

Details of Module and its structure

Module Detail	
Subject Name	Education
Paper Name	Perspectives, Issues and Research in Teacher Education
Module Name/Title	Human Resource Development in the DIETs
Module Id	e-PGEDN 10.09
Pre-requisites	The learners have the concept of Human Resource. They know about the structure and functioning of DIETs.
Objectives	After going through the module the learners will be in a position to: <ul style="list-style-type: none"> • Define the Human Resource Development Climate in terms of various factors. • Describe the HRD Climate in the DIETs. • Compare the profiles of HRD Climate of the DIETs different educational zones. • Identify the status of pre-service teacher education programme organized by DIETs for prospective teachers.
Keywords	Openness, team spirit, trust, feedback, coordination, autonomy, delegation, expression, initiative, empowerment, accountability

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1. Introduction

The focus of the present module is to study the Human Resource Development Climate in the DIETs. Human Resource Development Climate or culture of any educational institution is of prime importance because it nurtures and grooms the budding teachers. It attempts to study the HRDC in terms of various factors namely responsibilities, risk taking behaviour, top support, feedback, supportive HRD Climate, openness and communication, trust, team spirit, collaboration and reward. Teacher education demands a fully congenial culture which is questioned almost everywhere these days. The intent is to diagnose and ameliorate the health of DIETs, so as to realise the objectives these have been established for.

2. Need and Importance of HRD Climate

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

about change in organization through individual development has led to a realization that training of individuals play a limited role in Human Resource Development.

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

which in turn increase the enabling capabilities of individual, team and of the entire institution.

3. HRD Factors

There are various factors which contribute to Human Resource Development Climate in an organisation such as responsibilities, risk taking behaviour, top support, collaboration, reward, openness in communication, team spirit, trust, feedback, co-ordination, autonomy and Supportive Human Resource Development (SHRD) climate. These factors are presented as follows:

Responsibilities: What so ever we do, we owe an explanation to the self and others. We ought to see that what so ever tasks we have taken of are completed timely and satisfactory. It is our duty to bring every task we have taken up to the logistic and it is to be completed with satisfaction and perfection.

Risk Taking Behaviour: Our life is defined more by our choices than by our profile. Day to day emerging problems demand innovative solutions. Entering in an innovation is always risk taking. We should take up any novel task powerfully, boldly & fearlessly. Going into a novel direction even with full determination is very often full of uncertainty and enforcing conditions which one needs to deal with confidence and care.

Top Support: Human Resource Development depends a great deal on top support. Every educational organisation ought to have post- conventional autonomous creative administrators and leaders who are highly supportive. Tops supportive in the various activities where so ever required should be readily available. There should be due scope in every organisation for civilised correction and timely promotion.

Collaboration: Every educational organisation should have healthy culture the energies and capabilities of the organisation should be utilized synergetically. We should believe in teamwork, co-operation and collaboration. The output of a system is always greater than the algebraic sums of the outputs of the various sub systems. It is because of the added energy due to interrelation and interdependence. So it is highly desirable that an educational organisation has collaborative culture.

Reward: Every organisation should have sense of abbreviation. The work done by the various functional unit should be duly recognised and timely rewarded to reinforce the desirable action. The rewards not only sustain the motivation but the desirable behaviour recurs with greater strength and rigour.

Openness in communication: In simple words openness is a freedom of expression i.e. staff members freely discuss their ideas, activities and feeling with each other. We must know that it is important to share relevant data, which motivates staff and inculcates the sense of self-work. There is a need to create awareness in the faculty about the intentions and actions of the institution. Openness in communication has a vital role to play in achieving this goal. Communication is the lifeline of an organization. The main act of management, after decision-making, is communication. Communication involves information flow across the structure. It involves transmission of a message by a sender and acknowledgment of the receipt of the message by the receiver. Not all communication is verbal. In fact, at times the most persuasive and important part of our communication apparatus is non-verbal- a gesture, accent, manner of speech, posture or even home furnishings and so on. Communication is successful when it establishes total resonance and fullest understanding amongst the persons communicating with each other. It should be complete in both letter and spirit. However, the whole problem of communication lies in its lack of precision; in distortion of meaning; in super-imposition of one's prejudices and complexes in the message being communicated. Thus, not only communication is almost never complete, it can also be counter-productive. In fact, if a person who is communicating is misunderstood, she /he is also responsible for the misunderstanding, for having transmitted his/her message at a wrong wavelength; therefore it should be used cautiously. It needs to be emphasized that communication is not merely the flow of information. It is also the flow of attitudes, ideas and opinions. It also involves transmission of feelings and desires. It is a sum of all the things that a person does when he wants to create understanding in the minds of others. It is the single factor, which makes organizations viable; effective and enduring. Communication pervades the entire organization, connecting and influencing all of its constituents. It needs to be emphasized that communication should be oriented to harness organizational objectives. Effective communication relates directly to the organization's potential for growth survival. To be

true, growth and survival just do not happen; they need coaxing, cajoling, planning and communicating.

An organization should communicate to promote understanding, productivity, teamwork, and identity. Effectively communicating to each individual, one's role and relationship to the roles of others in the organization enables the individual to work smoothly with fellow employees. Communication is also necessary to establish a favourable organizational identity. This means, in general, the overall impression of the organization in the eyes of its various policies. The desired identity must therefore emerge clearly and consistently from all encounters with the audiences of the organizations. There are generally four kinds of information communicated to the various audiences of an organization. These are: 1. Information on policies, procedures and practices, 2. News of current activities and progress, 3. Review of past result and 4. Organizational plans and objectives. All organizations emphasize timeline in their communications. It is often said that communication should be as instantaneous as possible.

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

Though conceptually a simple process, communication is perhaps the most difficult part to organizational functioning. Communication gap is the key reason for dysfunctional conflicts in organizations and many of the typical organizational malaise can be attributed to this. Effective communication can make a difference between success and failure of an organization. Since communication has such a vital influence on the success of an organization, each individual in the organization should strive to communicate effectively and to continually improve as a communicator.

Team Spirit: Team spirit is working jointly by sharing duties by mutual understanding as an institutional project. It is a sort of Collaboration and cooperation among all members for

planning and execution of the institutional task. Collaboration is to accept interdependence, to be helpful to each other and work as a member of a team. Team spirit is a coping strategy aimed at bringing about better work integration increasing trust, improving communication and enhancing mutual acceptance amongst organizational members. The objective of team building is to make the group more cohesive and to remove impeding conditions and processes, which interfere with the achievement of organizational goals. Team building endeavor resolution of conflicts amongst organizational members. One essential output of team building interventions is the sharing of leadership function by the manager with other team members. A team is a group of people who rely upon group collaboration to experience success and goal achievement. Hawthorne experiments were the first to throw light on the team-building concept, team spirit and the effect of team manager's attitude on team spirit.

The works of McGregor, Likert, Blake and Mouton and others provided further concepts and empirical support for the team building intervention. Unity of purpose is the main factor contributing to the development of highly efficient management team. Besides, it is important that in charges, heads or coordinators should learn to cope with a totality of people under their direction and not merely on a one to one basis.

A team draws upon strengths and experiences in several areas, which should be effectively blended together for achieving group objectives. Team building intervention becomes necessary when organizational output is below a desired level due to lack of team effort. This may be the result of unsatisfactory organizational processes as indicated by absenteeism, turnover etc. However team-building intervention may not be necessary if collaborative effort is not required, current level of communication and interactions is adequate and if planning, problem solving and decision-making do not require coordination amongst members. Lack of team spirit and cohesiveness is a result of several factors acting in unison with each other. These factors include, for instance, role ambiguity, poor communication, and lack of agreement on goals amongst the team members. Further, if certain members perceive that their contribution to the goals of the team is not matched by proportionate rewards, it may adversely affect their ability to act as members of a team. Another reason for low cohesiveness is insufficient sharing of commitment to a way of doing things. It is essential that the value system of team members have a high degree of

commonality, if the team has to be cohesive. For instance, there should be a more or less commonality of approach amongst team members on issues such a urgency of dealing with a problematic situation, degree to which the situation should be resolved, relative input that each member may have in taking decision, degree of rationality to be applied for in arriving at solution to the problem and relative importance attached to satisfying or optimizing.

Another issue, on which a common understanding amongst team members is required, is the style of decision-making and the degree of participation required for the same. Team building intervention requires development of several related skills. These include the skills of self-understanding, understanding individual team members, understanding the team as a unit and developing team communication. For acquiring these skills, it is essential that the team leader have the qualities of honesty and trustworthiness, openness, growth-orientation and respectfulness in communication.

These exist several models of team development. These include the goal setting model, the inter-personal model, the role model and the managerial grid model. Goal setting model involves joint participation of the team members in goal setting; this raises the level of commitment and motivation to achieve goals. In the inter-personal model, the main objective is to increase the level of mutual trust, confidence and openness among members and to create an environment, in which conflict is resolved, problems are solved and good decisions are made. In the role model, the team members strive to discuss and clarify their roles, both prescribed and discretionary and gain insight into leadership factors and inter personal/inter-group relations. The managerial grid model is directed at ‘corporate excellence rubric’, which includes increasing managerial competence, and enriching capabilities of all members to contribute to solving problems and achieving organizational objectives. In all cases integration of work is necessary. The process of team building involves problem identification, mutually supportive job designs, and diagnosis, developing solutions, preparing action plans for implementing solutions, training and control. Team building takes time; the action plans for team building should be periodically updated and evaluated. Team building intervention should ensure prior support from the top management team of the organization.

Trust: Trust is taking people on their face value and believing what they say. It is faith in the capabilities of employees. Trust is the glue of culture that binds the work force to the organization; Empowerment is the fruit of trust. As said by Deming, “problems are not in people. We have to create within them a sense of pride. Let us learn to accept mistakes. They are, in fact opportunities to learn and improve. It is not the mistake, which causes damage, but defending them is more serious”. Empowerment is the fruit of trust. Good educational leaders will transfer the experience, expertise and knowledge to the subordinates so that they have the final say in their own sphere of operation. It is in a way permitting them to take routine decisions.

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

Co-ordination - Co-ordination refers to the management of interdependencies in work situations. It concerns the inter-relationship between tasks, which must fit in both form, and time into an integrated accomplishment of an overall goal or purpose. Obviously, the chances of communication failure in organizations are high. This can result in imbalances amongst different constituents of an organization in terms of various parameters such as resource allocation. Sometimes these imbalances may result from organizational dynamics involving exercise of power towards furtherance of the interests of one constituent at the cost of others. Such situations dictate the need for another organizational process, namely, coordination. Co-ordination is achieved through exercise of authority available to a person

by virtue of his/her hierarchical position in the organization. It is a Meta level process, implying that this should be the responsibility of a person who is not involved in the carrying out of organizational activities which are being coordinated, but who holds a somewhat higher-level position in the hierarchy. Co ordination requires availability of clear-cut criteria for altering the existing balance of resource allocation and is usually facilitated by existence of standard procedures, rules, guidelines, and policies.

Quite often, analytical methods including management science models provide rational basis for co-ordination decisions. At other times, intuition and good feeling are important mechanisms for exercising co-ordination effectively. Policy guidelines, of course, provide a relevant framework within which rational co-ordination decisions can be taken. Co-ordination is a future oriented process. It involves anticipation of interdependencies and their implications on achievement of organizational objectives of the individual (in contrast to the objectives of the individual departments/units of the organization). It encompasses minimizing sources of conflict by anticipating and avoiding the possibilities of clash of departmental short-term objectives with organizational objectives. Co-ordination need not necessarily be the role of one single individual at a higher level in the organization. In many instances, participative decision-making is expected to take away significant co-ordination problems since presumably the interests and compulsion of various organizational members would have been taken into account in the process of participative decision-making.

Besides, participative decision-making, pre-supposes mutual trust, collaboration and a common perception of organization's mission and higher-level objectives amongst all participating members. It may also be seen that co-ordination is more of a facilitating process for achieving a smooth implementation of organizational activities by removing as many impediments as possible. It is triggered by the exercise of control and by initiating such corrective action.

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

team and permits them to take routine decisions. HRD in an educational sector needs an altogether different treatment as per the changed scenario of the country, in the context of the contribution of education towards comprehensive human resource development.

4. Supportive Human Resource Development (SHRD) Climate

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

5. District Institute of Education and Training (DIET)

The DIET is established to improve and enrich the academic equipment of the elementary school teachers, non-formal and adult education functionaries and other personnel. An effective DIET creates congenial climate for the educational grass root personnel so that they feel assured that they can walk in there any time, get into a profitable dialogue, and receive competent technical guidance under the real situation (Bhargava, 1990).

6. Review of Related Literature

Study conducted by Bardoloi (1990) studied teacher education in Assam at Primary Level during the Post-independence period. Pankajam, G. et al (1991) DIET (1992), NIEPA (1992), Soman (1992), Viswanathanppa (1992), Beatty (1994), Varghese (1994), Gafoor (1996), Lobo (1996), Srivastava (1996), Arora (1997), Panda (1997), Saxena et al (1997), Gafoor et.al (1998), Mehta (1999), Swaminathan et.al (2002), studied the various aspects of DIETs, such as, functions of DIETs, physical facilities, infrastructural facilities, area of DIETs, in-service training programme conducted by the DIET. Kakoty (1997), Dutt et.al (1998), Reddy (1999), Yadav (1999), studied the quality of primary teachers' in-service training. The studies conducted abroad by Herndon (1984), Bhagaban (1990), Arikewuyo (1999), Beatty etal (1999), Selvaratonam Viswanatan (2000), Foucar et.al (2001) on the

various aspects of organizational climate, managerial climate, managerial system, management of in-service training managerial style, and HRD in the higher education.

The studies conducted in India by Pareek and Rao (1981) have identified four partners of HRD. Rao (1987), Rajaram (1992), Rao (1992), Verma and Rana (1992), Gandhi (1995), Patel (1995), Babu and Reddy (1996), Krishana and Stephen (1997), Gyanani (1998), Gilley (2000) and Bhatia (2002) concentrated on various aspects like Human Resource System, HRD Management of constituent institution, HRD Process and organizational effectiveness developing proper culture and self renewing capabilities, policies, practices and problems relating to development of Human Resource in education. Nagpal (1997) studied the DIET with special reference to Human Resource Development Climate. The review of related literature shows that no attempt has been taken to measure the quality of output, that is, the pre-service training programme conducted by the DIETs and its HRD Climate.

7. Human Resource Development Scenario in the DIETs of Rajasthan

All the DIETs of Rajasthan were found under staffed with respect to teaching and non-teaching positions. Two teaching staff posts were found vacant in the Jodhpur DIET, whereas, highest numbers of teaching posts were found vacant in Banswara and Pali (8 posts in each). One post of non-teaching staff was found vacant in Bikaner, whereas, highest in Pali DIET (10). In all the DIETs institutional building were not as per DIET norms. Hostel facilities were poor, especially for girls. Laboratories, namely, Psychology Lab., Language Lab. Science Lab, were found up to the mark in all the DIETs, except Nagaur. Library facilities were not up to the mark in all the DIETs. The HRD Climate in the DIETs of Rajasthan has been found conducive in the following descending order: Bikaner, Churu, Jodhpur (9 factors each, except, trust, collaboration, trust, respectively), Nagaur (Six factors, except, risk taking behaviour, team spirit, collaboration and reward), Karoli (six factors, except, risk taking behaviour, feedback, trust, team spirit), Banswara (Five factors), Bundi (Four factors), Bharatpur, Sikar, Alwar, Jhalawar (Three factors each), Dungarpur (Two factors), Bhilwara (One factor), and Pali (None factor).

As per the perceptions of the Non-Teaching Staffs, the HRD Climate of DIET Sikar is most healthy, whereas, that of DIET Bharatpur is least healthy. The HRD Climate DIET wise

(according to perception of non teaching staff) is descending order has been found as follows: Sikar (90.68%), Jodhpur (86.03%), Bikaner (83.52%), Bundi (83.45%), Nagaur (82.72%), Banswara (81.38%), Karoli (77.46), Alwar (76.10%), Churu (74.2%), Jhalawar (73.16%), Pali (71.67%), Dungarpur (69.29%), Bhilwara (63.82%), Bharatpur (54.65%).

The status of pre-service education programmes organized by DIETs for student- teachers is healthy in all the DIETs. However, infrastructure facilities, such as, building, library, laboratories, and hostels are inadequate. There has been found significant difference in the HRD Climate of seven educational zones of Rajasthan State. HRD Climate of DIETs differs zone wise. The cross validation of data gathered through various tools and techniques reveals that the HRD Climate of Bikaner zone is most healthy, whereas, that of Ajmer zone is least healthy. The HRD Climate zone wise in descending order has been found as follows: Bikaner, Kota, Bharatpur, Jaipur, Udaipur, Jodhpur and Ajmer.

8. Conclusion

The Human Resource Development Climate in the DIETs of Rajasthan presents a mixed scenario. Bikaner, Churu and Jodhpur have been found to have most conducive HRD Climate, whereas, Pali, Bhilwara and Dungarpur least conducive. The remaining eight DIETs, namely, Nagaur, Karoli, Banswara, Bundi, Bharatpur, Sikar, Alwar and Jhalawar have the HRD Climate in between. In spite of the limited infrastructural facilities the teaching and non-teaching staff and student-teachers have been found to have largely positive perception towards the HRD Climate in the DIETs of Rajasthan. The HRD Climate of DIETs has been found healthy with respect to Responsibilities, Top Support, Feedback, Team Spirit and Collaboration. Next in the series are Risk Taking Behaviour, Openness versus Communication and Reward. The Supportive HRD Climate and Trust have not been found that conducive. There is a need to enhance infrastructural facilities, employ adequate staffs and develop conducive management climate for healthy HRD Climate in the DIETs of Rajasthan. The DIETs of various zones of Rajasthan have a lot to learn from the HRD Climate of each other.