

**A STUDY OF DISTRICT
INSTITUTES OF EDUCATION AND TRAINING (DIETs)
WITH SPECIAL REFERENCE TO HUMAN RESOURCE
DEVELOPMENT (HRD) CLIMATE**

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PREFACE

The study of District Institutes of Education and training (DIETs) with special reference to Human Resource Development (H.R.D.) climate is bound to have implications for policy planners, educational administrators, Directors of SCERTs, Principals and for the faculty of DIETs

Human Resource utilisation is a crucial factor in determining the extent and pace of economic and educational development. Sometimes, planners are carried away by the importance of material inputs and physical capital formation as they seem to think that economic and educational development simply means the creation of infrastructure or physical resources. Undoubtedly, infrastructure and physical resources are necessary but by themselves, they do not constitute a sufficient condition for growth and academic development. In last analysis it is a human being who has to operate and use these infrastructures and aids/resources. Unless he is equipped with the necessary skills and is motivated to play his role in their utilisation and organises himself properly for the purpose, the developmental facilities that are created, will not be utilised at their optimum capacity.

The institutional performance depends upon the quality of manpower and the multidimensional support which it receives from those who manage human resources. HRD climate is the most important factor for motivating human beings to perform to their maximum capacity

The quality of human resource development is categorised by three things i.e. commitment, teamwork and human touch. The educational system totally deals with human resource as prime input, process and output elements. To make the output of educational system consumable, quality is essential, which is a moral responsibility for serving the society and can be achieved through HRD. It includes the activities and processes undertaken to promote the intellectual, moral, psychological, cultural social and economic development of the individual in order to help them to realize the highest human potential as a resource for the society. The term climate is used to designate the quality of the internal environment which affects in turn the quality of cooperation, development of the individual, the extent of the members' dedication or commitment to organizational purposes and the efficiency with which that purpose gets translated

into results. HRD climate influences the morale and attitudes of the individual towards his work and his environment.

It has been observed that the institutes of educational research and training have not realised the importance of human resources on its overall performance, which consequently leads to the deterioration of human face of an institution as well as underperformance and low morale on the part of faculty. The present study was undertaken with a view to have an empirical status survey of HRD climate of DIETs, where future teachers of primary schools are being prepared.

The report is a human resource auditing of 16 DIETs of Punjab, Haryana, Rajasthan, Delhi and Uttar Pradesh. An attempt had been made to critically analyse the existing HRD climate in those DIETs both qualitatively and quantitatively in terms of general supportive climate and OCTAPAC culture. The OCTAPAC culture is an acronym which stands for openness, confrontation, trust, autonomy, proactivity, authenticity and collaboration in that order respectively. Significant differences were found in the HRD climate of the DIETs of Punjab and Delhi; Rajasthan and Delhi in the factors of responsibility, top support, feedback, supportive HRD climate, collaboration and overall HRD climate. Punjab and Rajasthan were having more conducive HRD climate than that of Delhi. All the 16 DIETs were rated on a 5-point scale as superior, above-average, average, below average and low. Only 4 DIETs were found to be having above average HRD climate. The findings revealed the lack of team-spirit among the faculty. It further highlighted the need for the development of the HRD factors of trust, reward, Responsibility, Supportive HRD climate, Openness vs. Communication, and Collaboration. No significant differences were found among all sampled DIETs on the factors of Top support and Feedback.

Vacant posts, non-functionality of many branches of DIETs, untimely release of grants, non-availability of residential accommodation, lack of infrastructure facilities, lack of departmental promotions, lack of awareness about the roles and functions of DIETs and absence of action research are some of the factors affecting the HRD climate and the quality of products (future trained teachers).

There is a need to establish a climate that allows experimentation in HRD. It is to be given a free rein to thrive and succeed in educational institutions. Teaching the importance of human resources to the academic faculty ought to be motivated in the faculty.

S. Nigam

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The planning, execution and analysis of the study like this, no doubt requires assistance, co-operation and support of many institutions, friends and colleagues. It is rather difficult to remember one and all, who had extended their help, nor is it possible to list them by names. All the same at this stage, the investigator would like to confess that she herself has been an instrumental in documenting, collecting data and preparing this report. The report is truly an outcome of contributions made by authorities of NCERT.

The investigator sincerely grateful to Prof. A.K. Sharma, Director and Prof. A.N. Maheshwari, Joint Director, NCERT for their constant support throughout this project and their analytical inspiring comments on the draft report of the study.

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As can be seen from the report, the capturing and analysis of data was a very complex task. Deep felt appreciations are expressed to Prof. R.R. Saxena, Shri O.P. Arora, Reader and Shri Mohd. Arif Sadiq from the Department of Measurement, Evaluation, Survey and Data Processing for executing the task of analysing the data with precision and care.

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The investigator most humbly acknowledges the contributions made by the Principal and the faculty members of DIET, without whose help the compilation of data was not only difficult but impossible, and the study would not have taken its shape.

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TABLE - INDEX

<u>S.NO</u>	<u>CONTENTS</u>	<u>PAGE NO</u>
1.	MEAN, SD & t-RATIOs OF HRD CLIMATE OF SAMPLED STATES	34
2.	MEAN, SD & t-RATIOs OF 16 DIETS	35
3.	MINIMUM AND MAXIMUM RANGE OF MEAN OF THE TRAITS OF HRD CLIMATE	38
4.	HIERARCHICAL STATUS OF DIETS DIETS AS PER THE FACTORS OF HRD CLIMATE	39
5.	RATING OF HRD FACTORS ON THE BASIS OF RNGE OF MEAN SCORES	40
6.	CATEGORISATION OF VARIOUS DIETS	41
7.	SHOWING FINDINGS BASED ON FREQUENCY POLYGONS FOR THE FACTORS OF HRD CLIMATE	42
8.	TABLE SHOWING EXISTING STATUS OF DIETS	42

INDEX

<u>S.NO</u>	<u>CONTENTS</u>	<u>PAGE NO</u>
<u>CHAPTER - 1</u>		
1.	INTRODUCTION	1
2.	THE CONTEXT	3
3.	NEED OF THE STUDY	5
4.	OBJECTIVE OF THE STUDY	8
5.	RESEARCH QUESTIONS	9
<u>CHAPTER - 2</u>		
<u>THEORETICAL RATIONALE OF THE STUDY</u>		
5.	SIGNIFICANCE OF DISTRICT INSTITUTES OF EDUCATION & TRAINING IN ELEMENTARY EDUCATION.	10
6.	IMPORTANCE OF PLANNING FOR DIETS	14
7.	THE IMPORTANCE OF EDUCATIONAL ADMINISTRATION AND HUMAN RELATIONSHIP	18
8.	SIGNIFICANCE OF HRD CLIMATE IN TEACHER EDUCATION	19
9.	OPERATIONAL DEFINITION OF HRD CLIMATE	23
<u>CHAPTER - 3</u>		
<u>PROCEDURE, DESIGN, METHODOLOGY</u>		
10.	PROCEDURE OF THE STUDY	26
11.	HYPOTHESIS	27
12.	ANALYSIS	31

CHAPTER - 4

15.	STATISTICAL FINDINGS AND CONCLUSIONS	32
16.	QUALITATIVE FINDINGS AND CONCLUSIONS	42
17.	FACTORS AFFECTING HRD CLIMATE	43
18.	SUGGESTIONS TO IMPROVE THE HRD CLIMATE OF DIETS	48
19.	BELIEFS OF HRD MECHANISM	66
20.	SUMMARY	62
21.	SUGGESTIONS FOR FURTHER STUDY	65
22.	APPENDICES	68
	REFERENCES	

**STUDY OF DISTRICT INSTITUTES OF EDUCATION AND
TRAINING (DISET) WITH SPECIAL REFERENCE TO HUMAN
RESOURCES DEVELOPMENT (HRD) CLIMATE**

Introduction

With the growing consciousness and aspirations of teachers the very context of service/job/work has undergone a significant change. While facilitating satisfaction of lower needs, it provides status, prestige, self respect, 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 needs have to be adequately taken care of through work. They like to feel important. They like to feel secure and independent in their relation with their superior. 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, to-day, 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 organization of resources call 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, human relations facilitate integration of people into a work situation. They also motivate them to work together productively, cooperatively and with economical, psychological and social satisfaction by taking care of their needs, emotions and aspirations. The new concept of Educational Administration puts less emphasis on the administration having a specialised 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 disagreement are deliberately fostered. Here people should disagree without being disagreeable 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 soft 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 except for human beings who design or order the equipment. They decide where and how to use computers, modernize the technology employed, secure the capital needed and decide on the accounting and 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 context

District Institutes of Education and Training (DISET) 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 DISET include development of resource material , organization of inservice training teachers and conduct of action research in elementary and adult education .

As per scheme guidelines , the DISET, are required to under take following activities.

(i) Organization of Pre-service Teacher Education.

(ii) In-service training of elementary school teachers, Head-master , 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.

A DIET is supposed to have seven branches with 24 faculty members and a principal to execute the activities mentioned above.

NEED OF THE STUDY

The institutional performance depends upon the quality of manpower and the multidimensional support which it receives from those who manage human resources. The management of human resources is a highly professional function in the Indian Private Sector, but the Government undertakings especially educational institutions are yet to follow this suit. Wide spread adhocism and lack of professionalism prevail in the government educational institutions with regard to the management of human resources. They consequently adversely affect the efficiency and performance of educational research and training institutions. This topic and area has been chosen with a view to examine and understand the true scenario of management of human resources in the District Institutes of Education and Training, which are tasked to train the teachers at primary level all over the country in order to achieve the targets of DPEP. The focus of the study is based on the status survey of Human Resources Development and its impact on he

institutional performance. The study is based on empirical verification of the present status of HRD of DISET which were established during the first and second phases.

In fact, this study may be termed as Human Resource Auditing, where an attempt had been made to critically analyse the existing HRD system in DISET. Mishra (1996) has rightly remarked.

"It is easy to frame policies, implementing them is a different story altogether. For keeping in tandem with what has been formulated can be tough task. A human resource auditing system is a system which keeps a check on the policies framed by an organization. The system ensures that the policies followed by an organization are appropriate and any modifications required are recommended by the Auditor. Periodic human resource auditing is necessary as it ensures the existence of ~~and~~ HRD climate and brings in innovation."

These remarks have highlighted the need of the present study. The DPEP implementation necessitated an open and more direct approach to programming, planning and execution. The objectives and more impor-

tantly the process of DPEP demanded a system different from the existing administration, yet at the same time working in close relationship with it. With its focus on contextuality and equity, the programme emphasis is on decentralization and participatory planning. The structure and system as they have emerged are open, transparent, flexible and accessible. Efficient management and Coordination is at the Core of a programme as wide in scope and scale as DPEP. For the realization of the goals of DPEP it is important to pay attention to the HRD climates of the DISET, where teachers are to be prepared for DPEP schools.

The innovative nature of DPEP requires a management structure with good policy access, substantial authority, high degree of flexibility in appointing staff and consultants and access to information on programme activities, accomplishments and problems. The present study may be able to provide key indicators to DPEP in enhancing access to professional support and competencies to the Technical Support Group (TSG) which has been placed within Ed Cil in order to provide support in the following areas :-

- Planning and Management
- Pedagogy and Teacher Training Unit
- Research and Evaluation
- Civil Works
- Supervision
- Appraisal

A key issue while developing the new management structure under DPEP is to harness the experiences of different technical experts of HRD and its related research studies. It is here the study is going to have its contribution.

The above discussion very clearly reveals the need of the study in the context of UEE and DPEP. Hence the present study has been undertaken.

OBJECTIVES OF THE STUDY

It had been observed that the educational research and training institutions so far have not realised the significance and bearing which a scientific management of human resources have on the overall performance of an institution. This lop sided approach towards managing personnel and absence of professionally qualified personnel have led to the deterioration of human face of institution and underperformance and

lack of motivation on the part of faculty plus lack of job satisfaction and low morale. The study was undertaken keeping in view the following objectives :-

- To measure the HRD climate in terms of General Supportive Climate.
- To find out the extent to which positive developmental climate exists in DISET.
- To prepare profiles of developmental climate of DISET of Punjab, Haryana, Delhi, Rajasthan and Utter Pradesh.
- To find out the significant differences in the HRD climate of the DISET of Punjab, Hararyana, Rajasthan, Delhi and UP.
- To find out the factors affecting HRD climate in DISET.

RESEARCH QUESTIONS

The following research questions formed the basis of the study :-

1. Do all DISET maintain more or less similar profiles on their HRD climate ?
2. What factors are affecting HRD climate ?

THEORETICAL RATIONALE OF THE STUDY

SIGNIFICANCE OF DISTRICT INSTITUTES OF EDUCATION AND
TRAINING IN ELEMENTARY EDUCATION

A number of institutes have been developed to provide academic support to the educational system in the country. They operate at the state at district level. The main organizations and institutions responsible for the academic aspects of education are the Board of School Education and the State Council of Educational Research and Training (SCERT). The District Institutes of Education and Training (DIET) set up with central support operates at the district level. DIET are academic bodies established by upgrading the training institutes. These institutes have been conceived and defined in the National Policy of Education (N.P.E.) 1986 and program of Action (POA) to improve and enrich the academic supports of the Elementary School Teachers. Through them it is proposed to make the latest advances in Educational curricula, methodology and technology. It is concerned with the promotion of elementary school teachers, education officers, community leaders and non formal an adult.

education functionaries.

The institutes are headed by principals. There are seven academic branches in the DISET. These branches are as follows :-

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

The role and functions of DISET

1. Training and Orientation of the following functionaries :-

- Elementary School Teachers
- Headmasters, head of school complex and Offrs of Education Department upto block level.
- Instructors and supervisors of non-formal and adult education
- Members of the District Board of Education

(DEE), Village Education Committee (VEC) and community leaders.

- Resources pers for various programmes to be tarined by the DISET.
- 2. Academic and Reources support to the elementary and adult education system in the district
- 3. Action Research and experimentation to deal with specific problems of the district.

Programmes to be Organised and conducted by the DIET

- Pre-Service Teacher Eduaction (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 all the elementary school teachers within the district
- Inservice training programmes 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. DIET is supposed to be place 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 perspective the institution has to be dynamic and adaptive to changing circumstances. In this context the DIET can not 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. DISET are institutions which have been given the tasks of attaining the goal of Univerzalisation of Elementary Eduaction (UEE). For this purpose, it is supposed to provide guidance and leadership in ensuring effective

measures in the four aspects of UEE.

- Quality
- Access
- Enrolment
- Retention

The DISET should be in a position to devise local situations and specific ways to increase enrolment and reduce the drop out rate in primary classes. They are centres 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 store house 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.

IMPORTANCE OF PLANNING FOR DIETS

Recognising the contextuality of Universal Elementary Education (UEE), an integral and innovative feature of DPEP is decentralised planning and management of the programme. There are a lot of hopes from the new management strategies as they are to have a catalytic effect on the

entire existing system and transform it. The task for DPEP thus goes beyond educational management of a large public sector.

District represents a viable unit for planning .In the absence of planning comptencies at the district level, the plans are not very realistic. There is also a tendency to be driven by the resource allocations available under various schemes and programmes of the state.

DPEP is designed to improve quality of teaching and learning , increase retention and expand access to the disadvantaged groups . The areas of support are :-

- Pedagogic issues such as curriculum development definition of minimum level of learning , and text book development.
- Teaching-learning with an emphasis on revamping in-service training and institutional building at various levels.

In order to perform all these functions effectively institutional planning is very important. Institutional planning tries not only to have physical facilities but also enhances the improvement in working of human and material resources including teaching techniques.

Basic characteristics of an institutional planning are :-

- Satisfaction of felt needs.
- Utilization of untapped resources.
- Mobilization of available community resources for institutional development.
- Opportunity to faculty members to work as a team.
- Flexibility.
- Feasibility.
- Institution specific strategies.
- Completion of the incomplete work.
- Opportunities for innovation/ action research.
- Democratic approach.
- Sharing of responsibilities.
- Clear and achievable goals.

The pedagogy and teacher's training unit at Technical Support Group (TSG) ensures integration of appropriate academic interventions for renewal of teaching learning materials and in-service teacher training modules.

The pedagogy and teacher training unit has initiated a process of renewal of teaching

-learning material. As per DPEP calling, March 1996 there has been a significant improvement in the staffing in DIS~~E~~ET , due to the persistent follow up of DPEP. States at this stage require more sustained resources supports. There is a need to disseminate definitions on teacher competencies and also the good practices in teacher training . National Evaluation Cell (NEC) has also planned studies on institutional development processes with focus on SECRET and DIS~~E~~ET and Teacher Training. The unit of NEC has also planned to undertake field visits to assess the research component in this area.

Under DPEP appraisal, project plans and annual work plans are being prepared . These were supposed to be through decentralised process with sufficient scope for professional inputting and participatory planning . Training is envisaged on capacity building for decentralised planning . Efficient management and coordination is at the core of a programme. In this context the study gets more importance.

work . Educational administration and teaching must draw inspiration, support and enrichment from each other through periodic exchanges of roles. Pascal & Athos while discussing the seven "S' s " of management have drawn the conclusion that the first three "s' s" (strategy ,structure & system) have produced a world in which nothing is alike. An organisation is often given its life ' through the four soft "Ss" i.e. staff, skill style & super ordinate. To utilise and mobilise human energy and creativity through harmonious human relationships, educational administrators must pay attention to the development of human resource.

**SIGNIFICANCE OF THE HUMAN RESOURCE DEVELOPMENT (HRD)
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 move into the field of behavioural sciences. HRD is the most important in the case of motivating human beings to perform to their maximum capacity. One cannot loose sight of the fact that it is in a certain social milieu which suddenly becomes important in the case

tion. The Plants, offices, computers, automated eqpts and all else that a modern organisation uses are unproductive except for human effort and direction. Human beings design or order the equipment, they decide where and how to use computers, they modernise the technology employed, they secure the capital needed and decide on the accounting and physical procedures to be used. Every aspect of institutional activities is determined by the competence, motivation and general effectiveness of its human organisation.

The human resources, however are 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 times. They differ in their capabilities based on their respective background, training, experience, in their personality characteristics, motivation and in their susceptibility to peer and group pressure, which account for difference in their attitude, behaviour and performance of the same person from one point of time to another.

It is an open secret that a large segment of workers in our institutions continue to be employed

OPERATIONAL DEFINITION OF HUMAN RESOURCE DEVELOPMENT (HRD) CLIMATE

The term climate is used to designate the quality of the internal environment which affects in turn the quality of cooperation, the development of the individual, the extent of member,s dedication or commitment to organisational purpose, and the efficiency with which that purpose becomes translated into results. Climate is the atmosphere in which the individuals help, judge, reward, constrain and find out about each other. It influences morale and the attitude of the individual towards his work and his environment. Some characteristics of climate are as follows:-

- A tendency at all levels starting from top to the lowest to treat the people as the most important person and feel that developing competencies in all members of the faculty is the job of every head.
- Faith in the capabilities of staff members to change and acquire new competencies at any stage of life .
- A tendency to be open in communications and

- discussions rather than being secretive.
- Encouraging risk taking and experimentation.
 - Making efforts to help staff recognise their strengths and weaknesses through feedback.
 - A general climate of trust.
 - A tendency on the part of staff to be generally helpful to each other.
 - Team-spirit.
 - A tendency to discourage stereotypes and favouritism.
 - Supportive personal policies
 - Supportive HRD practices including performance appraisal, training, reward, management, job rotation, career planning etc.

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.

HRD in an educational sector needs an altogether

different treatment as per the changed scenerio 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.

CHAPTER 3

PROCEDURE, DESIGN, METHODOLOGY

PROCEDURE OF THE STUDY

For the purpose of conducting present study, two types of data were collected, primary and secondary.

The primary data was collected through a well designed questionnaire from the sampled respondents, whereas the secondary data was collected through the published material, official records, observation of the functioning of the institute and by interviews of the staff.

Sample:- The study was confined to 154 Academic faculty members of 16 DIETs located at Amritsar and Ludhiana from Punjab, Gurgaon and Sonapat from Haryana, Alwar, Pali and Jodhpur from Rajasthan, Agra, Mathura, Lucknow and Bareilly from UP, Moti Bagh, Rajinder Nagar, Darya Ganj, Shahadra and Keshav Puram from Delhi. They formed the core group of real participants in the formulation of planning and also in achieving the institutional objectives. As a matter of fact this core group is responsible for the implementation of educational policies and programmes, and that is way the sample was drawn from them..

HYPOTHESIS

This is a status study of HRD climate of DIETs. Hence the hypothesis proposed was the poor managing of human resources and lack of professionalised personnel management has resulted in the lower level of quality in training of teachers by teacher-educators of DIETs.

Measurement of HRD Climate

1. A 40 items Questionnaire having 5 points scale measuring Responsibility, Risk-taking behaviour, Top support, Feedback, Supportive HRD climate, Openness versus communication, Trust, Team-spirit, collaboration and Reward were adapted keeping in view the standard procedure of tool development in the context of functions of educational institutions. It is a modified version of the original Rao-Abraham,s scale (1986) having 38 items. The modified questionnaire is very exhaustive and is exclusively designed for applicability to educational administration in various institutions of educational research and training.

There is uniformity and a high degree of internal consistency in all the 40 items. The intercorrelation

of HRD factors with total HRD climate ranged from .40 to .95 and the inter item correlation ranged from .24 to .86. All correlations were found to be positive and significant.

The questionnaire was personally handed over to the respondents for filling up and collected from them. The purpose of collecting information personally was to get the views of respondents in detail and to remove doubts if any in answering the sampled queries.

The elements of HRD climate are grouped in three categories by Abraham and Rao, which are as follows :-

(i) A general supportive climate. It deals with the important human resource development in general by the top management.

(ii) Successful implementation of HRD involving an integrated look by using as many HRD mechanisms as possible. These mechanisms include the performance appraisal, potential appraisal, career planning, rewards, feedback and counseling, training, staff welfare including the quality of work life

(iii) The OCTAPAC is an acronym which stands for Openness, Confrontation, Conflict, Trust, Autonomy, Pro - activity, Authenticity and Collaboration in that order respectively and is essential for facilitating HRD.

OPENNESS is there when staff members feel free to discuss their ideas, activities and feelings with each other.

CONFRONTATION is bringing out problems and issues into the open with a view to solve them rather than hiding them for a fear of getting hurt or hurting. TRUST is taking people on their face value and believe what they say.

AUTONOMY is giving freedom to let staff members work independently as responsible persons.

PRO-ACTIVITY is encouraging staff to take initiative and risks.

AUTHENTICITY is the communitive part of staff to do what they say.

COLLABORATION is to accept interdependence, to be helpful to each other and work as a team.

context of teacher education , the natural corrolory would be , the better the HRD climate of teacher training institution, the better the quality of professionalism in the trained teacher. Therefore , there is a need to take up a study, where the cause effect relationship is scientifically studied . Two types of variables are needed to be studied simultaneously , ie The effect of HRD climate of a teacher training institutions on the QUALITY of Training Methodology used in training pre-service and in service teachers. Significant differences can be studied of various institutions located in various regions in the country. On the basis of research findinngs policy decisions may be contemplated to improve the status of teachers who are the foundation builders of the nation.

4. Research findings indicated a high correlation among the HRD factors . Further factor analysis may be carried out to search the clusters of factors. on the basis of clisters. common factors may be clubbed together to have a comprehensive tool for the HRD climate survey for educational organisations.

5. It was found that a few factors of HRD were not operative in DIETs, and a few are highly operative. The

questions of the study :-

1. Calculation of Mean and Standard deviation of all the factors of HRD of 16 DIETs.
2. F-ratios to find out the significant differences of various HRD factors, among various DIETs of states.
3. t-ratios were computed to find out the significant inter-state and inter DIETs differences in the factors of HRD climate.
4. Tabulation of factor - wise Hierarchical Status of 16 DIETs.
5. Rating of DIETs on a standard 5-point scale as superior, Above Average, Average, Below average and low average on the HRD climate.
6. Frequency Polygon of the HRD Rating of DIETs.
7. Graphical profiles of HRD climate.
8. Content Analysis of the observation cum-interview and of data of Secondary Sources to have appraisal of the existing status of DIET with respect to available infrastructural facilities in order to find out the factors affecting HRD climate. In the following chapter the results of the above analysis are presented.

experts. The tool was modified based on the scores. The detailed description of the modified tool is enclosed as appendix.

The modified tool was administered on the faculty of DIETs of Harayana, Punjab, Rajasthan and UP. Separate mean and Sd was calculated for the DIETs of DELHI keeping in view the nature of questionnaire. Only those items were considered for analysis which were selected through item analysis procedure. The following Table indicates the Mean and SD of scores pertaining to DIETs in 5 states for the 10 traits ie; Responsibility, Risk-taking behaviour, Top support, Feed back, Supportive HRD climate, Openness vs communication, Trust. Team-Spirit, Collaboration and Reward as well as on the total HRD climate of the 5 states.

The scrutiny of Table-1 indicates that the HRD climate of the DIETs of Punjab was the best. The next in the order were that of Rajasthan, UP, Harayana and the HRD climate of the DIETs of Delhi was not conducive to good quality output.

Significant differences 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. Punjab and Rajasthan were having more conducive HRD climate than that in Delhi.

The table of t-ratios revealed the significant differences between the HRD climate of Harayana and Delhi & UP versus Delhi for factors of Top Support, Supportive HRD climate, Trust and in the total HRD climate. Harayana and UP were having better HRD climate than that of Delhi. No significant differences were found between the HRD climate of Punjab versus Rajasthan, Harayana versus U.P, Punjab versus Harayana and between Rajasthan versus Harayana except in Team spirit, which was better in Rajasthan compared to that with Harayana. The Mean and Sd of all the 16 DIETs for all the 10 factors of HRD was calculated which is presented in the Table 2.

TABLE - 1

MEAN, SD AND T-RATIOS OF HRD CLIMATE OF SAMPLED STATES

HRD FACTORS	1 Haryana		2 U.P		3 Punjab		4 Rajasthan		5 Delhi		Sig. (2-tailed)
	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	
1. Responsibility	26.66	5.52	26.52	7.13	28.70*	4.83	28.06 *	3.82	22.93*	2.00	0.004, 0.001
2. Risktaking	08.87	2.50	7.56	2.40	8.20	1.75	7.37	1.95	6.97	1.92	
3. Top-Support	30.50	6.99 *	30.62	8.34*	31.60	3.59*	30.93	6.41*	24.06	7.34*	0.001, 0.001, 0.001
4. Feed back	14.91	3.67	15.22	4.46*	15.45	3.50*	15.84	3.01*	18.30	3.83	0.001, 0.001, 0.001
5. Sup. HRD	26.66	6.30*	27.12	7.11*	27.55	3.12*	27.17	3.43*	23.70	7.24*	0.001, 0.001, 0.001
6. Open Vs Comm	18.70	4.44	19.60	5.30*	18.83	4.42	19.75	3.79	18.42	4.42	0.001
7. Trust	3.45	0.97*	3.89	1.11*	3.75	1.03	3.27	1.0	2.37	1.11	0.001, 0.001
8. Team Spirit	4.05	0.77*	3.45	1.44	3.53	1.15*	3.10	1.03*	2.69	1.13*	0.001, 0.001, 0.001
9. Collaboration	15.50	4.32	15.25	4.20	16.45	3.52*	16.44	3.00*	13.27	3.17*	0.001, 0.001
10. Reward	4.12	0.85	3.14	1.52	3.20	1.10	3.54	0.89	3.42	1.22	
11. HRD Climate	151.50	32.96*	152.25	36.71*	156.55	24.63*	154.06	25.44*	130.17	38.30*	0.001, 0.001, 0.001, 0.001

In order to find out the significant differences in the HRD climate a total of 2640 t- ratios were computed. The result of the pair of significant values are presented in the last Column of Table--2 From the examination of table-2 it was found that out of 2640 t- ratios, 80 t-ratios were significant which led to the following conclusions :-

(a) In 6 out of 10 factors of HRD the climate of Agra DIET was found to be significantly below average as compared to that of Lucknow, Amritsar, Jodhpur, Alwar, Sonapat and Bareilly.

(b) The DIET of Shahadra was found to be significantly below Average in Team-Spirit and in Supportive HRD climate as compared to Sonapat, Bareilly and Amritsar.

(c) The HRD climate of the DIETs of Rajinder Nagar and Pali was significantly lower than the DIET of Lucknow in the HRD factors of responsibility, Supportive HRD climate , open ness versus communication and collaboration.

(d) The HRD climate of Lucknow DIET was significantly superior than the DIETs of Agra, Pali, Rajinder Nagar and Shahadra for the HRD factors of responsibility, supportive HRD climate and open ness versus communication.

(e) The DIET of Amritsar was significantly better in its HRD climate for the factors of responsibility, supportive HRD climate, openness versus communication as compared to the DIETs of Ludhiana, Rajinder Nagar and Shahadra.

(f) The Jodhpur DIET was having significantly more conducive HRD climate in terms of Responsibility, supportive HRD climate, open ness versus communication and collaboration as compared to that of Agra.

(g) No significant differences were observed among all sampled DIETs for the factors of Top-support and feedback. This implies that top support and feedback is being received by all DIETs.

(h) Maximum significant differences were observed for the factors of responsibility, supportive HRD climate and openness Vs communication.

TABLE - 2

REVENUE & EXPENDITURE OF THE DISTRICT

REVENUE - 1961

REVENUE - 1962

REVENUE - 1963

1 Surplus		2 Receipt		3 Returns		4 Agre		5 License		6 Revilly		7 License		8 Further		9 Judger		10 Fall		11 Recor		12 Fall Dep		13 Regular Regr		14, Statute		15, Regular Perm		16, Regr Ord					
D-10	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11	D-11					
Run	St	Run	St	Run	St	Run	St	Run	St	Run	St	Run	St	Run	St	Run	St	Run	St	Run	St	Run	St	Run	St	Run	St	Run	St	Run	St				
25.00	6.01	27.00	5.10	25.71	6.32	16.02	6.04	21.00	2.26	27.10	6.02	26.70	5.10	26.20	5.04	26.22	1.07	22.00	1.57	27.23	2.00	23.01	3.40	22.00	5.17	17.20	4.20	22.20	17.21	22.00	2.10	22.00	2.10		
5.00	2.07	7.00	2.12	7.02	2.05	4.27	2.11	6.73	1.20	6.07	1.26	7.70	1.46	6.20	1.10	7.1	1.21	6.20	1.27	7.20	2.25	7.22	1.20	5.20	2.20	6.00	1.07	6.00	2.22	5.75	1.20	22.00	2.10		
26.70	7.22	21.70	6.26	21.21	7.22	21.27	7.27	21.10	6.20	21.10	5.10	26.20	6.20	26.40	4.10	22.00	2.20	22.20	4.12	22.20	2.20	22.20	7.20	23.00	7.10	1.40	5.10	17.20	7.77	22.20	2.20	-	-		
10.20	4.10	16.11	2.22	16.00	4.20	10.27	4.10	17.10	1.75	15.00	4.70	16.20	2.20	16.10	2.20	16.20	2.20	11.20	1.26	16.27	2.40	16.21	2.70	11.20	2.20	9.20	5.71	12.20	5.20	10.20	2.20	-	-		
22.20	7.21	22.70	6.10	27.27	1.71	16.27	6.10	21.00	4.27	27.40	6.21	22.20	5.22	22.20	2.20	22.20	4.27	22.20	4.10	22.20	2.27	22.20	6.70	21.20	7.20	10.20	6.27	16.20	6.20	17.20	2.20	22.00	2.20	22.00	2.20
16.20	6.20	22.27	2.20	22.20	4.20	11.27	4.10	22.20	2.20	22.20	5.21	15.70	4.20	21.20	2.27	21.20	2.10	16.20	2.25	21.20	6.70	17.20	6.20	16.20	4.20	16.20	2.10	22.20	1.10	22.20	1.20	22.20	1.20	22.20	1.20
2.10	6.27	3.71	6.71	4.70	6.22	6.20	1.20	2.20	6.71	4.20	1.20	2.20	1.21	2.20	6.70	3.70	1.10	2.10	6.20	2.20	1.10	2.20	1.10	2.20	1.22	2.20	1.22	2.20	6.20	2.70	6.20	2.70	6.20	2.70	
4.20	6.71	4.20	6.27	3.21	1.21	3.20	1.10	3.70	1.22	1.27	1.21	2.20	1.20	4.20	6.22	3.20	1.10	11.20	1.10	16.20	6.20	16.21	2.20	16.20	4.20	16.20	1.20	16.20	6.20	16.20	1.20	16.20	1.20	16.20	1.20
10.20	2.20	16.21	2.20	16.20	2.20	11.20	4.20	16.20	1.20	16.20	4.10	16.20	2.27	17.20	2.20	16.20	6.21	11.20	1.10	16.20	6.20	16.21	2.20	16.20	4.20	16.20	1.20	16.20	6.20	16.20	1.20	16.20	1.20	16.20	1.20
4.20	6.21	4.20	6.22	3.20	1.21	2.25	1.20	4.20	6.20	2.10	1.20	2.20	1.10	2.20	6.22	2.20	1.10	11.20	1.10	16.20	2.27	16.21	2.10	16.20	4.20	16.20	1.20	16.20	6.21	16.20	1.20	16.20	1.20	16.20	1.20
102.20	27.20	102.20	26.21	104.20	22.20	101.70	22.21	174.20	21.26	122.27	22.21	102.20	22.27	107.70	16.20	102.20	16.20	117.10	16.10	102.20	22.20	102.21	21.10	171.10	22.27	102.20	21.10	111.20	21.20	110.70	22.20	110.70	22.20	110.70	22.20

REVENUE - 1961
 REVENUE - 1962
 REVENUE - 1963

On the basis of above conclusions, it is evident that significant differences existed in the HRD climate of sampled DIETs. The minimum and maximum range of all the factors of the HRD climate was calculated in order to see which of the factor is operative and which is not operative in the HRD climates of various DIETs. For this the range of minimum and maximum mean scores was calculated for all HRD factors, the results of which are presented in the Table - 3.

TABLE - 3

MINIMUM AND MAXIMUM RANGE OF MEAN
OF THE FACTORS OF HRD CLIMATE

S.No	TRAITS	MIN-RANGE	MAX - RANGE
1	RESPONSIBILITY	2.57	4.41
2	RISK-TAKING	2.43	4.41
3	TOP-SUPPORT	2.43	4.50
4	FEED-BACK	2.40	4.47
5	SUPP HRD CLIMATE	2.31	4.46
6	OPEN VS COMMUNICATION	2.88	4.43
7	TRUST	2.44	4.09
8	TEAM-SPIRIT	1.50*	4.30
9	COLLABORATION	2.90 **	4.50
10	REWARD	2.25	4.53

The observation of the Table-3 indicates that TEAM-SPIRIT was not operating properly in the HRD climate of the DIETs, where as COLLABORATION was highly operative. The factors of REWARD, TRUST, SUPPORTIVE HRD CLIMATE are supposed to be developed in the DIETs. However, the traits of responsibility, openness vs communication, Risk taking behaviour, Top -

support are functional in the HRD climate of the DIETs.

The hierarchical status of the various factors of HRD climate of 16 DIETs was worked out which is presented in the TABLE 4

The DIET wise profile of HRD factors was prepared on the basis of standardised Mean and SD of all HRD factors on the standard 5 point scale as superior, Above Average, average, below Average and low on the basis of the following range of Mean scores.

TABLE- 5

RATING OF HRD FACTORS ON THE BASIS ON THE BASIS OF RANGE OF MEAN SCORES

	<u>RATING</u> -----	<u>MEAN RANGE</u> -----
1.	Low	2.00 - 2.49
2.	Below Average	2.50 - 2.99
3.	Average	3.00 - 3.49
4.	Above average	3.50 - 3.99
5.	Superior	4.00 - 4.99

On the basis of the above 5 point scale FREQUENCY DISTRIBUTION POLYGON of DIETs for all the factors of HRD climate were tabulated and plotted. Fig 1 to Fig 11 hereafter represent the frequencies of DIETs on the above 5 point scale for all the HRD factors.

FREQUENCY DISTRIBUTION

HRD CLIMATE - RESPONSIBILITY

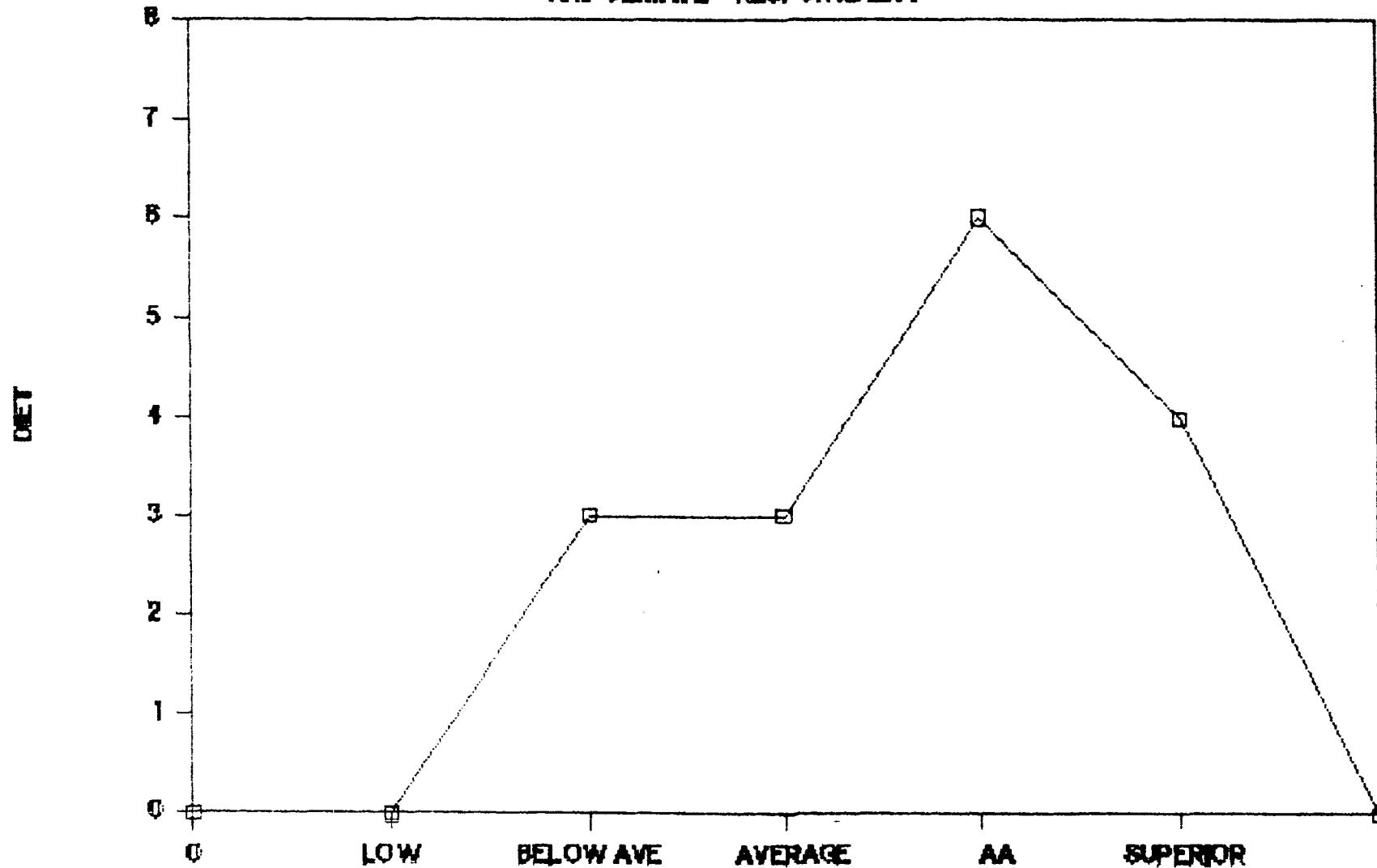


FIG - 1

FREQUENCY DISTRIBUTION

HRD CLIMATE - RISK TAKING FACTOR

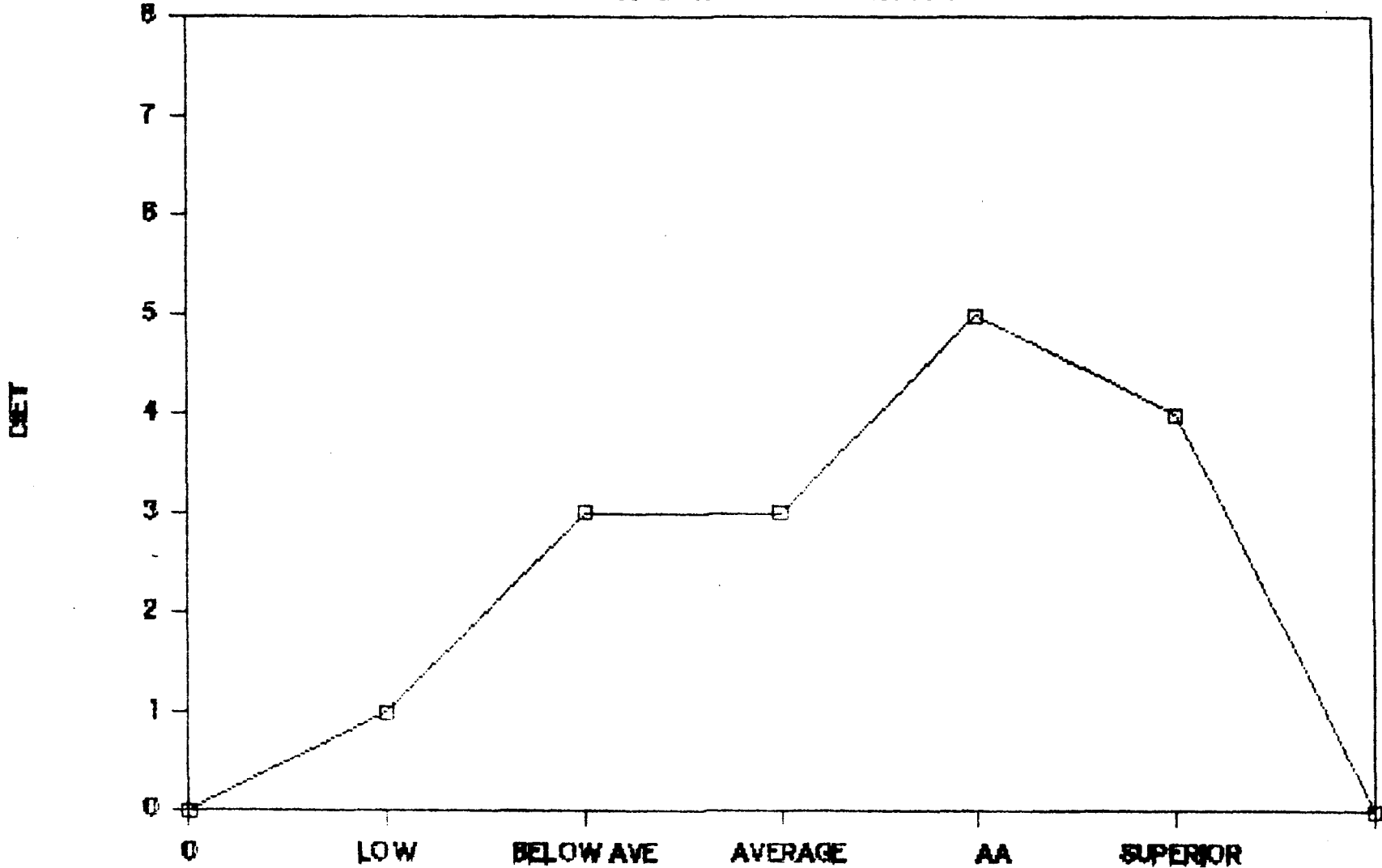


FIG - 2

FREQUENCY DISTRIBUTION

HRD CLIMATE - TOP SUPPORT

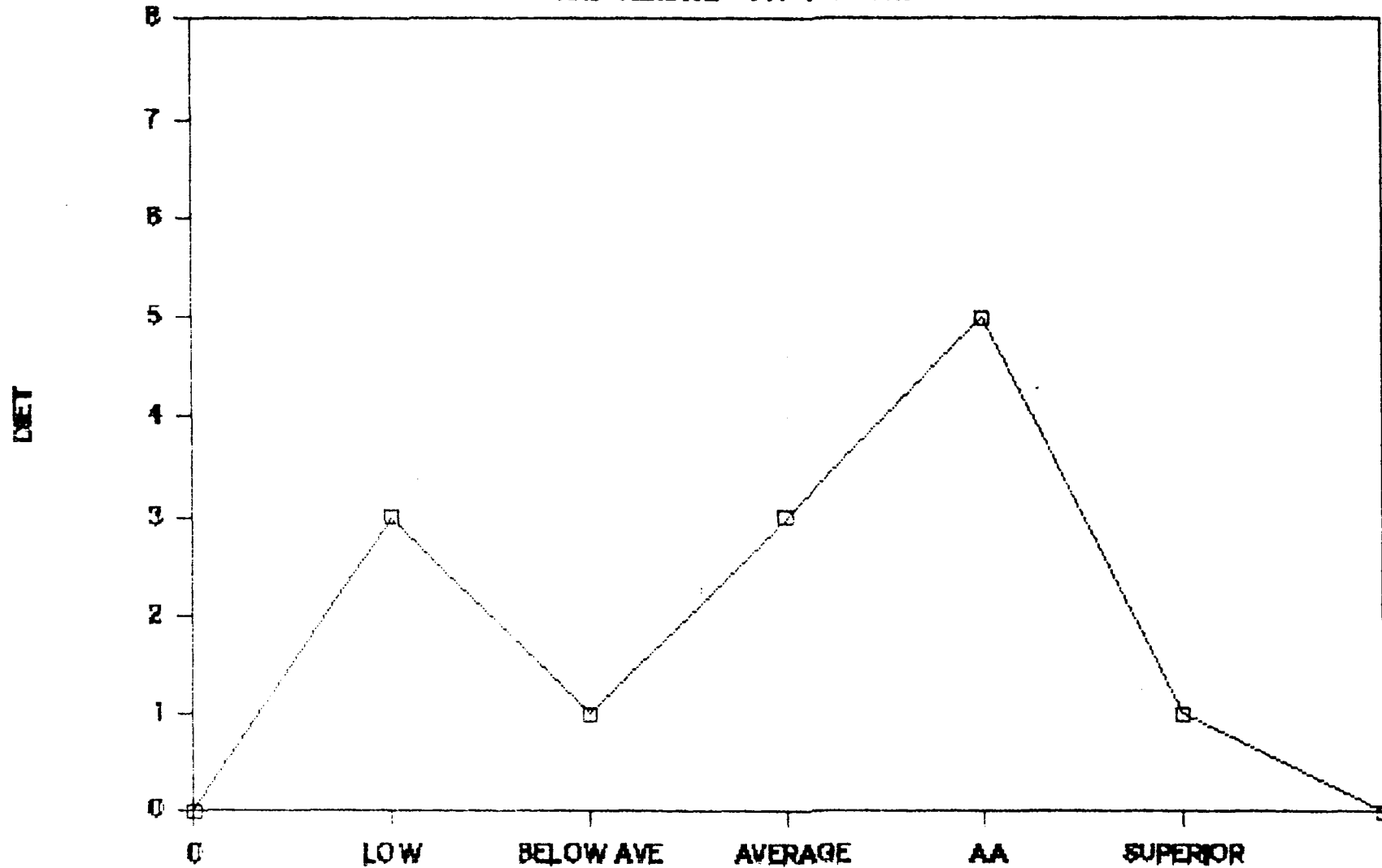


FIG - 3

FREQUENCY DISTRIBUTION

HRD CLIMATE - SUPPORTIVE HRD CLIMATE

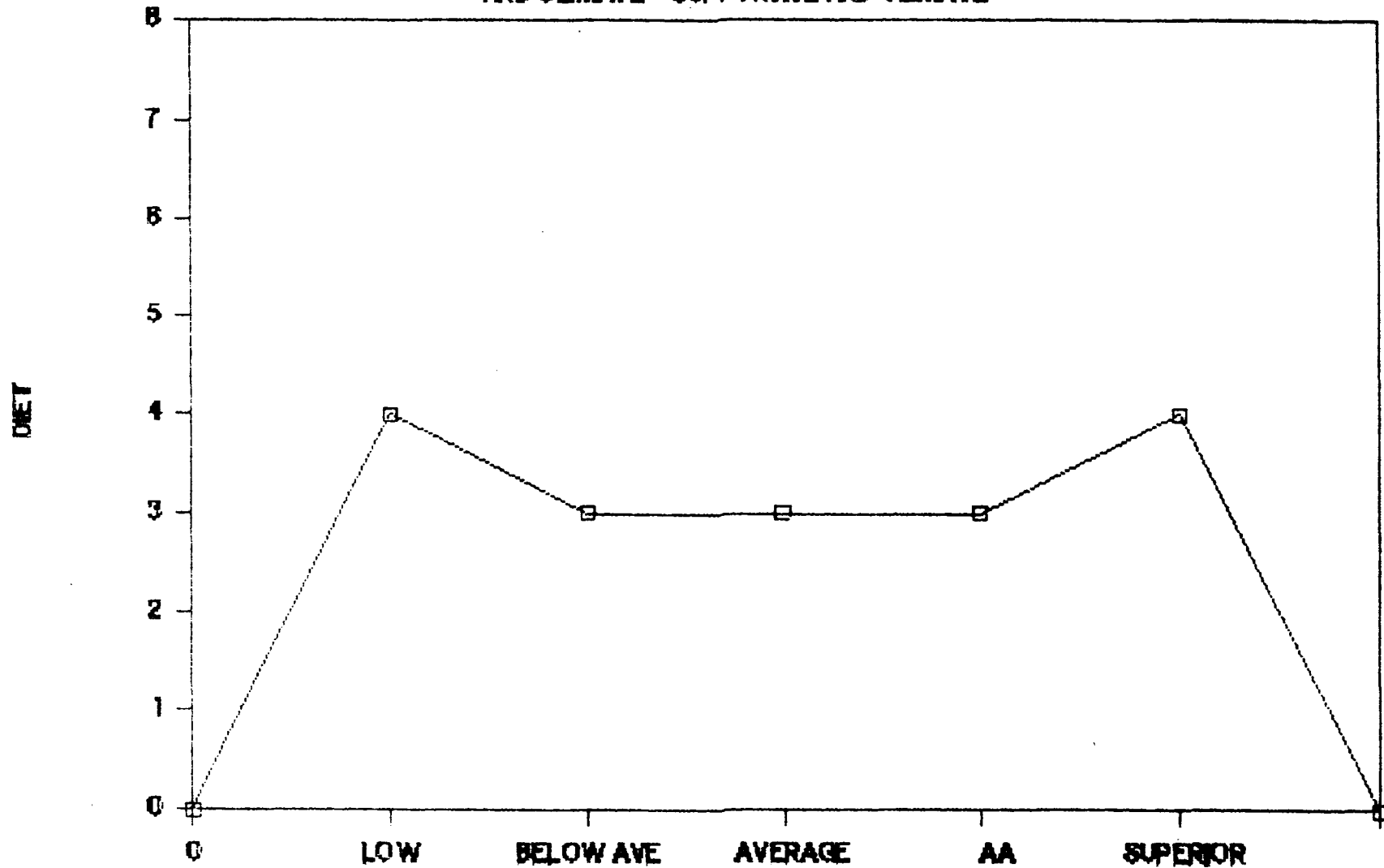


FIG - 5

FREQUENCY DISTRIBUTION

HRD CLIMATE - OPENNESS VS COMMUNICATION

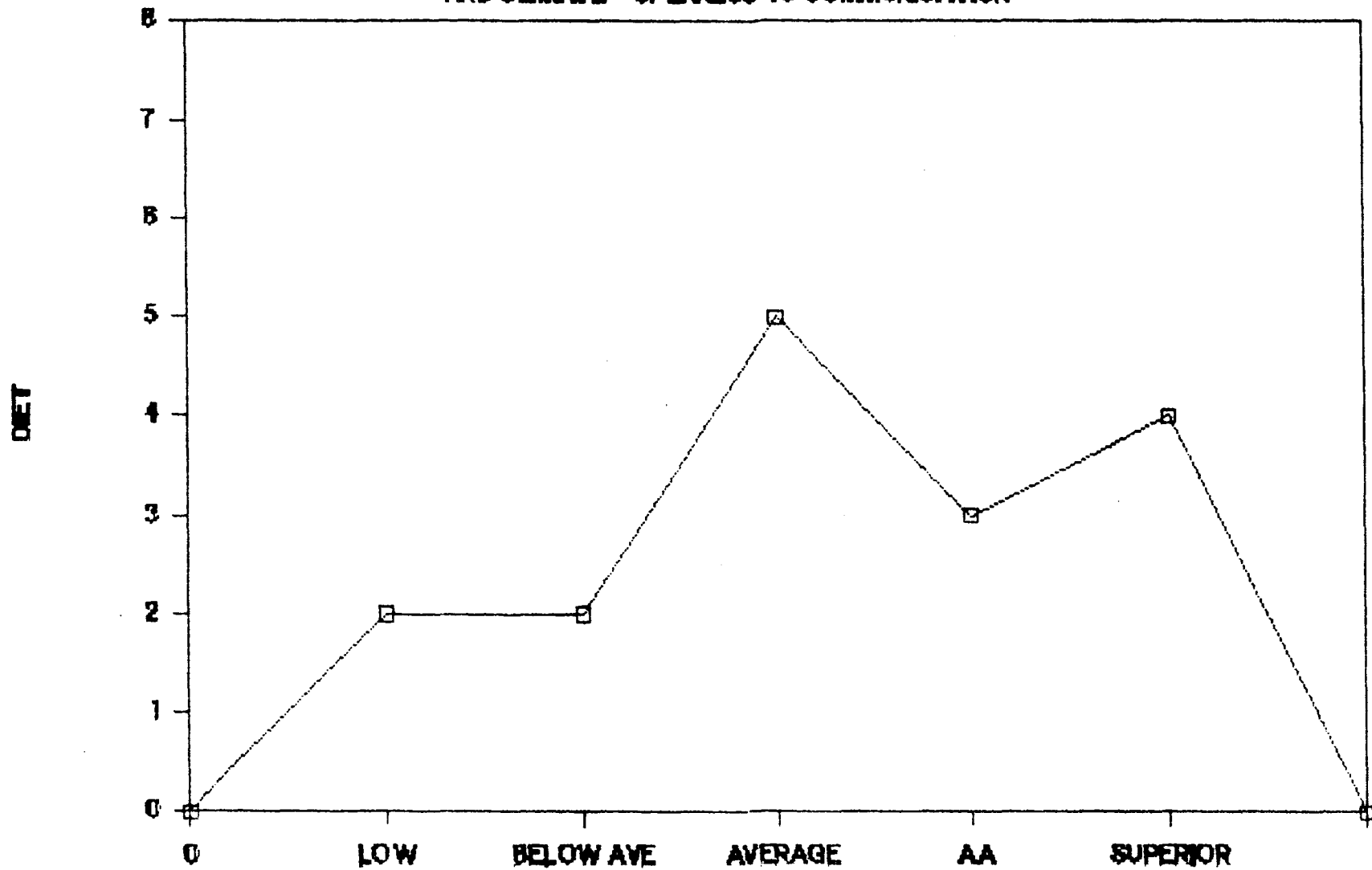


FIG - 5

FREQUENCY DISTRIBUTION

HRD CLIMATE - TRUST

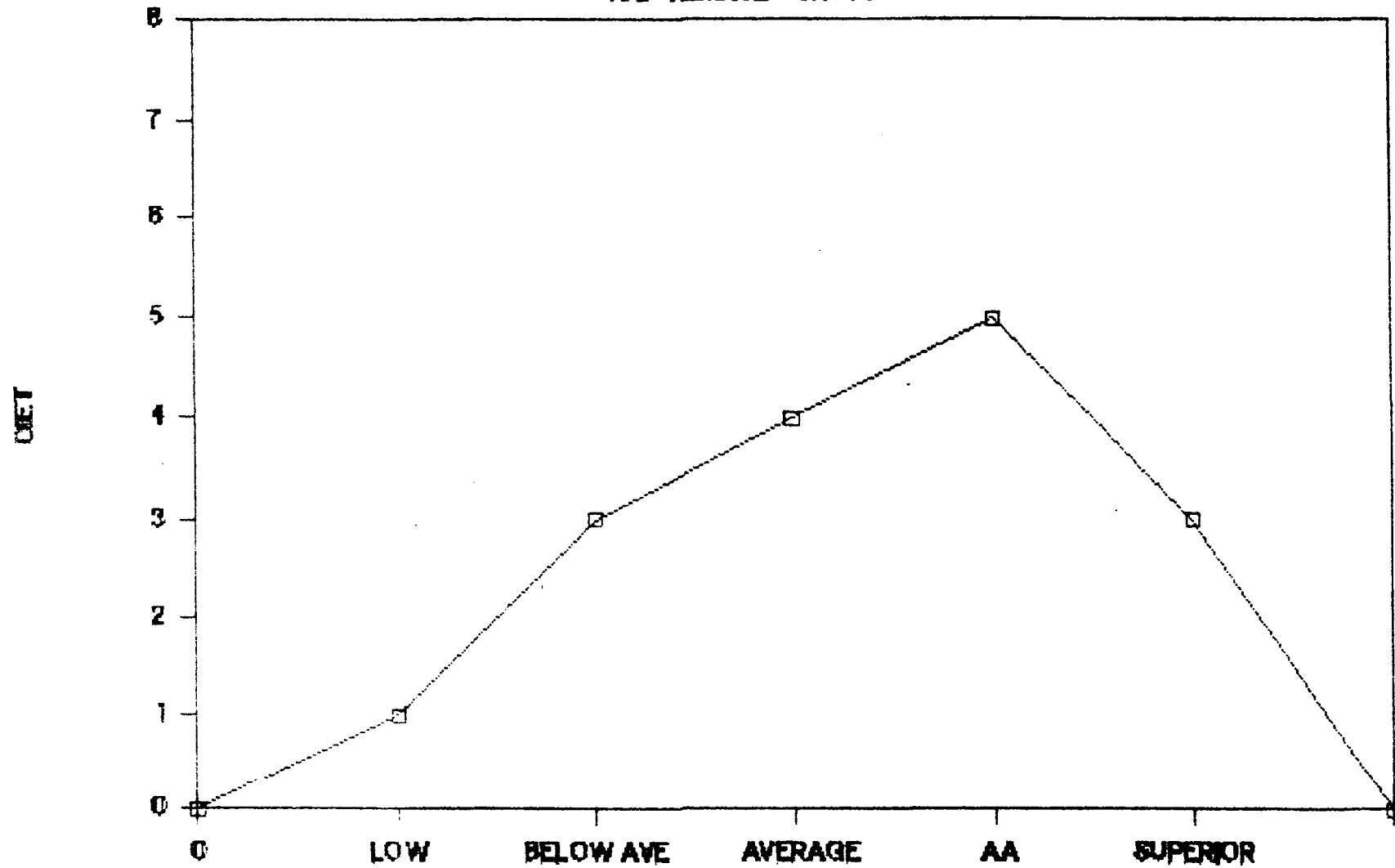


FIG - 7

FREQUENCY DISTRIBUTION

HRD CLIMATE - TRUST

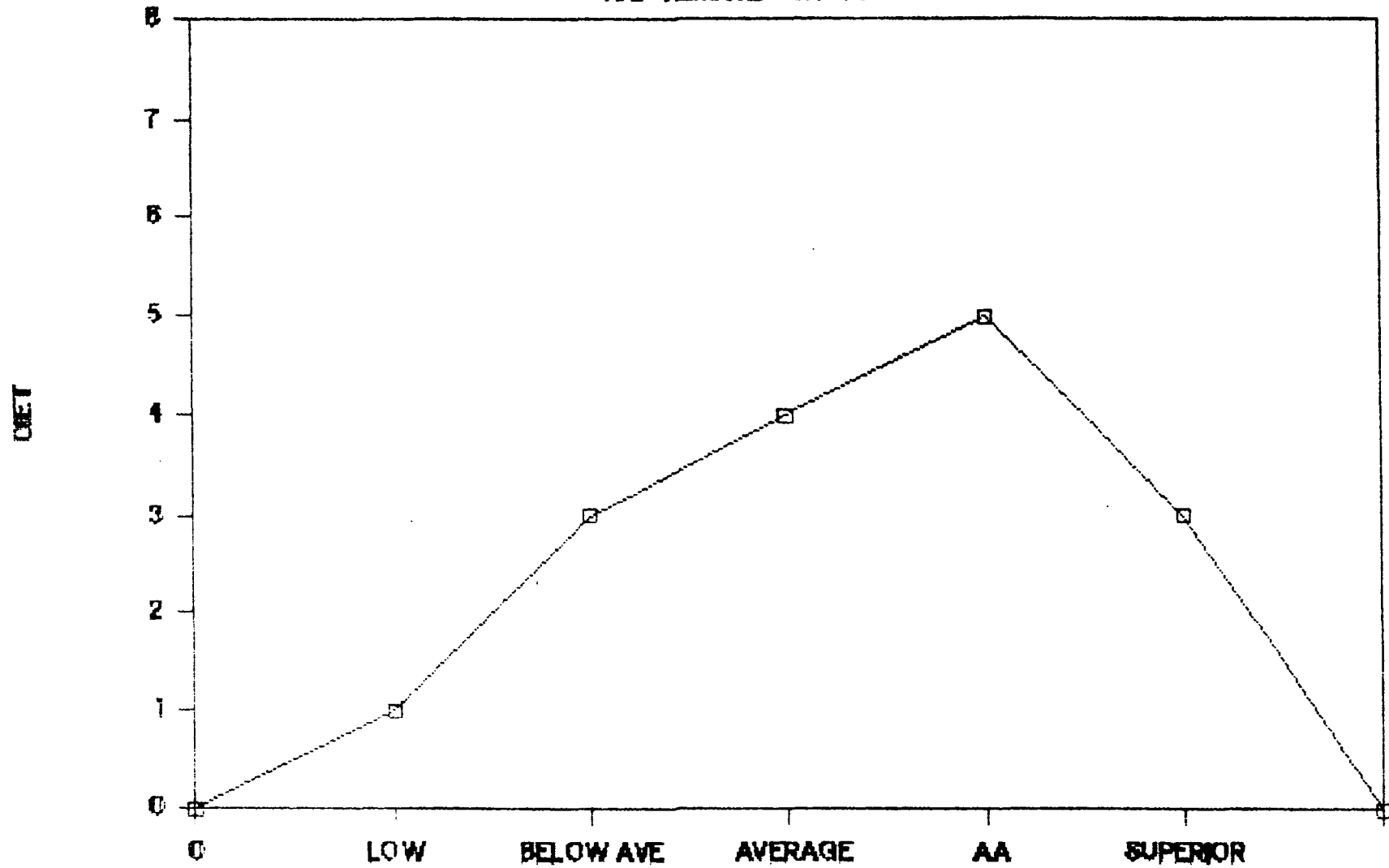


FIG - 7

FREQUENCY DISTRIBUTION

HRD CLIMATE - COLLABORATION

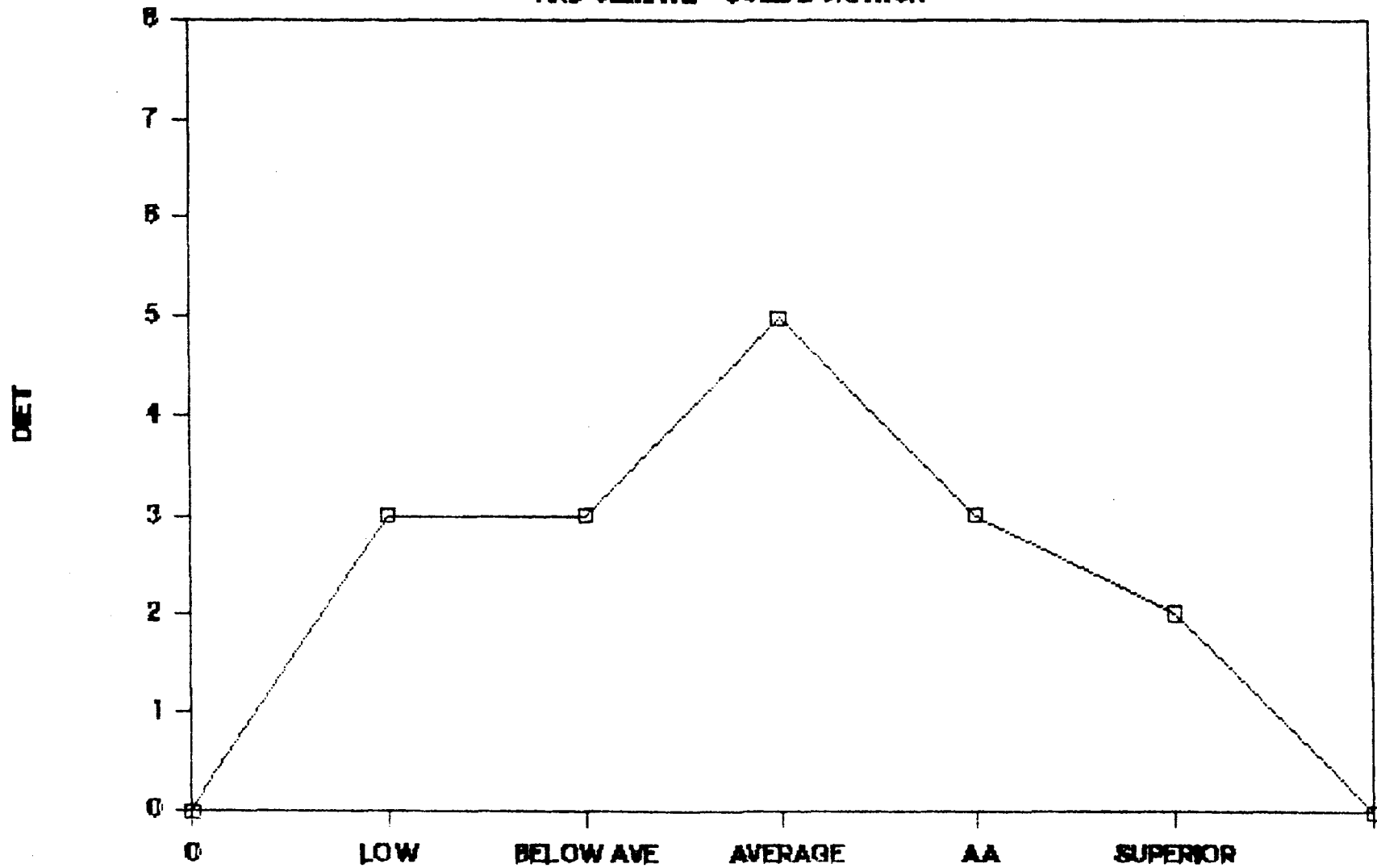


FIG - 8

FREQUENCY DISTRIBUTION

HRD CLIMATE - TEAM SPIRIT

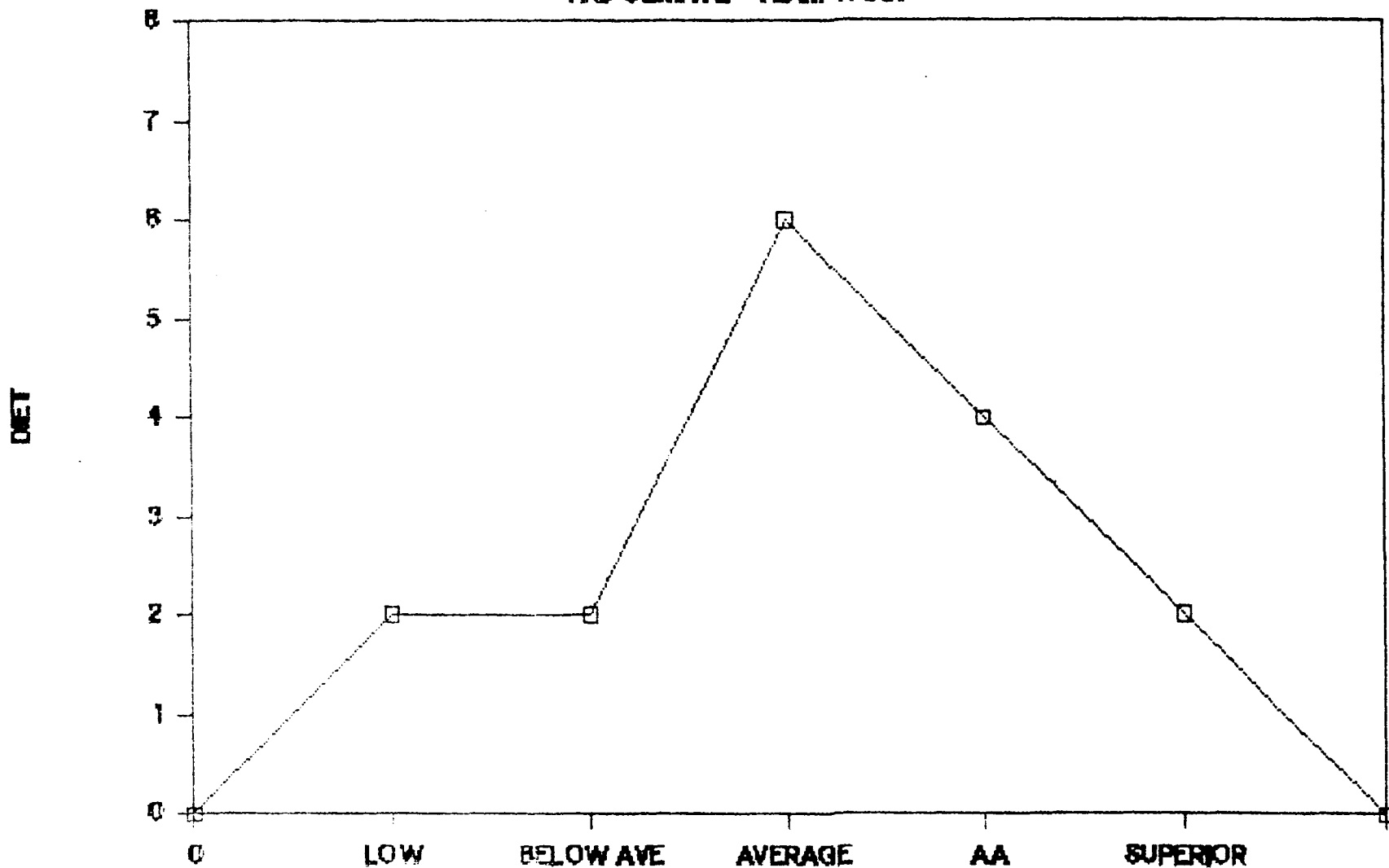


FIG - B

FREQUENCY DISTRIBUTION

HRD CLIMATE - REWARD

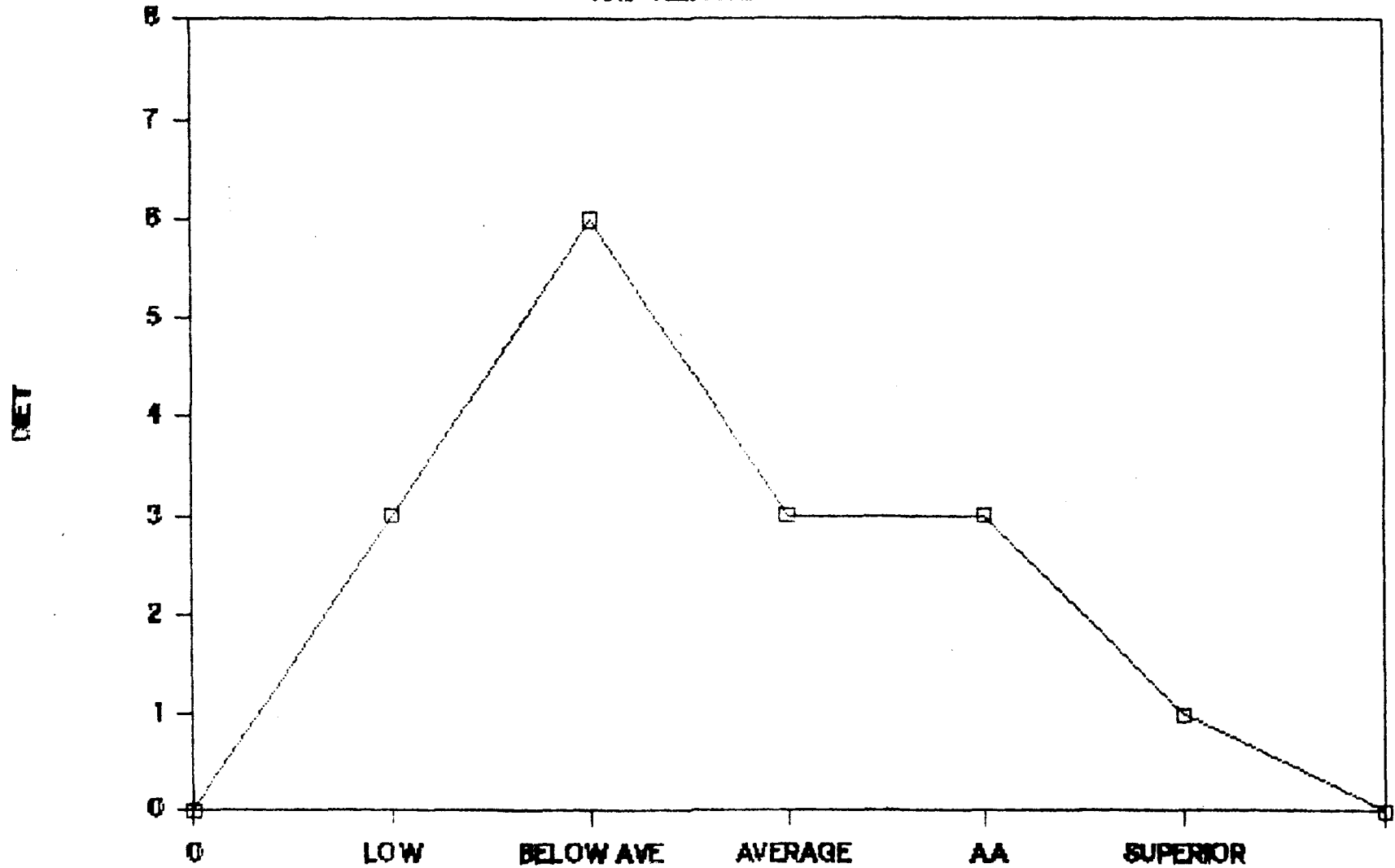


FIG - 10

FREQUENCY DISTRIBUTION

HRD CLIMATE - TOTAL

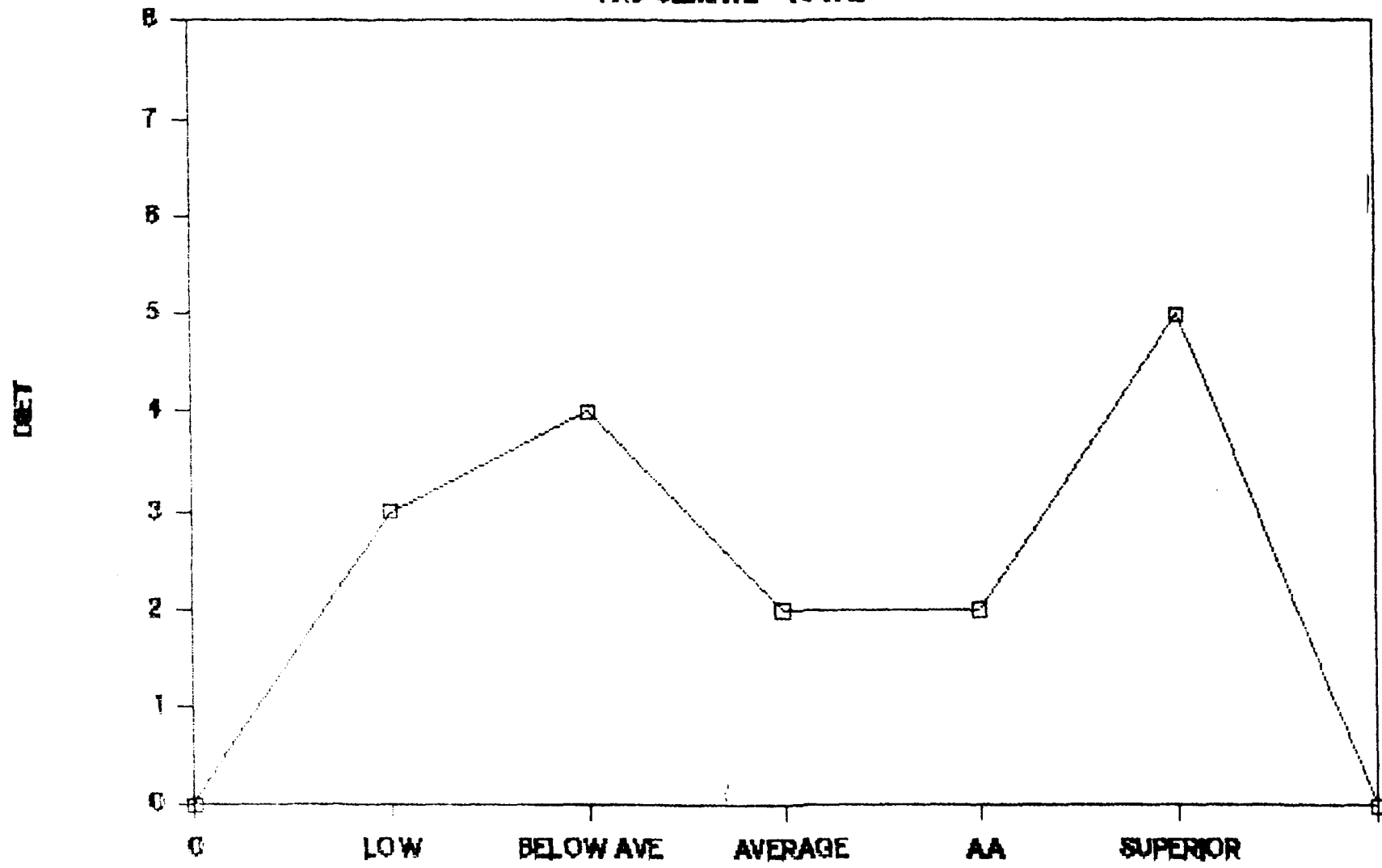


FIG - 11

From this 5 points scaling the HRD climate of various DIETs was categorised as below :-

TABLE-6

Superior	LUCKNOW
Above Average	Amritsar, Jodhpur, Alwar, Sonepat
Average	Bareilly, Ludhiana , Mathura
Below Average	Gurgaon, Motibagh , Rajinder Nagar
Low	Darya Ganj, Keshav Puram, Pali Agra and Shahdra

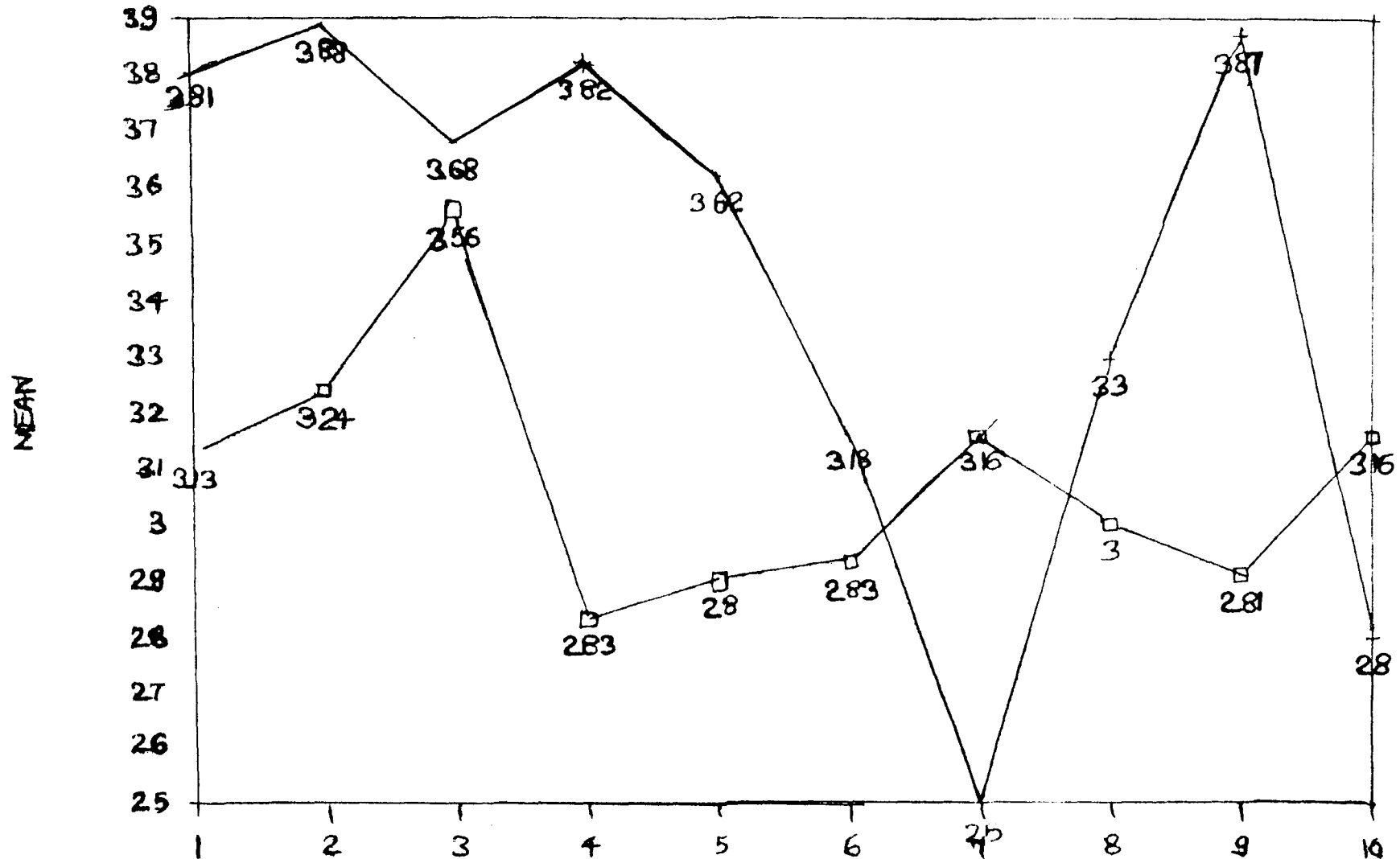
The details in figures 1 to 11 above reveals that LUCKNOW, AMRITSAR and JODHPUR DIETS were having conducive HRD climate where as the DIETs located in DELHI and AGRA were on the other end of the scale. The remaining DIETs were having their position in the middle of the scale.

To have further support to the profile of DIET the scaling of DIETs on 5 point scale on the factors of HRD climate were plotted by frequency Polygon, in Figure. The conclusion of frequency polygon are also given in a tabular form in TABLE 7 after the fig 12 to 19

FOR THE FACTORS OF HRD CLIMATE

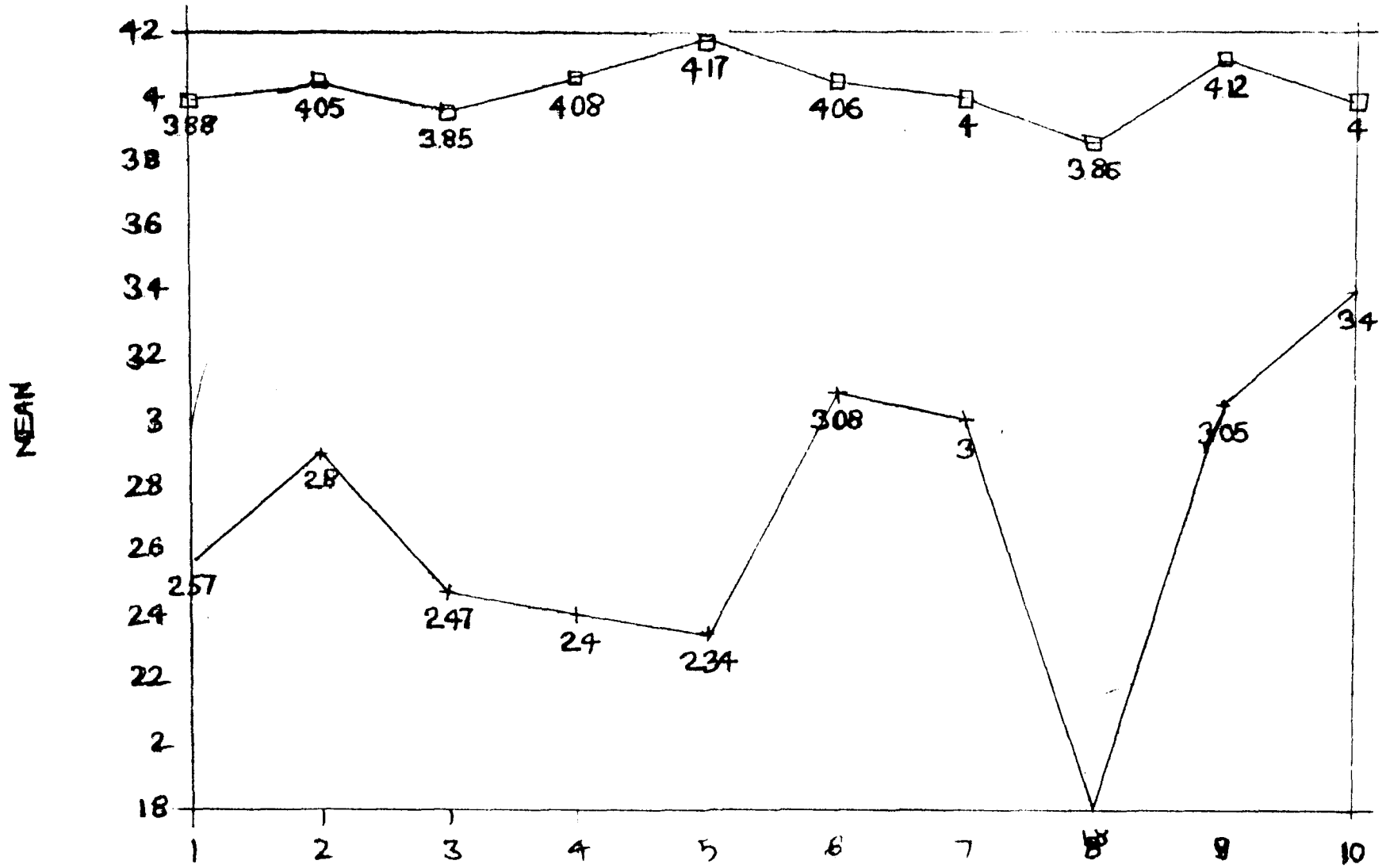
S.No	Trail	Superior	Above Average	Average	Below Average	Poor
1.	Feedback	Sonepat,Lucknow Amritsar, Alwar Jodhpur	Bareilly,Gurgaon Ludhiana,Mathura	Keshav Puram, Motibagh	Darya Ganj, Rajinder Nagar Pali, Agra	Shahdra
2.	Reponsi- bility	Lucknow, Jodhpur Amritsar, Alwar, Jodhpur	Moti Bagh,Gurgaon Sonepat, Bareilly Mathura, Ludhiana	Rajinder Nagar Pali, Keshav Puram	Darya Ganj, Shahdra,Agra	
3.	Supportive HRD climate	Sonepat,Lucknow Alwar, Bareilly	Gurgaon,Ludhiana, Mathura	Moti Bagh, Jodhpur	Rajinder Nagar, Darya Ganj, Pali	Keshav Puram Shahdra,Agra Amritsar
4.	Risk taking behaviour	Sonepat,Gurgaon Lucknow,Bareilly Amritsar	Moti Bagh,Ludhiana, Jodhpur,Alwar, Mathura	Keshav Puram, Pali	Darya Ganj, Shahdra,Rajinder Nagar	Agra
5.	Top Support	Jodhpur,Lucknow Alwar,Bareilly	Mathi Bagh,Sonepat, Bareilly, Ludhiana, Pali, Mathura	Rajinder Nagar, Moti Bagh	Agra	
6.	Openess Vs	Sonepat, Lucknow Alwar;Bareilly	Ludhiana,Darya Ganj, Mathura,Moti Bagh	Rajinder Nagar, Shahdra, Keshav, Puram,Pali, Jodhpur	Amritsar, Agra	
7.	Truit	Sonepat, Mathura, Bareilly	Gurgaon,Lucknow, Amritsar, Jodhpur, Agra	Darya Ganj, Shahdra,Pali, Alwar	Keshav Puram, Moti Bagh, Ludhiana	Rajinder Nagar
8.	Team-Spirit	Gurgaon,Amritsar.	Sonepat, Bareilly Alwar, Mathura	Darya Ganj, Moti Bagh, Ludhiana,Pali, Jodhpur,Agra	Rajinder Nagar, Lucknow	Shahdra, Keshav Puram
9.	Collabo ation	Jodhpur, Lucknow	Gurgaon,Sonepat, Amritsar,Alwar	Moti Bagh, Bareilly,Mathura, Ludhiana	Darya Ganja, Shahdra,Keshav Puram	Rajinder Nagar,Pali, Agra
10.	Reward	Lucknow	Gurgaon, Sonepat	Moti Bagh, Amritsar, Rajinder Nagar	Shahdra,Keshav Puram,Pali, Alwar,Mathura Jodhpur	Darya Ganj, Ludhiana
11.	Total	Sonepat, Lucknow Jodhpur, Amritsar	Bareilly,Mathura	Ludhiana,Alwar	Darya Ganj,Rajinder Nagar, Moti Bagh,	Shahdra, - Keshav Puram,

PROFILES - HRD CLIMATE



HRD FACTORS FIG-12

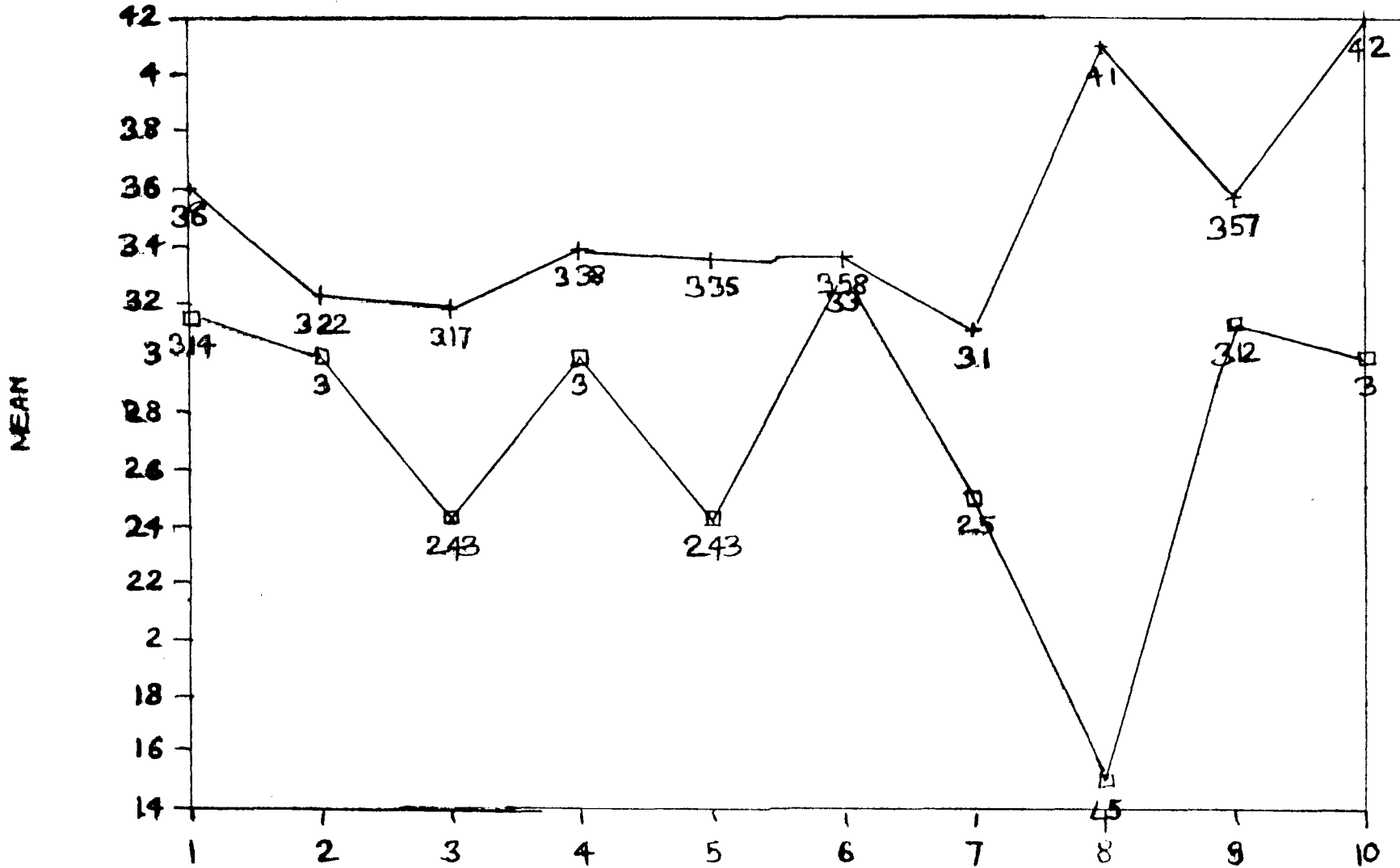
PROFILES - HRD CLIMATE



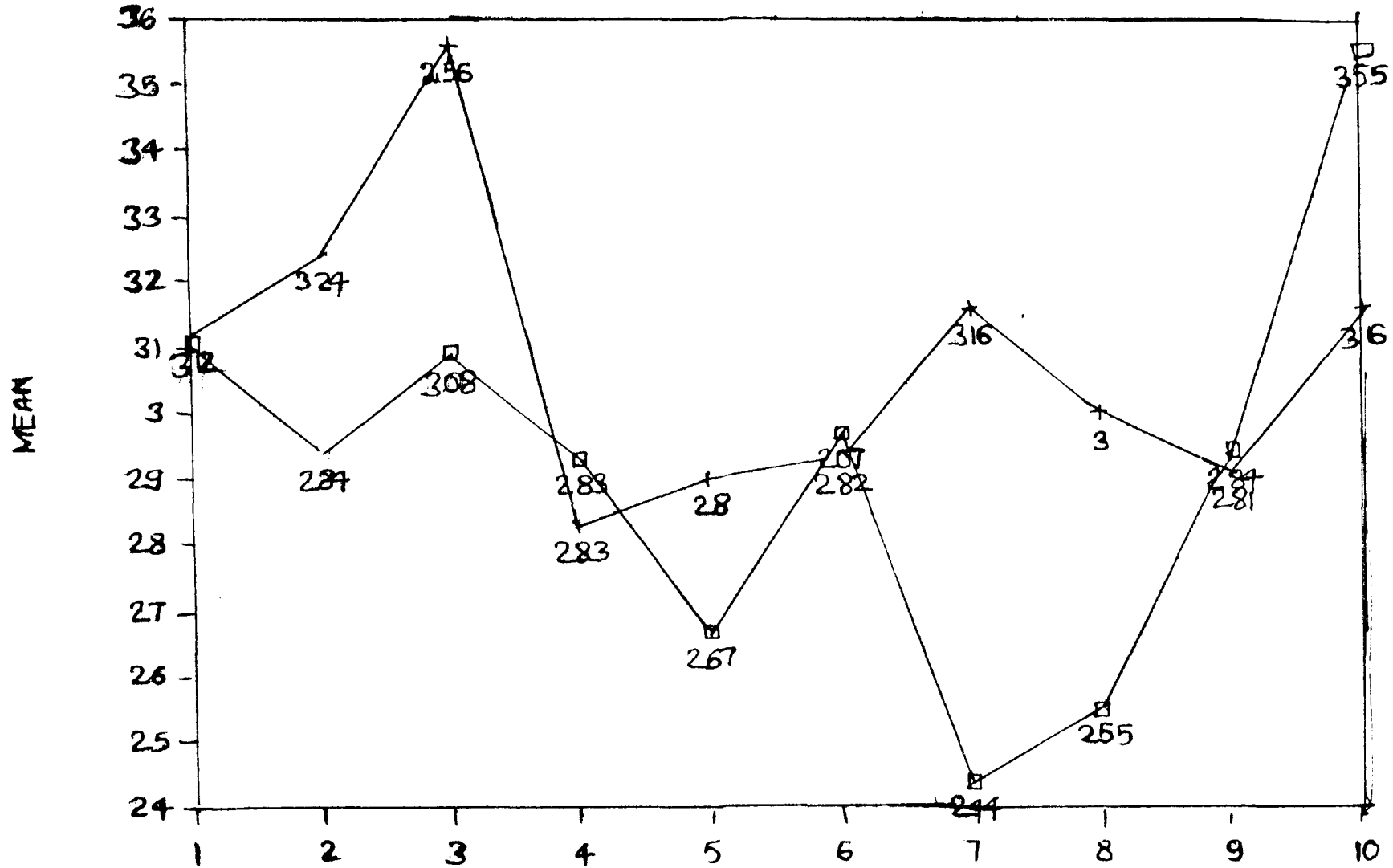
HRD FACTORS FIG-131

CONFIDENTIAL

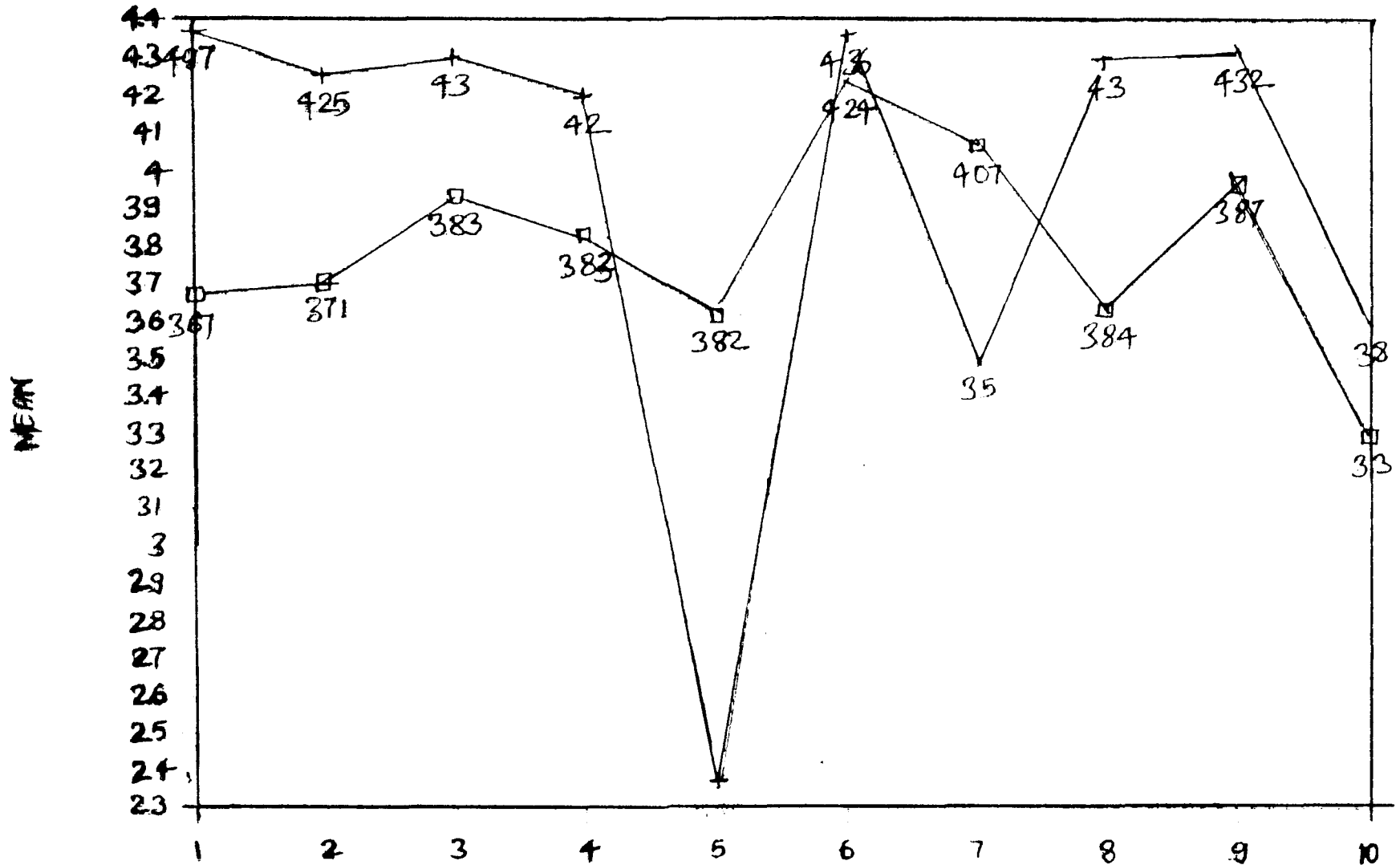
PROFILES - HRD CLIMATE



PROFILES - HRD CLIMATE



PROFILES - HRD CLIMATE



The frequency polygon revealed the following :-

- Sonapat, Lucknow, Jodhpur and Amritsar DIETs were having very conducive HRD climate.
- The DIETs of Delhi(Shahadra, Keshav Puram) and Agra were found to be having low HRD climate.
- The table of hierarchical status of various HRD factor confirmed that the HRD climate in the sampled DIETs was different.

QUALITATIVE FINDINGS AND CONCLUSIONS

In order to answer the research question i.e The factors affecting the HRD climate , the qualitative content analysis was done of the data collected through the secondary sources like the field notes, observation, interview and Records cum publication. Reports on DIETs were prepared. The reports and the content analysis was projected in the tabular form as shown in the Table 8. Which presents a comprehensive status of various DIETs as found on the day of the visit. From the above table the following factors affecting the HRD climate are inferred.

TABLE-9

TABLE SHOWING EXISTING STATUS OF DIETs

Name of the DIET	Year of Incent	Name of the Elementary Teacher Course	No of Dr. Lecturer	Status of Principal	No of Publications	Functional Branch	No of Vacant Post	Departmental Promotion	Hostel Facilities	No of Computer Held	Computer Technician Available	Science Laboratory Existence	Library	Reading Room	Session period	1st Year Admission Month	Selection among staff member	Position of DRU	Scores on HRD Scale	HRD Climate observation
Agra	1991	BTC	-	Adhoc	-	2	19	No	Boys	2	Yes	Yes	Yes	Yes	Aug to May	December	Tension	Yes	106.75	No development of complete HRD climate
Mathura	1988	BTC	-	Adhoc	Kara Bhumi	2	33	No	Both boys & girls	1	No	No	No	No	Aug to May	December	Tension	Yes	153.78	No discipline No satisfaction etc
Lucknow	-	BTC	-	Permanent	No Publication	-	03	No	Both boys & girls	2	Yes	Yes	Yes	Yes	Aug to May	August	Good	Yes	174.66	HRD climate is good
Bareilly	-	BTC	1	Permanent	No	-	-	No	Boys	No	No	Yes	Yes	Yes	Aug to May	August	Tension	No	154.81	HRD climate is not good
Ludhiana	1989	ETT	2	Permanent	3	All	10	Yes	No	4	No	Yes	Yes	Yes	Jan - Dec	Jan	Good	No	143.2	HRD climate is good
Amitser	1989	ETT	-	Permanent	One News letter	All	09	No	Boys	No	No	Yes	Yes	Yes	Jan - Dec	Jan	Good	No	170.10	HRD climate is good
Senspat	1993	B.Ed	2	Permanent	No	3	06	No	Boys	No	No	Yes	Yes	Yes	Jul - May	Aug	Tension	Yes	161.25	HRD climate is not good
Gurgaon	1998	B.Ed	-	Permanent	No	3	02	Yes	Boys	No	No	Yes	Yes	Yes	Jul - May	Aug	Good	Yes	138.0	HRD climate is good
Alwar	1989	STC	6	Permanent	No	All	03	Yes	Both boys & girls	4	Yes	Yes	Yes	Yes	Jul - May	Jul	Good	Yes	139.27	HRD climate is good
Pali	1990	STC	6	Permanent	No	All	05	Yes	No	2	Yes	Yes	Yes	Yes	Jul - May	Jul	Good	Yes	119.50	HRD climate is not good
Jodhpur	1990	STC	6	Permanent	Yes	All	-	Yes	Boys	2	No	Yes	Yes	Yes	Jul - May	Jul	Good	Yes	166.20	HRD climate is good
Moti Bagh	1st Phase	ETT	Full	Permanent	Communique	All	04	Yes	No	4	No	Yes	Yes	Yes	Jul - May	Jul	Good	Functional	129.14	HRD climate is good
Rajinder Nagar	1st Phase	ETT	Full	Adhoc	One	All	03	Yes	No	3	Yes	Yes	Yes	Yes	Jul - May	Jul	Good	Functional	121.22	HRD climate is best
Keshav-Peram	1st Phase	ETT	Full	Permanent	One	All	04	Yes	No	Not Functional	Yes	Yes	Yes	Yes	Jul - May	Jul	Good	Functional	111.50	O.K. (No proper coordination & team spirit)
Shahadra	11nd Phase	ETT	Full	Permanent	One	All	04	Yes	No	Available but not functional	Yes	Yes	Yes	Yes	Jul - May	Jul	Good	Functional	104.60	O.K.

From the qualitative analysis it may be concluded that the following factors might be contributing to the conducive and non conducive HRD climate in the DIETs :-

FACTORS AFFECTING HRD CLIMATE

- The unscientific and lop sided recruitment policies have restricted the entry of talented persons in the DIETs.
- Inconsistent promotional policies have bred stagnation which has resulted in low level of morale of the faculty.
- Poor perception of the training needs has left the faculty disoriented and unidentified with the objectives of the institution.
- Irrational placement practices have resulted in low morale amongst the staff members.
- In most of the DIETs all sanctioned posts of various branches were not filled up causing the extra workload on the existing staff thus affecting the HRD climate of the institutions. For example in one of

the DIET of UP (Agra) the post of principal and 19 other posts were lying vacant. The DIET was directionless in the absence of academic leader.

- Non functionality of many branches due to the shortage of staff and lack of other resources affected the HRD climate in many DIETs.
- Deputation of faculty from other institutions/ department had created a feeling of uncertainty and insecurity about their future roles and responsibilities. Hence lack of dedication and interest in the activities of DIET.
- It had been observed that many state governments had posted secondary school teachers in DIETs, who had no experience of working in the area of elementary education.
- Most of those who were working in branches such as planning and management, Educational Technology, Curriculum Material

Development and Evaluation had neither prior experience of working in these areas nor the requisite competence to perform those tasks. As a result, the functioning of the DIET was affected and the desired goals were not achieved.

- . It was observed that in many DIETs the Staff had been deputed on contract appointment made from outside the state governments. The deputed staff was concerned about uncertainty of about their future and was reflected as lack of sustained interest was found in the activities of DIET.
- Commutation of the faculty from the long distances due to the non-availability of residential accommodation. and poor state of transport facilities was found to obstruct the smooth functioning of the institutes.
- Delayed sanctioning and release of the grants affected the admissions in a few DIETs which further affected all related activities and the calendar of events of the DIETs. In a few DIETs the admission process for the session

1995-96 was still under progress even in the month of December. It was scheduled to have started in the months June-July 95.

- Lack of proper institutional transport facilities were found to affect the monitoring and supervision of the DIETs programmes in the field.
- Meager amount of honorarium for resource persons restricted the procurement of good quality experts and specialists for the inservice programmes which further affected the quality of training imparted to teachers.
- In many DIETs the basic infrastructural facilities for the academic staff required for their professional growth were lacking. A few such facilities are reading room, good quality books in the library, communication facilities as telephone.
- Lack of departmental promotion lowered the morale of the staff and hence affected the performance as well as HRD climate.

- Lack of orientation about the roles and function of DIETs to the faculty especially unawareness about the concept, procedure and importance of conducting action research in their area.
- Unawareness about the scope, importances and function of publications, resulted in the lack of persuasion in getting the funds released for the same. Consequently, the publication grant was found to have lapsed unutilised in many DIETs. General awareness about provision of various funds under different heads was lacking resulting in under utilisation and reduced staff performance.
- Non-availability of the computer operator hindered the use of computers which were otherwise present in the DIETs. It was also observed that computer were becoming the monopoly of a selected few. In few DIETs, computer was being used only by non-academic staff for day today office work only.
- Though the DIETs were planned to have live

in residential arrangements yet adequate hostel facilities were available for neither the students nor the staff who had to commute over long distances.

- The faculty of DRU was often found busy only in district literacy campaigns there by depriving their services to the DIETs for other developmental activities and programmes.

SUGGESTIONS TO IMPROVE THE HRD CLIMATE OF DIETs

The following HRD Mechanism may be incorporated to improve the HRD climate of educational institutions :-

HRD MECHANISMS

- **Performance Appraisal :** It is a process of ascertaining how effectively a staff member is performing his job. The object of appraisal is to determine the present state of performance in order to determine the actual need of training and motivation. It also serves to indicate the areas of weakness in the faculty so that measures for skill development and proper motivation may be taken to improve the work climate. It

can also offer important feed back information on the effectiveness of recruitment, selection, motivation and compensation systems. Hence it is an important mechanism for HRD. The prime objective of performance appraisal is to make the faculty realise as to where he stands in terms of performance. This appraisal is looked as a tool to help staff overcome his weaknesses and improve his strengths.

- **Confidential Reports** are generally used for this purpose. It is only used to evaluate the performance of staff if it is based on objective and continuous evaluation of performance against given norms. After evaluating the performance appraisal formats, the need for training of staff, counseling or any follow up should always be conducted in order to make the system positive and objective. No Appraisal system was witnessed in any of the DIETs under study. Though confidential Report system was in existent but these reports are not being evaluated and used for the purpose of performance appraisal.

- **Potential Appraisal:** It is highly essential in view of the continuous development of the expansion, diversification, introduction of technological changes in the syllabus and curriculum of teacher training programmes of the DIETs. Under these circumstances, the institutions have to continuously progress the growth of the faculty so that they can discharge their responsibilities effectively..

- **Need of recurrent Training of DIET faculty.** Training stimulates development in people. Training is linked with performance appraisal and career development. The faculty is generally trained on the job or through in house training programmes. DIETs were set up in the country to improve the quality of elementary and adult education. About 400 DIETs have been established so far in the country. Under DPEP more responsibilities have been assigned to these institution so that the goal of universalisation of elementary education could

be achieved. But the existing situation of DIETs is far from satisfactory. The staff of DIETs is mostly from secondary stage teaching and they do not have experience of elementary stage teaching. The academic staff is not having experience of organising training programme, developing training material and conducting action research.

Rewards

Rewarding faculty performance and behaviour is an important part of HRD. Appropriate rewards not only recognise and motivate staff but also communicate the institutional values to the staff. Typical rewards include certificate of appreciation, news letter announcements, increase in salary, honouring staff in functions, special privileges, desired training etc. Thus fair reward system helps in proper utilisation of human resources.

Staff Welfare Activities

It is an established fact that welfare activities protect the staff, conserve their energy and keep their behaviour desirable. At this junction, the HRD could trace certain factors like residential accommodation

facilities, medical aid etc. In the area of staff welfare, these factors act as direct motivators.

Quality of Work Life. . . .

A demotivating factor in our institutions are the climatic conditions and other organic variables. We have oppressively hot weather in summer and bitterly cold conditions in winter with no corresponding amenities for majority of our faculty to enable them to withstand their adverse effects. Due to paucity of resources, we are unable to provide subsidised transport to majority of our work force for commuting to place of work. Hostile living work conditions have a telling effect on the motivation of work force and developments in the work area. Many staff-members work in dimly lit, badly ventilated space; the furnitures are inadequate and often in a dilapidated state; any system for preservation and maintenance of files is almost non-existent, even the minimum physical facilities are lacking; the conditions in which women employees have to work are even more intolerable. (Thirumalai .G.S.1996).

The system and procedure prevalent in the administration of educational institutions are

extremely cumbersome and dehumanising in their effect. We are all familiar with the numerous forms, receipts and other odd slips of papers which have to be filled, signed, duplicated before completing a comparatively insignificant transaction like getting even a research paper typed, duplicated or printed etc. All these paraphernalia frustrate the academicians, the dispiriting effect which these routine things have on the staff is very debilitating. All such involved systems and procedures have mistrust of one another as the basis. Hence there is a need of the simplification of procedures for the academicians in our institutions and at least mitigate the impoverishments in the jobs.

The most astonishing aspect of the dehumanising character of the "routine" and complexities of the system methods and the procedures in the service bureaucracy is that almost all Civil servant employees are victims of these dysfunctional trivia. The observation of DIETs revealed the same. The faculty of DIET experienced frustrating delays in getting their salary or other entitlements and in having their grievances settled in time. Such delays in obtaining redress for their career connected problems and

difficulties compound the process of dehumanisation further for the staff and productivity and development of the individual are the ultimate casualties in the entire system.

Seniority is the universal basis for promotions. Even, where merit is claimed as the criterion for promotion, the system provides for " seniority-cum - merit" and ultimately results only in the weeding out the unfit rather than in a positive booster to the meritorious amongst the personnel. In this connection, it will be of incidental interest to note that in a job attitude survey of Development bureauracy conducted by V.A.Pai and S.S.Kshirasagar quoted by Thirumalai 1996, 31.9 % respondents believed that seniority weighted most in promotion decisions in Government service. Only 28.4% believed that hard work and superior quality paid in receiving promotions in the civil service.

- **Feedback and Counselling.**

In the words of T.V.Rao" Knowledge of one's strengths helps one to become more effective, to choose situations in which one,s strengths are required and to avoid situations, in which weakness could create problems.This also increases the satisfaction

of the individual. Often people do not recognise their strengths. Supervisors in an HRD system have the responsibility for ongoing observation and feedback to subordinates as well as for their strengths as well as their weaknesses in improving performance capabilities." It is well known to all that such a system of performance feedback and counselling hardly ever exists in any educational institution. There exists of course a practice of admonitions and punishments of adverse entries in the confidential Reports. But this is far from the requirements of an ideal HRD system, which envisages an atmosphere of "caring for and nurturing" a subordinate by the boss in particular and the organisation in general. Research study of Panandikar and Kshirasagar indicated that superiors did not take a higher interest in helping them to grow even though their interpersonal relations were generally cordial. This is true even in the context of educational institutions. In order to establish a system of counselling and feedback, there has to be a revolutionary change in the attitude of educational administrators and a change in the climate of mistrust against the subordinates that is prevailing in the educational institutions. The climate in the Public Administration system is not very conducive to HRD.

There are many dysfunctional features both in the environment in which the DIETs function and in the administrative organisation, their policy, philosophy etc. Still it is possible and is also necessary, if the government intentions in establishing an entire Ministry of HRD at the centre are to be translated into actual practice, that the public administration takes a leading role in the development of its own vast human resource.

There is a need to establish a climate in which experimentation in HRD is given a free rein to thrive and succeed in educational institutions and serve as a model for others to follow and improve, if possible. Teaching human resources of academic faculty of DIETs ought to be motivated and persuaded to put their heart and mind in research work. It is the quality of research work which governs the academic standards of the institute and its faculty. It is teaching human resources which shape the destiny of teeming youth and steer the whole nation towards development and prosperity.

Teaching and research have been wedded to each other. Both the activities are means to development of

academicians. Research activities are more important in DIETs. Creativity first erupts in mind and then is transformed in the shape of valuable writings. Hence teaching should be creative. It is rightly said that application is the soul of the knowledge. HRD is a total system which helps in improving existing skills of the staff as well as bring 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 DIETs as well as their own self.

- Need of Training of Educational Administrators.

Seldom there has been an attempt made to familiarise the prospective teacher with a theory of school organisation or management. Infact, until recently there was hardly any body of principles or theoretical model developed for school administration for inclusion in courses of study at the B.Ed or even at the M.Ed levels. This field of specialisatio has hardly been offered in the programmes of teaching at the M.Ed . And those universities which offer this specialisation stress mainly on the organisational, structural and functional aspects of educational administration because adminstration for a long time

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was not considered beyond the mechanical and routine activity of those senior in age or in profession. Analysis of syllabi in educational administration shows that the 'Training aspect in educational administration is completely missing. Educational administration is studied more for knowledge than skill development. Srivastava (1995) had rightly remarked that "Training is concerned with development of skill and skill is developed through practice more than the study of theoretical concepts in isolation, bereft of practice. The whole programme needs overhauling. Institutes of the certificate, diploma or degree courses in educational administration on the lines of M.B.A. would be the most desirable arrangement for educational administrators of DIETs and SCERT,s.

The message to the educational administrators is

BE A LEADER, NOT A BOSS

THE BOSS DRIVES HIS MEN

THE LEADER INSPIRES THEM !

THE BOSS DEPENDS ON AUTHORITY,

THE LEADER DEPENDS ON GOODWILL !

THE BOSS INVOLVES FEAR,

THE LEADER RADIATES LOVE !

THE BOSS SAYS 'I'
THE LEADER SAYS 'WE' !
THE BOSS KNOWS WHO IS WRON,
THE LEADER KNOWS WHAT IS WRONG !
THE BOSS KNOWS HOW IT IS DONE,
THE LEADER KNOWS HOW TO DO IT !
THE BOSS DEMANDS RESPECT,
THE LEADER COMMANDS RESPECT!
SO, BE A LEADER, BE NOT A BOSS.!

RECRUITMENT

Sustained efforts should be made to recruit qualified persons for DIETs, improve the capabilities of the existing faculty through need based training and motivate them through better service - conditions and career development. Right placement on the job and proper induction are important aspects of total function of HRD. The procedure for the above should be designed in such a way as it is able to attract a suitable number of candidates, qualified to meet established standards for work and conduct. A suitable placement is one in which a new employee finds himself in a good place to work and proves that to be willing and able to meet high standards to function

effectively with other colleagues in a small work group.

All these mechanism ^{are} is linked with human resource planning. These mechanism are designed on the basis of the following beliefs.

Beliefs of HRD Mechanisms"

1. Human resource is the most important asset in the organisation.
2. Unlike other resources human resources can be developed and increased to an unlimited extent.
3. A healthy climate characterised by the values of openness, enthusiasm, trust, mutuality and collaboration is essential for developing human resources.
4. HRD can be planned and monitored in ways that are beneficial both for the individual and the organisation.
5. Faculty members are likely to have this feeling if the organisation provides for their basic needs and for their higher needs through appropriate management styles and systems.
6. Staff feels committed to their work and to the

organisation ,if the organisation, perpetuates a feeling of belongingness.

7. Staff commitment is increased with the opportunity to discover and use one's capabilities and potential in work.

8. It is the responsibility of all heads of institutes to ensure the development and utilisation of the capabilities of subordinates to create a healthy and motivating work climate and to set examples for subordinates to follow .

9. The higher the level a manager the more attention should he pay to the HRD function in order to ensure its effectiveness.

10. The maintenance of healthy work climate and development of the human resources is the responsibility of every organisation.

SUMMARY

A Study of District Institute of Education and Training (DIETs) with Special Reference to Human Resources Development (HRD) Climate

It has been observed that the educational research and training institutes have not realised the significance of human resources on its overall performance, which consequently led the deterioration of human face of an institution as well as under performance, lack of motivation, lack of job-satisfaction and low morale on the part of the faculty. The study was undertaken with a view to have an empirical status survey of human resource development (HRD) climates of DIETs. Where future quality teachers of primary schools are being prepared.

The sample comprised 154 academic faculty respondents of the 16 DIETs of Amritsar, Ludhiana (Pb), Gurgaon, Sonapat (Haryana); Mathura, Agra, Lucknow, Bareilly (UP); Alwar, Pali, Jodhpur (Rajasthan); Moti Bagh, Darya Ganj, Rajinder Nagar, Shahdra and Keshavpuram (Delhi).

Data were collected through 40 items questionnaire, which was systematically developed and

tried out on the HRD factors; Responsibility, Risk-taking behaviour, Top-Support, Feedback, Supportive HRD Climate; Openness versus Communication, Trust, Team-spirit, Collaboration and Reward.

Qualitative data were collected through field observation cum interview as well as through school records.

- The following data analysis was done :-

(a) Calculation of significance differences among means by using F-ratio,s and t-ratio,s.

(b) Tabulation of factor-wise hierarchical status.

(c) Rating of 16 DIETs on standard 5 point scale as Superior, Above-Average, Average, Below-Average and Low on all the factors of HRD.

(d) Graphical profiles of HRD Climate.

(e) Graphical representation of HRD Climate.

(f) Content Analysis-of the qualitative data.

Analysis of data revealed the following :-

1. Significant differences existed among the HRD Climate.
2. Team-spirit was missing in the HRD Climate of DIETs, though the spirit of collaboration was highly operative.
3. Top-support and feed back were given to DIETs.
4. 80 t-ratios were significant out of 2640 ($15 \times 15 \times 11 = 300$) computed E-ratios.
5. The most significant mean differences had been found in the HRD climate of openness versus communication among the superior/above average rated DIETs on one hand and low/below average rated DIETs on the other.
6. No significant mean differences were found in the Top-Support and Feedback in all DIETs.
7. Vacant posts, Non-functionality of money branches of DIET, untimely release of grants, non-availability of residential accommodation, lack of infrastructural facilities, lack of departmental promotions, unawareness about the roles functions of DIET and action research are some of the factors affecting the HRD Climate.

SUGGESTIONS FOR FURTHER STUDY

1. This is a first attempt in this direction and only one questionnaire could be developed to survey the HRD climate of DIETs. There is a need to validate the results, so arrived by other similar tools to be applicable to the other supportive staff in the hierarchy, who are already doing a lot to improve the HRD climate in order to have better output.

2. In the present study the HRD climate was assessed on a 5-point scale on the basis of a HRD factors as measured through a questionnaire. The conducive and non-conducive HRD climate was attributed to the qualitative factors which were based on unstructure observation, interview, field -note, records and publications. For the replication of the study, it is desired to develop a structured observation and interview schedule as a criterion variable against which the data obtained through a questionnaire may be correlated.

3. The mere survey of HRD climate is insufficient. It has to be related with the quality of output. In the context of teacher - education, the natural corrolory would be; the better the HRD climate of teacher training institution, the better the quality of

professionalism in the trained teachers. Therefore , there is a need to take up a study , where the cause -effect relationship is scientifically studied. Two types of variables are needed to be studied simulataneously , ie The effect of HRD climate of a teacher training institutions on the QUALITY of Training Methodology used in training pre-service and in service teachers. Significant differences can be studied of various institutions located in various regions in the country. On the basis of research findings policy decisions may be contemplated to improve the status of teachers who are the foundation builders of the nation.

4. Research findings indicated a high correlation among the HRD factors. Further factor analysis may be clubbed together to have a comprehensive tool for the HRD climate survey for educational organisations.

5. It was found thast a few factors of HRD were not operative in DIETs , and a few are highly operative. The studies may be carried out to find out the causes of both as well as measures be adopted to bring them at equal footing . In this regard controlled experimental studies may be planned by designing proper input to be provided for the development of those non-operative HRD factors and their impact on

the quality of training methodology.

6. Cross-sectional studies are required to be undertaken of all educational organisations.

**HRD CLIMATE SURVEY IN DISTRICT INSTITUTES
OF EDUCATION AND TRAINING (DIET).**

DATED :

NAME OF THE INSTITUTE :

DESIGNATION :

A number of statement are given below describing the HRD climate of an institution. Please give your assessment of the HRD climate of your institution by rating your institution on each statement is almost always true with your institute. A rating of 4 indicates that the statement is mostly true ; rating of 3 indicates that the statement is sometimes true ; A rating of 2 indicates that the statement is rarely true and a rating of 1 indicates that the statement is not at all true about your institute.

Give your assessment by encircling the appropriate number.

5 = Almost always true

4 = Mostly true

3 = Sometimes true

2 = Rarely true

1 = Not at all true

1. The Head of this Institution ensures that staff members enjoy their work.

Top Support

R - 0.26			D.I - 0.27	
1	2	3	4	5

2. The Head believes that human resources are extremely important and therefore all staff members have to be treated more humanely.

Top Support

R - 0.25			D.I - 0.25	
1	2	3	4	5

3. Professional development of the staff members is seen by the Head as an important part of his job.

Supportive HRD climate

R - 0.35			D.I - 0.37	
1	2	3	4	5

4. The personnel policies in this institute facilitate development of all staff members.

Supportive HRD climate

R - 0.43			D.I - 0.44	
1	2	3	4	5

5. The Head is willing to invest a considerable part of his/her time to ensure the development of his staff members.

Supportive HRD climate				

R - 0.31		D.I.- 0.29		
1	2	3	4	5

6. The Head of your institute takes active interest in his colleagues and help them in learning their job.

Top Support				

R - 0.29		D.I- 0.29		
1	2	3	4	5

7. People lacking in job related competencies are helped to acquire competencies rather than being left unattended.

Top Support climate				

R - 0.27		D.I.-0.26		
1	2	3	4	5

8. The Head of this institution believes that staff members behaviour can be developed at any stage of their life.

Supportive HRD climate				

R - 0.33		D.I - 0.31		
1	2	3	4	5

9. Supportive staff members (like AO, clerk, Peons etc.) of this institution feel responsible to render their support and help the academic staff.

Team spirit				

R - 0.23		D.I - 0.22		
1	2	3	4	5

10. Staff members of this institute are very informal and don't hesitate in discussing their personal problems with their Heads of department.

Openness Communication				

R - 0.19		D.I - 0.20		
1	2	3	4	5

11. The Psychological climate of this institute is very conducive for professional development of its staff.

Supportive HRD climate				

R - 0.44		D.I - 0.44		
1	2	3	4	5

12. The Head and Incharges of various department guide their colleagues and prepare them for future responsibilities and tasks they are likely to take up in the Institute.

Top Support				

R - 0.25		D.I - 0.27		
1	2	3	4	5

13. There are mechanisms in this institution in rewarding staff members for doing any good work like presentation of paper in meeting or development of instructional material.

Reward				

R - 0.25		D.I- 0.24		
1	2	3	4	5

14. When any staff member intends to take up new project the principal helps him to develop the proposal.

Top Support				

R - 0.30			D.I.- 0.29	
1	2	3	4	5

15. Staff members of your Institute don't have fixed mental impressions about their colleagues.

Trust				

R - 0.25			D.I.- 0.23	
1	2	3	4	5

16. Staff members are encouraged to experienced to experiment with new methods and try out innovative ideas in their classes.

Risk taking behaviour				

R - 0.21			D.I. - 0.20	
1	2	3	4	5

17. When any staff member makes a mistake, the head helps him to correct and improve such mistakes rather than punishing him/her or discouraging him/her.

Top Support				

R - 0.29			D.I - 0.29	
1	2	3	4	5

18. Weaknesses of staff members are communicated to them in a non-threatening manner.

Feed back

R - 0.37		D.I. - 0.40		
1	2	3	4	5

19. When critical comments are given to staff members they take it seriously and use it for their development.

Feed back

R - 0.23		D.I. - 0.24		
1	2	3	4	5

20. Staff members in this institution takes pains to find out their strength and weaknesses from their colleagues in order to improve the quality of Teacher Education.

Collaboration

R - 0.25		D.I. - 0.25		
1	2	3	4	5

21. When staff members are deputed for training, they take it seriously and try to learn from the programme they attended.

Responsibilities

R - 0.11		D.I. - 0.10		
1	2	3	4	5

22. Staff members returning from training programmes are given opportunities to try out what they have learnt.

Risk taking behaviour

Responsibilities				
R - 0.31			D.I. - 0.31	
1	2	3	4	5

23. Staff members are encouraged to take initiative and do things on their own without having to wait for instructions from the authorities.

Responsibilities				
R - 0.25			D.I. - 0.21	
1	2	3	4	5

24. Delegation of authority to encourage juniors to shoulder their responsibilities is quite common in this institute.

Responsibilities				
R - 0.29			D.I. - 0.31	
1	2	3	4	5

25. When problems arise, people discuss these problems openly and try to solve them amicably rather than accusing each other.

Openness communication				
R - 0.23			D.I. - 0.25	
1	2	3	4	5

26. There is constant feedback given by the head on the good performance of staff members at various levels.

Feed back				
R - 0.41			D.I. - 0.41	
1	2	3	4	5

27. Staff members in this institute are given responsibilities to arrange, seminars.

Responsibilities				

R - 0.25		D.I. - 0.24		
1	2	3	4	5

28. The staff members are quite open in this institute and as such don't feel reductant to communicate their problems to each other.

Openness Communication				

R - 0.27		D.I. - 0.25		
1	2	3	4	5

29. When meetings are conducted, all staff members are allowed to express their opinions freely.

Openness Communication				

R - 0.23		D.I. - 0.24		
1	2	3	4	5

30. This institute is a place where we discuss our professional problems with each other and try to resolve them amicably.

Openness Communication				

R - 0.29		D.I. - 0.31		
1	2	3	4	5

31. We are welcome to walk into head's office anytime for anything and get into a meaningful discussion with him.

Collaboration				

R - 0.27		D.I - 0.27		
1	2	3	4	5

32. We have developed a feeling of personal dignity and self confidence while working in this Institute.

Supportive HRD climate				

R - 0.35		D.I. - 0.35		
1	2	3	4	5

33. We derive job satisfaction through professional competence acquired in this Institute.

Collaboration				

R - 0.43		D.I.-0.46		
1	2	3	4	5

34. Staff members enjoy academic autonomy along with responsibility and accountability

Openess Communication				

R - 0.27		D.I. 0.27		
1	2	3	4	5

35. This institution keeps on conducting experiments/projects which provide as feedback for improving training, research and professional support activities.

Feed back

R - 0.35 D.I. - 0.37
1 2 3 4 5

36. Staff members are invited to participate fully in the planning and execution o the projects.

Collaboration

R - 0.23 D.I. - 0.22
1 2 3 4 5

37. Staff members are encouraged to take up new projects to improve the quality of training methodology.

Supportive HRD climate

R - 0.27 D.I. - 0.25
1 2 3 4 5

38. Staff members are keen to take responsibilities for arranging workshops and seminars for wider dissemination of ideas.

Responsibilities

R - 0.23 D.I. - 0.22
1 2 3 4 5

39. Staff members are often encouraged to present their papers in faculty meetings.

Responsibilities

R - 0.27 D.I. - 0.27

1 2 3 4 5

40. Staff members are given training for the
development of instructional material.

Top Support

R - 0.33 D.I. - 0.31

1 2 3 4 5

INTERCORRELATION OF HRD FACTORS (N = 154)

	*	1	2	3	4	5	6	7	8	9	10	11
RESPONSI.	1	-	.76	.84	.86	.85	.80	.26	.42	.84	.56	.9
RISK TAKE	2	-	-	.73	.76	.71	.69	.24	.36	.71	.44	.8
TOP.SUP	3	-	-	.72	.79	.91	.79	.37	.46	.80	.57	.9
FEEDBACK	4	-	-	-	-	.82	.75	.34	.44	.77	.50	.8
SUP.HRD.CLT	5	-	-	-	-	-	.83	.35	.44	.84	.56	.9
OPEN\COMMUN	6	-	-	-	-	-	-	.34	.47	.82	.50	.8
TRUST	7	-	-	-	-	-	-	-	.28	.28	.25	.3
TEAM SPIRIT	8	-	-	-	-	-	-	-	-	.33	.23	.5
COLLABORAT	9	-	-	-	-	-	-	-	-	-	.45	.8
REWARD	10	-	-	-	-	-	-	-	-	-	-	.6
HRD	11	-	-	-	-	-	-	-	-	-	-	-

All inter correlations are significant.



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