

# *Chapter - 2*

## REVIEW OF RELATED LITERATURE

### 2.0 Introduction

The present study deals with the HRD Climate of DIETs of Rajasthan State. The studies reviewed have been classified as follows:

1. Studies related to the DIETs
2. Studies related to the HRD Climate

### 2.1 Studies related to the DIETs

**Bardoloi (1990)** studied teacher education in Assam at Primary Level during the post-independence period with special reference to the curriculum and in-service training. The main objectives of the study were: (i) To trace the historical development of primary teacher education in Assam. (ii) To find out the major drawbacks of present curriculum. (iii) To find out the place of practice teaching in the total programme of teacher preparation and the method of its evaluation. (iv) To analyze the problems which are faced by the trainees and teacher educators, and (v) To make suitable recommendations for solving the same. In the present study the researcher used questionnaire, interview and observation as tools. The major findings of the study reveal that despite the existence of 22 training centers to train lower primary teacher, there was still a backlog of untrained lower primary teachers in Assam and the quality of entrants in these institutes was not up to the mark.

**Pankajam, G. et.al.(1991)** conducted a study on appraisal of the DIETs of Tamil Nadu. He concluded that (1) the location of each DIET was properly chosen. (2) There were high and higher secondary schools in the towns or villages where the DIETs were located but no DIET had model school of its own. Regular pre-service and in-service programmes were carried out. (3) The staff position in all the DIETs was good. (4) In all the five DIETs, the civil works were completed and the basic amenities existed, but, the quality was not good and the use was not adequate. (6) The books supplied to the library were not adequate. (7) The action research component in the appraised DIETs was inadequate.

**DIET (1992)** conducted an evaluation study of the residential in-service training programme for the primary teachers at DIET Baroda. The objectives of the study were to evaluate the utility of residential in-service programme and to develop a

community feeling in the teachers. It also aimed at developing the feeling of undergoing of full time activity. Increase in educational responsibility was also found out by finding the difference in teaching. The views and suggestions of resource persons were also obtained. It was a survey in which the tools used were questionnaire and interview. The finding reflected that the programme was by the teachers and they were of the view that it may improve the quality of teaching and help in developing community living. The residential facilities were not sufficient in in-service training programmes. It was suggested that the programmes should be of one week and not three weeks. The resource persons felt that one hour was too short a time, and that the teachers should be given agenda in advance. The library should be improved.

**NIEPA (1992)** undertook a study with a specific objective of identifying the strength and weaknesses of DIETs in Haryana. The emphasis was on identifying the strengths on which the future progress could be made by remedying the shortcoming. It was an attempt to objectively assess the implementation process. Information on establishment of DIETs and activities was collected through interviews based on a detailed questionnaire developed for the purpose of and visits to DIETs. Study of the relevant documents from the MHRD and State records was also undertaken. The findings of the study indicated that building, hostels and other civil works etc. needed immediate attention.

**Soman (1992)** while dealing with the status of school education in Kerala evaluates the in-service teacher education. DIETs have been established for orientation of teachers and they observe that unless it is systematically planned and reoriented their service cannot meet this requirement. Each DIET has a technology unit, which is not functioning vigorously.

**Viswanathappa (1992)** evaluated the pre-service teacher education programme of DIETs in Andhra Pradesh. He found that the physical and human resource of DIETs was not according to the DIET norms of MHRD.

**Beatty (1994)** surveyed the status of DIETs using case study approach. The researcher reported that the physical, material and human resources available in DIETs of Rajasthan State are in inadequate.

**Varghese (1994)** highlighted the need for strengthening of DIETs for planning and managing the District Primary Programme(DPEP) at the district level.

**Gaffor (1996)** conducted a study to assess the material, human resources and the efficacy of various training programmes of DIETs and found that: 1) The availability and utility of material facilities and DIETs resources were not satisfactory. 2) Participatory democratic atmosphere was non-existent in a majority of DIETs; 3) The qualities of pre-service and in-service programmes of DIETs were also not totally satisfactory.

**Lobo (1996)** studied the four DIETs with special reference to the functions of the DIET. For these study investigator selected Malipuram, Kanur, Trisur and Palkkas DIETs. The main objective of his study was to study the functions of DIET and its comparison with the opinions of the trained teachers. Teachers' opinion about the different programme of DIET and the effectiveness of the programme and use of knowledge in the school situation were also focus of inquiry. For this he used rating scale, questionnaire and interview as tools. 240 trained teachers who had attended training programmes at the four DIETs were selected as the sample. The finding shows that for the different works opinions of the teachers differ. According to DIET Guideline more facilities were seen in the Mallapuram DIET than the Kanur DIET. There was no significant difference in the opinions of the male teachers and female teachers. The teachers' opinions showed that the practical branch of the DIET was weak in their work; the reason might be the less availability of infrastructure facilities or the less use of the available facilities. The teachers paid less attention during training programmes and evinced negative attitude towards MLLs training.

**Srivastava (1996)** studied the DPEP teachers training programme. The major objectives of the study were: (i) To study the improvement in teaching skills as a result of training programmes. (ii) To study the problems in implementation, and (iii) To identify innovative practices, if any; Questionnaire, Personal Interview and Observation Schedule were the tools used for data collection. The major findings were (1) The SCERT training programme emphasized child - centered and learning - centered teaching. (2) Story-telling, poetry, songs, plays, group games, toy making, creative activities, body -control exercises, manipulation of objects and pictures were used for teaching in lower classes. (3) Dakshta sikshan package stresses on MLL competencies and their evaluation. (4) Maharashtra had a three-tier training system, viz. SCERT and District Resource Group (DRG) - Block Resource Group (BRG) teachers and headmaster. (5) Training programmes in Maharastra concentrated on: (a)

competency based teaching, (b) joyful learning, (c) material development, (d) planning, (e) girls education (f) puppetry, and (g) action-research.

**Arora (1997)** studied the effectiveness of in-service training programme organised by DIET, Bholanath Nagar, Delhi, for primary school teachers in terms of knowledge and skills. The analysis suggested that teachers gained knowledge and skills during the training. However, the study further indicates the need for participatory mode of transactions in the in-service teacher education programmes for primary school teachers.

**Kakoty (1997)** studied teacher training and motivation in the district of Darrang and Morigaon with a special reference to Sipajhar block of Morigaon district. The major objectives of the study were (i) To identify Teachers' Training Programmes (TTPs) undertaken in the study districts. (ii) To find out how effective was the role played by TTPs before and after implication of DPEP. (iii) To identify factors which influenced teachers' in executing their responsibilities towards school and society, (iv) To identify teachers' problems, and (v) To evaluate the adequacy of infrastructure for effective implementation of TTPs conducted by DPEP. For the collection of data questionnaires, interview schedule and case history technique were employed. The major findings were (1) Prior to the implementation of DPEP, functioning of teacher training institution was not upto the mark. (2) Teachers in both the blocks were found to be interested, active and motivated in participating in various short-term in-service TTPs organized by DPEP. (3) There was a low participation of female teachers owing to the fact that they were over burdened with household chores. (4) Such programmes affected the teaching learning process in single-teacher schools to a considerable extent. (5) As far as attitude of teachers was concerned, in Darrang district, female teachers attended higher mean scores in moral and social responsibility and lower scores than their male counterparts on all parameters: moral, social, teaching profession and cocurricular activities. (6) Most of the trainee teachers had little knowledge about the setup of their chosen profession and virtually no knowledge of other career opportunities for themselves.

**Panda (1997)** argues for effective use of in-service education for teacher empowerment. In-service education should be organised for over coming the existing deficiencies and developing professionalism among DIET faculty.

**Saxena, Pareek and Yatindra (1997)** examined the effect of communication skills in the teacher orientation programmes on classroom transaction. Teachers who were participants in the in-service programmes at the DIET, Masuda, were exposed to the various communication skills. Subsequently, classroom observations of reflected teachers who constituted part of the participation were undertaken. Results reveal that training in communication skills and its practice in classroom situations has brought down the error rate of students to 45% and enhanced teacher performance approximately to 30%. This indicates that the type of input provided in the training programme is an important component.

**Dutt et al (1998)** studied issues and future projections in teacher education in Haryana. The major objectives of the study were: (i) To study the growth, development and present status of teacher education in the state. (ii) To study structure, mechanism, management, infrastructural facilities, admission requirements, courses offered and mode of their transaction and issues related to the quality of teacher education in teacher training institutions. (iii) To identify additional inputs critically needed for improving teacher education programmes in view of emerging scenario in school education. (iv) To identify additional inputs critically needed for improving teacher education system. (v) To assist educational planners and policy makers for future planning and reconstruction of teacher education. The tools used were questionnaire and interview schedule. The major findings were (1) It seemed that the emphasis in teacher education programmes was mainly on preparation of teachers for primary and secondary education with limited attention to prepare teacher educator and researchers. (2) Syllabus for B.Ed and M.Ed. in all the 20 colleges of education affiliated to two different Universities in the State mainly Kurukshetra and Maharishi Dayanand University, Rohtak was almost identical. (3) Admission criteria for B.Ed. emphasized on mental ability and general knowledge. Aptitude for teaching, knowledge of the child and subject and interest in the profession did not get weight age. (4) There was no mechanism or platform which could provide an opportunity to disseminate experiences about innovative practices and studies. (5) Only a few of the faculty members of SCERT, DIETs were involved in conducting research studies. This indicated lack of interest and competence among the academic staff. (6) Relevant materials like abstracts of studies completed were not available in the institution.

**Gafoor et al (1998)** studied the availability and utility of physical facilities of DIETs. The study was conducted to know the existing physical infrastructure of DIETs and availability and utility of the library facilities, laboratory facilities, computer facilities and audio-visual facilities. The study was carried out by a very elaborate questionnaire on a sample of seven northern DIETs of Kerala. The obtained data were analyzed mainly with the percentage analysis and qualitative analysis. The major findings were (i) Regarding the physical facilities, among the three DPEP DIETs only one DIET has more than the required ten acres of land, among the four non-DPEP DIETs, two DIETs have more than ten acres of land. (ii) All DIETs have one general library. (iii) In accordance with the Guidelines (1989) DIETs should have five laboratories, but all DIETs have only one laboratory each. (iv) Each DIET is expected to have one computer room. But it is only available in Kozhikode and Palakkad DIETs. (v) Suggestion of Guideline for having an audio-visual room in each DIET is only satisfied by the Palakkad and Thrissur DIETs.

**Mehta (1999)** made critical study of working of DIET in Gujarat. The objectives of the study were, to study the training programmes and other programmes with special reference to the DIETs of Gujarat State, to study to opinions of the resource persons regarding the training programmes, to study the opinions of the lecturers of the regarding the working of DIET, to study the infrastructure facilities of the DIETs of the Gujarat State, to study the difficulties in administrations of the DIET. For the collection of the data researcher made three questionnaires for teachers, lecturers and for the resource persons. The major findings of the study were (1) According to guideline the infrastructure facilities should be increased. (2) Most of the teachers believed that training programmes are useful for them. (3) Due to more training programmes less attention was paid on the preparation of the programmes by the lecturers of DIET.

**Reddy (1999)** studied Teachers' Centres. The major objectives of the study were (i) To evaluate the functioning of the Teachers' Centres (TCs) in providing academic support to the teachers, (ii) To evaluate the functioning of TCs in providing feedback on the professional support for teachers, (iii) To assess the planning and management of TCs' activities, and (iv) To suggest measures for the improvement in the functioning of TCs. Observation schedule, questionnaire and interview schedule were prepared for data collection. The data was analyzed by calculating percentages. The major findings were (1) The average attendance of teacher in TC meeting was eighty-

two percent and it was comparatively less in tribal areas. (2) No Resource Persons (RPs) from outside were called and demonstration lessons were prepared by most of the TCs in mostly tribal and rural areas. (3) Annual plans were prepared by most of the TCs with greater weightage to demonstration lessons. (4) Prioritization of needs was not done while preparing the plans. (5) Most of the TCs did not have separate buildings and well-equipped infrastructure. (6) In a majority of the TCs equipments like TVs, OB kits, almirahs/cupboards and materials like art materials and library books were not available. (7) There is no proper transportation network to attend TC meetings on time in most of the tribal and some of the rural TCs. (8) Half of the time in TC meeting was spent on presentation of the topic by RPs, group work and discussion on demonstration lessons. (9) Participant did not spend any time to refer books, read newsletter etc. (10) While a majority of the participants were satisfied with the academic performance of RPs in giving demonstration lessons, clarification of doubts by them, use of equipment and materials, involving the participants in activities etc, a good proportion of them were not satisfied with the techniques of RPs on initiation of discussions, conduct of group work, motivating the participants etc. (11) There was the maximum utilization of stationery, raw material and rolling blackboard in all TCs, and maps, charts, science kit, almirahs/cupboards were used in only 50% of the TCs. (12) Older teachers, politically- influenced teachers and young teachers with lethargic attitude were observed to be intentionally absent in the TC meetings. No action was initiated against them by the concerned officer.

**Yadav (1999)** studied quality of primary teachers' in-service training. The specific objectives of the study were (i) To assess the adequacy of various training input measures. (ii) To identify problems affecting the quality of training. (iii) To ascertain participants' perceptions about the quality of training. (iv) To determine the quality of training in terms of gain in knowledge among the participants. Out of four DPEP district in Harayana one district Hissar was selected on the basis of easy accessibility to the venue of the training. From Hissar district, two blocks namely BRC -1 and 11, were selected and all the 127 teachers who participated in the training programme. Participants' perception scale, focus group discussion, interview schedule for resource persons and achievement test were developed as instruments for data collection. The major findings of the study were: (1) About fifty percent teachers expressed the view that the seminar room was not suitable and no separate rooms for group work. They also expressed that there was not adequate facilities of infrastructure, especially

blackboard facility, toilet facility, and library facility. (2) Learning material was provided on the first day of training and no technological aids were used for transaction the curriculum. (3) About the course content around seventy per cent teachers expressed their views that they had clarity about the objectives, course content met the training needs comprehensible to some extent. (4) The participating teaches stated that lecture method was mostly used in the training programme (98.4). This was followed by lecture cum discussion (47.4). Demonstration, field study, guided self study and assignment were never used. (5) The teachers felt that the same resource person should not deal with modules related to different subjects. Competent resource persons should be employed during training programmes.

**Swaminathan et. al (2002)** conducted a study on the staff development programme for BRCs personnel in Pudukkattai DIET. The major objective of the study was to find out the reaction of the BRCs supervisors and teacher educators in terms of (i) The objectives of the programme (ii) Allotment of time to theory and practical sessions with reference to the handling of instruments, viz., radio/cassette recorder, Over Head Projector (OHP) and Television (TV)/ Video Cassette Recorder (VCR), (iii) The language and speed of the presenters (iv) Interaction of participants (v) Infrastructure facilities at the training Center. The tools used for the data collection were an Evaluation Performa and a question paper. The sample was selected as population as sample. The major findings were (i) All the participants unanimously responded that the objectives of the programme meant for capacity building of BRC personnel were clear and the programme met the objectives. (ii) Asked whether the participants understood the handling of a Radio/Cassette recorder, OHP, TV/VCR and whether they understood the method of using the same in the class, all of them unanimously answered positively. They have no problem in using the instruments in the class, they have only problem in the mechanical part. (iii) They were able to understand the language of the presenters and the speed of the presenters was moderate. (iv) A large majority of the participants (87%) expressed that their queries were answered then and there. (v) All the participants pointed out that the seating arrangement was convenient, there was enough light in the room, there was no external noise disturbing the programme, and there was enough ventilation in the class.

## **2.2 Studies related to the HRD Climate.**

### **2.2.1 Studies conducted abroad**

**Herndon (1984)** studied the changes in perception of organizational climate by elementary teachers and principals during one academic year in established elementary schools. The researcher concluded that- (1) The teachers' perception of organizational climate as measured by the OCDQ appeared to be established and stable throughout the school year; (2) The teachers' perception of organizational climate as measured by the OCDQ appeared to vary widely from school to school. (3) The principals' perception of organizational climate as measured by the OCDQ appeared to be established and stable throughout the school year.

**Bhagaban S. (1990)** conducted a study about the management of in-service training for college principals and also to study its impact on institutional management. It has concluded that trained college principals were found significantly better than the untrained principals: 1) in planning the college, e.g. changing the organising structure of the college, planning, resources and curricular activities, and possessing a favourable attitude towards institutional planning, 2) in college administration (accountability to work, interpersonal relations, communication, motivation skills, decision making, resolving conflicts and monitoring supervision and evaluation) 3) in financial management (e.g. in budgeting, costing and accounting). 4) in the teaching learning processes.

**Arikewuyo (1999)** conducted a study to examine the managerial style of primary school head teachers in Nigeria and found that head teacher preferred the democratic managerial style, as contained in theory Y, over the autocratic managerial style, as described by theory X.

**Beatty, Paulette-T, Burroughs, Lisa (1999)** has given population trends and societal views on aging, academic programs preparing human resources development professionals should address competencies needed for dealing with an aging workforce. Programms should be reviewed using the competencies identified by the American Society for Training and Development.

**Selvaratonam Viswanatan (2000)** overviewed Singapore's strategy for human resource development and the country's concerted effort to successfully orchestrate the many separate initiatives between 1960's to 1980's into an effective market-

driven, three-tiered higher education system emphasizing technology in the planning, funding and implementation of strategies to achieve an effective, high quality and sustainable higher education system.

**Foucar - Szocki, - Diane; Mitchell, Randy; Larson, Rick, Harris, Laurie, Sherman. Nancy (2001)** conducted a case study for an innovative session exploring the nature of learning and the relationship between action learning within academic programs in adult education, Human Resource Development (HRD) and the Higher Education Institutions that house them. The first two sections discuss the dilemmas confronting higher education and challenges for effecting changes in higher education. The next section details how James Madison University (JMU) attempted to meet these challenges by re-conceptualizing its academic services and student success initiative. Presented next are 10 ingredients that were identified as essential for achieving integration of academic and action learning within the university. The following are among the ingredients listed: 1) a strong, open leader within university administration who is willing to take risks and champion the effort; 2) an open, flexible academic program leader willing to explore new ways of teaching and learning, 3) students grounded in performance improvement and instructional systems design approaches; 4) a real need to which practices can effectively be applied; and 5) creative ways to recognize and value student commitment and learning. Concluding the document are a brief conclusion and the agenda of the innovative session.

### **2.2.2 Studies conducted in India**

**Pareek and Rao (1981)** have identified four partners to this massive effort which are: The individual, the immediate boss of the individual, the HRD department and the organization. A person related to himself 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.

**Pareek and Rao (1981)** 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.

**Rao (1987)** outlined the linkages between HRD process and organizational effectiveness. He emphasizes that the HRD system is not a formula that can be applied with mathematical precision and blindness to every organization in the same manner. The size of the organization, its state of growth, its expansion plan, its organizational culture, the existing personnel system and their health, the state of technology and a number of internal factors as also the external cultural factors which would determine how the HRD man tempers the system to suit the organization.

**Rajaram (1992)** conducted a study of the policies, practices and problems relating to development of human resource in education administration at district level in Tamil Nadu. He concluded that- (1) the criteria for selection of district level officers was not satisfactory. It caused frustration among the cadre staff. (2) Experience was not considered a necessary qualification and merit was not judged impersonally. (3) Nearly all the officers felt the need for refresher and orientation course. (4) Internship was needed for both promoted and fresh recruits. (5) The main constraints for the optimum exercise of the talents of the officers as perceived by them were, want of proper training, heavy administrative burden, political interference, stereotyped work, lack of encouragement, and lack of facilities to implement innovative programmes .

**Rao (1992)** states that effective management of education system depends to a large extent on effective management of its constituent institutions and in developing proper culture and self renewing capabilities. Paying attention to goals, values and institutional culture, conducting self renewal exercises periodically paying attention to internal HRD, enhancing accountability through individual activity plans, performance appraisals and participant evaluation procedures and renewing environmental linkages and having courage to liquidate departments are some of the ways in which education system can be strengthened and made effective.

**Verma and Rana (1992)** a study of organizational effectiveness in a university and the influence of personal characteristics of the managers in its functioning. They revealed that (1) The differences of mean scores in case of both highly qualified and low qualified managers on the adaptability and flexibility, communication , decentralization and accountability elements of effectiveness and total effectiveness were found to be significant. (2) The mean difference of leadership and performance factors were found to be a significant which did not show significant mean differences were satisfaction and morale control. (3) The mean values of the post – graduate and below group were more than those of the highly qualified group (4) The total mean

score on organizational effectiveness in terms of academic and non-academic background did not differ significantly.

**Gandhi (1995)** undertook a study designed to explore the influence of management system of schools on the organizational conflicts and the school results and found that: - (1) The magnitude of the conflicts with in schools was significantly greater where exploitative authority is used and lower in schools where participative system is used..(2) The school result was significantly greater in schools where participative system is used and lowers in schools where exploitative authority system is used. (3) The mean school result score was the highest for school using participative system.

**Patel (1995)** studied the organizational climate in higher secondary schools and found that (1) There were schools having closed climate. In such schools, it was observed that the principal did not consider the teachers as human beings. (2) There were three schools having open climate. In these schools a different type of personality was marked. The teachers and the principal were happy in working with each other. (3) A few schools were found having autonomous and controlled climate. (4) Girls school was found to have open climate. (5) Boys schools with closed climate were more in number.

**Babu and Raddy (1996)** conducted a study to examine the organizational climate of schools in relation to type of school and sex of teachers and they found that there was no significant association between the two attributes, type of school and school climate.

**Krishana and Stephen (1997)** conducted a study of the organizational climate of school and suggested that- (1) Teachers working in school with different qualifications significantly differed in the organizational climate. (2) Teachers working in higher controlled climate school affected the organizational climate more than those who were working in the lower controlled climate.

**Gyanani (1998)** studies the impact of organizational climate on stress and strain among the teachers working in higher education institutes and found that- (1) the organizational climate of the institutions played signification role in creating stress and strain in the teachers. (2) The teachers who were working in closed or controlled type of organizational climate remained tense and developed some psychological as well physiological deformities in their body, while the teachers working in

autonomous or open type of organizational climate remained mentally happy and healthy.

**Nagpal (1997)** conducted a study to appraise the existing HRD climate of elementary teacher's educational institutions of different states in India. She concluded that - (1) The HRD climate of the DIETs of Punjab was the best, the next in the order were Rajasthan, UP, Haryana and Delhi. (2) Significant difference were found in the HRD climate of the DIETs of Punjab and Delhi as well as between the DIETs of Rajasthan and Delhi in the factors of responsibility, top support, feedback, supportive HRD climate, collaboration and overall HRD climate. (3) There were significant differences between the HRD climate of Haryana and Delhi and UP and Delhi for factors of Top Support, Supportive HRD Climate, and Trust and in the total HRD climate. (4) No significant differences were found between the HRD climate of Punjab and Rajasthan, Haryana and UP, Panjab and Haryana and between Rajasthan and Haryana except in team spirit, which was better in Rajasthan as compared to that of Haryana. (5) No significant differences were observed among all sampled DIETs for the factors of top support and feedback. (6) Maximum significant differences were observed for the factors of responsibility, supportive HRD climate and openness versus communication. (7) Team spirit was not operating properly in the HRD climate of the DIETs whereas collaboration was highly operative. (8) The traits of responsibility, openness versus communication, risk taking behaviour, top supports were functional in the HRD climate of the DIETs.

**Gilley, Jerry-W. (2000)** discuss the role of Human Resource development (HRD) professionals in employee development; and suggest instead that managers should be responsible for employee learning. Topics include understanding the learning process; learning partnerships; identifying and managing employee weaknesses; knowledge acquisition, management, and transfer plans; and alternative roles for HRD professionals.

**Bhatia (2002)** says that human Resources are the important, necessary and valuable part of every organization. So, they have to be given adequate wages, opportunity for advancement and creativeness, friendly atmosphere, sympathetic supervisor and competitive management.

### **2.3 Implication of the Review of Related Literature for the present study**

In the present study the investigator reviewed Forty One studies. The reviews were from 1981 to 2002. Greater focus of the studies was found to be on the various aspects of Human Resource Development and Training output, and Management of Training of DIETs. The investigator reviewed 20 studies conducted in the area of HRD Climate and 21 studies conducted in the area of DIETs.

Bardoloi (1990) found that there was still a backlog of untrained lower primary teachers and quality of entrants in these institutes was not up to the mark.

The studies Pankajam (1991), Soman (1992), Viswanathappa (1997), Beatty (1994), Gafoor (1996) Gafoor et al. (1998) indicated that the status of DIETs and its problems in the implementation of UEE were more or less similar across different States and regions, for example, lack of adequate physical facilities, inadequate utilization of infrastructural facilities, and lack of adequate teaching staff. The review further indicates (Nagpal, 1997) that the vacant post, non-functionality of many branches of DIET, untimely release of grants, non-availability of residential accommodation, lack of infrastructure facilities have been impeding the functioning of DIETs. Verghees (1994) studied the need of strengthening of DIETs for planning and managing the DPEP at district level. Gupta, Sharma and Bhattacharya (1996) conducted studies to identify training needs of teachers in content areas of language and mathematics. Most of the studies have intended to study the training needs of teachers and its impact on school improvement. Regarding the infrastructure facilities DIET (1992), NIEPA (1992), Yadav (1999) reported that building, hostels, blackboard, toilet, library and other civil works of DIETs need immediate attention, while Lobo (1996) reported that practical branch of DIET was weak in their work. The reason might be less availability of infrastructure facility or the less use of the available facilities.

Srivastava (1996) studied DPEP DIETs and found that training programme emphasized child-centered and learning-centered teaching, while KaKoty (1997) found that the functioning of teacher training institutions is not up to the mark. Arora (1997) studied the effectiveness of in-service training programme organized by the DIETs and found that teachers gained knowledge and skills during the training. Dutt et al (1998) indicated in their study that there was no mechanism or platform

which could provide an opportunity to disseminate experiences about innovative practices. Only a few faculty members of SCERT and DIETs were involved in conducting research studies. This indicated lack of interest and competence among the academic staff. Reddy (1999) found that there is no proper transportation network to attend Teachers' Centre (TC) meetings on time in most of the tribal and some of the rural TCs, while a majority of the participants were satisfied with the academic performance of Resource Persons (RPs) in giving demonstration lessons, clarification of doubts by them, use of equipment and materials and involving the participants in activities.

The studies conducted abroad, regarding HRD Climate, generally dealt with different aspects of HRD Climate and professional development programmes. Herndon (1984) studied the changes in perception of organizational climate by elementary teachers and principals during one academic year in an established elementary schools and found that the teacher and principals' perception of organizational climate as measured by the OCDQ appeared to be established and stable through out the school year. Bhagaban (1990) conducted a study about the management of in-service training for college principals and also studied its impact on institutional management and found that trained college principals were found significantly better than the untrained principals in planning the college, e.g., changing the organizing structure of the college, planning resources, and curricular activities and possessing a favourable attitude towards institutional planning. Beatty et al (1999) have given population trends and societal views on aging. Academic programmes preparing human resources development professionals should address competencies needed for dealing with an aging workforce. Selvaratnam Viswanatan (2000) studied the Singapore's strategy for human resource development and the country's concerted effort to successfully orchestrate the many separate initiatives between 1960's to 1980's into an effective market-driven, three-tiered higher education system emphasizing technology in the planning, funding and implementation of strategies to achieve an effective, high quality and sustainable higher education system. Foucar et al (2001) conducted a study for an innovative session exploring the nature of learning and the relationship between action learning within academic programs in adult education and found that, a strong, open leader within university administration who is willing to take risks and champion the effort; an open, flexible academic program leader willing to explore new ways of teaching

and learning, students grounded in performance improvement and instructional systems design approaches; a real need to which practices can effectively be applied; and creative ways to recognize and value student commitment and learning.

Researches conducted in India, regarding the HRD Climate, dealt with the different aspects. Pareek and Rao (1981), Rao (1981) have identified four partners to this massive effort which are: the individual, the immediate boss of the individual, the HRD department and organization. Rao (1987) outlined the linkages between HRD process and organizational effectiveness. He emphasizes that the HRD system is not a formula that can be applied with mathematical precision and blindness to every organization in the same manner. Rajaram (1992) conducted a study of the policies, practices and problems relating to development of human resource in educational administration at district level in Tamil Nadu and found that the criteria for selection of district level officers was not satisfactory. It caused frustration among the cadre staff and experience was not considered a necessary qualification and merit was not judged impersonally. Verma and Rana (1992) studied the organizational effectiveness in a University and the influence of personal characteristics of the managers in its functioning and found that the total mean score on organizational effectiveness in terms of academic and non-academic background did not differ significantly. Gandhi (1995) conducted a study designed to explore the influence of management system of schools on the organizational conflicts and the school results and found that the magnitude of the conflicts within schools was significantly greater where exploitative authority is used and lower in schools where participative system is used. Patel (1995), Babu and Raddy (1996), Krishana and Stephen (1997), studied the organizational climate in higher secondary schools. Palel (1995) found that the schools had closed climate. In such schools, it was observed that the principal did not consider the teachers as human beings, while Babu et al (1996) found that there was no significant association between the two attributes, type of school and school climate. Krishana et al (1997) found that teachers working in higher controlled climate school affected the organizational climate more than those who were working in the lower controlled climate. Gyanani (1998) studied the impact of organizational climate on stress and strain among the teachers working in higher education institutes and found that the teachers who were working in closed or controlled type of organizational climate remained tense and developed some psychological, psychological deformities in their body, while the teachers working in autonomous or

open type of organizational climate remained mentally happy and healthy. Gilley et al (2000) discussed the role of Human Resource development (HRD) professionals in employee development; and suggested that managers should be responsible for employees' learning. Bhatia (2002) says the Human Resources are the important, necessary and valuable part of every organization. Nagpal (1997) studied the HRD climate of elementary teacher's educational institutions of different states in India and found that lack of departmental promotions, unawareness about the role and functions of DIET and action research are some of the factors affecting the Human Resource Development Climate in the DIETs of some States. The tool used in this study is only one questionnaire to survey the HRD Climates of DIETs, but the supportive staff such as, clerk, office superintendent, cashier, etc. remaining untouched, who are already doing a lot to improve the HRD Climate in order to have better output.

Further review of related literature revealed that no attempt has been made to measure the quality of output, that is, the effect of HRD climate of a DIET on the quality of training methodology used in pre-service teachers education. From the above discussion, it can be concluded that there is a need to develop the capacities of these institutes conducting more researches with a view to providing feedback for improving the quality of education.