Career Planning
- Employees welfare and Quality of work life,
- Rewards,
- Organizational development and Systems Development.
- Human Resource Information.

These mechanisms are used to initiate, facilitate and promote HRD process in a continuous way. All the process mechanisms are linked with corporate plans, particularly with the human resource planning.

Thus, in the organizational context, the scope of HRD is not limited to the development of the organization role of the employees but it also extends to the individuals, inner urges, and genius and latent potentialities. HRD believes that

individuals in an organization have unlimited potentialities for growth and development which can be multiplied and canalized through appropriate and systematic efforts. Given proper opportunities and the right type of climate in the organization, individuals can be helped to give full expression to their latent abilities, and thereby contributing towards the achievement of the goals of the organization. Moreover, HRD efforts have to be initiated organization-wide wherein everyone will have to assume self responsibility for growth and optimization of performance. Development in the organizational context is a massive effort involving development of individuals, the entire department and finally the organization.

Prof. Pareek and Rao have identified four partners to these massive efforts which are: the individual, the immediate boss of the individual, the HRD department and the organization. A person relates himself to his own self and to the society through his self-image, social attitude and values, and his work. A person may be a liability or an asset to himself and the society depending upon the development of his skills and abilities. HRD is a process undertaken to promote the intellectual, moral, psychological, cultural, social and economic development of the person so that he can contribute his best to the community and the nation. However, in the organizational terms HRD philosophy emphasizes that managements owe it to themselves, to value human beings independent of their contribution of corporate production or profit. Trust is the basic integrity of people, belief in their potential, respect for their dignity—these underlying attitudes lead to the creation of a climate in organizations where individuals feel a sense of involvement and belonging, where people find fulfillment in work and seek newer horizons for themselves and the enterprise through self and subordinate development. In attitudinal terms, HRD involves a shift from the old approach of control and vigilance to the new paradigm of involvement and self development.

1.2 Development of the HRD concept

In 1969, Dr. Nadler gave the concept of the development of the people in organizations and termed it HRD. It was introduced in the United States of America and offered an American Model wherein he described HRD as a service of organized activities conducted within a specified time and designed to produce behavioural change. He outlines as “Human Resource Management” structure with three components.” They are:

1. Human Resource Utilization (HRU) or the Utilization Component “Which includes recruitment, selection, placement, appraisal and compensation.”

2. Human Resource Development (HRD) or the development component “Which includes various kinds of learning experiences that contribute to the individual and organizational effectiveness.”

3. The environment input namely; Human Resource Environment (HRE) comprising “Job enrichment, job enlargement and organizational development”

In India, the concept of HRD is developed by Dr. Pareek and Dr. Rao in the seventies at the Indian Institute of Management, Ahmedabad (IIMA). They contributed to the emergence of an idea of issues arising out of the experiences which they called HRDE.

In 1981, Pareek and Rao pointed out that the personnel function was essentially designed to respond to the demands of personnel administration and by nature was a coping function performed only by the personnel managers. In response, both suggested a Human Resource System, the major attention of which was directed to people and their competencies. Later on, Pareek and Rao presented a more comprehensive framework which charts the whole territory on Human Resource Management System with special emphasis on HRDE. In this formulation they divided the whole gamut of Human Resource Management System into four major areas namely - 1. Planning and Administration, 2. Human Resource Development, 3. Job and salary, and 4. Workers Affairs. They also pointed out that HRS as a core concept of HRD and various mechanisms like training, feedback, counseling, potential appraisal, reward systems, job rotation, which facilitate HRD to the organizations.

In 1985, Dr. Rao outlined the HRD concept that “HRD in the organization is a process by which the employees on an organization are helped in a continuous and planned way.”

According to Rao-Pareek’s concept the individual’s inner urges, genius and potential are emphasized as worth developing not just for organizational purpose but also for his own. The focus on building the organizational culture is significant. So, it is the emphasis on the team-work. HRD is explained as the process rather than a set of mechanisms or techniques.

1.3 Need and Importance of HRD Climate

- The Objective of preparing competent and dedicated teachers can be achieved through effective total quality management (TQM) measures in teacher education system. Quality represents moral responsibility of serving the society in a dignified manner. Quality in education is a function of competencies in terms of knowledge, skills, attitudes and capacity via needs. Quality depends on meticulous organization, congenial environment, visionary leadership and efficient management in proper conducive human resource development climate.
- If an institute wants to do better than before by improving its course programs, instructional material and the quality of teaching learning process, it must undertake a faculty development program of supportive HRD practice. HRD activities should be undertaken to improve its administration, and to equip the administration with better competencies. Every institute must follow HRD supportive practices if it is interested in stabilizing, growing and diversifying as well as renewing itself to become more effective. It must improve its systems and services, become more dynamic in its approach and play leadership roles in strengthening the whole work culture of the same by providing good HRD Climate.
- HRD practices are most needed in sectors like education. In this sector HRD practice are just limited to training, even the training is not done enough. The fact that schools and colleges and universities have practically no HRD budget is an indication of the low importance given to this aspect. The entire country as only one institute to train managers in education and even that institute does not have sufficient faculty strength. They are merely involved in training. Many are misled into believing HRD as the development through training. The disillusionment of training as a strategy for bringing about change in organization through individual development has led to a realization that training of individuals play a limited role in Human Resource Development. HRD is not only training but also the way an organization works.
- Increasingly more and more organizations have started appreciating the importance of human being in facilitating the achievement of an

organization mission as an objective. The human being is the hub center of all resources and is the only one having an immense potential of growth. Conversely if this resource is not managed well, it can make other resources de functional.

- Though we all appreciate the need to improve the lot of the human resource, but in a majority of cases we lack the sincerity of purpose. The root cause of many problems can be identified to total indifference of people at various levels of authority to the people and tasks they deal with. What they are not indifferent to is their own interest and how best it can be served? This results in a cavalier approach to man and matters. They tend to take a pride in inventing new ways and means to postpone decisions, to finding irrelevant faults with a view to avoid taking decisions and hence shouldering the responsibility on the aftermath. This is followed by sadistic pleasure in taking unpleasant but convenient decision. In such situations; the need of HRD climate cannot be underestimated.
- HRD is a holistic approach to organizational development. Its components are so thoroughly intermingled with each other that neglect of any one or other could lead to unfulfilled objectives. It focuses on optimum utilization of human resources through reduction of human wastage. It not only means a wide range of strategies for improvement of human resources but it is reactivating any organization through human resources. HRD is a total system. It helps in improving existing skills of the staff as well as brings into light their potential skills/qualities so as to increase their productivity in the present as well as in future job for ultimate well being of the institute as well as their own self. So that there is a need to develop the HRD climate of the educational institutions.
- The human resources are difficult to manage. It is because human behavior is highly unpredictable. It differs not only from person to person but also with the same individual at different points of time. They differ in their background based on their respective training, experience, personality characteristics, motivation and their susceptibility to peers and group pressures. These explain their difference in attitudes, behaviour and performance from time to time.

Thus HRD climate contributes to the institution for overall health and self-renewing capabilities, which in turn increase the enabling capabilities of individual, team and of the entire institution.

1.4 HRD Factors

1.4.1 Openness versus communication – In simple words openness is a freedom of expression i.e. staff members freely discuss their ideas activities and feeling with each other. We must know that it is important to share important data, which motivate staff and inculcate responsibility with sense of self-work. There is a need to create awareness in the faculty about intentions and actions of the institution and communication has a vital role to play in achieving this goal. The non-traditional type of meeting if skillfully handled can be more potent means of communication than the formal sit down with agenda type such as informal get together, unplanned discussion, tea clubs, coffee conferences or hall way discussion.

Strategic data should be shared, as it motivates the staff and inculcates responsibility with sense of self worth. Information is the glue, which binds together various components of an organization. The process through which such a bond takes place is the process of communication and hence very important.

All organizational actions are preceded by communication amongst organizational members and persons in the outside environment concerned with these actions. Communication is also the vehicle through which the results of actions taken in pursuance of earlier decisions are made known to all concerned. Thus, communication is the lifeline of an organization. In fact the main act of management, after decision-making, is communication. Communication involves information flow across a structure. It involves transmission of a message by a sender and acknowledgment of the receipt of the message by the receiver. It is therefore asymmetrical, has a specific direction and involves time. Not all communication is verbal. In fact, at times the most persuasive and important part of our communication apparatus is non-verbal- a gesture, accent, manner of speech, posture or even home furnishings and so on. Communication is successful when it establishes total resonance and fullest understanding amongst the persons communicating with each other. It should be complete in both letter and spirit. However, the whole

problem of communication lies in its lack of precision; in distortion of meaning; in super-imposition of one's prejudices and complexes in the message being communicated. Thus, not only communication is almost never complete, it can also be counter-productive. In fact, if a person who is communicating is misunderstood, she /he is also responsible for the misunderstanding, for having transmitted his/her message at a wrong wavelength; therefore it should be used cautiously.

It needs to be emphasized that communication is not merely the flow of information. It is also the flow of attitudes, ideas and opinions. It also involves transmission of feelings and desires. It is a sum of all the things that a person does when he wants to create understanding in the minds of others. It is a systematic and continuous process of telling, listening, and understanding. It provides a basis for common understanding and agreement.

There is just no way can an organization operate without communication. Communication is the vital link in the Chain of events comprising the process of managing a business. It is the single factor, which makes organizations viable; effective and enduring. Communication pervades the entire organization, connecting and influencing all of its parts.

It needs to be emphasized that communication should be oriented to harness organizational objectives. Organizations should not communicate just because the success of the organization depends upon how its objectives are understood and how well that understanding is related to the needs of the market place. Effective communication, therefore, relates directly to the organization's potential for growth and its need for survival. To be true, growth and survival just do not happen; they need coaxing, cajoling, planning and communicating.

An organization should communication to promote understanding, productivity, teamwork, and identity. Effectively communicating to each individual his role and his relationship to the roles of others in the organization enables the individual to work smoothly with his fellow employees.

Communication is also necessary to establish a favorable organizational identity. This means, in general, the overall impression of the organization in the eyes of its various policies. The desired identity must

therefore emerge clearly and consistently from all encounters with the audiences of the organizations.

There are generally four kinds of information communicated to the various audiences of an organization. These are: 1. Information on policies, procedures and practices, 2. News of current activities and progress, 3. Review of past result and 4. Organizational plans and objectives. All organizations emphasize timeliness in their communications. It is often said that communication should be as instantaneous as possible.

There is also a relationship between job responsibility and the amount of time and skill devoted to communication activities. As responsibilities increase, more and more time, and ability are required for communication. Since communication plays such a vital role in the organizational and personal success, one would expect that groups and individuals would establish communication goals, set and enforce useful communication policies and carry out procedures to fulfill such goals and policies.

Though conceptually a simple process, communication is perhaps the most difficult part to organizational functioning. More often than not, communication failure (apologetically called "communication gap") is the key reason for dysfunctional conflicts in organizations and many of the typical organizational malaise can be attributed to this.

Effective communication can make a difference between success and failure of an organization. An organization person has everything to lose by putting anything less than his best efforts towards effective communication. Since communication has such a vital influence on the success of an organization, each individual in the organization should strive to communicate effectively and to continually improve as a communicator.

1.4.2 Team Spirit - Team spirit is working jointly by sharing duties by mutual understanding as an institutional project. It is a sort of Collaboration and cooperation among all members for planning and execution of the institutional task. Collaboration is to accept interdependence, to be helpful to each other and work as a member of a team. Team spirit is a coping strategy aimed at bringing about better work integration increasing trust, improving communication and enhancing mutual acceptance amongst organizational members. The objective of team building is to make the group more cohesive

and to remove impeding conditions and processes, which interfere with the achievement of organizational goals. Team building endeavor resolution of conflicts amongst organizational members. One essential output of team building interventions is the sharing of leadership function by the manager with other team members.

A team is a group of people who rely upon group collaboration to experience success and goal achievement. Hawthorne experiments were the first to throw light on the team-building concept, team spirit and the effect of team manager's attitude on team spirit. The works of McGregor, Likert, Blake and Mouton and others provided further concepts and empirical support for the team building intervention.

Unity of purpose is the main factor contributing to the development of highly efficient management team. Besides, it is important that in charges, heads or coordinators should learn to cope with a totality of people under their direction and not merely on a one to one basis. A team draws upon strengths and experiences in several areas, which should be effectively blended together for achieving group objectives.

Team building intervention becomes necessary when organizational output is below a desired level due to lack of team effort. This may be the result of unsatisfactory organizational processes as indicated by absenteeism, turnover etc. However team-building intervention may not be necessary if collaborative effort is not required, current level of communication and interactions is adequate and if planning, problem solving and decision-making do not require coordination amongst members.

Lack of team spirit and cohesiveness is a result of several factors acting in unison with each other. These factors include, for instance, role ambiguity, poor communication, and lack of agreement on goals amongst the team members. Further, if certain members perceive that their contribution to the goals of the team is not matched by proportionate rewards, it may adversely affect their ability to act as members of a team. Another reason for low cohesiveness is insufficient sharing of commitment to a way of doing things.

It is essential that the value system of team members have a high degree of commonality, if the team has to be cohesive. For instance, there should be a more or less commonality of approach amongst team members on issues such a urgency

of dealing with a problematic situation, degree to which the situation should be resolved, relative input that each member may have in taking decision, degree of rationality to be applied for in arriving at solution to the problem and relative importance attached to satisfying or optimizing. Another issue, on which a common understanding amongst team members is required, is the style of decision-making and the degree of participation required for the same.

Team building intervention requires development of several related skills. These include the skills of self-understanding, understanding individual team members, understanding the team as a unit and developing team communication. For acquiring these skills, it is essential that the team leader have the qualities of honesty and trustworthiness, openness, growth-orientation and respectfulness in communication.

There exist several models of team development. These include the goal setting model, the inter-personal model, the role model and the managerial grid model. Goal setting model involves joint participation of the team members in goal setting; this raises the level of commitment and motivation to achieve goals. In the inter-personal model, the main objective is to increase the level of mutual trust, confidence and openness among members and to create an environment, in which conflict is resolved, problems are solved and good decisions are made. In the role model, the team members strive to discuss and clarify their roles, both prescribed and discretionary and gain insight into leadership factors and inter-personal/inter-group relations. The managerial grid model is directed at 'corporate excellence rubric', which includes increasing managerial competence, and enriching capabilities of all members to contribute to solving problems and achieving organizational objectives. In all cases integration of work is necessary.

The process of team building involves problem identification, mutually supportive job designs, and diagnosis, developing solutions, preparing action plans for implementing solutions, training and control. Team building takes time; the action plans for team building should be periodically updated and evaluated. Team building intervention should ensure prior support from the top management team of the organization.

1.4.3 Trust – Trust is taking people on their face value and believing what they say. It is faith in the capabilities of employees. Trust is the glue of culture that binds the work force to the organization; Empowerment is the fruit of trust.

As said by Deming, problems are not in people. We have to create within them a sense of pride. Let us learn to accept mistakes. They are, in fact opportunities to learn and improve. It is not the mistake, which cause damage, but defending them is more serious. Empowerment is the fruit of trust. Good educational leaders will transfer the experience, expertise and knowledge to the subordinates so that they have the final say in their own sphere of operation. It is in a way permitting them to take routine decisions.

1.4.4 Feedback – Positive comments or guidelines for improvement toward desired direction to reinforce developmental behavior are termed as feedback. Knowledge of one's strength helps one to become more effective, to choose situations in which one's strengths are required and to avoid situations in which weaknesses could create problems. This also increases the satisfaction of the individual. Head of institutions have the responsibility for ongoing observation and for providing feedback to its subordinates for making them aware of their strengths as well as their weaknesses in improving their profuse capabilities. It envisages an atmosphere of caring for and nurturing a subordinate in particular and the organization in general. Research studies have indicated that supervisors do not take adequate interest in helping their subordinates to grow even though their interpersonal relations are generally cordial. To establish a system of feedback, there has to be a revolutionary change in the attitude of officers and a change in the climate of mistrust against the subordinates.

1.4.5 Co-ordination – Co-ordination refers to the management of interdependencies in work situations. It concerns the inter-relationship between tasks, which must fit in both form, and time into an integrated accomplishment of an overall goal or purpose.

Obviously, the chances of communication failure in organizations are high. This can result in imbalances amongst different constituents of an organization in terms of various parameters such as resource allocation. Sometimes these imbalances may result from organizational dynamics involving exercise of power towards furtherance of the interests of one constituent at the cost of others. Such situations dictate the need for another organizational process, namely, coordination.

Co-ordination is achieved through exercise of authority available to a person by virtue of his/her hierarchical position in the organization. It is a Meta

level process, implying that this should be the responsibility of a person who is not involved in the carrying out of organizational activities which are being coordinated, but who holds a somewhat higher-level position in the hierarchy. Co-ordination requires availability of clear-cut criteria for altering the existing balance of resource allocation and is usually facilitated by existence of standard procedures, rules, guidelines, and policies. Quite often, analytical methods including management science models provide rational basis for co-ordination decisions. At other times, intuition and good feeling are important mechanisms for exercising co-ordination effectively. Policy guidelines, of course, provide a relevant framework within which rational co-ordination decisions can be taken.

Co-ordination is a future oriented process. It involves anticipation of interdependencies and their implications on achievement of organizational objectives of the individual (in contrast to the objectives of the individual departments/units of the organization). It encompasses minimizing sources of conflict by anticipating and avoiding the possibilities of clash of departmental short-term objectives with organizational objectives.

Co-ordination need not necessarily be the role of one single individual at a higher level in the organization. In many instances, participative decision-making is expected to take away significant co-ordination problems since presumably the interests and compulsion of various organizational members would have been taken into account in the process of participative decision-making. Besides, participative decision-making, pre-supposes mutual trust, collaboration and a common perception of organization's mission and higher-level objectives amongst all participating members. It may also be seen that co-ordination is more of a facilitating process for achieving a smooth implementation of organizational activities by removing as many impediments as possible. It is triggered by the exercise of control and by initiating such corrective action.

1.4.6 Autonomy – It is giving freedom to let staff members work independently as responsible persons. For this educational leaders should transfer the experience, expertise and knowledge to the subordinates, so that they have the final say in their own sphere of operation. An attitudinal transformation is needed by evolving semi-autonomous work team and permits them to take routine decisions.

HRD in an educational sector needs an altogether different treatment as per the changed scenario of the country, in the context of the contribution of education towards comprehensive human resource development.

The study was planned keeping in view this context.

1.5 Backdrop

Education has been considered an important instrument for national development of any country. Educational activities can solve national problems and achieve national goals. It plays an important role in improving national economy. Schultz (1959, 1961) found that expenditure on education is not consumption but an investment resulting in “increased capacity of labour to produce material goods”. The researches have indicated that the rate of returns to investment in education is higher than the rate of physical capital (Hansen 1963, Backer 1964, Blang 1967, Carnoy 1967). Education plays a vital role in bringing social and political changes. Most social and religious reforms in India were brought through education. Some of the evils removed from the society were: child-marriages, infanticide, sati-pratha, un-touchability, etc.

This may be evident that education plays a significant role in national development. However, the rapidness of development depends on the standards of education in the country. Teacher is the most vital component in the educational system. The importance of education has been known and recognized by the human society since ages and every society has to ensure that research and development should be a continual process in the field of education prosperity and education go hand in hand; it is a matter of grave concern that even today India is rated among the countries with very high illiteracy rates. No wonder, India is also rated as one of the poor nations although it has abundance of manpower and natural resources. Centuries of sub severance foreign rule has not only squeezed all the wealth from India but has also kept the masses well insulated from education with very little efforts made in the direction of improving the standard of education both quantitatively and qualitatively.

However, the Universalisation of Elementary Education (UEE) has been one of the most important goals of educational development in India since independence. It found expression in Article 45 of the India constitution as a Directive Principle of State Policy. It reads under the caption Provision for free and compulsory education for children: “The state shall endeavour to provide, within a period of commencement

of this constitution for free and compulsory education for all children until they complete the age of fourteen years”. In other words this task should have been completed by 1960. However this could not be accomplished on account of several problems such as the rehabilitation of displaced persons after partition and paucity of resources. As a result the target date had to be revised first to 1970, then to 1976 and later on to 1990. The target date, according to the National Policy on Education, 1986 (NPE) was 1995. It reads as, “The new education policy will give the highest priority to solving the problems of children dropping out of the school and will adopt an array of meticulously formulated strategies based on micro planning, and applied at grass-root level all over the country, to ensure children’s retention at school. The effort will be fully coordinated with the network of non-formal education. It shall be ensured that all children who attain the age of about eleven years by 1990 will have had five years of schooling or its equivalent through the non-formal system. Likewise, by 1995 all children will be provided free and compulsory education up to fourteen years of age”. The Revised National Policy on Education, 1992 (NPE), has further revised the date. It states, “It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to fourteen years of age before we enter the twenty first century. A National Mission will be launched for the achievement of this goal.” Alas! This goal is also elusive. The following tables illustrate the progress in primary education:

TABLE - 1.1 : SEX-WISE ENROLMENT AT PRIMARY STAGE
(In million)

Year	CLASS I TO V			CLASS VI TO VIII		
	Boys	Girls	Total	Boys	Girls	Total
1950-51	13.8	5.4	19.2	2.6	0.5	3.1
1960-61	23.6	11.4	35.0	5.1	1.6	6.7
1970-71	35.7	21.3	57.0	9.4	3.9	13.3
1980-81	45.3	28.5	73.8	13.9	6.8	20.7
1990-91	57.0	40.4	97.4	21.5	12.5	34.0
2000-01	64.0	49.8	113.8	25.3	17.5	42.8

(Source: Selected Educational Statistics, 2001)

The total enrolment at primary stage (Class I to V) during the period 1950-51 to 2000-01 increased by 5.93 times; the total boys enrolment at primary stage (Class I to V) during the period 1950-51 to 2000-01 increased by 4.64 times; while for the

girls, the increase was 9.22 times, at the upper primary stages (Class VI to VIII) the increase during this period was more than 13.81 times, the total boys enrolment at upper primary stage (Class VI to VIII) during the period 1950-51 to 2000-01 increased by 9.73 times; while that of girls, the increase was more than 35 times; which is quite appreciable.

TABLE - 1.2: NUMBER OF RECOGNIZED PRIMARY SCHOOLS

Year	Primary	Upper Primary
1950-51	2,09,671	13,596
1960-61	3,30,399	49,663
1970-71	4,08,378	90,621
1980-81	4,94,503	1,18,555
1990-91	5,60,935	1,51,456
2000-01	6,38,738	2,06,269

(Source: Selected Educational Statistics, 2001)

From the above table one can see that number of primary and upper primary schools increased year by year. In 1950-51, there were 2,09,671 primary schools, while in 2000-01 primary schools increased three times and the number went to 6,38,738. In the same way upper primary school, also increase year by year.

TABLE - 1.3: NUMBER OF TEACHERS IN DIFFERENT TYPES OF SCHOOLS

(In thousand)

Year	PRIMARY			UPPER PRIMARY		
	Male	Female	Total	Male	Female	Total
1950-51	456	82	538	73	13	86
1960-61	615	127	742	262	83	345
1970-71	835	225	1060	463	175	638
1980-81	1021	342	1363	598	253	851
1990-91	1143	473	1616	717	356	1073
2000-01	1221	675	1896	820	506	1326

(Source: Selected Educational Statistics, 2001)

Table no.1.3 gives the growth in the number of teachers over the years in the primary and upper primary schools. The number of male teachers in primary schools has increased by 2.68 times while the number of female teachers has increased more than eight times. In case of male teachers in upper primary schools has increased

more than eleven times; while the number of female teachers has increased by 38.92 times, this shows that number of female teachers has also considerably increase in last few decades.

Keeping in view the basic and most important immediate goals of UEE and adult literacy (especially between the ages of fifteen to thirty five years) the parliament adopted a NPE in May' 86, followed up by Programme of Action (POA), approved for its implementation in August'86. The NPE, 1986 states the goals for UEE and eradication of illiteracy as below:

It shall be insured that all children who attain the age of about eleven years by 1990 will have had five years of schooling, or its equivalent through the non-formal system. Likewise, by 1995 all children will be provided free and compulsory education up to 14 years of age (NPE-5.12). NPE also states that the new thrust in education would be on substantial improvement in the quality of education besides universal enrollment and retention. However, the quality improvement goal is open and it is also reflected in the Article 51A of the Constitution of India, which lists as one of the fundamental duties of every citizen: "To strive towards excellence in all spheres of individual and collective activities so that the nation constantly rises to higher level of endeavour and achievement". (District Institute of Education and Training (DIET), Guideline-1989). Thus, besides UEE, pursuance of excellence has to be the other guiding principle in the area of elementary education. Various committees, commission and NPE (1986) and National Literacy Mission (NLM) are busy in formulating strategies to provide better educational opportunities at the elementary level as well as adult education level in order to achieve the above stated objectives of our NPE. Nevertheless, a teacher continues to be the most important link in the educational chain and hence has the most important impact on the quality and quantity of this input bears maximum weightage over the development of education in any country. Therefore, it is very important that all efforts are made to ensure the best quality. This makes education of teachers as one of the most important aspects of any educational planning.

The institutional performance depends upon the quality of manpower and the multidimensional support, which it receives from those who manage the human resources. The management of human resource is highly professional phenomenon in the private sector but the service sector especially teacher education is yet to follow suit. Ad-hocism and lack of professionalism widely prevailing with regard to the

management of human resource, adversely affects the efficiency and performance of an institution. The organization of human resources calls for conducive managerial climate based on human relationship. Recognizing human dignity, competence and potential on the one hand and accepting compatibility of individual and group goals to the institutional objectives on the other is the aim of human resource development (HRD) climate. Human relations facilitate integration of people into a work situation that motivates them to be together productively, cooperatively and with economical, psychological and social satisfaction by taking care of their needs, emotions and aspirations.

With the growing consciousness and aspirations of teachers the very context of work has undergone a significant change. While facilitating satisfaction of lower needs, it provides status, prestige, self-respect, and a sense of accomplishment, satisfaction and personal worth. The work is both a means of livelihood and a way of life. Therefore, people cannot be satisfied by economic rewards only. Their emotional need have to be adequately taken care of through work. They like to feel important. They like to feel secure and independent in their relations with the administrators. Moreover, they like their point of view to be taken into account. They like to be consulted about and participate in the changes of the institution, which may affect them personally. Thus, today the faculty of any educational institution is not interested in just doing any job as a means of livelihood alone but doing the work which is recognizable, challenging and meaningful.

The new concept of educational administration puts less emphasis on the administration having a specialized competence in all aspects of educational activity and more stress on its possession of broad general professional competence coupled with highly developed skills in the areas of human relations and administrative process.

Educational institutions are abodes of culture, where a spirit of enquiry and disagreements are rationally fostered. Here people should agree to disagree and value substantive conflict by keeping personal conflicts to the minimum. Educational administrator is expected to possess democratic attitude, scientific temper and philosophic tolerance.

The 21st century is going to offer major challenges to our human resources and capabilities. Keeping up with social, technological and economic changes, unusual

resourcefulness is required on the part of educational leaders in order to keep the institutions dynamic, versatile and vibrant for their smooth landing into future.

It is rightly observed by an educationist that all the activities of any institution are initiated and determined by the persons, who make up that institution. Plans, offices, computer, automated equipment and all else that a modern organization uses are unproductive in the absence of the non-availability of the human beings who design, programme and utilize the equipments. They decide where and how to use computers, modernize the technology to be employed, secure the capital needed and decide on accounting and the physical procedures to be used. Every aspect of institution in general is determined by the competence, motivation and general effectiveness of its human organization.

The educational system totally deals with human resources as prime input, process and output elements. To make the educational system consumable at national and international level, quality is essential, which is possible only by empowering teachers. In technical sense quality in education depends upon the product design (instructional objectives in behavioral terms), manufacturing process (teaching-learning process/training methodology), infrastructure facilities and equipment skills of workers (staff), testing procedure and adoption of quality control techniques. Teacher educators are supposed to play an important role in this direction. The question is- Are they playing this role effectively? Are they empowered for the same? Empowerment of teacher educators depends upon meticulous organization, right environment, visionary leadership and efficient management of educational institutions. Are our present teacher education institutions in such a position of empowerment?

1.6 Human Resource Development and Empowerment in Teacher Education

Empowerment is a basic human need of being in control, being in charge of something. Teachers have the same need too. There is a requirement to empower the teachers to fulfill their needs. It is possible by delegating power to them as much as possible and by reducing hierarchical levels. If teachers have to produce results they must be involved in decision-making policies in the educational process. Teachers are at the lowest rungs in the present educational hierarchy. But they are the real workers as they are directly involved in the teaching-learning process of the young children.

They know best how to improve the same. There is a need to develop in them a sense of self-determination toward their work goal, and freedom to act to reach their goals. They should not feel threatened in making a decision. There is a need of a permissive climate, where teachers as human resources are developed to their maximum. This developmental role has to be undertaken by those who are entrusted to prepare primary school teachers for the nation. Are they themselves equipped to play this role? Example is better than precept. If emotional needs of teacher educators are taken care of in their institutions only then they can develop the same in the prospective teachers.

In essence, healthy HRD climate inspires human beings to use the whole potential of their brain, the left and the right, the upper and the lower, the conscious and the sub-conscious. When this happens, they will empower themselves to perform brilliantly what ever may be the resources. It is now strongly felt that only teacher empowerment can help in achieving Total Quality Management (TQM) in education. There is a need to identify factors responsible for the conducive HRD climate for teacher empowerment in order to improve the quality in teacher education.

1.7 Need and Importance of Teacher Education

Teachers in India are assuming new roles for which the traditionally designed teacher training programmes would not prepare them adequately. The expanded function of education in India has to be directly linked with national development. Therefore, it requires broadening and deepening of the teachers knowledge and understanding about themselves so that they understand the nature of the Indian society, as it has evolved from the past, as it is today and as it is likely to develop in the future; the integral relationship between education and society with specific reference to the contemporary socio-cultural, political and economic issues, and the multidimensional nature of teacher's role as catalytic agent in the society. Therefore (a) the teacher has to see himself not only as a prime source of knowledge but as an organizer of learning and learning experiences, (b) teacher is a transmitter of culture, builder of character and personality of the children, (c) conveyer of moral and ethical values, a guide and counselor, inspirer for social change and (d) an architect of future of the nation.

To perform all these roles successfully, the teacher has to possess following attributes (Mangla, 2001):

1. Academic competence for teaching.

2. Ability to appreciate and understand the changing needs of the society in this scientific age.
3. Understand the psychological basis of education and the factors, which influence it.
4. Professionally he should acquire ability to evolve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.
5. Develop positive attitude towards teaching as a profession and create self confidence as a teacher.
6. Understand development needs of the children at various stages of their growth.
7. Inculcate appropriate professional behaviour along with knowledge of existing system of education policy.
8. Above all the teacher has to develop patience impartially.

Thus, validity of teacher education has led to some innovations in its various aspects to work out strategies for planning and implementing innovation programmes by making themselves familiar with the areas for innovations, process and skill of innovating new ways and methods of teacher education. Some important areas are:

1. Improvement in student s teaching through micro-teaching techniques, introduction of internship in teaching programmes, organization of joint supervision guidance and evaluation of student teachers by subject specialists, education staff and practicing classroom teachers.
2. Improvement in the methods of teaching used by teacher education institutions through introduction of novel approaches like team-teaching, workshop-in-teaching, seminars and discussions, systematic evaluation as an integral part of the teaching learning process.
3. Introduction of alternative programmes of education and training of teachers such as four years integrated teacher education programme, correspondence courses, condensed courses and in-service programmes of teacher education.
4. Planning and organizing professional orientation of teachers of higher education.
5. Planning and implementation of strategies in non-formal education by teacher educators.

6. Devising programmes of staff development through continuing education of teacher educators.

In teaching learning process, a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counseling the students, organizing co-curricular activities, participate in community programmes, diagnose and identify students problems etc., together with activities which are intrinsic to teaching and learning. This needs perfection in academic and professional preparation of teachers and teacher educator. So the need and importance of teacher education is as follows:

1. To educate teachers in organizing learning resources so that they can identify and design how to use a variety of appropriate teaching learning resources from the environment, community, media, Audio-Visual (A.V.) aids and self learning materials.
2. To accomplish them for effective curriculum teaching strategies like developing episodes, lessons plans, instructional units, sequences, etc., through inquiry, discovery, problem solving, projects, discussions, dialogue or lecture.
3. To qualify them to conduct effective interaction during classroom teaching to promote individual and group learning.
4. To educate them to evaluate the outcomes of learning by planning and conducting a continuous-comprehensive evaluation of the teaching learning process through appropriate tools and techniques.
5. To make them sufficient to implement compensatory education programmes for the disadvantaged learner through organizing and participating in remedial instruction, tutorials, special coaching etc.
6. To make them competent to cater to the special needs of disabled and gifted children.
7. To educate them to organize and guide a variety of co-curricular activities designed to facilitate the all round development of the learners.
8. To prepare them adequately to guide students in solving their learning, occupational and personal problems and also participate in other student support activities.
9. To prepare them to participate in and contribute to parallel and complementary educational service systems like non-formal education, adult literacy, workers education etc.

10. To make them proficient to develop in students, the qualities of democratic citizenship like tolerance, concern for others, co-operation, responsibility, commitment to social justice etc.
11. To prepare them to promote environmental consciousness, secular outlook, scientific temper and cultural pursuits in the students and in the community.
12. To endow them the quality to organize and participate in programmes of community service and development.

1.8 Types of Teacher Education Programme

The professional preparation of those students who want to enter the profession of teaching, teacher education prepares them for attaining the national goals of education for all, to preserve the continuity of traditions, to fulfill the actual needs of contemporary society and to meet the challenges of the uncertain future, through education. Education deals with human beings who have intellect, emotions and conscience; it is not something static but is a dynamic process; it is development of human personality, and for human development direction is needed from an educative agent. Thus it is the teacher education which prepares the teachers among those who want to join this profession through higher order professional equipment for guiding the pupils through the process of discovering, analyzing and synthesizing educative experiences.

To maintain this there are various types of teacher education programmes:

1. Pre-service teacher education for those who after graduation or post-graduation decide to enter this profession and take up teacher education courses in teacher education colleges.
2. In-service teacher education, which is a regular programme of educating those teachers who are already in teaching profession and want to upgrade their knowledge and skills, is the education for professional growth of in-service teachers.
3. Distance teacher education is another mode of teacher education for in-serve teacher, but for those who have not done Bachelor or Education (B.Ed.) before joining the teaching profession.

1.9 Modern Trends in Teacher Education

The teacher is the principal agency for implementing educational programmes at various levels. Although his main role is and will be teaching and guidance of his pupils, he has to promote research, experimentation and innovation. Teachers have to play a pivotal role in extension and social service and have to participate in the management of various services and activities which educational institutions undertake for implementing their programmes.

Professional or pre-service training of teachers is a prerequisite in all parts of the country. Most of these institutions suffer from inadequate resources – human, physical, and academic to provide good professional education. In many universities, curricula are not made up to date and teaching practices are perfunctory to a great extent (Sharma, 2004). In view of the emerging roles of teachers under NPE, it has been envisaged that both pre-service and in-service courses for teachers should be developed and organized at the DIET level. These teachers also include the personnel working in non-formal and adult education programmes. The programmes of an Elementary institution would include (POA, 1992):

1. Pre-service and in-service education of teachers for the formal school system.
2. Induction level and continuing education of non-formal and adult education instructors and supervisors.
3. Training and orientation of heads of institutions in institutions in institutional planning and management and micro-level planning.
4. Orientation of community leaders, functionaries of voluntary organizations and other influencing school level education.
5. Academic support to school complexes and District Boards of Education.
6. Action Research and experimentation work.
7. Serving as evaluation centre for primary and upper primary schools as well as non-formal and adult education programmes.
8. Provision of services of resources and learning centers for teachers and instructors.
9. Consultancy and advice, for example, to District Boards of Education (DEB).

Steps have already been taken for identifying and setting up or the DIETs and recruiting suitable personnel as Heads and Staff Members of these institutions. These personnel would be trained and reoriented in co-operation with National Council of Educational Research and Training (NCERT), State Council of

Educational Research and Training (SCERT), National Institute of Educational Planning and Administration (NIEPA), University Departments of Education and Advanced Teachers Training Colleges. The AE/NFE resource units would be an integral part of DIETs for which additional staff would be appointed with the Central Government assistance. Facilities of latest technologies would be provided at DIETs and the faculty members would be encouraged to develop learning resources and media programmes and should also improvise their own instructional materials.

The Colleges of Teacher Education would continue to prepare teachers for secondary schools, and the Universities in cooperation with National Council of Teacher Education (NCTE) would exercise responsibility for their academic matters, e.g. conduct of examinations, award of degrees and ensuring the quality of secondary teacher education institution. These institutions would also be entrusted with continuing education programmes for secondary teachers. Some colleges of Teacher Education would be developed as comprehensive institutions for organizing programmes for primary teacher education and possibly, four year integrated courses after higher secondary stage, in addition to usual B.Ed., Master of Education (M.Ed.) Courses. These comprehensive institutions would also be provided with facilities and staff for undertaking research and for supplementing the efforts of SCERTs. Good colleges and Departments of Education would be given autonomous status in order to promote innovations and experimentation. The Institutes of Advance Study in Education (IASEs) and Colleges of Teacher Education (CTEs) would also work more intensively in the areas of in-service and pre-service training, research, publication of materials, etc.

1.10 DIETs: Origin and Activities

Various commissions and committees appointed after independence have taken initiative in restoring the Indian education; its indigenous character and universal converge. The Education Commissions (1964-66) strongly pleaded for internal transformation of education of the nation, qualitative improvements in education so that the standards achieved were adequate and kept continually rising and became internationally comparable in a few sectors and the expansions of education of educational opportunities. (Education Commission, 1964-66)

The NPE (1986) emphasized that the existing system of teacher education will have to be overhauled. A novel educational institution has been conceived and defined in the NPE (1986). To establish such an institution called DIET is the result of the determination for the improvement of teacher education at elementary level.

DIETs were established with the following objectives:

1. To provide highly enriched training to elementary school teachers and non-formal and adult education functionaries.
2. To provide training to the grassroots and personnel of the education system.
3. To provide facilities of qualitative improvement for the professional growth even of the lowest personnel.
4. To provide facilities for the education of the deprived children, adults and other neglected members of the society.
5. To develop educational curriculum, methodology and technology in keeping with the latest advancements.
6. To make available the fruits of development to the lowest level worker without being hampered by distance and expenses within the district.

DIETs will create a feeling of belongingness among the lowest workers of the field, i.e. the elementary teacher. They will create among these people the sense of being cared for and looked after. They will also generate a climate of 'ever welcome' for every worker, who will feel assured that he can consult and receive guidance and solve his problems, which are generally neglected by high officials for whom they are small and routine.

The new structure of DIET envisaged in the NPE (1986) has been a new landmark in the educational system based on the theme of decentralization of education. It shall have far reaching effect on the qualitative and quantitative improvement of the elementary education in the country. Considering the importance of this new concept the investigator felt it fit to discuss the various aspect of the DIET, such as characteristics, mission and role, programmes and activities, functions, linkage.

The NPE 1986 and the subsequent POA 1992 signified a new landmark in the educational development in India. The teacher has been paid the highest compliment. The teacher is the principal means for implementing educational programmes and of the organization of education. New roles have been expected from the teachers, like the statement "child centred and activity based process of learning should be adopted at the primary stage, has its implication that the teachers instead of acting as a

disseminators of information would act more as mediator of learning. The emphasis is shifted from teaching to learning. Similarly, the concepts of equality of opportunity to all, not only in access, but also in the conditions for success,” this brings another important role for teacher. There are other aspects also wherein teaching is now to provide prestigious leadership roles in policy implementation.

District Institutes of Education and Training (DIETs) have been created by the Ministry of Human Resources Development (MHRD) to improve the quality of education at elementary stage and to provide support to achieve the goal of universalization of elementary education and functional literacy in the age group of 15-35 years. The major functions of DIETs include development of resource material, organization of in-service training for teachers and conduct of action research in elementary and adult education.

As per scheme guidelines, the DIETs are required to undertake following activities:

- (i) Organization of pre-service teacher education.
- (ii) In-service training of elementary school teachers, Headmasters, Heads of School Complexes and Supervisory Staff.
- (iii) Training of personnel of adult and non-formal education.
- (iv) Orientation of members of Village Education Committee (VEC), community leaders and other volunteers.
- (v) Development of curricula, teaching/learning materials, testing and evaluation tools, low cost teaching aids etc.
- (vi) Field interaction including extension work.
- (vii) Field studies, action research and experimentation.

1.11 DIET as Pace Setting Institution

Prior to the adoption of the National Policy on Education (NPE) 1986, two tier system of teacher education was looked after by elementary and secondary teacher education institutions, while in-service education and training of teachers was a function of organizations like National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA) at the State level. The Directorate of Adult Education and State Resource Centers took care of adult education at the national and State levels, respectively. The National Literacy Mission (NLM) was formally launched in May 1986 to solve the problem of illiteracy. There was no major mechanism for up gradation of skills of teachers

through in-service education programmes below the State level. Even then, the whole system had become so vast that for qualitative improvement of education, a third tier at the district level was considered essential. Therefore, as a major step towards decentralization and to vitalize and transform institutes at the district level, namely, District Institute of Education and Training (DIETs) were designed to improve and enrich the academic capability system. Also the education of the long neglected children and illiterate adults, it was thought, will be the concern of DIETs.

It was visualized that the DIETs will serve as pace setting institutions with the capability to organize pre-service and in-service courses for elementary school teachers and other personnel working in the field of non-formal and adult education to enrich their academic and professional capabilities and subject competencies. DIETs are also expected to provide resource support to elementary school teachers, officers dealing with elementary education, community leaders and non-formal education and adult education functionaries, so that, they can look up to DIETs for help, guidance and solution of their professional problems. For performing these functions, DIETs are expected to achieve excellence in their own work by making latest advances in educational curricula, methodology and technology.

Thus DIETs have to be regarded as the entrusted agency for bringing about qualitative improvement in primary, adult and non-formal education.

Principals head these institutes. There are seven academic branches in the DIETs. These branches are as follows:-

- Pre-Service Teacher Education (PSTE).
- Work Experience (WE).
- District Resource Unit for Adult and Non-Formal Education (DRU)
- In-Service Programmes Field Interaction and Innovation Coordination (IFIC).
- Curriculum Material Development and Evaluation (CMDE).
- Educational Technology (ET).
- Planning and Management (PM).

1.12 Branches of DIETs

1.12.1 Pre-service Teacher Education (PSTE) Branch

This branch is to organize a regular full time two-year teacher training programme for 50 students. Minimum academic qualification for admission to this programme is +2 or senior secondary school certificate. The PSTE Branch may

organize adult literacy programme in the DIET area. It may also take up activities for community development.

1.12.2 Work Experience (WE) Branch

Work experience constitutes an important component of the school curriculum at the elementary stage. This branch identifies locally relevant work experience areas and works for their inclusion in the curriculum of elementary schools, NFE/AE centers and in teacher training both pre-service and in-service. It also organizes community activities on the campus and outside to maintain close liaison between the institution and the local community for better human relations and utilization of local resources for educational purposes.

1.12.3 District Resource Unit (DRU)

Primary responsibility of this unit will be to assist in planning, coordinating and organizing programme activities for adult and non-formal education personnel on a continuing basis in the lab area and to evaluate and monitor the efficacy of these programmes in order to successfully realize the goals in these areas.

Instructional and training materials relating to adult and non-formal education and also alternative schooling will be developed by this branch. It may also develop evaluation arrange media support for successful execution of the programmes in the Lab Area.

1.12.4 In-service, Field Interaction and Innovations Coordination (IFIC) Branch

Education is a life long process, so is teacher education, Continuous in-service education of teachers is, therefore, necessary not only to keep them up to date in terms of content enrichment and professional proficiency but also with regard to changes taking place in social, scientific and technological fields. Thus, the faculty may regularly organize in-service teacher orientation programmes for teachers in the Lab Area in such a way so as to equip them to meet the changing demands of the profession and to refresh them in professional matters. The NCERT has recently conducted a study of the innovative activities organized in schools and teacher training institutions.

- Innovations in elementary education and elementary teacher training,
- Developments in science, technology and other subject fields having direct bearing on the role and responsibilities of elementary teachers; and

- Techniques and trends for building healthy relationship within the institution and with the community. The courses in content, methodology, innovations, etc. may be of a minimum duration of two to three weeks. This will also include orienting the teachers about interaction with the field staff to identify specific problems and to devise their solutions through action research and experimentation, besides sensitizing them to techniques and methods of collecting and using information about worthwhile field experiences, critical incidents, success stories etc.

1.12.5 Curriculum, Material Development and Evaluation (CMDE) Branch

The role and responsibility of this branch will be to develop curriculum and learning materials for elementary education, elementary teacher education, adult education and non-formal education as per local needs, environment and circumstances. It should also develop different evaluation tools, techniques, guidelines, including achievement tests, question banks, rating scales, observation schedules, etc., for continuous and summative learning evaluation.

1.12.6 Educational Technology (ET)

Educational technology plays a very vital role in effective teaching and learning. Therefore, the primary functions of this branch are to:

- equip the lab area with a variety of educational gadgets for enriching the quality of education and teacher training,
- develop different programmes of media intervention as input for quality schooling in the lab area, and
- prepare teaching learning material for pre-service and in-service teacher training and NFE/ AE workers.

This branch may help DIET in the preparation of low cost teaching aids like wall magazines, charts, diagrams, models, photographs, slides, audio-tapes, scrap books and source material for use in elementary and non-formal education. It will also provide training of teachers for using technology in the teaching- learning process and arrange visits to media institutions for obtaining first hand information of media tools and gadgets and their use for educational ends.

1.12.7 Planning and Management (P&M) Branch

Planning and management has an extremely important role in the functioning, growth and development of an institute. This unit of DIET plays the role of a nodal agency for assessing, planning, advising and meeting overall educational needs and aspirations of the DIET covering primary education and NFE/AE to realize the objectives of 'Education For All' and of quality schooling. It will maintain an appropriate database for the lab area and strive constantly to improve its development profile. Its top priority will be for realizing the targets of universalisation of elementary education. It will provide technical assistance in areas like development of database school mapping, micro planning for specific local areas, school complexes, institutional planning, etc., and also act as a district agency arranging all types of educational programmes with active community involvement and participation.

1.13 The role and functions of DIETs

1. Training and Orientation of the following functionaries:-
 - Elementary School Teacher.
 - Headmasters, Head of School Complex and Officers of Education Department up to Block level.
 - Members of the District Boards of Education (DBE), Village Education Committee (VEC) and Community leaders.
 - Resource persons for various programme to be trained by the DIETs.
2. Academic and Resources support to the elementary and adult education system in the district.
3. Action Research and experimentation to deal with specific problems of the district.

1.14 Programmes organized and conducted by the DIETs

- Pre-Service Teacher Education (PSTE) Programmes of two years duration for elementary school teachers.
- Lab-Area Approach Experimentation of Innovative Ideas, exchange of Ideas and Experiences and field interaction to be tried out in selected areas termed as 'Lab-Areas'.
- Preparation of Teacher's Profile of the entire elementary school teacher with in the district.

- In-service training programme for teachers.
- Awareness programmes for the community leaders and committee members.
- Action research for the improvement of elementary education.

DIETs are aimed at reaching the remotest part of our country. The advantages of the educational technology in management and planning, in research and experimentation are to be provided to all DIETs. An effective DIET is to create a feeling of belongingness among all the faculty members, who are supposed to feel that they are very important persons in the educational process. DIETs are supposed to be places where all members feel that they can discuss their professional problems, which may otherwise be ignored by the educationists. To prosper in this era of fast changing prospective, the institution has to be dynamic and adaptive to changing circumstances. In this context the DIET cannot be an exception. Any institution that would like to be dynamic and development oriented has to pay attention to the development of human resources. People must be helped to acquire capabilities for effective performance of new roles / functions / tasks that may arise in the process of organizational growth. DIETs are institutions, which have been given the tasks of attaining the goal of Universalization of Elementary Education (UEE). For this purpose, it is supposed to provide guidance and leadership in ensuring effective measures in the four aspects of UEE. They are Quality, Access, Enrolment and Retention.

The DIET should be in the position to devise local situations and specific ways to increase enrolment and reduce the drop out rate in primary classes. They are supposed to be centers well equipped in human and physical resources to support, strengthen and raise the educational climate of the whole district. These institutions are supposed to be the storehouse of materials, know how, technical expertise, aids and other educational equipment. The human and material resources in planning, management, curriculum, evaluation, work experience, child psychology expertise and other such devices are to be made readily and easily available.

1.15 The Importance of Human Relationship

Educational administration is the process and agency of integration the efforts of personal and of using appropriate material and ideas in such a way as to promote effectively the development of human quality. The new concept of administration puts

less emphasis on the administrator's has specialized competence in all aspects of educational activity and more stress on his possession of broad general professional competence coupled with highly developed skills in the areas of human relations and administrative process. The administrator's basic functions are to exercise broad judgments, provide professional leadership and exhibit discriminating insight and understanding in the utilization of personnel. It is perhaps because of the concern for promoting human element that the Education Commission (1964-66) advocated education administration to be a "matter of faith and vision, bold and courageous leadership and proper handling of human relationship". In education, administration would continue to be a service agency to teaching, research and extension work. Educational administration and teaching must draw inspiration, support and enrichment from each other through periodic exchange of roles.

1.16 Need for Integrating Human Resource Development Climate in Teacher Education

HRD is very fascinating and confusing subject. It is fascinating because there are several of human resources, which have to be considered. It is confusing because it is inter-disciplinary in nature. It transgresses the limits of management and moves into the field of behavioral sciences. HRD Climate is the most important in the case of motivating human beings to perform to their maximum capacity. One cannot lose sight of the fact that it is in a certain social milieu, which suddenly becomes important in the case of human beings. According to Asthana the human being today in the field of academic administration is inflicted by three evils:

- (1) Indifference to human element
- (2) Negative approach to men and matter
- (3) Sadism of the individual.

If we really want to improve the quality of human resources charged with the responsibly of dispensing justice, we should be cautioned against these evils.

Given the technological set up and the quality of human resources, productivity depends on work motivation, which is governed by a wide range of factors. The issue of work motivation, satisfaction and inspiration has received considerable theoretical and analytical attention, but empirical studies estimating the extent of work motivation, satisfaction, inspiration and the potentialities for realizing

higher productivity have been negligible. In fact there is a serious gap in our understanding about the contribution made by different determinants and their interaction.

The human resources are however difficult to manage. It is because human behaviour is highly unpredictable. It differs not only from individual to individual, but often on the part of the same individual at different points of time. They differ in their capabilities based on their respective background, training, and experience, in their personality characteristics, motivation and in their susceptibility to peer and group pressure, which account for difference in attitude, behaviour and performance of the same person from one point of time to another.

Planned efforts must be made to develop human relation skills in the Principals of DIETs, helping them to adopt balanced approach towards human resources. Besides, they should be encouraged to practice these healthy, interpersonal relation- formal and informal, positive rewards- extrinsic and intrinsic, and greater people involvement in terms of exercise of discretion, decision-making and use of ingenuity. Thus, given proper environment, recognition and support, the human assets are sure to yield the best results by optimizing resources.

1.17 Rationale for the Study

There are various factors contributing to the HRD climate, such as, role clarity, employee self development, awareness of competencies required for the job performance, pro-active orientation, trust, collaboration and team work, authenticity, openness , risk taking, clarifications of norms and standards, effective communication, rewards, personal policies, top management commitment, and investment on HRD. For the manipulation of these variables there are various HRD mechanisms, such as, Potential and Performance Appraisal, Feedback and Counseling Sessions, Career Planning, Training and Orientation, Employee Welfare and Quality of Work Life (QWL), Self-Renewal and Institution-Building. The output of the HRD system may be estimated through more competent people, better developed roles, higher work commitment and job involvement, better problem solving, better utilization of human resource, higher job satisfaction and better motivation, better generation of internal resources, more team work, synergy and respect for each other.

With the tremendous load of Education and Teacher Education in India, particularly, at the Elementary Education level, more so, with the implementation of DPEP and now SSA, it is highly desirable to observe, sustain and develop Healthy Human Resource Development Climate in DIETs. There is a need of systematic planning. Planning means not only putting in the necessary material inputs but also securing their most effective utilization. Undoubtedly, infrastructure, physical resources are necessary but by themselves they do not constitute a sufficient condition for educational growth. Educational faculty has to be motivated fully for constructive returns. The response of the human factor for optimum utilization depends on the following: -

1. Planning
2. Technical skill
3. Motivation
4. Organization
5. Utilization of manpower

There is a need to evolve a system of Total Quality Management (TQM) in educational system through a HRD climate, whereby; there is a possibility to achieve the goal of the responsiveness of the human factor. Quality depends upon meticulous organization, congenial environment, visionary leadership and efficient management. Total Quality Management (TQM) through human resource development climate seems to be a desirable proposition.

The present era is changing into new era rapidly. Telecommunication, computer, and other kinds of information technology have turned the whole world into a global village. Information about each and every event taking place in any part of country reaches other parts of that country and the rest of the world in a short time. Scientific and technological influences have brought about many significant changes in the society as well as in the world. Today, one must also think in terms of changes in values, perception, and political interference in educational planning, changes in educational needs, cultural changes, and changes in teachers' role expectation by the society. All these changes require more and more knowledge to be imparted effectively to more and more people in less and less time. The sole responsibility lies on the shoulders of teachers. It is only teachers who can mould the character of society according to the societal needs of the day.

In the view of the above, the teachers must have desired theoretical knowledge, skill orientation, linguistic ability, pedagogical skills, management skill, accountability, impressive personality etc. For this, teachers have to be trained and their preparation depends on the teacher education curriculum.

Teacher education means programme of education, research or training for human resources, equipping them to teach at pre-primary, secondary, senior secondary stages of school education, non-formal/adult education and correspondence education through distance mode. The educational objectives focused on students' behaviour to be developed through specific learning experiences. The curricula of teacher education were designed by NCTE to observe these changing objectives (Mangla, 2001). These teachers go into the field and apply the given knowledge in their real professional life. Moreover, there are changes in society, its values, norms, etc. The field of technology is expanding day by day, secondly; a teacher can not be a computer. Once a certain amount of knowledge is fed, it will remain there in the mind of computer till it is diminished. But after a period of time, a teacher forgets whatever was taught to him during his training period.

It has been fairly established that education is a life-long process. Life-long learning should be the motto of every teacher. If a teacher stops learning, he degenerates into a bad teacher. This realization is at variance with the belief that education is a formal activity being conducted in the four walls of classroom, and also against the belief considering the end of education with the termination of schooling. Education is very broad and comprehensive activity commencing from the moment the child comes in to the world and terminating with his death (from cradle to grave). It is therefore, a force which exerts continuous influence on the growth of individuals.

The whole process of formal education begins with primary education, so it forms an important part of the entire educational system. Primary education extends from standard I to VII, generally covering the age group of 6 to 14 years. The education that child receives at this stage forms the foundation of physical, mental, emotional, intellectual and social development. Primary education is very essential for the all round development of an individual as well as tht of a nation. So if one wants to ensure better quality of education and the progress of nation, one must strengthen its basis or foundation and for that primary education should be given highest priority and prime importance.

Recognizing the importance of primary education, the constitution of India has stipulated free and compulsory primary education for all citizens of the country without any kind of discrimination on the basis of caste, creed, sex, religion, etc. The GOI is committed to the goal of UEE and continuous, determined efforts have been made in that direction right from 1947, when the country attained her independence. The Education Commission (1964-66) has given a directive to state, to provide free and compulsory education for all children up to the age of 14 years. Infact, this was to be achieved by 1960, but due to certain reasons, adequate progress in primary education could not be made possible and the constitutional directive remained unfulfilled.

Operation Black Board (OBB) came up as a follow up of the NPE 1986 with a purpose to ensure provision of minimum essential equipments and facilities to schools. Minimum Levels of Learning (MLLs) was another outcome of NPE 1986. Realizing that efforts made so far to emphasize enrollment resulted in poor quality of education, a committee was appointed by the MHRD in 1990 and this committee laid down the minimum levels of learning for primary stage. Here MLLs refer to the competencies that a child is supposed to achieve at the end of a particular stage. The revised NPE 1992 gave a new scheme for achieving UEE with financial support from international agencies i.e. the District Primary Education Programme (DPEP), launched in 1993.

Thus, it can be clearly envisaged that number of commissions and committees appointed since independence, aimed at the attainment of UEE but the objectives of UEE was not achieved and final result was postponed every time. In spite of the constitutional directives and stringent measures taken during the last four decades, it has not been possible to achieve the target of UEE.

The UEE calls for transformation in the role of a teacher. The teacher would have to be empowered with new conceptual and pedagogic, and socio-cultural dimensions, enabling him/her to become receptive and dynamic. To realize the goal of UEE interventions like strengthening teacher competencies and need for improved teaching learning processes are visualized in in-service and pre-service education programmes for elementary school teachers. Teachers are to be reoriented for contemporary thematic issues, like, Minimum Levels of Learning, teaching students of deprived and minority groups, meeting educational needs of children with learning

problems, training and developing inquiry skills, community participation for educational development etc.

There has been a steady growth in primary education especially in enrolment and retention. But the quality of primary education remains a major concern before the nation, especially the teacher education programmes. In order to empower primary education at the district level, the NPE 1986 envisaged the establishment of DIET. Accordingly, the MHRD resolved to start 453 DIETs in our country.

Realizing the importance of such training to primary teachers and other related personnel, the Government of India has taken positive steps in this regard by establishing DIETs. DIETs have been established in all districts and union territories to perform various functions, which ultimately help in improving the quality of primary education.

Establishing an institute is not enough for achieving the requisite results, but constant review of its performance in various areas, and taking corrective actions to achieve the desired goal is of prime importance. Review of related literature showed that more number of studies have been carried out in different aspects such as infrastructure of DIETs, effectiveness of programmes and function of DIETs as spelt out in the guideline. Therefore, it is important that studies are conducted from time to time mainly to assess the achievements of DIETs in various related fields. When many personnel were engaged in organization of DIETs programmes, it is necessary to analyze the existing HRD Climate of DIETs, that the people those who are working in the DIETs are working with cooperate and collaboration, are they helping each-other, trust, etc. These are some of the factors which affect the quality of Teacher Education conducted by the DIETs, whether it is in-service or pre-service. Human resources are must for achievement of the goals of DIETs. Co-ordination between staff and staff, Principal and staff, staff and non-teaching, staff and IV class staff should be there.

All these observations necessitate the taking of urgent steps to find out HRD Climate of DIETs in rendering and promoting qualitative improvement in primary education. Present study is a humble attempt to study of human resource development climate in the DIETs of Rajasthan.

1.18 Statement of the Problem

A Study of Human Resource Development Climate in the DIETs of Rajasthan

1.19 Objectives of the study

1. To study the profiles of the DIETs of Rajasthan State.
2. To find out the extent to which the HRD Climate exists in the DIETs of different educational zones of Rajasthan State.
3. To study the perception of non-teaching staff on the HRD Climate of DIETs of Rajasthan State.
4. To identify status of pre-service teacher education programme organized by DIETs for prospective teachers.
5. To compare profiles of HRD Climate of different Educational zones of Rajasthan State.

1.20 Operational Definitions of the Terms

1.20.1 Profile of DIETs

Profile of DIETs is constituted of student enrollment, staff position & profile, building, hostel, library, reading room and academic achievement.

1.20.2 Human Resource Development (HRD) Climate

The HRD Climate is the climate due to factors, namely, freedom of expression of feelings of the DIET Human Resource, their helpfulness to each other, opportunities to tryout the new learning ideas, opportunities to delegate with each other, reward of good work, learning environment, encouragement of the innovative methods, freeness to communicate with higher authority, initiatives taken by the head towards faculty empowerment, organizing of training programs for professional development, faith in the capabilities of employees, facilities to work jointly on institutional projects, cooperation among all the staff members, empowerment for maintenance of articles, building, equipment, and accountability in allocation of funds and their timely distribution.

1.20.3 District Institute of Education and Training (DIET)

The DIET is established to improve and enrich the academic equipment of the elementary school teachers, non-formal and adult education functionaries and other personnel. An effective DIET will create an “ever welcome” climate for the educational grass root personnel so that they feel assured that they can walk in there

any time get into a profitable dialogue and receive competent technical guidance under the real situation. (Bhargava, 1990)

1.20.4 Status of Pre-service Teacher Education Programme

The status of pre-service teacher education programme was studied on the bases of admission criteria, curricula, modes of transaction and evaluation.

1.20.5 Perceptions of the Non-Teaching Staff

Perceptions of the non-teaching staff on their HRD climate of the DIETs was studied on capabilities to correspond with the funding agencies, allocation of funds, timely disbursement and proper accounting of the funds, maintenance of articles, building, furniture, equipment etc., responsibility of printing question papers and their distribution, and conduct of examination and results.

1.21 Hypotheses of the Study

1. There will be no significant difference in the observed frequencies and frequencies against equality hypothesis on the HRD Climate of a DIET criterion-wise.
2. There will be no significant difference in the observed frequencies and frequencies against equality hypothesis of a DIET overall HRD Climate-wise.
3. There will be no significant difference in the HRD Climate of the DIETs of Rajasthan intra-zone.
4. There will be no significant difference in the HRD Climate of DIETs of Rajasthan inter-zone.

1.22 Delimitation of the Study

The study of the HRD Climate was delimited to the ten factors of the HRD Climate identified by Nagpal, S. (1997).