UNIT 4 MANAGEMENT PROCESSES IN EDUCATION

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4.0 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 focussed 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.

4.1 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.
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; the knowledge acquisition through this process was passive. The learner has little or no active role in the process of learning. 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 enter the 21st century, we are also entering a 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.

4.2.1 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 sense, 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 understanding, knowing 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.
4.2.2 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 production 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 work such as controlling, maintaining and monitoring machines, and also by organising and supervisory 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.

4.2.3 Learning to live together

Speaking at the convocation of the Allahabad University over fifty years 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 to 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 their 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 tensions between
the rich and the poor continue 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 differences between its members. In several areas, in sports, for example, tensions between social classes and nationalities have, in the end, been transformed into unity by the common effort involved. Education, from the very beginning, should endeavour to introduce the young to the ways of co-operative undertakings through participation in sports, cultural activities and social welfare initiatives.

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Check Your Progress 1

Answer the following questions in about 50 words each.

**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?

ii) If you are a teacher, how do you inculcate the concept of 'togetherness' among your students?
4.2.4 Learning to be

Education should contribute to the all-round development of each individual—mind and 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 fulfillment 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 two 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 continuously 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 end of a successful working life is thus a very individualised process and at the same time a process of constructing social interaction.

4.2.5 Teaching and the teachers' role

Teaching, as we have 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 around 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 free recognition of the legitimacy of knowledge 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 critical. It is becoming increasingly necessary in modern societies for teaching to help from 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 the fields of information technology and communications, 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 student’s critical faculty.

Check Your Progress 2

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

Note: i) Space is given below for your answer.
   ii) Compare your answer with the one given at the end of the unit.


4.3 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 transformation of inputs into outputs. The following diagram explains the statement.
Generally, a process can be defined as an identifiable flow of interrelated events moving toward 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 process. 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 a process may or may not have consequences intended by people (French, 1982).

All these attributes are discernible in the teaching learning process 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 points 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.

4.3.1 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 naturally vary 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 teacher and the students get fully engaged in discussions about how ideas are defined, worked on and assessed that 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 the process along with their teachers in discussions, debates and dialogue.

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 assure their market share.

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 of knowledge acquisition 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 learners’ point of view. Modular courses, 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 processes that will capture the imagination of the learners.

4.3.2 Faculty productivity

Productivity, as we have noted earlier, is in the economic sense, the ratio of outputs to inputs. Productivity is high or low depending upon the efficiency
Educational Systems Management

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 publishes a lot
- a good teacher is one who helps students to learn and inspires confidence in them
- 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, specially 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, whose places will go, surely not those of 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 source 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 straightforward 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 conflicts 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) 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.

**Check Your Progress 3**

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

**Note:** i) Space is given below for your answer.  
ii) Compare your answer with the one given at the end of the unit.
**4.3.3 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 of a person reporting to his/her seniors or supervisors. It is not so in teaching. A teacher in the classroom is almost a sovereign. His/her work is not supervised, monitored or assessed. Nor does he/she report to any one. 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 discipline.

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 people who create them, and who invest their moneys in their activities. Those who create such 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 would 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 that 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 aggregate 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, nor 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 are delayed. But that is the price the system pays for self-governance.

Check Your Progress 4

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

Note:  i) Space is given below for your answer.
      ii) Compare your answer with the one given at the end of the unit.

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Planning

We have briefly 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 as per 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 objective 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 still be 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 work places.

This 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 in this direction 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 our 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, this 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 sources 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 and persuaded to extend support.

Organisational leadership is a major element in the management 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 therefore be determined by its efficiency in planning the strategies, 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 just mentioned as 'creating the conditions' mainly refers to the organisational culture which 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-à-vis the plans. Some of the parameters we have identified for ensuring the accountability of the system would provide useful indication of the performance of the institutions as well.

4.4 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 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 output is not always measurable. At best, this contribution is a value addition; a person who enrolls 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.

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.
4.5 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

1. The process of education should take note of the emerging trends of business processes and methods. The nature of work is changing, and so is the work place. The work of tomorrow might need more personal competence in controlling, monitoring and maintaining machines and related supervisory tasks.

   i) I would create an atmosphere in the class in which each student participates in special projects and group work to provide them opportunities to work together. I would encourage them to understand each other, share their strengths, understand their weaknesses and help them develop common interests and concerns.

   ii) One of the most significant developments in modern times is the multiplication of the sources of knowledge. Teacher is no more the single source of knowledge transmission. The role of a teacher is 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 questions raised by students about the world and its ways.

2. 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 that environment and develop creativity. Flexible curricular structures and course patterns are also important in sustaining learners’ interest.

3. 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 earn a profit, an educational institution has a larger social objective to fulfil.
REFERENCES AND SUGGESTED 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).


Dhanrajian, G., P.K. Yuen, Y and Wales, C.S., (Eds) (1994) Economics of Distance Education : Recent Experience, Hong Kong: Open Learning Institute Press.


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 out and send us the following questionnaire, which pertains to this block. If you find the space provided insufficient, kindly use a separate sheet.

**Questionnaire**

Enrolment No. □□□□□□□□□

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

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2. Please give your reactions to the following items based on your reading of the block:

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3. Any other comments:

Mail to:
Course Coordinator (ES-314)
STRIDE, IGNOU, Maldan Garhi
New Delhi – 110068, India.