Resource Center do not have any role in the school having national syllabus

7.4.2. Lack of co-operation

Educational expansion expect co-operation of all sectors associated with Education. But the lack of co-operation among the institutions cause a threat for DIETs. There is no co-operation in planning, organising and implementing the training programmes among the different training institutions.

Summing up it may be stated that in the midst of all these the strength and opportunities are dominants. This is a welcome phenomena and has to maintain in a good spirit. Simultaneously identification of weakness and threat will enable us to prepare more constructive programme for mitigating them effectively. This will provide a sound footing of DIET to extent its activities to achieve the desired results.

CHAPTER VIII

SUMMARY FINDINGS AND SUGGESTIONS

8.1. Introduction
This chapter deals with the major finding that emerged from the study. It also includes some suggestions for further researches in the subject.

The major objectives proposed for the study are to examine the significance and the extent of benefits obtained by the teachers as part of teacher training programmes, to examine the nature of academic dissemination and the utilization of training inputs from the teacher training centers, to study the basic hurdles, in implementing human resource development programmes and in the use of training inputs, faced by the faculties of the training programmes, to examine the utilization of financial resources for academic dissemination programmes of DIETs during the last three years, to compare the structure and functions of DIETs in Kerala with the MHRD guideline, to suggest the ways and means for empowering the training programmes on the basis of the feedback obtained from the stakeholders.

8.2. Methodology
Survey method is adopted in collecting data.

8.3. Sampling procedure
The researcher followed random sampling method in selecting the sample. Samples were from DIET Principals, DIET faculties, Teachers who undergone DIET level training, parents and students

8.4. Tools of the Study

Tools used to collect, analyse and interpret the data were Questionnaire for DIET Principals, Questionnaire for DIET Faculty Members, Questionnaire for Teachers, Interview schedule for Parents and Interview schedule for students. For analysing the data percentages, Chi square ($\chi^2$), Z-test of significance were used.

8.5. Procedure of the study

Firstly the investigator studied the extent of benefits obtained by the teachers through the teacher training programmes. In addition to this the investigator made a comparative study of the academic benefits obtained by the teachers during in-service and pre-service training periods. The investigator also studied the facilities available in the schools that helped the teachers to transact the training inputs effectively. Supporting system of the schools, other duties of the teachers were also examined during this study.

Secondly the investigator studied the hurdles in implementing the human resource development programmes from the Principals and faculty
members. The investigator also examined the utilization of funds for the academic dissemination of programmes. Finally the investigator examined the effectiveness of the training programmes by collecting the feedback from the stakeholders-Parents and Students. A comparative study of the structure and functions of DIETs in Kerala were also made with the MHRD guideline.

8.2 MAJOR FINDINGS OF THE STUDY

The study focused on the factors that lead to the achievement of human resource development through the existing training facilities. The teachers of Kerala are fortunate to have training before they reached to the teacher’s gallery. Their teacher capacity has been boosted up through the training programmes extended through different agencies functioning in the state. Hence it is presumed that the teacher community in Kerala should perform excellently in classroom practices. The identified factors that lead to enhance the HRD of teachers in the study are subject knowledge, pedagogic skill, and preparation of Teaching Learning Materials (TLM), preparation of Teaching Manual(TM), preparation of evaluation tool, skill in classroom management and skill in devising innovations in classroom. The investigator observed the following are the major finding in the human resource capacity building process of teachers in these areas.
• The level of excellence in the seven areas mentioned, in all in the sample district, are far below the expected level of achievement (below 12% in Kollam, below 9% in Trissur, below 11% in Palakkadu).

• The minimum requirements for classroom excellence are subject knowledge, pedagogic skill, skill in the preparation of Teaching, Learning Materials (TLM) and skill in devising innovations in classroom. The levels of excellence in these areas are below 6% in the entire sample districts.

• The modern pedagogy is associated with innovative experience for learner empowerment. Though the teacher training give experience for innovation and innovative researches, the inputs in the classroom do not find any positive results. Only 3% of the teachers who have come in the excellence level to implement innovative practices.

• Ability of a teacher to manage the classroom is an indicator for human resource development. This has been discussed and designed in all training programmes. But certain percentages of teachers are still in the average level in all the sample districts.(10% in Kollam and Trissur and 11% in Palakkadu)
• Preparation of Teaching Learning Material is an essential component for classroom transaction. 92% of the teachers in the entire sample district are found either good or very good.

• It is found that 80% of the teachers in the sample districts have obtained the skill for preparing evaluation tool to measure the level of achievement of learners.

• Education is a socially motivated behavioral process. Educational institutions seek support from the community. 76% of the teachers are unhappy over the support from the LSG for the effective implementation of training objectives.

• With regards to the On Site Support exist in the system, which is an essential supportive item for increasing the teacher efficiency, 66% of the teachers did not find the expected level of satisfaction.

• In the case of support, 70% of the teachers are happy over the support and assistance obtained from the school authorities, co-workers and parents.

• The infrastructural facilities like Library, reference materials, art, work experience and physical education facilities are poor or some time below average. Only 23% of the schools have the facilities of library and only 13% have reference book and 15% have the art & work experience facilities.
• It is found that 46% of the schools do not have the facilities of laboratory which is an essential component in transacting modern pedagogy.

• Varying duties like census, election duty etc entrusted upon the teachers by different agencies distract (Census 53%, LSG work 70%) the teachers attention and it cause for several inconvenience in the academic and non academic areas

• The expected quality in child psychology, in depth knowledge in school subject and the skill for innovation are lesser in in-service programme compared to pre-service training (Child Psychology-Pre-service 72.36%, In-service-61.92%, Subject knowledge Pre-service 74.7%, In-service-64.78%, Innovation-Pre-service 75.55%, In-service-63.89%)

• To analyse and interpret the pedagogic skill and managerial skill, the achievement during in-service training are found predominant than that of the pre-service training period. (pedagogic skill- Pre-service 66.22%, In-service-66.92%, managerial skill Pre-service 65%, In-service-67%)

• The skill for preparing Teaching manual and Teaching Learning materiel, the achievement is higher during the pre-service than that of the in-service training period. (Teaching manual- Pre-service
71%, In-service-68%, Teaching Learning materiel Pre-service 73%,
In-service-66%)

- The delay in fund allocation cause for hasty execution of plan proposals. This tendency caused for the quality depreciation in the training and continuing programmes.

- The entire funds for the training programmes proposed by DIETs are from non-plan fund of the department. No separate fund is allocated by LSGs for training through DIETs. Hence the training programmes executed through DIETs are not need based and not suited to the local demand.

- There are several devices to measure and evaluate the quality of training programme in the district. But these monitory teams are in most occasions functioned as titular bodies without exercising their visioned objectives. Hence the limitation of training camps and the qualities of training are not identified and measured.

- The convergence in quality out puts and the linkage between the training institutions functioning in the state are not obtaining proper relationship. Hence the different agencies plan and execute programmes as their own which cause for diminishing trends in HRD.
• The feedback session of training programmes under DIETs are attended only by the faculty members. The changes and the vision in the academic field are to be made known to all the educational functionaries. While the plan of DIET is prepared the suggestions from the part of the educational officers and functionaries working in the grass root level should have obtained. But in practice this is not been put in to reality.

• Major problems in the form of issue cited by the respondents are lack of sufficient man power in all subjects, lack of well equipped lab, library and IT, lack of good research wing, lack of faculty improvement programmes, lack of advanced training and lack of facilities in Art and Physical Education. Hence planners and administrators do not have freedom to rearrange or remodel the desired proposals for the stakeholders

• The major hurdles in the visioned goal of the DIETs are lack of full fledged research wing and lack of IT enabled facilities. Hence the innovative practices and research finding for unresolved educational problems remain stagnant.

• The facilities now available in the DIETs of Kerala in the area of art, work experience, physical education, lab (psychology, language)
and library are insufficient. This insufficiency is a major lacuna in the quality enhancement and human resource management.

- The staff patterns proposed by the MHRD are not at all observed in Kerala. The deficiency in both academic and administrative staffs is a major set back in the quality of DIET establishment.

- The number of training proposed for practicing teachers are increasing in number every year. But the training for the administrative staffs are not sufficient to link with the academic activities.

- All the DIETs publish news letters and additional reading materials every year. But the results of research through research journals are rarely been published. This is a major drawback in developing research mind among teachers and learners.

- Participation of faculty members at the national and inter national level are rare or sometime never. This is a major cause for the deterioration in the quality of faculty members and there is no sharing of experience or first hand realization of problems in the different part of the world.

- The District Resource Unit (DRU) of a DIET is a major faculty working in the field of adult education and non formal learning. In a state like Kerala where there are neo literate and illiterate at several
pockets do not get proper stress for their continuing education. The
staff pattern of DRU as per MHRD guideline is four including a
senior lecturer, whereas in Kerala it is two and that two is without
proper filtration of quality.

- The lack of linkage between SCERT, SIEMAT, IT@School, SIRD
and DIETs are a major default in the HRD programmes in the state.
Though all these institutions are meant for HRD programmes and
policies of these institutions are never linked nor changed.

- The financial allocation for the functions of a DIET proposed for
three major areas like teacher training, salaries and contingencies.
The amount sanctioned for contingency are not been utilized
properly so that the supportive system visioned for the DIET
functioning remains static.

- The major inadequacy that existed in the DIET training system is the
insufficiency in the training module for catering the needs of the
specially challenged children or integrated learning. 81% of the
teachers demanded that the inclusion of curriculum adaptation in
the training module for catering the needs of the Children With
Special Needs (CWSN)

- In the case of training modules, 97% of the teachers requested to
include Action Research as a major area in the training modules.
• A major section of the teachers (83%) showed their immediate need in enhancing in depth knowledge in the changing trends in the curriculum, pedagogy, yoga, communicative English and counseling.

• It is found that 64% of the teachers required exclusive workshops for the preparation of TLM with the association of IT enabled techniques.

• With regards the monitoring and OSS the order of preference are difference among teachers. 38% of the teachers are found monitoring from DIETs are effective than from BRCs and other agencies. 26% of the teachers welcomed the Monitoring and OSS from the Heads of schools and 30% of the teachers have the positive attitudes to the Monitoring and OSS of BRC trainers. Whereas departmental monitoring is not found effective and in most occasions it is not operational.

• The parental responses regarding the teacher pupil relation are excellent (100%) in most cases. But the parental participations in school activities are not supportive (below 40%) as visioned in the new pedagogy.
A group of parents (below 12%) are unhappy over the responses of the teachers on the reporting of learner achievement and the level of achievement along with the school activities.

It is found that 15% of the parents only showed their satisfaction in the learning achievement and learning strategies in school and at home.

Only 50% of the parents could help their children in guiding and helping at home.

In the case of acceptance, 90% of the learners liked their school. They show their interest in classroom activities and perform in the classroom activities.

Teachers are not considering refinement process of learners at the level of their expectations. Only 29% of the teachers were go through the written work of the learners in the classroom.

Only 50% of the teachers show changes after each training programmes. It means remaining 50% do not show any progress in their work habits.

100 percent pupils show their interest in the present evaluation system. They do not feel any fear in the evaluation activities.

8.3. CONCLUSION
Human Resource Development is an attitude and way of life. Changes in the trends and pattern of school system are depend upon the quality of the teachers support, the quality of trainers skill and the quality of managerial inputs. The present study reveals that teacher’s capacity in real school situation is the real problem in human resource management. The pre-service training programmes that the teacher underwent and the training programme that the teacher now undergoing are the two major supportive systems for developing HRD. It is identified that in-service training programmes are not at all supportive to the teacher to perform excellent in their classroom activities than that of the pre-service training programme. The entire structure of in-service training programmes and its implementation strategies are to be made transparent and use full to achieve the desired level of excellence in the teaching learning process and there by upholding their human resource management.

The present day society requires the role of a teacher as that of a changing agent. Teachers need freedom and facilities for implementing different strategies in the classroom. The mind of the teacher needs to be that of a researcher and there should not be any involvement of external disturbances like other duties assigned to the teachers other than teaching learning process. The school management system and the society should work as the supportive system in teaching.
School is the lowest social unit in a social set up. A school is to be owned and managed by the community. The theory neighboring school should be ensured. In the involvement of parents and the community in school activities will generate a new culture ensuring school as a centre for cultural dissemination. The role of parents and the strategic style of community involvement are to be explained to the society by organizing DIET level or BRC/CRC level meeting. DIETs are the centre of training and research and it should make sure the excellent of expansion of achievement visioned by MHRD through the establishment of DIETs.

8.4. SUGGESTIONS

The present study is aimed at analyzing and comparing the training programmes given by DIETs and how far it is helpful to teachers in developing their HRD and their performance. The findings arrived at in this study have practical relevance in the empowerment of teachers. The important suggestions indicating the application of the result of the study are as follows.

- The existing training system should be restructured for enlarging the human resource development capacity of the teachers.
- The training module in the areas like subject knowledge, pedagogic skill, preparation of Teaching Learning Materials (TLM) and skill in
devising innovations in classroom should be modified in a more practical and realistic manner.

- The restructured modules are to be executed in a more real situation by adopting all the technologies associated with these areas. This may cause for an effective HRD creation among teachers.

- Separate training modules to be designed for innovative purpose by incorporating in depth practical situation and information.

- The implementing programmes in these areas like subject knowledge, pedagogic skill, preparation of Teaching Learning Materials (TLM) and skill in devising innovations in classroom are to be monitored properly and suggestive measures for further improvements should be identified for redressal.

- The services of the LSGs are to be ensured for implementing the training inputs in the schools through the SSG. The Educational Standing Committee should take care of the school plans and should ensure school subjects to be included in the agenda.

- Teacher confidence and human resource capacities of teachers are to be promoted and encouraged by the competent bodies assigned for the same in the form of OSS.
• DIETs and BRCs should take care of preparing special agenda in this regard and their progresses are to be reviewed in the presence of local body members and educational officers.

• There are several sources for getting funds to enhance these facilities in the present context. Measures should be taken to receive the amount and to be utilized properly. It should be monitored and maintained properly.

• The services of the existing unemployed youth should be utilized for the other duties assigned for the teachers. If the services of the teachers are located fully in the school campus the decrease in human development activities can be resisted.

• Training should be reorganized to give in depth knowledge in classroom subjects in tune with the child psychology and changing trends of education through the training programmes proposed by DIETs. Necessary enhancement in developing the skill of innovation is also essential.

• Fund allocation and administrative sanction of plan proposal should be made during the beginning of the academic year itself for proper implementation.
• The monitoring agencies should realise their role and function and executed their power in the proper manner in reviewing, analysing and suggesting corrective measures.

• The national or state perspectives in the content of training do not satisfy the local specific needs. Thus the LSG should set apart a separate funds for local specific training through DIETs while they prepare their plan.

• The different agencies entrusted with HRD programmes should have a linkage and proper arrangements are to be made in a combined sitting while formulating plan and proposal.

• Education is a social activity and educational developments are to be planned in accordance with the social vision. It should ensure the participation of educational officers at the time of the preparation training modules and its feedback session for suggesting corrective measures.

• Though the MHRD guide line proposes to have a district level training institution for the elementary level are the basic training unit with all the academic freedom and financial empowerment, the policies adopted by the states shrinked its scope as one of the training institution in the district. Also the supremacy of different higher level institutions de limits the working freedom of the DIETs
by limiting the number of faculty members to the state level convenience. There is no faculty exchange programme, national faculty exchange programme and high level training options. Hence it is suggested that DIETs are to be made free for academic implementation and DIETs faculties are to be equipped with higher level training programmes enabled through IT.

- The role of the teacher, the learner and the trainer are that of a researcher. Every thing that we around are to be put for excavation in turn to remedy the problems in the learning process. Hence a highly enriched research wing should be made available in all DIETs.

- Though the DIET building are planned for different co scholastic segments, the facilities arranged for art, work experience, physical education, lab (psychology, language) and library are meager. The empowerment of these areas with full facilities should be taken up by giving priority status.

- Academic achievements are associated with administrative support. Hence the staff pattern suggested by the MHRD should be implemented in the DIETs
• It should be ensured that every DIET faculty must conduct research studies and they are to be combined at the DIET level and the materials are to be published and disseminated.

• The quality empowerment programmes for DIET faculty members are encouraged. Mutual exchange programmes both national and international level should be encouraged.

• Contingency fund is supposed to be the backbone of institutional management and it can be used for developing infrastructural facilities. If the contingency amount would have used properly radical changes would have been seen in the entire infrastructural facilities of DIETs

• There should be permanent monitoring devices for continuous and comprehensive evaluation of trainers contributions, teacher attitude and performance and learner achievement. The body for such purpose should have the representation from all the monitoring agencies with functional autonomy.

• Parental awareness programme at the convenience of the parents are to be conducted as a regular process. Parents are to be made aware of the changes in the pedagogy, learning strategies and the external support devices for learning conditions.
• Regular parental meeting, sharing of experience, free exchange of parental feelings are to be promoted.

• Teacher attitudes need to have re modified so as to cope up with the changing trends in the classroom. The changes that they feel in the training camps are to be exercised in the classroom and special efforts need to be undertaken for the execution of activities in the class.