HUMAN RESOURCES AND TEACHER TRAINING IN KERALA - A STUDY ON DIETs

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Introduction

The growth and development of any economy is by and large determined by the availability of its resources. Resource endowment of a nation encompasses both Natural and Human resources. The nature of education plays a major role in promoting growth and development of Human Resouce and there by the economic system. This has already been acknowledged by almost all educationists and national builders. Accordingly, several steps have been initiated by all developing countries for the Universalisation of Elementary Education. At the sametime several measures have been provided for quality education at the Elementary level which is considered as the corner stone of the Human Resources Development of a Nation.

In order to bring out the innate potentials of the students, the role of teacher is significant in their processes of education. The essence of education lies in stimulating the growing generation. This process has been initiated with the inception of District Institute of Education and Training (DIET) in 1989. By the inception of DIETs, the centralised training system transformed in to a more transparent manner by extending training to the doors of the teachers. The new trends in education has become one of the determining factors of Human Resource Development (HRD) and social development. Changes are taking place in the field of knowledge construction, technology and industry. The emergence of DIETs caused for a new culture in the teacher training sector that resulted in the changes of teaching learning process of primary sector. As per the DIET guide line the mission is ‘to provide academic and resource support at the grass root level for the success of the various strategies and programmes being undertaken in
the areas of elementary and adult education with special reference to Universalisation of Primary/Elementary Education, Adult Education. The ultimate attention in all the programme of the different faculties of DIETs is the learners and their educational rights. Thus the entire activities enunciated by DIETs are meant for Human Resource Development.

**Need and Significance**

Kerala has witnessed several movements for quality education in the primary as well as in the secondary level during the last two decades. These experiments and experiences primarily concentrated on curriculum developments. Curriculum revision has taken place three times in the state since 1996 and the process is still continuing. It is unfortunate to note that the finding and its far reaching effects have not been taken up seriously by the policy makers and implementing agencies. The ultimate outcome of these negligence are found in the low level of enrolment at the government and aided sector and unpredicted results in the level of achievement.

The basic motto of human resource development is excellence, expansion and inclusion of available resources in an effective manner. The trainings proposed by training institutions must have provision for expanding the existing human resources to the maximum excellence. This expansion is through proper guidance by providing proper environment. The expanded capacity of an individual need to be retrieved and that must be used for further development. The teacher skills need to be expanded with the vision when training programmes are planned and implemented. The quality of a teacher needs to be professionalised in terms of the changing vision and thus requires constant training to update the skills.
A learner in the present day classroom is the pivotal character and the teacher requires higher potentials for updating their resources. The significance of training diversities should be with the techniques suited to Human Resource theories. In this context the role of DIETs in planning and implementation of teacher training, requires scientific modalities with the objectives of teacher capacity and societal involvement. As a center of Human Resource Development the role of DIETs are very significant.

The desired level of achievement has not been found in the establishment and functions of DIETs even after its inception in 1989. The researcher as a faculty member of DIET establishment is very much in need of exposing the problems included in the DIET function. Hence a study of this nature becomes imperative and unavoidable. In this context this study occupies a very important role among achievement studies.

**Objectives of the study**

The major objectives of the study are:

1. To examine the significance and the extent of benefits obtained by the teachers as part of teacher training programmes.

2. To examine the nature of academic dissemination and the utilization of training inputs from the teacher training centers.

3. 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.
4. To examine the utilization of financial resources for academic dissemination programmes of DIETs during the last three years

5. To compare the structure and functions of DIETs in Kerala with the Ministry of Human Resource Development (MHRD) guideline.

6. To suggest the ways and means for empowering the training programmes on the basis of the feedback from the stakeholders

**Methodology**

This study is a blend of both primary and secondary data. The researcher has adopted the Survey Method for data collection and analysis. Primary Survey has been made through questionnaires and interviews. Statistical techniques like percentage analysis, Z-test of significance and Chi square were also used for interpretation. The researcher has chosen three DIETs from the 14 DIETs in Kerala as the samples for the study. They are the DIETs of Kollam, Trissur and Palakkadu. These districts are selected on the basis of regional differences, geographical division and socio-cultural diversities. The Principals and Faculty members of the sample DIETs and 180 teachers from the selected schools were also included in the selected sample. 150 students and 75 parents took part in the present study.

**Limitations of the study**

The researcher has chosen three DIETs from the 14 DIETs of Kerala as samples—DIET Trissur, Palakkadu, and Kollam. As the samples are limited to three, the result of the study is difficult to universalise the trends and patterns of state of Kerala as a whole. Another limitation is in the selection
of samples from teachers, pupils and parents. The regional imbalances will definitely picturise the totality of teachers, students and parents. Since the proposed samples are limited to three districts in Kerala, the result of the study is difficult to universalise for the states of Kerala as a whole. The present study focuses on the quantitative improvement of the teachers, it is difficult to evaluate precisely the exact qualitative improvement occurred as part of the training programme. Thus quantitative measurement of the quality aspects stands as another limitation of the study.

**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 classrooms. 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 as 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. 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, 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.

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.

The infrastructural facilities in schools 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.

Varying duties like census work, 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 of teachers 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-service75.55%, In-service-63.89%)

The delay in the allocation of funds to the DIETs from the department cause for hasty execution of plan proposals. This tendency caused for the quality depreciation in the training and continuing programmes.

The convergence in quality out puts and the linkage between the training institutions are not holding proper relationship. The lack of linkage between State Council of Educational Research and Training (SCERT), State Institute of Educational Management and Training (SIEMAT), IT@School, and DIET are not proper. Though all these institutions are meant for Human Resource Development programmes these institutions are not been linked properly. Hence lack of co-ordination distracts the quality aspects.

The major hurdles in the visioned goal of the DIET 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.

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. The major inadequacy is in the insufficiency of training modules for specially challenged children or integrated learning. 81% of the teachers demand the inclusion of curriculum adaptation in the training module for catering the needs of the Children with Special Needs (CWSN). 97% of the teachers requested to include Action Research as a major area in the training modules.

A group of parents (below 12%) are unhappy over the responses of the teachers on reporting of learner achievement and the level of achievement along with the school activities. 15% of the parents showed their satisfaction in the learning achievement and learning strategies in school and at home. 90% of the learners liked their school. They show their interest in classroom activities. Cent percent pupils show their interest in the present evaluation system. They do not feel any fear in the evaluation activities.

**Suggestions**

The present study is aimed at analysing and comparing the training programmes given by DIETs and how far it is helpful to teachers in developing their Human Resource Development and their performance in the classroom. The findings in this study have practical relevance in the empowerment of teachers. The important suggestions are
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 Human Resource Development creation among teachers. Training should be reorganized to give in depth knowledge in classroom subjects in tune with the child psychology and changing trends of education. Separate training modules to be designed for innovative purpose by incorporating in depth practical situation and information.

The implementing programmes in the 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 School Supporting Group (SSG). 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 On Site Support (OSS). DIETs and Block Resource Centers (BRC) 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.

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.

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 to be functioned accordingly. The LSG should set up separate funds for local specific training through DIETs while they prepare their plan. The different agencies entrusted with Human Resource Development programmes should have a linkage and should maintain proper relationship.

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.

The staff pattern suggested by the MHRD should be implemented in the DIETs. The quality empowerment programmes for DIET faculty members are to be encouraged. Mutual exchange programmes both national and international level can be experimented.

There should be permanent monitoring devices for continuous and comprehensive evaluation of trainers contributions, teacher attitude and performance and learner achievement. Parental awareness programme at the convenience of the parents are to be conducted in a regular manner. Regular parental meeting, sharing of experience, free exchange of parental feelings are to be promoted.