UNIT 4 MANAGEMENT PROCESSES IN EDUCATION

4.1 INTRODUCTION

The first three units of this block discussed the principles and practices of management for organised systems in general and the education system in particular. The second and third units looked at the issues of management in education at the system level (organisation and structure) and then at the micro level of an institution. The discussion on institutional management inevitably focused on both educational functions as well as general organisational functions. The next logical sequence should be to look at the management of educational processes and we shall do it in this unit. Remember, we are not going into the processes common to all organisations which we discussed extensively in the first unit.

4.2 OBJECTIVES

On completion of this unit, you should be able to

- *identify* and explain the philosophical foundations on which educational processes are based;

- *compare* the educational processes with the processes of other organisations and identify the distinguishing features; and

- *analyse* from your own experience and background the strengths and weaknesses of the processes you have gone through and identify the changes, if any, required to be made.

4.3 THE PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Traditionally, education was perceived as a process through which knowledge was transmitted from one generation to another. This process of

knowledge transfer came to be identified with the function of teaching. Teachers imparted knowledge. Those who acquired knowledge were generally passive listeners; they were not active participants in this process. However, knowledge is not static; it is continuously evolving, and at a rapid pace. With this also came new methods of storage and dissemination of information and knowledge, and as we entered the 21st century, we also entered the new knowledge-driven civilisation.

In 1993, the UNESCO appointed an International Commission on Education for the Twenty-first Century to reflect on education and learning. The Commission's report deals exhaustively with, among others, the basic pillars on which education has to be founded. There can be no better way of understanding the processes of education than briefly looking at the views expressed by the Commission on the four pillars of education.

4.3.1 Learning to Know

Learning to know is not just acquiring itemised, codified information. It is more of mastering the instruments of knowledge themselves. In this case, learning is both a means and an end in life. As a means, it enables each individual to understand enough about his/her environment to be able to live in dignity, to develop occupational skills and to communicate. As an end, its basis is the pleasure of knowing, understanding and discovering. As the field of knowledge widens, people begin to understand various aspects of their environment better, and with that their intellectual curiosity is aroused and their critical faculties stimulated. They acquire independence in judgement.

Learning to know pre-supposes learning to learn, calling upon the power of concentration, memory and thought. Learning to concentrate can be in many forms, and use different situations including training, travel, play and project work. Memory and recall are essential attributes of the human faculty. Mere storing of information and remembering them mechanically will not do. We have to be selective about what we learn and should cultivate consciously our faculty of memory by association. Similarly, the faculty of thought must be cultivated by the interplay of the concrete and the abstract; in teaching and research, the seemingly conflicting methods of induction and deduction have to be combined to cultivate coherent thinking. The process of acquiring knowledge never ends. All experience through life only enriches this process.

4.3.2 Learning to Do

Knowledge by itself is of no great significance unless we also know what to make of that knowledge and what to do with it. Learning to do is in some ways implicit in learning to know, but in teaching children how to put what they have learnt into practice, we are instilling in them the habit of doing, by developing the skills in the application of knowledge.

In the industrial economies, labour was an important factor of production and occupational skills were a pre-requisite for most jobs. The growing substitution of machines for human labour is making the traditional occupations less relevant in tomorrow's world. In their place, what is now growing in emphasis is the nature of knowledge-related work especially in the context of the dominance of the service sector in the economy as against the manufacturing sector. This trend is evident from the fact that innovative businesses and jobs are emerging with unfailing regularity.

As operational skills associated with machine operators and technicians are getting obsolete, what now emerges is more of personal competence, replacing physical tasks with more mental works such as controlling,

maintaining, and monitoring machines, and also by organising, coordinating and supervising tasks. The processes of education have to take note of these emerging trends in the nature of work and prepare our children for tomorrow's work.

4.3.3 Learning to Live Together

Speaking at the convocation of the Allahabad University (India) over six decades ago, Jawaharlal Nehru, India's first Prime Minister said that the university stands for humanism, reason and tolerance. He had obviously the social objectives of education in mind. You will recall that we had mentioned earlier that education should prepare people to take charge of their destiny and shape the future of the society of which they are a part.

When we look around, we see a world which is increasingly devoid of the values that Nehru spoke about. There are conflicts of all kinds among nations, and among various communities within nations. With the extraordinary capacity for self-destruction that humanity has created for itself in the last fifty years or so, nations tend to seek dominance of one kind or another over others, while ethnic conflicts and terror are destroying whole communities in different parts of the world. Education has not been able to do much to create that atmosphere of reason and tolerance and to find peaceful resolution of conflicts and tensions.

All indications, on the other hand, are towards a heightening of tensions. For example, the general climate of competition that pervades economic activities within and between nations underscores the ruthlessness of the human spirit in economic warfare with the result that the tension between the rich and the poor continues to grow. Education should be able to contribute towards the resolution of these conflicts by fostering the quest for discovering the diversity among peoples, on the one hand, and the experience of shared purposes throughout life, on the other. The task of education is to teach the diversity of the human race, and an awareness of the similarities between, and the interdependence of, all humans. Education, whether in the family, in the community, or at school should help children and young people discover themselves, so that they can discover others and understand their problems by relating them to their own situations. Teaching should be devoid of all dogmatic approaches and should encourage curiosity and critical spirit among the young students.

Working together on special projects and group activities of all kinds expose individuals to the ways of working together, and in the process, discovering group identity that highlights what the group has in common rather than the difference between its members. In several areas, in sports, for example, tension between social classes and nationalities, in the end, has been transformed into unity by the common effort involved. Education, from the very beginning, should endeavour to introduce the young to the ways of cooperative undertakings through participation in sports, cultural activities and social welfare initiatives.

Check Your Progress 1

Note: i)   Space is given below for your answer.

ii)   Check your answer with the one given at the end of the unit.

i)   What are the trends that should be taken note of by the processes of education, to prepare children for tomorrow's work? Answer in about 50 words.

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ii)   If you are a teacher, how do you inculcate the concept of 'togetherness' among your students? Answer in about 50 words.

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4.3.4   Learning to be

Education should contribute to the all-round development of each individual- mind, body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values. An earlier Commission appointed by the UNESCO in the early 1970s mentioned in its report entitled "Learning To Be" that 'the aim of development is the complete fulfilment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments – as individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer'.

This role of education has assumed still greater significance in the context of the widely feared dehumanising effect of technological advancement. The changes in society in the last three decades or so, specially the development of the power of the media, have underscored these apprehensions. The challenge for education is no longer the preparation of children to live in a given society, but to continually provide everyone with the power and intellectual framework he/she needs to understand the world around him/her and behave responsibly and fairly. More than ever, education's essential role is to give people the freedom of thought, judgement, feeling and imagination they need in order to develop their talents and remain as much as possible in control of their lives.

Individual development continues throughout life. It is a dialectical process which starts with knowing oneself, and then opens out to relationships with others. In that sense, education is also an inner journey, the stages of which correspond to those of the continuous maturing of one's personality. Education as a means to the attainment of a successful working life is thus a highly individualised process and, is also at the same time, a process of constructive social interaction.

4.3.5   Teaching and the Teachers' Role

Teaching, as we noted earlier, was identified as the process of education for long. The shift in emphasis to learning the objectives and process of which

we considered in the previous sections of this unit, calls for new approaches to teaching and a new orientation to the role of teachers.

Traditionally, the teacher's work was confined simply to transmitting information and knowledge. In order to transform this process into a learning experience for the student, teachers have to present knowledge in the form of a statement of problems within a specified context, and put the problem in perspective so that the learners can link their solutions to broader issues. The teacher-student relationship should be centred on the objective of fully developing the student's personality, focussing on self-reliance as far as the student is concerned. The assertion of power and authority has always dominated the teacher's relationships with students, and this assertion tended to make the relationship one-sided. This position of teachers has to be transformed into one in which it is the free recognition of the legitimacy of knowledge that determines the relationship. This role of the teacher as a source of answers to questions raised by students about the world is the key to the teaching-learning process.

The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, is becoming more crucial. It is becoming increasingly necessary in modern societies for teaching to help individual judgement, and a sense of individual responsibility that enable students, to foresee changes and to adjust to them. This is the meaning of learning throughout life. Though knowledge can be acquired in a variety of ways, especially in the light of the spectacular developments in information and communication technologies, for a vast majority of learners, especially those who have not fully acquired the skills of thinking and learning, the teacher remains an essential catalyst. The capacity for independent learning and research is the key to continued individual growth, but some period of interaction with a teacher or intellectual mentor would be necessary to develop this capacity. And it is this dialogue with the teacher that helps develop the students' critical faculty.

Teaching and learning are essentially human interactions that involve dialogue, respect and wisdom. A lot has been said in recent times about self-instructional design and the prospect of technologies replacing the teacher. Learner-centric education, it is argued, should replace the traditional teacher-centric instructional system. After several experiments, and some bold initiatives especially in distance education practices, we now see a movement back to an appreciation of what teachers, tutors, facilitators or mentors do in helping people learn by connecting one another. In spite of all the marvels that technology can boast about, it now turns out that interaction and dialogue are at the core of the learning processes. So, we now have technologies that make interaction with other people possible even if the participants in the process are separated in time and space. Given the fact that technologies have empowered learners to search, document, store and retrieve knowledge and information on their own, and also help them analyse, synthesize and construct their own views and findings, there still remains a role for someone to trigger the quest for understanding raw data, identify what is relevant and establish relationships between pieces of information, and connect them constructively to arrive at a meaningful conclusion. And this requires some guidance from teachers and peers to challenge and critique problems, solutions and the experiential knowledge of all those who interact with one another in the process.. What is important is that you do it, and not how you do it, whether in a face-to-face situation or through videoconferencing

or Internet chat rooms. The reality is that some kind of "teaching" is a necessary part of all education.

Check Your Progress 2

Note: i)   Space is given below for your answer.

ii) Compare your answer with the one given at the end of the unit.

How do you describe the changing role of teachers in the context of new methods of teaching and learning? Answer in about 50 words.

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4.4   MANAGEMENT OF TEACHING AND LEARNING

The preceding discussion on the objectives and processes associated with teaching and learning would have given you a perspective of the complexity of the issues involved in managing these processes. In its simplest form, a process is the course of action taken or procedure followed for achieving a purpose. For example, in manufacturing, it is the transformation of inputs into outputs. The following diagram explains this statement:

| INPUTS | PROCESSES | OUTPUTS |

Generally, a process can be defined as an identifiable flow of interrelated events moving towards the attainment of some goal, purpose or end (Armstrong, 1990). In this definition, flow implies movement through time and in the direction of a result. Interrelated implies interaction between the events and the processes. Events are activities, happenings, changes of steps which may be major or minor. Goal suggests a human objective and purpose suggests either a human objective or an objective in a philosophical sense. End implies some conclusion or consequence that may not necessarily be sought or planned. Thus processes may or may not have consequences intended by people (French, 1982).

All these attributes are discernible in the teaching learning processes as well. There is movement in time towards some results; there is interaction between teacher and student and between knowledge and experience; there is a goal and purpose in terms of both a human objective and a philosophical goal, and there certainly is a result. In a business environment, each one of these attributes is visible and therefore quantifiable. For instance, in a car manufacturing company, a specified quantity of inputs (raw materials and labour) goes into the production of a specified number of cars (outputs). The ratio between the inputs and the outputs is expressed in terms of the productivity of the company. This is true of most business enterprises. However, in education, it is difficult to

establish such relationships. In other words, while the performance in attaining the goal or objective determines the measure of an organisation's success or failure, in education, the organisational performance depends on far too many variables and therefore is not always easy to evaluate. Still, from the management's perspective, educational processes can also be assessed and judged from the point of view of efficiency, effectiveness and quality. We shall take a look at these processes from three perspectives, namely, student learning, faculty productivity and institutional performance.

4.4.1 Student Learning

We have discussed at great length the learning objectives in the previous section of this unit. We shall therefore confine our effort here to considering only those aspects of learning as an organised activity.

Student learning will vary naturally from institution to institution. There would also be variations in defining the levels of attainments of students among institutions, even when these institutions are offering the same, or at least similar, programmes. For example, one institution may measure student performance in terms of grade point averages while another may use only the scores in the end-course examinations. A third may emphasise project work and dissertations while a fourth might go simply on the basis of the response from the employment market to its graduates. All these criteria may be used for assessing student performance, but from the management's point of view, they do not provide any tools for analysing and assessing the processes involved in learning.

The most important learning process in the academic career of a student is the engaged classroom. It is only when the student and the teacher get fully engaged in discussions about how ideas are defined, worked on and assessed, the elements of good teaching and learning are evolved. In the absence of such interaction, there can only be communication of knowledge and information, which learners may receive passively, or not receive at all. Active learning, on the other hand, involves participation of learners in discussions, debates and dialogue along with their teachers.

A second core component of establishing student learning is the continuous engagement of the students on activities like small projects, dissertations, quizzes and seminars, exhibitions and, of course, routine testing of the progress achieved in curricular learning. These standard methods are also important in assuring the parents that their children do indeed learn at the institutions. The reliability and objectivity of these criteria vary from institution to institution; they may even degenerate into pure gimmicks to advertise particular institution's higher performance levels, only to attract more students and capture a larger market share. We have noted earlier that in many cases state supervision, either directly or through mechanisms set up for the purpose, can significantly reduce commercial exploitation. Alert parents and a stronger academic community can also discourage such malpractices, and institutional arrangements like accreditation of institutions can play a major part in ensuring the quality of performance of the institutions.

The productive learning environment that an institution offers is a significant factor in student learning. Such an environment would maximise learning and reduce the drift in the academic life of most students. For example, today's classroom can be radically different from what it was a generation ago. Till recently, the standard practice was that of the teacher

lecturing to his/her students. Communication technologies have drastically altered this format. The sources from which knowledge can be acquired are varied and student-friendly. They enable students to focus on what they are learning, stimulate curiosity and permit them to pursue their quest for knowledge.

The curricular structure and course patterns are also important from the learner's point of view. Modular programmes, flexibility in the combination of courses, multiple points of entry and exit, and facilities for pacing the studies on the individual preference of learners can all contribute to developing dynamic learning environments that will capture the imagination of the learners.

4.4.2 Faculty Productivity

Productivity, in the economic sense as we noted earlier, is the ratio of outputs to inputs. Productivity is high or low depending upon the efficiency with which a firm transforms inputs (labour and capital) into outputs (goods and services).

Ask any academic about what he/she thinks about productivity in the academia. There could be as many views about it as the number of teachers you consult. Broadly, these views could be something like these:

- a teacher is productive if he/she produces high quality work, sets high standards for his/her students, and is a good citizen;

- a productive academic is one who helps students to learn and inspires confidence in them;

- a productive academic is one who publishes his/her views and research work;

- productivity is an absurd concept in teaching which has more to do with quality;

- an academic works all the time, reading, reflecting and researching. How can these be measured;

- productivity involves contribution to the field of knowledge, and the profession.

These differing perceptions reflect the absence of an agreed definition of faculty productivity; they do not totally reject the idea of productivity. You will recall that the principle of 'value for money' in educational spending became an issue primarily because of the widely held view that little or no teaching did indeed take place in many institutions and that, at any rate, the education that most students received did not add any value to their future life and work.

It will be interesting to explore why these issues about the failure of the purpose of education, and the role of teachers in it, arose in the first place. The first and most important reason was, of course, the dwindling resources for education, especially at higher levels. Governments, almost everywhere began asking their institutions to cut their expenditure, and as everyone knows, the bulk of the expenditure in education is on salaries. If salary has to be cut, who will stay with the teaching profession? Surely, not the good teachers (the productive ones).

Secondly, all organised systems have members who are un-productive. Education cannot be an exception. Business and industry have devised mechanisms to deal with their dead wood. How does one identify the dead wood in the academia?

A third issue that has often been raised in this debate is that most faculty members are more interested in research and devote more time to it. This can be done only at the cost of teaching. If teachers can neglect their classroom engagements, why are they there in the first place?

In more recent times, a new dimension has been added to the discussion on teachers' roles. With the teacher no longer the most important instrument for the dissemination of knowledge, and the communication technologies progressively taking over that function, what do teachers do? Any question of their productivity has to be based on a better definition of their role.

Finally, productivity as an economic concept assumes that teachers work for money. If that were indeed the case, many teachers would have been making much more money in business and industry. Yet, they stick to teaching. How is productivity relevant in their case?

The debate will continue since there are no simple and straight forward answers to these questions. It does not, however, mean that the problems will go away as they have no finite solutions. It is interesting to note that most of the conflict between the faculty and the administrators in educational institutions across the world can be traced to this single source, namely, productivity-related nature of their service contracts. The suggestion that teachers should be appointed on contract for a fixed short-term with provision for periodic renewal based on performance review and assessment, as against the widely prevailing system of tenure (permanent appointment) is frowned upon by teachers as a bureaucratic device designed to harm their interests. However, it is not correct to assume that teachers as a rule are against any kind of performance evaluation and feedback.

Therefore, if concerns about productivity are delinked from the bureaucratic search for 'fixing' teachers, it would be possible to evolve objective and reliable indicators about the performance of teachers and their productivity.

All that we have said so far is how difficult it is to define academic productivity and how complex it is to measure it. The complexities do not end with all that we have said so far. The productivity of a teacher is dependent on multiple criteria that are both external to and, at the same time, defined by the individual. Minimal standards of teaching excellence, for example, could be developed irrespective of who is teaching. But expectations are different for a full professor on the one hand, and for his/her junior counterpart on the other. Again, they could be different for a professor teaching languages and another teaching engineering. The teaching standards might vary vastly in a university that emphasises research from another that is focussed more on undergraduate teaching. The levels of commitment to teaching could also vary depending upon whether a teacher is already tenured or is still seeking it.

So complex is the problem that we should refrain from offering any solutions. Yet, having raised the problem, it would be useful to flag a few points that might help in our effort to move forward in addressing the problem. We list them as follows:

• First, it should be possible for the members of the institution to gauge the productivity of each participant to assure that he/she performs adequately;

- Second, an individual may be highly productive when judged by external criteria, but may not be so productive when judged in terms of the specific context of the institution's needs. In such cases, over time, a balance could be established by matching the individual talent and the institutional needs; if that fails, the institution has to decide whether it needs that individual or not;

- In more recent times, a strong view has emerged that contract appointments for short periods, say, 5 years, would provide the institution the opportunity to assess the performance of the individual, and decide whether or not his/her continuance is in the interest of the institution. This approach would lead to better performance (high productivity) from teachers, and institutions have the opportunity not to renew the contracts of poor performers (critics of the contract appointment argue that this approach is primarily to curb academic freedom that tenured faculty enjoys);

- Finally, academic productivity is all about the culture of the institution, its values and principles. A high performance institution would be the one that aids and supports its high performers, however small their number, enables and encourages the large numbers in the middle to achieve high performance, and provides the environment to the poor performers to change, improve or rethink their roles.

Check Your Progress 3

Note: i) Space is given for your answer.

ii) Compare your answer with the one given at the end of the unit.

What are the factors that would enhance active learning? Answer in about 50 words.

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4.4.3 Institutional Performance

It is only natural that this discussion on productivity should lead us to the larger issue of organisational performance. In business and industry, at the middle and lower levels of management, the work that every person does consists of a series of activities that can be managed, monitored and evaluated. This pattern works on the principle that every person reports to his/her seniors or supervisors. It is not so in teaching. A teacher in the classroom is almost sovereign. His/her work is not supervised, monitored or assessed. Nor does he/she report to anyone. This freedom of work that a teacher inherently enjoys is often interpreted as 'getting away with the best of both worlds' with no constraints of organisational control.

We have noted earlier that education is a people-oriented activity concerning all people and that it is, therefore, a social system. A business or industrial organisation, on the other hand, is created by one individual or a group of individuals with a precisely designed objective. Such organisations are owned by the people who create them, and who invest their money in the activities of those organisations. Those who create the organisations, or their

owners, normally hire people and assign them specific responsibilities and tasks. Such hiring goes down the order, and the organisations' people are generally hired people. The owners or stakeholders (investors) are not always directly involved in managing the organisations. The principle of hiring also involves firing; if you are not able to deliver, the organisation does not need you. If, on the other hand, you are a high performer, you may get exceptional rewards.

An educational institution does not belong to the category of business or industrial organisations. Remember, we call them institutions, and not just organisations, apparently because education is a major social system. We generally refer to universities as academic communities. If you pause for a moment, and reflect on the expression 'community', the following thoughts are likely to cross your mind:

- a collection of people with a common understanding and common goals;

- the members are bound by reciprocal obligations;

- the relationships that bind the community are not externally imposed commands, but internally evolved principles and values.

It is the aggregates of these attributes which are individually and collectively developed, nourished and shared by all members of the community that constitute its culture. Performance should be the letter and spirit of that commonness, not under compulsion, not under threat of punishment, but with the full realisation that in the absence of it, the community will fall apart, and will have no basis to exist. It is important that the management processes are informed by this unique nature of the culture of an academic institution and, based on such understanding, instruments are developed to assess and evaluate its performance.

It should not be assumed from these discussions that education is an unmanageable enterprise. We said earlier in unit 2 that educational institutions are self-governing entities and that their management style is participatory and collegial. Discussions, debates, dialogue and dissent are all too familiar in decision-making which is the function of one committee or another. It is not unlikely that these committees work at a leisurely pace, and most decisions take time. But that is the price the system pays for self-governance.

Check Your Progress 4

Note: i) Space is given below for your answer.

ii) Compare your answer with the one given at the end of the unit.

What are the two major differences between an educational institution and a business organisation? Answer in about 50 words.

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4.4.4   Planning

We have already touched upon the issues involved in planning and coordination at the system level. We shall now take a look at these issues at the institutional level.

For the management of an educational institution, planning involves the following steps:

- development of the strategy for attaining the goals of the institution;

- preparation of an action plan for executing the programmes according to the strategies evolved;

- mobilising the resources and preparing the expenditure plans;

- leading the institution;

- managing the human resources;

- developing performance indicators and criteria for measurement.

The objectives of education at various levels have already been established by the system leaders. Within these broad objectives, individual institutions at each level will have to specify their goals and focus depending upon what they wish to teach and whom. For instance, one institution may specialise in teaching science and technology, while another may concentrate only on languages and the humanities. A third institution may teach only girl students while a fourth may focus on professional education like legal studies, for example. There could be another set of institutions that may do a bit of all these. There could be still different sets of institutions, some offering only continuing education programmes, some others distance education programmes and still others involved only in teaching and training of working people at their workplaces.

The purpose or goal would influence the strategy. There could be several elements in the strategy. For instance, most institutions would be interested in making a quick assessment of the needs (and the market) in their chosen areas in terms of the gaps existing in the programmes currently on offer, the likely number of people who would enrol in different programmes, the trends in the employment market, what type of courses, how they can be designed and prepared and what resources can be mobilised for them, and so on. Since it will take some lead time in making these assessments, the preparatory work for this will have to get initiated in good time. Such exercises cannot be carried out too often and therefore most institutions would prefer to prepare a medium-term plan covering, say, three to five years in which their strategies would have been defined.

The next important stage in the planning phase is the design and development of the academic programmes and their curricula. Generally, this function devolves on the faculty of the institution. They may, or may not, seek external support and assistance in doing so. In either case, it is a time-consuming process and that explains why most of the academic offerings of many institutions remain outdated, and require revision and renewal.

Substantial resources go into the development of new academic programmes in terms of money and faculty time. In fact, in education, the expenditure is an investment. The normal budgets do not permit such investments; they are not adequate enough even to maintain the current levels of activities. The management of the institutions will have to explore new and additional

resources for providing the funds for such development efforts.
Governments might provide a part of it, but funding sources like business
and industry as well as other national and international agencies might have
to be approached to extend support.

Organisational leadership is a major element of an educational institution.
As far as the teaching and learning processes are concerned, as we have
seen earlier, there is very little to manage and monitor. The effectiveness of
the leadership will be determined by its ability in planning and strategising,
preparing the action plans, mobilising the resources, and creating the
conditions in which the rest of the community can contribute to the
implementation of the institution's programmes.

What we have mentioned as 'creating the conditions' mainly refers to the
organisational culture that we discussed earlier in this unit. In an
educational institution, managing its people is perhaps one of the most
challenging tasks of the management.

No discussion on educational planning and management will be complete
unless it touches upon the critical area of performance and its measurement.
In the final analysis, educational outcome is the value addition to a person's
knowledge, attitudes and outlook. These do not lend themselves to
measurement. Nevertheless, to the extent activities are planned, and certain
outcomes are assumed, it would be necessary to put in place some
mechanisms to assess the performance vis-a-vis the plans. Some of the
parameters we have identified for ensuring the accountability of the system
would provide useful indications about the performance of the institution as
well.

Check Your Progress 5

Note: i)   Space is given for your answer.

ii)   Compare your answer with the one given at the end of the unit.

How is the effectiveness of leadership in educational institutions determined?
Answer in about 40 words.

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4.5   LET US SUM UP

In this unit, we have tried to look at the processes involved in the
performance of the functions of an educational institution. In order to
understand the nature of these functions, we have gone in some detail in to
the philosophical foundations on which educational processes are built.
Though it might have sounded somewhat abstract (as indeed all
philosophical expositions are), we thought it would deepen your
understanding of the distinction between the processes in education on the
one hand, and those in business and industry, on the other.

In a business environment, inputs are transformed into outputs through specified processes. Both inputs and outputs represent measurable quantities and the processes can be subjected to quality checks. In education, inputs and outputs can be identified, but the contribution of the processes to the outputs is not always measurable. At best, this contribution is a value addition; a person who enrols in an institution has improved upon his/her knowledge, and skills in the application of that knowledge; he/she has also acquired a new worldview, perhaps a better understanding of the world and possibly also a new meaning of life. This transformation of the individual's intellectual horizon and mental faculties is what education has accomplished and that is the contribution of the educational processes. Surely, these are not easily quantifiable.

We have identified three critical components that constitute the core of these processes – student learning, faculty productivity and institutional performance. We have then examined the issues involved in the management of these processes, which, we hope will have provided you with some insights into the complexities associated with the organisation and management of educational processes.

4.6 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

i) The 21st century is marked by phenomenal changes in the way we live, work and learn. At the core of this change are knowledge and the ways in which it is transmitted and applied. The nature of work is changing and so does the workplace. Today's work needs knowledge and skills in supervision for controlling, monitoring and maintaining machines. With the diversification of sources of knowledge and the ways to acquire it, educational processes should equip children with the skills to search, store, retrieve and synthesise knowledge and applying it for different purposes.

ii) I would convert the classroom into interactive group sessions in which small groups of children sit together and work on different problems and try to find solutions to them. I would encourage them to understand each other, share their thoughts, understand their weaknesses and help them develop common interests and concerns.

Check Your Progress 2

One of the most significant developments in modern times is the multiplication of sources of knowledge. Teacher is no more the only source of transmission of knowledge and information. The role of a teacher should be to help learners access knowledge, understand it and apply it in specified contexts to the solution of problems. Teachers have to transform their role as a source of answers to all questions raised by students; they should instead help students explore answers to questions about life, work and living.

Check Your Progress 3

The engaged classroom in which teachers are involved with their students in discussions, debates and dialogue is a critical factor in creating an active learning environment. Student activities like projects, dissertations, quizzes and seminars help contribute to the environment and develop creativity. Flexible curricular structures and course patterns are also important in sustaining student interest.

Check Your Progress 4

Education is a people-oriented activity and is a social system. An educational institution, unlike a business organisation, is not 'owned' by the individuals who create them. While the objective of most business organisations is to develop a good product, market it and turn a profit, an educational institution has a larger social objective to fulfil.

Check Your Progress 5

There is little to manage and monitor the teaching and learning process by the leadership. However effectiveness of the leadership in educational institution is determined by its ability in planning and strategising, preparing the action plans, mobilising the resources and creating the conditions in which the rest of the community can contribute to the implementation of the institutional programmes.

4.7   REFERENCES AND FURTHER READINGS

(Given below are the titles, which have been used to prepare this Block. It is NOT suggested that you should go looking for these books to study them in original. If you can manage, you may look for a few titles, but they are not obligatory for completing the course successfully.)

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Dear Student,

While studying the units of this block, you may have found certain portions of the text difficult to comprehend. We wish to know your difficulties and suggestions, in order to improve the course. Therefore, we request you to fill up and send us the following questionnaire, which pertains to this block. If you find the space provided insufficient, kindly use a separate sheet.

Please mail to:
Course Coordinator (MDE-414)
STRIDE, IGNOU, Maidan Garhi
New Delhi-110 068, India

Questionnaire

Enrolment No.

1. How many hours did you spend for studying the units?

Unit no.	1	2	3	4
No. of hours				

2. Please give your reactions (by '√' mark) to the following items based on your reading of the block:

Items	Excellent	Very Good	Good	Poor	Give specific examples if poor
Presentation Quality					
Language and Style					
Illustrations Used (Diagram, tables etc.)					
Conceptual Clarity					
Check Your Progress Questions					
Feedback to CYP Questions					

4) Any other comments: