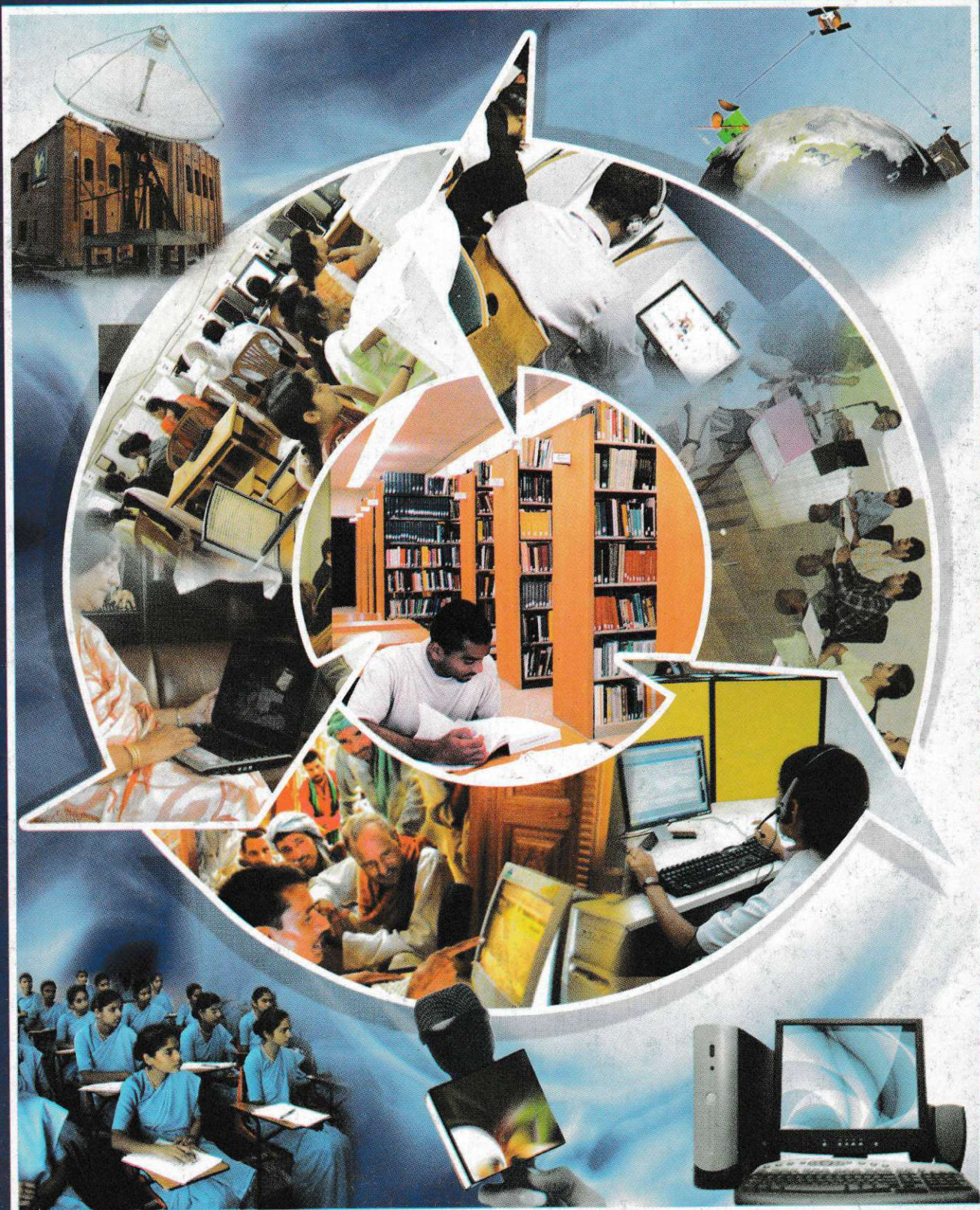




INDIRA GANDHI NATIONAL OPEN UNIVERSITY
School of Extension and Development Studies

MAE-003

KNOWLEDGE MANAGEMENT, INFORMATION DISSEMINATION AND NETWORKING IN ADULT EDUCATION



Network Management for Learning Society Networking



**Knowledge Management,
Information Dissemination and
Networking in Adult Education**

Block

4

**NETWORK MANAGEMENT FOR LEARNING SOCIETY
NETWORKING**

UNIT 14

Organisational Behaviour **5**

UNIT 15

Dynamics of Working Together **23**

UNIT 16

**Expansion of ALADIN-India: Marching Towards
Learning Society** **37**

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COURSE MAE-003 KNOWLEDGE MANAGEMENT, INFORMATION DISSEMINATION AND NETWORKING IN ADULT EDUCATION

Block 1 Knowledge and Documentation

- Unit 1 Knowledge: Concept, Types and Management
- Unit 2 Knowledge Management in an Adult Learning Setup
- Unit 3 Documentation: Concept, Systems, Services and Evaluation
- Unit 4 Adult Learning Setup: Role of Process Documentation

Block 2 Information Management and Dissemination

- Unit 5 Information Dissemination: Basics
- Unit 6 Information Dissemination: Services
- Unit 7 Standards for Information Management and Dissemination
- Unit 8 Managing a Library in an Adult Learning Setup
- Unit 9 Building Library Resources and Services

Block 3 Networking and Adult Learning

- Unit 10 Networking in Social and Professional life
- Unit 11 Understanding Networking in Adult Learning
- Unit 12 Computer Networks: Information Networking, Production and Dissemination
- Unit 13 ALADIN: Case Study of a Network of Networks

Block 4 Network Management for Learning Society Networking

- Unit 14 Organisational Behaviour
 - Unit 15 Dynamics of Working Together
 - Unit 16 Expansion of ALADIN-India: Marching Towards Learning Society
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BLOCK 4 NETWORK MANAGEMENT FOR LEARNING SOCIETY NETWORKING

Introduction to the Block

This Block deals with management of networks for learning society networking. It discusses organisational behaviour and dynamics of working together for better implementation of various programmes in the field of adult education. It highlights the processes of team building, managing organisational change and negotiations that are helpful to adult educators while performing various functions and managing adult learning setups. It discusses the need for expansion of ALADIN – India, a country network, including its convergence with other networks of formal and non-formal education institutions at different levels in the country. It calls for an effective strategy for enlarging and converging the networks of diverse institutions in India and moving the society forward towards a learning and knowledge society. This Block consists of three units i. e. Units 14 to 16.

Unit 14 discusses organisational behaviour with an emphasis on some basic principles of organisation that an adult educator has to keep in mind while performing various functions in managing an adult learning setup.

Unit 15 highlights team building, managing organisational change and negotiations as important processes that help adult educators and other functionaries in understanding the dynamics of working together and in applying the same for better implementation of various programmes in the field of adult education.

Unit 16 discusses the need for expansion of ALADIN – India and calls for an effective strategy to converge it with the networks of other formal and non-formal educational institutions at different levels in the country. It attempts to infuse confidence in the adult educators so that their efforts to forge and promote such a convergence strategy for moving the society forward towards a learning society will become a reality and thereby enable them to bring about social, economic, political, cultural, religious and human transformations through (adult) educational revolution in India and abroad.

Structure

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Understanding 'Organisational Behaviour'
- 14.3 Personality and Organisation
 - 14.3.1 Theories of Personality
 - 14.3.2 Measuring Personality
- 14.4 Work Motivation
 - 14.4.1 Motivation: Improving Factors
- 14.5 Job Satisfaction and Reward Management
 - 14.5.1 Measuring Job Satisfaction, its Determinants and Consequences
 - 14.5.2 Effective Reward Management
- 14.6 Leadership
 - 14.6.1 Scope of Leadership
 - 14.6.2 Qualities of Leadership
 - 14.6.3 Leadership and Management
- 14.7 Authority, Power and Politics
 - 14.7.1 Authority
 - 14.7.2 Power
 - 14.7.3 Difference between Authority and Power
 - 14.7.4 Politics
- 14.8 Let Us Sum Up
- 14.9 Answers to Check Your Progress
- 14.10 References

14.0 INTRODUCTION

Managing an adult learning setup involves some basic principles of organisation and an adult educator has to keep them in mind while performing various functions. The adult education functionaries at different levels also need to be trained, motivated, satisfied and well-informed for their effective functioning. Since running a learning resource centre or an adult learning setup is a managerial task, it is essential that those running such centres understand some basic principles of organisational behaviour and management so that they can manage their respective centres in a better way. Units 14 and 15 together make an effort to explain the basic and important principles of organisational behaviour so as to equip them all with the theoretical knowledge of essential concepts relevant to managing their work in more organised and systematic manner.

As an adult educator, you carry out your work in an organisational setup and therefore need to comprehend some of the concepts and problems associated with the management of behaviour in organisations. Unit 14 will introduce you to some concepts useful for understanding behaviour of people in organisations, and for diagnosing and dealing with day-to-day organisational problems. It

explains the relationship between individuals and the organisations in which they work. There is an emphasis on decision-making and leadership with regard to the formation and successful functioning of 'groups' in adult learning centres.

14.1 OBJECTIVES

After going through Unit 14, it is expected that you will be able to:

- Understand organisational behaviour in its broader, multi-disciplinary context;
- Establish links between the theoretical and practical aspects of OB;
- Appreciate the role of leadership in organising community-based adult education activities; and
- Discuss the inter-relationship/interplay between authority, power and politics, and their relevance to adult education.

14.2 UNDERSTANDING 'ORGANISATIONAL BEHAVIOUR'

Whenever people in an organisation interact, many factors come into play depending upon their personalities and the organisational settings. All the factors related to the individuals, the groups and the organisation in which they work will collectively determine the organisational behaviour. So, organisational behavior (OB) is a term related to the study of the individuals and *group dynamics* in an *organisational setting*, including the nature of the organisations themselves. The study of organisational behaviour takes into account the factors related to the personality, the organisation, the work-motivation, the job-satisfaction, the leadership, the authority, power and politics, and their implications for organisational behaviour as a whole. Let us now discuss each of them in some detail.

14.3 PERSONALITY AND ORGANISATION

Personality refers to the qualities, characteristics, skills and competencies, attitudes and certain other traits of an individual. Personality means very specific patterns of behaviour of an individual in a defined situation in an organisational setup. It includes certain uniform characteristics which always emerge in a person on the basis of which certain inferences can be drawn. Examples could be dominant or submissive nature, aggressiveness or politeness. Personality consists of organisation of feelings, thoughts, cognitions and visible behaviour. However certain patterns of behaviour are not visible and are known only after proper testing in relevant situations. Let us, therefore, discuss the theories of personality and measures of personality.

14.3.1 Theories of Personality

A number of theories have been developed to study an individual's personality. Some of the theories of personality are as follows.

Trait Theory: Trait theory assumes that there is a common set of traits based on which the individual can be compared, and identified such as extroverts and/c introverts.

Psycho-analysis Theory: Psycho-analysis theory emphasises the contribution of the “unconscious drive” as a component of personality which motivates a variety of behaviour patterns. Propagated by Sigmund Freud (1973), psycho-analysis theory holds that powerful unconscious biological drives motivate human behaviour and therefore people often find themselves in conflict with social reality.

Behaviourism Theory: Behaviourism theory focuses on behaviour that can be measured, and recorded. It looks for the immediate, observable factors that cause a particular behaviour. An understanding of the causes of certain behaviour patterns can assist managers to generate conditions that would reinforce desirable work behaviour or eliminate undesirable work behaviour among the individual employees and their groups.

Humanistic Theory: The humanistic theory emphasises the relevance of individual growth, improvement and self-concept to personality. It maintains that human nature, to start with, is either neutral or good, and any bad characteristics that emerge are the result of damages that might have been inflicted on the developing individual. It assumes that people have the potential for positive development, creativity, and self-realisation.

14.3.2 Measuring Personality

Since personality of an individual plays a crucial role in shaping an organisation, several methods have been evolved to measure personality. We will confine to three popular methods of measuring personality, namely, Personality Inventories, Projective Tests and Assessment Tests.

Personality Inventories: As a widely used method of measuring personality, it consists of several statements related to specific dimensions of personality. Individuals are asked to indicate their degree of agreement or disagreement in respect of each statement. This is usually done by asking both negatively and positively worded statements on selected common themes.

Projective Tests: One type of projective test is conducted to investigate more difficult and sophisticated aspects of an individual’s personality. The assumption in this test is that some of the dormant fantasies, feelings, hopes and aspirations of an individual can be measured to assess his/her personality. The test consists of ten pictures; one half being the same as other half. These are ambiguous, unstructured inkblots and the individuals are asked to indicate what they see in these pictures. Another projective test is the thematic appreciation. Morgan and Murray (1935) developed this test. It consists of twenty pictures, each of which represents a social setting. These pictures provide a relatively defined situations and the individual is asked to write a story of what might be happening in these situations.

Assessment Tests: This test consists of a variety of methods used to evaluate the personality of employees in organisations. It may consist of situational tests, management problems, in-basket exercises, business plan presentations, letter and memo writing, etc. It is followed by developing behaviour categories to assess the performance on the key result areas. The dimensions assessed are personality characteristics such as sensitivity to others, career ambition, integrity, independence, etc.

or energy outlets; but they differ greatly in their relative strength or readiness of various motives. Therefore, actualisation of individual's motives depends on specific situations in which a person finds himself/herself.

If you recall, there are several theories of motivation. They help us in identifying certain motives that play an important role in determining individual and group performance. Maslow (1954) has identified the following five basic needs, which have more relevance to organisational behaviour.

- The physiological needs such as hunger thirst and sex.
- The safety needs for protection against danger, threat and deprivation.
- The love needs for satisfactory association with others, for belonging to groups, etc.
- The esteem needs for self respect, ego or status need.
- The self-actualisation or self-fulfillment needs to achieve the potential within him.

14.4.1 Motivation: Improving Factors

There are several ways and means in which motivation levels of employees can be augmented or improved. Some of these ways, means or factors are described as under:

Job Enrichment: Jobs must be redesigned to provide opportunities for achievement, recognition, responsibility and growth. It comprises a variety in work contents, greater use of skills and opportunity for growth by providing an employee with a complete unit of work, and increased authority and responsibility.

Flexi-time: The concept of flexi-time is designed to enable employees to have some control on their work schedule. Entire work-time is divided into "core-time" and "flexi-time". During core-time, all employees are compulsorily present while during flexi-time they are free to choose their own timings.

Empowerment: Empowerment essentially means providing authority to employees in their area of operation for resolving their work related problems without seeking approval from above.

Quality Circles: Quality circles are semi-autonomous work groups which meet regularly to discuss and solve problems related to their specific area. They aim at improving working conditions and self-development.

Employees Stock-ownership Plan: It has become a major tool in retaining and motivating employees in business organisations. It is an organisation's established benefit plan in which employees are offered company stock as part of their benefit package. It makes employees work harder as it directly affects the performance of the company and raises the value of their stock also.

Work motivation and job satisfaction are closely linked with the overall performance of workers. It includes rewards and punishments. A well motivated employee is likely to feel more satisfied and vice versa. Hence, it is essential to understand the relationship between these concepts so as to apply them in the day-to-day management of adult learning centres for better performance.

Check Your Progress

- Notes:** a) Space given below the question is for writing your answer.
- b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.
- 2) Enumerate different methods of motivating employees in an organisation.

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14.5 JOB SATISFACTION AND REWARD MANAGEMENT

Job satisfaction can be defined as an individual’s overall attitude towards his/her job. It is a positive state resulting from the appraisal of one’s job or job experience. It is regarded both as a general attitude as well as satisfaction with reference to specific dimensions of the job such as pay, nature of work itself, promotional opportunities, supervision, co-workers, etc. The degree of satisfaction may vary depending upon how well outcomes fulfill or exceed expectations.

14.5.1 Measuring Job Satisfaction, its Determinants and Consequences

Measuring job satisfaction has been a challenging process to managers, yet it is of great importance for practitioners. It can be done by collecting information from employees individually or in groups. For instance, individuals can be asked to recall some of the important and critical incidents which have caused satisfaction or dissatisfaction to them. Also, a small group of employees can be brought together and encouraged to openly share their feeling, attitudes, opinions, experiences, etc regarding their job. In group environment people feel free to talk about various things. All these will help in measuring their job satisfaction.

There are several factors that determine job satisfaction, and are broadly divided into two categories, namely, Organisational Factors and Individual Factors.

Organisational Factors:

- **Reward System:** The organisational reward system has been found to be related to job satisfaction. This pertains to how fairly pay benefits and promotions are distributed.
- **Work:** The nature of work contributes heavily. The factors such as flexibility, freedom and discretion available in the performance of one’s job bring a lot of job satisfaction.

- **Supervisory Behavior:** Satisfaction tends to be higher when employees believe that their supervisor is competent and considerate.
- **Working Conditions:** Overall working conditions in an organisation have a direct bearing on the level of satisfaction. Comfort, salary, challenge and resource availability are main components of working conditions.

Individual Factors

Various individual and socio-economic variables are linked to job satisfaction. Malini (2001) found that younger people are more satisfied; and men are more influenced than women, if they are provided more autonomy in their work.

There is a direct link between job satisfaction and performance of an employee. A satisfied worker makes extra efforts leading to better performance of his/her work, while a dissatisfied worker may be less productive and, at times, may become a liability or even detrimental to the organisation.

14.5.2 Effective Reward Management

Employee recognition is a communication tool that reinforces and rewards the most important outcomes people create for an organisation. When we recognise people duly and effectively with well chosen means of recognition, it will reinforce their actions and behaviours which we want them to repeat. An effective employee recognition system is a simple, immediate, and powerful tool.

As a part of reward management, there should be recognition processes, which are equally powerful for recognising both the organisation and the employees. We need to address important issues if we want the recognition we offer is to be viewed as motivating and rewarding by our employees, since they are important for the success of the organisation. See Box 14.1 for some tips for effective recognition.

Box 14.1: Some Tips for Effective Recognition

You need to establish criteria for what performance or contribution constitutes rewardable behavior or actions.

- All employees must be eligible for recognition.
- The recognition must supply to the employer and employee with specific information about what behaviours or actions are being rewarded and recognised.
- Anyone who performs at the level or standard stated in the criteria should receive the reward.
- The recognition should occur as close to the performance of the actions as possible, so that the recognition reinforces behaviour the employer wants to encourage in the employees.
- You don't design such a process in which managers "select" people to receive recognition. This type of process will be viewed forever as "favouritism" or talked about as "it's your turn to get recognised this month." This is why processes that single out an individual, such as "Employee of the Month," are rarely effective.

Rewards and recognition that help both the employer and the employee get what they need from work are a win-win situation. Avoid employee recognition system that:

- singles out a few employees who are mysteriously selected for the recognition,
- saps the morale of the many who failed to understand the criteria enough to compete and win, and
- seeks votes or other personalised, subjective criteria to determine winners.

Reflection

You are clear that job satisfaction and reward management are some of the most important components in the functioning of an organisation. They have very close relationship with the overall survival and sustainability of organisation. Work out how you like to evolve a method or a mechanism to assess the level of job satisfaction at an adult education centre.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 3) Enumerate important factors that contribute to job satisfaction in an organisation.

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Leadership and job satisfaction are interlinked. A well meaning leadership helps to promote the process of job satisfaction among employees by providing a motivating atmosphere. Ordinary workers look up to their leaders and feel immensely satisfied if leaders take them into confidence and share their wisdom and experience. Hence it is essential that people who are managing adult learning centres understand the concept of leadership and its various dimensions.

14.6 LEADERSHIP

Most of us are familiar with the word 'leader'. The word 'leadership' refers to the process of leading, the concept of leading, and those entities that perform one or more acts of leading. In our day-to-day life, leadership can be viewed as either actual or potential.

- Actual leader gives guidance or direction, as in the phrase “the emperor has provided satisfactory leadership”.
- Potential leader has the capacity or ability to lead, as in the phrase “she could have exercised effective leadership”; or as implies in the concept “born to lead”.

Leadership can have a formal aspect (as in most political or business leadership) or an informal one (as in most friendships). The abstract term, “leadership”, usually implies that the entities doing the leading possess some “leadership skills or competencies”; while the term “leading” suggests action of leading.

Several types of entities may provide or exhibit leadership — actual or potential. Leadership emerges when an *entity* as “leader” contrives to receive deference from other entities who become “followers”. The process of getting deference can become competitive in that the emerging “leader” draws “followers” from the factions of the prior or alternative “leaders”.

In a democratic country, the *people* retain *sovereignty* (*popular sovereignty*), but delegate day-to-day administration and leadership to elected representatives.

Competence or perceived competence provides a possible basis for selecting leadership *elites* from a broader pool of potential talent. Political *lobbying* may prove necessary in *electoral systems*, but immediately demonstrated *skill* and *character* may secure leadership in smaller groups such as a service agency. See Box 14.2 for various leadership styles.

Box 14.2: Leadership Styles

Leadership styles may be of relevance to a variety of situations where there is a requirement to manage others. Effective performance will depend on many factors including the organisational culture in which the individual is operating.

Directive Leader: Directive Leaders are characterised by having firm views about how and when things should be done. As such they leave little leeway for subordinates to display independence, believing that they should adhere to the methods and schedules as originally laid down. Having a high goal-orientation and being particularly concerned with results the Directive Leader will tend to closely monitor the behaviour and performance of others. This may lead them to be perceived as a little cool and detached.

Delegative Leader: As the name suggests, the style of Delegative Leaders is characterised by delegating work to subordinates. Since their style is not strongly democratic, the process of delegation may not involve consultation. As a result, subordinates will generally be assigned work rather than have active input into how projects should be conducted.

Participative Leader: Participative leaders are primarily concerned with getting the best out of a team as a whole. Hence, they encourage contributions from all members of a team and believe that by pooling ideas and coming to a consensus view the best solutions to problems will naturally arise.

Consultative Leader: The Consultative Leadership Style combines elements of both democratic and directive leadership orientations. They value group

discussion and tend to encourage contributions from the separate members of the team. However, although group discussions will be largely democratic in nature, Consultative Leaders typically make the final decision as to which of the varying proposals should be accepted.

Negotiative Leader: Negotiative Leaders motivate subordinates, through incentives, etc., so that they work towards common objectives. Hence, through a process of negotiation attempts are made to arrive at some mutually equitable arrangement with other members of the team so as to motivate them to work in a particular way. Negotiative Leaders tend to rely on their skills of persuasion to achieve their stated goals.

While working with a community, you as an adult educator should look for actual or potential leaders and apply your understanding of different styles of leadership in identifying actual or potential leaders in that community.

14.6.1 Scope of Leadership

One can govern oneself, or one can govern the whole earth. In between, we may find leaders who operate primarily within *families, bands, tribes, states, nations* or *empires*.

In addition to these, we also find, for example, religious leaders (potentially with their own internal hierarchies), work-place leaders (*executives, officers, senior/upper managers, middle managers, staff-managers, line-managers, team-leaders, supervisors, etc*) and leaders of voluntary associations.

Believing that *charisma* and *personality* alone can work miracles, most leaders operate within a structure of supporters and groups of executives who carry out and monitor the expressed or filtered-down *will* of the leader. This undercutting the importance of leadership may serve as a reminder of the existence of the followers.

14.6.2 Qualities of Leadership

Studies of leadership have suggested qualities that people often associate with leadership. They include the following qualities (see Fiedler, 1967).

- Guiding others through providing a *role model* and through willingness to serve others first.
- *Talent* and technical/specific skill at some task at hand.
- Initiative and *entrepreneurial* drive.
- *Charismatic inspiration* - attractiveness to others and the ability to leverage this esteem to motivate others.
- *Preoccupation with a role* - a dedication that consumes much of leaders' life - service to a cause.
- A clear *sense of purpose* (or *mission*) - clear goals, focus, and commitment.
- *Result-orientation* - directing every action towards a mission - prioritizing activities to spend time where most results accrue.
- *Optimism* - very few pessimists become leaders.
- Rejection of determinism~ belief in one's ability to "make a difference".

- *Ability to encourage and nurture* those that report to them - delegate in such a way as people will grow.
- *Role models* - leaders may adopt a *persona* that encapsulates their *mission* and lead by example.
- *Self-knowledge* (in non-bureaucratic structures)
- *Self-awareness* - the ability to “lead” (as it were) one’s own self prior to leading others’ selves similarly.

Situational leadership (traits) theory: Stodgill (1974) proceeds from the assumption that different situations call for different traits. According to this group of theories, no single optimal psychographic profile of a leader exists. It has been said that leadership behaviour becomes a function not only of the characteristics of the leader, but of the characteristics of followers as well. Other situational leadership models introduce a variety of variables. These variables include:

- the nature of the task (structured or routine);
- the organisational policies, climate, and culture;
- the preferences of the leader’s superiors;
- the expectations of peers; and
- the reciprocal responses of followers.

Thus, leadership is essentially about managing an organisation on the basis of certain individual and situational qualities of managers. But, there are several variants of leadership depending upon situation and kind of organisation. An understanding of these various categories will help the managers of Adult Learning Centres to run these centers in an efficient way.

14.6.3 Leadership and Management

Cogner (1992) link leadership closely with the idea of *management*; some others regard the two as synonymous. If one accepts this premise, one can view leadership as:

- centralised or decentralised,
- broad or focused,
- decision-oriented or morale centered, and
- intrinsic or derived from some authority.

Any of the bipolar labels traditionally ascribed to management style could also apply to leadership style. Hersey and Blanchard (1988) use this approach. They claim that management merely consists of leadership applied to business situations; or in other words: management forms a sub-set of the broader process of leadership. According to them, “Leadership occurs any time one attempts to influence the behaviour of an individual or group, regardless of the reason. Management is a kind of leadership in which the achievement of organisational goals is paramount.”

Zaleznik (2004) for example, delineated differences between leadership and management. He saw leaders as inspiring visionaries, concerned about substance;

while he views managers as *planners* who have concerns with process. Bennis (1987) further explicated a dichotomy between managers and leaders. He drew the following distinctions between the two groups.

- Managers administer, leaders innovate.
- Managers ask how and when, leaders ask what and why.
- Managers focus on systems, leaders focus on people.
- Managers do things right, leaders do the right things.
- Managers maintain, leaders develop.
- Managers rely on control, leaders inspire trust.
- Managers copy, leaders show originality.

Reflection

Leadership plays a crucial role in any organisation. Change of leadership and reflection and rethinking in the top management team are powerful triggers for organisational change. Leaders create a context in which the status quo is challenged. Try to recollect an experience of crisis in matters of leadership during your career as an adult educator.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

4) Describe the significance and functions of leadership in an organisation.

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14.7 AUTHORITY, POWER AND POLITICS

Organisations or voluntary associations, though rational entities, often do not follow strictly their own well defined systems leaving scope for power play and politics. It is, therefore, necessary to understand the dynamics of power, politics and authority so that organisations can be managed in a proper way. The concepts of authority, power and politics are inter-dependent in the sense that politics - whether of the governmental kind (political parties, pressure groups, etc.), the economic kind (bureaucracies, organisation of the workplace into social

hierarchies based upon status, etc.) or the interpersonal (relations between males and females, children and adults, etc) - involves the exercise of authority and power.

14.7.1 Authority

Authority is the corner stone of an organisation. It can be defined as the ability of an individual to seek compliance to the regulated instructions of the superior. It refers to the formal rights inherently available to a manager to give orders and see their compliance. According to Weber (1924), there are 3 types of authorities: Traditional, Legal and Charismatic. Traditional authority rests on an established belief in the sanctity of immortal traditions, whereas legal authority rests on sheer legality of individual's position. Charismatic authority has its genesis in an individual's personal charisma and qualities.

Characteristics of Authority

- Authority resides in the position and is individual-independent.
- Nature of authority i. e. traditional, legal, charismatic, determines the nature of structure.
- Authority is in proportion to levels in an organisation.
- Ideally there is a positive correlation between the authority and degree of competence.

14.7.2 Power

In social terms, power, almost by definition, involves the rule by a few over the majority. For effective exercise of power, we have to understand the political processes (both Structural and Interpersonal) by which power is legitimated or is made to cease, or that is just based upon authority. By power is meant the ability of individuals or groups to make their own concerns or interests count, even where others resist. Power sometimes involves the direct use of force, but is almost always also accompanied by the development of ideas (ideology) which justify the actions of the powerful. Politics, in this sense, is a concept that can be defined as a process involving the "exercise of control, constraint and coercion in society".

Power which is derived from social positioning lacks legitimacy. It is dependent upon individual strength and competencies. Depending upon situation, there are several kinds of power, some of which are described below.

- Reward power.
- Coercive power.
- Legitimate power .
- Personal power.
- Expert power.
- Referent power.

Reward power: The extent to which a manager can use extrinsic and intrinsic rewards to control other people is described as reward power. Success in accessing and utilising rewards depends on *manager's skills*.

Coercive power: The extent to which a manager can deny desired rewards or administer punishments to control other people. Availability of this power varies from one organisation and manager to another.

Legitimate power: The extent to which a manager can use subordinates' internalised values or beliefs that the "boss" has a "right of command" to control their behaviour. If legitimacy is lost, authority will not be accepted by subordinates.

Personal power: Personal power is derived from individual sources.

Expert power: The ability to control another person's behaviour through the possession of knowledge, experience or judgment that the other person needs but does not have?

Referent power: The ability to control another's behaviour because the person wants to identify with the power source. It can be enhanced by linking it to morality and ethics and long-term vision.

See Box 14.3 to understand the ways managers acquire the power that they need for leading those working under them.

Box 14.3: How do managers acquire the power needed for leadership?

Managers can increase the visibility of their power and job performance through:

- Expanding contacts with senior people.
- Making oral presentations of written work.
- Participating in problem-solving task forces.
- Sending out notices of accomplishment.

Additional tactics for acquiring and using power and influence include:

- Using coalitions and networks to alter the flow of information and the analytical context.
- Controlling or at least influencing, decision premises.
- Making one's own goals and needs clear.
- Bargaining effectively regarding one's preferred goals and needs.

14.7.3 Distinction between Authority and Power

Though authority and power are terms quite often used interchangeably but they are quite different. Specific differences can be described as below:

- Authority is legally enforced and is derived from level of position in an organisation. Power, however, is individual and independent and originates from charisma and social positioning.
- Authority is formal based upon superior-subordinate relationship. Power is informal and is based upon individual understanding.
- Since authority is related with position in an organisation, it has limited scope and is confined to organisational structure, whereas power is linked with an individual and transcends boundaries.
- Authority is just and applied equally, whereas power may be used indiscriminately.

14.7.4 Politics

What are organisational politics? When organisations do not follow their systems and procedures fairly, they provide space for lot of politics. It essentially implies lot of maneuverability in the allocation of responsibilities, rewards and resources. Politics is the 'use of power' to develop socially acceptable ends and means that balance individual and collective interests.

Political behaviour may take many forms. It may comprise passing a chain of commands, withholding information, spreading rumors, leaking confidential information, lobbying, using pressure tactics, etc. The following are the characteristics and reasons of political behaviour.

- It is outside one's job requirements.
- It is an attempt to influence the decision-making process.
- It may involve give and take strategy.
- It is usually devoid of morality and ethics.

There are several ways in which politics takes place in organisations. Feyol (1949) describes the following political strategies.

- *Impression Management*: An attempt is made to create an impression that everything is good because of us and anything wrong has nothing to do with us.
- *Extra Role Relationship*: Flattery, creating goodwill and being overtly friendly are some of the tactics through which political behaviour is promoted.
- *Coalition*: Like minded people come together and promote a particular cause which is essentially political in nature.
- *Bargaining*: Bargaining, negotiations, etc. are used to get extra benefits which are normally not available.

14.8 LETS US SUM UP

In this Unit, we have discussed 'Organisational Behaviour' which is an important area of studies that allow us to understand the functioning of an organisation and to strengthen its effectiveness in rendering services. Organisation essentially consists of people who run it and it is important that people are properly trained and motivated to perform their respective jobs. It is also important that they need to have job satisfaction while doing their duties failing which they will not give their hundred percent contribution. There are several methods to motivate and help them have a higher level of job satisfaction. In this context, the issue pertaining to leadership becomes very important. If we have an effective and sensitive leader within an organisation, then there are chances that people will feel more motivated to do their jobs. A good and responsive organisation must pay due attention to cultivate leadership skills among its managers so that they are able to lead in a better way and wield authority and power with responsibility.

14.9 ANSWERS TO CHECK YOUR PROGRESS

- 1) Organisation is often viewed as a group of persons contributing their efforts towards achievement of certain goals. The evolution of organisation dates back to the early stages of human civilisation when two or more persons

began to cooperate and combine together for fulfilling their basic needs of food, clothing, shelter and production of life. Thus, an organisation is born when people combine their efforts for some common purpose. It is a universal truth that an individual is unable to fulfill his/her needs and desires alone because he lacks strength, ability and resources. So he/she seeks the cooperation of other people who share the goals with him.

There are several other instances of successful organisation throughout the world. For instance, the emperors of China used organisations more than a thousand years ago to construct great irrigation systems. The first Pope created a universal church to serve as a world religion. However, modern society has more organisation than ever before. The organisations fulfill a large variety of our societal and personal needs and affect a larger segment of our lives. In fact, modern society has so many organisations leading to a set of second order organisations to regulate and supervise them. Reserve Bank of India, Securities and Exchange Board of India. Bureau of Indian standards and University Grant Commission are some examples of such second order organisations.

- 2) Motivation is an effective instrument in the hands of a manager for inspiring the workforce under him/her and creating a confidence in it. By motivating the workforce and creating a confidence in it, management creates willingness in it to work which is necessary for achievement of the organisational goals. The workforce will be more satisfied if management provides opportunities to fulfil their physiological and psychological needs. The workers will cooperate voluntarily with the management and will contribute their maximum towards the goals of the enterprise.

Workers will tend to be efficient as far as possible by improving upon their skills and knowledge so that they are able to contribute to the progress of the organisation. This will also result in increased productivity.

The number of complaints and grievances will come down. There will be increase in the quantity and quality of products and that will improve the public image of the organisation.

- 3) Several factors contribute to job-satisfaction. These include:
 - *Nature of job:* Job-satisfaction is related to the aptitude of the employee. If the employee is given a work for which he/she has no aptitude, the job will provide no attraction to him/her. Hence, the question of contribution, creativity or motivation does not arise.
 - *Nature of satisfaction:* The employee centered supervisory style enhances job satisfaction as the leader looks after subordinates, carefully displays friendship, respect and warmth, etc., towards them. On the other hand, only production- oriented leader may cause low job satisfaction to the employees which may affect performance and promote or encourage absenteeism.
 - *Working conditions:* Job-satisfaction is related to working conditions also. The work will be more attractive if working conditions are congenial to the task a worker proposes to accomplish. Good working conditions include adequate light, comfortable temperature, attractive and pleasing surroundings, etc.

- *Equitable Rewards*: Economic rewards play a significant role in influencing job satisfaction. This is because of two reasons. First, money is an important instrument in fulfilling one's needs; and secondly, employees often see pay as a reflection of management's concern for them.
 - *Opportunities of Promotion*: Promotional opportunities affect job satisfaction considerably. The desire for promotion is generally among higher level employees as it involves change in job content, pay, responsibility, status and the like.
 - *Work Group*: The work group fulfils the need for social interaction of the members. If the worker has good relation with the fellow employee and the supervisor, he/she will feel satisfied, if the work group enjoys a higher status, the job satisfaction of the members will certainly improve.
- 4) The significance of leadership in management will be clear if we study the functions which are performed by a leader. These functions include:
- a) *Determination of goals*: A leader performs the creative function of laying down goals and policies for the followers. He acts as a guide in interpreting the goals and policies;
 - b) *Organisation of Activities*: A good leader divides organisation activities among the employees in a systematic manner. The relationships between them are clearly laid down. This reduces the chances of conflict between them;
 - c) *Achieving coordination*: A leader integrates the goals of the individuals with the organisational goals and creates a community of interests. He keeps himself informed about the working of the group. He shares information with the group for coordination of its efforts;
 - d) *Representation of workers*: A leader is a representative of his group. He takes initiative in all matters of interest to the group. He also accepts to fulfil the psychological needs of his followers;
 - e) *Providing Guidance*: A leader guides the subordinates towards the achievement of organisational objectives. He is available for advice whenever a subordinate faces any problem;
 - f) *Inspiration of Employees*: A good leader inspires the subordinates for better performances. Motivation is necessary for getting the desired work;
 - g) *Rewards*: The leader motivates the employee by providing them economic and non-economic rewards;
 - h) *Facilitating change*: Leadership is the mechanism to convince workers about the need for change. Dynamic leadership is the corner stone of organisational change. An effective leader is able to overcome resistance in change on the part of workers and thus facilitates change.

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UNIT 15 DYNAMICS OF WORKING TOGETHER

Structure

- 15.0 Introduction
- 15.1 Objectives
- 15.2 Team Work
 - 15.2.1 Concept, Stages and Importance of Team Work
 - 15.2.2 Difference between Team and Group
 - 15.2.3 Types of Teams
 - 15.2.4 Principles of Team Work
 - 15.2.5 Team Composition and Size
 - 15.2.6 Team Performance
- 15.3 Managing Organisational Change
 - 15.3.1 Management's Role
 - 15.3.2 Change: Behaviour Reaction
 - 15.3.3 Role of Leadership
- 15.4 Managing Negotiations
 - 15.4.1 New Terrains: The Role of Emotions
 - 15.4.2 Negotiation as a Process
 - 15.4.3 Negotiation Tactics
 - 15.4.4 Kinds of Negotiation
- 15.5 Organisational Structure and Design
 - 15.5.1 Organisational Design
 - 15.5.2 Kinds of Organisational Structure
 - 15.5.3 Variables in Organisational Structure
 - 15.5.4 Functions of Organisational Structure
 - 15.5.5 Decision Process
- 15.6 Let Us Sum Up
- 15.7 Answers to Check Your Progress
- 15.8 References

15.0 INTRODUCTION

Organisations generally consist of groups of people who work together for achievement of the common goals. These groups are further divided into teams for better coordination and efficient working of the system. The teams are formed keeping in mind several considerations including the nature of organisation and the number of people working therein. Hence, it is essential to understand the concept of team, its functioning, advantages and disadvantages.

Similarly the concept of Change Management and Negotiations are integral part of any organisation. To cope up with several emergent situations, changes are introduced which have to be managed effectively and many a times managers have to enter into negotiations with their subordinate staff for various reasons. Despite all the organisations essentially being formal in nature, there are still

several informal dimensions which are embedded into their day-to-day functioning. These informal elements are derived from the nature of leadership, the management style and the power play.

Since adult learning centres are also run on the principles of formal organisations, these elements are essential part of their functioning too. Hence, it is paramount for the managers of these centres to have the knowledge of the concepts like team building, change management and negotiations. In Unit 15 we deal with all these aspects of group dynamics and team work in an organisation.

15.1 OBJECTIVES

It is expected that after going through Unit 15, you will be able to:

- Examine the group processes involved in different forms of team work at your workplace;
- Discuss structures and functions of organisations; and
- Manage organisational changes.

15.2 TEAM WORK

Before we discuss different aspects of team work, let us first understand the concept, stages and importance of team work.

15.2.1 Concept, Stages and Importance of Team Work

A team comprises any group of *people* linked with one another for a common purpose. A group in itself does not necessarily constitute a team.

Thus, a group of *sports* players can form (and re-form) teams to practice their craft. Similarly, transport logistics executives can select teams of *horses*, *dogs* or *oxen* for the purpose of conveying goods.

Large teams can divide into sub-teams according to the needs.

Tuckman and Jensen (1977) identified stages of life-cycle that most teams go through, namely, *forming*, *storming*, *norming*, *performing* and *adjourning*. Team begins with the *forming stage*, where members begin to associate themselves with the team. In this stage, the team lacks a clear vision, purpose and structure. In *storming stage*, members realize the complexity of the problem and might get polarised into sub-groups. In *norming stage* team members form relationship with other colleagues and the team clearly defines the specific expectations from individual members in terms of both actions and behaviours. The fourth stage of team development is the *performance stage* where team is set to perform the task after which team gets into *adjourning stage* where it does not possess the kind of energy demonstrated in the performance stage.

All organisations have formal and informal teams. Organisations that employ a sizeable number of employees find it difficult to mobilize individuals towards organisation's goals without teams. Sometimes, the organisational teams are formally created, while at times teams are independently formed by like-minded individuals. Managers need to encourage organisational team-building for realising the organisational goals.

First let us understand that teams are not the same as groups. In groups, there are no formally elected leaders. Also, groups are informal gatherings of people. Groups don't necessarily have a goal or an objective; groups could be formed for social reasons.

On the other hand, organisational teams are formed with an intent, a goal or a mission. Team members are carefully selected so that each member of the team is competent to work towards the common objective. Team leaders are also elected so that there is no ambiguity regarding authority. Roles are duly assigned to members of the team, so each member works in coordination with other members of the team.

Teams in organisations need to accomplish corporate goals. While the organisation is the hub of all activities, the teams are the spokes which generate output. Teamwork can yield much more than a sum of individuals' efforts simply due to organised efforts and streamlined work processes. Work efficiency is enhanced and needless multiplication of processes is eliminated.

Organisational teams, just like individuals have their own identity. Every team is different from the other. Even within an organisation, different teams have different protocols. The collective style of individuals that form the team makes the team persona. Organisational teams are like individuals; they have ambitions, strengths, weaknesses and even ego. Teams can compete, wrestle, succeed or fail. A good organisational team can be an invaluable asset to the organisation. A bad team can break the internal structure of the organisation (Parker, 1996).

15.2.3 Types of Teams

Different types of teams exist in an organisation. Let us look at these teams.

- i) **Work Teams:** These are a kind of permanent teams in organisations that are liable to produce output in the form of products or services. Membership is well defined and stable.
- ii) **Project and Developmental Teams:** A team which is used only for a defined period of time and for a separate, concretely definable purpose, is known as a *project team*. Managers commonly label a group of people having a common function as a "team". Members of these teams might belong to different groups, but receive assignment of activities for the same *project*, thereby allowing outsiders to view them as a single unit. These kinds of teams are temporary in nature and are linked to some special project and consist of experts.
- iii) **Parallel Teams:** In these teams, members are drawn from the regular organisational structure, but work in parallel on a specific issue. Such teams are formed when specific problems arise which cannot be handled within the existing organisational structure.
- iv) **Independent and Interdependent Teams:** A football team, for example, is clearly an interdependent team: no significant task can be accomplished without the help of essentially all team members; team members typically specialise in different tasks (carrying the ball, kicking the ball, blocking opposing players, etc) and the success of every individual is inextricably

bound to the success of the whole team. No quarterback, no matter how talented, has ever won a season by playing alone.

On the other hand, a tennis team is a classic example of an independent team: matches are played and won by individuals or partners, every person performs basically the same actions, and whether one player wins or loses has no direct effect on the performance of the next player.

- v) **Virtual Team:** A virtual team consists of members joined electronically, with nominal in-person contact. Virtual teaming is made possible with technology tools, especially the Internet. This allows teams to be formed of players otherwise unavailable.

15.2.4 Principles of Team Work

Members of a team have to work together. Working together poses several challenges on account of factors that surface as members begin to interact as team. These differences need to be resolved and leveraged for the benefit of the team, with the help of setting norms/criteria/standards of performance. The following group dynamic factors play an important role in team effectiveness.

- i) **Norms:** Norms are the laid down, acceptable standards which are hared across the group. The norms are mostly formal or informal, explicit or implicit which help members to bind together. Such a binding leads to better coordination.
- ii) **Cohesiveness:** A feeling of closeness within team members on account of interpersonal attraction, social identification leads to better coordination. It provides emotional support and fosters belongingness.
- iii) **Team Energy:** It refers to the extent to which members of a team are able to relate to the team goals effectively and meaningfully. A team with high energy levels might lead to higher productivity if canalised properly.

15.2.5 Team Composition and Size

A judicious composition of team is very important for its proper functioning. In constituting a team, members with a right mix of expertise — technical, interpersonal and decision-making — are needed. As members of a team are diverse in nature, it is important that key processes like conflict management, interpersonal communication are done efficiently.

Though size of a team essentially depends upon the nature of a task and context in which the task is being performed, yet it is necessary that a team should be balanced and should not be unwieldy.

15.2.6 Team Performance

In order to manage team performance effectively, Levy (2001) considers that the managers need to undertake the following tasks.

- Clearly identify the purpose of team.
- Define team agenda clearly,
- Make the agenda operational in measurable terms,
- Map the activities of each member,
- Map the team resources,

- Evolve parameters of team evaluation.

Team building is a tedious process but it is a necessary step to improve performance of an organisation. The primary challenge in institutionalising team working arises from inappropriate system of rewarding team performance. An equitable system of rewarding the individuals in the team, for both the team output, and his/her contribution to the team will not only foster and reinforce team bonding but also enhance team performance.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 1) Differentiate between Groups and Teams in an organisation.

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15.3 MANAGING ORGANISATIONAL CHANGE

Beckhard and Gleicher (1969) developed the formula for change that is sometimes referred to as *Gleicher's Formula*. It brings out that the combination of organisational dissatisfaction, vision for the future and the possibility of immediate, tactical action must be stronger than the resistance within the organisation in order for meaningful change to occur.

15.3.1 Management's Role

Management's first responsibility is to detect trends in the macro-environment so as to be able to identify changes and initiate programmes. It is also important to estimate likely impact a change will have on employee behaviour patterns, work processes, technological requirements, and motivation. Management must assess the employees' reactions and craft a change programme that will provide support to them as they go through the process of accepting a change. The programme must then be implemented, disseminated throughout the organisation, monitored for effectiveness, and adjusted where necessary.

In general terms, a change programme should:

- Describe the change process to all people involved and explain the reasons why the changes are occurring. The information should be complete, unbiased, reliable, transparent, and timely.

- Be designed to effectively implement the change while being aligned with organisational objectives, macro-environmental trends, and employee perceptions and feelings.
- Provide support to employees as they deal with the change, and wherever possible involve the employees directly in the change process itself.

15.3.2 Change: Behaviour Reaction

There are certain reactions based on individual behavioural patterns to change. Individual's attitude, personality, learning ability, uncertainty, fear of loss or hope of gain motivates people to behave in a particular fashion. While some people have enhanced motivation to act and move towards change others may have negative reactions like disengagement, disidentification, disenchantment and disorientation. Management should be able to diagnose these factors so as to devise strategy to counter them.

Following strategies can be used to counter resistance to change (See Carr, et al, 1996).

- Education and communication.
- Participation and involvement.
- Facilitation and support.
- Negotiation and agreement.
- Manipulation and co-operation.
- Explicit or implicit coercion.

In bringing about change, managers make strategic choices regarding the speed of the effort, the amount of planning and the involvement of others. A manager should carefully identify the current situation, problems and factors and analyse relevant factors for producing the needed change. He should monitor the implementation process and should make mid-course correction (See Fisher, 1995).

15.3.3 Role of Leadership

Change is always dependent upon good leadership skills. Following steps are needed to be followed for successfully leading change:

- Establishing a sense of urgency.
- Forming a powerful guiding coalition
- Creating a Vision.
- Communicating Vision.
- Consolidating improvement

An effective change programme requires the change agent to have a skilled and orderly approach. The change agent should exhibit traits of common sense, hard work, and systematic goal-oriented approach.

To bring about effective and sustainable change, the change agent requires assembling a team of change agents. The team may consists of both internal and external members. There is always a need to create a new vision so that the

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

2) Describe different methods of overcoming resistance to change.

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Negotiations between various components of an organisation are integral part of organisational behaviour studies. Since no organisation is perfect and has to undergo constant changes, there have to be regular negotiations between managers and staff members on various issues concerning the organisation. As manager of adult learning centre, it is important for you also to learn the art of negotiations.

15.4 MANAGING NEGOTIATIONS

Negotiation is the process by which interested parties resolve disputes, agree upon courses of action, bargain for individual or collective advantage, and/or attempt to craft outcomes which serve their mutual interests. Negotiation is usually regarded as a form of *alternative dispute resolution*. The first step in negotiation is to determine whether the situation is in fact negotiable. The essential qualities of negotiation are: the existence of two parties who share an important objective but have some significant difference(s). The purpose of the negotiating conference is to seek to compromise the difference(s). The outcome of the negotiating conference may be a compromise satisfactory to both sides, a standoff (failure to reach a satisfactory compromise) or a standoff with an agreement to try again at a later time. Negotiation differs from “influencing” and “group decision making.”

15.4.1 New Terrains: The Role of Emotions

According to Moffitt and Robert Bordone (1981) the newest frontiers in the field of negotiation include such topics as exploring the role of emotions in negotiation. Fisher and Shapiro (1988) in their groundbreaking bestseller book, *Beyond Reason: Using Emotions as You Negotiate*, a follow-up to *Getting to*

YES, suggest that negotiations need not be at the mercy of emotions; it discusses “core concerns” that anyone can use to stimulate helpful emotions.

15.4.2 Negotiation as a Process

According to Burt (1984) negotiation process can be divided into six steps under three phases:

Phase 1: Before the Negotiation

- **Step 1 - Preparing and Planning:** In this step, one must first determine what one must have and what one is willing to give (bargaining chips). One must gather facts about the other party, learn about the other party's negotiating style and anticipate other side's position and prioritise issues. To ensure smooth negotiation, one should also prepare alternative proposals and establish BATNA (Best Alternative To a Negotiated Agreement). Estimate the other party's needs, bargaining chips and BATNA.

Phase 2: During the Negotiation

- **Step 2 - Setting the Tone:** In this step, one must set the tone for negotiations.
- **Step 3 - Exploring Underlying Needs:** Also important is to actively listen for facts and reasons behind other party's position and explore underlying needs of the other party. If conflict exists, try to develop creative alternatives. In a difficult situation, don't say anything. Take time out. When we say nothing, we give nothing away.
- **Step 4 - Selecting, Refining, and Crafting an Agreement:** It is a step in which both parties present the starting proposal. They should listen for new ideas, think creatively to handle conflict and gain power and create cooperative environment.
- **Step 5 - Reviewing and Recapping the Agreement:** This is the step in which both parties formalise agreement in a written contract or letter of intent.

Phase 3: After the Negotiation

- **Step 6 - Reviewing the Negotiation:** Reviewing the negotiation helps one to learn the lessons on how to achieve a better outcome. Therefore, one should take the time to review each element and ask oneself, “what went well?” and “what could be improved next time”.

15.4.3 Negotiation Tactics

According to Druckman (1977) skilled negotiators use many *tactics* including:

- Analysing the negotiation or *conflict management style* of their counterpart.
- Setting pre-conditions before the meeting.
- Declining to speak first.
- Volunteering to keep the minutes of the meeting.
- Presenting demands.
- Setting time targets, i. e. deadlines.
- Limited authority.
- Walking out.
- Concession patterns.

- Intimidation.
- Fait accompli (what's done is done).
- Take it or leave it.
- Rejecting an offer
- Tit for tat technique.
- Wagon in front of the horse technique.
- Stop the time technique.
- Package deal technique.

15.4.4 Kinds of Negotiation

Negotiations should be based on fair and reasonable exchange of information to create a mutually satisfying outcome. By and large negotiations have been classified into two broad categories - Distributive and Integrative negotiations (Lewicki and Litter, 1985).

Distributive negotiations take place when the resources are fixed and limited and each individual party wants to get a larger share for itself. Therefore distributive negotiations becomes essentially a competitive situation where gains of one individual is the loss of others. Distributive negotiations are lengthy and typically involve deceptive arguments and few concessions.

Integrative negotiations are focussed at having an agreement on a mutually satisfying outcome. The resources here too may be limited but there is willingness to generate other options and agree on them to create a mutually utilitarian outcome.

While the process of negotiation requires preparation, planning and patience, it may also be a source of irritation, frustration and dissatisfaction. In any case it can be considered as a way of getting what one wants from other(s) in the process of decision-making. Negotiations should be based on merit as against traditional negotiation. There should be focus on interest and not on position and a variety of possibilities should be debated before taking a final decision.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

3) In a negotiation process, what are important bargaining tactics? Enumerate some important tactics.

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In Section 15.5 below we attempt to provide a larger view of the organisations, their structuring and designing. It will help the managers to assess the functioning of the organisation in view of different processes and variant aspects .

15.5 ORGANISATIONAL STRUCTURE AND DESIGN

Organisations are rational entities which have been developed to perform some important functions. Therefore, it is important to know the structures and functions of an organisation. Though organisational structures are not fixed and keep changing yet there are certain broad patterns allowing coordination within an organisation.

15.5.1 Organisational Design

Organisational design can be described as managerial activity to make choices relevant to the requirements of the goals. While organisational structures provide the necessary means to achieve the goals of an organisation, the designs provide the necessary and sufficient conditions to achieve the changing goals of the organisations. While structures allocate responsibilities, how these responsibilities would be met becomes the concern of design.

15.5.2 Kinds of Organisational Structure

According to Barnard (1938) though organisational structures are of many types, they are mainly of two types, namely, Tall and Flat. They are identified by the hierarchical levels in organisations relative to its total population.

Flat Structure: It is characterised by a few responsibility centres in a smaller number of hierarchies. The number of positions in it is small and focus is on end responsibilities. This is common in small organisations, and there are few promotions only. Hence, growth possibilities are very limited. An average employee may have greater flexibility in the performance of his/her tasks because there is lot of emphasis on performance and merit. Because a flat organisation is small, there is lot of flexibility and decentralisation in decision making process.

Tall Structures: As an organisation grows, its structure is transformed into a tall structure. It is hierarchical and number of openings at top get decreased. Due to existence of many levels, tall structures provide greater opportunity for upward movement. There is always a requirement for greater control and interdependence. In tall structures, span of control is small and the number of subordinates is also small. But on account of their being very large such structures are formal and bureaucratic.

15.5.3 Variables in Organisational Structure

Structures have been created to regulate and control behavior of the employees in an organisation. To achieve organisational goals, some variables play a significant role in structuring the organisation. Some of the important variables described by Fayol (1949) are as follows.

Formalisation: Formalisation refers to rules, policies, procedures and norms that govern the behavior of employees in an organisation for the purpose of making their behaviour more predictable by standardising it. All these mechanisms of regulating behaviour vary on a scale of restrictive-flexible dimension.

Differentiation: Differentiation refers to the degree of differences that exist in various activities of an organisation. These could be in the actual roles that employees perform, or in the orientation and approach followed by various units within the organisation. A job description based upon job analysis defines the responsibilities and differentiation in the work of employees.

Departmentalisation: Another popular form of differentiation is departmentalisation and division. It refers to grouping of individuals by units of related activities. Departmentalisation can be done on the basis of functions like Marketing department, HR department, Finance department, etc. Similarly, departmentalisation can be done by place, like Delhi, Mumbai and Kolkata. Departments can be created on the basis of products/services like publishing, printing, distribution, etc.

Reporting Relationship: One very important variable in organisational structure is reporting structure. Lot of people work in an organisation in hierarchical fashion for smooth running of the organisation. It is necessary that there is clear reporting structure. Reporting relationship assures accountability and the consequences therein by regulating the span of control and the unity of command.

Span of control refers to the number of subordinates a supervisor can direct. A wide span of control would mean a large number of employees reporting to a superior while a narrow span of control would mean less number of employees reporting to him/her.

Unity of Command specifies that no organisational participant should receive orders from more than one superior. Otherwise, it may lead to contradictions and confusion in the entire organisation.

15.5.4 Functions of Organisational Structure

Haynes (1959) describes following functions as performed by organisational structures.

- **Allocation of Responsibilities:** Most important function of an organisation is to clearly allocate responsibilities. It helps in fixing accountability and eliminates duplication of work.
- **Reporting Relationship:** It should be clearly laid down so that who is reporting to whom is very clear. For coordination to be effective monitoring by immediate supervisor is required because it ensures that individuals do whatever is supposed to be done by them.
- **Rewarding and Punishment:** Once responsibilities are allocated and reporting relations are clearly defined, the supervisor gets the requisite authority to punish the incompetent or those not completing the tasks or to reward good performers.
- **Communication Flow:** Smooth flow of communication within organisation is very important. Hence, it is one of the functions of organisational structure to ensure it.

If the above functions are not defined clearly, it may lead to confusion and different supervisors may use their own judgment creating problems of morale and motivation. It could lead to lack of uniformity in reward and punishment for same kind of performance or lack of it. It could also lead to delay in decision making and loss of several new opportunities.

15.5.5 Decision Process

Decision-making is an important function of an organisation. An organisation's decision-making process has to ensure that the chosen alternative is such that it maximises the return on minimum investment and organisation is able to meet its goals with limited resource utilisation. There are three important processes involved in it and are stated below.

Centralisation: Centralised decision-making refers to the concentration of power at the higher levels in the organisation. As most decisions are centralised at the top levels in the organisation, a greater uniformity in decision-making is possible. However, in centralised decision-making process, top management may be overloaded and may sometimes lead to faulty decisions.

Decentralisation: In decentralised decision-making system there is low concentration of decision-making power at higher levels and decisions are taken at several levels. It provides opportunities to develop the competence of employees to take decision at lower level and is considered as useful mechanism to motivate employees.

Delegation: Sometime a manager may delegate certain decision-making powers to his/her subordinate in view of his/her competencies and trust earned in the organisation. It is essentially an informal arrangement where manager carves out a part of his/her responsibilities and hand over them to his/her subordinates.

15.6 LET US SUM UP

Organisations are generally complex in nature and consist of several layers. Groups and teams are important constituents as several jobs are done in groups and in teams. Therefore, it is important that teams are properly constituted and responsibilities are divided judiciously so that there is no friction.

All functioning organisations have to bring about changes in their functioning from time to time for their better performance. However, employees resist change as it disturbs their hold over things. The managers have to apply several tactics to overcome resistance. Leadership plays a key role in this context and takes people along.

Similarly, negotiations and bargaining are integral parts of an organisation in maintaining harmonious functional relations. The managers must be equipped with effective negotiation skills and various bargaining strategies. Organisational structures are also important to understand so that decisions are made keeping in view the kind of structures. In this Unit, we have discussed all these aspects, which have relevance to the dynamics in management of adult education at different levels.

15.7 ANSWERS TO CHECK YOUR PROGRESS

- 1) Groups and teams are not one and the same. There is a difference between a work group and a work team. A group is defined as two or more interacting and interdependent individuals who have come together to achieve particular objectives. A work group is a group that interacts primarily to share information and to make decisions to help each member perform within his/her area of responsibility.

Work groups have no need or opportunity to engage in collective work that requires joint effort. So their performance is merely the summation of each group member's individual contribution. There is no positive synergy that would create an overall level of performance that is greater than the sum of the individuals' inputs.

Many organisations have recently restructured work processes around teams. Managements start looking for positive synergy that will allow their organisations to increase performance. The extensive use of teams creates the potential for an organisation to generate greater outputs with no increase in inputs. Notice, however, we said "potential". There is nothing inherently magical in the creation of teams that ensures the achievement of this positive synergy. Merely calling a group a team does not automatically increase its performance. If management helps to gain increase in organisational performance through the use of teams it will need to ensure that its teams possess the characteristics they need to.

- 2) Six tactics have been suggested for use by change agents in dealing with resistance to change.

Education and Communication: Resistance can be reduced through communicating with the employees to help them see the logic of a change. Thus, tackling basically assumes that the source of resistance lies in misinformation or poor communication.

Participation: It is difficult for individuals to resist a change decision in which they participated. Prior to making a change, those opposed to it can be brought into the decision-making process. Assuming that the participants have the expertise to make a meaningful contribution their involvement can reduce resistance, obtain commitment and increase the quality of the change decision.

Facilitation and Support: Change agents can offer a range of supportive efforts to reduce resistance. When employees fear and anxiety are high, their counselling and therapy, new skills training, or a short paid leave of absence may facilitate their adjustment to change.

Negotiation: Another way for the change agent to deal with potential resistance to change is to exchange something of value for lessening of the resistance. For instance, if the resistance is conceded with by a few powerful individuals, a specific reward package can be negotiated so that it will meet their individual needs.

Manipulation and Co-operation: Manipulation refers to covert attempts to influence. Twisting and disturbing face to make them appear more attractive, withholding undesirable information, and creating false rumours to get employees accept a charge are all examples of manipulation.

- 3) There are two general approaches to negotiation – distributive bargaining and integrative bargaining

Distributive Bargaining: Suppose two people are negotiating over the price of a thing. The negotiating strategy they are engaged in is called distributive bargaining. Probably the most widely cited example of distributive bargaining is in labour management negotiations over wages. The area between these two points makes up each one's aspiration range.

Integrative Bargaining: The credit manager will approve the sale but the clothing store's owner will provide a bank guarantee that will ensure payment if the bill isn't paid within 60 days. The sales credit negotiation is an example of Integrative Bargaining. In integrative bargaining, problem-solving operates under the assumption that there exists one or more settlements that can create a win solution. Distributive bargaining, on the other hand, leaves one party a loser. It tends to build animosities and deepen divisions when people have to work together on an ongoing basis. This include parties who are open with their information, candid about their concerns, and sensitive to each other's needs. The ability to trust each other and a willingness to maintain flexibility are the criteria required by both parties.

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UNIT 16 EXPANSION OF ALADIN-INDIA: MARCHING TOWARDS LEARNING SOCIETY

Structure

- 16.0 Introduction
- 16.1 Objectives
- 16.2 Indian (Adult) Education System: An Overview
- 16.3 Expansion of ALADIN-India
 - 16.3.1 Need for Expansion of ALADIN-India
 - 16.3.2 Expansion of ALADIN-India by Convergence of Networks
- 16.4 A Strategy for Convergence of Formal and Non-formal Systems of Education: Marching Towards a Learning Society
 - 16.4.1 Grassroots Level Convergence
 - 16.4.2 District Level Convergence
 - 16.4.3 State Level Convergence
 - 16.4.4 Apex/Central/National Level Convergence
- 16.5 Let Us Sum Up
- 16.6 Answers to Check Your Progress
- 16.7 References

16.0 INTRODUCTION

You are now in the final Unit of Course MAE-003. In Block-3 of this Course we have discussed different networks – social, professional and computer networks for adult education. You have also learnt about Adult Learning Documentation and Information Network (ALADIN), which is a global network of professional networks of adult education in different countries including ALADIN-India, a network of adult education institutions in India. In this Unit, we will discuss how ALADIN-India can be expanded into an effective participatory adult learning network of networks in the country for marching towards a learning and knowledge society.

16.1 OBJECTIVES

After going through this Unit, you will be able to:

- Develop an overview of Indian (adult) education system;
- Appreciate the need for expansion of ALADIN-India into a larger network of networks in India;
- Understand the significance of convergence of networks of diverse categories of institutions for moving the society forward towards a learning society; and
- Forge a strategic convergence of different networks of adult education institutions at different levels.

16.2 INDIAN (ADULT) EDUCATION SYSTEM: AN OVERVIEW

Indian education system in the country has been subjected to many changes and innovations over time to meet the growing, changing, and diversifying needs and demands of the nation, but with little success in addressing the basic needs, problems and issues of education. Hence, non-formal education has become inevitable alternative. We are clear (see Unit 1 of Course MAE – 001 that adult education in its broadest sense encompasses formal, non-formal and informal education of adults. We know that both formal and non-formal education systems have been functioning as alternative, supplementary and complementary (and now-a-days also as competitors) to each other, while retaining their identities as two parallel systems. As we have discussed in Courses MAE – 001 and MAE – 002, institutionalisation of non-formal education at different levels made it more need-based, flexible, relevant and diversified, and has heralded a new era in the Indian (adult) education system. And all adults — whether teachers, other staff members or students in different institutions of formal and non-formal education systems or those outside these institutions with or without literacy or any prior learning — fall within the scope of adult education.

We know that Indian education system is broadly divided into three levels — *primary, secondary* and *tertiary*. We being clear about the concept of adult, know beyond doubt that all teachers in all educational institutions (formal/non-formal) at all levels are adults. Also, all students in the tertiary education are adults. All students in the higher secondary education system who are in the age group of 15-35 are adults. Thus, just the children in and outside the primary school system do not form part of adult education. All subjects under different disciplines covering different branches of study such as Arts, Science, Commerce, Medicine, Engineering, Technology, Information and Communication Technology, Computers, Law, Education, Management and so on fall under adult education. Further, adult education includes all modes of education - face-to-face and technology interfaced distance and open modes. Thus, all the formal and non-formal education institutions consisting of adults as teachers, staff or learners in them and/or directly or indirectly involved in providing or promoting education of adults in any form such as teaching, training, research, monitoring, evaluation, funding, coordinating, and other professional, technical and resource support, etc at any level of education form part of adult education system of the country. With this broad view of adult education, let us have a brief and comprehensive look at the education system as a whole with its diversity and magnitude in terms of the types of institutions and their number in formal and non-formal education systems.

A) Formal Education System:

Type of Institution	Number
• Primary Schools (1999-2000)	6,51,434
• Upper Primary/Middle/Senior Basic Schools (1997-98)	1,85,506
• Kendriya Vidyalayas (2004-2005)	928
• Jawahar Navodaya Vidyalayas (2001-02)	468

• High/Higher Secondary Schools/Inter/Pre-degree/Junior Colleges (1999-2000)	1,16,852
• Teacher Training Schools and Colleges (2005-06)	2,547
• Colleges of General Education (Arts, Commerce and Science) (1994-95)	6,089
• Colleges of Professional Education – Engg./Tech./Medicine/Training/Research (Degree and above) (1995-96)	4, 305
• Colleges of Teacher Education (2003-04)	86
• Institutes of Advanced Studies in Education (2003-04)	38
• State Councils of Education, Research and Training (2003-04)	22
• District Institutes of Education and Training (2003-04)	498
• Block Resource Centres (December, 2007)	5,415
• Cluster Resource Centres (December, 2007)	68,426
• Regional Colleges/Institutes of Education (1995-96)	4
• Universities (2007-2008)	256
• Deemed Universities (2007-08)	103
• Private Universities (2007-08)	23
• Polytechnic Institutes (2004-05)	1,171
• Technical/Industrial, Art & Craft Schools (2004-05)	5,114
• Pharmacy Institutions (2006-07)	665
• Autonomous Colleges approved by UGC (2001-02)	116
• Indian Institutes of Technology (IITs) (2007-08)	7

B) Non-formal Education System:

Type of Institution	Number
• University Departments of Adult Education (1999)	103
• Jana Shikshan Nilayams (1991-92)	32,000
• Nodal and Continuing Education Centres (1997-2002)	72,261
• Jana Shikshan Sansthan (2006-07)	108
• State Resource Centres (2007-08)	26
• District Resource Units (1995-96)	07
• Directorates/Institutes of Correspondence Courses/Distance Education in Conventional Universities (2008)	150
• Open Universities (2008)	13

Source: 1. Association of Indian Universities (1995).

2. Brian Hunter (1996).

3. Distance Education Council (2007).

4. <http://www.indiastat.com/india/>.

5. Indira Gandhi National Open University (2008).

6. Shah (1999).

7. Tyagi (1994).

Institutes of national importance, other than those mentioned under formal system of education mentioned above, include Indian Institutes of Management (IIMs), Indian Institutes of Technology (IITs), Indian Institutes of Information Technology (IIITs), Technical Teacher Training Institutions (TTTIs), Indian Institutes of Science Education and Research (IISERs), All India Institute of Medical Science (AIIMS), Indian Statistical Institute (ISI), National Social Science Documentation Centre (NASSDOC), National Institute of Public Co-operation and Child Development (NIPCCD), National University of Educational Planning and Administration (NUEPA), Academic Staff Colleges, etc. Besides these, under formal education system, there are many funding, training, research, professional, technical, assessing and accrediting, monitoring and coordinating organisations/Bodies such as University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), All India Council for Technical Education (AICTE), National Council for Teacher Education (NCTE), Indian Council of Agricultural Research (ICAR), Indian Council of Historical Research (ICHR), Indian Council of Social Sciences Research (ICSSR), Council for Scientific and Industrial Research (CSIR), Indian Council of Medical Research (ICMR), Central Board of Secondary Education (CBSE), National Accreditation and Assessment Council (NAAC), Association of Indian Universities (AIU), National Board of Accreditation of AICTE, etc.

Similarly, besides the institutions mentioned under non-formal education system above, there are many other institutions/structures such as National Literacy Mission Authority (NLMA), Directorate of Adult Education (DAE), State Directorates of Adult/Mass Education (SDAE/SDME), National Board of Adult Education (NBAE), National/Central Board of Workers' Education (CBWE), Indian Institute of Workers Education (IIWE), National Institute of Rural Development (NIRD), State Institutes of Rural Development (SIRDs), National Resource Centre (NRC), National Documentation Centre on Literacy and Population Education (NDCLPE), Indira Gandhi National Open University (IGNOU), Distance Education Council (DEC), National Institute of Open Schooling (NIOS), amongst others. All these under both the systems (formal/non-formal) together present a panoramic, if not exhaustive, picture of diverse educational institutions or bodies catering to the educational growth and development of adults with different levels of literacy and education.

As discussed in earlier units (See Courses MAE-001 and MAE-002), origin of non-formal education for non-literate adults began with the launch of community development programme under First Five Year Plan in independent India. Of course, a well planned efforts of adult education started with the launch of National Adult Education Programme (NAEP) in 1978 (Government of India, 1978) on a massive scale with triple objectives of imparting literacy, functionality and awareness to adults in the 15-35 age group along with non-formal education for children below 14 years of age. Thus, under NAEP many programmes such as Rural Functional Literacy Programme (RFLP), State Adult Education Programme (SAEP), Mass Programme of Functional Literacy (MPFL), Non-Formal Education Programme for the 6-14 age group, Back to School Programme, etc., were launched. Later, in pursuance of the National Policy on Education (Government of India, 1986) literacy campaigns of National Literacy Mission (Government of India, 1988) were launched resulting in a number of adult literacy, post-literacy and continuing education centres all over the country. Due to such comprehensive planned efforts more than 25,90,694 Non-Formal Education

Centres were established during the period between 1979-80 and 1999-2000, besides more than 10,00,000 functional literacy/adult education centres under Total Literacy Campaigns (TLCs), Post-Literacy Campaigns (PLCs), Rural Functional Literacy Projects (RFLPs) and Continuing Education Projects (CEPs) of National Literacy Mission. But, most of these centres under the above time-bound Campaigns/Projects have since been wound up year after year, except converting very few of them into Continuing Education Centres. Had all of them been converted, continued and developed further into some form of continuing education centres at the grassroots level, by now they would have resulted into a huge network of such centres all over the country. Unfortunately, unlike the schools in the formal system, such continuation did not take place in the non-formal education system at the grassroots level. Nevertheless, by the year 2001 out of 593 districts in the country, literacy campaigns were covered in 576 districts (of which 160 were in TLC phase, 264 in PLC phase including 30 under the RFLP, and 152 in Continuing Education phase), thus leaving only 17 districts to be covered under literacy programmes. Later, the Tenth Five Year Plan (2002-07) targeted all left-over districts to achieve full literacy (i. e. a sustainable threshold level of 75 per cent), remove residual illiteracy in the districts earlier covered by TLCs, complete PLCs in all districts and launch Continuing Education Programmes in 100 districts. Now, the efforts in the Eleventh Five Year Plan (2007-2012) are further intensified to achieve the targets such as 80% literacy rate, reduction of gender gap in literacy to 10%, reduction of regional, social, and gender disparities in literacy, extension of coverage of NLM programmes to 35+ age group, adolescents, SCs, STs, minorities, rural women, other disadvantaged groups; and also to special focus areas such as low literacy States and tribal areas. Alongside the efforts for total literacy, there is simultaneous drive towards achieving the goal of universal elementary education.

As far as non-formal education in secondary and tertiary education is concerned, the developments in the recent past have been aimed at exploiting the potential of Open and Distance Education Institutions for enhancing access, equality and quality of education to the eligible groups of adults. At the secondary education level, the benefits of open and distance education are available through National Institute of Open Schooling with its network of Regional and Study Centres established in formal secondary schools, amongst others, spread through out the country. Institutionalisation of distance education at higher education level which started with establishment of correspondence institutes in conventional Universities has been and was followed by more advanced single mode distance and open education institutions such as Open Universities. As per latest information, there are 150 Directorates/Institutes of Correspondence/Distance Education established in dual mode Universities and 13 single mode Open Universities in India (IGNOU, 2008). As a part of these OUs, there are 115 Regional Centres established in different States and Union Territories. Plus, there are more than 6,200 Study Centres, Programme Study Centres, multimedia learning centres, partner institutions, etc established in different institutions spread not only across the country but also abroad (DEC, 2007). Eleventh Five Year Plan aims at increasing higher education access to 15% of the eligible group by 2012, which requires different collaborations, co-operation, coordination and networking between and among different Governmental, Non-governmental and private institutions and individuals at all levels. In brief, we have presented to you the comprehensive picture of formal and non-formal adult education with

Notes: a) Space given below the question is for writing your answer.

1) Present a brief overview of Indian Adult Education System.

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The above overview rather presents the current status of (adult) education system in India covering formal and non-formal systems. Nevertheless, we know that the developments in science and technology, knowledge explosion, population explosion, persisting problems of poverty and illiteracy, ever growing needs and demands of our educational system and of different sections of the society have been posing new challenges over time, thus, magnifying and complicating the solutions to “Education for All”. Added to this, the socio-economic, political, geographic, demographic and other conditions continued to affect the access to, equality and quality of educational opportunities to diverse sections of population. As a result, the disparities in their education in terms of region, religion, caste, sex, marital status and other socio-economic criteria also continued to persist. These have been the continuing concerns of the educational policy makers and implementors/administrators. Now, therefore, to ensure “Education for All” there is multi-pronged cross-sectoral approach involving Department of School Education and Literacy and other related Departments. The Basic Literacy programmes for non-literate population are revamped to achieve universal literacy under National Literacy Mission; and Sarva Shiksha Abhiyan got strengthened

by Mid-day Meals Scheme, Employment Guarantee Scheme, Alternative and Innovative Education Schemes, etc., to achieve universal elementary education by 2010. Similarly, there is increased emphasis on secondary and higher education aimed at moving towards a learning and knowledge society in India. All these call for a broader network of (adult) educational institutions at different levels.

16.3.1 Need for Expansion of ALADIN-India

ALADIN is a global network of networks consisting of 90 networks from different countries, including ALADIN-India (UIE, 2005a) as a member country network. ALADIN-India at present is a small national network of India consisting of 8 national level organisations such as NASSDOC, NIPCCD, IIWE, NDCLPE, NIRD, etc, 14 State level organisations such as SRCs, 16 University Departments of Adult Education and 9 Non-Governmental Organisations (UIE, 2005b). IGNOU joined it in 2007. Though it is a national level network, there are no effective and supporting networks at other levels as a part of it. Given the magnitude and diversity of the institutions in formal and non-formal education system presented in Section 16.2 above, the small network of ALADIN-India needs to be expanded to different levels with networks at each level. In the larger context of comprehensive education for adults, it is essential to bring into such a network all institutions, individuals and their associations at all levels. There should be due emphasis on networks at the grassroots level, as they play vital role in building a learning and knowledge society in the country. There is, thus, a need for expanding ALADIN-India into a broad, comprehensive, effective and potential network of networks at different levels.

16.3.2 Expansion of ALADIN-India by Convergence of Networks

It is an acknowledged fact that the expansion and development of non-formal education institutions including Open Universities, Open Schools/Institutions, etc at national, state and local levels has led to increasing recognition and acceptance by the formal education system as a whole. This has resulted in their purposeful and realistic convergence for realising their common goals and objectives — the formal system began catering to the needs of the non-formal stream of learners and vice-versa. For instance, IGNOU and NIOS have, right from their inception, grown with their efforts for convergence with different formal educational institutions for expanding their networks of Study Centres, Programme Study Centres, Work Centres, Partner Institutions, etc. To expand its network further, IGNOU started a special Scheme on Convergence of Open and Distance Learning (ODL) and Conventional Systems (DEC, 2008), and brought into it more than 300 new institutions in the short period of two years. But, this entire network under this scheme and its large network of Regional and other Centres in India and abroad is a kind of bilateral collaboration between IGNOU and each of the collaborating institutions. Yet, there is no horizontal network of these collaborating institutions at that level. Similarly, ALADIN-India, with its small network, as mentioned above, looked towards IGNOU for its expansion.

Fortunately, now education has received greater importance, and Government of India declared Eleventh Five Year Plan (2007-12) as education plan (MHRD, 2008) with Rs.85,000 crore outlay for higher education alone; and the country is set to move from National Literacy Mission to National Education Mission to more enhanced access to higher education with broadband connectivity to all

the institutions of higher learning numbering 400 University level institutions and over 20,000 degree colleges. It is thus high time for IGNOU and ALADIN-India to become more responsive to current and future challenges and needs with more broader perspective for capacity building and professional development in formal and non-formal adult education and for enlarging their convergence network at all levels, with all possible institutions in all possible manners to move towards a learning and knowledge society. Therefore, the need of the hour is to establish meaningful and effective networks of convergence, collaborations and linkages between and among different educational institutions with emphasis on:

- a) proper coordination, promotion and maintenance of standards of (adult) education at all levels along with speedy, effective and enduring benefits to all institutions; and
- b) facilitating, networking and information dissemination for education and development of adults of different sections of the society in all areas and for minimising all kinds of disparities.

Since, the growing trend of convergence of systems and institutions has become the universally acknowledged means of enhancing access to quality and cost-effective education, it is time to further it. It is, therefore, essential to accelerate the processes for mutual cooperation, collaboration and convergence between the two systems for their lasting harmony and synergy to turn the trend into an irreversible, enduring and effective network of networks for pooling and sharing of different resources – infrastructural, human, material, financial and technological — for the benefit of adults and their communities at large. Such convergence network should also facilitate realisation of the common/collective objectives of all the converging institutions and simultaneously serve the common cause of providing education to all the needy, deprived and disadvantaged sections in tune with “education for all”, the slogan of the world today. The long-term goal is to ensure that every adult member of the society is involved in a learning, educative and/or information sharing situation either as a learner/trainee, a teacher/trainer, a participant or a resource person, a functionary or a beneficiary, etc in informal, formal and/or non-formal education programmes and processes. Such a convergence should be based on the principles of equality and universalisation of educational opportunities with adequate consideration or compensation for the opportunity cost or income forgone of the needy groups of learners in their march towards a learning and knowledge society. This phenomenon should, over a period of time, bring in an irreversible paradigm shift in education with sustainable convergence network for lifelong learning, education and information sharing which would enhance the mutual efficiency of all the participating institutions and individuals. Perhaps, the technological revolution, particularly of ICT for educational explosion, has come to the rescue of the educationists, educational policy makers, administrators, and implementors in effecting their tasks, strategies and endeavours towards such a goal – the learning and knowledge society. What is required is a strategy that can promote a judicious and sustainable convergence of formal and non-formal systems of education, and it calls for a participatory, well planned, concerted and coordinated efforts of all the concerned institutions, individuals and stake holders at different levels.

Check Your Progress

- Notes:** a) Space given below the question is for writing your answer.
- b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.
- 2) Explain the need for expansion of ALADIN-India and for convergence of formal and non-formal adult education systems in India.

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16.4 A STRATEGY FOR CONVERGENCE OF FORMAL AND NON-FORMAL SYSTEMS OF EDUCATION: MARCHING TOWARDS A LEARNING SOCIETY

Having discussed the need for convergence of formal and non-formal systems of education, now we need to focus our discussion on a strategy that will help in forging an effective, sustainable, lasting and comprehensive convergence network of institutions at different levels for moving towards a learning society. Lakshmi Reddy (2000, pp.98-101) proposes a strategy for promoting convergence of formal (conventional) and non-formal education institutions (includes those of distance and open education as well) at four levels, viz., grassroots level, district level, State level and Central/national/apex level. According to him, convergence is not necessarily the physical merger of the institutional structures, but the purposeful pooling, sharing and coordination of the institutional resources – infrastructural, human, material, financial and technological – for effective realisation of the common objectives of different converging institutions of both the systems. For facilitating effective convergence, it is essential to identify broad base of institutions/structures of formal and non-formal education systems at each level and also conceive a new structure/institution/agency/body for convergence on long-term basis at each level along with statutory status, autonomy, functions and accountability. Given below is a suggestive strategy for such convergence at four levels.

16.4.1 Grassroots Level Convergence

Let us start with looking at the broad base of available institutions/structures/bodies at this level.

a) Formal Education Institutions/Structures

- Primary/Elementary/Basic Schools.
- High/Secondary Schools.
- Higher Secondary Schools/Junior / Intermediate Colleges.
- Any other category of institutions/structures.

b) Non-Formal Education Institutions/Structures

- Adult Education (Literacy) Centres.
- Post-literacy Centres for Neo-literates.
- Non-Formal Education Centres for 6-14 age group.
- Continuing Education Centres.
- Nehru Yuvak Kendras (Nehru Youth Centres).
- Any other category of institutions/structures.

c) Institution/Structure/Agency/Body required for effective convergence:

There is a need for establishing a Body, be it called a Local/Block Coordination Committee/Agency/Institution of Education, for advancing the cause of convergence of different institutions at this level. Its status, structure, composition, functions and accountability must be broad enough to accommodate and promote the interests, objectives, needs and resources of different institutions and stake holders at the grassroots level. For instance, its composition and functions can be as follows.

i) **Composition:** For transparency, participation and acceptability the governing Body of such an agency/institution shall consist of at least one representative from each of the existing educational institutions, structures or centres, amongst others, which are identified for convergence in the specific geographical area.

ii) **Functions:** The functions of such a Body could be:

- to study the objectives of each category of educational institutions in the specified area and identify their common objectives and activities;
- to identify the existing resources – physical/infrastructural, human, material, technological, financial, etc – in each of the institutions/structures/centres which can be pooled, merged or shared for common purposes;
- to establish a network of convergence with proper mechanism for effective collaboration, linkages, co-operation and coordination between and among all these institutions vis-a-vis their programmes, activities, curricula and their designs, available materials, need for development and production of new materials, delivery of materials and services, assessment and evaluation, staff development, training, exchange of experiences, observation, analysis, etc for realising their common objectives;

- to study and evaluate the performance of convergence network in collective and participatory manner with due regard to its problems, failures, advantages, benefits, potential, needs, etc., and suggest solutions or remedies to improve upon;
- to keep all the participating or involved institutions abreast with the latest developments in the field;
- to identify, apply and evaluate existing resources as well as suggest possible additional resources for implementation of the new policies and programmes;
- to document all the participating institutions in the network for effective information sharing among them;
- to organise periodic meetings, workshops, conferences, seminars, etc for their capacity building and professional development, with detailed process documentation, amongst other things; and
- to collect, publish and disseminate information containing institutional websites, e-mails, postal addresses, telephone and fax numbers, etc of all the converging institutions in print and electronic forms.

16.4.2 District Level Convergence

At this level, let us look at the broad base of institutions/structures.

a) Formal Education Institutions/structures

- Degree Colleges of Arts, Science and Commerce.
- District Board of Education.
- District Institutes of Education and Training (DIETs).
- Centres/Institutions/Colleges of all kinds of professional and technical education/training.
- Any other category of institutions/structures.

b) Non-Formal Education Institutions/structures:

- Zilla Saksharatha Samithis (ZSSs).
- District Board of Non-formal/Adult Education.
- Jana Shikshan Sansthan (JSS).
- District Resource Units (DRUs).
- Study Centres of National and State Open Universities, of National Open School and Institutes/Directorates of Correspondence/Distance Education Courses of dual mode education institutions.
- Community Colleges
- Community Polytechnics
- Any other category of institutions/structures.

c) Institution/Structure required for effective convergence: At this level also, a Body is required to be established, which may be called a *District Coordination Committee, Institute or Agency of Education*. Like the coordination Body at the Local/Block level, the status, structure, composition, functions and accountability of the Body at district level must also be broad enough to accommodate and promote the interests, objectives, needs and

resources of all the converging institutions at this level. For instance, its composition and functions can be as follows.

- i) **Composition:** The Body shall consist of at least one representative from each of the identified institution/structure/agency at the district level and a representative from each of the Local or Block Coordination Body at the grassroots level.
- ii) **Functions:** The functions of this Body could be the same as those of Local or Block level coordination Body but should relate to the participating institutions/agencies at the district level. In addition, it should be responsible for facilitating planning, organising, coordinating, and evaluating its own functions as well as those of different local or block level coordination Bodies in the given district.

16.4.3 State Level Convergence

There are many institutions/structures at this level as well.

a) **Formal Education Institutions/Structures:**

- State Board of Secondary Education (SBSE).
- State Board of Intermediate Education (SBIE).
- State Council of Educational Research and Training (SCERT).
- State Council of Higher Education (SCHE).
- State Board of Technical Education (SBTE).
- State Universities.
- Academic Staff Colleges.
- Regional and/Comprehensive Colleges of Education (RCEs/CCEs).
- Regional Engineering Colleges.
- Medical Colleges.
- Any other category of institution/structure.

b) **Non-Formal Education Institutions/Structures:**

- State Directorate of Adult/Mass Education.
- State Resource Centres for Adult Education (SRCs).
- Departments/Centres of Adult, Continuing Education and Extension in State Universities.
- Directorates/Institutes of Correspondence Courses/Distance Education.
- Regional Centres of Indira Gandhi National Open University (IGNOU) and of National Institute of Open Schooling (NIOS).
- State Open Universities.
- State Open Schools
- All other categories of institutions/structures.

- c) **Institution/structure required for effective convergence:** Like the coordination Body at the district level, there is a need for a committee, agency or institution at the State level, be it called a *State Coordination Committee/Agency/Institute of Education*. Like the Bodies at the Local/Block and District levels, the status, structure, composition, functions and

accountability of the Body at the State level must also be broad enough to accommodate and promote the interests, objectives, needs and resources of all the institutions/structures at this level. For instance, its composition and functions could be as follows.

- i) **Composition:** The Body shall consist of representatives from every Ministry of the State Government, the above mentioned state level institutions/agencies, and the District level Coordination Bodies of each district in the State.
- ii) **Functions:** The functions of this Body shall be the same as those of district level coordination Body, but concerning the State level institutions/structures involved in the convergence. Besides these, it should be responsible for evolving a policy and guidelines for implementing, monitoring, evaluating, etc of the functioning of the coordination Bodies at local/block and district levels in the State.

16.4.4 Apex/Central/National Level Convergence

At this level, though the number of institutions/bodies is less their role will have crucial impact in terms of making or marring any initiative or process not only at the national level but also at other levels in the hierarchy.

a) Formal Education Institutions/Structures:

- University Grants Commission (UGC).
- National Council of Educational Research and Training (NCERT).
- National University of Educational Planning and Administration (NUEPA).
- Indian Council of Medical Research (ICMR).
- Indian Council for Agricultural Research (ICAR).
- Indian Council for Historical Research (ICHR).
- All India Council for Technical Education (AICTE).
- Council for Scientific and Industrial Research (CSIR).
- Indian Council for Social Sciences Research (ICSSR).
- Central Universities.
- National Social Science Documentation Centre (NASSDOC).
- National Institute of Public Co-operation and Child Development (NIPCCD).
- National Council for Teacher Education (NCTE).
- All other institutions of national importance.

b) Non-Formal Education Institutions/Structures:

- National Literacy Mission Authority (NLMA).
- Indira Gandhi National Open University (IGNOU).
- National Institute of Open Schooling (NIOS).
- Directorate of Non-formal Education (DNFE).
- Directorate of Adult Education (DAE).

- National Board of Non-formal/Adult Education.
- Distance Education Council (DEC).
- National Institute of Rural Development (NIRD).
- Central Board of Workers' Education (CBWE).
- Indian Institute of Workers Education (IIWE).
- National Documentation Centre on Literacy and Population Education (NDCLPE).
- All other institutions of national level importance.

c) **Institution/structure required for effective convergence:** This Body at the apex level may be called *Central Coordination Committee/Agency/Institute of Education*. Like the Bodies at other levels, the status, structure, composition, functions and accountability of this Body must also be broad enough to accommodate the interests, objectives, needs and resources of all the institutions/structures playing diverse roles at the national/central level in their respective fields of education. For instance, its composition and functions could be as follows.

- i) **Composition:** The Body shall consist of at least one representative from each of the relevant Ministries of the Central Government, each State Government, each national/central level institution, each of State level coordination Bodies.
- ii) **Functions:** The functions shall be similar to those of the State level coordination Bodies, but relating to those institutions involved at the national level in the convergence. In addition to these, it should be responsible for reviewing, evaluating and revamping the policy, guidelines and the functioning of coordination Bodies at State level in particular and those at different levels in general.

Of course, the number of levels and coverage of existing institutions/structures at each level as given above are only suggestive and not all inclusive or exhaustive, as there may be more categories of institutions/structures of importance for their convergence into the network at each level. Similarly, the names of the coordination Bodies, their composition and functions should be appropriate and flexible enough for forging effective convergence networks of institutions. In essence, such a network must facilitate easy and effective learning, education, training and information sharing through all modes - face-to-face, print, telephonic, electronic, broadcast, telecast, live-teleconference, etc - at all times and at all places. It must provide adequate space for popular participation of adults in different capacities to perform their roles in and outside the respective systems.

The process of formulation of such a strategy must, however, involve all stake holders - relevant Governments/Ministries, diverse categories of institutions including Non-Governmental Organisations, scholars, public and private institutional providers, community, etc. Adult educators and learners must play their roles for enhancing the socially cohesive reach of inclusive education for all - the vulnerable groups in the society including those within the prison walls. To enhance the stakes of adults, like fundamental right to children to education, adult basic education through non-formal education system must be made

fundamental right of every adult so that she/he can really exercise such right to education in relation to its acceptability, adaptability, accessibility and availability. The convergence network must promote empowerment of adults through community-based and participatory pedagogical approaches with in-built testing facility for recognition, validation and accreditation of prior learning (RVAPL) as well as for monitoring and evaluation of their further learning outcomes. Such a comprehensive convergence should promote more participatory and viable integration of formal, non-formal and informal education resulting in effective capacity building, research, networking and information sharing by all means. The strategy should enhance mutual publicity, growth, coordination and efficiency of implementation of different educational development and welfare programmes of diverse institutions existing at present or that may come into existence in future and pave the way forward towards making India a learning society. With India taking a lead to empower all its people with universal literacy and elementary education, let us hope that the goals of United Nations Literacy Decade (2003-12) are achieved with increased momentum at the global level; the Literacy Initiative for Empowerment (LIFE) launched by UNESCO in 2005 becomes a reality; and the pace of drive for achievement of millennium development goals is accelerated.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

3) Do you think that the convergence is the best means for marching towards a learning society? Give reasons for your answer.

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16.5 LET US SUM UP

In this unit, we have presented a brief overview of Indian (adult) education system; discussed the need for expansion of ALDIN-India; and for its convergence with other non-formal and formal educational institutions at different levels; and presented a suggestive strategy for forging a comprehensive network of convergence in the country. With this Unit, we have completed three courses viz. MAE – 001, MAE – 002 and MAE – 003. By now, we hope, you must have

been convinced of the role adult educators or educationists can play in forging a strong, comprehensive, effective and viable network of networks of all adult education institutions in India for moving the society towards a learning and knowledge society where every one is engaged in lifelong education. But, let us not forget the role the adult educators are capable of playing in bringing about social, economic, political, cultural, religious and human transformations through adult educational revolution in India, which can be a model for other countries of the world. Your education, that you have acquired through this academic journey till now, must have raised your level of confidence in yourself about the roles you can play. While you move on to Course MES – 016 and start your practical work under Course MAEL – 001 of this PGDAE programme, you will broaden your practical approach to playing your roles as an adult educator in the society and learn further from your experience as a part of your lifelong learning. So, you must be truthful or honest to your self and be courageous enough to play your role with full confidence and witness the possible positive consequences that may follow in the country with your practical efforts towards achieving all the realistic goals through adult education. Wish you all the best! Once you really succeed in doing some thing remarkable, significant or appreciable, please let us know.

16.6 ANSWERS TO CHECK YOUR PROGRESS

- 1) As we are familiar with, Indian education system is broadly divided into three levels, namely, *primary*, *secondary* and *tertiary levels of education*. Beyond doubt, all teachers in all educational institutions (formal/non-formal) at all levels are adults. Also, all students in the tertiary education are adults. All students in the secondary/higher secondary education falling in the age group of 15-35 are adults. Thus, it is just the children in and outside the primary schools who do not form part of adult education. All subjects under different branches of different disciplines such as Arts, Science, Commerce, Medicine, Engineering, Technology, Information and Communication Technology, Computers, Law, Education, Management, etc fall under adult education. Adult education includes all modes of education - face-to-face and technology interfaced distance and open modes. So, all the formal and non-formal institutions catering to education of adults — teachers, staff or students therein and adults outside these institutional boundaries — in any form such as teaching, training, research, funding, monitoring, coordinating, professional and technical support, etc at any level of education together constitute the adult education system of the country.
- 2) At present ALADIN-India is a small network of less than 50 formal and non-formal adult education institutions, particularly those at tertiary/higher education level. Further, there are no concerted and coordinated efforts by these institutions for capacity building and professional development in adult education. Therefore, this network needs to be expanded to cover both formal and non-formal adult education systems by bringing into it all institutions at all levels – national, state, district and grass roots levels. These institutions together should form a network of networks both horizontally and vertically. Such a comprehensive network of networks of institutions is vital for promoting sustainable adult and lifelong education in the country. Only then the individual and collective potential of these institutions will enhance their contribution across all the levels.

Convergence of institutions of formal and non-formal systems is essential for effective mutual collaboration and cooperation for sharing of their resources – infrastructural, human, financial, material and all others. This can make the process of realisation of their mutual and collective goals much easier. Such an expanded network of networks will serve the common cause of providing education to the needy, deprived and disadvantaged adults in every nook and corner of the country in tune with “education for all”, the slogan of the world today. This, however, calls for a strategy that would foster well planned, concerted, coordinated, judicious and sustainable efforts of convergence and networking all institutions of formal and non-formal education systems. This phenomenon may, over a period of time, bring in the paradigm shift in education - the convergence with effective network - paving the way towards a learning and knowledge society and simultaneously enhancing the mutual efficiency of all the institutions involved in it.

- 3) Yes, convergence is the best way for marching towards a learning society for the following reasons.
- a) It will facilitate pooling of the resources – infrastructural, human, physical, material and financial – of all the institutions involved in convergence, which can mutually and effectively compensate for each other's laxities and inadequacies.
 - b) It will promote cost-effective and judicious sharing of all the rare, scarce and/or surplus resources of each of the participating institutions.
 - c) It will pave the way for more purposeful, participatory, responsible, flexible and transparent coordination between and among institutions with more mutual accountability, appreciation, validity, commitment, publicity and growth.
 - d) It will generate harmony and synergy between formal and non-formal education institutions and enhance utility value of the pooled resources of each of the institutions involved in convergence for moving towards a learning society.

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Suggested Readings

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<http://www.literacyexchange.net/>

<http://www.planningcommission.nic.in/>

<http://www.sarkaritel.com/>