Indira Gandhi National Open University
School of Education

MES-041
GROWTH AND DEVELOPMENT
OF EDUCATIONAL MANAGEMENT



Emerging Trends in Educational Management

3

"Education is a liberating force, and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalites imposed by birth and other circumstances."

– Indira Gandhi

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THE PEOPLE'S
UNIVERSITY

"शिक्षा मानव को बन्धना से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्तगत विषमताओं को दूर करने हुए मनुष्य को इन सबसे ऊपर उठाती है।"

– इन्दिरा गांधी

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Block

3

EMERGING TRENDS IN EDUCATIONAL MANAGEMENT

UNIT 10

Emerging Approaches in Educational Management 5

UNIT 11

Comparative Perspectives 33

UNIT 12

Roles and Applications of Information & Communication Technologies (ICTs) 54

UNIT 13

Action Research Approach 70

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BLOCK 3 EMERGING TRENDS IN EDUCATIONAL MANAGEMENT

Introduction

A comprehensive approach towards education gives it a commendable height which left education a source of study with new enlightened and enrich edge. The issues like management in education made it more applicable, perceivable as well as practicable. New upcoming and innovative techniques as well as systems gave education a new dimension. This a block consist of four units. Let's outline them.

Unit 10 deals with various emerging approaches in educational management where different management modes of education, innovative trends and their implications, activities and illustration are discussed.

In the 11 unit that titled on comparative perspective of education which consists of different issues like educational management in developed world and developing world.

The 12 unit deals with the roles and applications of information and communication technologies. In this unit, some issues will be elucidated like application of ICT in educational management; particularly in educational institutions, e-governance and impact of application of ICT in educational system.

And the last unit 13 encompasses action research approach in educational management. Along with this issues like implication of educational research, its future perspectives types and various methods are discussed.

MES-041 Growth and Development of Educational Management

Block 1 Introduction to Educational Management

Unit 1 Educational Management : An Overview

Unit 2 Historical Perspective of Educational Management: Indian Context

Unit 3 Theories, Models and Practices in Educational Management

Unit 4 Principles and Techniques in Educational Management

Unit 5 Management of Innovations

Block 2 Issues in Educational Management: Sectoral Dimensions

Unit 6 Formal Sector

Unit 7 Non-formal Sector

Unit 8 Government sector

Unit 9 Non- Government Sector

Block 3 Emerging Trends in Educational Management

Unit 10 Various Emerging Approaches in Educational Management

Unit 11 Comparative Perspectives

Unit 12 Roles & Applications of Information and Communication Technologies (ICTs)

Unit 13 Action Research Approach

UNIT 10 EMERGING APPROACHES IN EDUCATIONAL MANAGEMENT

Structure

10.1 Introduction

10.2 Objectives

10.3 History of Management Models
- 10.3.1 The Classical Era of Management (1900-1930)

10.4 New Trends in Educational Management
- 10.4.1 Total Quality Management

10.5 Total Circle
- 10.5.1 Requirement for Successful Quality Circle

10.6 Decentralised Management

10.7 Autonomy and Accountability
- 10.7.1 Academic Automony
- 10.7.2 Administrative Autonomy
- 10.7.3 Financial Autonomy

10.8 Academic Audit/Quality Assurance Staff
- 10.8.1 Objectives of Academic Audit
- 10.8.2 Implementing the Academic Audit System
- 10.8.3 Advantages

10.9 School Based Management
- 10.9.1 Advantages of School Based Management

10.10 Learning Orgnisation
- 10.10.1 Systems Thinking – the cornerstone of the Learning Organisation
- 10.10.2 Personal Mastery
- 10.10.3 Mental Models
- 10.10.4 Building Shared Vision
- 10.10.5 Team Learning

10.11 Leading the Learning Organisation
- 10.11.1 Leader as Designer

10.12 Transformational Leadership
- 10.12.1 Advantages of Transformational Leadership
- 10.12.2 Some Common Strategies used by Transformational Leadership

10.13 Let Us Sum Up

10.14 References

10.15 Unit End Activities

10.16 Answers to Check Your Progress

10.1 INTRODUCTION

Genesis of management concepts owes much to Adam Smith in 18th century who wrote a book on "The Wealth of Nations". He gave the idea that the organizations

and nation will gain from the division of labour (also called specialization). Smith used the pin manufacturing industry as his example. He states that 10 individuals with all specialized tasks can produce 48, 000 pins a day. But the 10 people doing the task individually can at best produce 10 pins a day! Smith concluded that division of labour increase productivity by increasing workers' skills and dexterity, by saving time that is commonly lost in changing tasks, and by encouraging the creation of labour-saving inventions and machinery. In this unit we will go through the various emerging approaches in educational management in education.

10.2 OBJECTIVES

After going through this unit you will be able to :

- elaborate the types of educational management and various models incorporate with educational management.
- know the brief history of management concepts and theories.
- understand some of the relevant new trends, models and approaches of educational management and their applicability.
- describe with illustrations some of the recent changes in educational management.
- analyse the application of transformation management models in education.

10.3 HISTORY OF MANAGEMENT MODELS

Let us discuss the different models pioneered by various eminent persons. In the previous block we have discussed various models in the educational context. Charles Babbage in his book "On the Economy of Machinery and Manufactures" (1832) added to the idea of Smith. He listed the advantages of division of labour. The advantages are;

1. It reduces the time needed for learning a job.
2. It reduces the waste of material during the learning stage.
3. It allows for the attainment of high skill levels.
4. It allows more careful watching of people's skills and physical abilities with specific task.

Today we can see the application of division of labour in all industries and service sectors including education. The main thrust of any organization has been increasing efficiency and productivity, educational organizations being no exception. In this regard, you will be learning in this unit some of the pertinent management models and theories that have been developed and used by management experts; researchers; and practioners over years. All of the management theories and models have been presented in two sections viz., the classical era and the modern era of management.

10.3.1 The Classical Era of Management (1900-1930)

Frederick Taylor, Henri Fayol, Max Weber, Marry Parker Follett, and Chester Bernard are the people who have contributed to the management theories and laid the foundation of management practices in all types of organizations.

Scientific Management by F.W. Taylor

Taylor saw that employees were using different techniques and methods to do the same job. It gave rise to different levels of productivity. Therefore, Taylor thought of systematizing the work and brought out the 'Principles of Scientific Management'. He believed that there is "one best way" for doing a job. He propounded the following four principles of scientific management and stated that these principles would result in the prosperity of both management and workers.

1. Develop a science for each element of an individual's work.
2. Scientifically select and then train, teach and then develop the workers.
3. Heartily co-operate with the workers so as to ensure that all work is done in accordance with the principles of the science that has been developed.
4. Divide work and responsibility almost equally between management and workers. Management takes over all the works for which it is best suited than the workers.

The scientific theory got momentum in USA and elsewhere in the world during 1910 to 1940s. It did not give priority to workers. It rather treated workers like machines and therefore other theories emerge to give a better explanation to efficiency of organizations.

Administrative theory of Henry Fayol

Fayol propounded that all managers carry out five management functions. They plan, organize, command, co-ordinate, and control. This is by and large true today for any business or service giving organizations like schools and colleges. He argued that the work of a manager is not simply accounting, financing, production, and distribution but much more than that. He stated fourteen principles of management which are very essential to follow for enhancing efficiency.

i. Division of work: It states that specialization increases output by making employees more efficient.

ii. Authority: Managers must be able to give orders. Authority gives them this right. Along with authority goes responsibility. When authority is exercised responsibility arises.

iii. Discipline: It states that employees must obey rules and regulations of the organization. Also the organization must impose penalty judiciously for disciplining the employees.

iv. Unity of Command: Every employee must take orders only from one superior.

v. Unity of direction: Each group of organizational activities that have the same objective should be directed by one manager using one plan.

vi. Sub-ordination of individual interest to general interests: The interest of one employee or a group of employees should not take over the interests of organization as a whole.

vii. Remuneration: Workers must be paid a fare wage for their services.

viii. Centralization of authority: There is a need of finding out optimum degree of centralization of decision making for each situation.

ix. **Scalar chain**: The line of authority from top management to lowest ranks

represents the scalar chain. Communication shall follow this chain. However, if the chain creates delays, cross-communication can be allowed if agreed to by all. Concerned parties and superiors are kept informed.

x. Order: People and materials should be in the right place at the right time.

xi. Equity: Managers should be kind and fare equally to all their sub-ordinates.

xii. Stability of tenure of personnel: High employee turnover is inefficient. Management should provide orderly personnel planning and ensure that replacements are available to fill vacancies.

xiii. Initiatives: Employees who are allowed to originate and carry out plans will exert high level of efforts.

xiv. Esprit de corps: Promoting team spirit will build harmony and unity within the organization.

Therefore an efficient organization shall be managed on the lines of fourteen principles worked out by Henry Fayol.

Human Relation Theory of Elton Mayo

Realizing the shortcomings of classical theory and scientific theory, Elton Mayo gave human relation theory in 1950s. This theory is based on the famous Hawthorne studies at the Western Electric Company plant in Chicago from the 1920s to the early 1940s. The plant employed 40,000 people and was regarded as progressive. The studies were organized by the company, with some assistance from the Harvard Business School where Elton was a professor. The intention was to find out how productivity might be affected if working conditions such as lighting, heating and rest-pauses were varied. Elton Mayo, on the basis of these studies, publicized a new approach "Human Relation Approach" in American management philosophy that spread to many other countries.

Elton Mayo's experiences in the Hawthorne Works Experiments disproved those beliefs of Taylor that there is a best way to work and it increases productivity. The Hawthorne Studies started in the early 1920's as an attempt to determine the effects of lighting on worker productivity. When those experiments showed no clear correlation between light level and productivity the experiments then started looking at other factors. Working with a group of women, the experimenters made a number of changes, rest breaks, no rest breaks, free meals, no free meals, more hours in the work-day / work-week, fewer hours in the work-day / work-week. Their productivity went up at each change. Finally, the women were put back to their original hours and conditions, and they set a productivity record.

This strongly disproved Taylor's scientific theory in three ways. First, the experimenters determined that the women had become a team and that the social dynamics of the team were a stronger force on productivity than doing things "the one best way." Second, the women would vary their work methods to avoid boredom without harming overall productivity. Finally, the group was not strongly supervised by management, but instead had a great deal of freedom.

These results made it clear that the group dynamics and social makeup of an organization were an extremely important force either for or against higher productivity. This caused the call for greater participation for the workers, greater trust and openness in the working environment and a greater attention to teams and groups in the work place.

While Taylor's impacts were the establishment of the industrial engineering, quality control and personnel departments, the human relations movement's greatest impact came in what the organization's leadership and personnel department were doing. The concepts of "group dynamics", "teamwork" and organizational "social systems" all stem from Mayo's works.

Max Weber - Bureaucracy

Viewing the growth of large-scale organizations of all types during the late nineteenth and early twentieth centuries, Weber developed a set of principles for an "ideal" bureaucracy. These principles included:

1. fixed and official jurisdictional areas,
2. a firmly ordered hierarchy of super and subordination,
3. management based on written records,
4. thorough and expert training,
5. official activity taking priority over other activities, and
6. that management of a given organization follows stable, knowable rules.

The bureaucracy was envisioned as a large machine for attaining its goals in the most efficient manner possible. Weber did not advocate bureaucracy; indeed, his writings show a strong caution for its excesses:

"...the more fully realized, the more bureaucracy "depersonalizes" itself, i.e., the more completely it succeeds in achieving the exclusion of love, hatred, and every purely personal, especially irrational and incalculable, feeling from the execution of official tasks" (Max Weber, 19)

While Weber was fundamentally an observer rather than a designer, it is clear that his predictions have come true. His principles of an ideal bureaucracy still ring true today and many of the evils of today's bureaucracies come from their deviating from those ideal principles. Weber was also successful in predicting that bureaucracies would have extreme difficulties dealing with individual cases.

It would have been fascinating to see how Weber would have integrated Mayo's results into his theories. It is probable that he would have seen the "group dynamics" as "noise" in the system, limiting the bureaucracy's potential for both efficiency and inhumanity.

You can observe that in large educational organizations, systems structure are so developed that the administrators to take simple decisions take longer time because it is the designed systems that take decisions and the administrators themselves have little to do. The usual process that we can experience therefore is delayed decisions in bureaucracy.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

1. Write the four principles of scientific management propounded by F.W. Taylor.

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2. What are the principles of administration as laid down by Max Webber?

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10.4 NEW TRENDS IN EDUCATIONAL MANAGEMENT

Educational management has borrowed lot of its concepts and practices from corporate management. After the 1950s the concepts like autonomy and accountability of school, school as a learning organization, quality circle, total quality management, ISO 9000, quality assurance, and decentralized management, participative decision making etc. have been practiced and researched into in business organizations and educational institutions. It is essential for you as a student of education to understand some of these concepts.

10.4.1 Total Quality Management (TQM)

Quality is a key concept today in business organizations and educational organizations as well. However, it is an elusive, positive concept. When we see it in the perspective of educational organizations, we many times mean effective organizations. Being effective is sometimes viewed by educators simply as good school results in terms of percentages of students passing with good percentages of marks in examinations. However, it is not simply that. It is, in fact, a holistic and absolute concept. Holistic in terms of its coverage of all aspects of the organization and its people. That is the students, parents, community members and society at large (service giver and taker). Absolute means that it has to be judged by it-self and not by comparing with other organizations' attainments.

If we want to understand TQM, we need to know the other related concepts that precede TQM. These terms are; Quality Control and Quality Assurance.

- **Quality Control**

This was probably the first technique to arrive on the scene in early 1930s, so far as quality management is concerned. This term was coined by Feignbaum (1983). "Quality control in its broadest sense refers to maintaining quality of manufactured articles at desired level by applying a spectrum of managerial methods" (International Encyclopedia of Social Sciences, 1979). The basic agenda of quality control is detection and elimination of products that do not match the laid down standards to judge the quality of end products. In fact, many organizations create a section to check the final product and lable it that it is of quality. In fact, at national and international levels many organizations are functioning in laying down guidelines for different types of organizations to assist in quality control. The quality can be judged by considering the laid down criteria in terms of size, weight, colour and other finish characteristics of product or services. So maintaining these standards by proper procedure is quality control. It is, in fact, a major task in the TQM of organizations.

- **Quality Assurance**

Tovey, 1994 has propounded quality assurance as another method of ensuring quality. It involves designing of systems to deliver quality before the event (Fidler, 1996). In quality assurance, the major focus is on assurance of the quality of products before it is produced rather than on detecting the problems and eliminating the products or services that do not match the laid down criteria. Oakland (1993) has identified five stages or attributes of quality assurance mechanisms as cited below.

1. Dealing with quality planning
2. Providing quality advice and expertise
3. Training of personnel
4. Provide appraisal methodologies
5. Analyze customers' complaints, warranty claims, and products liability.

TQM is a management approach for an organization, centered on quality, based on the participation of all its members and aiming at long-term success through customer satisfaction, and benefits to all members of the organization and to society.

TQM requires that the organizations maintain this quality standard in all aspects of its activity. This requires ensuring that things are done right the first time and that defects and waste are eliminated from operations.

Applying this to education we can say that we need to satisfy the stakeholders of education let us say in a school. These can be the parents, teachers, community, governing bodies like trustees (in case of private school), the government bodies and managers of schools. The consumers are the students and employing agencies, who shall be satisfied with the teaching- learning process of the school. The third aspect of quality is that the people working in the school viz., the teachers, principal, supportive staff and those related to goods and service of school shall be satisfied. Therefore, total quality management goes well beyond satisfying the customer, or merely offering quality products (goods and/or services). If we see the concept of quality control in education, we can see that we have laid down criteria of passing and failing, standards of question papers in examinations etc. In the name of quality assurance, we have well structured supervisory practices, unit test, staff meeting to discuss for school improvement, continuous improvement of pedagogy with the help of academic supervisors and principals, etc.

So, total quality management is a process that is in practice in schools may be without realizing that schools are operating on TQM concepts. Being a student of education, you shall note that quality cannot be defined, it is not absolute, and it is ever changing, and never ending process.

One more thing that you need to recognize is that qualities of educational organizations have a direct link with their mission and vision. Therefore, qualities of educational organizations are not comparable. However, there are five clear indicators (M. Mukhopadhayay, 2001) of quality that can be considered by us in examining the quality of any educational organizations. The indicators are;

1. Interpersonal relationship
2. Timing and punctuality
3. Best here and now

4. Indirect evidence of quality

5. Customer perceptions

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

3. What is total quality management?

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4. State the five common quality indicators that can be considered by all organizations?

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10.5 QUALITY CIRCLE

This concept was originated in Japan in 1962 by W. Edwards Deming (1900-1993),and got widely used in USA and other parts of the world by 1970. In quality circles, a group of employees who perform similar duties meet at periodic intervals with management to discuss work-related issues and to offer suggestions and ideas for improvements. It is mainly used as a participative technique by which employees get motivated and their creative potentialities are used in enhancing the quality and efficiency of the organization. In India, quality circle as a technique is being used by many private schools to improve their service quality. The procedure generally followed is that students of a school form sub-groups and meet in the school complex during specified time under the leadership of a school teacher. The group discusses the school problem as experienced by the students and find out possible ways of solving them and also suggest as to how the school can improve further to give quality service to students. As the students are the direct beneficiaries, the discussions regarding students' needs, ways of improvement, even sources of funds etc. have a great relevance to school improvement. Further, there is a little chance that it can be misled as a teacher becomes an integral part of the group and it is the teacher who has to create an atmosphere of free expression of ideas among the students. In order to make quality circle an effective management technique, the school can initially have training programmes for students and teachers in formal problem-solving methods such as brainstorming, pareto analysis, and cause-effect analysis.

However, as tried out in many business organizations and schools in USA and Japan including private schools in India, the quality circle movement is evolved to encompass the broader goals of cost reduction, productivity improvement, employee involvement, and problem-solving activities.

10.5.1 Requirements for Successful Quality Circles

The following are some of the essential requirements of successful quality circles.

1. Top level management (head master or principal in case of school and college) should be comfortable with participative management.
2. Establish good relationship/support from the middle level managers (supervisors in case of school and head of Dept. in case of college).
3. Head of the institution shall be willing to provide resources and time to train teachers and students to participate in quality circles.
4. If necessary, outside experts can be hired and the organization shall be ready for it.
5. Appoint steering committee for the function of quality circle.
6. Encourage voluntary participation of students and staff.
7. Finally, allow time for the quality circles to begin achieving desired results; in some cases, it can take more than a year for expectations to be met.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

5. What is the concept of Quality circle?

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6. Mentioned any four requirements of effective quality circle

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10.6 DECENTRALIZED MANAGEMENT

Decentralization is defined as the transfer of decision-making authority closer to the consumer. This can take the form of transferring powers to lower levels of an organization, which is called de-concentration or administrative decentralization. A popular form of de-concentration in education is to give additional responsibilities to schools. This is often called school autonomy or school-based management and may take the form of creating elected or appointed school councils and giving them power to prepare budgets and the authority to make important educational decisions. Many developing countries and countries in transition to market economies have highly centralized administration of education and other public services. During the 1990s and early twenty-first century, many of these countries began to decentralize education

Another form of decentralization, called devolution, entails transferring powers to lower levels of government. Most often, education responsibilities are transferred to general-purpose governments at the regional or local levels. Examples are the decentralization of basic education to local (district) level governments in India. In the District Primary Education Programme of the Govt. of India, there was devolution of power. Under this scheme, the administration of primary education was viewed wherein the Village Education Committee, Mother Teacher Council, Block Resource Centres, and Cluster Resource Centres were created. The administration of primary education was bestowed on these organizations at different levels; state, district, block, village and school level. By this, the involvement of people in school administration got enhanced, they could plan for their own education and for the first time such a system was created. In fact, efficiency and decentralization were equated. So, no decentralization leads to inefficiency.

It can be concluded from the above that decentralization can be one, where the school or organization concerned is structured in such a manner that the power is shared among the personnel at different levels of the organization itself and two, power is devolved to different bodies and authorities at different levels of administration like the state, district, block, village, etc. as in case of primary education management in India on the DPEP project.

The benefits of decentralization can be democratization, participation of people in school administration and decision making, improved efficiency, and enhanced quality of education. The potential benefits of decentralization are; increased accountability to the teachers, students, supervisors, and principal resulting in improved efficiency in the use of school resources. The improved efficiency results from two effects. One effect is the proper match between services provided and the preferences of citizens. The other effect is increased output relative to resources or expenditures.

In some countries with serious problems of internal conflict, weak public bureaucracies, or very weak government finances, one finds de facto decentralization of education. In these cases, the central government abdicates its responsibility for financing and providing public education, especially in remote areas, so local communities organize and finance their own schools and recruit and hire their own teachers. In Africa, the countries of Benin and Togo provide examples of community control and finance of schools resulting from the lack of central government supply. In other cases, the central government finances an inadequate number of teachers and other school resources to ensure schooling of adequate quality. In these cases, parents may form school councils to raise revenues to hire additional teachers, construct and equip school buildings, and provide other school resources. By virtue of their important role in funding education, parents and school councils may exercise significant decision making power. It can be seen that decentralization has many benefits. It increases parental participation, reduces teacher and student absenteeism, and increases student learning significantly. We can say that it leads to overall efficiency.

10.7 AUTONOMY AND ACCOUNTABILITY

Educational institutions are public institutions. For the safeguard of the public, it is essential that there are certain rules and regulations by which educational institutions are managed . If we examine the educational institutions; schools, colleges and universities, the world over, we can find basically the following types of institutions.

1. Government aided or partially financed by government.
2. Fully government financed.

3. Private or self financed.

You may note here that whatever be the sources/bodies of finance, whenever any educational institution is established, the government has certain say about its fees, rules and structure. In this regard we may find that the minimum qualifications for becoming a teacher, remuneration, working hours etc. are laid down by certain regulatory agencies of education in our countries. The minimum qualification needed for admission to certain courses at national and state levels institutions is also laid down by government. The procedure of admission, reservation in admission and recruitment are also laid down. Even the curricula are laid down by the state and central level agencies. All these laid down processes and rules are to manage the education in different institutions and thereby no injustice is done to any citizen. The other basic purpose is to control the quality of education. One may tend to think that these laid down rules and processes are to control education system and interfere in the autonomy of institutions.

Autonomy means the freedom to act freely i.e., when an institution is free to decide its policies and working procedures freely without the interference of any external agencies, we can say that there is autonomy for that institution. Autonomy is essential for the freedom of organization to excel the way it wants by formulating different policies and creating different programmes. The following are the types of autonomy.

1. Academic Autonomy
2. Administrative Autonomy
3. Financial Autonomy

10.7.1 Academic Autonomy:

Educational institutions are agents for knowledge creation and knowledge dissemination. These two tasks can be at stake if educational institutions do not enjoy the freedom of deciding about the curriculum, teachers are controlled about the methods and techniques to be used by them in their teaching. In fact, it is a serious problem. But there shall be an element of confidence bet en the school authority and government, the principal and students, teachers and students etc. In Finland, you can see that the primary school students decide their own study plan individually. They follow their plan and periodically evaluate themselves as whether their progress is as intended. The teachers also are free to design their own methodology to guide the students in their learning process and there is no compulsion on the teachers' part to complete any given syllabus rather there does not exist any syllabus (Readers' Digest, 2006). It was found that the students of Finland rank top in terms of their achievement in Science and Readings among the European nations. The NPE-1986 suggested that the autonomy should be available to the colleges in selection of students, appointment and promotion of teachers, determination of courses of study and methods of teaching and choice of areas for research and their promotion. The Programme of Action (POA, 1992) for NPE-1986 recommended developing a large number of autonomous colleges as well as creation of autonomous departments within universities on a selective basis. So, freedom in teaching-learning, admitting students, deciding curriculum, conducting research, etc are the components that reflect the academic autonomy.

10.7.2 Administrative Autonomy

Policy making, planning and directing are some of the important aspects of administration of institutions. In this regard. the institutions many times are compelled

by the government and political parties unduly. How the institution can be away or insulated from such influences is the concern here. The agencies that finance education have a major say in this regard and it is impractical sometimes to be independent of such influences. However, the administrator can assert him/herself as to what is the right way and that shall prevail. The constitutional provision in this regard shall be the main guidelines that one shall try to consider in making policy decisions. Organization of different institutional programmes, admitting students, declaration of school results, appointment of staff, providing different facilities to staff and students in institutions are some examples where the administrative autonomy can be considered.

10.7. 3 Financial Autonomy

How to generate money, spend money, invest money are some areas which are considered under financial autonomy of an organization. This concept shall not be understood as freedom to misappropriate funds. As the educational institutions are public institutions, whatever money is generated or spent is public money and thereby the institution shall be answerable to the public. However, how the money can be used properly, the institution's head shall have some freedom with responsibility to decide. This is in fact a very crucial aspect of administration.

The following are the objectives that can be achieved by having autonomy (UGC Guidelines, 2003).

- to determine its own courses of study and syllabi;
- to prescribe rules of admission, subject to the reservation policy of the state governments;
- to evolve methods of evaluation and to conduct examination;
- to achieve higher standards and greater creativity;
- to promote national integration; and
- to ensure accountability of the institution and its members.

It is observed by Prof. S.P. Thyagarajan (2004) Vice-Chancellor, University of Madras that "autonomy should necessarily lead to excellence in academics, governance and financial management of institutions. If it does not lead to this, it can be safely concluded that autonomy has been misused." Autonomy is the freedom to decide academic issues like curriculum, instructional material, pedagogy, techniques of students' evaluation. Administrative autonomy is the freedom to institution to manage its own affairs in regard to administration. It is the freedom to manage the affairs in such a way that it stimulates and encourages initiative and development of individuals working in the institutions and thereby of the institution itself. Financial autonomy is the freedom to the institution to expand the financial resources at its disposal in a prudent way keeping in view its priorities.

Some issues of autonomy and accountability:

Autonomy and accountability are two sides of the same coin. Accountability enables the institutions to regulate the freedom given to them by way of autonomy. However, the following are some of the issues of autonomy.

- External Controls on autonomous functioning.
- Restrictions on academic autonomy as a consequence of the limitations of rules.
- Government's interference on vital issues like appointments of teaching and non-teaching staff.

- Wide powers vested in the Chairman and Principal.
- Appointment of political executives on institutional bodies.
- Laying down of service conditions.
- Financial aid as a tool to curtail autonomy.
- State control on opening of new institutions or grant of affiliation to new colleges.
- Frequent interference of judiciary in matters relating to institutional affairs.

Benefits of autonomy:

The following are some of the advantages of autonomy at all levels of education.

1. Accept ownership on quality matters to be achieved by self and peer appraisal of teachers, students and programmes.
2. Increase of peer opinion in decision making.
3. Restructuring of curricula to update knowledge along with good communication, managerial and entrepreneurship skills and employability.
4. Updated teaching-learning methods and modules.
5. Improved documentation utilizing the advances of information technology.
6. Improved student services in IT based learning resources and support services.
7. Healthy practices and greater involvement of students, parents and alumni.

Overall, the main benefit is quality improvement of education by efficiency of pedagogy, administration, and finance management.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

7. What are the types of autonomy ?

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8. Mention any three objectives of autonomy.

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9. Write any four benefits of autonomy.

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10.8 ACADEMIC AUDIT/QUALITY ASSURANCE SYSTEM

In order to have an unbiased understanding of whether the quality improvement methodologies have successfully percolated down to various constituents of any institution an "Academic Audit System" or "Internal Quality Assurance System" should be implemented. Academic Audit is an educational exercise to assess and improve the performance of teachers/ students/administrative staff and the whole institution in a holistic manner and to have a pragmatic view about what is the present status of academic standards of a given institution.

10.8.1 Objectives of academic audit

The basic objectives of Academic audit are:

1. To establish a goal-oriented performance appraisal system in educational institutions.
2. To remove bias, prejudices and subjectivity in the methods of performance evaluation.
3. To bring out a high level of transparency in the academic evaluation.
4. To introduce an invisible but effective mechanism of educational control.
5. To motivate teachers to contribute extensively for improvement of educational standards and development of academic culture.
6. To create a suitable structure of evaluation of performance for establishing a suitable reward incentive system.

10.8.2 Implementing the Academic Audit System

Academic Audit Committees of the Internal Quality Assurance Cells (IQAC) with an in-built monitoring mechanism can play a vital role in rejuvenating institutions of higher education. One would require to care for:

1. Nature of the institution.
2. Academic activities and performance of the institution.
3. Courses and educational programmes conducted by the institution.
4. Qualifications, standards and year-wise performance of teachers.
5. Nature of job profile for teachers and non-teachers.
6. Administrative conditions governing the educational activity in the institution.
7. Facilities available for research, extension and developmental activities in the institution.
8. Linkage with other institutions of national repute.
9. Facility for re-training and refresher programmes provided to the teachers.
10. Year-wise rate of admissions, dropouts, performance, excellence, employability of students of the institution.

10.8.3 Advantages

The advantages of academic audit as a tool for performance appraisal are :

1. Regular teaching and educational advancement.
2. Career advancement opportunities for teachers.
3. Recognition of professional excellence.
4. Enhancement of quality standards in higher education.
5. Socially useful and productive research.
6. Value generation.
7. New vistas of knowledge and social and extension services.

Academic audit is an important tool to ensure the internal quality of an organization. It depends on the administrators to decide its acceptability and readiness of the teachers and other staff to comply by that. An administrator cannot carry out quality audit in an organization single handedly.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

10. What do you mean by academic audit system?

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11. Mentioned any three objectives of quality audit.

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12. How does it help an organization to develop?

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10.9 SCHOOL-BASED MANAGEMENT

Greater involvement in making decisions and making *better* decisions are the key words of School-Based Management (SBM). It is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. SBM provides prin[illegible]s, teachers, students, and parents greater

control over the education process by giving them responsibility for decisions about the budget, personnel, and curriculum through the involvement of teachers, parents, and other community members in these key decisions. SBM can create more effective learning environments for children because teachers and learners also have a say in SBM.

The higher authorities like District Education Officer and State Dept. of Education may give broader outlines for school governance and policies. They can also help the schools in realizing the laid down objectives by following their own path, help them in laying their own standards, evaluate the teachers' performance, organize technical training for teaching and non-teaching staff and provide all necessary support. In fact, translating the district's vision into high-quality programme , developing student and staff performance standards and evaluating the schools are the responsibility of the district staff. There has to be a trust between the higher authorities and school. It requires a greater support of the state and district authority for the success of SBM. In launching SBM, a school may follow the following steps:

1. Establish school council consisting of principal, teachers, parents and even some community member.
2. Specify the role and responsibilities of the school trust, superintendent and district office, principal, and SBM council.
3. Organize training for personnel at different levels about their role and responsibilities.
4. Help in formulating school vision, mission and policies.
5. Develop different plans in different areas.
6. Participative decision making at all levels including students.
7. Implement plan and monitor the progress.
8. Help in teachers' performance and progress of school.
9. At the end an of academic year, school should produce an annual performance and planning report covering "how well the school is meeting its goals, how it deploys its resources, and what plans it has for the future."

Training in decision-making, problem solving, and group dynamics is necessary for all participating staff and community members, especially in the early years of implementation. To meet the new challenges of the job, principals may need additional training in leadership skills.

10.9.1 Advantages of school-based management

Following are the advantages of SBM as applied and seen in many schools in foreign countries.

1. Allow competent individuals in the schools to make decisions that will improve learning;
2. Give the entire school community a voice in key decisions;
3. Focus accountability for decisions;
4. Lead to greater creativity in the design of programmes;
5. Redirect resources to support the goals developed in each school;

6. Lead to realistic budgeting as parents and teachers become more aware of the school's financial status, spending limitations, and the cost of its programmes; and,

7. Improve morale of teachers and nurture new leadership at all levels.

The SBM is an effective strategy to make school effective. However, following are some points in successfully implementing SBM in any school.

1. SBM must have the strong support of school staff.

2. SBM is more successful if it is implemented gradually.

3. School and district staff must be given administrative training, and also must learn how to adjust to new roles and channels of communication.

4. Financial support must be provided to make training and time for regular staff meetings available.

5. Central office administrators must transfer authority to principals. Principals in turn, must share this authority with teachers and parents.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

13. Mention any four advantages of SBM.

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14. Mention any three SBM strategies to make a school effective.

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10.10 LEARNING ORGANIZATION

Peter Senge(1990) describes himself as an 'idealistic pragmatist'. This orientation has allowed him to explore and advocate some quite 'utopian' and abstract ideas (especially around systems theory and the necessity of bringing human values to the workplace). At the same time he has been able to mediate these so that they can be worked on and applied by people in very different forms of organization. His areas of special interest are said to focus on decentralizing the role of leadership in organizations so as to enhance the capacity of all people to work productively toward common goals. One aspect of this is Senge's involvement in the Society for Organizational Learning (SoL), a Cambridge-based, non-profit membership organization. Peter Senge is its chairperson and co-founder. SoL is part of a 'global community of corporations, researchers, and consultants' dedicated to discovering, integrating, and implementing 'theories and practices for the interdependent

development of people and their institutions'. Aside from writing The Fifth Discipline: The Art and Practice of The Learning Organization (1990), Peter Senge has also co-authored a number of other books linked to the themes first developed in The Fifth Discipline. These include The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization (1994); The Dance of Change: The Challenges to Sustaining Momentum in Learning Organizations (1999) and Schools That Learn (2000).

According to Peter Senge (1990) learning organizations are organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

The basic rationale for such organizations is that in situations of rapid change only those that are flexible, adaptive and productive will excel. For this to happen, it is argued that organizations need to 'discover how to tap people's commitment and capacity to learn at all levels'.

While all people have the capacity to learn, the structures in which they have to function are often not conducive to reflection and engagement. Furthermore, people may lack the tools and guiding ideas to make sense of the situations they face. Organizations that are continually expanding their capacity to create their future require a fundamental shift of mind among their members.

When you ask people about what it is like being part of a great team, what is most striking is the meaningfulness of the experience. People talk about being part of something larger than themselves, of being connected, of being generative. It becomes quite clear that for many, their experiences as part of truly great teams stand out as singular periods of life lived to the fullest. Some spend the rest of their lives looking for ways to recapture that spirit (Senge, 1990).

For Peter Senge, real learning gets to the heart of what it is to be human. We become able to re-create ourselves. This applies to both individuals and organizations. Thus, for a 'learning organization it is not enough to survive. '"Survival learning" or what is more often termed "adaptive learning" is important – indeed it is necessary. But for a learning organization, "adaptive learning" must be joined by "generative learning", learning that enhances our capacity to create' (Senge,1990).

The dimension that distinguishes learning from more traditional organizations is the mastery of certain basic disciplines or 'component technologies'. The five factors that Peter Senge identifies are said to be converging to innovate learning organizations. They are:

1. Systems thinking
2. Personal mastery
3. Mental models
4. Building shared vision
5. Team learning

He adds to this recognition that people are agents, able to act upon the structures and systems of which they are a part. All the disciplines are, in this way, 'concerned with a shift of mind from seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present to creating the future' (Senge, 1990). Let us discuss the five points given

by Peter Senge for learning organizations as these are very much applicable to educational institutions.

10.10.1 Systems thinking – the cornerstone of the learning organization

Systemic thinking is the conceptual cornerstone ('The Fifth Discipline') of Senge's "Learning Organization" approach. It is the discipline (body of knowledge) that integrates the others, fusing them into a coherent body of theory and practice. Systems theory's ability to comprehend and address the whole and to examine the interrelationship between the parts provides both the incentive and the means to integrate the disciplines. Peter Senge argues that very simplistic frameworks are applied to understand complex systems. We tend to focus on the parts rather than seeing the whole, and fail to see organization as a dynamic process. Thus, the argument runs, a better appreciation of systems will lead to more appropriate action.

'We learn best from our experience, but we never directly experience the consequences of many of our most important decisions', Peter Senge (1990) argues with regard to organizations. We tend to think that cause and effect will be relatively near to one another. Thus when faced with a problem, it is the 'solutions' that are close by that we focus upon. Classically, we look to actions that produce improvements in a relatively short time span. However, when viewed in systems terms, short-term improvements often involve very significant long-term costs. For example, cutting back on research and design can bring very quick cost savings, but can severely damage the long-term viability of an educational organization.

Peter Senge advocates the use of 'systems maps' – diagrams that show the key elements of systems and how they connect. However, people often have a problem 'seeing' systems, and it takes work to acquire the basic building blocks of systems theory, and to apply them to your organization. On the other hand, failure to understand system dynamics can lead us into 'cycles of blaming and self-defense: the enemy is always out there, and problems are always caused by someone. Therefore system thinking is the core aspect for any organizations' progress. Alongside systems thinking, there stand four other 'component technologies' or disciplines. A 'discipline' is viewed by Peter Senge as a series of principles and practices that we study, master and integrate into our lives. The five disciplines can be approached at one of three levels:

1. Practices: what you do?
2. Principles: guiding ideas and insights.
3. Essences: the state of being those with high levels of mastery in the discipline.

Each discipline provides a vital dimension. Each is necessary to the others if organizations are to 'learn'.

10.10.2 Personal Mastery

'Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs. Personal mastery is the discipline of 'continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively'. It goes beyond competence and skills, although it involves them. It goes beyond spiritual opening, although it involves spiritual growth. Mastery is seen as a special kind of proficiency. It is not about dominance, but rather about passion.

People with a high level of personal mastery live in a continual learning mode. They never 'arrive'. Sometimes, language, such as the term 'personal mastery' creates a misleading sense of definiteness, of black and white. But personal mastery is not something you possess. It is a process. It is a lifelong discipline. People with a high level of personal mastery are acutely aware of their ignorance, their incompetence, and their growth areas. And they are deeply self-confident.

10.10.3 Mental models

These are 'deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action' (Senge 1990). In fact it is the professional repertoire of knowledge and expertise of people working in organizations.

The discipline of mental models starts with turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny. It also includes the ability to carry on 'learning' conversations that balance inquiry and advocacy, where people expose their own thinking effectively and make that thinking open to the influence of others. It is in a way fostering openness in organizations.

10.10.4 Building shared vision

Peter Senge starts from the position that if any one idea about leadership has inspired organizations for thousands of years, 'it's the capacity to hold a shared picture of the future we seek to create'. Such a vision has the power to be uplifting and to encourage experimentation and innovation. Crucially, it is argued, it can also foster a sense of the long-term, something that is fundamental to the 'fifth discipline'.

When there is a genuine vision (as opposed to the all-to-familiar 'vision statement'), people excel and learn, not because they are told to, but because they want to. But many leaders have personal visions that never get translated into shared visions that galvanize an organization. What has been lacking is a discipline for translating vision into shared vision – not a 'cookbook' but a set of principles and guiding practices.

The practice of shared vision involves the skills of unearthing shared 'pictures of the future' that foster genuine commitment and enrolment rather than compliance. In mastering this discipline, leaders learn the counter-productiveness of trying to dictate a vision, no matter how heartfelt. As people talk, the vision grows clearer. As it gets clearer, enthusiasm for its benefits grow. There are 'limits to growth' in this respect, but developing the sorts of mental models outlined above can significantly improve matters. Where organizations can transcend linear and grasp system thinking, there is the possibility of bringing vision to fruition.

10.10.5 Team learning

Such learning is viewed as the process of aligning and developing the capacities of a team to create the results its members truly desire. It builds on personal mastery and shared vision but these are not enough. People need to be able to act together. When teams learn together, Peter Senge suggests, not only can there be good results for the organization, members will grow more rapidly than could have occurred otherwise.

The discipline of team learning starts with 'dialogue', the capacity of members of a team to suspend assumptions and enter into a genuine 'thinking together'. To the Greeks *dia-logos* meant a free-flowing of meaning through a group, allowing the

group to discover insights not attainable individually, it also involves learning how to recognize the patterns of interaction in teams that undermine learning.

Senge argues, there is the possibility of creating a language more suited for dealing with complexity, and of focusing on deep-seated structural issues and forces rather than being diverted by questions of personality and leadership style. Indeed, such is the emphasis on dialogue in his work that it could almost be put alongside systems thinking as a central feature of his approach.

10.11 LEADING THE LEARNING ORGANIZATION

According to Peter Senge, leadership today centres on 'subtle and more important tasks'. In a learning organization, leaders are designers, stewards and teachers. They are responsible for *building organizations,* make people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models – that is they are responsible for learning.... Learning organizations will remain a 'good idea'... until people take a stand for building such organizations. Taking this stand is the first leadership act, the start of inspiring (literally 'to breathe life into') the vision of the learning organization.

10.11.1 Leader as designer

The functions of design are rarely visible, Peter Senge argues, yet no one has a more sweeping influence than the designer. The organization's policies, strategies and 'systems' are key area of design, but leadership goes beyond this. Integrating the five component technologies is fundamental. However, the first task entails designing the governing ideas – the purpose, vision and core values by which people should live. Building a shared vision is crucial early on as it 'fosters a long-term orientation and an imperative for learning'. Other disciplines also need to be attended to, but just how they are to be approached is dependent upon the situation faced. In essence, 'the leaders' task is designing the learning processes whereby people throughout the organization can deal productively with the critical issues they face, and develop their mastery in the learning disciplines'.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

15. Write the concept of learning organization as given by Peter Senge in 1990.

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16. Jot down the five disciplines that are important to make a learning organization.

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10.12 TRANSFORMATIONAL LEADERSHIP

Views of school leadership are changing largely because of current restructuring initiatives and the demands of the twenty first century. Advocates for school reform also usually advocate altering power relationships. The transformational leadership has been discussed in the Course MES : 043 Organisational Behaviour, Block 2 : Unit- 7. Here only we have discussed the advantages of Transformational leadership.

Advantages of Transformational leadership:

1. Helping staff develop and maintain a collaborative, professional school culture

This means staff members often talk, observe, critique, and plan together. Norms of collective responsibility and continuous improvement encourage them to teach each other how to teach better. Transformational leaders involve staff in collaborative goal setting, reduce teacher isolation, use bureaucratic mechanisms to support cultural changes, share leadership with others by delegating power, and actively communicate the school's norms and beliefs.

2. Fostering teacher development

One of Leithwood's (1992)studies suggests that teachers' motivation for development is enhanced when they internalize goals for professional growth. This process, Leithwood found, is facilitated when they are strongly committed to a school mission. When leaders give staff a role in solving non-routine school improvement problems, they should make sure goals are explicit and ambitious but not unrealistic.

3. Helping teachers solve problems more effectively

Transformational leadership is valued by some, says Leithwood, because it stimulates teachers to engage in new activities and put forth that "extra effort" (see also Hoover and others, Sergiovanni, Sagor). Leithwood found that transformational leaders used practices primarily to help staff members work smarter, not harder. "These leaders shared a genuine belief that their staff members as a group could develop better solutions than the principal could alone," concludes Leithwood.

Some common strategies used by transformational leaders:

1. Visit each classroom every day; assist in classrooms; encourage teachers to visit one another's classes.
2. Involve the whole staff in deliberating on school goals, beliefs, and visions at the beginning of the year.
3. Help teachers work smarter by actively seeking different interpretations and checking out assumptions; place individual problems in the larger perspective of the whole school; avoid commitment to preconceived solutions; clarify and summarize key points during meetings; and keep the group on task but do not impose your own perspective.
4. Use action research teams or school improvement teams as a way of sharing power. Give everyone responsibilities and involve staff in governance functions. For those not participating, ask them to be in charge of a committee.
5. Find the good things that are happening and publicly recognize the work of staff and students who have contributed to school improvement. Write personal notes to teachers expressing appreciation for special efforts.

6. Survey the staff often about their wants and needs. Be receptive to teachers' attitudes and philosophies. Use active listening and show people you truly care about them.

7. Let teachers experiment with new ideas. Share and discuss research with them. Propose questions for people to think about.

8. Bring workshops to your school where it's comfortable for staff to participate. Get teachers to share their talents with one another. Give a workshop yourself and share information with staff on conferences that you attend.

9. When hiring new staff, let them know you want them actively involved in school decision-making; hire teachers with a commitment to collaboration. Give teachers the option to transfer if they can't wholly commit themselves to the school's purposes.

10. Have high expectations for teachers and students, but don't expect 100 percent if you aren't also willing to give the same. Tell teachers you want them to be the best teachers they possibly can be.

11. Use bureaucratic mechanisms to support teachers, such as finding money for a project or providing time for collaborative planning during the workday. Protect teachers from the problems of limited time, excessive paperwork, and demands from other agencies.

Sergiovanni (1990) suggests that student achievement can be "remarkably improved" by such leadership. Finally, Sagor(1992) found that schools where teachers and students reported a culture conducive to school success had a transformational leader as its principal.

However, Mitchell and Tucker(1992) conclude that transformational leadership should be seen as only one part of a balanced approach to creating high performance in schools.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

17. Write any two strategies used by transformational leaders.

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18. Mention two advantages of transformational leadership.

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10.13 LET US SUM UP

1. It is clear that modern organizations are strongly influenced by the theories of Taylor, Mayo, Weber and Fayol. Their precepts have become such a strong part of modern management that it is difficult to believe that these concepts were original and new at some point in history. The modern idea that these concepts are "common sense" is strong tribute to these founders.

2. Total quality management encompasses consumer- oriented service on the part of the school. It has to therefore make a case for quality policies, and well designed action plan for its attainments and maintenance. Quality control and quality assurance are the two important components of TQM. Although TQM is an elusive and positive concept, regular and continuous monitoring is very much essential for the administrators to aspire for it and plan for it. It ensures that best of services are given to the consumer viz., the students in case of school organizations.

3. Quality circle is a process of thinking and solving institutional problems collectively. This concept was first propagated by Edward Deming in Japan in 1970 and gradually spread to the western world. In quality circles, the students form group and meet at the school complex at specified time under the care of a teacher. They think collective by about the school problems and help the authority to solve them amicably. It ensures proper development of school and belongingness on the part of the beneficiaries.

4. Decentralization is important to raise the effectiveness of large organizations. It involves devolution of power and delegation of duties to teachers and supervisors in a school organization. It can also be seen the power of decision making and policy making is given to District Education Office by the State administration and the local bodies like Block/Taluka and village panchayat or Sarpanch. The main benefit of decentralization is fast work and efficiency.

5. Autonomy is the freedom to decide academic issues like curriculum, instructional material, pedagogy and techniques of students' evaluation. Administrative autonomy is the freedom to institution to manage its own affairs in regard to administration. It is the freedom to manage the affairs in such a way that it stimulates and encourages initiative and development of individuals working in the institutions and thereby of the institution itself. Financial autonomy is the freedom to the institution to expand the financial resources at its disposal in a prudent way keeping in view its priorities. However, the concept shall not be misunderstood as freedom without any binding. Accountability of the authority and teachers in enjoying freedom is inherent in the concept.

6. Academic Audit is a process to assess and improve the performance of academic work by different people viz., teachers, students, administrative staff and the whole institution in a holistic manner and to have a pragmatic view about what is the present status of academic standards.

7. SBM is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. It provides principals, teachers, students, and parents greater control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum through the involvement of teachers, parents, and other community members in key decisions making.

8. Peter Senge has been ahead of his time and that his arguments are insightful and revolutionary. The main contribution of the concept of Learning Organization is the five disciplines; Systems thinking, Personal mastery, Mental models, Building shared vision, and Team learning. leaders are designers, stewards and teachers. They are responsible for building organizations making people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models

9. For school efficiency, it is needed that staff and students work in the best possible manner. In order to do so, the leader has to inspire them, motivate them and give them enough scope to put their best. So school success demands transformational leader as its principal.

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10.15 UNIT END ACTIVITIES

a. Visit a school in your neighborhood and observe as to how the school is trying to achieve quality and maintain quality. You may also ask the administration as to the quality policy that the school has and the services that it provides. Prepare a report about your school visit.

b. Visit a school where you know that quality circle is in operation. Attend some of the meetings of quality circle group and prepare a report about the proceeding. If you do not find a school where quality circle is in operation, you may give this idea to Principal, teachers and students and see if they can implement the concept.

10.16 ANSWERS TO CHECK YOUR PROGRESS

1. (i) Division of work: it states that specialization increases output by making employees more efficient.

   (ii) Unity of Command : every employee must take orders only from one superior.

   (iii) Unity of direction : each group of organizational activities that have the same objective should be directed by one manager using one plan.

   (iv) Along with authority goes responsibility. When authority is exercised responsibility arises.

2. The principles of Max Waber are :
   a. fixed and official jurisdictional areas,
   b. a firmly ordered hierarchy of super and subordination,
   c. management based on written records,
   d. thorough and expert training,
   e. official activity taking priority over other activities, and
   f. that management of a given organization follows stable, knowable rules.

3. The total quality management organization wide management of quality. Management consists of planning, organizing, directing, control and assurance. Total quality is called total because it consists of two qualities : quality of return to satisfy the needs of the stakeholder and quality of product.

4. These are :
   a. Interpersonal relationship
   b. Timing and punctuality
   c. Best here and now
   d. Indirect evidence of quality
   e. Customer perceptions

5. A quality circle is a volunteer group composed of workers, usually under the leadership of their supervisor who are trained to identify, analyse and solve work- related problems and present their solutions to management in order to improve the performance of the organization, and motivate and enrich the work of employees. Quality circles are an alternative to the dehumanizing concept of the division of labour, where workers or individuals are treated like machines.

6. The requirements of effective quality circle are :

   a. Top level management (head master or principal in case of school and college) should be comfortable with participative management.

   b. Establish good relationship/support from the middle level managers (supervisors in case of school and head of Department in case of college).

   c. Head of the institution shall be willing to provide resources and time to train teachers and students to participate in quality circles.

   d. If necessary, outside experts can be hired and the organization shall be ready for it.

7. The types of autonomy :

   a. Academic Autonomy

   b. Administrative Autonomy

   c. Financial Autonomy

8. The objectives of autonomy are :

   a. to determine its own courses of study and syllabi.

   b. to prescribe rules of admission, subject to the reservation policy of the state governments.

   c. to evolve methods of evaluation and to conduct examination.

9. The benefits of autonomy are :

   (a) update teaching learning methods and modules

   (b) increase of peer opinion in decision making

   (c) improved documentation utilizating the advances of information technology

   (d) improved student services in IT-based learning resources and support services.

10. The academic audit system is internal quality assurance system. It is an educational exercise to assess and improve the performance of teachers/students/ administrative staff and the whole institution in a holistic manner and to have a pragmatic view of standards of a given institutions.

11. a. to establish a goal – oriented performance appraisal system in educational institutions.

    b. to remove bias, prejudices and subjectivity in the method of performance evaluation .

    c. to bring out a high level of transparency in the academic evaluation.

12. a. it helps in career advancement opportunities for teachers.
    b. it helps in regular teaching and educational advancement
    c. it helps in recognizing of professional excellence
    d. it helps in boarding facilities for research, extension and developmental activities in the institution.
    e. it helps in facilitating for re-training and refresher programmes for teachers.
13. Advantages are :
    a. allow competent individuals in the schools to make decisions that will improve learning
    b. give the entire school community a voice in key decisions
    c. focus accountability for decisions
    d. lead together creativity in the design of programmes.
14. a. SBM must have the strong support of school staff
    b. SBM is more successful if it is implemented gradually
    c. School and district staff must be given administrative training, but also must learn how to adjust to new roles and channels of communication.
15. Organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.
16. They are :
    a. Systems thinking
    b. Personal mastery
    c. Mental models
    d. Building shared vision
    e. Team building
17. i. Visit each classroom everyday; assist in classroom; encourage teachers to visit one another's classes
    ii. Involve the whole staff in deliberating on schools goals, beliefs, and visions at the beginning of the year.
18. a. Fostering a teacher development
    b. Helping teachers solve problems more effectively

UNIT 11 COMPARATIVE PERSPECTIVES

Structure

11.1 Introduction

11.2 Objectives

11.3 The Meaning and Aim of Comparative Education

11.4 Development of Comparative Education

11.5 Factors of Comparative Education

- 11.5.1 Geographical Factors
- 11.5.2 Economic Factors
- 11.5.3 Racial Factors
- 11.5.4 Linguistic Factors

11.6 Educational System in USA

- 11.6.1 Administration and Organisation of local schools
- 11.6.2 Local Educational Board
- 11.6.3 Administration in a University
- 11.6.4 Admission Restrictions
- 11.6.5 Higher Professional school
- 11.6.6 Institutions of Technical Higher Education

11.7 Educational Systems of England

- 11.7.1 Elementary Education Act
- 11.7.2 Primary and Secondary Education System
- 11.7.3 The State Funded School System
- 11.7.4 Secondary and Higher Education System

11.8 Educational System in China

- 11.8.1 Components of Chinese Education
- 11.8.2 Education under the National Government
- 11.8.3 Education under Communism
- 11.8.4 School Structure, Administration and Finance
- 11.8.5 Educational Administration and Management.
- 11.8.6 Educational Finance

11.9 Indian Education System

- 11.9.1 Today Education System in India can be divided into many stages
- 11.9.2 Education Governing Bodies

11.10 Analysing Education Systems in Comparative Perspectives

11.11 Let Us Sum Up

11.12 Unit-end Activities

11.13 References

11.14 Answers to Check Your Progress

11.1 INTRODUCTION

Gone are the days when education was imparted based on a particular doctrine, philosophy, socio-cultural ethos, religious and context. With the change of time a

need has been perceived to give education a pan- world dimension. A point to be emphasized when viewing systems, comparatively is that no educational system is fixed or static but is always in a process of change. As human beings themselves keep on changing, it is obvious that their education systems are also subject to change. Every society has its own system of education which aims to transmit knowledge and cultural heritage and influence the social and intellectual growth of the individuals. Every country consisting of such societies that provide education may be different in nature. So there is a need to study the different educational systems of different countries which not only enrich education but also give it an international perspective.

A Comparative education is basically an approach to compare different educational systems , their pattern, practices and situations with other countries. Before proceeding, lets have a bird's eye view on the objectives of the unit.

11.2 OBJECTIVES

After going through this unit, you should be able to

- to describe educational systems and processes in comparative contexts.
- to study the development of educational institutions and practices in a comparative perspectives.
- to highlight the relationship between education and society across countries.
- to establish generalization statements about education in a common perspective.

11.3 THE MEANING AND AIM OF COMPARATIVE EDUCATION

The main purpose of the study of comparative education is to be aware of those differences that make the education of a country different from that of another. It highlights the universality of general principles in the existing difference. Needless to say that comparative education aims at strengthening international unity by drawing our attention to the universal general principles. Another purpose of comparative education is also studying the reasons underlying progressive and backwardness of countries.

11.4 DEVELOPMENT OF COMPARATIVE EDUCATION

As discussed, the shape of comparative education as evolved is distinguishable from philosophy, sociology and doctrine. It has gone through many phases to get the shape of making the similarities and differences amongst the educational system.

In first phase people moved to different countries for various reasons, such as trade, diplomacy, adventure, etc though it is too difficult to the pin point . It is commonly known as **traveler's tales.** For example, Hiuen Tsang travelled for 16 years (629 – 645 A.D.) and came to India to see the land of Buddhism, visited the world famous University of Nalanda. When he returned to China he wrote his observations of Indian education and culture from his experiences.

Second phase is, popularly known as **educational borrowing** phase and simultaneously occurred with the rise of nationalism and system of corresponding education.

And, the third phase is known as **breaking down of barriers**, not only in the process of transmission of information about education to foreign countries but also in the field of international contacts through exchanges of students and scholars.

Thus comparative education seeks to draw meanings out of similarities and differences among educational systems. It makes educational systems across nations and in this manner each country appears as one variant of the total store of mankind's educational experience.

11.5 FACTORS OF COMPARATIVE EDUCATION

Educational systems of almost all countries are influenced by several factors. These are also the basic requirements in the educational context. Let us go through a few such factors briefly.

11.5.1 Geographical Factors: Education of a particular nation and its culture and civilisation has great impact through geographical dimension. Different countries of the world have different geographical dimensions. Therefore, their standard of living, mode of living, culture and social institutions also differ from one another. For example: the climate of a cold country is different from that of a tropical one. Similarly, an agriculture-based country emphasises on agriculture education in its educational system and industrial countries pay special attention to technological and industrial developments in curriculum.

11.5.2 Economic Factors: Geography and economics do influence the educational systems. The aims and curriculum of education are framed according to the condition of the land. For example, the Industrial Revolution brought about a change in the educational system of England, Similarly, the Russian revolution also changed the face of Russian System of Education.

11.5.3 Racial Factors: Every country has a number of races. The educational system was influenced by these races. The superior race intended to influence rest of the races and by doing so, if it gained success in its approach, it framed its own system of education.

11.5.4 Linguistic Factors: Among all other cultural factors, language is once such component which gives an individual an identity from where he/she belongs . Through the language, civilisational and cultural factors can be easily expressed. So, the impact of language in the whole education system is undeniable. Along with this medium of instruction is also an important factor in shaping the individual behaviour.

Apart from these, factors which are also considered important are philosophical, moral and religious factors.

As the time changes, everything related with it also gets changed. It is not different in education . With the passage of time education became enriched with different contexts. So, to understand this dynamism in education it needs to be discussed from different angles. Comparative education is one such approach which can show educational systems of different countries across times and levels.

Education in the United States is provided mainly by government with control and funding coming from three levels:

1) Federal ; 2) State ; and 3) Local . School attendance is mandatory and nearly universal at the primary and secondary levels. At these levels, school curricula, funding, teaching and other policies are set through locally elected school boards with jurisdiction over school districts.

The age for compulsory education vary by states, beginning at age five to eight and ending at the age of fourteen to eighteen.

The USA education system has provided for notch resources and quality education for a variety of programmes that students, educators and professionals can pursue for that extra edge.

The system starts with twelve years of primary and secondary school education which they have to follow. A secondary school or "high school" diploma or certificate is a compulsory requirement for the student to be able to enter college, university, vocational, secretarial or other professional and technical schools.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

1. Name the three phases of development of comparative education.

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2. What are the main factors of comparative education ?

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11.6 EDUCATIONAL SYSTEM IN USA

Education in USA has been classified in to different stages. The following are the four main stages of American education :

a) Primary Stage

b) Secondary Stage

c) College or Higher Education Stage

d) Vocational Stage

The hierarchy starts from primary to college levels. (After secondary and college levels, vocational education is given for professional development) with an aim for professional development of the student, Vocational education is being implemented after secondary and college levels. The Harvard College is said to be the first institution of higher education established in 1636. The main purpose to establish the institution was to educate younger men in European literature and Philosophy. The extreme decentralisation in the American System of Education generally makes it impossible to set a broader pattern in which the administration of each institution and university can fit in completely.

11.6.1 Administration and Organisation of Local Schools

USA has adopted a democratic form of education system. People enjoy freedom in the pursuit of education. The Federal Government and the state governments have transferred their responsibility to the local boards and public institutions in order to perform their functions according to the interests, need, capacity and traditions of the people. Thus the democratic traditions encourage the local boards to function independently. Therefore, education is organised by local boards for obtaining desired development in the field of education.

11.6.2 Local Education Board

In USA, educational organisation is in the hands of local education boards which manage the schools on the basis of social and group interests, tradition, needs and ideals of the people.

The Local Education Boards have different names in different states, i.e. Board of Trustee, The Education Board, The School Board, The School Committee, The Country Board of Education, Town or Township Board of Education. Inspite of different names these administrative units are very much similar from the administrative point of view. The number of local boards are of four types –

1) Basic
2) Intermediate
3) Coterminous
4) Non-Coterminous

'Basic' administrative units are influenced by the local people and even today they are working on the same lines.

'Intermediate' units have both Local and Government influence.

5) 'Coterminous' units have only the Government influence and Non-Coterminous units are under neither local nor Governmental influence.

11.6.3 Administration in a University

The universities consists of different departments of teaching such as arts, science, law, medicine and engineering. All units have an independent unit in itself. Mostly, the departments of post-graduate courses, professional courses and research work also function as independent colleges in themselves.

A Dean, is the Executive Officer who looks after each college or school of the university. Dean is responsible both for academic activities and internal administration of the colleges. The advisory committee consists of the members of the staff helped by the Dean. The committee lays down rules or guidelines for admission, curriculum courses and timetable for examination.

Every college or school has a number of departments . A university has many departments in each subject. In some cases a university consists of large number of colleges and each college has as many as 25 subjects and even one subjects may have seven or eight departments.

The ultimate aim of higher education is at the development of mental faculties, cultural thinking along with social and experimental knowledge of the world around them.

According to Economic Commission on Higher Education, higher education should be liberal and in keeping with domestic needs of society. It should aim at acquisition of knowledge and development of mind. It should prepare students for higher responsible position.

11.6.4 Admission Restrictions

Every student who wants to go in for higher education can get admission in one institution or the other but not definitely in the institution of his/her own choice. In many state colleges, there are no restrictions on admission and every one who has completed his/her secondary education successfully can go in for higher education, but in many renowned institutions such as Harvard, Yale, Princeton and Columbia admission is open to those who demonstrate that they are properly qualified to go in for it. Some of the common systems of admission are :

1. **Entrance examination:** This is the system under which students have to pass an entrance test for getting admission in a college. In the year 1900, as a result of the efforts of some universities and colleges, a Board of College Entrance Examination was set-up. This was done to make the admission test popular by way of providing facilities and for also adopting measures for the promotion and development of this entrance examination system. It is also an effort to make the system of retaining the standards of education at uniform level. Now the college admission examinations conducted by the Board are recognised by the universities. It is on the request of the institution that the examinations is conducted by the Board in the subject in which that institution wants. Some of the institutions conduct their own examinations for their admission.

2. **Certificate Production Admission:** This system is pursued where uniform standards have been laid down for the achievement of secondary stage. At the time of admission in such colleges the weightage is given to the records and other certificates of examination, and marks are allotted to English, foreign language, arithmetic, and social science. The students are admitted on the basis of the score made on those securing more than 50 percent marks. Majority of institutions of higher education follow this system.

3. **Duration of Courses:** A number of variations exist for the coverage of different degrees of education in USA. A general pattern is to gets a bachelors degree in four years after completing secondary education. After B.A. or B.Sc. one gets Ph.D degree in three to four years time regardless of the fact that M.A. or M.Sc. may be awarded after one year of the bachelors degree. In some cases the completion of doctorate degree may take a longer time.

4. **Degree Course:** There is no clear distinction between the Bachelors degrees in Science and Arts in most of the universities. Few colleges award the degree of Arts for the course, whereas others award degree of science. The first two years are equal to the secondary stage of junior colleges, after the completion of which the degree of Associate of Arts or Science is conferred. This system may be termed as Junior or Senior College of two years duration each in which subject of specialisation is taken up during the third year of the college study. The subject of specialisation is further divided into comprehensive fields which include mathematics, science, language and literature, fine arts and social sciences. Some subjects such as English and History of USA are mostly compulsory.

5. **Kinds of Institution:** In American system of education the term college and university are synonymously used. Some courses such as nursing, accounting,

catering, advertising, commerce and journalism are being studied at college and university levels in USA. Let us elaborate the kind of educational system in USA.

i) ***Universities:*** In USA only those institutions which make elaborate arrangement for higher study or research works are termed as universities. It includes arts and science colleges for pre-graduate education and four years degree college. The universities can either be private universities or government sponsored and mostly grants are received for research work. The private universities also set grants for different purposes.

ii) ***Municipal and District Schools:*** These institutions are established and managed and financed by school districts and municipalities. It is generally of four years duration and are effective and popular.

iii) ***Land Grant Colleges:*** In 1862, the President of United States, Abrahim Lincon signed the document called the Land Grant College Act. It offered the states additional government land, in order to use the proceeds of its sale to finance "College of Agriculture"

iv) ***Liberal Arts Colleges:*** *These are m*ostly privately managed institutions, either affiliated to universities or of independent nature. They offer liberal course of study and are quite popular for specialisations, efficiency in arts and training in senior full vocational subjects.

v) ***Community Colleges:*** These are private institutions imparting technical and vocational education according to the local needs along with courses in general education with emphasis on training of professional skills and specialisation.

vi) ***Colleges:*** The term college is used for any department of a university i.e. arts college, science college, college of literature and liberal arts. These colleges may be of independent nature or affiliated to some university. Generally, they offer four years pre-graduate courses which is the first degree (Bachelor's Degree). One can get education in them even without earning a degree.

vii) ***Junior Colleges:*** Established with an idea of providing a stage between secondary education and the university education are becoming popular not only in USA but in almost all the European Countries.

viii) ***Graduate Schools:*** These institutions admit only those students who have successfully completed their four years of college education after passing the secondary stage . These are the colleges which provide the highest types of specialised education. It takes four years to earn a doctorate degree; a master's is awarded after one year of education. The doctorate degrees are awarded on the basis of thesis of specialised nature.

11.6.5 Higher Professional School

These institutions provide facilities for higher education in courses such as medicine, music, law and theology in three to five years duration after a student has completed his/her four years of college education.

11.6.6 Institutions of Technical Higher Education

These institutions impart higher education training in technical, professional and industrial subjects i.e. engineering and technical.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

3. Write the different stages of education in USA.

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4. Name the first institution of higher education in USA.

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5. What are the various Local Education Boards ?

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6. Write the common systems of admission in USA.

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11.7 EDUCATIONAL SYSTEM OF ENGLAND

Influenced by doctrines of laissez-faire, England hesitated a long time before allowing the state to intervene in educational affairs. At the beginning of the 19th century, education was regarded as entirely the concern of voluntary or private enterprise, and there was much unsystematic philanthropy. Attempts were made to channelise and concerted efforts to provide a national system of elementary education on a voluntary basis. In 1833 the government made a small building grant to the societies. Six years later a committee of the privy council was established to administer the state grants, now made annually, and to arrange for the inspection of voluntary schools aided from public funds. The work involved led to the establishment of a small central education department which was the beginning in the ministry of education.

11.7.1 Elementary Education Act

England prolonged its reliance on voluntary initiatives for year after year as population increased and with the growing industrialisation, people crowded into the new towns.

At last in 1870 parliament, after long, acrimonious debates, passed an elementary education act, the foundation upon which the English education system has been built. Religious teaching and worship were the crucial issues in the debates and the essentials of the settlement agreed upon where 1) a dual system of voluntary and local – authority schools and 2) careful safeguards to ensure as far as possible that no child would receive religious teaching that was at variance with the wishes of his/her parents. It was left to the school boards as the first local education authorities were called – to decide on an individual basis whether to make elementary education compulsory in their districts. In 1880, however, it was made compulsory throughout England and Wales, and in 1891 fees were abolished in all but a few elementary schools.

11.7.2 Primary and Secondary Education System

The school year begins on the 1st of September. Education is compulsory for all children from the time after their fifth birthday to the last Friday in June of the school year in which they turn 16.This will be raised in 2013 to the year in which they turn 17 and in 2015 to the year in which they turn 18.

11.7.3 The State-Funded School System

State-run schools and colleges are financed through national taxation, and take pupils free of charge between the ages of 3 and 18. The schools may levy charges for activities such as swimming, theatre visits and field trips, provided the charges are voluntary, thus ensuring that those who cannot afford to pay are allowed to participate in such events. Approximately 93% of English schoolchildren attend such schools.

A significant minority of state-funded schools are faith schools, which are attached to religious groups, most often the Churches of England or the Roman Catholic Churches. There are also a small number of state-funded boarding schools, which typically charge for board but not tuition.

Nearly 90% of state-funded secondary schools are specialist schools, receiving extra grants to develop one or more subjects in which the school specialises.

11.7.4 Secondary and Higher Education System

English secondary schools are mostly comprehensive, except in a few areas that retain a form of the previous selective system (the Tripartite System), with students selected for grammar school by the eleven plus examination . There are also a number of isolated fully selective grammar schools, and a few dozen partially selective schools. Specialist schools may also select up to 10% of their intake for aptitude in the specialism, though relatively few of them have taken up this option. Also, intakes of comprehensive schools can vary widely, especially in urban areas with several schools.

Sir Peter Newsam, Chief Schools Adjudicator 1999–2002, has argued that English schools can be divided into 8 types (with some overlap) based on the ability range of their intake:

1. "super-selective": schools enroll almost all of the intake from the top 10%. These are the few highly selective grammar schools that dominate school performance tables.
2. "selective": schools take almost all of the intake from the top 25%. These include grammar schools in areas where the tripartite system survives.

3. "comprehensive (plus)": schools admit children of all abilities, but concentrated in the top 50%. These include partially selective schools and a few high-status faith schools in areas without selection.
4. comprehensive schools have intake with an ability distribution matching the population. These schools are most common in rural areas and small towns with no nearby selection, but a few occur in urban areas.
5. "comprehensive (minus)": schools admit children of all abilities, but with few in the top 25%. These include comprehensive schools with nearby selective schools "skimming" the intake.
6. secondary modern schools hardly have any of the intake in the top 25%, but an even distribution of the rest. These include non-selective schools in areas where the tripartite system survives.
7. "secondary modern (minus)": school have no pupils in the top 25% and 10–15% in the next 25%. These schools are most common in urban areas where alternatives of types 1–5 are available.
8. "sub-secondary modern": schools intake heavily weighted toward the low end of the ability range.

The basic point about education in the United Kingdom is that the Department of Education and Science is responsible for all the Universities but directs non-university education in England only. Non university education in Northern Ireland, Scottland and Wales is the responsibility of the respective secretaries of States.

Present day educational administration in England was fixed by the Education Act of 1944, which lodged final authority in the Central Department of Education and Science which placed immediate administrative responsibility upon local Educational Authorities. Central authority is vested in three bodies. The Department, the Central Advisory Councils, and The Civil Service and representing the Political, The Advisory and The Professional Elements of Education respectively.

In general, it may be said that in contrast with other leading nations, England presents an educational administrative system that not only operates cooperatively at both local and national levels but also unites with private endeavors and voluntary organisations to spread the responsibility for control throughout the entire political and social structure of the nation.

Compulsory attendance in school in England begins at five and continues to age 15. The school system makes provisions for nursery schools for children age range two to five years. Formal school attendance begins with age five, when the child enters the two-year infant school or department. Between seven and nine years , the children attends the junior school . The seven year secondary school is usually comprehensive type with three courses – General (modern), technical and grammar (academic) – or bilateral with two of these courses.

Admission to a university depends on the results on the Advanced level of the General Certificate of Education, although Oxford and Cambridge insist on special entrance examination (Source: Britanica (18) Education Evaluation, Page-123) .

Full-time education is compulsory for all children aged between 5 and 16 (inclusive). Students may then continue their secondary studies for a further two years (sixth form), leading most typically to a qualification, although other qualifications and courses exist. The leaving age for compulsory education was raised to 18 by the Education and Skills Act 2008. The change will take effect in 2013 for 17 year olds and 2015

for 18 year olds. State-provided schools are free of charge to students, and there is also a tradition of independent schooling, but parents may choose to educate their children by any suitable means.

Higher education typically begins with a 3-year Bachelor's Degree. Postgraduate degrees include Master's Degrees, either taught or by research, and Doctor of Philosophy, a research degree that usually takes at least 3 years. Universities require a Royal Charter in order to issue degrees, and all but one are financed by the state with a low level of fees for students.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

7. Explain Elementary Education Act of England.

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8. Mention the eight types of English Schools.

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11.8 EDUCATIONAL SYSTEM OF CHINA

The first modern school in the country was adopted in 1903. The system followed the pattern of the Japanese schools, which, in turn, had borrowed from Germany. Later, however, after the establishment of the republic, Chinese leaders felt that the Prussian-style Japanese education could no longer satisfy the aspirations of the republican era, and they turned to American schools for a model. A new system adopted in 1911 was similar to what was then in vogue in the United States. It provided for an eight years elementary school, a four years secondary school and a four years college. Another revision was made in 1992, which again had American influence. Elementary education was reduced to six years and secondary education was divided into two levels. A three years junior middle school was in line with the junior high school movement.

The Chinese Government has placed a major priority on developing education, putting forward the strategy of revitalising the country through science and education, making constant efforts to deepen the reform of the entire education system, and implementing a programme of a nine years compulsory education, from primary schools to the end of middle school.

Governments at all levels are increasing investment in education. China's school education includes pre-school, primary school, secondary school, high school, university and college as well as graduate school education programmes throughout the country. It is as follows:

1) Pre-School Education is for 3-5 years olds and takes place in Kindergartens.

2) Primary Education is for 6-11 years olds . Primary Schools are usually run by local education authorities and offer free tuition, although there are some private schools owned by enterprises and individuals.

3) Secondary School is for students from 12-17 years of age. Education of this kind is run by local government and various business authorities. State-run secondary schools include junior middle schools and senior middle schools both with three grades or years.

   The first three years of secondary school (middle school) is compulsory and students must pay minimum tuitions fees. Private secondary schools offer specialised education, the qualifications and programme they offer are considered to be on the same level as those of state-run middle schools.

   However, graduates from secondary professional schools are seen to have achieved a higher level in some ways asking for university education. Students graduating from Junior Middle Schools usually go on to Senior Middle Schools, although some move to vocational high schools or secondary professional schools for 3-5 years of study.

4) For higher education, there are vocational courses as well as undergraduate, post-graduate and doctorate degrees. Higher education is offered in universities, colleges, institutes, and vocational colleges. These institutions conduct academic and scientific research and provide social services as well as offer courses to students.

To enter in the university or college, students have to take the national entrance examination, which takes place every June and is now open to people of all ages. Selection is based on each students, marks obtained in their examination and the number of students appeared in the examination . Getting admission into university is highly competitive.

11.8.1 Components of Chinese Education

China's education system is composed of 4 components, i.e. basic education, occupational / polytechnic education, common higher education and adult education. These are as follows:

Basic Education : Basic education comprises pre-school education, primary (6 years) and junior (3 years) and senior (3 years) middle schooling. Some argue that basic education should mean the nine years compulsory education covering primary and junior middle school duration. Since the issuing of the Compulsory Education Law of the PRC(People Republic of China) in 1986, government at all levels have actively promoted nine-year compulsory education and made remarkable achievements.

Medium-level Occupational and.Polytechnic Education : These are mainly composed of medium-level professional schools, polytechnic schools, occupational middle schools as well as short-term occupational and technical training programmes of various forms.

China has been actively engaged in the international cooperation and exchange in the field of vocational education. China has also made more contacts with the UNESCO, UNDP, International Labor Organization, UNPF (United Nation Population Fund), APEC (Asia Pacific Economic Cooperation) and other

international organizations while the bilateral cooperation and exchanges between China and other countries have been increasingly expanded.

Common Higher Education

Common higher education comprises junior colleges and bachelor, master and doctoral degree programmes. Junior college programme usually lasts for 2 to 3 years, bachelor programmes last 4 years (medical and some engineering and technical programmes, 5 years); master programmes last 2 to 3 years; and doctoral programmes are of 3 years duration.

China's higher education is characterized by various forms, which encompasses basically all branches of learning, combines both degree-education and non-degree education and integrates college education, undergraduate and graduate education.

Chinese government attaches great importance to the international cooperation and exchanges of higher education and also has adopted the policy of "supporting overseas studies, encouraging these students to come back after completion of their studies.

Adult Education

Adult education comprises school education, promoting literacy and other programmes oriented to adult groups. Adult schools usually consist of the following: education through radio and television universities, institutions of higher learning for workers and peasants, colleges for management personnel, education institutes, independent correspondence colleges, adult education offered by regular institutions of higher education (departments of correspondence, evening universities, advanced training for teachers), TV education via satellite as well as the system of examinations for self-taught students at higher level.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

9. Explain Education System of China.

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10. Mention main components of Education System.

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11.8.2 Education Under The National Government

State control of education by means of centralised administration was instituted. Measures were adopted to correct the irregularities and ineffectiveness that had

resulted from the laissez-faire educational policy of the warlords. Decrees and regulations issued by the Nationalist Ministry of Education were strictly enforced, with the aid of a centrally administered system of inspection and accreditation. Private education was permitted, even encouraged, by means of supporting grants from public funds, but private schools were subject to government control as much as public schools and were required to follow the same prescriptions with regard to curriculum and all other details.

A uniform system of schools was in effect throughout the country. Elementary education was provided in the four-years primary school, followed by the two-years higher elementary. Adult education was given much attention in adult schools in mass education projects and in different forms of "social education".

There were three parallel types of secondary education:

a) The Academic middle school

b) The normal school and

c) The vocational school

A major objective of government policy was to promote "practical studies". In secondary education, Practical studies meant the development of vocational and technical schools and more attention to science and laboratory experience in middle schools. In higher education, measures were taken to steer students away from liberal arts, law, education and commerce to the "practical courses" of science, engineering, technology, agriculture and medicine.

Nevertheless education under the Nationalist Government did succeed in establishing as effective national system of education and promoting science and technical studies.

11.8.3 Education Under Communism

The communist revolution aimed at being total revolution, demanding no less than the establishment of a new society radically different from that of the orthodox. The People's Republic of China generally makes no distinction between education and propaganda. The agencies of education, indoctrination and propaganda are legion-newspaper, posters, and leaflets, radio broadcasting, the drama, neighbourhood gathering for the study of current events.

When the communists came to power in 1949, they took up three educational tasks of major importance. These were :

i) Teaching many illiterate people to read and write.

ii) Producing the trained personnel needed to carry on the work of political organisation, agricultural and industrial production and economic reform.

iii) Remolding the behaviour, emotion, attitudes and outlook of the people.

In China, there are basically there types of schools

i) The full time schools

ii) The work study schools and

iii) The spare-time schools

Students in the work-study schools spend a part of their time in productive labour, they work on farms and in factories.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

11. Name the parallel types of Secondary Education in China.

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12. Name the three types of Schools in China .

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11.8.4 School Structure, Administration and Finance

The regular schooling structure in China includes pre-school education, primary education, junior secondary education, senior secondary education, higher education and post-graduate education. These levels are provided in a single track 6-3-3-4 ladder which consists of six years of elementary school, three years each of junior and senior high schools and four years of higher education.

A higher status is being characterised in higher education, which is integrated into two basic institutions: four years of university or two-years of junior college. The 9 years compulsory schooling consists of primary and junior secondary education: at present the 6+3 system, the 5+4 system and the grades 1-9 integrated system exist side by side, with the 6+3 system predominating in the most places. Primary schools usually last for 5 or 6 years and junior secondary for 3 or 4 years.

The duration of the junior secondary school is 3 years. Senior secondary school is divided into two categories:

a) Regular senior high schools; and

b) Specialised secondary schools which include technical schools and vocational schools.

Junior colleges and technical and vocational colleges last for two to three years and their graduates are awarded certification upon successful completion of all the prescribed courses. The first degree level courses of full-time regular higher education institutions last 4 to 5 years, with some medical programme's lasting for 7 or 8 years. There are two levels of graduate education: Master's and doctoral. The duration of study of the former is 2-3 years while that or the latter is 3-4 years.

The regular school system in China has another parallel educational system – an adult education system. An adult education system that includes school equivalency programmes of all types and levels. The curricula of various kinds of adult schools are designed in accordance with the principle of "same level, same standard". The duration of study of full-time secondary school for adults is usually the same as that

of regular full-time secondary school. Part-time or spare-time programmes usually last one year longer than those provided by regular schools of the same category. The first degree level programme provided by adult higher education institution usually lasts 4-5 years while the 2-3 years college programmes for adults are diversified in form, ranging from 2-4 years in length of study.

11.8.5 Educational Administration and Management

The Chinese educational system is centrally controlled. Education in China was largely modeled after the Soviet Union in late fiftees . Overall responsibility for all schools in China rests with the Ministry of Education, but the Ministry of Education is not involved in Schools' day –to –day activities. The Ministry of Education's responsibilities are :

- Enforcing the laws and decrees promulgated by the state.
- Carrying out the principles and guidelines created by the states.
- Formulating specific educational policies.
- Coordinating the efforts of various governmental departments in education and
- Drawing up a general scheme for and giving guidance related to the reform of China's educational structure.

A number of educational laws have been enacted and promulgated during the reform period of the past two decades. According to the law, the system of educational administration of China has a 4–tier structure comprised of the central government, provincial governments, city government and county governments. Education at the secondary school level is administered by the local governments under the leadership of the Ministry of Education.

Higher education is administered by the Central Government and by the Provincial Governments. Recent efforts have been made to strengthen the powers of the province-level governments. As the centrally planned economy gradually transforms into a more dynamic market economy, the Chinese central government delegates more powers to the local authorities and at the same time change its role from direct management to the provision of education policy guidance through supervision, coordination, evaluation , accreditation and information services.

11.8.6 Educational Finance

According to the education law of China, governmental allocation is the main source of educational finance, supplemented by funds raised through multiple channels. The central government and local governments share responsibility in educational finance and management. For educational institutions under the jurisdiction of the central government, the funds needed are provided by state budgetary allocation: for institutions. Under the jurisdiction of local governments, the funds needed are provided by local budgets. For schools run by township, village communities, or institutions, the funds needed are mainly provides by the sponsors of the school and are supplemented by governmental subsidies. Schools of various types at different levels are encouraged to conduct work-study programmes and to provide income generating services to society to improve their financial condition and school facilities.

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

13. What are the main types of secondary school education in China?

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14. Mention any two responsibilities under educational administration and management of education in China.

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11.9 INDIAN EDUCATION SYSTEM

India is wedded to the goals of welfare state as well as to the federal principles of government. Hence, powers and functions have been divided between the levels of government –central and states which are called forth to undertake the welfare progammes. Education has became one of the major welfare activities of the government after independence in India and it has been incorporated in the Directive Principles of State Policy and the seventh schedule of the Constitution.

Education in India is only one among various other elements that have captured the attention of the world. While the United Nations is worried about the presence of a large number of illiterates, various other countries are amazed by the quality of some of the human resources that the Indian Education System has produced.

The growth of the Indian economy in the recent past and the compulsion to sustain it is also forcing the Indian government to accelerate the process of developing all the branches of the Indian education system. Therefore, it would be very interesting to understand and analyze the various structures of education in India, its present condition and future developments.

The 86th constitutional amendment has also made elementary education a fundamental right for the children between the age group- 6 to 14. According to the 2001 census, the total literacy rate in India is 65.38%. The female literacy rate is only 54.16%. The gap between rural and urban literacy rates is also very significant in India. This is evident from the fact that only 59.4% of rural population are literate as against 80.3% urban population according to the 2001 census.

In order to develop the higher education system, the government had established the University Grants Commission in 1953. The primary role of UGC has been to regulate the standards and spread of higher education in India. There has been a marked progress in the expansion of higher education if we look at the increase of higher educational institutes in India. The higher education system in India comprise

more than17,000 colleges, 20 central universities, 217 State Universities, 106 Deemed to be Universities and 13 institutes of National importance. This number will soon inflate as the setting up of 30 more central universities, 8 new IITs, 7 IIMs and 5 new Indian Institutes of Science Education and Research are now proposed.

The present education system in India mainly comprises primary education, secondary education, senior secondary education and higher education. Elementary education consists of eight years of education. Each of secondary and senior secondary education consists of two years of education. Higher education in India starts after passing the higher secondary education or the 12th standard. Depending on the stream, doing graduation in India can take three to five years. Post graduate courses are generally of two to three years of duration. After completing post graduation, scope for doing research in various educational institutes also remains open.

11.9.1 Today education system in India can be divided into many stages

Pre- Primary - It consists of children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.

Primary - It includes the age group of children of 6-11 years studying in classes from first to fifth.

Middle - It consists of children studying in classes from sixth to eighth.

Secondary - it includes students studying in classes ninth and tenth.

Higher Secondary - Includes students studying in eleventh and twelfth classes.

Undergraduate - Here, a student goes through higher education, which is completed in college. The duration may vary according to the subject pursued by the student. For medical student this stage is of four and a half years plus one year of compulsory internship, while a simple graduate degree can be attained in three years.

Postgraduate - After completing graduation a student may opt for post graduation to further add to his/her qualifications.

11.9.2 Education Governing Bodies

The Central Board of Secondary Education (CBSE): This is the main governing body of education system in India. It has control over the central education system. It conducts examination and looks after the functioning of schools accredited to central education system.

The Council of Indian School Certificate Examination (CISCE): It is a board for Anglo Indian Studies in India. It conducts two examinations 'Indian Certificate of Secondary Education' and 'Indian School Certificate'. Indian Certificate of secondary education is a k-10 examination for those Indian students who have just completed class 10th and Indian school certificate is a k-12 public examination conducted for those studying in class 12th.

The State Government Boards: Apart from CBSE and CISCE each state in India has its own State Board of Education, which looks after the educational issues.

The National Open School: It is also known as National Institute of Open Schooling. It was established by the Government Of India in 1989. It is a ray of hope for those students who cannot attend formal schools.

The International School: It controls the schools, which are accredited to curriculum of international standard.

11.10 ANALYSING EDUCATION SYSTEMS IN COMPARATIVE PERSPECTIVES

Going through the educational systems from the countries given in the units, you might have found some commonalities on certain aspects across nations while marked differences in some other aspects. There are some undifferentiated peculiarities with respect to certain country that may not applying other. The common observations emerged are given below:

a. The countries which had colonial legacy have similar education system as that of its rulers. Indian education system is similar to that of UK.

b. Primary and elementary education system is mainly governed by local administrative bodies and private managements.

c. Secondary education has academic and vocational components.

d. Tertiary education is generally controlled by the central government.

e. Private partners have been encouraged to increase access to elementary education to all by using different methodologies like fulltime, part-time, distance and open modes and so on.

f. Private Universities and self-financed institutions exist at school and higher education level.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

15. Write the name of the body responsible for regulating the standard and expansion of higher education in India.

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16. Mention the stages of Indian education.

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11.11 LET US SUM UP

Expansion of education seems to have been a perennial trend since World War II. On an average about one third of the adult population in industrial societies had at least some upper secondary education in 1960 ; this proportion researched two –

third in the late 1990 (OECD 2000). The management in education plays an essential role for dynamic environment. The rapid trend to globalization and technological changes have made difficult for organization to survive in the competitive world. As a result the importance of management education has been increased may folds. The main aim of comparative education is to equip the knowledge about the different educational systems all over the world and study the management structure from inter country perspectives.

11.12 UNIT END ACTIVITIES

1. Compare the educational systems of any two countries and highlight the important features from the administration and management contexts.
2. Organise a debate on education system of USA and India on the following points:
   - a management system
   - management at different levels- school, higher education
   - similarities and differences.

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11.14 ANSWERS TO CHECK YOUR PROGRESS

1. Traveller's tales; educational borrowing, and breaking down of barriers/phases
2. Geographical, Economical, Racial, Philosophical, moral and religious
3. Primary, Secondary, College or Higher Education, Vocational Education.
4. Harvard College in 1636.
5. Basic, intermediate, coterminous, and non-coterminous
6. Entrance examinations; Certificate Production Admission; Duration of courses; kinds of institutions
7. Refer to subsection 11.7. 1

8. Refer to subsection 11.7.4
9. Pre-school education ; Primary education; Secondary education and Higher education.
10. Basic , Multi-level occupational and polytechnic education ; Common higher education; Adult education.
11. Academic middle school; Normal school and vocational school.
12. The full times schools, work study schools and part/spare time schools.
13. Regular senior high schools and specialization secondary schools which include technical schools and vocational schools.
14. Refer to subsection 11.8.5 (any two from the given list)
15. UGC.
16. Pre- primary , Primary, Middle, Secondary, Higher Secondary, Undergraduate, Post Graduate

UNIT 12 ROLE OF ICT IN EDUCATIONAL MANAGEMENT

Structure

12.1 Introduction

12.2 Objectives

12.3 Educational Management – An Introduction

- 12.3.1 Concept of Educational Management
- 12.3.2 Need of ICT for Educational Management

12.4 ICT for Administrative Management

- 12.4.1 Office Management and Institutional Planning
- 12.4.2 ICT for Database Management
- 12.4.3 ICT for Financial Management
- 12.4.4 ICT for Supervision and Monitoring

12.5 ICT for Academic Administration

- 12.5.1 ICT in Programme Delivery
- 12.5.2 ICT for Admission and Examination
- 12.5.3 ICT for Training and Orientation
- 12.5.4 ICT for Capacity Building and Staff Development

12.6 Emerging Trends in ICT for Educational Management

12.7 ICT in Educational Management – Some Case Studies

- 12.7.1 eDel - ICT Enabled Directorate of Education, Delhi
- 12.7.2 On-line Admission in Distance Education System

12.8 ICT Environment in an Educational Institution

- 12.8.1 Hardware Requirements
- 12.8.2 Software Requirements
- 12.8.3 Computer Network

12.9 Let us Sum Up

12.10 Unit-end Activities

12.11 References

12.12 Answers to Check Your Progress

12.1 INTRODUCTION

In the previous units you have learnt about the basic concept of educational management. The success of any educational system largely depends on how effectively and efficiently it is managed.. With the evolution of Information and Communication Technology (ICT), the educational management system is proving to be more efficient and effective. In fact, ICT represents a set of technological tools used to create, store, communicate and manage information. These technological tools include computers, telephone, internet and broadcasting technologies (radio and television). These tools help us in several information related activities such as access, retrieve, store, organise, modify, produce, present and exchange information by electronic and other automated means. Thus the ICT based Educational Management and Information System is basically aimed at increasing efficiency and

effectiveness of administration of educational programme through improved information and planning systems.

In the present unit we will learn about various uses and benefits of the ICT in educational management. We will also study in brief about some of the success stories related to the use of ICT in educational administration and management.

12.2 OBJECTIVES

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

- identify the applications of ICT in the field of educational management,
- explain how ICT can be used for effective and efficient educational management,
- describe the benefits of ICT enabled educational management and
- appreciate emerging trends in ICT for educational management.

12.3 EDUCATIONAL MANAGEMENT – AN INTRODUCTION

12.3.1 Concept of Educational Management

As you would have studied earlier, the educational management as a field of study and practice was basically derived from management principles first applied to industry and commerce, mainly in countries like the United States. Theory development largely involved the application of industrial models to educational settings. As the subject became established as an academic field in its own right, its theorists and practitioners began to develop alternative models based on their observation of, and experience in, schools and colleges. By the 21st century the main theories have either been developed in the educational context or have been adapted from industrial models to meet the specific requirements of schools and colleges. Leadership and management are often regarded as essentially practical activities. Practitioners and policy-makers tend to be dismissive of theories and concepts for their alleged remoteness from the "real" school situation. Academics develop and refine various theories where as the managers give emphasis on its effective implementation.

Educational management has progressed from being a new field dependent upon ideas developed in other settings to become an established field with its own theories and research. There is no single all-embracing theory of educational management. In part this reflects the astonishing diversity of educational institutions, ranging from small rural elementary schools to very large colleges and universities. It relates also to the varied nature of the problems encountered in schools and colleges, which require different approaches and solutions. Above all, it reflects the multifaceted nature of theory in education and the social sciences. The use of ICT has provided us innovative and system friendly solutions for educational management and for imparting learner friendly education as per our need and convenience.

12.3.2 Need of ICT for Educational Management

It is found that the use of ICT increases efficiency within and beyond educational institutions. Therefore, ICT is reckoned as one of the essential elements in all schools, colleges and universities. Its application in teaching, learning and educational administration is further going to increase overtime. The underlying idea in using ICT for educational management is that it can help achieve objectives that are

considered important cornerstones of education in the Information Society and play a facilitating role in managing the increased flow of information associated with more autonomous learning environment. In particular, the ICT- based educational system can not only help the administrator to manage the whole system more effectively and efficiently but also help the students to achieve competitiveness in the new global economy and support life-long, flexible learning.

As mentioned earlier ICT is of paramount importance for an educational institution. Today, ICT is developing into one of the main effective instruments which influence educational instutions and the way education is employed. Due to the several technological options available organizational, pedagogical as well as managerial changes are to be expected. Never before was the ICT so directly involved in educational management. There are several advantages of using ICT . First, it . increases efficiency at workplace. Whether it is management of students records, conducting on line admission and examination or preparation of results, computer can work at higher speed than human beings. Second, ICT results in higher accuracy as the chances of errors are much less. For example, if you enter a formula for calculation of fees paid by a student in to the computer and instruct it to repeat the formulae for one thousand students, the computer can do it in a matter of seconds without error. Third, many complex operations which cannot be done by human beings can be easily performed by the computer. Fourth, ICT can help in communication quite effectively. It takes only a few seconds to send large files/ database to far off places. It is possible to get feedback/ comments from people at distant places with the help of ICT. Fifth, ICT can bring a greater transparency in educational administration. Admission of students on prescribed criteria, grading and ranking of students without flaws and display of student performance in an open and transparent manner is possible with the help of ICT. These features bring greater credibility to an educational institution.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

1. Jot down any four advantages of using ICT in educational institutions ?

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2. How does ICT in educational initiatives contribute to the Millennium Development Goals? Explain briefly .

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12.4 ICT FOR ADMINISTARTIVE MANAGEMENT

There are several areas where ICT can be profitably applied both for administrative

and academic management. The administrative and infrastructural management are important areas where, ICT has proven to be an important aid for effective functioning. It may include every thing starting from the record and maintenance of infrastructural items to the students data base, finance etc. Besides it, the ICT helps in on-line delivery of programmes/ curriculum and also evaluation of students can be performed more effectively. Student-Teacher interaction can also be enhanced through ICT.

With the link between education and ICT becoming stronger, yielding new solutions to old problems and also innovative administrative practice, institutions need strong leadership committed to using ICT for educational purposes. The concept of e-governance and application of ICT in Educational Administration assumes significance in the context of present day ICT Initiatives. It is envisioned that use of ICT in educational management will result in an educational environment involving transparent, cost-effective and quality administration and a cadre of administrators who are supposed to facilitate better administration and provide better learning through e-content learning materials. Computerisation of administrative functions such as office applications, library applications, financial applications, student applications, personal applications, research and planning applications, Computer Managed Testing and use of LAN and WAN are some of the application-oriented uses of ICT.

Mainly in educational institutions the use of software to support timetabling has become important. The allocation of students, staff and rooms to classes can be very complex and time-consuming to complete manually. Similarly, the financial management of an educational institution can be very complex and therefore the use of appropriate software including databases and spreadsheets is required. This allows accurate financial records to be maintained and supports budgetary decision-making at all levels with the organisation. It provides a high level of independence in their financial management in schools.

12.4.1 Office Management and Institutional Planning

In any educational institute, the administrative office carries out a variety of activities such as maintaining office files, maintenance of leave records, salary calculation, budgetary provision etc. ICT can help in educational administration. For example, online registration and admission record maintenance, online performance tracking of all the students including result analysis, issuance of SLC marks sheet and other certificates to the students, online attendance of students and teachers, health record of each student, on-line issue of official notification and circulars, and maintenance of different types of records related to store, finance, books, furniture and other consumable and non-consumable items.

Management of school infrastructure is one of the important areas where ICT can be effectively used. School Infrastructure refers to the site, buildings, furniture and equipment that contribute to a learning environment. It is widely recognised that student performance is strongly affected by the design and suitability of those facilities in which it takes place. Many schools are large and complex organizations with thousands of students and hundreds of teachers, a large budget and many resources to manage. The administration of a school is more efficiently and effectively accomplished with the support of appropriate software. In particular, software is used for the following functions:

- Maintaining Student Records
- Managing Curriculum Content

- Supporting Pedagogy
- Maintaining Timetables and Classes
- Financial Management
- Assisting Communication
- Supporting schools/institutional libraries

Planning is fundamental to managing the Department's capital responsibilities. It drives all major investment in school facilities. Matching asset requirements to educational needs results in modern facilities of relevant capacity and performance. In determining where school buildings and services should be located, both now and in the future, a 'service' or 'provision' plan is generated for each local community which may include population, current and future demand for places in schools, government policy on school sizes and structures, local community and industry, educational needs, opportunities to link schools with one another and to other community services and facilities. ICT can play an important role in planning and development of new policies for future.

There is no dearth of fantastic initiatives in the field of e-Governance but there are very few of them who sustain the test of time and that is equally if not greater challenge than initiating the programme itself. There is no denying the fact that putting the ICT based MIS into place is a Herculean task, however the sustainability and continuity of the same is equally important for any reforms in the system. ICT can help in conceiving and planning new progarmmes and find innovative solutions for effective and need-based education.

12.4.2 ICT for Database Management

Database management is one of the important components of any educational system. The database normally includes student enrolment data, receipts and expenditure records, assessment and evaluation data, teachers profile and their individual records. Many a times different types of special reports are required from the big data and one types of data may be required to be linked with other types of data.

Databases are maintained to include a large amount of information about each student which can be easily retrieved and analyzed when required. Networked systems provide the opportunity for a range of people (teachers, administrative staff, parents and students) to access this information where appropriate security can be maintained using levels of access. ICT has made it very easy not only to maintain the different type of data but also to update and modify the data as per requirement. The analysis of data from different points of view can help us in studying and understanding the shortcoming and strengths of the system.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

3. Mention any five areas where ICT can be applied in educational institution.

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4. What are the major areas where ICT can be applied?

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5. What is database management system ?

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12.4.3 ICT for Financial Management

Successful financial management ensures the future of a school or educational institution. There are a range of resources to assist in understanding and managing finance in the education system. ICT has become a reliable and very useful tool for effective and transparent management of the finances in the educational institutions. ICT has not only brought transparency in the system but has also made it free from corruption. There are several programmes and software mainly developed for financial management in the educational institutes. Besides maintaining the data base of the assets, receipts and payments, ICT tools help in making payments and receipts on-line which is not only cost effective but time saving also in the transactions. In addition to it, following major initiatives could be taken for effective financial management in the education system:

- Online user guides related to the practices and policies underpinning the basics of financial provision could be made available,
- Necessary information for schools on managing the EMA financial payments could be delivered through ICT,
- Policies and procedures related to schools' Investment Accounts, grants and other payments can be transferred directly into the school account.
- Linking to current professional development programmes available to schools to support and enhance their understanding of financial management in schools.
- On-line circulars that outline policy and procedure for various financial and administrative issues that impact schools.
- It is easy to establish liaisening with schools on financial management, practice and school financial policy issues.
- ICT enables resources to support the understanding of schools, teachers and other staff about school taxation requirements.

The entire focus earlier was primarily in Personnel, Office and Finance Management as it was felt that once the personnel issues were addressed, the staff can be motivated towards academic reforms.

12.4.4 ICT for Supervision and Monitoring

ICT is not confined to the school administration and teaching learning, it has great role to play in the supervision and monitoring of the schools and institutions, For example following are some of areas where ICT can help in supervision and monitoring of the educational system:

- taking online School Information including geographical boundaries of a particular school,
- online Inspections of Schools, .
- online Assessment of Classroom teaching in respect of each and every teacher.
- online attendance of Students to check truancy.

12.5 ICT FOR ACADEMIC MANAGEMENT

ICT has not only played an important role in the management of the educational administration system, but it has brought a revolution in the field of education particularly for imparting quality education at door steps of the learners. On-line learning and e-Learning is an exploration and use of a broad range of information and communication technologies to provide new learning environments that may be interactive or accessed online from home or within the community. The inclusion of e-Learning gives students new and valuable learning experiences.

12.5.1 ICT in Programme Delivery

The ICT initiatives have found an important role in teaching learning process and have been extended to usher in academic reforms touching the issues directly concerning classroom teaching, student performance and accountability of teachers through interventions such as Computer Aided Learning in multimedia classrooms, on-line learning, Online Student Feedback and online evaluation and support services to the learners. Learning Management Systems (LMS) provide integrated systems to support educational systems, schools, teachers, parents and students in describing, organising, analysing and communicating.

In addition , the ICT can be put to several uses for enhancing the teaching-learning process in the field of education. The important ones are :

- **Information Resources, Tools and Portals:** Web provides extensive links to information on ICTs in education and platforms for educators. They can exchange knowledge in the form of information sharing and exchange of notes. One would find many working papers by academics all over the world available on the Internet.
- **ICTs as a Supplement to Classroom:** In a classroom set up teaching is generally based on lectures. ICT can be a beautiful way of supplementing classroom activities. We observe that for effective delivery of curriculum teachers prepare their lecture notes before taking a class. These lectures notes can be made available to students through ICT. These days we find lecture notes of many eminent scholars (often quite extensive, as good as chapters in a text book) available on the Internet. These could be used by students as reference material which helps in better comprehension of subjects. Assignments, questions for discussion and lesson plans can be put on the network, which in turn is accessible to students

12.5.2 ICT in Admission and Examination

With the increasing use of ICT, the admissions have become on-line and walk-in. Registration forms are made available on-line and the forms along with the required fee can be submitted on line. The status of the admission are also made online. Is has made the system more learner friendly and more accessible to them. Online Admission of students and tracking their details through issuance of SLC are some of the important features of ICT in educational management.

Similarly, the conduct of examinations and evaluation of the performance of the learners are now possible through on-line. There are learning management systems that can be used for continuous assessment of the performance and progress of the learners, and the students can have close interaction with their tutors and peers. Tutor can give on-line feed back to the learners and can guide them for remedial studies. Now, the term- end examinations are also being conducted online and the results provided immediately. The concept of walk-in examinations and on-demand examinations are also possible through the ICT.

12.5.3 Networking and Orientation

Communication within an organization is always important, and efficient communication with those outside the organization is often crucial. As with other organizations, schools are increasingly using computers to support communications. This may be simply broadcasting notices to staff, providing bulletin boards and chat facilities. Electronic mail facilities have allowed staff to easily communicate with each other and relevant people outside the school. Teachers and administrators may also use computer communications to transmit or receive data files on students, administrative tasks, policies and so on. School libraries use computers to maintain records of items, borrowings and borrowers.

Many use bar-code readers to improve efficiency. Increasingly libraries are providing access to electronically stored information through both local disk-based reference material and online materials available using the Internet.

12.5.4 ICT for Capacity Building and Staff Development

Education systems are often large and dispersed. Traditionally, a large number of staff and other resources have been required to maintain these organizations. Computer systems have now-a-days become an essential management tool for such organizations. For example, computer communication systems allow a large dispersed organization such as a school system to maintain efficient channels of communication.

For this there is a need for creation of an ICT environment in an institution so as to develop the ICT skills for using the ICT tools. There is a need for computers, telephone, internet and other communication channels for effective use of ICT. The importance of human element in this cannot be undermined. Trained personnel are required to create and mange the ICT. There are certain simple operations which all of us can learn easily . Thus what is needed is computer literacy and hands on experience for all teachers and staff in an educational institution.

12.6 EMERGING TRENDS IN ICT FOR EDUCATIONAL MANAGEMENT

ICT is highly dynamic in nature. Day by day new and innovative technologies are coming up which can be used in the field of educational management particularly in

imparting quality education. Some of the emerging trends in ICT which are relevant for educational institutions for capacity building are mentioned below:

E-learning : e-Learning refers to the systematic use of networked Information and Communications Technology (ICT) in teaching and learning .It is linked to the development of and access to information and communications technology (ICT) infrastructure. It is the combination of technology to enhance a learning process and reach a larger and more varied population. To make optimum use of these technologies more attention requires to be paid to the pedagogy of teaching- learning transactions. It is clear that the e-Learning environment offers more flexibility to access variety of multimedia material at doorstep.

Teleconferencing: It is an interactive electronic communication medium among people located at two or more different places. There are four types of teleconferencing: 1) Audio-conferencing; 2) audio-graphic conferencing ;3)Videoconferencing; and 4) Web-based conferencing. Teleconferencing is used to assist teacher-learner and learner-learner discussions, as well as to access experts and other resource persons in both formal and non-formal modes. In open and distance learning institutions, teleconferencing is a useful tool for providing instructions and learner support.

Audio conferencing: It involves the live (real-time) exchange of voice messages over a telephone network. When low-bandwidth text and still images such as graphs, diagrams or pictures can also be exchanged along with voice messages, then this type of conferencing is called audiographic. Non-moving visuals are added using a computer keyboard or by drawing/writing on a graphics tablet or whiteboard.

Videoconferencing: Allows the exchange not just of voice and graphics but also of moving images. Videoconferencing technology does not use telephone lines but either a satellite link or television network (broadcast/cable). *Web-based conferencing*, as the name implies, involves the transmission of text, and graphic, audio and visual media via the Internet; it requires the use of a computer with a browser and communication can be both synchronous and asynchronous.

Blended learning: It is a learning model that combine traditional classroom practice with e-learning solutions. For example, students in a traditional class can be assigned both print-based and online materials, have online mentoring sessions with their teacher through chat, and are subscribed to a class email list. Or a Web-based training course can be enhanced by periodic face-to-face instruction. Instead, consideration must be given to the subject matter, the learning objectives and outcomes, the characteristics of the learners, and the learning context in order to arrive at the optimum mix of instructional and delivery methods.

Tele-collaboration: It is a collaboration of tools of email, message boards, real-time chat, and Web-based conferencing. It connects learners to other learners, teachers, educators, scholars and researchers, scientists and artists, in a nutshell to any individual with access to the Internet who can enrich the teaching- learning process.

Mobile Computing: Mobile computing is a technology that helps you to connect your computer to network whenever you want and wherever you go. This technology actually caters to the needs of users who ask for mobility and portability in using their computers. As notebook computers (laptops) became more and more affordable and useful, the number of laptop users has increased rapidly. Mobile computing gives them an easy and convenient access to the computer network and the Internet.

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

6. Mention few areas in teaching learning process where ICT can be used.

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7. Highlight a few emerging trends in ICT which are required for educational institutions.

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12.7 ICT IN AN EDUCATIONAL MANAGEMENT – CASE STUDIES

ICT has now become an integral part of almost all the educational institutions all over the world.

12.7.1 e – Del : Use of ICT in Directorate of Education, Delhi

The Director of Education, being executive head of schooling system in Delhi, has before him, a Herculean task of managing around 1000 schools with 40,000 staff to cater to about 9.5 lakh children with the sole aim to provide quality education in the government schools. The sheer extent of numbers to be provided this facility has its fall out on the effort required to ensure reasonable level of performance in all schools. Keeping in view the daunting task ahead, a web- based MIS was mooted that was capable of the following:

- captures almost the entire workflow and processes of the Department and somewhat reengineer them to suit the demands of modern and efficient work procedure.
- provide all the information in the required format at the right time with accuracy to facilitate decision making by the authorized decision makers.
- make the work so much easier and faster/smoother that people adopt it willingly even if there is initial resistance in the form of mental barriers for using an entirely new system.
- Reduce the burden of routine, repetitive and monotonous works to a fraction of the original and spare more time to the officials to indulge in more constructive and creative works.

The web-based MIS has been extended in all the schools that cover all aspects of management. Challenges like Consolidation, Fine- tuning, Technical Perfection and Institutionalization to take the programme to the point of no return were also taken care of.

The entire focus earlier was primarily in Personnel, Office & Finance Management as it was felt that once the personnel issues were addressed, the staff can be motivated towards academic reforms.

The IT initiative had to be taken to its logical conclusion and for this the programme was extended to usher in academic reforms touching the issues that directly affect classroom teaching, student performance and accountability of teachers through interventions such as:-

- Computer- Aided Learning in multimedia classrooms.
- Online Admission of Students and tracking their details through issuance of SLC.
- Online School Information including geographical boundaries of a particular school.
- Online Student Feedback
- Online Inspections of Schools.
- Online Assessment of Classroom teaching in respect of each and every teacher.
- Online attendance of Students to check truancy.

Public Interface is very dynamic with any person in the Capital having direct access to the highest executive i.e. Minister of Education through 'Mail to Minister' Link. Technical refinement was initiated through training the Programmers to work on the N-tier architecture instead of 2-tier architecture implemented before.

It was also decided that not only should we institutionalize and consolidate, we should start working in all the potential areas where maximum gains in real terms are going to accrue. The initiatives of ICT undertaken recently include consolidation and fine tuning of existing Modules such as Finance Module, Pay Roll Module, Infrastructure Module, Student Module, Personnel Information System, Transfer Posting Module, Court Case Module, Vigilance Module, MIS Mail, and Online attendance of Teaching Staff. New initiatives undertaken are broadly divided into 4 categories as under:-

1. **For Students**
   - Computer- Aided Learning
   - Computer Education Project extended to remaining 650 schools.
   - Online Student Management Module
   - Online Student Feedback
   - Computerised I-card facility for students
2. **For Personnel Management**
   - Transparent online transfers with the employee's of workplace
   - HR Module further fine tuned.
   - E-Service book under preparation.
   - GPF transactions to be made online shortly.

3. **For Office Management**
   - Online Finance Management – Budget Module
   - Online Library Management System
4. **For Public Interface**
   - Online School Information System
   - All the Departmental Orders/Circulars available for online on Department's Website www.edudel.nic.in

12.7.2 On-line Admission in Distance Education System

The open and distance education has emerged as a viable mode of education for those who because of one or other reason could not continue their education. In ODL access for quality education has been a very serious concern. The application of ICT has made educational opportunities open for all at their door steps by providing on-line admission facility. The National Institute of Open Schooling at school level and the Indira Gandhi National Open University at higher educational level have tried out an innovative project named Ni-On project and on-line admission projects respectively for on-line registration for admission and examination for the distance learners. Ni-on project by NIOS is an Exemplary Horizontal Transfer of ICT - based Best Practice. The objectives of the project include;

- To promote e- governance and better governance as directed by government of India from time to time.
- To ensure transparency and improving the efficiency in operations of NIOS in its key areas of functioning like admissions, accreditations and examinations and other activities.
- To assist government's goal of Universalisation of Secondary Education (USE) by improving and enhancing the reach of NIOS to its potential learners of NIOS.
- To bridge the digital divide in between the learners of NIOS and formal system by providing them opportunity to use ICT.
- To facilitate the structural functional transformation of NIOS as ODL institutions by imparting it greater flexibility, openness, superior quality and reliable services, as service provider – to its marginalized target group of learners.

The NIOS as well as IGNOU have initiated online admissions based upon online admission application form available at their websites. This gave learners the freedom to educational access NIOS and IGNOU admission from anywhere in India, at any time, without involving any outside agents or study centres. The salient features of the Online Admissions are as follows:

- Faster and Simpler Admission i.e. direct access to the admission;
- Choice of Study Centre: Freedom to select Study Centre of his/her choice;
- Admission Open 24x7: Admission opened round the year for the learners for On Demand Examination of Secondary Course of NIOS and selected programmes of IGNOU;
- Better support services: Direct interaction of learners with these institutions and faster redressal of all problems;

- Easy Payment: Payment of fee online through credit card.

12.8 ICT ENVIRONMENT IN AN EDUCATIONAL INSTITUTION

In order to use ICT for educational management there are certain minimum requirements which an institution has to necessarily meet. These includes the hardware, software and internet connectivity.

12.8.1 Hardware Requirements

Computers are available in two variants; Desktop and Laptop. Desktops are usually installed in a fixed location (home or office) while laptops are mobile. A computer has three essential parts. A processor, memory space and display unit. Presently,a standard desktop comes with Pentium-IV processor, 80 GB hard disk , and TFT monitor. A laptop weighs about 10.5 to 2 kg and thus can be carried any where. Earlier computers were much larger in size and lower in processing speed. Thus, over time there has been decrease in size, in crease in efficiency and decrease in prices of computers.

The hardware should include computers with latest configuration having multimedia components in-built as CD-ROMs, DVD-ROMs, CD-quality speakers, HDTV (High Definition Television), system inbuilt camera, SVGA (Super Video Graphics Adapter), Hi-Resolution monitors, color printers etc. Besides, an educational institution should have digital cameras, data projector and electronic white board. In addition, there should be a good quality printer, scanner, pen drive, etc.

12.8.2 Software Requirements

There are various types of software available namely Applications Software and Systems software. The Operating System (XP, or Windows), Office Tools (Word Processor, Spreadsheet, Presentation and Database), DTP and Graphics softwares. In present scenario Open Source Software(OSS) is more useful in educational institutions.

Open Source is software whose source code is published and made available to the public, enabling everyone to copy, modify and redistribute the source code without paying royalties or fees. The main reasons of using open source software by most computer users are as follows: Open Source Software suffers from fewer security vulnerabilities than proprietary options, especially Microsoft. Open Source programmes tend to have more advanced features and customizability than proprietary products. Open Source Software is FREE. You pay nothing for a very high quality product. In the Open Source development community, any skilled individual can contribute to projects in many ways.

12.8.3 Computer Network

Computers can interact with one another. For that purpose we need to build a network system. A computer network is an interconnection of various computer systems located at different places. In computer network two or more computers are linked together with a medium and data communication devices for the purpose of communicating data and sharing resources. The computer that provides resources to other computers on a network is known as server. In the network the individual computers, which access shared network resources, are known as workstations or nodes.

Network used to interconnect computers in a single room or rooms within a building or nearby buildings is called Local Area Network (LAN). This usually spans about 0-5 kms and is generally a private network owned by an organization. For example: Office LAN, Hospital LAN, Campus-wide LAN, etc. LAN links computers through software and hardware in the same area for the purpose of sharing information. Usually, LAN links computers within a limited geographical area and are therefore connected by a cable. Addition of a new computer in the network therefore requires cabling to be done. People working in LAN get more capabilities in data processing, work processing and other information.

The Internet is a network of networks. Millions of computers all over the world are connected through the Internet. Computer users on the Internet can contact one another anywhere in the world. If your computer is connected to the Internet, you can connect to millions of computers. You can gather information and distribute your data.

Internet is very much similar to the telephone connection where you can talk with any person anywhere in the world. In Internet a huge source of information is accessible to people across the world. Information in every field starting from education, science, health, medicine, history and geography to business, news, etc. can be retrieved through Internet. You can also download programs and software packages from anywhere in the world. Due to the tremendous information resources the Internet provides, it is now indispensable to every organization.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

8. What are the requirements to use ICT for educational management ?

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9. What is LAN?

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12.9 LET US SUM UP

Apart from teaching activities teachers spend a large amount of time in non-teaching tasks such as planning, testing, marking and recording. Using computers to support these tasks has a number of benefits for teachers particularly in increasing their productivity by saving time. The use of a computer can minimise the time spent on these tasks as well as in helping to improve the quality of the way the tasks are performed. Some of these applications are: Storing Student Marks, Course Planning, Instructional Materials, Creating Tests, Marking Tests, Student Records and Reports,

and Computer Managed Learning (CML). An institute needs to buy a software as per its requirements.

12.10 UNIT END ACTIVITIES

1. Discuss the impact of ICT an classroom teaching learning process.
2. Describe the ways you would like to use ICT in an institution.
3. Why is it important that information technology be accessible ?
4. Visit to a techno based training centre and observe various ICT applications in an institution. Prepare a report describing different applications in your institutional context.

12.11 REFERENCES

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12.12 ANSWERS TO CHECK YOUR PROGRESS

1. There are several advantages of using ICT in educational institutions. Among these are :
   a) increase in efficiency at work place
   b) ICT results in higher accuracy as the chance of errors is much less
   c) Many complex operations which can be time consuming for human beings can be easily performed by the computer.
   d) It can help in communication more effectively, takes only a few seconds to send large files or data to far off places.
2. Education and its policy makers alike agree that information and communication technology is of paramount importance to the future of education. ICT in education initiatives focuses on the following areas are most likely to successfully contribute to meeting the Millennium Development goals.
   i) Increasing access through distance learning. ICT can provide new and innovative means to bring educational opportunities to larger numbers of people of all ages especially those who have historically been excluded , such as populations in rural areas, women facing social barriers, and students with disabilities.
   ii) Large numbers of school teachers will be needed to meet the Millennium Development Goals for education. The use of ICTs can help in meeting teacher training targets. Moreover, ICTs provides opportunities to complement on the job training and continuing education for teachers.
3. i) Admission of the students

ii) Delivery of programmes

iii) Maintenance of leave records

iv) Salary calculation

v) Student teacher interaction.

4. There are several areas where ICT can be applied. The administration and infrastructural management is one of the important areas where ICT can be applied.

5. A data base management system is computer software that manages database. Database management systems may use any of a variety of database models, such as the network model, or relational model. In large system, a DBMS allows users and other software to store and retrieve data in a structured way.

6. i) Information Resources, Tools and Portals.

ii) ICT as a supplement to classroom

7. i) E-learning

ii) Teleconferencing

iii) Audio-conferencing

iv) Video conferencing

v) Blended learning

vi) Tele collaboration

v) Mobile computing

8. (a) Hardware, (b) Software and (c) Computer network

9. Network used to internet computer in a single room or rooms with in a building or nearby building is called LAN. Usually, LAN links computer with in a limited geographical area and are therefore connected by a cable. People working in LAN get more capabilities in data processing, work processing and other information.

UNIT 13 ACTION RESEARCH APPROACH

Structure

13.1 Introduction

13.2 Objectives

13.3 A Brief History of Action Research

13.4 Meaning and Definition

13.5 Action Research Principles

13.6 When to use Action Research?

13.7 Action Research for Educational Managers

13.8 Types of Action Research

13.9 Phases in Action Research

- 13.9.1 Identification and Formulation of an Action Research Problem
- 13.9.2 Data Gathering
- 13.9.3 Decision Making
- 13.9.4 Development and Implementation of Action Research
- 13.9.5 Evaluation and Reporting of Results

13.10 Validity Issues in Action Research

13.11 Action Research Proposal

- 13.11.1 The Problem
- 13.11.2 Statement of the Problem
- 13.11.3 Statement of Objectives
- 13.11.4 Identification of the Causes of the Problem
- 13.11.5 Selection of Research Procedure
- 13.11.6 Designing and Implementing the Plan of Action
- 13.11.7 Evaluation and Reporting

13.12 Let Us Sum Up

13.13 Unit End Activities

13.14 References

13.15 Answers to Check Your Progress

13.1 INTRODUCTION

Action research is one of those terms that we hear quite often in today's educational circles. It is becoming increasingly known as an approach that encourages practitioners to be in control of their own lives and contexts. Action research is essentially problem solving research on self needs of the practitioner and is aimed at finding immediate solutions of specific problems. It began in 1940s in USA and now its influence is world wide. It has stressed Action research is essentially problem-solving research based on felt needs of the practioner and is aimed at finding immediate solutions of specific problems, of virtually to all areas where personal and professional learning is undertaken. Over the years it has received rather more publicity than most other methods in social sciences (Cohen and Manion, 1980).

The scope of action research as a method is impressive. Its usage may range at one extreme from a teacher trying out a novel way of teaching educational management to his/her class to, at another, a sophisticated study of organizational change in industry using a large research team. Whatever the situation, however, the method's evaluative frame of reference remains the same, namely, to add to the practitioner's functional knowledge of the phenomena he/she deals with. This type of research is therefore usually considered in conjunction with social or educational aim (Corey, 1953).

13.2 OBJECTIVES

After going through this unit, you will be able to

- know the meaning and history of Action Research.
- familiarise with the principles and use of Action Research.
- know the importance of Action Research for Educational Managers.
- describe the types of Action Research.
- know the different phases of Action Research.
- appreciate the validity issues in Action Research.
- formulate Action Research Proposal.
- conduct Action Research.

13.3 A BRIEF HISTORY OF ACTION RESEARCH

The history of action research can be traced back to Kurt Lewin, a social psychologist whose work on action research was developed throughout the 1940s in the United States. However, it was Stephen Corey (1953) at Teachers College at Columbia University who first used action research in the field of education. Corey believed that the value of action research is in the change that occurs in everyday practice rather than the generalization to a broader audience. Around mid 1950s, action research was attacked as unscientific. By 1970s we saw again the emergence of action research. Many felt it to be a useful tool for school reform and educational change. Borg (1981) succinctly summed up in the following words :

"Action research emphasizes the involvement of teachers in problem in their own classrooms and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education" (Borg, 1965, p.313).

Over the years the meaning and definition of action research has undergone some change. It is now seen as a tool for professional development, bringing a greater focus on the teacher than before. A detailed discussion on the meaning and definition is presented in the following section.

13.4 MEANING AND DEFINITION

Action research is variously understood by different individuals. According to some, it is a scientific process of understanding and solving a pertinent problem by well designed intervention programme workout jointly or single handedly by the practitioners but solving it collaboratively. To others, action research is a term which refers to a practical way of looking at one's work to check that it is as you would

like it to be. It is mostly done by practitioners -based research. It is very often understood as classroom research as it is mostly carried out by teachers to improve their classroom teaching.

Action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and layman. Kemmis (1988) defined action-research in education as :

A family of activities in curriculum development, professional development, school improvement programmes, and systems planning and policy development. These activities have in common the identification of strategies of planned action which are implemented, and then systematically submitted to observation, reflection and change. Participants in the action being considered are integrally involved in all of these activities. Its rationale is that the main participants should be those directly involved in the processes so that changes demonstrated to be desirable would be adopted without resistance.

Action research aims to improve practical judgement in concrete situations, and the validity of the 'theories' it generates depends not so much on 'scientific' tests of truth as on their usefulness in helping people to function more intelligently and skillfully. In action research 'theories' are not validated independently and then applied to practice. They are validated through practice. Action research is a total process in which a 'problem situation' is diagnosed, remedial action planned and implemented, and its effects monitored, if improvements are to get underway. It is both an approach to problem solving and the problem-solving process.

13.5 ACTION RESEARCH PRINCIPLES

Based on Kurt Lewin's writings David Bargal (2006) has identified the following eight main principles that characterize action research.

1. Action research combines a systematic study, sometimes experimental, of a social problem as well as the endeavours to solve it.
2. Action research includes a spiral process of data collection to determine goals, action to implement goals and assessment of the result of the intervention.
3. Action research demands feedback of the results of intervention to all parties involved in the research.
4. Action research implies continuous co-operation between researchers and practitioners.
5. Action research relies on the principles of group dynamics and is anchored in its change phases. The phases are : unfreezing, moving, and refreezing. Decision making is mutual and is carried out in a public way.
6. Action research takes into account issues of values, objectives and power needs of parties involved.
7. Action research serves to create knowledge, to formulate principles of intervention and also to develop instruments for selection, intervention and training.
8. Within the framework of action research there is much emphasis on recruitment, training and support of the change agents.

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

1. Who coined the term action research and when was it done?

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2. Who first used it in the field of education and in which year he did it?

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3. Formulate a comprehensive meaning of the term action research .

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13.6 WHEN TO USE ACTION RESEARCH?

Action research is appropriate whenever specific knowledge is required for a specific problem in a specific situation; or when a new approach is to be grafted into an existing system. More than this, however, suitable mechanisms must be available for monitoring progress and for translating feedback into the ongoing system. Apart from this Cohen and Manion (1994) identified certain areas where action research could be used. They are (a) curriculum planning, (b) decision making, (c) evaluation procedures, (d) attitudes and values, (e) in-service development of teachers, (f) management and control, and (g) administration. In addition, in educational management action research may be appropriate in finding solutions to the problems confronted in areas such as learning strategies, continuous development of teachers, student problems, etc.

13.7 ACTION RESEARCH FOR EDUCATIONAL MANAGERS

As stated earlier action research is useful in a wide variety of areas in the field of educational management. The potential contribution of action research for educational managers can be seen in the following areas.

1. It helps to understand organizational problems. – for instance amongst a host of problems, gradual decay in interpersonal relationship is the pressing one. Suitable action research strategies can be developed to improve interpersonal relationships.

2. It helps to solve problems by the practitioners. – for instance, principals can take up action research to solve their school related problems like lack of motivation of staff members, indifferent attitude of sub-ordinate staff, student indiscipline and so on.

3. It makes managers and teachers self-critical / analytical – for instance, if principal is using a certain decision making technique, he/she may try to know how effective is the adopted technique.

4. It helps in self improvement and develops self-confidence of teachers – for instance, habitual use of action research technique by the educational managers will provide them lot of insight and wisdom with regard to their functioning.

5. It helps in improving teaching-learning process – for instance, adopting an integrated approach to learning in preference to a single subject style of teaching and learning will help the teacher to design effective teaching – learning strategies.

6. It helps in achieving organizational efficiency – for instance the managers can identify the possible hurdles in enhancing their organizational efficiency.

13.8 TYPES OF ACTION RESEARCH

There are different types of action research depending upon the participants involved. Ferrance (2000) has identified four different types typical to educational management.

1. Individual Teacher Research – Such a type of research focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, etc.

2. Collaborative Action Research – This type of research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom issue. This issue may involve one classroom or a common problem shared by many classrooms.

3. School-wide Action Research – It focuses on issues common to all. For example, a school may have a concern about lack of parental involvement in activities, or the school may be looking to address its organizational and decision-making structures.

4. District-wide Action Research – This type of research is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance based, or process for decision-making. A district may choose to address a problem common to several schools or one of organizational management.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

5. In what different ways is action research needed for educational managers?

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5. State the various types of action research.

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13.9 PHASES IN ACTION RESEARCH

Broadly an action research programme comprises five phases of inquiry. Unlike other forms of research, action research also demands seriousness and commitment on the part of the teacher researchers to get fruitful result of the implemented action plan. Broadly, problem identification, problem analysis, collection and interpretation of data on action hypotheses, developing action plan and evaluation may include the important phases of action research. Details regarding these phases have been discussed below :

13.9.1 Identification and Formulation of an Action Research Problem

A question, topic, or problem derived from a review of a teacher's practice is the first step in action research. The teacher need not begin with a definite problem. All one needs is a general idea that something might be improved. The problem or topics chosen are ones that interest or concern the teacher and are derived from issues in his or her practice. Whatever may be the situation, the teacher must concentrate attention on the following questions while identifying the problem.

- What is happening?
- In what sense is this problematic?
- What can I do about it?
- How can I do it?

Furthermore while specifying the problem the following questions should be kept in mind:

- Is the topic selected properly focused?
- Is it manageable and feasible in terms of time, finance and personnel involved?

Given below are two action research topics, for example –

1. Development of Awareness on Nutritious Diet Among the Mothers of Class 5th students of Kendriya Vidyalaya, (Air Force), Makarpura Road, Baroda.
2. Development of Awareness on 'Stress-Free Education in the Pre-Primary Years' Among the Teachers and Management of Tender Feet Academy, Vasna Road, Vadodara.

It may be pertinent here to note that the first problem originated from the issue of malnutrition among a few 5th class students and the second problem originated from the issue of stress elements seen among nursery students.

13.9.2 Data Gathering

In this phase the researcher collects the relevant data so that a full description can be given of the situation. A wide variety of tools (both standardized and non-standardized) can be employed to collect the data. For example, if the problem is 'pupils wasting time in the class', by employing observation tool, the researcher would like to know things like: who are wasting time? What are they doing when they are wasting time? Are they wasting time doing similar or different things? What should they be doing when they are wasting time? What are they doing when they are not wasting time? Is there a particular point in the lesson, or time of day, or set of topics where pupils waste time the most? What are the different forms in which 'wasting time' manifests itself?

All these facts help to clarify the nature of the problem. The collection of this information can provide a basis for classifying the relevant facts, for example, generating categories for classifying the different kinds of 'time-wasting' which go on.

It can lead to some fairly radical changes in one's understanding of the original idea. For example, one may decide, in the light of this exercise, that many of the things thought to be 'time-wasting' are not, and many of the things thought not to be 'time-wasting', infact, are.

13.9.3 Decision Making

Decision making in action research programme is dependent upon not only information collected through primary source (students or any other) but also on reviewing the research literature. For example, in a study on 'development of awareness on stress free education among primary school teachers' let us say, the primary source of information revealed that the pre-service training of teachers had no input on stress free education. Such a finding should be examined in the light of some psychological evidences which have proven that children exposed to negative emotions and behaviour, typically use aggression, defiance, throwing temper tantrums, being cruel, etc. Based on these two sources of information the action researcher may decide to develop an awareness programme on stress free education among primary school teachers.

13.9.4 Development and Implementation of Action Plan

Before going into action, there is the need to decide on the selection of research procedures such as choice of materials, resources, tools of data collection, time required for intervention, and allocation of tasks. Equally important are discussions and negotiations among the interested parties – teachers, advisers, students and any other. When problems arise, make a list of alternative solutions and collect data to determine which one of the proposed solutions is best under the circumstances.

After designing the action plan and selection of research procedures, the next step is to implement the plan. While implementing the action plan the researcher needs to take care of the following :

- The use of monitoring techniques which provide evidence of how well the course of action is being implemented.
- The use of techniques which provide evidence of unintended as well as intended effects.
- The use of a range of techniques which will enable one to look at what is going on from a variety of angles or points of view.

A huge range of techniques is available to record and report on implementation. Among the usual techniques : diaries, analytic memos, document analysis, audio tapes/video, non-participant observer, interviewing, questionnaires.

13.9.5 Evaluation and Reporting of Results

The final phase involves the interpretation of the data and the overall evaluation of the action research project. In order to share the results of the study with fellow teachers as well as with the scientific community, it is essential that results are reported in a systematic manner. The teacher researcher need to know how he/she can report the result most effectively.

Whatever results are obtained, the researcher needs some insights to explain why particular results have been obtained. Also, he/she will have to arrive at a conclusion to re-examine the problem and think of alternative strategies to solve the problem.

13.10 VALIDITY ISSUES IN ACTION RESEARCH

Much of the action research is teacher determined, teacher conducted, and teacher interpreted. These realities raise important issues about validation. Validation of action research is important because it is related to the claims and practices that derive from the study. Validity of action research can be ascertained by :

- Seeking responses anonymously from the respondents.
- Building a comparision between teacher's expectation and students responses.
- Clearing an unambiguous criteria for data collection.
- Use of triangulation of sources.
- Informed conscent of the participants.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

6. State in brief the different phases of action research.

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7. What are the essential requirements in specifying an action research problem?

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8. In what manner does data gathering activity helps the action researcher?

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9. Before implementing the action plan what decision should he/she take?

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10. Why should we appreciate the validity issue in action research?

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13.11 ACTION RESEARCH PROPOSAL

On the basis of the discussion on action research so far, we can trace the possible steps of an action research proposal. A brief sketch of the proposal is presented below:

13.11.1 The Problem : This step will involve the identification, evaluation and formulation of the problem. Also the researcher should describe the urgency of solving the problem.

13.11.2 Statement of the Problem : The problem should be stated in clear and unambiguous terms.

13.11.3 Statement of Objectives : The objectives of action research be clearly spelt out.

13.11.4 Identification of the causes of the Problem : This involves collection of information from variety of sources, analyzing and interpreting the information and finally, arriving at conclusions relating to the problem under consideration.

13.11.5 Selection of Research Procedure : This involves selection of research procedures – sampling, administration, choice of materials, methods of teaching learning, allocation of resources and tasks, deployment of staff and so on. Also the evaluation procedures to be adopted need to be decided.

13.11.6 Designing and Implementing the plan of Action : This involves the decision regarding the components of action plan, how they are to be organised and implemented. Also it includes the conditions and methods of data collection, monitoring of tasks and the transmission of feedback to the research team; and the classification and analysis of data.

13.11.7 Evaluation and Reporting : This will involve the interpretation of data; inferences to be drawn; and overall evaluation of the project.

13.12 LET US SUM UP

Action research a scientific process of understanding and solving a pertinent problem by well designed intervention programme workout jointly or single handedly by the practitioner/s but solving it collaboratively. The basic thrust is not to derive generalizations but to solve real specific problem.

Action research began in USA in 1940s came to prominence in UK in the 1970s, and by the 1980s it was making a significant impact in many professional contexts.

Action research is appropriate whenever specific knowledge is required for a specific problem in a specific situation. It helps educational managers in understanding organizational problems and achieving organizational efficiency.

Action research can be conducted individually or collectively. It can be conducted in the classroom, school and out side the school (at district level). In general action research involves five phases of inquiry. Since much of the action research is conducted by the teacher in the educational institutions, the validity aspect should be properly looked at, so that credibility of the action taken can be appreciated.

13.13 UNIT END ACTIVITIES

1. Let us suppose that in your school a teacher is collecting information pertaining to students difficulty in reading and understanding of English text. You ask a question to the teacher why she is collecting those information? She replies – for remedial programme. Promptly you say why don't you conduct an action research? The teacher responds she does not know what it is. On the basis of the above situation what would be your response?

2. Identify and formulate one or two action research topics.

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13.15 ANSWERS TO CHECK YOUR PROGRESS

1. Kurt Lewin in 1947 (USA) social scientist used the term action research to describe his approach of solving social problems.
2. Stephen Corey (1953) used the term action research with teachers in solving classroom problems.
3. Action research is the application of fact finding to practical problem solving in a situation with a view to improving the quality of action within it; involving the collaboration and cooperation of researchers, practitioners and laymen.
4. It helps to understand organizational problems,
   - It helps to solve problems by practitioners.
   - It makes managers self-critical.
   - It develops self confidence.
   - It helps in improving teacher learning process
   - It helps in achieving organizational efficiency.
5. Individual Teacher Research
   - Collaborative Action Research
   - School wide Action Research
   - District wide Action Research
6. Identification and formulation of an action research problem
   - Data gathering
   - Decision making
   - Development and Implementation of Action plan
   - Evaluation and Reporting of Results.
7. Is the topic selected properly focused? and Is it manageable and feasible?
8. It helps the researcher in the preparation of action plan.
9. The researcher need to decide on the selection or research procedures.
10. Because much of the action research is teacher determined, teacher conducted and teacher interpreted.

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