



NETAJI SUBHAS OPEN UNIVERSITY

BDP
STUDY MATERIAL

E E D

PAPER - VI

GROUP : A & B

**Educational Management,
Administration and Fundamentals
of Educational Technology**



PREFACE

In the curricular structure introduced by the University for students of Bachelor Degree Programme, the opportunity to pursue Graduate course in subject introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in contrived differentiation.

Keeping this in view, study materials of the Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis with the changing time.

The accepted methodology of open and distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing and devising of a proper lay-out of the materials. Practically speaking, their role amounts to an involvement in invisible teaching. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care and wisdom without each being seen by the other.

The more learners would seriously pursue these study materials the easier it will be for him/her to reach out to the wider horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that may be rated as quality self-learning materials. If anything remains still esoteric or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University.

Needless to add, a great part of these efforts is still experimental-in fact, pioneering in certain areas. Naturally, there is every possibility of some omission or inadequacy here and there. However, these do admit of restitution and furtherance in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all stakeholders.

Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor

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Paper - VI : Educational Management, Administration and Fundamentals of Educational Technology

Chairman

Prof. Subha Sankar Sarkar,
Vice Chancellor,
Netaji Subhas Open University, Kolkata - 64

Convenor

Prof. Atindranath Dey,
Director,
School of Education,
Netaji Subhas Open University, Kolkata - 64

Course Contributors:

Content Editing

Group-A: Educational Management and Administration

Unit - 1 & 2 : Shri Arnab Kumar Dutta

Unit - 3 & 4 : Dr. Piyali Ghosh

Group-B: Fundamentals of Educational Technology

Prof. Debjani Sengupta

Unit - 5 & 6 : Dr. Rajib Lochan Mahapatra

Unit - 7 & 8 : Sri Sanjay Sarkar

Format Editing :

Dr. Papiya Upadhyay & Dr. Parimal Sarkar

Course Design & Coordination:

Dr. Parimal Sarkar & Dr. Papiya Upadhyay

Notification

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Mohan Kumar Chattopadhyay
Registrar

State of Tennessee
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Division of Special Education

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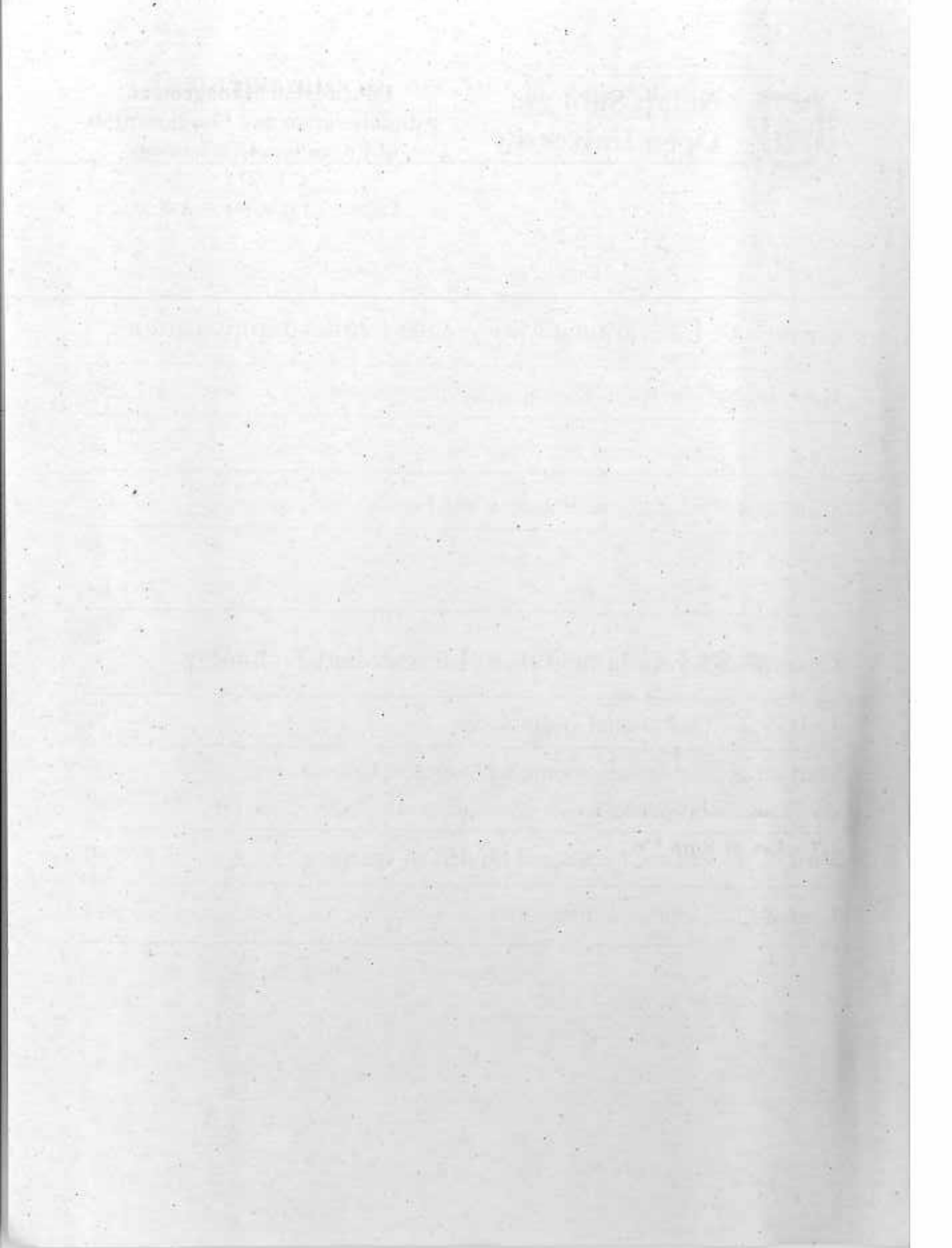
**Educational Management,
Administration and Fundamentals
of Educational Technology
EED
Paper-VI (Group - A & B)**

Group-A : Educational Management and Administration

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Unit - 1 Concept of Educational Management

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1.1 Introduction:

Every organization has some plans for its fruitful outcomes. As educational institution is an organization, so it has also some specific plans to achieve educational aims and objectives. These plans are the theoretical way to achieve the goals of an

institution. But the main problem will arise with the execution of the plans in a proper manner. With this execution process, an institute shows its effectiveness i.e. effective utilization of human and material resources according to the institutional plans. There are different modes of execution of institutional plans. Now the question is , who is behind the execution of the plans in a proper way?. The simple answer of this question is -'Management'.

1.2 Objectives

From this unit students will able to -

- i. Understand the origin and process of management.
- ii. Make concept about educational management.
- iii. Explain the nature of educational management.
- iv. Describe the scope of educational management.
- v. Enumerate the function of educational management.
- vi. Illustrate the needs of educational management.
- vii. Describe centralization process of educational management.
- viii. Point out advantages and disadvantages of centralized educational management.
- ix. Discuss about dcentralized educational management process.
- x. Find out the advantages and disadvantages of dcentralized educational management system.
- k. Define leadership style in educational management.
- xii. Describe different types of leadership style in educational management and their way of application.

1.3 Educational Management: Meaning, Nature, Scope, Function And Needs

1.3.1 Management

The term 'management' has been derived from the two Latin words 'manus', means 'hand' and 'agere', means 'to act'. But the French word 'mesnagement' (to handle, especially tools) was behind the development of the English word 'management, means, 'the process of dealing with or controlling things or people'.

Management is the controlling system of any type of organization. Its main vision is to achieve the aims and objectives of the organization through proper uses of available resources efficiently and effectively. Management includes the activities of-

- I. Setting the strategy of an organization- planning
- II. Coordinating the efforts of its manpower - organizing and staffing.
- III. The application of available resources (financial, natural, technological, and human resources)directing and controlling.



In short, management is the process (or sets of plans) which brings maximum fruitful outcomes through minimum cost and resources to an organization. The term "management" may also refer to those people who manage an organization.

1.3.2 Educational Management

Educational organization is fundamentally a social organisation where inter human relationships must play a major role. The management process in this field must be a complex one because there should be a properly planned task without emphasizing the rigid application of mechanical and physical principles. In educational management there must be adequate freedom and flexibility on the one hand and necessary discipline and decorum on the other. Thus educational management confined the practical measures for ensuring the process to work for achieving the aims and objectives of an educational organization.

The ultimate aim of Education is to making the pupils productive members of society through a series of learning experiences which are helpful for imparting knowledge, values, attitudes and skills within them.

If we consider the educational institute is an organization, then the management process is also same as the process of planning, organising, directing and controlling

the activities of an institution by utilising human and material resources so as to effectively and efficiently accomplish the functions of teaching, extension work and research.

More clearly, Educational management is concerned with the planning and formulation of educational policies or programmes with a view to achieving educational goals.

The term educational management can be defined as, "Educational management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and expected goals or objectives".

Henry Fayol defines management as, "to manage is to forecast and plan, to organize, to command, to coordinate and to control".

According to Shelly Umana, management implies an orderly way of thinking. It describes in operational terms what is to be done, how it is to be done and how we know what we have done. Management is a method of operation and good management should result in an orderly integration of education and society.

"Management is the art and science of decision making and leadership"- Donald J. Clough.

According to G. Terry page and J.B. Thomas, the educational management is, "Theory and practice of the organisation and administration of existing educational establishments and systems."

To Kreitner, "Educational Management is a problem solving process of effectively achieving organizational objectives through the efficient use of scarce resources in a changing environment".

To Harold Koontz and Cyrill O' Donnell, "Educational Management is defined as the creation and maintenance of an internal environment in an enterprise where individuals working together in groups can perform efficiently and effecting towards the attainment of group goals".

According to Paul Mono re, " School management, as a body of educational doctrine, comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derived largely from the practice of successful teachers. The writers in this field have interpreted these principles and precepts in various ways, usually by reference to larger and more fundamental principles of psychology, sociology and ethics".

Thus we can say that the educational management is a comprehensive effort intended to achieve some specific educational aims and objectives. This management process deals with some educational practices, whereas educational philosophy sets the goals, educational psychology explains the principles, and educational administration tells how to achieve educational objectives and principles.

1.3.3 Nature of Educational Management

Management is indispensable for the successful functioning of every organisation.

When the organization purely depends on the human relationship more specifically on the educational process then the nature of the management system will be more complex and specific. If we want to understand the nature of the educational management then it will be discussed by some different heads as follows:

- (i) Educational management is an Art as well as Science: Educational management is an art of the members of management as it is described through the human relationship and it is a science as it is concerned with the establishing of philosophy, laws, theories, principles, processes and practices of organizations.
- (ii) Educational management is a Social Process: Education is a social process. And the management system of education is done by people, through people and for people. As it is concerned with interpersonal relations then it is obviously a social process. Human factor and human relationship are the most important elements in educational management system.
- (iii) Educational management is goal-oriented: Every educational process in the world has some specific goals. Education has no justification to exist without goals. The educational management system is a process to achieve these goals through an economic and specific manner. Thus, educational management system is purposeful and goal oriented.
- (iv) Educational management is a continuous Process: Educational management is a dynamic as well as an on-going process. The cycle of educational management is developed and continued with the organizational goals and it will be changed with the changing of educational goals.
- (v) Educational management is an Integrative Force: Educational management is an integrative force of human and material resources. This management system is concerned with the coordination of individual efforts into a team work which ensure the combination of individual goals and organisational

goals. But educational management creates a whole that is more than the sum of individual parts.

- (vi) Educational management is multidisciplinary: Educational management has to deal with human behaviour under dynamic conditions. Therefore, it depends upon wide knowledge derived from several disciplines like engineering, sociology, psychology, economics, anthropology, etc. Combinations of all this knowledge are the driving force of the educational management system.
- (vii) Educational management is Intangible: Educational management is an invisible force. It cannot be seen but its presence can be felt at every part of the educational process in the form of results. However, the managers who perform the functions of management are very much tangible and visible.

1.3.4 Scope of Educational Management:

Scope of educational management refers to its subject matter, covering area and focus. That means the areas which are concerned with the education of the pupils through any educational institute will be included in educational management.

Educational management cover three broad areas of any educational institution. These areas are academic, infrastructure and administration. Under these broad heads, the main focuses are to be given on:-

1. Organizing proper teaching learning process.
2. Preparation of curriculum for the different classes.
3. Organizing a systematic co-curricular programme for every class.
4. Teachers and Students work management.
5. Preparing timetable suitable for the institution, based on its resources.
6. Evaluating the pupils' achievement in a regular basis both in the form of summative and formative evaluation.
7. Arrangement of diagnostic and remedial teaching for the backward pupils.
8. Organization of counselling and guidance.
9. Organizing health and physical education for every pupil according to their capacity.
10. Maintain discipline (school as well as self).
11. Maintain the school records academics and administrations.

12. Cooperating with departmental authorities and implementing the orders of the higher educational authorities.
13. Providing various auxiliary services like mid-day meals, school uniform, textbooks distribution etc.
14. Finance and budget- Finance management.
15. Providing the material equipment, such as building, furniture, farms, etc- Infrastructure management.
16. Organizing library, laboratories, museum, art gallery, hostel etc.
17. Organizing exhibitions and awareness campaigning.
18. Material and institutional effectiveness.
19. Supervising school work.
20. Coordinating the work of home, school and community.
21. Communication and managing information.
22. Decision-making and solving problems.
23. Motivating staff and students.
24. Managing conflicts and stress.
25. Healthy and conducive school climate.

1.3.5 Function of Educational Management

The functions of Educational Management are largely based on Henry Fayol's 14 Principles of Management, namely,

1. Division of work
2. Authority
3. Discipline
4. Unity of command
5. Unity of direction
6. Subordination of individual interests
7. Remuneration
8. Centralisation

9. Scalar chain
10. Material and social order
11. Equity
12. Stability
13. Initiative
14. Esprit de corps

These functions can be encapsulated into the following eight functions:

- i. Planning
- ii. Organising
- iii. Directing
- iv. Staffing
- v. Controlling
- vi. Co-ordinating
- vii. Reporting
- viii. Budgeting

Shortly these functions are known as 'PODSCORB'.

Now, we discuss the functions of educational management based on this 'PODSCORB'.

- i. **Planning:** According to Henry Fayol "Planning is deciding the best alternative among others to perform different managerial operations in order to achieve the predetermined goal."

Planning means a process of setting objectives and determining what should be done to accomplish these objectives. Planning is a mental sketch of the way of achieving the objectives. The plan should be flexible for educational management.

- ii. **Organising:** George R. Terry defines "organization is the establishing of effective behavioural relationship among selected work, persons and work places in order, for the group to work together effectively."

Organising is the process of integration of differentiated tasks by assigning activities and responsibilities to staff. It is also connected with the structuring

tasks and coordinating activities in a logical and meaningful manner.

As for example, under educational management, we organize:

(a) Ideas and principles into school systems, curricular and co-curricular activities, time schedules, norms of achievement etc;

(b) Human resources into schools, classes, committees, groups, school staff, the inspecting staff.

(c) Material into buildings, furniture and equipments, libraries, laboratories, workshops, museums and art galleries etc.

iii. **Staffing:** Staffing is the process of formulating the policies of recruitment, promotion, regulating rules and welfare measures of staff. Orienting and assigning duties according to their qualities and qualifications are main functions of staffing.

iv. **Directing:** According to Ernest Dale "Direction is telling people what to do and seeing that they do it to the best of their ability."

Directing includes instructing, guiding and motivating human resources in the educational organization to achieve its goals. It also means the initiating of action or activities of individuals and integrating the efforts of the staff towards attaining the objectives of the institution in the easiest manner. This process leads to a stable and balanced development of the educational institution.

v. **Controlling:** To Henry Fayol "Control consists in verifying whether everything occurs in conformity with the plans adopted, the instructions issued and principles established. It has for its object to point out weaknesses and errors in order to rectify them and prevent recurrence."

Effective control is an important element in educational management. Control is optimum regulation of operation in accordance with the objectives specified in institutional plans. It is essential to ensure that operations are directed towards the attainment of institutional objectives. Control is the efficiently utilization of the resources of an institution to achieve its goals.

vi. **Co-ordinating:** Coordination is a cooperation of individual efforts as a team work to achieve the institutional goals. It is required of all the elements the persons, material and ideas, knowledge and principles and so to interconnect them as to achieve a common objective and a single effect. A human group consists of several persons, each specialising in doing a part of the total

task. Each person may be working efficiently, but the group as a whole cannot realise its objectives unless there is mutual cooperation and coordination among the members of the group. The management should look into the: (a) relations among human resources, (b) allocation of tasks, and (c) division of labour.

- vii. **Reporting:** Reporting is essential elements of educational management which is answerable to the parents, the higher authorities, the society etc. It is the responsibilities of the management for the betterment of the institution and its smooth running. Reporting is actually a published result of the attainment of the institutional goals. And it is also a command towards setup of the new policies for this institution to management.
- viii. **Budgeting:** Budgeting is an essential facet of a successful organisation and management. It calls for an estimated account of revenues and expenditure with scope to embrace contingencies when required. Budgeting includes financial planning, optimum utilization of funds and proper records of the funds according to its utilizations. It is the process of handling the funds in different areas as per its need.

Another one important function of educational management is evaluating.

- xi. **Evaluating:** Evaluating is the process of measuring and assessing the achievement of objectives while providing an insight into strengths and weaknesses and planning for future endeavours. Evaluation helps determine the effectiveness of plans for both administrators and other stakeholders like teachers, staff, students and parents, as also the extended community. It seeks to document the objectives that have been met and to provide information to all concerned stakeholders regarding achievement, obstacles and corrective action or improvements. Evaluating includes the process of monitoring the teaching-learning process and providing feedback.

1.3.6 Needs of Educational Management:

The needs of educational management have been highlighted clearly in the following points:

1. **Achievement of group goals:** Management creates team-work and coordination in the group. This process not only coordinates the group members but also motivates them for achieving the institutional goals. Managers provide inspiring leadership to keep the members of the group working hard. Individual specialized effort in a team makes it easier to achieve the group goals.

2. **To create relevant environment at institutional level** -For the attainment of the aims and objectives of the educational system in particular and those of the country in general and knowledge of relevant management theories, principles, concepts, techniques, skills and strategies and their application to educational systems is necessary for its effective and efficient function and output.
3. **Proactive educational system:** There is a need to make our educational system more proactive rather than reactive by using and applying principles and techniques of management science.
4. **Optimum utilisation of resources:** Management ensures optimum utilisation of resources and profit maximization or maximization of output. According to the capability of the human resources, managers engage them in the different field of work. They create and maintain an environment to encompass highest productivity. Managers provide training and guidance to employers so that they can make the best use of the available resources for the betterment of output.
5. **Minimisation of cost:** Cost minimization of any goods or services ensures maximum engagement of the general public. This cost minimization makes sure minimization of wastage and proper utilization of funds in the educational institution. By reducing costs and improving efficiency, managers enable an institution to be competent to face competitors and earn profits as a whole.
6. **Social change-** Educational management provides necessary curriculum for exact classes. On the other hand the demand on education is to make its curriculum more relevant to the life and needs of the changing society in effective and efficient manner. It is also expected to enable students to bring about desirable social changes, at the same time preserving the desirable and positive aspects of the existing culture. Thus the educational management guides properly the pupils by the relevant curricular and co-curricular activities to bring social change in the society for its development.
7. Improving the processes of planning, organising and implementing within the institution.
8. Creating, enhancing and maintaining a positive public image of the institution.
9. Enhancing the efficiency and effectiveness of infrastructure.

10. Enabling job satisfaction.
11. Creating and maintaining a congenial and cohesive atmosphere.
12. Managing interpersonal conflicts, stress etc
13. Improving interpersonal communication.
14. Building a relationship with the community.

1.4 Types of Educational Management: Centralization, Decentralization

1.4.1 Centralization of Educational Management:

Centralization is that condition where the controlling power purely depends on the central authority. Here the management authority for education is vested, not in the local community, but in a central body. This central body has complete power over all resources: money, information, people, and technology. According to Ricky Griffin, "Centralization is the process of systematically retaining power and authority in the hands of higher level managers".

In a centralized management system, all of the power or decision-making authority and responsibilities lie with a group or individual at the top level. This type of management system constructs uniform content of curriculum, funds, discipline, policies etc for the overall country. The other members of the organization then work to carry out the decisions made by top-level leaders or managers. The importance of the subordinate is reduced and the importance of the superior executive is increased in centralisation of educational management.

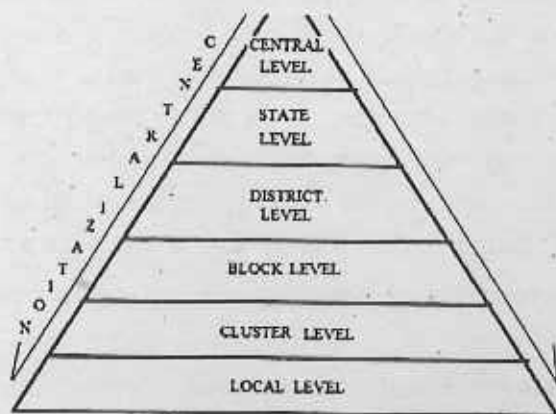


FIG: CENTRALIZATION OF EDUCATIONAL MANAGEMENT

Centralization of educational management is a top-down approach. In this management system of education, decisions are formulated by the central government and the subordinates are only followers of these decisions. Here the decisions are equal for every part of the country, and no special care is not taken by the top most authority for any part of this country.

Advantages of Centralization of Educational Mangement

1. **Balance leadership:** Centralisation means personal leadership. Because, here the number of decision making members are limited and concentrated. This leadership facilitates quick action and attainment of pin-pointed objective or purposes.
2. **Equality in action:** Uniformity in action is established throughout the organisation because of central administrative control. The same executive supervises the work and same type of office equipments are used which ensure uniform performance of activities. That means, decisions are same for every part of the country which are taken by the central authority.
3. **Uniformity of decision:** Centralization is the most suitable model for making decisions in stable environment. There is no division of decisions in respect to locality.
4. **Co-ordination among resources:** Good coordination among staffs and planners or managers is a balance social process for any type of organization to cultivate its fruitful results. Centralization facilitates better coordination among various operations. Direct control and supervision are facilitated which results in less likelihood of conflict of authority and duplication of work.
5. **Assignment of work:** Subordinates may lack capacity or be unwilling and inexperienced to exercise decentralized authority. Such situations give advantage to centralization. In centralized management system there have some specific works for every subordinates according to their position in every level. As for example, top most level members are associated with planning and supervision where as the lower level members of that management system are associated with the application of those plans at grass root level or exact field.
6. **Crisis management:** When organizations face crisis or risk of failure, centralized decision making by top management has advantage. Because there has only one authority to take the responsibilities of any type of risk or failure of

plans in any situation, any level or any time. So top level of that management system takes charge of crisis management for centralized management system.

7. **Cost effective and minimization:** High cost of decentralization makes centralization advantageous. Duplication of efforts is minimized. The standardised procedure and method helps in considerably reduction of cost. In centralized management procedure, cost is reduced as it does not emphasize on more specialists, planners, executing bodies and other resources for every level of that management structure.

Disadvantages of Centralization of Educational Management:

1. **Autocratic leadership:** This type of management system is followed by the autocratic leadership.

Here only one level of the management structure is engaged in the decision making process. Whereas other levels of that structure are only the followers of that decisions. They have not any power to change or alternate the decision according to their local needs.

2. **Unfavourable for equity:** Organizational environment tends to be dynamic, complex and uncertain. Centralization cannot quickly adapt to the changing environment because the topmost level is not aware about the local level problems and needs. They are guided by the equality rather than the equity.
3. **Concentration of power:** Modern organizations tend to be highly diversified. They are also geographically dispersed. Centralization is not suitable to manage diversified and dispersed organizations. This type of management system is guided by the principle of concentration of power rather than diversification of power.
4. **Unwillingness for programmed decisions:** Programme decisions are useful for the utilization of resources logically and economically. These decisions are routine-type decisions. As these decisions are relatively minor decisions, they are not suitable for centralization. Actually these minor decisions are burden for the top managers.
5. **Unsuitable for managerial quality:** Concentration of decision making power around a central committee of Centralization management system usually blocks the management development of subordinates. Their skills and talents

remain unutilized because of the lack of participation and involvement in decision making.

6. **Harrier for quick decision:** Subordinates are waiting for the decisions of the topmost level in centralized management system. They are not able to do their works without the permission of the topmost level. By this way Centralisation creates loss of man-hours and delay in performance of work because of the transmission of records from and to the central control room. Quick decision is not possible which also results delay in office work.
7. **Inequality in decision:** Equal decisions throughout the country are not suitable for every part of the country. In centralisation no special attention is given to special work as all works are done at one place. These types of equal decisions are guiding factors for inequality in the society.
8. **Imbalance utilization of human resources:** In centralisation there is no subordinate's initiative in work because they are required to do such works which they were asked for. Workers work like machine which results in no involvement in work and absence of zeal. All these factors stand as barrier in the development of loyalty to work. This is nothing but the imbalance utilization of the human resources.

1.4.2 Disadvantages Decentralization of Educational Mangement:

Decentralisation is the process of transferring decision making power, responsibility, and tasks from higher to lower organisational level.

According to Koontz and Weihrich, "Decentralization is the tendency to disperse decision-making authority in an organized structure".

Decentralization of educational management refers to pass down of managing authority from topmost level to the individual school. Here individual schools can make their own decisions related to finances and curriculum. But the centre of power remains with the central body. In this system subordinates may also be more engaged as they are empowered to make choices about their work and their area of the organization.

Different types of Decentralisation of educational management: there are mainly three types of decentralization of educational management broadly. These are:-

1. Functional decentralization
2. Territorial decentralisation, and
3. Privatisation

1. **Functional decentralisation:** Functional decentralization of educational management means the distribution of powers between various authorities that operate in parallel for educational management in the country. Different ministries and authorities of education are formed for the decentralization of educational management and confirm participation for all in that field. Education planning may benefit from effective coordination and cooperation among these authorities.
2. **Territorial decentralisation:** Territorial decentralization refers to the redistribution of authority of management among the different political or territorial level of government, such as central or federal government, states, regions, provinces, districts, and schools.
3. **Privatisation:** Privatisation means transferring authority from government to any non government organization. In this form of decentralization government gives up public responsibilities and functions, implying a transfer of powers to private hands. It also ensures the reduction of state authority over schools.

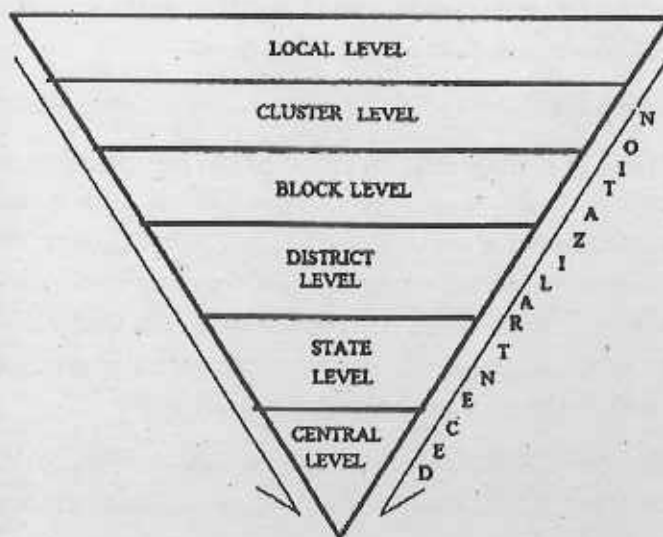


FIG: DECENTRALIZATION OF EDUCATIONAL MANAGEMENT

Decentralized of management is a bottom-up approach. Here decision making authority flows from grass root level to topmost level. Decentralisation changes the relationships between local authorities, schools/teachers, parents, communities, and governments. Local governments and school boards acquire authority and resources in areas like construction and maintenance of buildings, leadership, monitoring of school performance, teacher recruitment, teachers' professional development, and teachers' salaries. Other areas, such as curriculum, content, and assessment, may be shared responsibilities depending on the forms of decentralisation in place. Decentralization ensures managerial performance of local level authority rather than the central authority. This procedure influence on planning of development of educational process based on local needs.

The motives of shifting authority and management responsibilities to local levels are -

- a) To enhance democracy in decision making,
- b) A concern over becoming too bureaucratic.
- c) To promote the effective and efficient use of resources in education,
- d) To make public education more responsive to local needs,
- e) To reduce the central government's and increase local groups' financial responsibility for schooling provision,
- f) To enable schools and teachers to exercise greater professional autonomy.
- g) To ensure higher students' performance.
- h) Greater involvement of community in and support for schools.
- i) An overall trust in managers at all levels of the organization to make decisions.
- j) Instant solution of mismanagement at any level.

● **Advantages of Decentralized Educational Management:**

1. **Democratic participation:** Decentralisation can improve learning when it enhances capacity and democratic participation, and when resources are distributed fairly. It must build the capacity of disadvantaged groups to participate more effectively within the system.
2. **Ensure greater empowerment:** Decentralisation of management functions to school-based management can result in greater empowerment and collaboration

among teachers, a greater school-wide focus on professional development, and a greater sense of accountability.

3. **Local relevancy:** Decentralisation of curriculum development rests on the belief that it will give more room for local variance and relevance, potentially leading to more motivated students and a better culture of learning.
4. **Increasing motivation of subordinates:** Decentralization provides power, prestige and status to subordinates. This increases motivation and morale of subordinates.
5. **Quick and better communication:** Local educators are equipped with skills, knowledge and attitudes to accomplish the task and the upper-level authorities supply the supports which are they needed. It disperses decision making authority close to unit managers who execute decisions. It reduces problems of communication. This leads to quicker and better decision making
6. **Competitive organizational climate:** Decentralization promotes competitive climate for improving performance among divisions. This type of healthy competition is good for the better management and development of the managerial capacity at different levels irrespective of function, territorial and public or private organization.
7. **Control over changing environment:** Decentralization helps organizations to adapt to fastchanging environment and communicate with this environment for development and modification of educational process.
8. **Relieves burden of top management:** In the centralized management process all types of decision making authority concentrate over the central or topmost authority. But in the decentralized management system top managers are relieved from making routine decisions. They can concentrate on important issues of strategic relevance.

● **Disadvantages of Decentralized Educational Management:**

1. **Increase conflicting decision:** Decentralisation can cause overlapping and conflicting decisions to be made at different levels.
2. **Reducing democratic space:** Privatization of education system on one hand ensures decentralization of educational management on other it influences on the elite capturing. This elite capturing is responsible for reducing democratic spaces in an institute.

3. Lack of coordination: Decentralization provides freedom and independence in decision making.
This can lead to inconsistencies in policies, programs and procedures. This can create the problem of poor coordination and control.
4. Waste of cost and time: Decentralization can result in duplication of efforts and waste of resources. Human resources need to be trained. This results in increasing costs. It is also time consuming.
5. Unsuitable for specialized services: Decentralization is not suitable in tackling emergency situations. Adjustment to fast changing situation may be difficult. Decentralization of management system is unsuitable for any specialized service because the local human resources are not so trained to overcome this problem.
6. Untrained human resources: Decentralization requires competent and skilled subordinates. It may be difficult to find them. Then the untrained staffs take the charge of managers creating different types of problems. By this way decentralization may handicap the management process in the education field.

Decentralisation within education requires careful considerations of which elements of the system to decentralise and to what local level. There is still insufficient evidence to draw conclusions about the direct and indirect relationship between decentralisation and learning outcomes and the decentralisation of resource mobilisation and allocation leads to especially mixed effects.

Over the last few decades decentralisation of school management has occurred in most education systems around the globe. If implemented well, decentralisation has the potential to improve education quality and learning outcomes. Careful system design is needed in order to reduce the potential adverse effects of decentralization, such as regional disparities, overlapping/conflicting policies, and elite capture.

1.5 Leadership Styles In Educational Management

1.5.1 Meaning and Definitions of Leadership:

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive

and coherent. Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals.

- According to Northouse - Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.
- "Leadership is a process of influence between a leader and those who are followers." -Hollander
- "Leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project." - Cohen, W.A. 'The Art of a Leader' Englewood Cliffs, NJ: Prentice Hall (1990,)
- "Leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good." - Joanne Ciulla (1998)

1.5.2 Meaning and Definition of Leadership Style:

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. Leadership is not a "one size fits all" phenomenon. Different types of leadership styles exist in work environments. Advantages and disadvantages exist within each leadership style. So it would be selected and adapted to fit organizations, situations, groups, and individuals. A leader can shift from one style to another style depending on situation of work and changing environment.

According to Murray Johanssen leadership style is- "A set of behaviours that one consciously chooses to use that best fits the situation. When the situation changes, so does the style."

1.5.3 Types of Leadership Styles In Educational Management:

In 1939, Kurt Lewin, and his followers, Lippit and White were first introduced three types of leadership styles. Over the years many leadership styles have emerged but all of them can find their roots within these three styles of leadership. These three leadership styles in educational management are-

1. **Authoritarian or autocratic** - In this leadership style of educational management, leader has complete power over staff. Staff and team members have no or little opportunity to make suggestions. Leader posses total authority and

impose his or her will on employees. No one challenges the decisions of an autocratic leader. The leader tells his or her employees what to do and how to do it, without getting their advice. Authoritarian leaders make decisions independently but less creatively.

Authoritarian leadership is best applied to situations where there is little time for group decision making or where the leader is the most knowledgeable member of the group. Abuse of this style is usually viewed as controlling, bossy, and dictatorial.

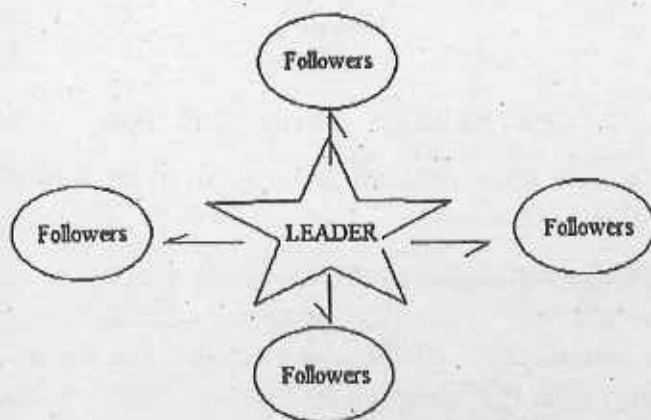


fig: Autocratic Leadership Style

- 2. Participative or democratic** - Democratic leadership style is the most effective style of leadership in educational management. There is some participation from the followers within the decision making process. In this leadership style the leader includes one or more employees in the decision making process, but the leader normally maintains the final decision making authority. Participative leaders encourage group members to participate in the decision making process and by this way group members feel engaged in the process and are more motivated and creative. As a part of the process, team members tend to have high job satisfaction and are productive. This style also helps to develop employees' skills. Democratic leadership style meets challenges when authority needs to make an efficient decision in a short period. Another disadvantage of this style is the lack of knowledge or expertise of the team members to provide high quality input.

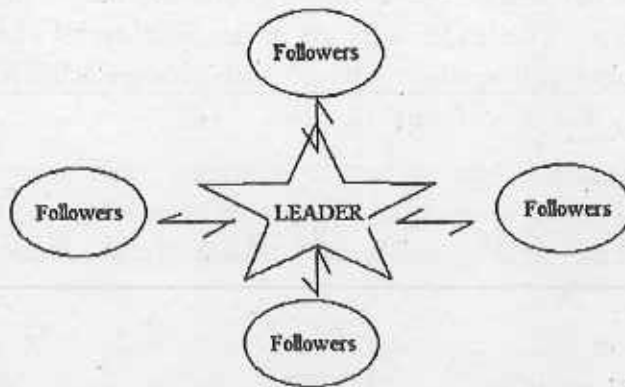


fig: Participative Leadership Style

Lewin viewed that it is more difficult to move from an authoritarian style to a democratic style than vice versa.

3. **Delegative or laissez-fair (free-rein)** - Laissez-faire or laissez faire is originated from two French words, 'Laisser' means 'allow' and 'faire' means 'to do'. So the term Laissez-faire means the noninterference in the affairs of others. In this leadership style the leader gives complete freedom to the employees to make the decisions; however, the leader leaves responsibilities as well as avoids decision making authority.

Delegative leaders offer little or no guidance to group members, which can lead to poor production, lack of control and increasing costs.

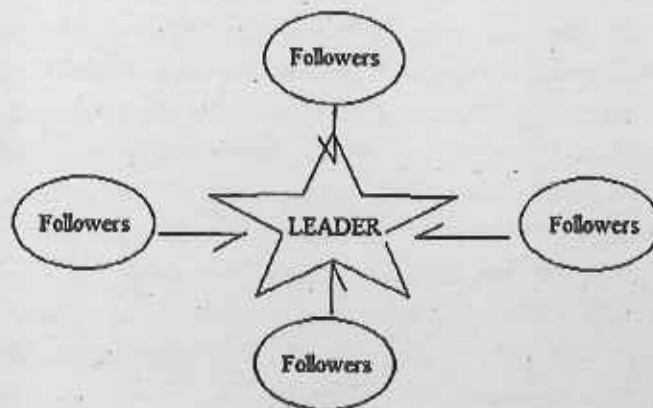


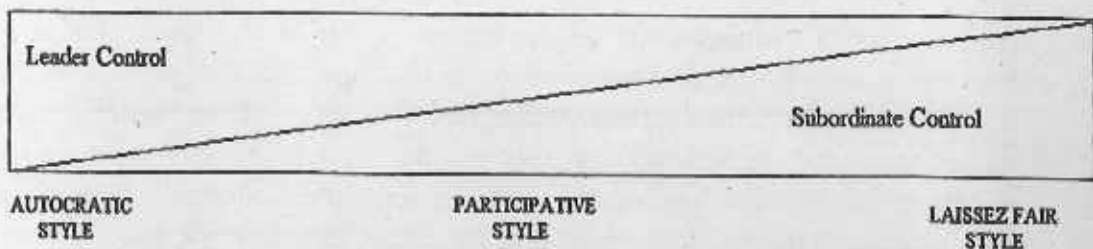
fig: Laissez-fair Leadership Style

Most leaders generally adhere to one or two preferred styles of leadership with which they feel comfortable although good and effective leaders use all three styles depending on what forces are involved between the followers, the leader, and the situation. But bad leaders tend to stick with one style, normally autocratic. Good leaders are adept at diagnosing situations and using the right leadership styles at the right times.

LEADERSHIP STYLE

Leader has most of the knowledge & skills

Subordinates have the needed knowledge & skills



Managerial grid model:

American Robert Blake and Jane Mouton (1964) proposed a graphic representation of leadership styles through a managerial grid or leadership grid model.

They created the grid based on two dimensions of leader behaviour one is 'concern for people' (relationships) and another is 'concern for production' (tasks). The grid depicted 'concern for production' as the x-axis and 'concern for people' as the y-axis; each axis ranges from 1 (Low) to 9 (High). Thus The Blake and Mouton Managerial Grid create 81 combinations that result in 81 different leadership styles. All these styles are subdivided into four quadrants and five basic leadership styles.

| | | | | | | | | | |
|---|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| ↑ HIGH Concern for People ↓ LOW | 1,9 | | | | | | | | 9,9 |
| | 1,8 | | | | | | | | |
| | 1,7 | | | | | | | | |
| | 1,6 | | | | | | | | |
| | 1,5 | | | | 5,5 | | | | |
| | 1,4 | | | | | | | | |
| | 1,3 | | | | | | | | |
| | 1,2 | | | | | | | | |
| | LOW | 1,1 | 2,1 | 3,1 | 4,1 | 5,1 | 6,1 | 7,1 | 8,1 |
| | ← LOW Concern for Production HIGH → | | | | | | | | |

FIG: MANAGERIAL GRID BY BLAKE AND MOUTON

1. **Impoverished Management (grid address- 1, 1):** In this leadership style the leader shows little or no concern for production and little or no concern for the employee. In this style of leadership, the manager exercises minimum effort to get the work done from subordinates. He/she has low concern for employee satisfaction and work deadlines. Here the leaders are ineffective in character. Managers are merely aimed at preserving their job and seniority.
2. **Task management (grid address- 9, 1):** Also called dictatorial or perish style. The leader is completely focused on task-orientation. Here leaders are more concerned about production and have less concern for people. As the production is the leader's focal point of attention, he forgets and neglects the well being of the employees. The style is based on theory X of McGregor. Such a style can definitely increase the output of organization in short run but due to the strict policies and procedures, high labour turnover is unavoidable.
3. **Middle-of-the-Road (grid address- 5, 5):** This is basically a 'happy medium' type leadership style. Here the leader tries to maintain a balance between production and the needs of people thus the leader scores an average mark on both criteria. In this style neither employee nor production needs are fully met.
4. **Country Club (grid address- 1, 9):** This leadership style is characterized by low task and high people orientation. In this style of leadership, leaders just want to be 'liked' by their employees and providing them a friendly and comfortable environment. The manager does not want to come across as too

authoritarian. However, a low focus on tasks can hamper production and lead to uncertain results.

5. **Team Management (grid address- 9, 9):** This type of leadership style characterized by high people concern and task focus. This style is based on the theory Y of McGregor. According to Blake and Mouton, by paying a lot of attention to the needs of the employees and the production this leader works very efficiently. The leader has got a lot respect for his employees and entuses and motivates them. The leader feels that empowerment, commitment, trust, and respect are the key elements in creating a team atmosphere. This is why the employees are able to bring out the best in themselves, Mutual involvement among the employees is high in this style of leadership and they are very loyal to their employer.

According to the prescriptions of the grid, team management was the best leadership approach.

1.6 Classroom Management: Concept, Principles, Factors

A classroom is a place where teachers and students meet together for the purpose of learning. In an ideal condition we expect everyone will involve in this process with good attitudes and behaviours, and willingness. But in reality this ideal condition is not always achieved.

In this circumstances classroom management play the vital role. It is the process by which teachers and schools create and maintain appropriate behaviour of students in classroom settings.

1.6.1 Concept of Classroom Management

According to **Crisis Prevention Institute**, Classroom management is the techniques and attitudes "through which a teacher controls their classroom environment so that student learning prevails because student misbehaviour is effectively minimized and redirected."

Classroom management is "the actions taken by the teachers to create and maintain a learning environment conducive for successful instruction." (**Evertson and Weinstein, 2006**).

The concept of Classroom management emphasises on- how a teacher organizes the classroom so that behaviour problems are eliminated or minimized. (**Harry Wong**).

Classroom Management as the "administration or direction of activities with special reference to such problem as discipline, democratic techniques, use and care of supplies and reference materials the physical features of the classroom, general housekeeping, and the social relationship of pupils. (**Dictionary of Education by Cater V. Good**)

Walter Doyle (1986) defines classroom management as "covering a wide range of teacher duties from distributing resources to students, accounting for student attendance and school property, enforcing compliance with rules and procedures to grouping students for instruction ... "

Daniel Duke (1979) defines classroom management as "the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur"

Jere Brophy (1996) defines classroom management as" ... actions taken to create and maintain a learning environment conducive to successful instruction arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engagement in academic activities"

Classroom management systems are effective because they increase student success by creating an orderly learning environment that enhances students' academic skills and competencies, as well as their social and emotional development. (**Brophy, 2006**)

Classroom management is action-oriented and goal-oriented programme where teachers use the wide variety of skills and techniques that keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Primary goals of classroom management are to create the ideal classroom through teacher efforts and student training, establishes and sustains an orderly environment in the classroom, increases meaningful academic learning and facilitates social and emotional growth, decreases negative behaviours and increases time spent academically engaged. That means the classroom management is a process that need a teacher to manage a classroom in_ order for an effective teaching and learning activities to take place.

In a nut cell, the purpose of implementing-classroom management strategies is to enhance pro-social behaviour and increase student academic engagement (**Emmer & Sabornie, 2015; Everston & Weinstein, 2006**).

1.6.2 Principles Of Classroom Management

Classroom management and management of student conduct are skills that teachers acquire and cope with these skills over time. Good classroom teachers do to maintain an atmosphere that enhances learning (Dr. Bob Kizlik). Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis, et al., 2006).

Brophy (1983) states there are three general principles for good classroom management:

- Willingness of the teacher to accept responsibility.
- Long-term, solution-oriented approaches to problems (rather than short-term).
- Check to see if symptomatic behaviour is caused by underlying personal problems (impulsivity, lack of awareness, home problems, etc.)

In 2006, Brophy, pointed out that the classroom management systems are most effective when they adhere to following three basic principles:

- Emphasize student expectations for behaviour and learning.
- Promote active learning and student involvement.
- Identify important student behaviours for success. More specifically:
 - What behaviours are required to reach the goals of learning activities?
 - What implications does a particular learning activity have for student roles?
How will the teacher prepare students to take on these roles?

Brophy (1983) also cites three theoretical orientations to classroom management:

- Self-concept/personal adjustment -- the teacher encourages discouraged students, builds self-esteem by arranging for and calling attention to success, improving peer relationships, etc.
- Insight (cognitive) -- teacher spends time with problem students individually, getting to know them personally, attempting to instruct and inform them.
- Behaviouristic -- teacher offers incentives, negotiates contracts, calls attention to and reinforces desirable behaviour

The National Council on Teacher Quality identifies "the big five" principles of classroom management.

- Establish and teach rules
- Build structure and establish routine within the classroom
- Reinforce positive behaviour using praise and other means
- Address misbehaviour
- Foster and maintain student engagement.

From the above discussion we may summarize the principles of Classroom Management as following:-

- **Principle of relationship:** Effective classroom interaction always begins with establishing proper rapport between teacher and students. Proper rapport is built on the recognition that you are first and foremost the teacher, and they are your students. This provides the foundation.
- **Principle of Setting rules, routines & procedures:** Establishment of rules, routines and procedure, all need to be determined and implemented in ways that ensure students are aware of behavioural expectations from the classroom. They will be comfortable enough with the routines in the classroom so that appropriate behaviour can be expected and encouraged.
- **Principle of Maintaining appropriate student behaviour:** Effective classroom management also requires the teacher to give feedback to students about their behaviour often and in very specific forms. Students need to know that the teacher is aware of student behaviour, both appropriate and inappropriate, and will deal with the students effectively and consistently.
- **Involve parents and guardians:** It is essential for effective classroom management to Maintain open lines of communication with students and their families. Parents and guardians are often allies in dealing with students who struggle with behaving appropriately in the classroom. Using parent and student input when dealing with a student behaviour issue often offers a teacher more options for resolving the issue than relying solely on the ideas generated from the teacher's perspective alone.
- **Principle of managing self.**

- Efficient use of maxims of teaching.
- Economy in learning
- Principle of Motivation

1.6.3. Factors Of Classroom Management

Jacob Kounin was born in Cleveland, Ohio in 1912. He was an educational psychologist at Wayne State University in 1946. Kounin is best known for his book 'Discipline and Group Management in Classrooms' (1971/1977). Though the research works of Kounin was confined in studying how teachers handle misbehaviour but he soon realized that it was more about how teachers handled the class from the start than how teachers reacted to student behaviour. According to Kounin, good classroom management depends on effective lesson management. His conclusion listed five factors that underlie classroom management success.

- Ripple effect,
 - With-it-ness,
 - Overlapping,
 - Movement management
- Effective transitions,
Momentum,
Smoothness of Class management.
- **Ripple Effect:** Kounin realized that when a teacher corrects the misbehaviour of one student, it changed the behaviour of the rest of the class. It is known as a "ripple effect" on students who merely witnessed the reprimand. The "ripple effect" worked well on the first few days of class but tended to diminish as the year wore on. The effect is greater when the teacher clearly names the unacceptable behaviour of the student and provides the reasons why the behaviour is unacceptable.
 - **With-it-ness:** "with-it-ness" is a term that is used to describe the need for the teacher to be aware of what is going on in the classroom at all times, like the saying "eyes in the back of head". It is helpful to knowing students' behaviour in the classroom and should send a clear message to them that they need to

become engaged when they are off-task. By this way students will be able to understand that teacher is aware of what is going on in the classroom and she/he doesn't let misbehaviour escalate.

- **Overlapping:** Overlapping is a form of group management. It is the process of attending to two or more events at the same time, instead of becoming engrossed in one and letting the other be neglected. For example, a teacher gives a feedback of any problem of a lesson to an individual and also monitors the performance of other students in the room.
- **Movement management:** momentum and smoothness.
- **Movement management,"** includes effective transitions,

Effective transitions: An effective transition means movement between lessons which confine lessons moving with avoiding abrupt changes. Kounin's viewed that providing effective transitions is one of the most important techniques in maintaining class control. Well-established routines, clear directions and concise explanations of the task preparing students to shift their attention from one task to another and help to reduce their misbehaviour.

Momentum: Momentum means the force and flow of a lesson. An effective flow of lesson pulls the student along by engaging the learners in activities, thus preventing student misbehaviour. Teacher's ability to move smoothly from one activity to the next and to maintain momentum within an activity has a great deal to do with their effectiveness in controlling behaviour in the classroom.

Smoothness: This management practice refers to the teacher's ability to manage smooth transitions between learning activities. In these transitions, student attention is turned easily from one activity to another, thus keeping student attention on the task at hand and eliminating many of the common barriers to a smooth class transition. Smoothness maintaining positive direction of the lesson and eliminates irrelevant incidents.

- **Group focus or Class management:** group focus as keeping students paying attention to the same thing at the same time, which is essential to a productive, efficient classroom. One way of achieving group focus is to attribute a portion of students' grades to participation. Teachers can ask students questions that

are open for anyone to answer. Students will thus all be concentrating and thinking about the question, eager to respond to get a good grade. Another method that is often used is randomly selecting students to answer questions. Because they don't know who will be selected next, and to avoid embarrassment, students' focus is on their teacher. In this process the students are more likely to pay attention and stay involved. Attention can be maintained when the students know they may be called on at any moment to respond to a question.

1.7 Let us Sum Up

Management is a process of controlling the human and material resources in a planned way to achieve the goals of an institution. Effective management system always follows low or no wastage of resources. When this management system in an educational institute is controlled through any central committee then it will be a centralized form of management system but if grass root level deals with the management system then it will be termed as decentralized form of management system. Now-a-days the decentralized educational management system is commonly followed as it is a democratic process and ensures involvement of everyone in the educational process.

Style of leadership of a leader is a skill of leading the subordinates. A leader takes different types of leadership styles according to the nature of work, his or her mentality and time schedule. In this way a good leader will be dynamic and can change her/his leadership style from autocratic to democratic or to laissez-fair with the passage of time.

1.8 Check Your Progress

1. Short answer type question.
 - i. Define educational management.
 - ii. 'Educational management is an art as well as science' - describe it.
 - iii. What is PODSCORB?
 - iv. What do you mean by centralized process of educational management?

- v. What are the main characteristics of autocratic leadership style?
2. Objective type question.
- i. The English word 'management' derived from - Latin /Germany/French word.
 - ii. "Management is the art and science of decision making and leadership."- Who defined this?
 - iii. 'Equality' is one of the principles of Henry Fayol's 14 Principles of Management. (T/F)
 - iv. Privatization is a type of educational management.
 - v. Which one is a delegative leadership style? (Authoritarian/Participative/Laissez-fair).

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Unit - 2 : Educational Administration and Supervision

Structure

- 2.1 Introduction**
- 2.2 Objectives**
- 2.3 Meaning And Definitions of Administration:**
 - 2.3.1 Meaning of Administration:**
 - 2.3.2 Definition of Administration:**
- 2.4 Meaning And Definitions of Educational Administration**
 - 2.4.1 Meaning Of Educational Administration:**
 - 2.4.2 Definitions Of Educational Administration:**
- 2.5 Functions of Educational Administration**
- 2.6 Meaning and Definition of Supervision:**
 - 2.6.1 Meaning of Supervision:**
 - 2.6.2 Definitions Of Supervision:**
- 2.7 Purpose of Educational Supervision:**
- 2.8 Distinguish Between Supervision and Inspection:**
- 2.9 Factor Affecting Managerial Behaviour of Teacher:**
 - 2.9.1 Personal Factor**
 - 2.9.3 Cultural Factor:**
 - 2.9.4 Political Factor:**
 - 2.9.5 Institutional Factor:**
- 2.10 Let Us Sum Up:**
- 2.11 Check Your Progress:**
- 2.12 Refereces**

2.1 Introduction

Management is basically concerned with the formation of plans, programmes and policies while administration is principally responsible for the execution or implementation of these plans, programmes and policies. Administration is a part of management and also an integral part of an organization.

In an educational administration process, inspection and supervision are two main regular practices. For ensuring the quality control of instructional and other educational services it is essential to practice regular inspection and continuous supervision. Educational supervision focuses on changing the behaviour of staff for an improved performance. Not only that but also other different factors are responsible for the performance of a teacher who is engaged in the management process.

2.2 Objectives

At the end of this unit, pupils should be able to:

- i. Define the term educational administration.
- ii. Discuss the functions of educational administration.
- iii. Make concept about educational supervision.
- iv. Give a brief account of purpose of educational supervision.
- v. Distinguish between supervision and inspection.
- vi. Explain the factors that affecting the managerial behaviour of a teacher.

2.3 Meaning And Definitions of Administration:

2.3.1 Meaning of Administration:

The word 'administration' has been derived from the Latin word 'minister' which means, '*service rendered to others for their welfare*', that is the duties of ministers for welfare of the nation.

The term "Administration" doesn't refer to any single process or act. It is like a broad umbrella encompassing a number of processes such as: planning, organizing, directing, coordinating, controlling and evaluating the performance.

2.3.2 Definition of Administration:

American Association of School Administration describes administration as "the total of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise."

2.4 Meaning And Definitions of Educational Administration

2.4.1 Meaning Of Educational Administration:

The term 'Educational Administration' is very comprehensive. It is concerned with the formulation, execution and appraisal of educational policies. Educational administration is a function of many minds and many heads. All combined into one. Educational Administration is regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purpose of a programme of an educational institution. Thus educational administration is more or less a co-operative undertaking. According to the language of economic it is a 'Non profit making enterprise'.

2.4.2 Definitions Of Educational Administration:

1. *Knezevich(1969)* defines educational administration as, "A social process concerned with creating, maintaining, stimulating, controlling and unifying, formally and informally organized human and material energy within a unified system designed to accomplish predetermined (educational) objectives.
2. Good in his 'Dictionary of Education' defines educational administration as "All those techniques and procedures employed in operating the educational organisation in accordance with established policies is defined as administration."
3. Stephen I Knezevich describes educational administration "as a process concerned with creating, maintaining, stimulating and unifying the energies within an educational institution towards realization of the predetermined objectives.
4. Russell T. Gregg, in an article on Administration in Encyclopedia of Educational Research defines, "Educational Administration is the process of utilising appropriate materials in such a way as to promote effectively the development of human qualities. It is concerned not only with the development of children and youth, but also with the growth of adults and particularly with the growth of school personnel."

5. To Clsvence A., Nowell (1978), " ... In the field of education, administration is justified only as it contributes to the capacity of the school to help children and youth to grow toward responsible boyhood".
6. According to National Society for the Study of Education (NSSE) "Educational Administration is a social statesmanship which guides educational activities, plans, programmes mid facilities, and provides leadership in a long-term but broad social perspective."
7. The Concise Dictionary of Education (1982) defines, "Administration includes Management, Organisation, Operation and Supervision of an educational institution. Usually includes all institutional functions other than teaching "
8. Campbell, Corably and Ramesyer describe in Introduction to Educational Administration that the educational administration "consists of facilitating the development of goals and policies basic to teaching and learning, stimulating the development of appropriate programmes for teaching and learning and procuring and managing personnel and material to implement teaching and learning."
9. Will French, Hull and Dodds compare administration to a lens that brings everything about the school into focus for community, faculty and students. If it is a poor lens, the image is fuzzy and obscure, and no one in the school or community gets a clear picture of what the school is trying to go. If it is a good lens, the school becomes a clear cut and vivid projection of the ideals and ideas that all hoped to bring into being.

Educational Administration is a process that includes the combined operation of a large number of persons. It is the process of utilising appropriate materials in such a way as to promote effectively the development of human qualities. It includes all those techniques and procedures employed in operating the educational organisation in accordance with established policies to achieving the aim and objectives of an educational institution.

In this way, the three main components of educational administration are:

- i. Policies and planning and
- ii. Implementing the policies.
- iii. Evaluation

2.5 Functions of Educational Administration

The main focus of an educational administration is proper accomplishment of the pre-determined purposes and goals. This may be possible through co-ordinating the efforts and proper utilization of both human and material resources with the purpose of bringing qualitative development of the programme. For this there is the necessity of different component of management which are accepted as the definite function of administration.

Several attempts have been made to list these functions.

● **Attempts of Forty fifth Year book:**

According to the Forty fifth Year book, following functions of educational administration are-

- i. To delegate authority and responsibility.
- ii. To strengthen local initiative and local control.
- iii. To secure the greatest return from the money spent.
- iv. To secure the goodwill of personnel, public education department and other social agencies and institutions.
- v. To implement a democratically determined programme.
- vi. To determine policies and to implement them.
- vii. To utilise maximally the special capacities of the personnel and the material resources.
- viii. To integrate the units concerned with the same problems or areas.

● **Views of Jease B. Sears:**

Jease B. Sears describes the activities of the field of educational administration as given below:

- i. Establishing educational purpose by expressing them in the form of aims and a program of work to be accomplished, e.g., laying out its work.
- ii. Development and organisation of personnel and the necessary finances, housing, materials and facilities for carrying on the work.

- iii. Procedures and techniques for the performance of tire work, including the policies and the plans to guide it.
- iv. Nature and use of the authority (legal, scientific, social and personal) by which administration operates.
- v. Origin and nature of the aims and processes by which administration operates.
- vi. Nature of the mechanism by which authority and knowledge are applied in the process of administration.

Of these six items the first three are related to the practice of educational administration, while the rest three are theory or philosophy behind the practices of educational administration.

● **Views of Russell T. Gregg**

Russell T. Gregg describes the administrative process as having seven functions or components.

These are:

- i. Decision making,
- ii. Planning,
- iii. Organizing,
- iv. Communicating,
- v. Influencing,
- vi. Coordinating, and
- vii. Evaluating.

● **The broad functions of educational administration:**

The broad functions of the educational administration are-

- i. Determining educational objectives according to the resources and policies adopted by the government.
- ii. Selecting broad plans to achieve these objectives.
 - m. Formulating various actions to achieve these objectives.
- iii. Organising activities into groups or department.

- iv. To subdivide the tasks into jobs for different personnel.
- v. To engage right people for right jobs,
- vi. To motivate the personnel by giving suitable incentives.
- viii. To evaluate and to measure the level of achievement of the objectives.
- xi. Taking remedial measures if necessary.

The researcher believed that a fruitful exercise would be to classify the functions under some broad categories like planning, organising, directing, coordinating and evaluating.

1. Planning

Planning is the primary step in the educational administration. An unplanned administration will not go very far. Only a planned approach can achieve the desired goals.

ii. Organising

It is the fundamental step in every educational administration. Organization is the process of arranging every resource according to the planning. It is mainly concerned with provision, arrangement, and manpower, which enable the administration to carry out its functions. In fact, administration works are continued through the available organization of resources.

iii. Directing

It is the process of guiding the human efforts for achieving aims and objectives. Direction represents leadership; which has a key role to play in an administration. It channelizes the entire organization towards the common goal. In this process human efforts are assigning according to their qualities and qualifications.

iv. Co-ordinating

Coordination is the relationship among the human resources, material resources and the tasks which are considered to achieve the common educational goals. For this purpose the administrator should clearly define the division of labour, allocation of tasks, control and supervision over the human or material elements and establishing good rapport or relationship between them. In this way coordination is a good quality of the successful administrator.

v. **Evaluating**

It is the process of formulating judgment of ongoing administration process. Since administration is a dynamic process, it has to be reviewed from time to time. Proper evaluation enables the administrator to understand its own strengths and weaknesses and planning for introduction of better techniques or discovery of new knowledge or processes to overcome the failure.

These five functions should be looked upon as stages in the administrative process but it must be remembered that they are not isolated activities. They often overlap and always produce results cumulatively.

2.6 Meaning and Definition of Supervision:

2.6.1 Meaning of Supervision:

The term 'supervision' means an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are designed to improve the work effectiveness of individuals and group.

Thus supervision in school is a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school framework.

Seven C's are responsible for the successful supervision. These seven C's are Conversation, Curiosity, Context, Complexity, Creativity, Caution and Care.

2.6.2 Definitions Of Supervision:

Some definitions of supervision are given below:

1. According to Adams and Dicky, "Supervision is a planned programme for the improvement of institutions."
2. Barr and Burton describes, "Supervision is the foundation upon which all programmes for the improvement of teaching must be built."
3. Kimball Wiles defines-"Supervision is the service activity that exists to help the teachers to do their job better."
4. According to Adepoju (1998), school supervision as 'the process of bringing about improvement in instruction by working with people who are working

with pupils. It has also been described as a process of stimulating growth and means of helping teachers to achieve excellence in teaching.

5. To Harled Spears, "Supervision is the service provided by the state for helping educators and educational administrators to do a better job."
6. Ogunsaju (1983) views that- supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision.
7. Douglas et.al defines, "Supervision is the effort to stimulate, coordinate and guide the continued growth of teachers, both individually and collectively, in better understanding and more effective performance of all the functions of instruction, so that they will be better able to stimulate and direct each student's continued growth towards a rich and intelligent participation in society."
8. According to Bernard and Goodyear, "Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s)."

2.7 Purpose of Educational Supervision:

Supervision is an aspect of educational administration which has to do with providing assistance for the development of better teaching and learning situation. It offers guidance to the teachers so that they can become competent in self-analysis, self-criticisms, self improvement and at the end have selfactualization. One of the functions of supervision is to ensure that educational policies and laws which are properly enforced in order to improve the students' performance and to develop education for youth. Hence educational supervision is a must towards achieving and maintaining satisfactory academic standard in schools.

The purposes of supervision are -

- i. Improvement of teaching and learning process.
- ii. To help improving the quality of schools and achievements of students;

- iii. To help students to understand themselves and get in touch with their own feelings and monitor their own behaviour;
- iv. To monitor personnel and school quality and national educational goals;
- v. Assessment of teaching-learning.
- vi. To ensure the essence of establishing worthy schools to produce well-educated citizens who will serve effectively in all the sectors of the economy where their services are needed;
- vii. To directly influence, the behaviour of teachers and the teaching processes employed to promote pupils learning.
- viii. To ensure that each individual teacher within the school system has been performing the duties for which he was scheduled.
- xi. To know the direction of the school and to identify some of its most urgent needs.
- x. To know the effectiveness of classroom management by teachers;
- xi. Helps teacher in school management;
- xii. To discover special abilities and qualities posed by teachers in the school;
- xiii. To assess the tone of school and identify some of its most urgent needs;
- iv. To provide a guide for staff development;
- v. To provide the Department of Education with a full picture as possible of institutions
- vi. To ensure that public funds on education are wisely spent in the schools;
- xvii. To fulfil the requirement for registering a school for public examination;
- xviii. To examine record keeping in accordance with the relevant educational laws and regulations; and
- xix. To develop a favourable climate for effective teaching and learning.
- xx. To examine continuously school instructional goals and assess teachers' performance in meeting such goals.

2.8 Distinguish Between Supervision and Inspection:

| Sl. no. | Point of Distinction | Inspection | Supervision |
|---------|-------------------------|---|--|
| 1 | Meaning | Inspection focuses on the monitoring and evaluating performance. Through inspection, necessary and relevant advice may be given for the improvement the school. | Supervision focuses on monitoring and improving performance. It gives concrete and constructive advice and encouragement to teachers so as to improve the learning and teaching situation in the school. |
| 2 | Spreading of concept | It is relatively a narrow concept | It is a much broader concept |
| 3 | Aim | The aim of inspection is to find reasons for closing, opening or retaining a school. | The aim of supervision is to help teachers and students to carry out the teaching and learning process more effectively and interestingly. |
| 4 | Clarity of aim | Aim of inspection is very specific and focused | Aim of supervision is comprehensive |
| 5 | flexibility | Primarily inspection is rule bound and rigid | Supervision is also rule bound but flexible |
| 6 | Nature | Inspection is restrictive | Supervision is protective and creative |
| 7 | Person(s) engage | Inspection is usually conducted by one person | Supervision is done by team of experts |
| 8 | Uses of students' needs | Inspection takes into account the students' needs characteristics only as the points of restriction. | Supervision uses the students' needs and characteristics as guiding principles. |
| 9 | Continuation | Inspection is more a affairs and periodic | Supervision is a continuous innovative process |
| 10 | Checking of wastage | Inspection helps checking wastage by imposing restriction | Supervision helps checking of wastage by appropriate planning, reallocation and utilization of resources. |
| 11 | Encouraging factors | Encourages to follow rules thereby supports mechanism | Encourage originality, initiative and innovation within the approved frame of rules. |

| | | | |
|----|---------------------|--|---|
| 12 | Perception of rules | Rules are perceived as sermons. | Rules are perceived as guide lines. |
| 13 | Reporting | Inspection reports are usually not written immediately inspection | Supervision reports are usually discussed with the teachers and students. |
| 14 | Effect | Inspectors usually respect. They intimidate teachers, students and school heads. | Supervisors earn respect by sharing expertise. They are considerate on matters they encounter during supervision. |
| 15 | Performance | It is to check in-efficiency and fault finding | It is motivating and improving teachers' teaching methodology. |
| 16 | Follow up | There is always lack of follow-up activities after inspection | Follow-up activities normally at the earliest possible commence time. |

2.9 Factor Affecting Managerial Behaviour of Teacher:

2.9.1 Personal Factor

A manager is supreme in his institute. Everything in this sphere is going on according to his/her willingness. So the personal qualities of a manager are very essential for smooth running of an institute. If a manager want to nourish the democratic process in his/her institute then he/she will try to ensure maximum engagement of the human resources. In this condition the ability, creativity, IQ and personality of a manager are main factors. Based on these factors a manager will be able to take right decision at right time.

There are items that can help a manager, and enhance his/her interactions with others. Desirable personal characteristics make a manager as someone that others can look up to, and feel comfortable to work with him/her. The personal factors of a manger are following:

1. **Self-Motivation:** An effective manager can't motivate others if he or she can't be self-motivated. Self-motivation, the ability to get him/her going, and take charge of what's next to him/her, is a vital personal characteristic for a manager. He/she has to keep himself/herself going - and motivate those who work with him/her.
2. **Integrity:** People trust a good manager because they know he or she has personal integrity.

Workers need to know that a manager will fight for them, do what he/she says, and follows the rules.

3. **Dependability/Reliability:** As a person, he/she should be dependable and reliable. His/her superiors, as well as his/her subordinates, need to know that he/she can be counted on. Others in the organization should be able to rely on him/her.
4. **Optimism:** An optimistic attitude can help building morale in employees. Positive attitude of a manager can inspire others, and help them feel good about getting things done.
5. **Confidence:** A manager needs to be able to make decisions in confidence, and show others that he/she is capable of making good decisions. His/her confidence will rub off on others, and can be of benefit.
6. **Calmness:** A manager can't afford to break down when the pressure is on. The ability to remain calm and do what needs to be done is essential in a good manager.
7. **Flexibility:** A certain amount of flexibility is needed by a manager, since he or she may need to adapt to changing situations.

Not only the personal factors of manager but also the personal factors of staff in that institute are responsible for the running of the institute in a proper way. These personal factors of managers and staff coordinate them with each other. If a manager will be able to recognise the abilities of his/her staff and also the staff are able to connect themselves with the decision of the manager then the management process will be easier and fruitful.

2.9.2 Social Factor:

Education is a process of social change and society also has some contribution to the development of education. So the social environment has some contribution to the educational process. And it also has some influences on the managerial behaviour. Anyone can classify this social environment of an institute into three broad categories. These are:-

- a) Social environment of manager
- b) Social environment of staff
- c) Social environment of institute

Human resources of any institute coming from different social background. An

effective manager should merge those staff into a proper channel for better outcome. Social background of manager also a considering factor for the proper planning and execution of the planning in this area. A manager should take the decision for that institute based on the social situation of that social environment. Without considering the social factors of that institute, it will be a baseless decision.

Social change is one of the main objectives of the educational process so a manager should keep in mind these social environments to bring social change through the process of education.

2.9.3 Cultural Factor:

Culture denotes faith towards some specific practices and beliefs of any community. It varies from place to place and community to community. So culture is also a crucial factor for the management process within an institute. Multiculturalism is the best practice in our society and educational institutes are not out of them. If a manager of an educational institute is unaware about this 'ism' or he/she has faith on only one cultural practice then it will be very hard to achieve the educational goals of the institute in an effective manner. The entire support system (staff) will not work properly because of unhealthy environment of that institute.

In an institute, a manager should use that type of institutional culture which is fitted for all and also satisfying everyone who are joined with this institute. It is a very hard and challenging work for the manager to create such environment but it is the fact that a unique type of cultural practice in an institute will give everyone a better opportunity to practice it in his/her own way. This type of cultural adaptation will be beyond the faith on any particular culture rather than it will be a unique and healthy practice for every human resources in that institute.

2.9.4 Political Factor:

Political factor is one of the sensitive factors for the management of an educational institute. Everyone of any institute have not same political view. Based on this political view some groups are formed within a institute. If any single problem faced by the institute, the opinion of that different political groups within this institute will be different. In this time the manager will face trouble to take proper decision to overcome the problem. He/she will not be able to take decision within democratic field or by his/her political view. This problem may lengthen the solution of problem. This is another term of mismanagement.

If a manager tries to focus on the qualities of the staff and he/she used the different political views of the staff for the development of the institute then it

would be an effective management system. If any dichotomy come within the decision making process the manager should change his/her leadership style.

Political characteristic and skill of a manager is also a considering factor for the managerial behaviour of a manager.

When anyone tries to describe the political characteristic of a leader, we think that the leader must be "self-serving," "manipulative," "deceptive," "untrustworthy," or may be secret pacts being made behind closed doors.

But in reality the leader will be characterized by "influential," "well-connected," "resourceful," or "socially astute."

In fact, leaders can utilize their political skill to create positive outcomes. They can use it to successfully meet their organization's leadership challenges and to improve the performance and productivity of their team work.

Politics is, more generally, the art of influencing people and more narrowly, influencing to attain and retain power and control over governance. It also encompasses the making and execution of laws and policy.

According to Professor Gerald Ferris and followers, there are four political skills of a manager. After that the researchers at CCL and Davidson College recently add a new political skill with Ferris's typology. These political skills of a good leader are:-

1. **Social Astuteness** - the ability to observe others and to accurately understand them. Socially astute leaders are good at reading people's nonverbal behaviours and can intuitively sense the motivations of others.
2. **Interpersonal Influence** - the ability to influence others using a compelling interpersonal style. In particular, leaders with strong interpersonal influence are good at establishing rapport with others, they communicate well with others, and thus, they are also good at getting others to like them. Getting others to like them, in turn, helps them influence others more easily.
3. **Networking Ability** - the ability to establish relationships with others. People with high networking ability have strong ties with many people, including influential people at work. They are particularly skilled at leveraging their networks to obtain the needed resources to accomplish both personal and organizational tasks.
4. **Apparent Sincerity** - involves being transparent, honest, and sincere with others. Leaders with apparent sincerity believe in their word is their bond -

they do whatever they say they will do.

5. **Image Management** - the ability to intuitively know what to say to influence others and knowing how to make a good impression on others.

Of the 5 political skills, image management and interpersonal influence are the most important for helping a leader to have more impact at work.

2.9.5 Institutional Factor:

Institutional factor of any management system may be classified into different segment like-

- i) Planning and policies
- ii) Human resources factor
- c) Material resources factor
- d) Environmental factor

For the smooth running of an institute there should have some proper planning and policies to achieve the institutional goals. These planning and policies should be taken on the basis of institutional aims and objectives. So the proper planning and policies are mandatory for an institute.

If an institute take some proper plans and policies it would be very hard to achieve the institutional goals because of the lack of human and material resources. In this context not only the number but also the qualities of both resources are essential for the betterment of the management system. It is very recent common problem in every educational institute is the lack of resources so, it faces some unavoidable problems which make a barrier for effective management.

Although there are proper planning and policies and the number and qualities of human and material resources are exact as it is needed, the institute may face trouble to achieve the institutional goals. The main cause behind this trouble is the working environment. If the environment is not suitable for the work in any institute it would not be able to touch the goals of this institute. So the manager should create such environment for all the members of that institute which will encourage every person of that institute to work according to his/her qualities and level best.

2.10 Let Us Sum Up:

Educational administration is a process of systematically arranging and co-ordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization.

At a glance Inspection and Supervision are the same but they are different in practice. Inspection focuses on monitoring and evaluating performance whereas supervision focuses on improving performance so as to produce or accelerate development.

Managerial performance of a teacher is influenced by the different factors like personal, social, cultural, political and institutional. An effective manager should control these factors for a fruitful management system and essential leadership style.

2.11 Check Your Progress:

1. Short answer type question:

- i. What do you mean by the educational administration?
- ii. What are the main functions of educational administration?
- iii. Define educational supervision.
- iv. How does educational supervision differ from inspection?
- v. What are the personal factors that are responsible for managerial behaviour of a teacher?

2. Objectives type question.

- i. Jesse B. Sears pointed out 3/6/7 activities in the field of educational administration.
- ii. Conception/capability/care is a component of seven C's.
- iii. Supervision is a process of checking in-efficiency and fault finding. (T/F)
- iv. Match the following:-

| A | B |
|----------------|---|
| Supervision | Critically examine and evaluate the school as a place for teaching-learning enterprise. |
| Administration | A way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups |
| Inspection | A process of systematically arranging and co-ordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization. |

- v. Professor Gerald Ferris and et.al were found one/four/five political skill of a manager.

2.12 Refereces

- i. Vidyalaya songothon, bebosthapon a porikolpona, Dr. Prodipto Ranjan Roy and Dr. Amal Kanti Sarkar. Rita publication.
- ii. Sikhakhetre songothon o bebosthapon a, Dr. Debashis Pal, Dr. Debashis Dhar and Modhumita Das, Rita book agency.
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- iv. Educational management, Dr. Dilip Kumar Monda! and et.al, Rita publication
- v. Introduction to Educational Administration: A Module By Dr. Amadi-Eric, C.
- v. SUPERVISION OF EDUCATION Differences Between Inspection And Supervision I Ofodile Linda - Academia.edu.
- vi. Level Three Leadership: Getting Below the Surface (<http://www.amazon.com/Level-Three-Leadership-Getting-Surface/dp/0132556413>), by Professor James G. Clawson.

Unit - 3 : Educational Planning and Finance Structure

Structure

- 3.1 Introduction**
- 3.2 Objectives**
- 3.3 Educational Planning and Finance**
 - 3.3.1. Definition Of Educational Planning**
 - 3.3.2 Kinds Of Educational Planning**
 - 3.3.3 Needs For Educational Planning**
 - 3.3.4 Strategies Of Educational Planning**
 - 3.3.5 Steps Taken For Making Educational Planning**
- 3.4 Educational Finance**
 - 3.4.1 Need For Educational Finance**
 - 3.4.2 Significance Of Educational Finance**
- 3.5 Brief Outline of The Last Five Year Planning In Primary And Secondary Education**
- 3.6 Let Us Sum Up**
- 3.7 Check Your Progress**
- 3.8 Reference**

3.1 Introduction:

Planning is required to run any institutions smoothly. Educational institutions are not an exception in this regards. Planning saves manpower and time. It also helps to us the limited resources at the optimum level. Educational finance is required to maintain budget and distribution and allocation of funds. Government of India has taken different steps for planning and allocation of funds in the fields of education. In the last five year plans many positive steps are taken for the improvement of education.

3.2 Objectives:

Through this chapter the students will be able

- a) To define educational planning
- b) To understand the need for educational planning
- c) To explain different strategies for educational planning
- d) To realize the need of educational finance
- e) To identify the salient features of last five year plannings

3.3.1 Definition Of Educational Planning:

Educational planning may be defined as a systematic design of action and implementation for realization of educational aims and objectives for individual and social development through maximum utilization of available resources. In practical perspective, educational planning guide to the implement policies and programmes at local, national or international levels to improve education at large.

Planning is essential in the field of education to systematic implementation of policies at all stages with internal westage, Educational planning has to explore the best possible means of making the greatest use of available resources leading to the maximum realization of the educational aims and objectives.

Educational planning may be defined as a systematic design of action for realization of educational aims and objectives for individual and social development through maximum utilization of available resources. In practical perspective, educational planning is defined as a process utilized for both individual and society.

3.3.2 Kinds Of Educational Planning:

1. Administrative Planning:

Generally speaking, administrative planning refers to planning 111 administrative perspective. In the field of education, administrative planning relates to distribution of responsibilities and powers for different levels of education. In administrative educational planning, the administrative responsibilities and powers are phase-wise planned in relation to the different levels of educational administrators.

This planning of education makes a detailed plan on structure and organisation of education at different levels – primary, secondary, higher secondary, higher -

general, technical and professional. This planning prepares planning on duration of an educational programme, organisation and co-ordination of educational programmes, financial allocation or budget for the programme, engagement of educational officials in the programme, and smooth management of the programme etc.

2. Academic or Curricular Planning:

This type of educational planning refers to planning for smooth academic transaction of the syllabus for any course at any level of education. It encompasses planning on education in relation to needs and demands of the individual and society.

Formulation of educational goals, formation of curriculum committee for development of curriculum and selection of appropriate strategies and methods of teaching, planning of content units, planning for evaluation, planning for review of the curriculum, planning for use of library, planning for special provision for the gifted and remedial instruction for slow learners etc.

3. Co-curricular Planning:

This planning of education is necessary for bringing total development of a student in one point and total development of an educational institution or organisation in another point. This planning includes planning for student welfare services, planning for sports and games, planning for social activities and programmes, planning for cultural activities and programmes, planning for hobbies etc.

4. Instructional Planning:

This sort of planning in education is macro-level in nature as it deals with planning in classroom situation in relation to a particular topic of a concerned subject. This planning refers to emotional and organisational climate of the classroom.

It includes planning for specification or instructional objectives, selection and organisation of learning activities, selection of appropriate means for presentation of learning experiences, monitoring of the learning or instructional progress, selection of suitable evaluation techniques for learning outcomes etc.

5. Institutional Planning:

This type of educational planning gives a practical shape to the meaning of educational planning. In this context educational planning refers to the needs and requirements of every institution to be achieved through creation and maintenance of a planning atmosphere in the institution.

Although institutional planning includes all types of planning cited above by focusing on curricular and co-curricular planning, but there is the need of having a discussion on institutional planning. This situation occurs because of two basic purposes. Such as-to give a practical meaning, shape and form to educational planning and to start educational planning at the grass-root level.

3.3.3 Needs For Educational Planning; Educational planning is an absolute necessity because:

1. It ensures success of the institution. It takes into consideration the important issues, conditions, constraints and factors in education. Its focus is on future objectives, vision and goals. It is proactive in nature in that it emphasizes perception and ability to apply theory and profit from it in advance of action. It clarifies goals and the means to achieve those goals. Thus it eliminates trial-and-error process, reduces chances of failure and ensures success. In other words, it provides intelligent direction to activity.
2. The scarcity of financial and other non-material resources poses a challenge to education. Planning is a response to such challenges and explores the possibilities of alternative uses and optimum utilization of limited resources.
3. Effective and efficient planning saves time, effort and money.
4. It is a coordinated means of attaining pre-determined purposes.
5. Education is a public service demanded by the public and supplied by the government. For any government effort of such a large magnitude as education, planning is absolutely necessary.
6. To make every programme of an educational institution successful.
7. Proper educational planning economical in respect of time, effort and money.
8. Educational planning is a sound method of solving educational problems by avoiding the trial and error method of doing things.
9. Educational planning is absolutely needed for the best utilization of available resources.
10. Educational planning controls wastage and failure and administration smoothly, and increases the level of efficiency in the field of education.
11. Through proper planning, education can be used as the best means by which society will preserve and develop its future value system, way of life of an individual, knowledge, skills and applications, and culture of the country.

12. Through proper educational planning, the means and ends for the interaction of society with the individual can be achieved through educational system.
13. Educational planning is highly essential for preparing a blueprint or plan of action for every programme of an educational institution or organisation.
14. Planning in education is necessary at the individual level to make individual's educational purpose more goal-oriented and systematic.
15. Educational planning is essential to maintain, sustain and enhance the thinking process of an individual at the personal, institutional or level organisation.
16. Planning in education is necessary to highlight the universal aims of education which is required to fulfil in the global world as well as to enhance national development.
17. To reflect the modern developments like explosion of knowledge, advancement of science and technology, development of research and innovation while reformulating the aims and objectives of education in the light of the particular situation a country is facing.
18. It explores and provides the best possible means of making the wide use of available resources leading to maximum realization of the educational goals.
19. Educational planning helps in decision-making by gathering of educational experts, teachers, supervisors and administrators for taking decision in relation to achieve educational goals.
20. Educational planning gives equal importance to the purposes of different classes of experts such as sociologists, economists, scientists, politicians, educationists etc.

3.3.4 Strategies of Educational Planning:

1. Educational planning is to be done taking into consideration the society's needs by bringing integration among its social, economic, cultural, aspects for human development.
2. Educational planning should be made on the research and survey of the present position to bring authenticity and objectivity 111 educational findings. Besides educational planners should be systematic and precise and the students will also be so while performing activities.
3. Planning of any educational programme will be successful if the planning programme will ensure active involvement and continuous participation of all individuals and groups involved in the process in representative form.

4. Educational planning has to invite reputed intellectuals and experts outside of the institution or organisation for their active participation in the planning of every educational programme.
5. Planning of any educational programme, educational institution or organisation will be effective and fruitful if there will be a great deal of decentralization of responsibilities and powers in relation to planning.
6. The planner of every educational programme has to be democratic rather than autocratic. As planning is a group activity, active participation of all group members is required.
7. Educational planning is to be done in such a manner that it should be realistic and practical in the sense that it should utilize the available resources fully and economically. Only this will never be suffice rather planning should be done in such a way that there must be an indication and scope for generation of new resources.
8. Planning must be procedural which means planning in any field in general and in the field of education in particular is to be done in a stepwise manner. As a result of which sequence, continuity and development would be ensured in the field of planning for realizing the goals of education.
9. Attempts need to be taken for ensuring continuous and scientific assessment of the educational planning of any programme from its beginning to end.
10. There should be flexibility and continuity in educational planning process for the sake of meeting the needs and requirements of different categories of people.
11. Special attention is to be given while planning for reducing the dropouts, specially among the socially, economically and culturally deprived sections of the population.
12. Educational planning should cater needs of local, regional and national level to ensure interactional action for the total development of the nation as well as of the world.
13. Planning of any educational programme must be accompanied by the principles of relevance, utility and practicability which will tend to make it ever lasting one.
14. A systematic and well- defined policy for educational planning is to be developed with the scope of bringing change as and when required for continuous and balanced expansion of education.

3.3.5 Steps Taken For Making Educational Planning:

1. Survey of the Felt Needs and Requirements:

Before planning educational programme of an institution or organisation of any place or situation or community, first there is the need of doing a survey of felt needs and requirements. It implies that planning for survey of felt needs and requirements of any educational institution or organisation is the first step of educational planning.

2. Planning for Allocation of Resources:

This step of educational planning refers to allocation of resources both physical and human for fulfilling the felt educational needs and requirements.

3. Planning for Formulation of Educational Goals:

In this step of planning educational goals would have been formulated in relation to the felt needs, requirements and resources.

4. Planning for Formulating a Specific objectives:

In this step of the educational planners make planning for formulation of a set of objectives in contextual perspective. These objectives may refer to the instructional objectives or expected outcomes in particular of an educational programme of an educational institution or organisation.

5. Planning for Implementation:

This step of educational planning relates with the practical aspect of an educational programme in which there is the interplay of available resources-human, material, financial. But it is through the human resources a plan can be properly implemented. For this before implementation of the plan, planning must be done on the role and responsibilities of every member of the educational programme.

6. Planning for Regular Monitoring:

Planning must be done for monitoring of an educational programme by the competent personnel during the implementation and towards the end of an educational programme. As a result the scope for refinement and development of an educational programme for adequate realization of educational objectives will be ensured.

7. Planning for Evaluation:

This step of educational planning implies that the major concern of this step is to know to what extent the plan has been effective to fulfill the needs of the

educational programme and to find out the defects in the process of implementation of an educational programme. This evaluation can be done by a committee of competent personnel.

8. Re-planning and Revising:

Being the last but not the least step of educational planning it refers that if on the basis of evaluation educational planning of any programme seems to be defective, steps should be taken for re-planning the educational plan and revise it accordingly, as and when necessary.

3.4 Educational Finance:

Educational finance refers to governmental and organizational processes by which revenues are generated (through taxation, tuition, fees, and philanthropy), distributed, and expended for the operational and capital support in education.

3.4.1 Definition Of Educational Finance:

Educational finance refers to governmental and organizational revenues are generated (through taxation, tuition, fees, distributed, and expended for the operational and capital processes by which and philanthropy), support of formal schooling. Education financing should not be considered exclusively as a technical field dominated by matters of arcane financial formulas and budget categories. Rather, it also involves public policy issues at the dynamic core of any society regarding equity, efficiency, and freedom of choice. The profits from sales and services by the educational institutions also provide economic sufficiency of the educational institutions. Private by setting up educational institutions with or without taking grant -in-aid from Government. Recent trend is to establish self-financing institutions even in the professional education.

3.4.2 Need For Educational Finance:

Education in India is provided in both public and private sectors. So India has to allocate a significant amount of resources for the development of education. A certain level of education is required for a country to attain a reasonably high rate of economic growth on one hand and on the other, to fulfil the Constitutional provisions. As the Constitution of India has granted the free and compulsory education upto the age of 14 the distribution of educational opportunities to the

citizens of India has consequences of social justice. As a result the over-populated country like India the system of educational finance is likely to be complicated. The complexity is further enhanced by the fact that education is carried forward by both public and private sectors.

3.4.3 Significance of Educational Finance:

In India funds for education is based on taxation. Special education cess has also been levied. Corporate sectors also contribute for the development of education. Another source of educational income is fees and individual payments for educational services provided to the individual. We get foreign aid for financing education from UNESCO, UNICEF, etc.

Educational finance is closely related to the national dividend. The higher the national dividend, the greater is the hope of allocation to education. If the national dividend is low, it lowers the taxable capacity of people and reduces the revenue.

On the other hand, it reduces the scope of students to continue education as parents want to withdraw them from education early and to employ them in financially gainful profession to support the family financially. Thus it affects educational finance. The standard of living of the people of the country is closely related to the national dividend. Educational finance and per capita income of a country are directly related to each other. So it can be said that financing of education is greatly influenced by overall economy and standard of living of the people of the country.

In India the financial responsibilities are shared by centre and state.

3.5 Brief outline of The Last Five Year Planning In Primary And Secondary Education

THRUST AREAS FOR EDUCATIONAL DEVELOPMENT IN THE EIGHTH FIVE YEAR PLAN:

1. Its duration was 1992 to 1997
2. In this plan priority is given to human resources including education, employment and health.

3. The Open Learning system will be expanded and a wide variety of courses offered.
4. Pre-vocational training at the secondary level.
5. The Ninth Plan will lay emphasis on the revision of curricula so as to relate these to work opportunities.
6. More importantly, there are disparities in educational access as between the urban, rural and tribal areas. Gender disparities also exist.

THRUST AREAS FOR EDUCATIONAL DEVELOPMENT IN THE NINTH FIVE YEAR PLAN:

1. Its duration was 1997 to 2002
2. Develop life skills including skills of critical and constructive thinking, use of JCT, organisation and leadership, and community services.
3. Implement common curricula and syllabi of nationally acceptable standards for Science, Maths and English in all schools in the country.
4. Ensure quality secondary education with relevant skills including basic competency in mathematics, science, languages and communication.
5. The impact of recent initiatives undertaken for the Universalisation of Elementary Education is resulting in an increased demand for the expansion of secondary education.
6. Secondary education serves as a bridge between elementary and higher education and prepares young people between the age group of 14-18 for entry into higher education.
7. Universalisation of elementary education.
8. Upliftment of the educational status of disadvantaged groups including SC/ST/girls and disabled children.
9. During this period the various Central institutes/organisations like NCERT, NOS, Kendriya Vidyalays and Navodaya Vidyalays were further strengthened.
10. The National Open School which was established in 1989 as an autonomous organization under the MHRD, provides opportunities for continuing education to those who have missed opportunities to complete school like school drop outs and marginalized groups such as rural youth, urban poor, girls, schedule castes and tribes, backward classes, disabled.

THRUST AREAS FOR EDUCATIONAL DEVELOPMENT IN TENTH FIVE YEAR PLAN:

1. Its duration was 2002 to 2007.
2. The success of SSA in achieving large scale enrolment of children in regular and alternate schools has thrown open the challenge of expanding access to secondary education.
3. Rapid changes in technology and the demand for skills also make it necessary that young people acquire more than eight years of elementary education to acquire the necessary skills to compete successfully in the labor market.
4. Moreover, secondary education serves as a bridge between elementary and higher education.
5. The thrust of the strategies under the Tenth Plan would be to develop vocational education as an integral part of the school systems in the country.
6. The Tenth Plan laid emphasis on Universalization of Elementary Education (UEE) guided by five parameters: (i) Universal Access, (ii) Universal Enrolment, (iii) Universal Retention, (iv) Universal Achievement, and (v) Equity.
7. The major schemes of elementary education sector during the Tenth Plan included SSA, District Primary Education Programme (DPEP).

National Programme of Nutritional Support to Primary Education, commonly known as Mid-Day Meal Scheme (MOMS), Teacher Education Scheme, and Kasturba Gandhi Balika Vidyalaya Scheme (KGB VS).

8. The schemes of Lok Jumbish and Shiksha Karni were completed but DPEP will extend up to November 2008. KGBV has now been subsumed within SSA.

ELEVENTH FIVE YEAR PLAN:

1. Its duration was 2007 to 2012.
2. Elementary education, that is, classes I-VIII consisting of primary (I-V) and upper primary (VI-VIII) is the foundation of the pyramid in the education system and has received a major push in the Tenth Plan through the Sarva Shiksha Abhiyan (SSA).
3. In view of the demands of rapidly changing technology and the growth of knowledge economy, a mere eight years of elementary education would be grossly inadequate for our young children to acquire necessary skills to compete in the job market. Therefore, a Mission for Secondary Education is essential

to consolidate the gains of SSA and to move forward in establishing a knowledge society.

4. The Eleventh Plan must also pay attention to the problems in the higher education sector, where there is a need to expand the system and also to improve quality.
5. The Eleventh Plan will also address major challenges including, bridging regional, social, and gender gaps at all levels of education.
6. Special Focus Districts (SFDs) have been identified for need-based interventions in resource allocation, micro-planning, and development. There is a focus on girls' education by targeting additional resources to Educationally Backward Blocks (EBBs) under National Programme for Education of Girls at Elementary Level (NPEGEL). Under KGBV scheme 2180 residential schools for girls belonging to SCs, STs, OBCs, minorities, and below poverty line (BPL) families were sanctioned in the EBBs.
7. District Primary Education Programme (DPEP) an externally aided project, aimed at the holistic development of primary education, covering classes I to V.
8. Mid-Day Meal Scheme (MOMS) was launched in 1995 to enhance enrolment, retention, and participation of children in primary schools, simultaneously improving their nutritional status hot cooked meals for children in classes I-V in government, local body, and government-aided schools, and EGS and AIE centres. MOMS provided nutritional support to students in drought affected areas during summer vacation.
9. In the Eleventh Plan, the quality of education imparted in the primary and UPS would be improved through a range of coherent, integrated, and comprehensive strategies with clearly defined goals that help in measuring progress. These include the following:
10. However, emphasis was given to restructure SSA with a clear goal of providing a quality of education equivalent to that of KVs under the CBSE pattern.
11. Ensure basic learning conditions in all schools and acquisition of basic skills of literacy and numeracy in early primary grades to lay a strong foundation for higher classes.
12. Give special focus on Maths, Science, and English (core) where students tend to be weak and universally introduce English in Class III onwards.

13. Implement a Common Syllabi, Curriculum, and Pedagogy and carry out the consequent textbook revisions.
14. Support more quality-related activities and improve interactive classroom o Address fully al I teacher-related issues-vacancies, absenteeism, assignments, and fix accountability for learning outcomes of pupils.
15. Achieve 100% training for teachers including para-teachers. Revise PTR to 3-:1 from 40:1.
16. Recruit additional teachers to deal with single teacher schools and multi-grade teaching with mandatory two-third new teachers to be female for primary classes.
17. Conduct national Eligibility Test (NET)/State Eligibility Test (SET) for teacher recruitment by NCERT/State Council for Educational Research and Training (SCERT)/CBSE/State Boards to enable decentralized recruitment of high-quality teaching faculty at district/block levels.
18. Make District Institutes of Education and Training (DIETs)/SCERTs fully functional and organically linked with BRC/CRC and NCERT.
19. Enhance learning levels by at least 50% over baseline estimates (2005-06 District Information System for Education [OISE]).
20. Improved Quality' to be defined in operational terms through clearly identified outcome indicators, viz. learning levels of students, teachercompetence, classroom processes, teaching learning materials. etc.
21. The National Curriculum Framework (NCF) 2005 and the syllabi prepared by NCERT to be the guiding documents for States for revising their curricula/ syllabi with SCERTs playing a more active role in ensuring common standard.
22. Introduce monetary and non-monetary incentives for recognizing good teachers with block/district and State awards.

With the RTE Act, 2009, becoming operational from 1 April 2010, the vision and strategies of the ongoing SSA were harmonised with the RTE mandate and the programme norms were revised accordingly. Financial outlays were enhanced and the changes approved to the annual work plans to enable government schools to become RTE Act compliant.

TWELVETH FIVE YEAR PLAN:

1. Ensure universal access and, in keeping with letter and spirit of the RTE Act, provide good-quality free and compulsory education to all children in the age group of 6 to 14 years;
2. Improve attendance and reduce dropout rates at the elementary level to below 10 per cent and lower the percentage of OoSC at the elementary level to below 2 per cent for all socio-economic and minority groups and in all States;
3. Increase enrolments at higher levels of education and raise the Gross Enrolment Ratio (GER) at the secondary level to over 90 per cent, at the Senior Secondary level to over 65 per cent; 4. Raise the overall literacy rate to over 80 per cent and reduce the gender gap in literacy to less than 10 per cent; 5. Provide at least one year of well-supported/well-resourced pre-school education in primary schools to all children, particularly those in educationally backward blocks (EBBs); and 6. Improve learning outcomes that are measured, monitored and reported independently at all levels of school education with a special focus on ensuring that all children master basic reading and numeracy skills by class 2 and skills of critical thinking, expression and problem solving by class 5.
4. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, became operative on 1 April 2010.
5. A major focus of the Twelfth Plan will be on implementing the objectives of the RTE Act and aligning the government policies and practices with the overall goal of providing quality schooling for all children until the age of 14 years.
6. Twelfth plan initiatives SSA to continue to be the flagship programme for developing elementary education during the Twelfth Plan for realising the rights to elementary education for each and every child. There would be four strategic areas under SSA during the Twelfth Plan. These are: (i) strong focus on learning outcomes; (ii) addressing residual access and equity gaps; (iii) focus on teacher and education leadership; (iv) linkages with other sectors and programmes.

The emphasis was to

1. Shift from a project-based approach of SSA to a unified RTE-based governance system for UEE;
2. Address residual access and equity gaps in elementary education by adopting special measures to ensure regular attendance of children in schools and devising special strategy to tackle the problem of dropping out before completing the full cycle of elementary schooling
3. Integrate pre-school education with primary schooling in order to lay a strong foundation for learning during primary school;
4. Prioritise education quality with a system-wide focus on learning that are assessed through classroom based CCE independently monitored and reported at the block/district/State levels;
5. focus on early grade supplemental instruction to ensure that all children achieve the defined age-/class-specific learning levels by the end of class 2;
6. Articulate clear learning goals that have to be achieved by the end of each class or set of classes. These goals should be understood by parents and teachers;
7. Improve teacher training with an emphasis on effective pedagogy given the realities of Indian classrooms such as multiage, multi-grade and multi-level contexts. Also, make teachers' professional development a needs-driven process as opposed to top-down decision wherein curriculum design and delivery is centrally driven;
8. Invest in both top-down administrative oversight and bottom-up communitydriven monitoring of schools;
9. Focus on strengthening practices of good governance in all schools and related institutions that ensure performance-based internal and external accountability for teachers and administrators at all levels and also ensure holistic assessment driven development of schools;
10. Invest in strengthening ongoing and continuous field-based systems of academic support to schools and teachers and in strengthening district and blocklevel capacity for better management and leadership;
11. Support States to set learning goals and invest in independent monitoring of outcomes, but provide States with substantial autonomy in how to achieve

these goals, and provide additional results-based financing to States who show the most improvement in educational outcomes;

12. Provide a supportive environment for evaluation of innovative practices, and sharing of best practices across States and districts;
13. Support States towards motivation, capacity development and accountability of community and parents for ensuring regular attendance and quality education: and
14. Ensure convergence with panchayats, Community-Based Organisations (CBOs) and other sectors at school level.

The other areas are—

Focus on Teachers and Education Leadership Competence of teachers and their motivation is crucial for improving the quality. This would require a number of initiatives towards (i) addressing teacher shortages, particularly through new and rigorous approaches to imparting teaching certifications, (ii) improving the quality of pre-service teacher education, (iii) improving the quality of in-service teacher professional development and options for their upward career mobility with special attention to para-teachers in many States, (iv) enhancing the status of teaching as a profession and improving teachers' motivation to teach well and their accountability for ensuring learning outcomes, (v) improving the quality of teacher educators. It is important to align all ongoing teacher capacity and capability building exercises to the achievement of improved learning outcomes.

Five year plans play a very important role in educational development in India. These plans show government the guidelines to utilize resource to get optimum result.

3.6 Lets Sum Up:

Planning is the systematic design of action and implementation for realization of educational aims and objectives. Its focus is on future objectives, visions and goals. Effective and efficient planning saves time, effort and money. Different strategies are used to make educational planning effective. It should be realistic and practical. Planning for various fund allocations, evaluations and monitoring is required. Finance also plays an important role. Educational finance refers to

governmental and organizational processes by which revenues are generated and distributed for development in the field of education. Educational finance is closely related to the national dividend. The higher than a national dividend the greater is the hope of allocation to education. Government of India has taken very constructive steps to fulfill the Constitutional provisions regarding education through the five year planning. Last five year plannings i.e. eighth, ninth, tenth, eleventh and twelfth plan after the National Education Policy 1986 created a landmark. We have some new concepts and new ways incorporated in the field of education.

3.7 Check Your Progress:

A) Short Answer Type Questions:

1. What are the needs for educational planning?
2. Define educational finance.
3. Discuss the strategies used for educational planning.
- 4.) Explain the different types of educational planning.
5. Mention the main features of twelfth five year plan related to primary and secondary levels of education

B) Objective Answer Type Questions:

- 1) Name one importance of academic planning.
- 2) Name two strategies for educational planning.
- 3) Mention two sources of educational finance.
- 4) Write the full form of SSA.
- 5) In which year plan is RTE being operated?

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Unit - 4 Functions of Various Administrative Bodies In Education

Structure:

- 4.1 Introduction**
- 4.2 Objectives**
- 4.3 University Grant Commission (UGC)**
 - 4.3.1 Aims Of UGC**
 - 4.3.2 Composition**
 - 4.3.3 Funding**
 - 4.3.4 Grants**
 - 4.3.5 Functions**
- 4.4 NAAC**
 - 4.4.1 Aims**
 - 4.4.2 Constitution**
 - 4.4.3 Functions**
- 4.5 NCERT**
 - 4.5.1 Objectives**
 - 4.5.2 Constitution**
 - 4.5.3 Functions**
- 4.6 DEB**
 - 4.6.1. Objectives**
 - 4.6.2 Functions**
- 4.7 CABE**
 - 4.7.1 Objectives**
 - 4.7.2 Composition**
 - 4.7.3 Functions**
- 4.8 NCTE**

- 4.8.1 Objectives
- 4.8.2 Constituton
- 4.8.3 Functions

4.1 Introduction:

The obligations of the Central Government are discharged by the Ministry of Education. by the name of The Ministry of Human Resource Development. There are number different agencies like University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE) or there are also a number of advisory bodies like the Central Advisory Board of Education (CABE) helping MHRD in the issues of forming policies or implementing variou programmes. The central bodies are very useful to keep the Central interest in education alive. They should be given opportunities. to function in a democratic way.

4.2 Objectives:

After reading the unit you will be able to:

- identify different agencies and advisory bodies of MHRD,
- explain different functions of these agencies,
- describe their objectives
- explain their constitutions

4.3 University Grants Commission:

The University Grants Commission was set up as an advisory committee in 1945. The formation of it was recommended by the Sargent Report in 1944 in the beginning no funds were placed at its disposal. Its function was merely to make recommendations to the Ministry of Education for grants to the Central Universities. In 1948-49 Radhakrishna Commission recommended and the Government introduced the University Grant Commission Bill in 1954. The University Grants Commission became a statutory body under the University Grants Commission Act 1956, Parliament. The first chairman of UGC was Shri C.D. Deshmukh.

4.3.1 Aims of University Grants Commission:

The University Grant Commission (UGC) discharges the Constitutional mandate of coordination, determination and maintenance of standards of teaching, examinations, researches and infrastructural facilities of universities and colleges. UGC is the vital link between Centre and State Governments. It monitors and disburses grants to the higher education institutions. It suggests the necessary measures for the improvement of universities and colleges, frames regulations to maintain standards in the education. UGC also advises Centre and State to improve the conditions of the same.

4.3.2 Composition :

The composition consists of the Chairperson, Vice-Chairperson, and ten other members appointed by the Central Government. The Chairperson is selected among the Central Government or State Government officers. Out of ten members two are Central Government officers and atleast four of them should be the teachers in the universities. Others are selected from eminent educationists or experts from different fields. The Chairperson is appointed for 5 years or until the age of 65 whichever is earlier.

4.3.3 Funding :

UGC has no fund of its own. It receives both Plan and Non-Plan grants from Central Government to do necessary expenditures assigned to it by law.

4.3.4 Grants:

UGC provides two types of grants:

- a) Maintenance Grant: It is given to the Central Universities in the form of annual block grant.
- b) Development Grant: This type of grant is given to Central as well as other universities for their development programmes.

UGC grants are generally given for five years as its fund is decided for Five Years Plans of Government of India.

4.3.5 Functions:

- a) It gives grant for establishing new universities.
- b) It maintains the standards and quality of higher education

by establishing Centre of Advanced Study, Departments of Research Support to strengthen teaching and research.

- c) It provides assistance for organizing workshop, seminar, conference for teacher to acquaint themselves with latest development in their fields.
- d) It determines new grades and service conditions for teachers time to time.
- e) Financial support is given to the research scholars and teachers.
- f) Student welfare services like grants for library, laboratories, hostels, health centres are given financial assistance.
- g) It conducts National Eligibility Test (NET) for recruiting teachers in colleges and universities.

4.4 NAAC:

In order Privatization to face challenges and Globalization in posed by Liberalization, India institute of higher education have to become competitive, compatible and accountable for which assessment must be done through external. agencies like National Assessment and Accreditation Council (NAAC). It is an organization that assesses and accredits Higher Educational Institutions (HEIs) in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore.

4.4.1 Aims of NAAC:

NAAC is an autonomous institution established by the UGC in 1994. The prime agenda of NAAC is to assess and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. NAAC is a member of the International Network for Quality Assurance Agencies in Higher Education comprising of over 120 different national agencies engaged in Assessment, Accreditation and Academic Audit. NAAC was established in 1994 in response to recommendations of National Policy in Education (1986). This policy was to "address the issues of deterioration in quality of education", and the Plan of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994

4.4.2 Constitution Of NAAC:

NAAC's working is governed by the General Council (GC) and the Executive Committee (EC) on which University Grants Commission (UGC), All India Council

for Technical Education (AICTE), Ministry of Human Resource Development (MHRD), Association of Indian Universities (AIU). Universities, Colleges and other professional institutions are represented. Senior academics and educational administrators are nominated as members on these two bodies.

4.4.3 Functions of NAAC:

NAAC functions through its General Council and Executive Committee where educational administrators, policy makers and senior academicians from a crosssection of system of higher education are represented. The prime agenda of NAAC is to assess and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. The seven criteria based on which the grading is done are:

1. Curricular Aspect
2. Teaching- Learning & Evaluation
3. Research, Consultancy & Extension
4. Infrastructure & Learning Resources
5. Governance, Leadership & Management
6. Innovation & Best Practices
7. Student Support & Progression
8. Organization and management.
9. Healthy Practices

Accreditation process of NAAC is done by the following process:

1. Preparation of the Self-Study Report (SSR) by the Institution/ department based the parameters defined by NAAC.
2. Validation of self-study Report by a team of peers through an on-site visit, presentation of a detailed quality report with recommendation for accreditation status of the Institution.
3. The final decision by the Executive Committee on accreditation status of the institution.
4. The accreditation process involves a preparation of a self-study report by the college and validation of this report by three to four members team consisting of Vice-Chancellors, Principals, Deans and Senior teachers, Based on the detailed

criteria-wise evaluation considering several parameters and the key aspects the percentage institutional scores will be arrived at institutions scoring above 55% will only be accredited.

In addition, an in-depth analysis of the colleges; strengths, weaknesses, opportunities and areas of concerns will be presented to the college and discuss with the College authorities. The accreditation status is valid for a period of five years.

NAAC is at present processing the assessment and accreditation of a large number of colleges from all over the country. The UGC and MHRD have notified that all Colleges, Universities have to submit the self-study report for the process of accreditation:

1. Quality sustenance and promotion by sensitizing institutions to concepts such as credit transfer, student mobility and mutual recognition.
2. Networking among accredited institutions in order to promote exchange of best practices.
3. Formation of Quality circles for follow-up of an accreditation outcomes.
4. State-wise analysis of accreditation results for policy initiatives.
5. Promoting the concept of lead colleges and cluster of colleges for quality initiatives.
6. Project grants for accredited institutions for quality innovations.
7. Financial support to accredited institution for conducting seminars/conferences/workshops on quality issues in Higher Education.
8. Developing international linkages for mutual recognitions.
9. Collaborating with other national professional bodies for accreditation of specialized subjects.
10. NAAC- Distance Education Council joint venture for accreditation of open Universities and Correspondence courses.
11. State-level coordination Committees for Accreditation.
12. National Consultative Committees on Accreditation in different disciplines.
13. Interaction with other agencies to develop a National Qualifications framework.
14. Development of Data-base expertise and Infrastructure.
15. Training programmes for quality promotion and excellence in Higher Education.

- 16 NAAC-NCTE joint activity for self-appraisal and Accreditation of Teacher Education Institutions.
- 17 Post-Accreditation Review and Quality Sustenance in Accredited Institutions.
18. Accreditation and TQM (Total Quality Management) in Collegiate Education: MOU with government of Karnataka.
19. CII-NAAC Higher Education Summits.

Benefits

1. Helps the institutions to know strengths, weaknesses, opportunities through an informed review.
2. Identifies internal areas of planning and resource allocations.
3. Enhances Collegiality on the campus.
4. The outcome of the process provides the funding agencies with objectives and systematic database for performance funding.
5. Initiates institution into innovative and modern methods of pedagogy.
6. Gives the institution a new sense of direction and identity.
7. Provides the society with reliable information on the quality of education offered by the institution.
8. Employers have access to information on standards in recruitment.
9. Promotes intra-institutional and inter-institutional interactions.

4.5 NCERT:

The National Council of Educational Research and Training(NCERT) was set up as an autonomous organization by the Government of India. Its registration was done under the Societies Registration Act 1961.This body was set up to provide assistance to research, training and extension in the areas of school education.

4.5.1 Objectives:

The objective to set up NCERT is to develop it as principal technical agency functioning at the national level for the improvement of school education and operating through its collaboration with the National Board of School Education, State Department of Education and their technical agencies like the State Institute of Education.

4.5.2 Constitution:

The Union Education Minister is its President. At least one outstanding teacher from secondary school and a person specializing in primary education preferably a primary teacher are the members of its Governing Body.

4.5.3 Functions:

The National Council of Educational Research and Training (NCERT) is involved in developmental programmes of research, training and extension of education. Its major functions are:

- a) To promote and coordinate educational research
- b) To provide extension service
- c) To organize pre-service and in-service training
- d) To make people aware of latest educational techniques and practices
- e) To sponsor national level surveys
- f) To investigate recent problems related to education in India.

4.6 DEB (Distance Education Bureau):

Distance Education Bureau is a bureau of UGC. In pursuance of the directions issued by the Ministry of Human Resource Development, Department of Higher Education, Government of India dated 29.12.2012, the regulatory functions with regard to Distance Education programmes in higher education have now been vested with the University Grants Commission. The Distance Education Council which was the erstwhile regulator of Distance Education programmes, has been dissolved and all regulatory functions are being undertaken by the UGC. The UGC is in the process of framing new Regulations for Distance Education. It has, however, been decided that till such time the new Regulations of the UGC are notified, the guidelines of the erstwhile DEC with regard to recognition of ODL institutions shall be implemented for the purposes of grant of permission to institutions for Distance Education programmes.

4.6.1 Objectives:

The major objectives of Distance Education at the tertiary level are:

- i) To provide an alternative cost-effective non- formal channel for tertiary education.

- ii) To, supplement the conventional university system and to reduce the pressure on it.
- iii) To provide "second chance" education to those who have had to discontinue their formal education or could not join regular colleges or universities owing to social, economic and other constraints.
- iv) To democratize higher education by providing access to large segments of the population, in particular the disadvantaged groups such as those living in remote and rural areas, including working people, women and other adults who wish to acquire and upgrade their knowledge and/or skills.
- v) To strengthen and diversify the degree, certificate and diploma courses related to employment and necessary for building the economy of the country on the basis of its natural and human resources.
- vi) To provide continuing and life-long education to enrich the lives of the people.
- vii) To provide an innovative system of university level education, which is flexible and open in terms of methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination and operation of the programmes with a view to promoting learning and encouraging excellence in new fields of knowledge.

4.6.2 Functions:

Distance Education Bureau is an apex body responsible for promotion, maintenance of standards and coordination of open and distance learning all over the country.

- a) It provides guidelines for extending support to State Universities.
- b) It has set up common courses and programmes that are to be followed by the Open Universities.
- c) It gives grants for research in open and distance education.
- d) It has formed quality assurance panel and tools to evaluate the performance of institutions offering distance mode of education.

4.7 C.A.B.E.

The Central Advisory Board of Education (C.A.B.E.) is the oldest advisory body in India. The Calcutta University Commission (1917- 19) recommended to form this body in 1920. Today C.A.B.E. is an important body in the light of the Constitutional

position regarding education. It provides a forum where Centre and State may take joint decisions on policy matters.

4.7.1 Objectives:

Major objectives of C.A.B.E. are

- i) To advise on educational matters related to Centre or any local government
- ii) To provide and circulate information and recommendations regarding education to Government of India and local bodies.

4.7.2 Constitution:

C.A.B.E. has its Secretary, the Education Secretary and its Chairman is the Union Minister of Human Resource Development. The State Governments are represented by their education ministers and one representative from each Union Territory. It has two members of All India Council of Technical Education, six elected members of Parliament—two from Rajya Sabha and four from Lok Sabha, one representative from Indian Council of Agricultural Research, one representative from Medical Council of India and 16 educationists.

4.7.3 Functions:

- i) The Board discusses issues related to education every year.
- ii) The Board works through the standing committees like Elementary and Basic Education Committees, Social Committees, Secondary Education Committees, Higher Education Committees.
- iii) C.A.B.E. has two secretaries to perform the function of collecting information related to education.
- iv) It publishes annual and five years review report of educational developments.
- v) It makes proposals in the form of reports related to compulsory primary education, education for all, technical education, decentralized management of education etc.

4.8 NCTE

The National Council for Teacher Education (NCTE), in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT).

The National Policy on Education (NPE), 1986 and the Programme of Action envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995.

4.8.1: Objectives:

The main objective of the NCTE is to achieve planned development of the teacher education system throughout and coordinate the country with the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The mandate given in the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, 'primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

4.8.2 Functions:

To determine and maintain standards for teacher education and for the purposes of performing its functions under this Act, the Council may:

- b. undertake surveys and studies relating to various aspects of teacher education and publish the result thereof;
- c. make recommendations to the Central and State Government, Universities, University Grants Commission and recognised institutions in the matter of preparation of suitable plans and programmes in the field of teacher education;
- d. co-ordinate and monitor teacher education and its development in the country;
- e. lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions;
- f. lay down norms for any specified category of courses or trainings in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of curriculum;
- g. lay down guidelines for compliance by recognised institutions, for starting new courses or training, and for providing physical and instructional facilities,

- staffing pattern and staff qualification;
- h. lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training;
 - i. lay down guidelines regarding tuition fees and other fees chargeable by recognised institutions;
 - j. promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof;
 - k. examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institution;
 - l. evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognised institutions;
 - m. formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programmes;
 - n. take all necessary steps to prevent commercialisation of teacher education; and
 - o. perform such other functions as may be entrusted to it by the Central Government.

Let Us Sum Up:

Educational development means the growth in human development or overall growth of the country. As education is in the Concurrent List, both Centre and State have equal responsibility to develop a sound education system all over the country. All levels of the higher education is taken care by Ministry of Human Resource Development (MHRD) and is administered by different apex bodies appointed by Government of India. UGC coordinates and provides grants to the higher educational institutions all over the country. NCERT caters to the needs of school education system including curricular and infrastructural areas. It provides support for educational research and pre-service and in-service training for the teachers. NAAC is an autonomous institution established by MHRD. It keeps vigil on the higher educational institutions to maintain standards. There are various professional councils like NCTE to monitor teacher education all over India or

DEB to run distance education in India. CABE on the other hand is the advisory body regarding education in India.

4.9 Check your progress:

Short Answer Type Questions:

1. State the functions of UGC.
2. Explain the role of NCTE in teacher education.
3. What is the purpose of DEB in spreading education in India.
4. State the major objectives of CABE.
5. Mention the functions of NAAC for quality assurance in education.

Objective Type Questions:

1. Name the autonomous body which controls the teacher education system.
2. Who is the apex body to control distance education in India?
3. Which autonomous body is set up to assist research and development in school education?
4. Write the full form of NAAC.
5. Mention the body helping MHRD to form policies on education.

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Unit - 5 : Educational Technology

Structure

- 5.1 Introduction**
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- 5.3 Meaning, Nature, Scope and Need of Educational Technology**
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5.1 Introduction

Today's world is guided by science and technology. In the modern material world, there is virtually nothing which does not come under the purview of science and technology. Technology, which applies science in everyday life, has been particularly quite popular. In education, we find vast application of technology spreading through different aspects of education-teaching, learning, evaluation, administration and communication. Let us find out the pros and cons of how technology can be used in education. The present topic deals with the meaning, nature, need, and scope of educational technology. Besides, it also discusses about different approaches of educational technology. But before that, let us go back to the evolution of educational technology.

In the early period of human history, when writing was unknown, the method of verbal presentation on the part of the teachers, and citation and memorization on the part of the students was a common practice in almost all the civilizations of the world. On that time those simple form of technologies were used.

But the advent of writings as the means and materials of communication brought another breakthrough in the sphere of educational technology. Writing on the leaves and tree-trunks, engraving on metals and rocks, and then the use of the

some type of paper and ink material provided the next breakthrough in the use of writing technology for teaching and learning.

The use of writing and printing technology then took its next leap in helping the cause of teaching and learning. The production and use of the instructional materials like chalkboard, pictures, chart, models, maps, diagrams and other graphic material ushered a significant change in education. Thus educational technology achieved another milestone.

Later on mass media and other sophisticated hardwares and softwares such as radio, television, tape recorder, films, transparency greatly improved educational outcomes.

The concept of programmed instruction and other theories later on, added another dimension to the meaning and concept of educational technology. The software approach got a boost now.

The field got another boost when the new approaches like systems approach, micro-teaching, interaction analysis and computer assisted instruction came into existence. This is how educational technology is evolving continuously and will further evolve in the years to come.

5.2 Objectives

After going through this unit, the students will be able to ...

- Know the meaning, nature, scope and need of ET
- Understand the difference between 'technology in education' and 'technology of education'
- Comprehend different approaches of ET-hardware, software and systems

5.3 Meaning, Nature, Scope and Need of Educational technology

5.3.1 Meaning

The concept educational technology consists of two terms-education and technology. Simply speaking, when technology is used in education to enhance its outcomes, it is called educational technology. It is the use of all available resources (human and non-human) in a systematic manner to find viable solutions to educational problems. To understand the concept better, let us analyze some definitions-

S.K. Mitra : "Educational Technology can be conceived as a science of techniques and methods by which educational goals could be realized."

Garrison (1989), opines "technology will be viewed as having both a process (software) and a product (hardware) component, where process is the creative application of knowledge of purposeful activities. A subset of hardware is media, where media are the devices used to distribute information."

Leith (1967): "Educational technology is the systematic application of scientific knowledge about teaching and learning and conditions of learning to improve the efficiency of teaching and training."

Unwin (1969) : "Educational technology is concerned with the application of modern skill and techniques for the requirements of educational training. This includes facilitation of learning by manipulation of media and methods, and the control of environment so far as this reflects on learning."

By analyzing the above definitions, the following points can be put forth.

1. Educational technology is concerned with the systematic application of science and technology.
2. Educational technology helps in providing efficiency to the task of teaching and learning.
3. Educational technology provides technical guidance and solution to the some of the problems of education.
4. It uses aid-materials, software and hardware, mass media and communication techniques.
5. It provides effective arrangement of learning situations and learning environment.

The above analysis gives a generic picture about what educational technology is. So we can say that educational technology is the systematic application of knowledge science, technology and educational psychology to improve efficiency in the processess and outcomes of education in the teathing learning situation through the use of various softwares hardware old materials, mass media and communication techniques.

But with the advent of physical science and consequently the electronic revolutions there came an era of sophisticated hardware (gadgets and mechanical devices) like projectors, tape-recorders, radio and television. As a result, educational technology was taken in terms of these sophisticated instruments and equipment used for presenting instructional materials.

Then came the age of mass media. It brought forth massive communication revolution for instructional purposes. Utilization of radio, television, tele-text and computer assisted instruction for individualized learning brought more sophistication in education.

After that came the concept of programmed learning and programmed instruction. It tried to individualize the process of education and introduced a system of self-learning in the form of designed self-instructional material and teaching machine.

Micro-teaching and systems approach are some of the added features of educational technology. Many more will come in future.

5.3.2 Nature

Nature means the overall characteristics of a concept. To make it simple, it refers to the features and characteristics that a subject shows in different situations. The following are the nature of educational technology. Let us go through it :

1. Educational Technology studies the effect of science and technology upon education. In other words, it is the application of science in the field of education.
2. Educational Technology is progressive and dynamic in nature. In it, newer inventions continuously replace the older ones.
3. Educational Technology is technologizing Education to optimize learning endeavors of learners.
4. There are four major components of Educational Technology-(i) Methods, (ii) Materials, (iii) Media and (iv) Manpower
5. Engineering Technology is not educational technology though its manufactures such as radio, tape- recorder, video-tape and T.V., etc., are used in teaching as audio-visual aids in education. It is accepted as an approach of ET known popularly as hardware approach.
6. In Educational Technology, both hardware and software mechanisms are involved. The hardware components are TV, computer, overhead projector, tape recorder, teaching machines etc. Soft wares include audio/Video cassettes, filmstrips, micro films, slides etc.
7. Educational Technology accepts school as a system. In this system, the school-building, furniture and teachers act as input while various methods, techniques, strategies and the teaching and examination with the help of

audio-visual aids are the process in this system. Ability of the pupils is considered as the output.

8. Educational Technology cannot solve each and every problem of education. It can be used successfully in teaching and instructional system and is about to be used in more different areas.
9. Educational technology can never replace the teacher. Because teacher himself/herself is a part of educational technology. Educational technology has three aspects- 1. Input, 2. Process and 3. Output. A teacher's job is a part of the input system. Moreover, educational technology is basically used for the enhancement of cognitive domain only. And for better development of affective domain, interaction between teachers and pupils is a must. Hence, educational technology cannot replace the teacher.
10. Educational Technology is comprehensive. It is associated with all aspects of educative process, such as methods, teaching strategies, learning materials, handling of various equipment etc.

5.3.3 Scope

Scope means breadth and comprehensiveness. Simply speaking it is the boundary of a particular subject. Scope signifies the territorial length and spread of a discipline. But it is not a static one. With the advancement of knowledge and research, the scope of a discipline becomes broader and broader. The same happens in case of educational technology. Now let us find out the scope of educational technology.

Educational Technology uses - Men, Materials, Methods and Techniques, Means and Media in an integrated and systematic manner for optimized learning. In a nutshell, these are the scope areas of educational technology. But a comprehensive description would include the following as its scope.

1. Behavioral Technology: Behavioral technology is a component of Educational Technology that puts emphasis on the use of psychological principles in teaching and learning so as to modify the behavior of the teacher and pupils as per the teaching objectives.
2. Instructional Technology: Instructional technology implies the application of psychological, sociological and scientific principles and knowledge to instruction for achieving the specific objectives of learning.
3. Teaching Technology: It is a process of developing teaching as a system of actions which induce learning through interpersonal relationship. Teaching

technology is the application of philosophical, sociological and scientific knowledge to teaching.

4. **Instructional Design:** In order to bring desired changes in the pupils' behavior, the teaching situations, working tools and new approaches were considered important in addition to the learning principles. The composite form of all these is instructional design.
5. **Training Psychology:** Training psychology is a method of teaching and learning which is resulted out of the research work carried out on the complicated training problems and situations. Training psychology divides the whole training task into three parts. These are:
 - Preparing outline of the task.
 - Task analysis
 - Putting the task in sequence.
6. **Cybernetic Psychology:** It's a part of training psychology. Cybernetic psychology accepts human beings as machine and emphasizes the fact that feedback brings the desired changes through control of the behavior of pupil.
7. **System Analysis:** System Analysis is a problem solving process in which the needs of the management are diagnosed and by using an appropriate method for solving the problem, evaluation is carried out.

Besides the above stated areas, the working areas of Educational Technology include the following:

Curriculum Construction, Teaching-Learning Strategies, Audio-Visual materials, Determining Educational Objectives, Training the teachers, Feedback, Hardware and Software etc. In short, the scope of Educational Technology extends to all resources (human and non-human) for the augmentation and development of education. Thus, Educational Technology has a wider scope.

5.3.4 Need

Today's education depends more on technology based learning. From teaching to evaluation and feedback, there is progressive use of technology in different fields of education. Let us know the reasons for which we need technology in education.

1. To analyze teaching learning process : Educational technology tries to analyze the concept of teaching, teaching process, variables of the teaching, phase of teaching, levels of teaching, theories of teaching, principles and maxims

of teaching, the concept of learning, relevance of the theories, the relationship between teaching and learning.

2. Spelling out the educational goals or objectives: Educational technology tries to discuss the topics such as identification of educational needs and aspirations of the community, survey of the resources available for satisfaction of these needs.
3. Development of curriculum: Educational technology helps in designing of a suitable curriculum for the achievement of desired objectives.
4. Development of teaching-learning material: Now-a-day's educational technology is used for the production and development of the suitable teaching-learning materials in view of stipulated objectives, design curriculum and available resources.
5. Teaching preparation or teacher-training: Teacher is a key figure in any process of teaching and learning. Educational technology, therefore, takes care of the proper preparations of teachers for exercising their complex responsibilities.
6. Development and selection of the teaching-learning strategies and topics: This constitutes the crux of a teaching learning act. Here educational technology tries to describe the ways of transaction, discovers new mode of delivery, selects and develops suitable strategies and tactics of teaching.
7. Development, selection and use of the appropriate audio-visual aids: teaching-learning transaction is greatly influenced and benefited by the use of appropriate audio-visual aids. Educational technology covers this aspect by discussing various types of audio-visual aids used for educational purpose, their proper selection suiting to a particular teaching-learning situation.
8. Effective utilization of the hardware and mass media: Various sophisticated instruments, equipments, gadgets and communication devices play an effective role in the attainment of educational objectives by helping the teachers and learners in their respective roles.
9. To work for the effective utilization of the subsystem of education: educational technology considers education as a system operating, in a systematic and scientific way, for the achievement of educational objectives.
10. To provide essential feedback and control through evaluation: educational technology is essentially concerned with the task of exercising appropriate control over the process of teaching and learning by planning and devising

suitable tools and devices for the continuous evaluation of the process and products of the teaching-learning activities.

5.4 Technology in Education and Technology of Education

Educational technology has two aspects attached to it-'technology in education' and 'technology of education'. The first one deals with use of hardwires in education whereas the second one deals with soft skill techniques and service based learning. Let us analyze these two important concepts relating to educational technology.

5.4.1 Technology in Education

When we say 'technology in education', it refers to the use of technological advancement such as various equipments, materials and machines for educational purposes. It invokes the increasingly complex range of audio-visual equipments, hardware and sophisticated electronic devices like projectors, films, radio, televisions, tape recorder, recording machines, tele-text and computer aided instructions for individualized and group learning.

'Technology in education' is not limited to making use of technology to make learning and imparting of education easier in all possible ways but also a field of study in itself for those who are involved with developing technological tools for educational purposes.

Technology helps the students understand and absorb what they are being taught. For instance, since there are a number of students who are visual learners, projection screens connected to computers could be put in classrooms to let the students see their notes as opposed to simply sitting down and listening to the instructor teach.

Now-a-days softwares are used to supplement the class curriculum. Quizzes, tests, activities and study questions that could help the students continue with the learning process when they are out of the classroom are available now.

Today, technology has been incorporated into a good number of curriculum even those that do not belong to the technology and computer classes. Students make use of computers to come up with presentations and also make use of the internet to carry out research on a variety of topics for their essays and papers.

Technology has immensely grown to the point that it is also available today to assist those kids who are yet to begin school. There are a number of educational

systems and video games for the small children that assist them in getting ready for school and in a number of situations also give them a head start on their education.

The term 'technology in education' is a service concept like technology used in farming and agriculture. In this respect, educational technology can provide its services on the following grounds:

1. It helps in explaining the purpose and functions of different forms of appliances, equipment, audio-visuals material and mass media.
2. It helps in providing training and acquiring the material and handling the equipment to overcome their reluctance to use new media and materials.
3. It establishes relevance to the use of equipment and material in the context of individualized and group learning for achieving the goals of formal or non-formal education.
4. It gives access to variety of learning resources through multiple mediums such as audio materials, video materials, multi-media resources etc.
5. It provides immediate facility for learning. Students and teachers can learn where ever they wish. Now- a- days the 'mobile' has greatly enhanced this facility for potential learners. The learners can lean anytime they want to.
6. 'Collaborative learning' is now possible with the help of technology. Modern technology-based learning makes it possible through its multiple means.
7. 'On line library' and digitization of printed material and 'e-book: are made available to the learners. This has greatly enhanced the learning potential of learners.
8. Technology has made 'distance learning' a reality. Education has come to the door-step of learner. The learner now enjoys higher flexibility in selection, admission and completion of the course.
9. Technology has been helpful to the students of disabilities. Newer instruments and techniques are used to improve students' learning capacity immensely.

5.4.2 Technology of Education

The term 'technology of education' or 'educational technology' is a broader and more inclusive concept than the term 'technology in education'. It cannot limit

itself to the role of service as confined in the case of 'technology in education'. Thus it does not represent something added or helped from outside as sounded in the case of technology in education. It signifies a system of technological approach to the problems of education. Technology of education deals with systematic application of the resources of scientific knowledge of the processes of learning that each individual has to pass through in order to acquire and use knowledge.

Technology of education is also referred to as educational technology. And it is the incorporation of Information and Communication Technology into the realm of classroom. This is a constantly evolving field that depends upon technological advancements.

However, the following are some of the areas of 'technology of education'...

1. The use of learning materials, equipment and resources for making the best learning to happen.
2. Maximizing the expertise of teacher and enhancing his/her motivation level so that s/he can give the best performances.
3. Enhancement of learners' involvement in the process of learning. More the learner is made involved, better will be the process of leaning.
4. Best use of teaching learning resources and activities of learning. The example of learning resources are textbooks, work books, programmed materials, pictures, slides, maps, charts, cartoons, posters, models etc. Some of the examples of learning activities are reading, writing, interviewing, reporting, discussing, thinking, reflecting, dramatizing, visualizing, evaluating etc.
5. Suitability of various instructional methods as per the content. Different content require different mode of presentation.
6. Making use of experience as an approach of learning. Experience provides best form of learning; hence more the scope of experience better the learning.
7. Use of technological innovation like simulation, virtual reality for the enhancement of learning.
8. Use of play, pageant and pantomimes as modes of learning. A play depicts life, character and culture of a learner wheres/he belongs.
9. Evaluation methods for harnessing learning outcomes. The learning objectives are well measured through better evaluation method.

10. Techniques of feedback constitutes a part of technology of education. Verities of techniques are used for giving feedback to learners. Better the techniques, better the learning.

5.5 Approaches of ET: Hardware, Software and System

Approach means a distinct methodological framework. Educational technology has evolved itself in three distinct phases, which we call approaches to educational technology. These three approaches are-hardware approach, software approach and systems approach.

5.5.1 Hardware Approach

This approach has its origin in physical sciences and engineering. It is based on the concept of service, i.e., using technology in education. For example, while teaching in a big hall, a teacher uses a microphone for making his teaching effective; this is an example of use of hardware in education.

The use of machines has brought revolution in teaching-learning process. Many of the material and equipment of hardware approach do originally belong to the areas other than education and are borrowed and utilized for educational purposes.

The hardware approach is based on the application of engineering principles for developing electro-mechanical equipment for instructional purposes. Some of the hardwires used in education are motion pictures, tape recorders, television, teaching machines and computers.

Hardware approach mechanizes the process of teaching so that teachers would be able to deal with more students with less expenditures in educating them.

Revolution in hardware approach has brought significant change in three dimensions of human knowledge-Preservation, Transmission and Development. Knowledge is preserved with the help of printing machines in the form of books which are shelved in the libraries. Tape recorders and films are some of the other devices used for preservation of knowledge. The second aspect of human knowledge is its transmission. A teacher imparts knowledge to the pupils. Now a days, transmission of the knowledge is supported by machine like mike, radio and television. With these, thousands of pupils enjoy this home-delivery of such benefits. The third aspect of human knowledge is its development. For this aspect, provisions are made for research work. In a research program, the main function is the collection

and analysis of data. Many researchers use the electronic machines and computers for analysis of data.

Characteristics of Hardware Approach

The following are some of the characteristics of hardware approach to education...

- The concept of hardware approach is derived from the application of "physical science" to education. Silverman called this type of educational technology as 'Relative Technology'.
- It brings innumerable new ways of doing things to the class-room teachers. The teachers can enrich their teaching by adopting various ways as per their own necessity.
- The job and the duties of the teacher have also constantly been changing as they are to deal with many new gadgets for teaching and learning.
- The teacher can deal with larger group of students with the help of these 'Mechanical device' or 'Machines' known as hardwires.
- The use of 'Mechanical device' or 'Machines' reduces the cost drastically and makes the process of teaching learning economical.

5.5.2 Software approach

Unlike hardware approach, this approach has its origin in psychology of learning. Because psychology of learning provided education a solid base for bringing desirable behavioral changes among students and thus serves the cause of education by laying down definite instructional procedure, teaching behavior and behavior modification devices. This is sometimes referred to as instructional technology, teaching technology or behavioral technology.

This type of technology tries to adopt a process-oriented technique for production of suitable teaching-learning material, teaching-learning strategies, and evaluating techniques for the optimum results in the process of teaching and learning. The materials, such as programmed material and teaching-learning strategies based on psychology of learning are usually known as software and the equipment and gadgets are called hardware.

Software Approach is also termed as Instructional Technology or Teaching Technology or Behavioral Technology. Newspapers, books, magazines, educational games,

flash cards may also form part of softwares. Software approach is characterized by task analysis, writing precise objectives, selection of appropriate learning strategies, immediate reinforcement of responses and constant evaluation.

Characteristics of Software Approach

- Software approach is known as 'Management Technology' as it manages the whole process of teaching learning. Silverman termed this educational technology as 'constructive educational technology.' It has brought a scientific approach to educational management for solving educational administrative problems.
- Origin of software approach lies in the application of 'behavioral science' in the field of education. It refers to the application of teaching- learning principles in the shaping of behavior.
- This view of educational technology is closely associated with the modern principles of programmed learning and is characterized by task analysis, writing precise objectives, selection of appropriate learning strategies, reinforcement of correct responses and constant education.
- Software approach has its application when we want to write objectives in behavioral terms, want to select appropriate teaching strategies, provide reinforcement for correct response etc. it uses the principles of psychology for the purpose of behavior modification.

5.5.3 Comparison between Hardware Approach and Software Approach

1. Hardware technology has its origin in physical sciences and applied engineering whereas Software technology has its origin in behavioral sciences and their applied aspects concerning psychology of learning.
2. The concern of hardware technology is with the production and utilization of audio-visual material and sophisticated instruments and mass media for helping teacher and learners in their task.

But software approach makes use of psychology of learning for the production and utilization of software techniques and materials in terms of learning material, teaching-learning strategies and other devices for smoothening the task of teaching learning.

3. Hardware Approach is product-oriented. Things produced in the shape of teaching-learning material and gadgets are used for making the teaching learning process more effective.

On the contrary software approach is process-oriented. The material produced here is made available for being used by the hardware application.

4. Hardware approach directly provides service to the beneficiaries. It means it provides services in the field of education much in the same way as provided by telephone, electric heater, bulb etc. in the sphere of our day to day life. In this sense hardware technology clearly stands for making use of technology in education.

Software technology does not provide direct services to its users as provided by hardware technology and applied engineering. It helps in the production of software material being used by the hardware applications and gadgets for delivering their service to the users i.e. teachers and learners.

5. Some of the hardware technology service we use are radio, television, tape recorder, video, slides and film projectors, teaching machines and computer, tabs android handset etc.

Examples of the material produced through software technology are programmed learning material, teaching learning strategy based on psychology of learning etc.

6. Hardware technology needs the services of software technology for its use and functioning. It can't go without the aid of software technology. The use of application and utility software is in fact a must for taking any service from the hardware technology of the computer.

Software technology proves most useful and productive in the case if it is assisted and made into use by the hardware applications and gadgets. However, it can go alone for delivering its services to the users without calling aid from the hardware technology.

5.5.4 Systems Approach

Systems Approach came from the concept of system engineering which owes its origin to computer science. It represents the latest concept in educational technology. The concept 'systems approach' consists of two terms-systems and approach. Let's know these concepts first.

A system has the following elements-

1. Set of interrelated parts.
2. Parts are unified whole.
3. Each and every part is equally important is constituting the whole.

And when we say 'approach' it means something dealt methodically. It means a scientific way to process information. Hence the concept 'systems approach' therefore means methodically dealing the whole system of education.

As the concept comes from computer science let us take systems of computer into account. The computer as a system functions with the help of three sub-systems: input, process and out-put. Likewise, education, in this approach is considered as a system like computer. This approach takes education as a system having a set of inputs which are subjected to a process, design to produce certain outputs which are intended to meet the stipulated objectives of the system. The second term 'approach' means systematic application of theories and principles to reach certain goals. Thus, in systems approach, one has to make a continuous comparison of the different roles played by man, machine and media in a system of education and develop an appropriate instructional design and strategy in relation to the stipulated objectives. Twelkier defines Systems approach "as a management tool that allows individuals to examine all aspects of the organization, to interrelate the effects of one set of decisions to another and to optimally use all the resources at hand to solve the problem."

In the context of education, system is a unit as a whole incorporating all its aspects and parts, namely, pupils, teachers, curriculum, content and evaluation of instructional objectives. The teaching-learning process is viewed as communication and control taking place between the components of a system. In this case, the system is composed of a teacher, a student and a programme of instruction, all in a particular pattern of interaction.

The Systems Approach focuses first upon the learner and then on course content, on learning experiences, on effective media and on instructional strategies. Such a system incorporates within

itself the capability of providing continuous self-correction and improvement. It is concerned with all elements of instruction including media, including hardware and software. Its purpose is to ensure that the components of the organic whole will be available with the proper characteristics at the proper time to contribute to the total system fulfilling the objectives.

In the systems approach to instruction, the teacher has to plan completely the utilization of selected resource material and the classroom activities. The teacher should have a good overall view of the subject, know his/her limitations, know all about his/her pupils and the individual differences in their learning capacities and plan accordingly. This approach involves continuous evaluation of learning

outcomes and utilization of knowledge gained by analysis of results of evaluation to suitably modify the plan of approach to achieve the stated objectives.

Types of System

A system can be of two types-closed system and open system. Let us know each of these systems...

Closed system

- A closed system is self-sufficient and self-regulated
- It does not interact with the environment nor does it exchanges material with environment

Open system

- There is continuous interaction with the environment.
- The system receives inputs from external environment.
- It processes and supplies output to external environment.

Education as a System

Like any other system in human body such as circulatory system or respiratory system, education is also a system. It functions more like a computer system that has 'input-process and output' elements.

Input

The 'input' has the following processes involved...

- Formulation of objectives
- Pre assessment of the pupil's entry behavior
- Desirable attitude and aptitude of pupils is to be considered
- Content to be taught and instructional material to be used is planned D Cost factor is to be taken into considerations

Process

The 'process' element has three stages in it. These are...

- a) Deciding suitable teaching strategies/methods
- Selection of appropriate media and material

- Selection of appropriate evaluation procedures.
- Formulating a scheme of comprehensive programmes/ timetable for the working of the system in relation to its parameters and stimulated objectives

b) Systems operation /implementation

The role and function of the elements such as teaching, pupils, and material resources are to be monitored.

c) Evaluation of learning outcomes/objectives

Output

- Attainment of objectives
- Restructuring, reorganizing and re-planning the system for better results

Besides the three major components of education has its sub-systems too. Let us know these sub-systems...

Technical sub-system

This includes task activities, skills, techniques, strategies, methodologies, knowledge etc. required to perform the job.

Social sub-system

Social subsystem consist of individual and their mutual social interaction. This includes status, group norms and values.

Structural sub-system

It implies the inter-relationships among people. It is designed formally to accomplish coordination among people. It also includes physical setting or the space environment in which work has to be done.

Managerial sub-system

Managerial system involves processes like reviewing, controlling, directing and evaluation. Corrective actions are taken on the basis of the feedback received.

Steps involved in using Systems Approach

The following are some of the major steps in systems approach to education:

1. Formulating of specific instructional objectives to be achieved and defining instructional goals,

2. Deciding appropriate media to achieve these goals,
 3. Defining learner characteristics and requirements,
 4. Selecting appropriate methods suitable for effective learning to take place,
 5. Selecting appropriate learning experiences from available alternatives,
 6. Selecting appropriate materials and tools required,
 7. Assigning appropriate personal roles for teachers, students and supporting staff,
 8. Implementing the programme,
 9. Evaluating the outcome in terms of original objectives measured in student performance and
 10. Revising to improve efficiency of the system to improve students' learning.
- Importance of Systems Approach for Education.
1. Framework for planning, decision making control and problem solving.
 2. Throws light on dynamic nature of management.
 3. Provides a unified focus to institutional efforts.
 4. Helps to look at institution as a whole and not as parts.
 5. Helps the manager to identify the critical sub-systems and their interaction with each other.
 6. Helps in improving institution.
 7. Helps in bringing efficiency in school administration and management.
 8. Helps in systematic educational planning.
 9. Ensures maximum utilization of resources.
 10. Helps in improving examination and evaluation system.
 11. Maintaining controlling and improving guidance services.
 12. Designing, controlling and improving non-formal and adult education system.
 13. Improving quality of education.
 14. Improving the teacher training program is in service as well as pre-service.

Stages of Systems Approach

Rajasekhar has suggested the following stages of system approach—

(a) Consider target population characteristics and topic area

The range of backgrounds, interests, knowledge, attitudes and skills of students coming on to the course will have a strong influence on course design. Pre-knowledge and any common misconceptions will have to be catered for in the design of the course (these may, for example, affect sequence, structure and support mechanisms). The broad thrust of the course content will also have to be considered. Consideration will be given to the sort of people which the course is trying to develop. The subject area may have traditional aims and directions, but one may wish to consider the justification of these and/or preparation for future change.

(b) Estimate relevant existing skills and knowledge of learners

There may be minimum standards of entry to the course, but this will not always be so. For example, the increasing numbers of non-standard and mature student entrants to higher education will not necessarily have conventional paper qualifications, but may possess skills and qualities which will have an influence on course design. This may have implications for teaching methods, bridging courses, support systems etc.

(c) Formulate objectives/learning outcomes

The objectives and learning outcomes of the course or curriculum element will attempt to encapsulate the new skills, knowledge or attitudes which it is intended that the students will acquire. They may be formulated by the learners themselves, by teaching staff, by a validating, examining or professional body, or by some combination of these and other sources.

(d) Select appropriate instructional methods

Having specified the objectives and learning outcomes (ie, what we are trying to achieve in the course), we should be in a better position to select appropriate teaching/learning methods through which these have a reasonable chance of being achieved. There are far more teaching methods available to choose from than most people realize. The process of attempting to match appropriate methods to given objectives and learning outcomes is normally done on the basis of a combination of research and experience.

(e) Operate course or curriculum.

The next element in the system is the actual implementation of the course. This involves all the logistical arrangements associated with running the course, including overall structuring, pacing, implementing the chosen teaching strategies, using appropriate supportive media and materials, and ensuring that all aspects of the course run as smoothly as possible.

(f) Assess and evaluate

The combined result of the preceding stages is that students are involved in a learning experience that is planned to develop their knowledge, skills and attitudes, taking into account the individual needs and experience of the learners. Just how effective the pre-planning and subsequent operation has been can be measured by studying student performance in continuing and/or post-course assessments. These assessments should be closely related to the specified course objectives and learning outcomes. Poorly-achieved objectives or learning outcomes should lead the course designers to examine the entire system in order to identify places where improvements might be made. This could involve a change in the objectives/learning outcomes, a revised assessment of students' pre-knowledge, a critical review of the instructional methods used, an examination of the course structure and organization, a consideration of the assessment methods used, or a combination of some or all of these. These deliberations, together with feedback on the course from staff, students, employers, etc, can be used in an evaluation of the entire concept of the course, which should, in turn, form the basis of an ongoing cyclical course development process.

5.6 Let Us Sum Up

This unit deals with the basic concepts associated with educational technology such as Meaning, Nature, Scope and Need of Educational technology. Educational technology is the use of all available resources (human and non-human) in a systematic manner to find viable solutions to educational problems. The concept of educational technology is dynamic and has always been in a change mode. The nature of educational technology is quite pervasive. Educational Technology is comprehensive. It is associated with all aspects of educative process, such as methods, teaching strategies, learning materials, handling of various equipment etc. scope determines the boundary of a particular subject. It includes Men, Materials, Methods and Techniques, Means and Media.

The need of educational technology has been constantly increasing. From teaching to evaluation and from setting the objectives of education up to feedback, there is progressive use of technology in different fields of education.

Then two aspects of educational technology- 'technology in education' and 'technology of education' are discussed in detail. The first one deals with use of hardwires in education whereas the second one deals with soft skill techniques and service based learning.

The next point of discussion was about three approaches of educational technology- hardware approach, software approach and systems approach. The hardware approach is based on the application of engineering principles for developing electro-mechanical equipment for instructional purposes. Some hardwires used in education are motion pictures, tape recorders, television, teaching machines and computers. The software approach to educational technology is closely associated with the modern principles of programmed learning and is characterized by task analysis, writing precise objectives, selection of appropriate learning strategies, reinforcement of correct responses and constant education. Systems approach owes its origin to computer. In a computer we have 'input', 'process' and 'output'. Education as a system is perceived in that way too. It also has inputs like objectives, learners' entry behaviour, teacher, curriculum etc.; process like use of methods, operational techniques etc.; and output that constitutes behavioural outcomes.

5.7 Check Your Progress

1. Why is educational technology so important now-a-days?
2. Give your comment on systems approach.
3. Differentiate between hardware approach and software approach to education?
4. What is Cybernetics?
5. What was the earliest concept of educational technology?
6. What is an instructional design?
7. Mention the usefulness of software of software approach in education.
8. In what way hardwares have contributed to the system of education?
9. What are the educational inputs of a system?

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Unit-6 Classroom Communication and Instructional Technology

Structure

- 6.1 Introduction**
- 6.2 Objectives**
- 6.3 Meaning, Nature, Types and Components of Communication**
 - 6.3.1 Meaning of Communication**
 - 6.3.2 Nature of Communication**
 - 6.3.3 Types of Communication**
 - 6.3.4 Components of Communication**
- 6.4 Classroom Communication: Barriers and Strategies to Overcome those Barriers**
 - 6.4.1 Barriers of Classroom Communication**
 - 6.4.2 Strategies to Overcome the Barriers**
- 6.5 Media Used in Education: Audio, Visual, Audio-visual-merits and demerits**
 - 6.5.1 Audio media**
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- 6.6 Mass Instructional Technology-Seminar, Discussion, Panel Discussion, Team Teaching**
 - 6.6.1 Seminar**
 - 6.6.2 Discussion**
 - 6.6.3 Panel Discussion**
 - 6.6.4 Team Teaching**

6.7 Let Us Sum Up

6.8 Check Your Progress

6.9 References

6.1 Introduction

Communication has been an important element of teaching-learning process since the beginning of civilization. This is because the whole concept of teaching is based on transaction of ideas and information which can only be possible through successful communication. In the ancient times, teachers used to use the oral medium for communication. Then the writing medium came. And now is the age of sophisticated technology. With the use of technology, classroom transaction can be enhanced to a great extent. The present unit deals all about this. Let us go deep into it.

6.2 Objectives

After going through this unit, you will be able to

- Know the pros and cons of classroom communication
- Understand the barriers of communication and how to overcome those barriers
- Know different kinds of media used in education
- Comprehend various kinds of mass instructional technology

6.3 Meaning, Nature, Types and Components of Communication

6.3.1 Meaning of Communication

Communication is the act of sending message to a person so as to elicit a desired response. It involves at least two persons and at best millions or even crores. But the basic remains the same, i.e. encoding and decoding of the message. A typical communication involves a sender who encodes the message, a receiver who decodes it and gives feedback to the sender. So it is a two way interaction that involves a sender, a receiver and a message. A communication is said to be successful if the message delivered by the sender is completely understood and responded to

as desired by the sender. Many experts have beautifully defined the act of communication. Let us examine some of these...

Ruben (1984) says communication is an information related behavior. What he means here is that communication is a kind of social behavior intended to provide required information. Of course it is correct. We very often communicate when there is an information to deliver.

Dale (1969) says that communication is sharing of ideas and feelings in a mood of maturity. In this definition the intention of Dale is to emphasize meaningfulness and contiguity in expression. Dale discards all kinds of infantile and immature exchange as communication.

Berelson and Steiner (1964) define communication as "the transmission of information, ideas, emotions and skills .. -by the use of symbols." Here both the authors have stressed upon the concept known as 'symbol'.

A similar kind of interpretation is given by Theodorson and Theodorson (1969) who define communication as the transmission of information, ideas and attitudes or emotion from one person or group to another ... primarily through symbols.

6.3.2 Nature of Communication

- Communication is the process of exchanging information through a common system of symbols.
- Communication can take a wide variety of forms starting from two people having a face to face conversation to signals and messages sent to millions through communication networks.
- Common forms of communication include speaking, writing, gesturing and broadcasting. Communication involves informing, telling, showing, or spreading of information.
- When there is communication a common ground of understanding is established. In the organizational context, it brings about a unity of purpose, interest and effort.
- Communication is used as a means to influence others.
- In a communication, thoughts and emotions are expressed through words and actions.
- Any communication involves at least four basic concepts in it-sender and

the process of encoding, receiver and the process of decoding, message which is to be delivered and feedback.

- Communications differ as they bear difference in context. Here context includes purpose of communication, audience involved in the process, medium of communication and genre (written, oral or mixed) of communication.

6.3.3 Types of Communication

Communication can be classified into different kinds based on two major typologies. One is based on the number of people involved and the other one is based on the use of language.

Typology based on Number of People Involved

1. One-to-one communication: this happens between two individuals. In a classroom two students may interact with each other in relation to a particular topic and a single student may interact with the teacher on a given topic-all these are example of one-to-one communication.
2. Small group communication: when interaction happens within the members of a small group that is called small group communication. When students of a particular section in a class interact among each other that is called small group communication.
3. Large group communication: the communication that involves a large numbers of individuals is said to be large group communication. The communication that happens during a prayer assembly or during some co-curricular meet is an example of large group communication.
4. Mass communication: when communication takes place through an instrument of mass media like radio, television, films etc. and thousands of learners are involved, it is called mass communication. For example, Gyan Darshan program of IGNOU or GYAN VAANI program of both JGNOU and NSOU are example of mass communication.

Typology based on use of Language

1. Verbal communication is communication using some sort of formal, rule-governed, symbolic language, whether spoken, written or signed. Another variety of this is called Pre-linguistic communication that consists of all forms of communication used by babies, infants and those with disabilities before they acquire linguistic communication, in other words, before they develop symbolic language skills.

A verbal form of communication always entails feelings, thoughts and intentions. Therefore it is the most sophisticated form of language.

2. Non-verbal communication refers to all forms of communication which do not involve spoken language. This term is sometimes used to refer to forms such as signing and objects of reference. It involves the use of symbols that stand for things, objects and persons. Facial expression, eye contact, sound symbols, code language etc. are popular non-verbal form of communication. Non-verbal communication is used when there is no scope of verbal communication or as a supplement to verbal communication. It is more useful for deaf and dumb learners.

6.3.4 Components of Communication

A typical communication process involves six components in it. Let us know these components. These are ...

- i. Source of the communication or the sender
- ii. Content of the communication or the message
- iii. Media or channel of the communication
- iv. Receiver of the communication
- v. Response material or feedback
- vi. Facilitators or barriers of communication

Source: The process of communication usually starts with the source of the communication. The source may be an object, an event or a person and is in a position to transmit information, ideas, thought, opinions and feelings. Technically it is known as sender. In a classroom situation, the teacher acts as the sender of the message.

Content or Message: That which is to be communicated is called message. This essentially comes from the source. The content can be verbal, non-verbal or even abstract representation of facts or information that the sender wants to convey. They may be well organized and structured or unorganized and unstructured or even spontaneous.

Media or the Channel: the message to be conveyed needs a medium. This is called media or channel. Generally this media is perceived in two distinct ways- verbal (spoken or written words) and non-verbal (gestures, sign language, body

language etc.). In a communication process both the sender and receiver use the media in a mutually acceptable manner.

Receiver: The receiver is the person who decodes the message given by the sender. She not only receives the message but also reacts to the message. So it is the pole of the communication, the first being the sender. The continuity of the communication depends greatly upon the wish of the receiver. A good receiver is that person who possesses the competency to decode, understand and effectively respond to the message.

Feedback: This is called response material. It is the reaction or response signal given by the receiver to the sender. The effectiveness of communication is evaluated by feedback. The quality of communication is assessed through feedback given by the receiver. Feedback also tells about the subsequent follow-up routine of communication between the sender and the receiver.

Facilitators or Barriers: The quality of communication is favorably or adversely affected by various factors of the environment where communication takes place. These can be congenial, physical or psychological or even pure environmental. But nevertheless, they affect the process of communication in either ways.

6.4 Classroom Communication : Barriers and Strategies to Overcome those Barriers

The effectiveness of a classroom transaction depends on the communication pattern of the classroom. Generally a classroom communication can be verbal or nonverbal or both. Both verbal and non-verbal communication on the part of the teacher and student indicate the level of success in communication. But the communication does not happen to be successful always. Because there are variables which influence the process of classroom communication adversely. Let us discuss these variables.

6.4.1 Barriers of classroom communication

The barriers of classroom communication can be divided into two major categories- internal barriers and external barriers.

- Internal barriers: internal barriers denote to the adversaries that comes from the senders and receivers themselves. Some of these are- 0 Poor physical health or weakness

- Lack of knowledge about the subject of communication D Poor mental health and improper psychological make-up
- Handicap in understanding the symbolic expression, verbalism, graphical representation
- External Barriers: External barriers are generally the adverse environmental conditions prevailing at the time of communication. Some of these are- 0 Unhealthy and uncongenial physical environment
- Noise and other similar distractors while the classroom is on D Invisibility or lack of enough light in the classroom
- Improper functioning of audio-visual materials
- Physical discomfort due to deficiency in sitting arrangement D Over-crowded classroom
- Unhealthy competitions among learners
- Lack of motivation, zeal and enthusiasm needed on the part of both teacher and learner

6.4.2 Strategies to Overcome the Barriers

In a typical classroom we may come across both internal and external barriers. And both the barriers can be minimized or can be completely eradicated. Let us know how we can deal internal barriers.

a) Strategies to Deal Internal Barriers:

1. The focus should be on the issue, not on the person. And things are not to be taken personally, and more focus should be given on the expression of one's own needs and opinions in terms of the job at hand. The attitude should be to solve problems, not to control others.
2. Be genuine rather than manipulative. One should be as honest and open as possible in communication. Integrity and honesty are two qualities of a communicator.
3. Empathize rather than remain detached. A teacher must show empathy and sensitiveness to the problems of students. It is important to demonstrate sensitivity, and to really care about the people you work with. If you don't care about them, it will be difficult for them to care about you when it comes to working together.

4. Be flexible towards others. Allow for other points of view, and be open to other ways of doing things. Diversity brings creativity and innovation.
5. Value yourself and your own experiences. One must be firm about one's own rights and needs. Undervaluing oneself encourages others to undervalue you, too. We should always offer our ideas and expect to be treated well.
6. Present yourself as an equal rather than a superior. Even though teacher enjoys the position of authority, they should never undermine the focus on what learners have to offer and contribute to his/her job or issue.
7. Use affirming responses. The teacher's response to the learners should be of acknowledging their experiences. They are to be thanked for their input. Their rights to their feelings need to be affirmed, even if the teacher disagrees. The teacher should ask questions, express positive feeling; and provide positive feedback to the students.
8. Improving perception. The teacher must increase his awareness of barriers to perception, and seek honest, constructive feedback from learners to increase the level of selfawareness.
9. Focus on others. Both the teacher and student should develop their ability to focus on other, and try to understand them better by gathering knowledge about them, listening to them actively, and imagining how you would feel in their situation.
10. Ask questions. Both the teacher and students must use questions to clarify the level of their understanding, as well as to demonstrate interest in what is being said. This will surely improve classroom communication.

b) Strategies to Deal External Barriers :

1. **Control of Communication Environment:** The communication environment is to be selected by the teacher as per the convenience of both the learner and teacher. The place, the space and the ambience must ooze positive vibration for communication. For example, the teacher can use the traditional classroom for discussion of subject matter while specific laboratories can be used for demonstration of practical activities.
2. **Manipulation of the Classroom Environment:** Many a times the place and space of communication is hardly chosen, it is rather fixed. And if this cannot be possible, the teacher must try to minimize the distractions as far

as possible. For example, if the room cannot be changed, the teacher must try to improve the ventilation system and can provide good light or even can make necessary changes to suit the congeniality of communication.

3. Use of JCT: The process of communication can greatly be enhanced by the use of Information and Communication Technology. For example, if the class size is large, the teacher can use microphone to be audible to the last benchers. Similarly, in many other situations the communication can be hugely made effective with use of ICT.
4. Motivation: Motivation is one of the key factors of communication. The teacher should not only be intrinsically motivated, but also try to motivate the students constantly through verbal and non-verbal mode.

6.5 Media Used in Education: Audio, Visual, Audio-visual-merits and demerits

Media is one of the basic components of communication process. Defective and ill-formed media can create miss-communication or can be a hindrance to smooth communication. Now let us know what different kinds of media can be used. The effectiveness and strength of communication largely depends on the media and it is used.

6.5.1 Audio media

When the dominant mode for communication becomes auditory, the media is said to be auditory. A typical classroom mostly uses audio means for its communication. For example, a teacher gives lecture or discusses something with the students; here the students only listen to the teacher and try to understand the message. This is an example of audio media. Similarly, radio, tape-recorder, and many other recording instruments are used as audio media.

Merits:

1. Audio media is the best to learn for the auditory learners. Auditory learners are those who show efficiency in learning through listening.
2. Audio media is quite useful for the blind and low vision students.
3. Generally audio medium is cost-effective and therefore is affordable by all.

4. Audio medium is handy and easy to carry. Hence communication can happen immediately. For example, the use of mobile has made audio communication easy.

Demerits:

1. There is probability of audio media being distorted or doctored because of the advanced technology.
2. Only audio media may not yield that much of good result in communication unless it is corroborated by visual means.
3. Sometimes a single visual speaks more than thousand words. Audio media is often time consuming and boring.

6.5.2 Visual media

Many a times the communication in a classroom involves the use of visual materials. A learner receives information through or message through reading out a printed or written text or through visual interpretation of the graphic materials like charts, diagrams and maps. Newspapers, magazines, books contain things to be visualized and thereby understood. Blackboard used in the classroom is also a kind of visual medium. E-mail and text message are also visual mediums.

Merits:

1. Visual learners get most benefit through visual mode. Visual learners are those learners who show inner pull of learning through visual mode.
2. Vision adds clarity in understanding the message.
3. The learners who are deaf or hard-of-hearing use visual mode of communication.

Demerits:

1. Like audio medium, visual mode can be equally deceiving. The original contour of something or somebody can be hugely manipulated with the help of advanced technology.
2. Visual mode of communication is not as handy as audio mode.
3. Its procurement is also costly.

6.5.3 Audio-visual Media

In many occasions, the communication in the classroom or in day-today situations is carried out through a combination of audio and visual media. When a teacher

displays something or demonstrates something in the classroom, s/he narrates or explains in the same time. Therefore, both the medium of communication are used. Mass media is also a type of audio-visual medium. Television, video cinema, films, print media have appeal to large number of learners and therefore they yield greater impact in the process of communication.

A higher level media than this audio visual media is called multi-sensory media which is now quite popular. Five senses either separately or in combination are used for communication. Virtual reality technology is an example of this media which is now used in different learning situations.

Merits:

1. This is one of the best mediums of communication because it appeals more, to both sides of the communication.
2. Misconception arose because of one medium is compensated by the other.
3. Communication is added with clarity and precision.

Demerits:

1. This medium is expensive and hence not always affordable.
2. Communication through audio-visual medium may not be possible always. In that case the teacher may have to manage only with the visual mode.

6.6 Mass Instructional Technology-Seminar, Discussion, Panel Discussion, Team Teaching

6.6.1 Seminar

The seminar as a method of communication is an advanced group technique usually used in higher education. It is an instructional technique that involves generating a situation for a group to have a guided interaction among themselves on a theme. It refers to a structured group discussion what usually follows a formal lecture or lectures often in the form of an essay or a paper presentation on a theme. This is used to realize the higher objectives of cognitive & affective domains. The higher learning process requires the interactive and integrated methodologies based on the psychological principles. The seminar method applies such technique of human interaction /intervention with the learning and teaching experiences.

Types of Seminar

Seminars are conducted through various stages. Based on the size and organizational aspects the seminars can be classified in to four types. viz.

1. Mini seminar
2. Major seminar
3. National seminar
4. International seminar

Mini seminar:

Its coverage and scope are small and simple. A small population is enough to hold this seminar. A discussion held over the topic taught or to be taught with the students is known as Group discussion. Such group discussions held in an organized way within a class room, it is called mini seminar. This mini seminar gives the students training in questioning skills, organizing the information and presentation skills of seminar. A mini seminar is felt necessary because it gives good experience to conduct a major seminar at Institutional level.

Major seminar:

The seminar conducted at an institutional or departmental level for a specific topic or subject is known as Major seminar. Usually both students and teachers participate in this type of seminar. This major seminar can be organized at department level every month. A specific topic or subject is selected for the theme of the seminar.

National seminar:

An association of any kind particularly with academic or professional interest or an organization (Government, Firm, etc.,) conducts the seminar at National level is called National seminar. The subject experts are invited to the seminar for discussion. The Secretary of the seminar prepares the schedule and functionalities for seminar.

International seminar:

Usually the seminar conducted by an international organization or agency is known as International seminar. Theme of this seminar has wider aspects. Globalization, Renovation, Atomic energy agreements, Policies implementation and modification etc., are examples for themes of International seminars. A Nation or its body can also conduct or organize this international seminar.

Advantages of Seminar

1. A seminar gives the opportunity to gather knowledge from many sources, presented by many speakers at one time and in one place.
2. Individuals of the same interests/problems/concerns meet and discuss matters of their chosen field. This brings wonderful solution to their problem.
3. This can be a way of learning for those who don't like to read, or attend classes. This seminar will provide them enough opportunity to improve their knowledge of a specific subject.
4. Seminar also provides opportunity to be free from the drudgery of classroom routine and be a part of extramural learning source.
5. It inculcates the responsibility and cooperative nature among individuals.
6. This is one of the best methods for socialization.
7. Seminar is always subject I theme specific, so that sufficient knowledge about the concerned subject can be developed.
8. It develop the questioning skills.
9. It develops open mindedness, suppress the subjective ideas from the learners.
10. The interactions and interrogations develops the spirit of information seeking behaviors (norms of behavior)
11. The data processing skills, compilation skills, communication skill are easily inculcated in this method.

Disadvantages of Seminar

1. Organization of seminar is proved costly. The cost of travelling, staying in a new place and other cost associated to it makes it more costly.
2. The effectiveness of the seminar depends more on the motive of the participants. If they lack motivation then the goal of seminar remains underachieved.
3. There is also the probability of sharing incorrect knowledge. If wrong or incorrect knowledge is shared then the whole purpose of seminar is lost.
4. The seminar themes must conform the learning experiences to be inculcated to the students.
5. This method found fit for higher learning only. And implementation of this method for lower classes is cumbersome.

At last it can be said that, seminars, if chosen carefully, can be a good experience. They are not miracle cures to educational problems, however, this is one of the powerful means of learning which is popular among academia.

6.6.2 Discussion

Discussion is engaging in an orderly verbal interchange and expressing thoughts on a particular subject. The discussion as a method is a design that provides opportunity for discussion between teacher and students, and students to students. It is a strategy that centers on shared conversations, discussions, and exchange of ideas in class.

In other words, students in a discussion class are not passive listeners neither is the teacher a sole performer. Students are allowed to develop critical thinking ability, learn to evaluate ideas, concepts and principles, procedures and even programs and policies on the basis of clearly set criteria. For instance, a student who participates in a discussion lesson learns to support his views rationally, based on facts, too. He appreciates the need to argue logically, define clearly- concepts and terms, and examine critically- rules, principles and constructs. Such a student learns to develop value processing skills in relation to changes that occur in his society. This encourages cooperative team work between teachers. It emphasizes the need for all to work cooperatively while developing societal relationships. Students see themselves as contributory members of the group, instead of separate and odd.

The role of the teachers in the process of discussion is quite great. At firsts/he should encourage all students to have their opinions and ensure them that these should be valued. The students must feel free to express own opinions. They are to be provided with the required material to be used. The rules are to be clearly established before them. The process of discussion is to be simplified wherever required.

Types of Discussion:

Report: here, one student or team of two gives report on a topic followed by questions and discussions by the entire class.

Brainstorming: It is finding good idea to a certain situation. The one who had the best solution is called the brain child.

Debate: debate is a type of formal speech made by two opposing teams and coming to a stand point.

Jury trial: in this case classroom is simulated as a courtroom; judge, attorney, jury members, recorders and others are selected and simulated proceedings are made.

Group discussion: a group discussion is between or among groups. A group consists of a facilitator, a material manager, a recorder and a reporter.

Advantages: the following are some of the advantages of discussion method.

1. It emphasizes on learning instead of teaching.
2. It tries to give opportunity for participation by everyone in the class.
3. It develops democratic way of thinking.
4. It trains reflective thinking.
5. It also gives training in self-expression.
6. A spirit of tolerance is inculcated through the practice of discussion as a method of classroom communication. Learners learn to accept others viewpoint cordially.
7. Here, learning is made interesting through active participation of students.

Limitations: The following are some of the limitations of discussion as a tool of communication and leaning.

1. Students' reticence: though an ideal discussion entails active participation of all the students, practically it never happens. Generally, it is the communication between the teachers and a few students. Hence, all students do not get benefited.
2. Loss of control: very often the students are so indulged in arguing their opinion that they may lose their coolness and temper. The teacher many a times fails to control this process as the students are highly charged with the heat of the moment. Noise and disorganization may suit to some students in order to escape from the focus.
3. Teachers' apathy: some teachers argue that they are already overburdened with so much of activity that they do not have time for discussion and other such activity. This apathy may cause problems for discussion method.
4. Discussion method is not appropriate for all the topics.
5. It can be used only to students who have some basic knowledge in the topic.

6.6.3 Panel Discussion

It is a communication technique in which few persons (the panel) carry on conversation in front of the audience. At the end of the discussion audience also participates. The audience put important questions and the experts answers them and clarify the points. This technique was originated by Harry. A. Overstreet in 1929. The purpose of the panel discussion is to reproduce the features of a small discussion group for the benefit of a larger group.

A panel discussion consists of the involvement of four different kinds of participants. They are instructor, moderator, panelist and audience.

An instructor plans how, where, when panel discussion will be organized and prepares the schedule for panel discussion, while the moderator keeps the discussion on the theme and encourages interaction among members. She also summarizes and highlights the points. There are 4 - 10.

panelists in a discussion. Members sits in a semi-circle shape in front of the audience. The moderator sits in the middle of the panelists. All panelists must have mastery of the subject matter. Audience are allowed to put question and seek clarification. They can present their point of view and their experiences regarding the theme. The panelists answer the questions put forth.

At the end of discussion, moderator summarizes the discussions and presents his point of view. She/ He also expresses thanks to panelists and audience.

Types of Panel Discussions

1. Public panel discussions
2. Educational panel discussions

Public Panel Discussions: These are organized for common problems. This provides factual information regarding current problems and social values, e.g. annual budget, educated unemployment, increase in price of things etc.

Educational Panel Discussions: This kind of panel discussions are found in educational institutions to provide factual and conceptual knowledge and clarification of certain theories and principles. Sometimes these are organized to find out the solutions of certain problems.

Advantages of Panel Discussion

Panel discussion has the following merits.

1. This is used to organize teaching at reflective level.

2. It develops the ability of problem solving
3. It helps to understand nature, problem or theme of discussion and develops ability of presentation of theme by giving their point of view logically.
4. It develops right type of attitude and ability to tolerate opposite ideas from others
5. It promotes creative thinking as the problem is analyzed from different angles.
6. It encourages social learning and inculcation of social values.
7. Higher cognitive and affective objectives are achieved through panel discussion.
8. It provides opportunities of assimilation of theme and content.

Limitations of Panel Discussion

1. There are chances to deviate from the theme of discussion.
2. Some members may dominate others.
3. A panel discussion needs expertise on the subject of discussion. Lack of expertise may lead to confusing situations.

6.6.4 Team Teaching

When a particular act of teaching is organized by a team of individuals comprising of teachers, resource persons, clerical staffs and other allied persons it is said to be a team teaching. Simply speaking, when a teaching involves not a single teacher but a group of individuals, it is team teaching. It is an excellent way of communicating students. Here talent is best utilized as the best teachers are selected for the work. Experts are assisted by other individuals whenever and wherever necessary. The concept has its origin in USA. But later on it fled to other parts of the world because of its usefulness.

In a team teaching the act of teaching is planned, executed and evaluated in cooperative way. It works on the principle of shared responsibility and joint effort. It also provides flexibility in terms of scheduling and grouping techniques to meet the need of a particular instruction. Team teaching also provides autonomy and freedom to the members of the team to choose their teaching activities and responsibilities according to their interests and abilities.

Organization of Team Teaching

Generally a team teaching consists of a leader, one or more cooperative teacher and assistants. It is carried out in three distinct stages-planning, execution and evaluation.

The planning stage involves deciding what topic to teach, writing objectives in behavioral term, determining the initial behavior of the learner, identifying human and material resources and distributing responsibilities. And lastly it also includes deciding the means and ways of evaluating learning outcomes.

The execution stage has three sub-stages. These are large group session, small group session and individual study session. In the large group session the students are taught by the most competent teachers and all other members provide their respective help. For example, one may provide some additional information, other may show a map, and some other may demonstrate something. After the general assembly, students are divided into small groups and each group works under an individual teacher. Here the teacher clarifies all the doubts of individual teachers and provide them opportunity for experimentation. After that starts the individual study session. Now the students can go to library for independent reading, they can do independent experimentation in laboratory or can have drill and practice work.

The third stage is the stage of evaluation. Here the outcomes are subjected to evaluation in the light of set objectives, learner's initial behavior, methods and strategies, and responsibilities shared by team members. The evaluation of students' performance is done through oral, written and practical tests. In the light of all such evaluation works, attempts are made to incorporate necessary modifications and improvements.

Advantages

1. Talents are best utilized through team teaching.
2. It also ensures best utilization of material resources as many people are involved in this work.
3. There is ample opportunity for professional growth of teachers. The less experienced teacher is exposed to a more experience teacher in team situations. This improves his/her capacity and experience.

4. It provides better learning opportunities to the students. The students can ask questions and clarify every doubt they are supposed to confront.
5. Cooperative attitude and maintenance of relationship is facilitated. This happens because there is ample scope of interaction for each participants.
6. This can be used as an effective training technique.

Limitations

1. Difficulty may be encountered in the distribution of responsibilities as each one wants the best role.
2. Sometimes proper understanding and harmony may not be found among the members.
3. This is an expensive technique in comparison to regular classroom transaction.
4. In the present day educational set up it is very difficult to organize team teaching.
5. The success of team teaching lies in planning and execution of the work. If that is not done then team teaching turns into a mere farce.

6.7 Let Us Sum Up

This unit starts with the meaning, nature, types and components of communication. As we all know Communication is the act of sending message to a person so as to elicit a desired response. It involves at least two persons and at best millions or even crores. Communication involves informing, telling, showing, or spreading of information. In a communication, thoughts and emotions are expressed through words and actions. Any communication involves at least four basic concepts in it-sender and the process of encoding, receiver and the process of decoding, message which is to be delivered and feedback.

Based on number of people involved a communication can be one-to-one, small group, large group or mass communication. Whereas based on use of language it can be verbal communication or non-verbal communication.

There are six basic components of communication-source or sender, content or message, receiver, media or channel, feedback, and barriers or facilitators.

A classroom communication has internal barriers which are subjective and personal and external barriers which are objective and equal for all learners. These barriers can be compensated if we take required measures.

In Education various kinds of media-Audio, Visual, Audio-visual-are used for different students of different class. Each has its own merits and demerits.

Now-a-days Mass Instructional Technology-Seminar, Discussion, Panel Discussion, Team Teaching-are popular means of communicating with the learners. These techniques yield good result if implemented properly. Of course the benefit depends on the planning and expertise of the teachers.

6.8 Check Your Progress

1. What are the main barriers of communication? How can you overcome these barriers?
2. How is a session of team teaching organized? Why is it one of the best method of educational communication?
3. Why is mass communication so popular now- a -days?
4. Define communication your own words.
5. Which component gives continuation to a communication.
6. Where from internal barriers of communication come?
7. What are environmental barriers?
8. Explain what meant by are 'control' and 'manipulation'?
9. What is multisonsory media?
10. What are the importance of visual media for learners?

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Unit-7 Phases, Levels and Models of Teaching

Structure:

- 7.0 Introduction**
- 7.1 Course Objectives**
- 7.2 Phases of Teaching**
 - 7.2.1 Pre-Active Phase of Teaching**
 - 7.2.2 Interactive Phase of Teaching**
 - 7.2.3 Post-Active Phase of Teaching**
- 7.3 Levels of Teaching**
 - 7.3.1 Memory Level of Teaching**
 - 7.3.2 Understanding Level of Teaching**
 - 7.3.3 Reflective Level of Teaching**
- 7.4 Models of Teaching**
 - 7.4.1 Concept**
 - 7.4.2 Meaning and Definitions**
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 - 7.4.4 Objectives**
 - 7.4.5 Characteristics**
 - 7.4.6 Parts/ Elements/ Components**
 - 7.4.7 Families/ Types**
 - 7.4.8 Concept Attainment Model**
 - 7.4.9 Basic Teaching Model**
- 7.5 Let us sum up**
- 7.6 Unit end Exercises**
- 7.7 References**

7.0 Introduction

Teaching is an integral part of the process of education. It is a system of actions intended to induce learning. Its special function is to impart knowledge, develop

understanding and skill. In teaching an interaction occurs between the teacher and the students by which the students are directed towards the goal. Thus, the sole element of teaching is the mutual relationship or the interaction between the teacher and the students which advances the students towards the aims of education.

Teaching can be considered as the art of assisting another to learn by providing the information and appropriate situations, conditions or activities. It is an intimate contact between a more mature personality and a less mature one which is designed to further the education of later. The process by which one person helps other in the achievement of knowledge, skill and aptitudes.

7.1 Course Objectives

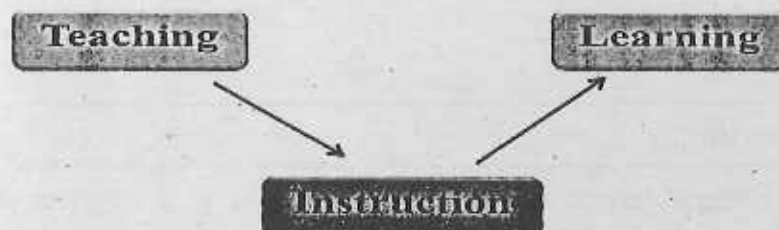
After completion of this unit you would be able:

- To understand the phases or stages of teaching like Pre-active, Inter-active and Post-active;
- To understand the levels of teaching like Memory, Understanding and Reflective levels;
- To understand the concept of models of teaching;
- To understand the different components and families of models of teaching;
- To understand the Glaser's Basic Teaching Model;
- To understand the Bruner's Concept Attainment Model (CAM);

7.2 Phases of Teaching

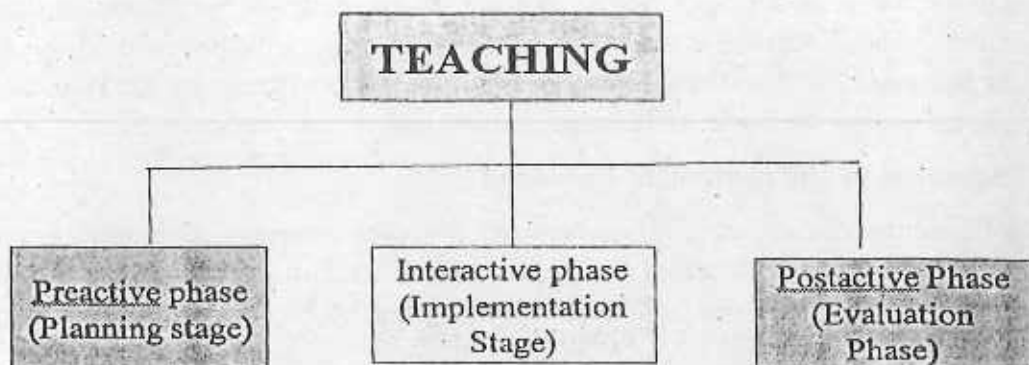
Teaching is a complex task. For performing this task, a systematic planning is needed. Teaching is to be considered in terms of various steps and the different steps constituting the process of teaching are called the phases of teaching.

Formal Classroom Situation:



In a formal classroom situation, we can see teaching is performed by teacher. Instruction is provided by teacher for pre-determined objectives of learner. Learning is depends on the learner. This three process are related to each others.

The teaching can be divided into three phases:



7.2.1 Pre-Active Phase of Teaching :

In the pre-active phase of teaching, the planning of teaching is carried out. This phase includes all those activities which a teacher performs before class-room teaching or before entering the class- room.

Pre-teaching consists essentially of the planning of a lesson. The planning of a lesson needs to be seen in broader terms, not merely the designing of a lesson plan. Planning includes identifying the objectives to be achieved in terms of student learning, the strategies and methods to be adopted, use of teaching aids and so on.

It is the planning phase of instructional activity. The foundation of this phase is set through the establishment of some kind of goals or objectives, and discovering ways and means to achieve those objectives.

Planning is done for taking decisions about the following aspects:

- 1) Selection of the content to be taught
- 2) Organization of the content
- 3) Justification of the principles and maxims of teaching to be used
- 4) Selection of the appropriate methods of teaching
- 5) Decision about the preparation and usage of evaluation tools.

Suggested activities in the Pre-active phase of teaching:

1. Determining objectives:

First of all, the teacher determines the teaching objectives which are then defined in terms of expected behavioral changes. Thus, the teacher ascertains the teaching objectives and what changes he/she expects in the students by achieving those objectives. These objectives are determined according to the psychology of the pupils and needs of the school and society, in the form of entering behaviours of the pupils and in the form of terminal behaviours of the students.

2. Selection of the content to be taught:

After fixing the teaching objectives, the teacher makes decisions about that content which is to be presented before the pupils and as a result he/she wants to bring the changes in their behaviours. This decision is taken by the teacher by considering the following points:

- Level/ need and importance of the curriculum proposed by the teacher for the students.
- The expected terminal behaviour of the students
- Level and mode of motivation be used for the students
- Selection of appropriate instrument and methods the teacher should use to evaluate the knowledge related to the content.

3. Sequencing the elements of content for presentation:

After making selections regarding the contents to be presented to the students, the teacher arranges the elements of content in a logical and psychological manner, so that this arrangement of content may assist in transfer of learning.

4. Selection about the instructional methodology:

After sequencing the contents, the teacher makes decisions regarding the proper methods and strategies by keeping in view the contents, entering behaviour and the level of the students.

5. Use of teaching strategies:

Decision-making regarding the teaching methods and strategies for presenting the sequenced contents to the students is not sufficient. So the teacher should also decide how and when he/she will make use of the previously selected method and strategy during the class-room teaching.

7.2.2 Interactive Phase of Teaching :

The second phase includes the execution of the plan, where learning experiences are provided to students through suitable modes.

All those activities which are performed by a teacher after entering into a classroom are clubbed (to combine together) under inter-active phase of teaching. Generally these activities are concerned with the presentation and delivery of the content in a class. The teacher provides pupil verbal stimulation of various kinds, makes explanations, ask questions, listen to the student's response and provide guidance.

The following activities are suggested for the inclusion in the inter-active phase of teaching:

1. Sizing up of the class:

As the teacher enters the classroom, first of all he/she perceives the size of the class. He/she throws his/her eyes on all the pupils of the class in a few moments. He/she comes to know the pupils who can help him in his/her teaching and the pupils who can create a problem for him as a result of this perception.

In the same way, the students can feel the personality of the teacher. Hence, at this stage, the teacher should look like a teacher. He/she should exhibit of course in a veiled manner all those characteristic which are supposed to be present in a good teacher. In nut-shell the teacher should appear as an efficient and impressive personality.

2. Knowing the learners:

After having a feeling of class-size, the teacher makes efforts to know how much the new comers or pupils have previous knowledge. He/she tries to know the abilities, Interests and attitudes and academic background of learners.

The teacher starts teaching activities after diagnosing, by questioning regarding action and reaction: two types of activities are involved here in the teaching-Initiation and Response. Both these activities are known as verbal interaction. Both these activities occur between the teacher and the students. In other words, when a teacher performs some activities, the student reacts or when students perform some activities, the teacher reacts. This way the interactions in the teaching take place.

The teachers performs the following activities in order to analyze the nature of verbal and non-verbal inter-action of teaching activities:

a. Selection and presentation of stimuli: The motive or new knowledge is a process of teaching. It can be verbal or non-verbal. The teacher should be aware of the motive which would prove effective and which would not be so for a particular teaching situation.

The teacher should select the appropriate stimulus as soon as the situation arises and an effort should be made to control the undesired activities to create the situation and for desired activities.

After selecting the stimuli, the teacher should present them before the students. The teacher should present that form of the stimulus which can motivate the students for learning. During such presentation of stimuli, the teacher should keep in mind the form context and order of the stimuli.

b. Feedback and reinforcement: Feedback or reinforcement is that condition which increases the possibility for accepting a particular response in future. In other words those conditions which increase the possibility of occurrence of a particular response are termed as feedback or reinforcement. These conditions may be of two types which are as follows:

- Positive reinforcement: These are the conditions which increase the possibility of occurrence of desired behavior or response.
- Negative response: These are the conditions in which the possibility of recurrence of the undesired behavior or response is decreased, such as punishment or reprimanding etc.

Reinforcement is used for three purposes. These are -

- For strengthening the response.
- For changing the response, and
- Modifying or correcting the response.

c. Deployment of strategies : The teaching activities are directly related to the learning conditions. Therefore, at the time of interaction the teacher produces such activities and conditions by the reinforcement strategies which effect the activities of the pupils.

The development of the teaching strategies turns the pupil-teacher interaction impressive. From the very moment, the teacher starts the teaching task and till the movement, the teacher starts the teaching task and till the movement that task goes on, the verbal and non-verbal behaviours of the pupils are controlled by the reinforcement strategies and cooperates in presenting the contents in an impressive way.

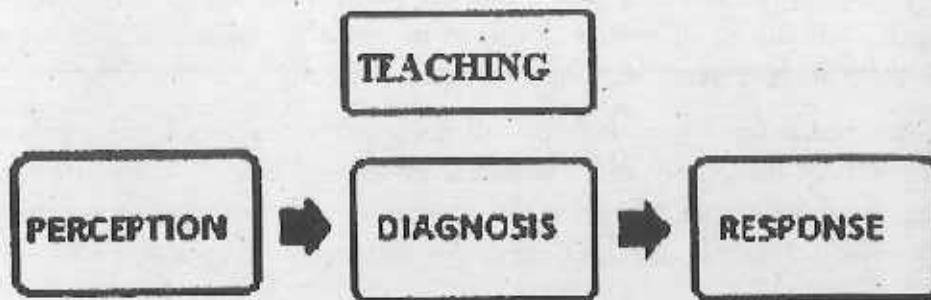
In the deployment of the teaching strategies, three areas should be considered. These are -

- Presentation of subject-matter,
- Levels of learning.
- Level or context of learners, their background, needs, motivation, attitudes, cooperation and opposition.

In the interactive stage, these activities are carried on not only by the teacher, but also carried on by the students. The students also feel about the teacher and diagnose his personality as a teacher. In order to be impressed themselves and to improve the teaching, they deploy the various strategies by selecting the different stimuli.

Operations at the interactive phase

Major operations in the phase are-



1) Perception:

Interaction process demands an appropriate perception on the part of teacher as well as the students. When a teacher enters the class, his first activity is concerned with a perception of classroom climate. He tries to weigh himself, his abilities for teaching against the class group. Similarly students also tries to have perception of the abilities, behaviour and personality characteristics of the teacher.

2) Diagnosis:

A teacher tries to access the achievement level of his students with regards to their abilities, interest and aptitude. The teacher can asks several questions to know how far students know about the topic.

3) Reaction Process:

Under this stage teacher observes the students that how they response to the teacher's questions. The student has to learn the proper way of reacting and

responding to the various stimuli and teaching techniques presented to it. This phase is responsible for establishing appropriate verbal and non verbal classroom interaction between teacher and pupils.

7.2.3 Post-Active Phase of Teaching :

Post-teaching phase, is the one that involves teacher's activities such as analysing evaluation results to determine students' learning, especially their problems in understanding specific areas, to reflect on the teaching by self, and to decide on the necessary changes to be brought in the system in the next instructional period.

The Post-active Phase concerns with the evaluation activities. This can be done in number of ways including tests or quizzes or by observing student's reaction of questions, comments ,structures and instructed situations.

In this phase, as the teaching task sums up, the teacher asks the questions from the pupils, verbally or in written form, to measure the behaviours of the pupils so that their achievements may be evaluated correctly.

Therefore, evaluation aspect includes all those activities which can evaluate the achievements of the pupils and attainment of the objectives. Without evaluation teaching is an incomplete process. It is related with both phase teaching and learning. The following activities are suggested in the post-active of teaching-

1. Defining the exact dimensions of the changes caused by teaching.
2. Selecting appropriate testing devices and techniques.
3. Changing the strategies in terms of evidences gathered.

Defining the exact dimensions of the changes caused by teaching:

At the end of the teaching, the teacher defines the exact dimensions of changes in the behaviours as a result of teaching, this is termed as criterion behaviour. For this, the teacher compares the actual behavioural changes in the students with their expected behavioural changes. If he/she observes the desired behavioural changes in the maximum numbers of pupils, he/she concludes that his teaching strategies and tactics worked effectively with the help of which teaching objectives have been achieved.

Selecting appropriate testing devices and techniques:

The teacher selects those testing devices and techniques to compare the actual behavioural changes with the desired behavioural change which are reliable and

valid and which can evaluate the cognitive and non-cognitive aspects of the pupils. Therefore, criterion tests are more preferred than the performance tests.

Changing the strategies in terms of evidences gathered:

While, by using the reliable and valid testing devices, the teacher gets the knowledge regarding the performances of pupils and attainment of objectives on one hand, and on the other hand he/ she also gets clarity regarding his/ her instruction, teaching strategies and tactics. He/ she also comes to know about the required modification in the teaching strategies and situations along with the drawbacks of his/ her teaching in order to achieve the teaching objectives. In this way, through evaluation, the teaching activities are diagnosed and these can be made effective by necessary modifications and changes in them.

Phases Or Stages of Teaching :

| Pre-active Stage | Inter-active Stage | Post-active Stage |
|---------------------------|----------------------|-----------------------|
| Planning Stages | Implementation Stage | Evaluation Stage |
| Acquiring Stage | Action Stage | Applying Stage |
| Set Sence | Develop | Maintain |
| Identifying The Attribute | Learning To Measure | Learning To Calculate |

| PHASES OR STAGES OF TEACHING: | | |
|-------------------------------|--|-----------------------------|
| Phase: 1 | Pre-active Phase: Decision about Strategy | Fixing Goals and Contents |
| Phase: 2 | Inter-active Phase: Action-Reaction | Diagnosis of Learner |
| Phase: 3 | Post-active Phase: Feedback to Teaching | Appropriate Testing Devices |

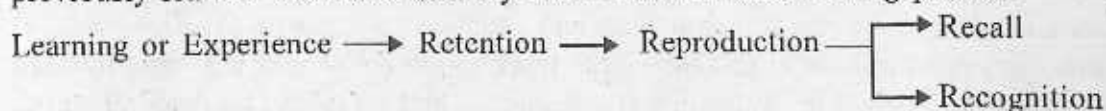
7.3 Levels of Teaching:

In the teaching learning process, the teacher can present the content in different levels. The levels of teaching could be classified as follows ...

- I. Memory Level of Teaching
- II. Understanding Level of Teaching
- III. Reflective Level of Teaching

7.3.1 Memory Level of Teaching :

Memory is a measure of the individual's ability to recall or recognize and associate previously learned materials memory level involves of following phases -



If we examine our traditional teaching as it is carried out we find that in majority of the cases it operates at memory level M.L. Bigge has defined this level as that type of teaching "Which supposedly cumbrous committing fractural materials to memory and nothing else." This is the lowest level of teaching. It emphasizes on memorization of factual information. Here, the teacher gives factual material which the learner memorizes it without understanding the inner meaning of the content this type of teaching seems to be based on either mental discipline theory which emphasizes the importance of vigorous exercise for the development of mental faculties or S-R conditioning theory of learning in which bondage is formed between the stimuli and response without involving any purpose.

According to Herbatian steps as following:

1. **Preparation-** Questions asked to test the previous knowledge.
2. **Statement of Aims-** To acquaint the name of the topic.
3. **Presentation-** Stimulating the mental activity, the pupils are provided with opportunities for self- learning.
4. **Association-** Mutual relationship is established among facts, events etc by comparison.
5. **Generalization-** Principles and laws are formulated for the future life situations.
6. **Application-** New learnt knowledge is used in new situations.

Teacher's Role – Here, teacher is more active and authoritarian. Teacher controls each and every aspect of teaching learning process, this level is too much teacher centered.

Student's Role – Here, students are merely a receiver of knowledge. They have

no freedom or opportunity to gain learning experiences by their own initiative. They get little scope to interact with teacher in this level of teaching .students have a passive role in this level. Maturation of the learner at this level of teaching is purely extrinsic.

Suggestions for effective memory – level teaching:

- Teaching should be presented from whole to part.
- Spaced revisions should be made.
- All parts of the content should be well integrated and sequenced.
- Frequent recall of the content should be demanded.
- Rhythmic repetition is very useful.
- Fatigue should be avoided.
- Sufficient drill and practice should be there for retention.

Merits:

- This level is suitable for small children.
- It is quite helpful in teaching learning activities related to understanding and reflective level.
- Teacher gets full freedom for realizing and achieving the goal.

Demerits:

- It provides on scope for higher cognitive abilities.
- Teacher-student relationship is not developed properly due lack of interaction.
- It creates a problem of class control and securing attention of students.
- Total responsibility of the teaching-learning falls on the shoulder of teacher.
- Students face difficulties in selecting the information as they cannot understand or apply the knowledge.

| Memory Level of Teaching | |
|---------------------------------|---|
| Focus: | Training of mental aspects. Providing knowledge facts. Retaining the learnt facts. Recalling the learnt facts. |

| | |
|-------------------------------|---|
| Syntax: | Preparation- Questions are asked to test the previous knowledge. Statement of Aims- To acquaint the name of the topic. Presentation- Stimulating the mental activity, the pupils are provided with opportunities for self- learning. Generalization- Principles and laws are formulated for the future life situations. Application- New learnt knowledge is used in new situations. |
| Social System: | Pupil-Teacher |
| Support System: | Oral, Written, Essay type examination. |
| Principle of Reaction: | Full freedom for realizing and achieving the goal. |

7.3.2 Understanding Level of Teaching :

This level of teaching represents relatively a high level as compared to memory level of teaching M.I.Diggs and M.P.Hunt have mentioned two aspects of understanding level :

- Seeing the relationship between a generalization and particular between principles and solitary facts.
- When a person sees what something is for, he understands it.

It may be said that when the students are able to find out the whole relationship between the items or when the student have been able to make out a sense from given material, understanding has taken place. This level demands students thought processes and cognitive activities. Teacher at this level develops competency among students to recognize and explain principles and provides opportunities to develop intellectual behavior among them.

H.C.Marrison has developed a detailed procedure for teaching at understanding level. According to him, understanding means seeing relationship and reaching certain generalization and their used in life situations and comprehension means mastery of the subject matter. He suggested that each thoroughness that mastery is achieved by most students. A unit is never completed until almost all students throughly understand. It each unit should be developed according to the following sequences -

- **Exploration** - teacher should explore what the students already know about the context by testing. Questioning or discussion. This helps the teacher and

learner to arrange the content in psychological order. This step helps teacher to direct teaching learning situation.

- **Presentation** - then teacher should present a new material briefly. Until all students have fully understood the material no new material is not presented.
- **Assimilation** - here the learners make thorough study of the topic. The activity is highly individualized work in classroom, library, laboratory or field trip under the supervision of the teacher. At the end of each unit, the learner is tested by a mastery test to show for he has grasped the meaning of the content.
- **Organization** - In this step, students are asked to reproduce the essentials or the basic concepts of the unit in writing without taking any external help.
- **Recitation** - Here, each student presents a summary, gist or condensed version of the understanding by oral presentation to his/ her class fellows or teacher, this can also be in the form of a written paper.

Teacher's Role- At this level teacher should be a democratic leader be cautious enough to see that she does not drift into becoming an authoritarian teacher. Flexibility, dynamism human touch, understanding patience and faith in the learners are the qualities absolutely necessary for a teacher to teach at understanding level of teaching.

Student's Role- Student's role not passive as in the case of memory level of teaching. Students remain active in this level and constantly developing new knowledge. The source of motivation is not only extrinsic but also intrinsic. The students have to interact with the framework set up the teacher. However the main human factor involved in this level is the teacher, who is the key of this level.

Suggestions for effective understanding level teaching:

- Content should be presented in small unit.
- Unit should be present in proper sequence.
- After each unit proper test should be done to measure the level of understanding before entering into next unit.
- Teacher should provide proper guidance for self learning.
- Teacher should motivate the learners from time to time.

Merits:

- This level helps students in understanding the meaning of the content.
- This level helps students to solve problematic situation in and outside the teaching learning process.
- It helps in developing intellectual behavior.
- Students get proper opportunities to develop different abilities.
- It helps in teaching at higher level.
- Students are trained to remain active in teaching learning process.

Limitation:

- This level is more or less teacher - centered and subject centered rather than learner - centered.
- The freedom of the learners is not too much.
- The motivation is largely extrinsic.
- The result is judged by fixed and specific learning objects.

| Understanding Level of Teaching | |
|--|--|
| Focus: | Mastery of the content. |
| Syntax: | Exploration - Testing previous knowledge, analyzing the content. Presentation - Content is presented, diagnosis and recapitulation till the students understanding. Assimilation - Generalization, individual activities, working in laboratory and library, test of content. Organization - Learner is provided with the occasions for representation. Recitation - Learners present the content orally. |
| Social System: | Teacher control the behavior of the learner, Learner and Teacher remain active in assimilation, learner's works with full involvement. |
| Support System: | Learner pass in presentation to enter into assimilation, to enter into organization and recitation, at the end written test is taken. Similarly recitation is followed |

| | |
|-------------------------------|---|
| | by the oral test, Essay and objective type questions asked. |
| Principle of Reaction: | Students get proper opportunities to develop different abilities. |

7.3.3 Reflective Level of Teaching :

This is the highest and most thoughtful level of teaching. This level is problem - centered in nature in which the learner is engaged in original, imaginative and critical approach to the subject and involved in deep and serious kind of thinking. The learner examines facts and generalization and seeks out new ones. This level enhances maximum level of cognitive abilities. Students develop curiosity, interest, inquiry and persistence by which they reach a scientifically determined conclusion or solve a problem. This level involves careful and critical examination of an ideas or problem in the light of empirical evidences. Here the subject matter is not presented in highly structure form as done at the previous two levels. It is almost open in the form of a problem. After arising the problem student tries to solve the problem by their self effort.

Reflective level teaching involves the process of problem solving. The following steps have been suggested for problem-solving approach.

1. **Recognition and definition of problem:** Teacher should help the learners to feel and recognize the problem. Problem should be selected by the learners themselves. It should not be imposed by the teacher. But the teacher helps them to select an appropriate problem must be defined in operational term.
2. **Formulation of hypothesis:** Hypothesis means tentative solution of a problem. Teacher should encourage the learner to formulate as many hypotheses as possible. Here learner should collect relevant information from different sources.
3. **Testing the hypothesis:** Here, teacher encourages the learner to examine test the hypotheses one by one to reach a solution of the problem with the help of all available data.
4. **Conclusion:** Student with the help of teacher identifies and reach possible conclusion.

Teacher's Role- At this level, teacher does not play an authoritarian role. She/ he may be in the background, but she/ he has to play a very active role in the teaching learning process. She/he helps students in selection a problem, formulating

hypothesis, listing them and in reaching conclusion. Therefore she/ he must be insightful, tactful, reflective creative and flexible.

Student's Role- Here, learner remains very active throughout the teaching learning process. She/he to make use of the cognitive abilities and take all initiative. The motivation involved at this level is intrinsic in nature. Unless the learner develops the sense of oneness with the problem, no reflection is possible. The main source at this level should not be the teacher, but the learner himself.

Suggestions for effective understanding level teaching:

- Time schedule should not be rigid.
- Teacher should provide an atmosphere of mutual cooperativeness.
- Teacher should try to motivate the learner to involve in the process intrinsically.
- The group should be small.
- Teacher should not follow any fixed or rigid pathways.
- Teacher should give indirect guidance to the learner.

Merits:

- It is learner-centered approach.
- It is more thoughtful level than other.
- It helps learner to solve the problem by self- effort.
- It develops the higher level cognitive abilities.
- It helps learner to face his/ her problem outside the classroom.
- Students enjoy greater freedom.

Limitations:

- This level of teaching is not suitable for all subject matter. It is suitable where problem solving and discovery approach can be better employed.
- If there is any lack of understanding level, this level of teaching does not work properly.
- It demands teacher's expertise and more effort.

| | Reflective Level of Teaching |
|-------------------------------|---|
| Focus: | To develop problem solving, critical and constructive, independent, original thinking. |
| Syntax: | <ol style="list-style-type: none"> 1. Creating a problematic situation. 2. Formulation of hypothesis. 3. Verifying hypothesis. 4. Collection of data. 5. Testing hypothesis. |
| Social System: | Learner occupies the primary place and teacher, secondary place. |
| Support System: | Objective types are not used but essay types are used. Attitude, beliefs and involvement is evaluated. |
| Principle of Reaction: | Atmosphere of mutual cooperativeness. |

7.4 Models of Teaching :

7.4.1 Concept of Models of Teaching :

Till the last century it was accepted that the objectives of education are meant only for them who had the opportunity to attend the formal school education. If one could not achieve the objectives of education; the charge went to the account of the moral failure and lack of efforts from the part of an individual.

But in the present days while each and every part and aspect of human life is being influenced by the scientific and technological inventions and innovations, the field of education is also not free from its effects. Technology helps us in minimizing our troubles, difficulties and doubts. Therefore the impact of technology has broken up this notion that only high achievers can attain the objectives of education.

Movements in mental measurement brought a change in the objectives of education. In the words of **Brown G. (1968)**, "Education is the consciously controlled process whereby changes in behaviour are procedure in the person and through the person within the group."

Educational technology has given a new dimensions to the filed and objectives of education with revolutionary changes. It has made the teaching more effective.

Sidney L. Pressey (1926) of Ohio University USA was the first person to use Teaching Machine in the field of Education. During 1930-40 **Lumsdain, Glasser and others** used scrambled books, cards and boards. **B.F. Skinner** developed the Programmed Learning in 1950. At first **Brynmor Jones (1967)** used the word 'Educational Technology' in England. Afterwards the **National Council for Educational Technology (NCET)** of England explained it in detail in a conference.

A span came when programmed learning and audio-visual aids were assumed as the substitutes of Educational Technology. With the passage of time Behavioural Technology, Instructional Technology and Educational Technology were introduced and as a result these technologies gave birth to the 'Models of Teaching'.

Bruce Joyce and Marsha Weil (1972) first introduced the Models of Teaching. In the words of Bruce Joyce "Models of Teaching are really models of learning. As we help students acquire information, ideas, skills, values, way of thinking and means of expressing themselves; we are also teaching them how to learn. In fact the most important long-term outcome of instruction may be the students increased capabilities to learn more easily and effectively in the future, both because of the knowledge and skills they have acquired and because they have mastered learning process".

The core of the process of teaching is the arrangement of environments within which the student can interact (**Dewey 1916**).

For achieving the Educational objectives the first and foremost step is a suitable instructional strategy. There is no single best way or teaching strategy that can be employed in all situations since the number of teaching goals is large and diverse in nature. This led researchers to explore various methods and techniques for the development of cognitive, affective and psychomotor domains.

The best strategy of effective teaching is the one that is most reading towards a particular goal in a given situation (**Eggen, Kauchack and Harvert, 1979**). This is the philosophy behind the Models of Teaching.

As the main focus of the present study is based on the Models of teaching therefore it was must for the researcher to have a concept of the Models of teaching.

Joyce and Weil (1972) says, "A model of teaching is a plan or pattern that we can use to design face-to-face teaching in class-rooms or tutorial settings and to shape instructional materials - including books, films, tapes, computer mediated programs and curricula (long term courses of study). Each model guides us as we design instruction to help students achieve various objectives". These models also teach students how to learn.

Effective learners gain information, ideas and wisdom from their teachers and use learning resources effectively. Successful teachers present powerful cognitive and social tasks to their students and teach the students how to make productive use of them. **Fundamental purpose of Models of Teaching is to enhance the ability of students to achieve various objectives of learning.**

Models of teaching afford a lively and provocative introduction to the complexity of teaching (Joyce and Weil, 1972). A Teaching Model can be considered as a type of blueprint for teaching. It provides structure and direction for teaching. It provides guidelines for designing educational activities and environments for developing a teacher's repertoire of instructional approaches to meet a range of objectives. But Models of teaching are not cure - alls or applicable to all teaching situations. With the help of the Models of Teaching teachers teach more effectively by making the teaching act more systematic and efficient.

7.4.2 Meaning and Definitions:

The term "Model" carries different meaning in our day-to-day life. We look out the model of Taj Mahal and find it an exact replica of the original. This is why models prove a quite effective aid as a substitute for reality in the classroom situation.

In behavior modification and in the task of helping individual to learn good habits, to imbibe desirable attitudes, interest and other may personality characteristics, we generally use the term "model" or modelling in presenting some ideal figure of behavior for the purpose of its copying or imitation by the individual concerned. A teacher, a leader or a screen hero may work as a model for a child and he may pick up the behavioral traits of the personality of that model.

In another way the term "model" profoundly used by artists, architects or engineers in their professional activities, Initially, the models of dams, projects, installation or construction of machinery and equipment are prepared and then the work is carried out exactly as it has been laid down in the model.

thus, different meanings may prove quite helpful in understanding or defining the term "Models of Teaching" or "Teaching Models". It has been defined by the research workers and writers in a number of ways. Some this of definitions are produced here:

JOYCE and WELL (1972:2): Teaching models are just instructional designs. They describe the process of specifying and producing particular environmental

situations which cause the student to interact in such a way that specific change occurs in his behavior

JAYCE and WELL (1972:3): Teaching model is a "pattern or plan" which can be used to shape a curriculum or course, to select instructional materials and to guide a teachers action.

JAYCE and WELL (1978:2): A model of teaching consist of guidelines for designing educational activities and environments. It specifies ways of teaching and learning that are intended to achieve certain kinds of goals.

PAUL D. EGGEN, ET AL. (1979:12): Models are prescriptive teaching strategies designed to accomplish particular instructional goals.

JANGIRA AND OTHERS (1983:10): A model of teaching is a set of interrelated components arranged in a sequence which provides guidelines to realize specific goal. It helps in designing instructional activities and environmental facilities, carrying out of these activities and realization of the stipulated objectives.

7.4.3 Nature of Models of Teaching :

- Specification of Learning or Behavioral objectives.
- Specification of Learning Environment.
- Specification of Teaching operations.
- Specification of criterion of Performance.
- Scientific procedure.

7.4.4 Objectives of Models of Teaching:

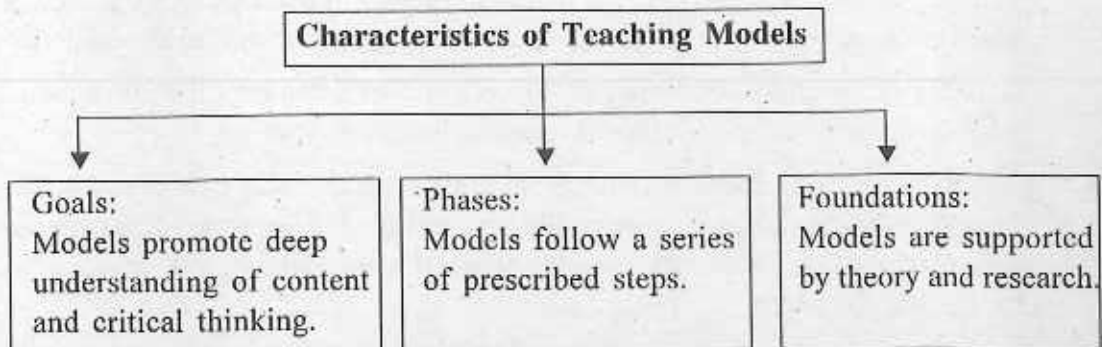
1. Encourage Art of Teaching- Teaching is considered as an art .. Teaching models encourages this art by providing learning environment.
2. Development of Inherent Abilities -Teaching models bring about the qualitative development of personality as it helps in developing human abilities. It also increases the teacher's social competency.
3. Based on Individual Differences- Teaching model uses the student's interest, as it is constructed on the basis of individual differences.
4. Influenced by Philosophy- Every teaching model is influenced by the philosophy of education. Hence, teachers formulate different models of teaching under the influence of the philosophy they believe.

5. **Answers Fundamental Questions-** In every teaching model answers to all the fundamental questions pertaining to the behaviour of students and teachers are included.
6. **Providing Appropriate Experiences-** Teaching models provides proper experiences to both teacher and student. Selecting the content and presenting it for learning before the students is the main essentiality of teaching. This difficulty is solved when a teacher presents appropriate experience before the students.
7. **Maxims of Teaching-** The basis of teaching model is the maxims of teaching. They are the foundation of each teaching model.
8. **Practice and Concentration-** The development of a teaching model is based on regular and continuous practice and concentration. The proper development of a teaching model is only possible when the assumptions are made clear by related thinking.

7.4.5 Characteristics of Models of Teaching :

1. Models of teaching are some sort of pattern or plans prepared in advance for the success of the teaching learning process.
2. They differ from general teaching techniques and strategies in the sense that they are designed to meet specific objectives or goals.
3. Provide specific guidelines or blue print in advance for the realization of the specific objectives by specifying the teaching activities and controlling the teaching- learning environment.
4. Give specific instructional design for particular type of instruction in specified teaching-learning situation.
5. Help in creating a proper teaching- learning environment
6. help in specifying the criteria of acceptable performance expected from the learners in a specific teaching- learning situation.
7. Provide systematic procedure and organized efforts for the desirable modification of the behavior of the learners.
8. They first specify the teaching or learning outcomes in behavioral terms and then lay down a step by step procedure for the attainment of these outcomes.
9. Help the teacher in the task in the same way as an engineer is helped in the construction of a building or bridge by an appropriate model or blueprint prepared in advance.

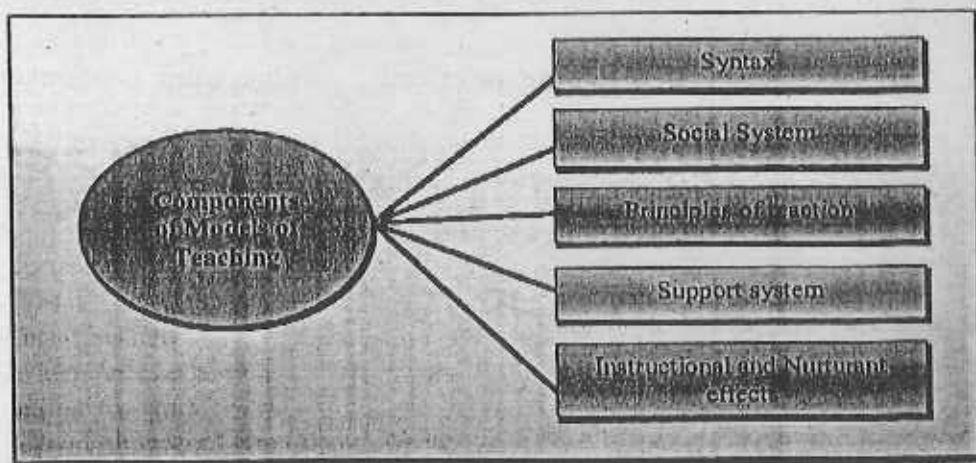
10. Save the energy, time and efforts of the teacher and the learners besides providing economy to the best utilization of the other teaching learning resources.
11. Models of teaching are known to serve three major function in a given teaching learning situation.



7.4.6 Parts/Elements/Components of A Teaching Model:

According to Joyce and Weil (1972) the components of a teaching model are as follows:-

- Focus
- Syntax
- Social System
- Principles of reaction
- Support system
- Instructional and Nurturant effects.



| Parts/ Elements/ Components of a Teaching Model: | |
|---|---|
| Focus: | Focus is the central intent of the model. Focal components revolve around the main objective of the model. Is it the focus of the learning event to encourage learning by manipulating thought or types of thinking; growth in learning through external stimuli or rewards; social learning, or social and emotional growth through interaction; or increased levels of self-achievement and personal growth through personally directed choices. |
| Syntax: | The syntax describes the terms of sequences of activities called phases; Each model has a distinct flow of phases. |
| Social System: | The social system describes student and teacher role and relationships and the kind of norms that are encouraged. |
| Principle of Reaction: | Principles of reaction tell the teacher how to regard the learner and how to respond to what the learner does. |
| Support System: | Support system refers to additional requirements beyond the usual human skills, capacities and technical facilities necessary to implement a Model. |
| Application/Instructional and Nurturant Effects: | The instructional effects are those directly achieved by leading the learner in certain directions. The nurturant effects come from experiencing the environment created by the model. |

7.4.7 Families/Types of Models of Teaching:

Variety of approaches of teaching, their underlying theories and uses are developed in the different forms of models. Models of Teaching are built around the mental process as ranging from systems for teaching general problem solving ability to procedures for teaching process.

More than 20 Models of Teaching are developed by Joyce and Weil (1972). These models are grouped on the basis of their chief emphasis. These Models are organized under four families which are as follows:-

- The Social Family
- The Information processing Family
- The Personal Family
- The Behavioural Systems Family.

| Families / Classification of Models of Teaching: | |
|---|---|
| The Social Family: | <p>This group of methods aims at building learning communities and purports to develop productive ways of interacting in a democratic setting. These models also emphasize that human learning occurs in social settings and through modeled behaviors and social exchanges. The Schaftel' s Role Playing Model is one of the more popular models in this group. Donald Oliver's The Jurisprudence Model also exemplifies a form of social learning.</p> |
| The Information Processing Family: | <p>This is the largest grouping of approaches aimed at emphasizing ways of learning specific information and of acquiring and organizing data, solving problems, and developing concepts and language. As the categorical title obviously implies, models confined to this category deal with intellectual development, powers of reasoning and logic, aiding students in organizing and retaining information, and in enhancing their metacognitive functions.</p> <p>Primary examples designate in this area of might be David Ausubel's Advanced Organizers, or Jerome Bruner's Concept Attainment models.</p> |
| The Personal Family: | <p>This group of approaches acknowledges the uniqueness of each learner. Methods in this category foster the importance of individuals in creating, directing, and structuring personal meaning. Also models in this area are often targeted to foster things like self-esteem, self-efficacy, emotional and personal understanding and acceptance. Carl Roger's Non-directive Teaching Model would be a good example for this group.</p> |

| | |
|--|---|
| The Behavioural Systems Family: | Behavioral techniques are amenable to highly structured outcomes that concentrate on observable objectives such as learning to read, physical skills, behavioral and emotional adaptations and restructuring. These models are highly structured with finite goals toward specific predetermined ends. B. F. Skinner is one of the more well known developers of behavioral techniques like his Operant Conditioning. |
|--|---|

Families of Models of Teaching

| S.No. | Category of Model | Example of Model |
|-------|---------------------------------|--|
| 1. | Social Interaction Model | Group investigation Social control Role Playing |
| 2. | Information processing | Inquiry Training Concept Attainment Advance Organizer |
| 3. | Personal Model | Non-directive Teaching Awareness Training Synectics |
| 4. | Behavioural Models | Contingency Management Self control Assertiveness training |

(a) The Social Family: These models emphasize the democratic social organization and the analysis of major social problems and critical social values and issues.

(b) The Information Processing Family: Information Processing Models increase student's ability to seek and master informations, organize it and apply it with test and learn by their independent reading and writing.

(c) The Personal Family: These models shape the environment around the capacity for self-education and the need to develop self awareness and understanding.

(d) The Behavioural Systems Family: These models are used in the wide variety of applications, from teaching informations, concepts and skills, increasing comfort and relaxation and decreasing phobias, changing habits and learning to control one's behaviour.

**Families / Classification of Models of Teaching:
The Information Processing Family:**

The models which belong to this family are :

- a. The Concept Attainment Model
- b. Inquiry Training Model
- c. The Advance Organiser Model
- d. Cognitive Growth Development Model
- e. Biological Science Inquiry Model

Brief Review of the Information Processing Source Models

| SOURCE | TEACHING MODEL | INNOVATOR | AIMS AND APPLICATION |
|--|---|--------------------|---|
| The Information Processing Source | 1-Concept Attainment Model 2-Inductive Model | Bruner, Hilda Taba | To develop inductive reasoning, mental inductive process, and understanding of concepts and principles. |
| | Inquiry Training Model | Richard Suchman | To develop individual competencies to achieve the social objective. |
| | Biological Science Inquiry Model | Joseph J. Schwab | To develop understanding of research methodology, to think logically on social problems. |
| | Advance Organizational Model | David Asubel | To understand concepts and facts and to make the content purposeful and interesting. |
| | Cognitive Growth Developmental Model | Jean Piaget | To develop general intelligence and logic, social and moral development. |

The Personal Family:

Personal development models assist the individual in the development of selfhood, they focus on the emotional life an individual,.

The emphasis of these models is on developing an individual into an integrated, confident and competent personality. They attempt to help students understand themselves and their goals, and to develop the means for educating themselves. Many of the personal models of teaching have been developed by behaviour, therapists and other persons interested in stimulating individual's creativity and self expression.

The primary goals are :

- To increase the student's self worth,
- To help students understand themselves morefully.
- To help students behaviour their emotions and become more aware of the way emotions effect other aspects of their 21ehavior,
- To help them develop goals for learning,
- To help students develop plans for increasing their competence,
- To increase the students' creativity and playfulness,
- To increase the students' openness to new experience.

The models which belong to this family are :

- a. Non-Directive Teaching Model,
- b. Synectics Teaching Model,
- c. Awareness Training Model,
- d. Classroom Meeting Model, e-Conceptual System Model

Brief Review of The Personal Source Models

| SOURCE | TEACHING MODEL | INNOVATOR | AIMS AND APPLICATION |
|--------|-------------------------------|-------------|---|
| | Non-Directive Teaching Model, | Carl Rogers | To develop self learning by auto instructions, self research and self |

| SOURCE | TEACHING MODEL | INNOVATOR | AIMS AND APPLICATION |
|----------------------------|-----------------------------|-----------------|---|
| The Personal Source | | | understanding |
| | Synergetics Teaching Model, | William Gordon | To develop creative competencies for problem solving. |
| | Awareness Training Model, | W.S. Fietz | To develop individual competencies and mutual relations. |
| | Classroom Meeting Model. | William Glasser | To develop skills of self -understanding and capacities of dutifulness. |
| | Conceptual System Model | David. F. Hunt | To adjust with the environment with flexibility in the personality. |

The Social Family:

The models in this family emphasise the relationships of the individual to the society or other persons. The core objective is to help students learn to work together. To identify and solve problems, either academic or social in nature.

The primary goals are:

To help students work together to identify and solve problems

- To develop skills to human relations, and
- To become aware of personal and social values.

The models which belong to this family are :

- a. Group Investigation Model,
- b. Role Playing Model,
- c. Jurisprudential Inquiry Model,
- d. Laboratory Training Model,
- e. Social Simulation Model,
- f. Social Inquiry Model.

Brief review of The Social Interaction Source Models

| SOURCE | TEACHING MODEL | INNOVATOR | AIMS AND APPLICATION |
|--------------------------------------|---|--------------------------------|---|
| | Group Investigation Model | John Dewey, Herbert | To develop democratic abilities, use of knowledge and skills in life of individual and society. |
| The Social Interaction Source | Jurisprudential Model | Donald Oliver, James P. Shaver | To solve problems on the basis of information and reasoning power. |
| | Social Inquiry Model Social Simulation Model, Role Playing Model. | Benjamin Cox, Byron | To develop competencies of problem solving and adjustment |
| | Laboratory Method Model | Bethal, Maine | To develop group skills individual capacities and adjustment. |

The Behavioural Systems Family:

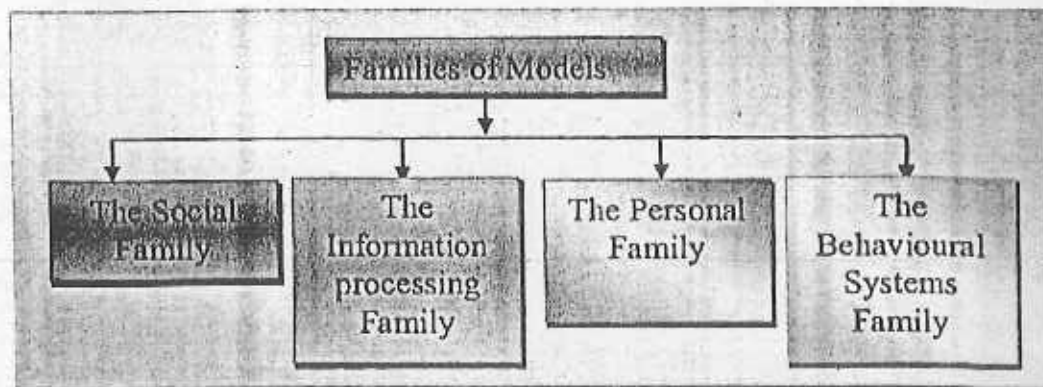
All the models in this family share a common theoretical base, a body of knowledge which referred to as behavior theory. The common thrust of these models is the emphasis on changing the visible behavior of the learner.

The models which belong to this family is Operant Conditioning Model

Brief Review of The Behaviour Modification Source Model

| SOURCE | TEACHING MODEL | INNOVATOR | AIMS AND APPLICATION |
|--------------------------------------|----------------------------|-------------|---|
| Behaviour Modification Source | Operant Conditioning Model | B.F.Skinner | To achieve the objectives of lower level of cognitive domain on the basis of individual differences |

7.4.8 Concept Attainment Model :



Concept Attainment Model is given by Jerome Bruner. This model requires a student to figure out the attributes of a category that is already formed in another person's mind by comparing and contrasting example (called exemplars) that contain the characteristics (called attributes) of the concepts with examples that do not contain those attributes.

Exemplars:

Essentially the exemplars are a subset of a collection of data or a data sets. The category is the subset or collection of examples that share one or more characteristics that are missing in the others. It is by comparing the positive exemplars and contrasting them with the negative ones that the concept or category is learned.

In the present study CAM is used as a tool to help the students to attain the concepts of English Grammar.

Components of Concept Attainment Model

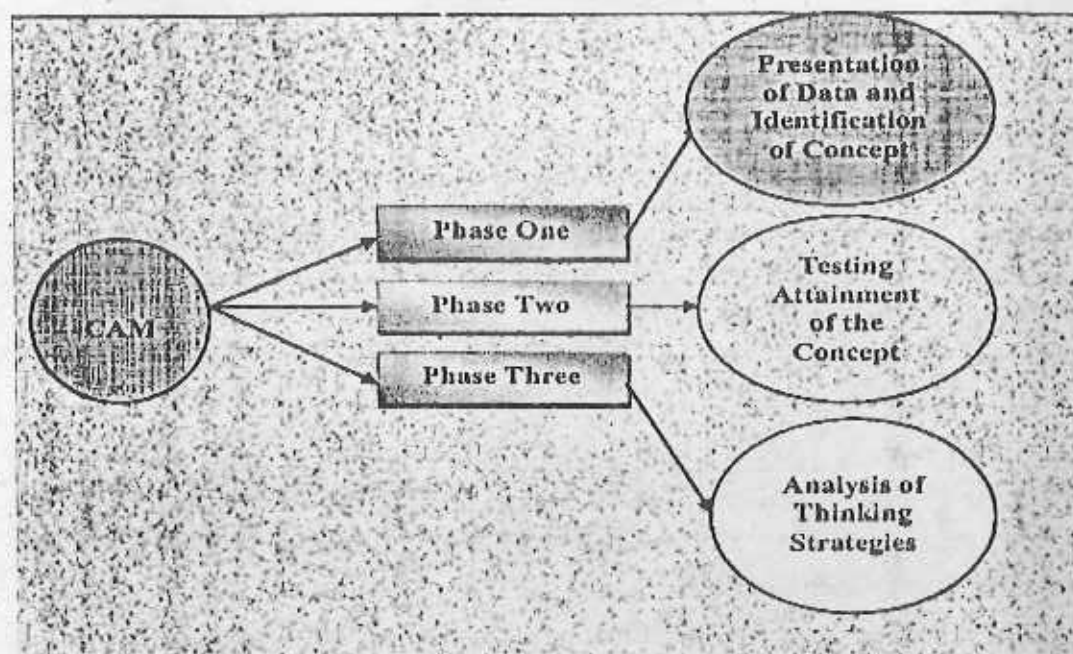
(a) Syntax

In Concept Attainment Model phase one involves presenting data to the learner. Each unit of data is a separate example or non-example of the concept. The units are presented in pairs. The data may be events, people, objects, stories, pictures or any other discriminable units.

In phase two, the students test their attainment of the concept, first by correctly identifying additional unlabeled examples of the concept and then by generating their own examples.

In phase three, students begin to analyze the strategies by which they attain concepts

Syntax of the Concept Attainment Model



Phases of Concept Attainment Model

| Phase | Outline | Activity |
|-----------|--|--|
| Phase One | Presentation of Data and Identification of Concept | <ol style="list-style-type: none"> 1. Teacher present labeled examples. 2. Students compare attributes in positive and negative example. 3. Students generate and test hypotheses. 4. Students state a definition according to the essential attributes. |

| Phase | Outline | Activity |
|-------------|-----------------------------------|--|
| Phase Two | Testing Attainment of the Concept | Students identify additional unlabeled examples as yes or no. Teacher confirms hypotheses, names concepts and re-states definitions according to essential attributes. Students generate examples. |
| Phase Three | Analysis of Thinking Strategies | Students describe thoughts. Students discuss role of hypotheses and attributes. Students discuss type and number of hypotheses. |

(b) Social System

Prior to teaching with the Concept Attainment Model, the teacher chooses the concept, selects and organizes the material into positive and negative examples and sequences the example. The three major functions of the teacher during concept attainment activity are to record, prompt (cue) and present additional data.

(c) Principle of Reaction

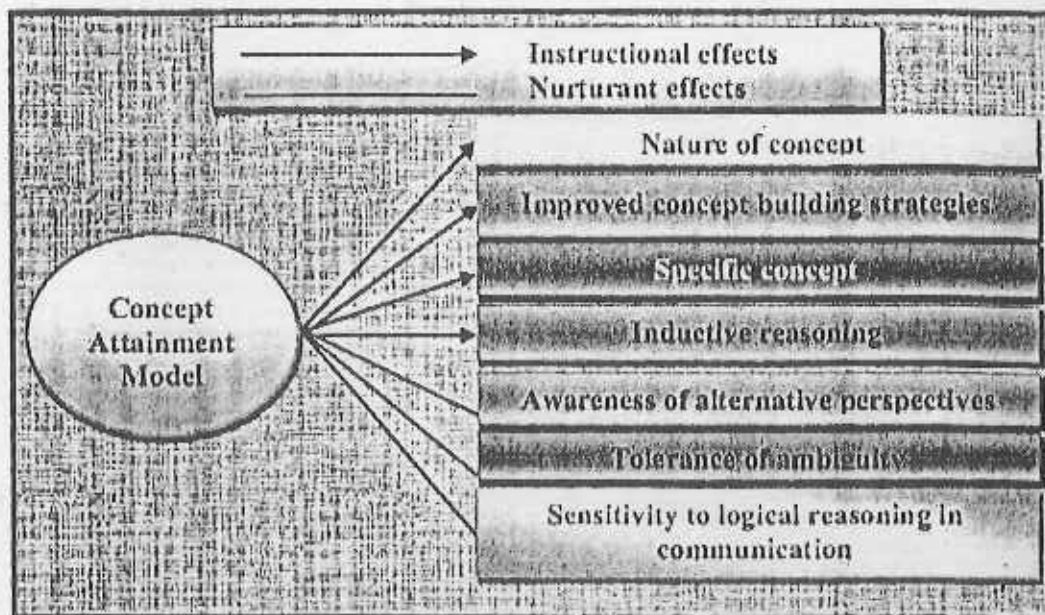
During the flow of the lesson, the teacher needs to be supportive of the students' hypotheses. In the later phase of the model, the teacher turn the students' attention towards analysis of their concepts and their thinking strategies, again being very supportive. (d)Support System

Concept Attainment lessons require that positive and negative exemplars be presented to the students. The data sources are known beforehand and the attributes visible. When students are presented with an example; they describe its characteristics (attributes), which can then be recorded.

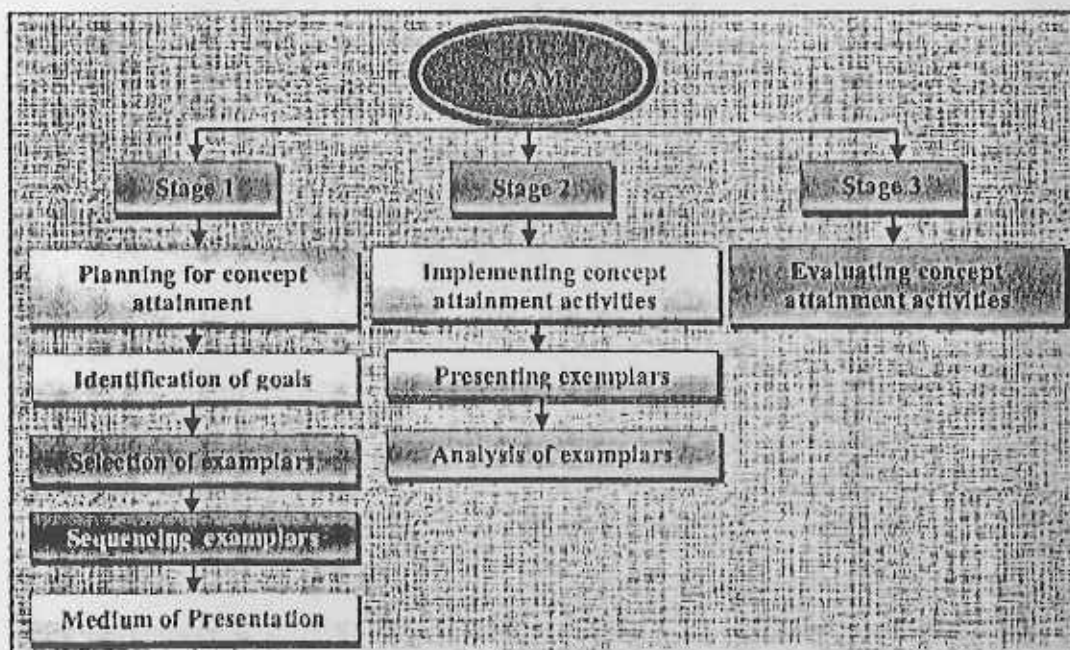
(e) Instructional and Nurturant Effects

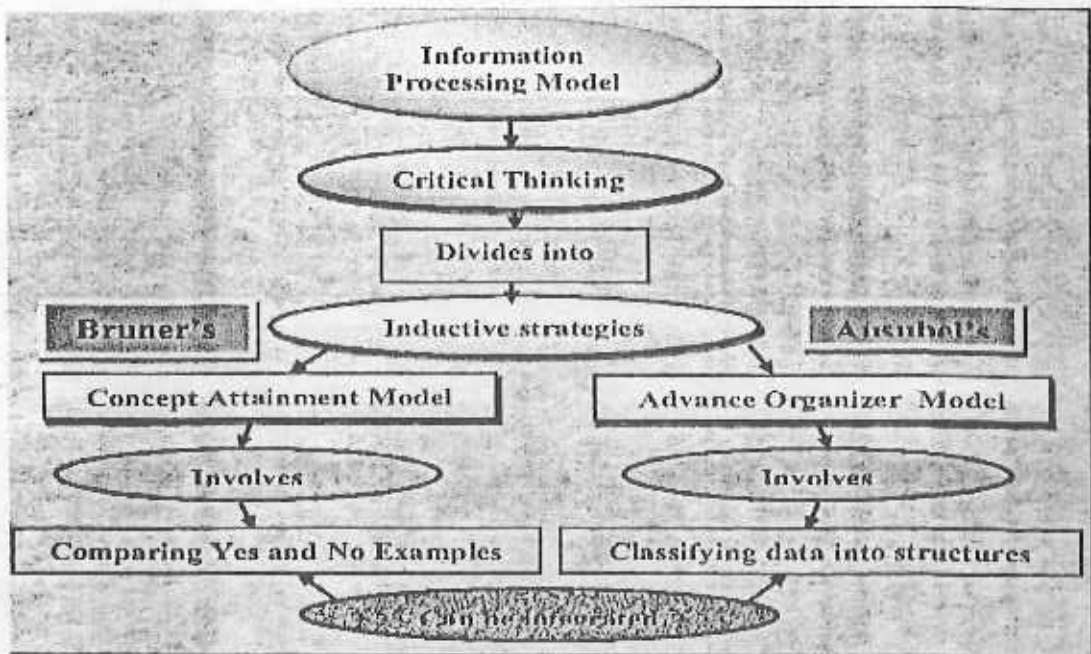
Concept Attainment Model is designed for instruction on specific concepts and on the nature of concepts. With abstract concepts, the strategies nurture an awareness of alternative perspectives, a sensitivity to logical reasoning in communication and a tolerance of ambiguity. The instructional and nurturant effects of Concept Attainment Model are depicted in the following figure.

Instructional and Nurturant Effects of CAM



A Diagrammatic Representation of Strategies of CAM





7.4.9 Basic Teaching Model-



Robert Glaser describes an instructional system in 1962 (p.1-30) that is comprised of five components:

- Instructional Goals (system objectives)
- Entering Behavior (system input)
- Instructional Procedures (system operator)
- Performance Assessments (output monitor).
- Research and Development Logistics (analysis and evaluation) The chart below maps the flow of them:

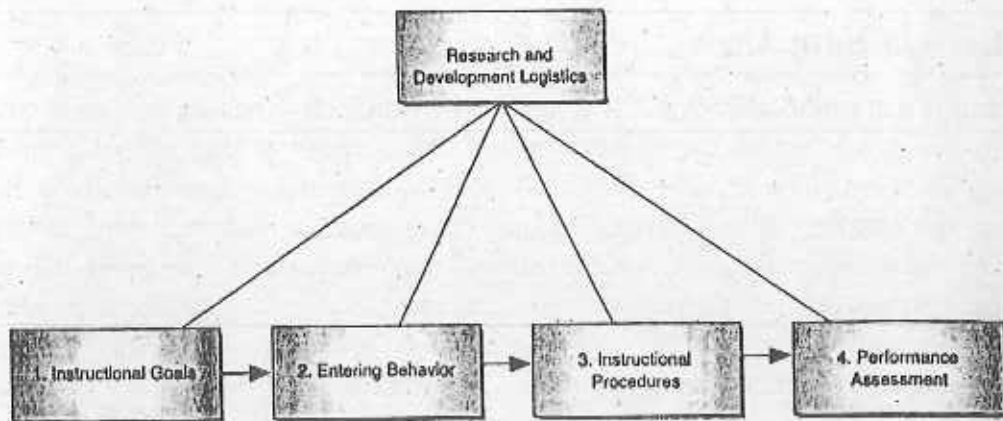


FIGURE 1.1. The Component Phases of an Instructional System

Glaser discusses the bottom four components (p.5-6):

"The development of the system is initiated with the specification of the goals of instruction. These goals constitute the objective to be accomplished and the purpose for which the system is to be designed. The main input into the system, upon which it is designed to operate, consists of the entering behavior of the student. This consists of the initial repertoire, aptitudes, and prior educational-background with which the instructional process begins. The next phase constitutes the actual instructional procedures and experiences which are employed to guide and modify behavior."

He then discusses how the four components feed into Research and Development Logistics, and in turn, how it feeds back into the four components:

"The final phase in an instructional situation is some sort of "quality control," that is, assessment of the extent to which the end-of-course behavior has been achieved by the student in light of the kind of performance required by the specified instructional goals. These phases are the main flow of the instructional system, but it has many feedback loops and subsidiary inputs. The information obtained in each phase supplies data which are useful for monitoring and correcting the output of the preceding phase; for example, measurement of the kind of performance achieved can provide information for redesign of instructional procedures, and information on instructional procedures can interact with the characteristics of the entering behavior. Feeding in to all phases are the results of research and development. The implementation of these results and the fruitful interplay between research and development, on the one hand, and the operating aspects of the system, on the other, involve important logistical considerations."

7.5 Let Us Sum Up :

Teaching is a complex activity. It is a process in which students are provided with a controlled environment for interaction with the purpose to. Promote a definite learning in them. The environment provided to students is constituted by the content, the teacher who organizes and provides specific learning. experiences, different ways and means of providing learning experiences and the school setting. All these components, called instructional components, interact in an interdependent and coordinated manner, in order to bring about the pre-specified desirable changes in the students. It is this interaction between human and non-human components that makes the process of teaching-learning a highly complex activity.

Teaching is viewed as a comprehensive process, and there has been a tremendous change in the way of understanding teaching and a teacher's roles. Teaching is conceptualized as an active interactive process that goes on between the consciously designed environment and the student, (where teachers may or may not be present), with a definite purpose. It includes all the activities organized by a teacher to bring about learning, be it inside or outside a classroom, with or without the presence of the teacher.

7.6 Unit End Exercises :

- What do you mean by levels of teaching? Why it is necessary in teaching learning process?
- Describe the nature of reflective levels of teaching. Suggest some guidelines for affective reflective level teaching.
- Discuss the operation involved at each stage of teaching.
- Give a comparative study an memory, understanding and reflective level of teaching.
- Why is Glaser's 'Basic Teaching Model' called basic? Explain the basic elements of model and function of teachers to apply the model properly in the instructional system.
- A _____ can be considered as a type of blue-print for teaching. (Models of teaching/ Stages of teaching/ Variables of teaching)
- Bruner's Concept Attainment Model (CAM) is associate in _____ (Social/Information processing/ Personal/ Behavioural Family)

- Verbal and non-verbal inter-action of teaching activities in _____ phase of teaching. (Pre-active/ Inter-active/ Post-active)
- 'Applying Stage' is also called _____ stage of teaching. (Pre-active/ Inter-active/ Post-active)
- Meaningful learning is preferred in _____ levels of teaching. (Memory/ Understanding/ Reflective)
- Discovery learning is associated by _____ levels of teaching. (Memory/ Understanding/ Reflective)

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Unit - 8 Distance Education

Structure:

- 8.0 Introduction**
- 8.1 Course Objectives**
- 8.2 Different Contemporary System**
 - 8.2.1 Correspondence Education**
 - 8.2.2 Distance Learning**
 - 8.2.3 Open Learning**
- 8.3 Need and Importance of Distance Education in India**
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8.0 Introduction

All over the world, distance education is gaining a momentum and becoming more popular than conventional education. Distance learning is an excellent method of reaching the adult learner in any place. The structure of distance learning gives adults the greatest possible control over time, place and pace of education.

In India the University of Delhi first established the School of Correspondence Courses in 1962 as a pilot project. Later, Punjabi University, Patiala set up a Directorate of Correspondence Courses in 1968. Government of India constituted an eight member working group on the proposed Open University in 1974. Andhra Pradesh established the first Open University in India as Andhra Pradesh Open

University in 1982. Later the name changed to Dr.B.R.Ambedkar Open University. IGNOU was established in 1985 and was playing a dual role as an apex body in the country through Distance Education Council (DEC). It was established in 1985 under Section 5(2) of IGNOU Act. Sikkim Manipal University has been ranked 1st in Distance Education. Mention may be made of the School of Distance Education, Madurai Kamraj University, Symbiosis Centre for Distance Learning and many more which are engaged to carryout distance education for the pass and needy students particularly those who are deprived of urban-based educational institutions and facilities.

8.1 Course Objectives:

After completion of this unit you would be able:

- To understand the different contemporary system like Correspondence Education, Distance Learning and Open Learning;
- To understand the need and importance of Distance Education in India;
- To understand the student support services in Distance Education;
- To understand the different instructional materials in Distance Education;
- To understand the different institution for Distance Learning like IGNOU, NIOS and NSOU.

8.2 Different Contemporary System

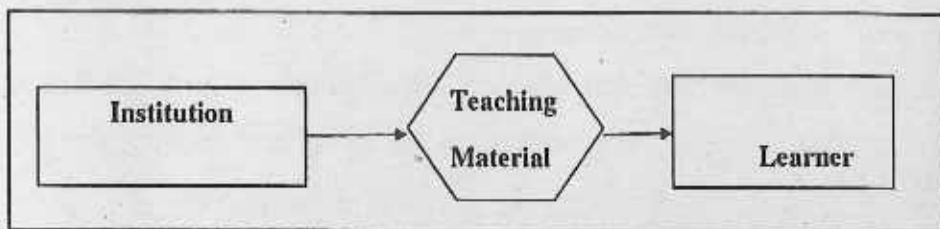
Today three terms that are being used almost inter-changeably are 'Correspondence Education', 'Distance Learning' and 'Open Learning'. Open learning is a philosophy and Distance Education is the mode used for translating it into reality. As the three are complementary to each others.

8.2.1 Correspondence Education

Correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced. Correspondence education becomes an extension of conventional education

as far as its imparting of prescribed knowledge for issuing of certificates is concerned, distance education aims at more varied goals. These include personal growth, training for better job prospects and job enhancement, a change in attitude, etc., in addition to imparting of knowledge. Correspondence education also employs a multimedia approach including human contact. Correspondence education, on the other hand, depends mostly on printed materials distributed by post. The procedure adopted for admissions to the courses and examinations are more or less the same as have been in use over the centuries in the traditional college university education. Thus, correspondence education is essentially a system based on the mode of distribution of teaching materials and of effecting interaction, if needed, between the teacher and the taught.

This is a teaching-learning situation where learners are found in a distant place, there were no face-to-face interaction existing between teachers and learners. Learners receive the study materials from the institutions through postal services. In this case, print is the only medium of instruction and printed lessons are the only source for the learner to learn.



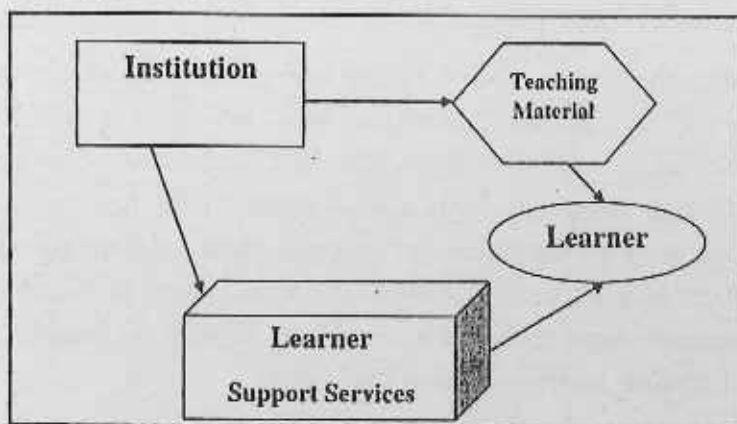
8.2.2 Distance Learning:

Distance learning (education) is a modern system of non-formal education. It is imparted through correspondence or postal courses, contact, electronics media like radio, television, video and audio cassettes etc. and other audio - visual aids. Distance education is the method of learning at one's own pace in one's own time, without the boundaries of the formal class room and without the formal presence of the teacher. Distance Learning is an umbrella term which describes all the teaching learning arrangements in which the learner and the teacher are separated by space and time. In fact it is a mode of delivering education and instruction to learners who are not physically present in a traditional setting of a classroom. Transaction of the curriculum is effected by means of specially prepared materials (self-study (learning) materials) which are delivered to the learners at their doorstep through various media such as print, television, radio, satellite, audio/video tapes, CD-ROMs, Internet and World Wide Web etc. Also a technological medium

replaces the inter-personal communication of conventional classroom based education that takes place between the teacher and the learners. Communication between the institution, teacher and learners is mainly through electronic media (telephone, interactive radio counseling, teleconferencing, videoconferencing, chat sessions, email, website etc) and also through postal correspondence and limited face to face contact sessions held at Study Centers that are set up by the DE institutions as close to the learners' homes as possible.

- Moore (1973) is more explicit in so far as the characteristic features of distance education are concerned. At least three features of distance education are clearly discernible in this definition:
 - i) Teaching behavior remains separated from learning behavior (e.g. correspondence courses);
 - ii) Face-to-face teaching and learning forms a part of the system (e.g., contact programmes);
 - iii) Electronic and other media may be used to effect learning and teaching (e.g., use of audio and video cassettes).
- Dohmen (1977) of Germany defines distance education as a i) Self-study, and ii) The use of media for educational communication.

In this case, learners are staying in distance places and continue their programme of studies in Distance Education (DE) institutions. It is teaching learning situations where along with print medium various technological media are used to deliver study contents to learners. These media are; radio, television, telephone, audio and video cassettes, computer, mobile, and may be a few other electronic media. In this situation, two-way interaction takes place between learners and tutors both in synchronous and asynchronous forms because of the media intervention. Learner support services play a major role in this situation.



8.2.3 Open Learning:

We may define 'open learning' as a system of education that does not operate through traditional conventions which are essentially restrictive in nature - admission restrictions, attendance restrictions, restrictions on the candidature for examinations, restrictions on the period of time to be devoted to a course, restrictions on the number of examinations given and taken in a year, restrictions on subject combinations for a particular degree, restrictions on the modes of didactic communication and the didactic tasks, etc. The larger the number of such restrictions left unobserved, the higher the degree of the 'openness' of the type of education under consideration. Open learning, which covers a wide range of innovations and reforms in the educational sector that advocates flexibility to the learner with regard to entry and exit; pace and place of study; method of study and also the choice and combination of courses; assessment and course completion. The lesser the restrictions, the higher the degree of openness. The Open learning system aims to redress social or educational inequality and to offer opportunities not provided by conventional colleges or universities. Educational opportunities are planned deliberately so that access to education is available to larger sections of the society.

Open learning is a philosophy rather than a method of distance learning. Open learning as an organized educational activity, based on the use of teaching materials, in which constraints on study are minimized either in terms of access, or of time and place, methods of study or any combination of these. As it is a philosophy in its approach, it suggests removal of the barriers and restrictions from learners in contrast to the conventional educational setup. Open learning is opening up learning opportunities to a wider range of people and enabling them to learn more efficiently, effectively and productively.

At present state, there are various evaluation patterns available on an offered programme by the DE institutions. For example; „on-demand examination_ where learners can ask the Institution to appear for the examination of his/her programme at any time. „Online examination_ is also available to the learners where they can sit at their home with all the necessary technological equipments and can appear the examinations. Hence, writing examination on papers is not the only way to appear the examination and receive the certificate. With these features open learning is familiarized among learners across the globe.

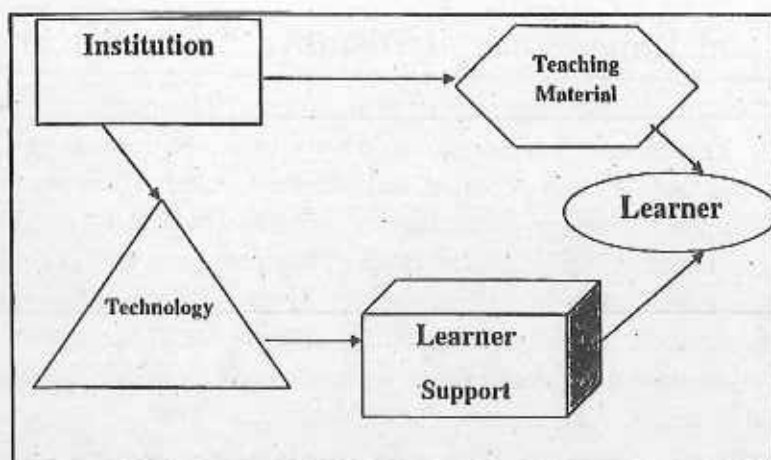


Table: A diagrammatic representation:

| Correspondence Education | Distance Learning | Open Learning |
|--|--|--|
| <p>Refers to the traditional type of education given mainly through printed materials, by the postal system.</p> | <p>Refers to non-traditional innovative type of education that uses all the possible means of communication, the postal system being only one of them.</p> | <p>Refers to that kind of nonconventional education which has been weaning away from the conventional constraints that characterize the traditional school/college/university education. This change is of the kind that was experienced a few centuries ago when sectarian education yielded to liberal education. (This change was essentially curriculum based). Now, liberal education is yielding to open education. This change is both curricular and organizational in nature.</p> |

8.3 Need and Importance of Distance Education in India

India, after 1947, has made major changes and a great advancement in its education system. Earlier the education was available only to the high class people of India, and many poor & middle class people remained uneducated. There was an enormous pressure on multiple state governments by common people to establish more & more colleges, institutes and universities. This pressure has resulted in faster growth of higher education in India. But the only disadvantage is that this development is more emphasized on quantity than quality, all because of the increased demand. Therefore, a complimentary methodology was needed in terms of ensuring quality education and success. And distance learning is one kind.

Distance education was appreciated by many reputed universities to meet the increasing expectations of those candidates who had insufficient resources to pursue higher education through regular method. And hence, distance learning in India has become most popular today. There were a lot of boundaries in the formal education system, which a lot of students are not able to undertake. And hence they are getting enticed towards distance education. Convenient education, study from home, high quality & less cost is included, earning while learning are some of the most advance benefits of distance learning. And that's why it is growing so rapidly in India. Following are top needs & importance of quality distance education in India:

- **Explosion of knowledge:**

There is explosion of knowledge because of rapid scientific and technological developments. With the advancement of education & technology, it is almost impossible to incorporate new changes through formal education. The formal system of education on account of its rigidity and high cost, finds it difficult to incorporate new changes speedily as desired.

- **Population Explosion:**

Unprecedented growth rate of population has resulted in the corresponding increase in students. The formal education system serves a selected and limited number of students. The unimagined growth rate of population has declined the chances for formal education to educate each and every student.

- **Varied Needs:**

Distance learning is needed to satisfy the varied needs of varied students.

- **Earning while Learning:**

Distance education is especially needed for those who want to learn while learning.

- **Desire to Improve Qualifications:**

There are many people who want to improve their educational qualification while they are in jobs. Distance learning provides opportunities to such people to improve their qualifications.

- **Geographical Isolation:**

People may be geographically isolated because of distance or because a communication system has not been developed. Students who live in places which are geographically isolated find it tough to take education through regular manner.

- **Social Isolation:**

People may be socially isolated or disadvantaged due to financial, physical, emotional or family circumstances.

- **For Different Ages:**

Distance learning can be used to teach people of different ages and to teach courses from a wide range of discipline areas.

- **Universal Education:**

Distance learning is needed to achieve the cherished goal of the nation for universalization of education.

- **Democratic Aspirations:**

Distance learning is needed to meet the great demand for democratisation of education from those sections of society that are neglected.

- **Self - Improvement:**

Distance learning is needed from the point of view of self-learning and self-improvement of an individual who , otherwise is deprived of receiving proper education.

- **Boon for In - Service Aspirants:**

Open universities is a boon for in- service aspirants. They can improve their educational qualifications and by doing so, they can brighten up their chances of promotion.

- **Easy Access:**

It provides opportunities to large number of people who had previously been denied such opportunities.

8.4 Student Support Services in Distance Education :

According to Marian Craft student support services can be defined as the "Student support services other than actual course material which institution provides to

the learners to realize their learning objectives of the programme." Simpson stated that student support services are "all activities beyond the production and delivery of course materials to assist the progress of students in their studies."

It is well known that the primary role of the student is to learn, which requires high level of motivation to learn, plan and analyze as well as apply the learned information to real life situation.

The broad classification will facilitate in analyzing the student support services. For the convenience of the present research study the components of student support services can be classified in to four groups.

- (1) Individual based support services
- (2) Academic support services
- (3) Organizational support services
- (4) Media support services

| | |
|---|---|
| Individual based support services: | Individual based support services consist of components like information support, guidance support and counseling support services. They are basically individual based/targeted support services. |
| Academic support services: | Academic support services consist of components like self instructional materials, personal contact programmes and support through assignments. They are both individual and group based support services. |
| Organizational support services: | Organizational support services consist of all the support services provided through and at study centre for distance learners. They are library support, provision for practical and the role of study centre in providing the support services. Study centre is the grass-root level organization established to deliver different student support services to the distance learners. |
| Media support services: | Media support services consists of all the media based support services provided by the institution. They are radio lessons, audio lessons, television lessons, video lessons, teleconferencing and radio counseling. Media support services are provided at study centre and some of them are directly available at the residences of the distance learners. |

Giving instructions for student support services:

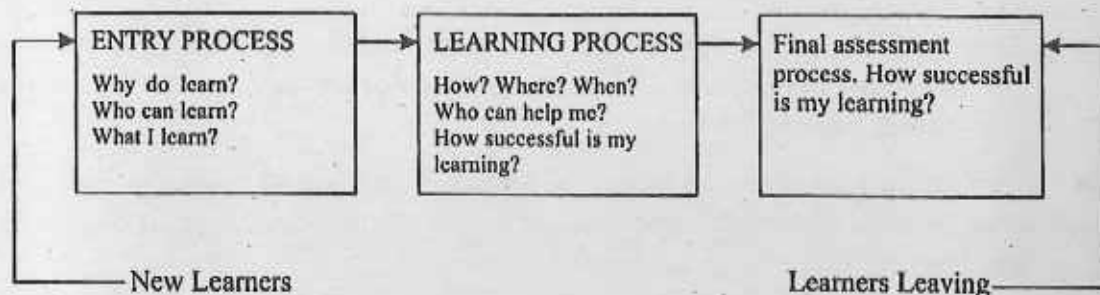
- Effective and timely delivery of materials and feedback regarding the same from students is a requisite.
- Materials should be such that they meet the needs of learning styles of the students.
- Systematic review should be taken up of relevance, appropriateness, achievements and learning outcomes as well as the future needs of students and planning for the same.
- Students must have the facility of the availability of Expert faculty to enhance their skill to meet the employment requirements so that students get jobs, and the students who are working personnel get promotions as a result of completing and obtaining the degree in the course etc.
- Students should get clear and timely as well as accurate information about educational courses and programmes, changes in or elimination of certain courses as well as transfer of credit policies and related issues.
- Enhancing the supportive learning environment for students is another service that is to be ensured.
- Student access, students' progress, students' learning and students' success are of utmost importance, and methods for ensuring the same are important for student support services.
- Academic regulation including academic honesty and integrity and non discrimination have all to be ensured as part of important support service to students.
- Orientation to students before taking up the course is important.
- Tutoring by experienced and knowledgeable tutors help students to clarify their doubts and get explanation on various complex concepts are essential.
- Counseling of students regarding the courses to be taken, the kind of facilities available for the same both face to face and on the internet and the many educational technological facilities available should all be conveyed to students during the counseling session.
- Academic advising programme to enhance development and success of students in distance learning is important.

- Placement facilities for internship required in certain courses, and help in obtaining a suitable job after completing the course is a very important support service for students.
- Library and learning support services should be available at each study center. The number of reading materials such as books, their quantity, quality, depth and variety as well as accessibility to them must be carefully managed as required by students and as recommended by the faculty.
- While support services are to be in place, there are certain important responsibilities to be taken up by the students of Distance Education programme.

8.5 Instructional Materials in Distance Education

Distance education is the quite popular mode of non-formal education which focuses on equal access for educational opportunities which make learning more clientele and student centered. According to Paine (1989) this learning process allows the learner to choose how to learn, when to learn, where to learn and what to learn as far as possible within constraints of any education and training provision.

The learner's choice in distance education is shown in the following



Source: Lewis and Spencers (1986).

According to Hodgson (1993) all successful distance learning systems are built on:

- Well-designed, Learner - centered.
- Self-instructional material delivered through a variety of media and proper to the circumstances.
- An administrative system for distributing the materials, keeping the learner on track of learning and possibly a production facility for materials.

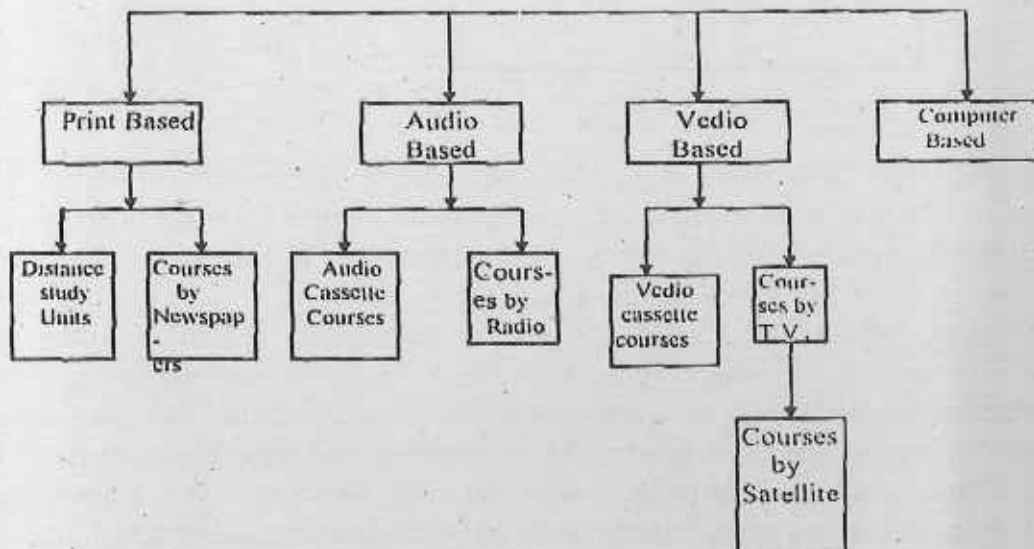
- A support system for learners.

Non-formal education takes the form of distance education. Thus distance education denotes the forms of study not led by teachers present in class-rooms but supported by tutors and an organization at a distance from the student. According to the Sewart (1983) distance education whether concerned with elementary, university, informal, occupational or professional study, regularly includes three types of activities on the part of the organization that administers it, i.e.,

- The development of self-instructional study material, i.e. courses printed and/or recorded which may either be self-contained or of a study guide type relying on set texts.
- Teaching at a distance by comments in writing, on the telephone or on audio cassettes or on students' work submitted.
- Counseling and general support for students about their study and queries related to their work.

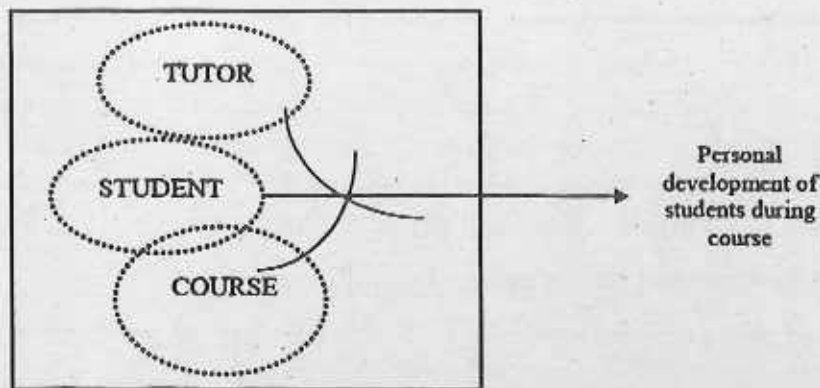
Keegan (1993) also defines the distance teaching as, so for the students of distance education implies interaction with the course material, with tutors and counselors. The method of correspondence study provides simultaneously an educational scheme for individualization in three distinct senses, students' ability, variety of courses offering and flexibility for time and place of study.

Distance education can be illustrated by following



Source: David. Sewart (1983)

Distance learners usually depend a lot on learning materials. Rowntree (1993) described that materials may take many forms like books, worksheets, audio and video-tapes, CBT packages, multi-media etc. In an instructional setting the print materials fulfill dual functions: as a medium of communication and as a medium of instruction. The advantages of print materials in these two modes are several. Printed materials permit a reader to skim their contents and to react spontaneously to them by making marginal comments or underlining. They can be produced in multiple copies, and can thus be used for independent study. They will tolerate delays in completion; a reader can stop, put the material away, and return later to the point of termination, because they allow a reader to return again and again to the same point. Print materials facilitate the study of difficult or complicated concepts. These are easily portable and do not require expensive or complicated machines in order to be consulted. Self-instructional or self-learning system can be shown



Source: Tait (1992)

Hodgson (1993) also stated the self-instructional or self-learning system as all learners who use self-instructional print material whether in open, distance or flexible system are, to some extent distant learners or learner is at a distance. Another of the self-instructional material is the teacher who teaches through the material effectively. The learners can pursue their studies in their own way, in their own time and in places of their choice. These are the advantages of self-instructional material and all learners who use material of this kind, are either actual or potential distance learners. The self-instructional materials are qualitative and possess good characteristics. These materials are used by the learner. He further stated that any form of print material is self-learning, self-instructional or learner-centered and describes the approach to teaching or training which designs

learning materials and learning experience to meet the need of the learner, rather than those of teacher, institution or subject matter. The self-instructional materials have to be subdivided into places of more or less standard length. These places may be called lessons, or units. Distance learners prepare assignments with the help of self-instructional materials and submit these assignments to the tutors for feedback and marking. These assignments are particularly important in self-instructional system.

Types of Self- Instructional Materials:

- **Self-motivating:** Teacher should be highly encouraging for the learners. The materials should arouse curiosity, raise problems, relate knowledge to familiar situations and make the entire learning meaningful for them.
- **Self-learning:** The learners study guide - directions, hints, references etc., - to facilitate their independent learning. Examples, illustrations, activities etc.
- **Self-explanatory:** learner can go through the material without much external support. The content should be self explanatory and conceptually clear.
- **Self-contained:** Not that distance learners should not seek external support, or meet a teacher, but many of them are not in a position to receive support due to their geographical, physical and psychological isolation.
- **Self-directed:** the study material should aim at providing necessary guidance, hints and suggestions to the learners at each stage of learning. The self-directed material in the form of easy explanations, sequential development, illustrations, learning activities, etc.
- **Self-evaluating:** To ensure optimum learning, the learners should know whether they are on the right track. Self-evaluation in the form of self check questions, activities, exercises etc., provides the learners with the much needed feedback about their progress.

Types of Print Instructional Materials:

Mostly distance learning systems usually depend on a lot of learning materials. According to Rowntree (1994) the printed materials are as under:

- Books, Pamphlets, etc. - already published, or specially written.
- Specially written 'warp around' study guide to already published material.
- Specially written self-teaching text, i.e. "tutorials-in-print".

- Workbooks for use along with audio-tape or videotape, CBT (computer based teaching), practical work, etc.
- Self-texts, project guide, notes on accreditation requirements, bibliographies, etc.'
- Maps, charts, photographs, posters, etc.
- Materials from newspapers, journals and periodicals.
- Hand written materials passing between learners and tutors.

Types of Grouping of Instructional Material:

A wide range of teaching media are employed in distance education; their effectiveness consists in organic relationship between the planning of course content and the planning of teaching methods. Broadly speaking classified the instructional material fall into the following groupings:

● **Printed Materials:**

Guided study assignments, specially written textbooks, packets of pictures, directed reading, using the resources of libraries, assignment of work for tutorial comments or for computer assessment, self assessment problems, exercises and questions, material related to other modes of teaching used, e.g. notes on broadcast programmes; instructions for the use of scientific kits.

● **Audio-Visual Material (other Than Print):**

National or local radio or television broadcasts, various audio-visual aids(slides, filmstrips, tape recorders etc.)

● **Practical activities:**

The use of home science kits, directed work in local laboratories, research activities (e.g. social surveys) or field work.

● **Face to Face Teaching and Other Interpersonal Activities:**

Counseling (as method of study etc), study by correspondence, lectures and seminars, supervised professional activities (e.g. teaching, and the preparation of teaching material), attendance at summer schools.

8.6 Institution for Distance Learning

8.6.1 Indira Gandhi National Open University (IGNOU):

Indira Gandhi National Open University known as IGNOU, is a Central University located at Maidan Garhi, New Delhi, India. Named after former Prime Minister

of India Indira Gandhi, the university was established in 1985 with a budget of 20 million, after the Parliament of India passed the *Indira Gandhi National Open University Act, 1985* (IGNOU Act 1985). IGNOU is run by the central government of India, and with total active enrollment of over 4 million students, claims to be the largest university in the world.

IGNOU was founded to serve the Indian population by means of distance and open education, providing higher education opportunities to all segments of society. It also aims to encourage, coordinate and set standards for distance and open education in India, and to strengthen the human resources of India through education. Apart from teaching and research, extension and training form the mainstay of its academic activities. It also acts as a national resource centre, and serves to promote and maintain standards of distance education, in India. IGNOU hosts the Secretariats of the SAARC Consortium on Open and Distance Learning (SACODL) and the Global Mega Universities Network (GMUNET), initially supported by UNESCO.

IGNOU has started a decentralization process by setting up five zones; north, south, east, west and north east. The first of the regional headquarters, catering to four southern states, Pondicherry, Andaman and Nicobar and Lakshadweep, is being set up in the outskirts of Thiruvananthapuram in Kerala. The Ministry of HRD has entrusted the responsibility of developing Draft Policy on Open and Distance Learning and Online Courses to IGNOU.

In our country the terms 'distance education' and "correspondence education" are sometimes used as synonyms. However, while correspondence education depends only on one medium i.e. the print material distance education lays emphasis not only on print material but also on other media. In fact, a multimedia approach is the cornerstone of distance education.

Distance education, in fact, represent distance teaching plus distance learning. It is the third stage in the evolution. The first being the gurukul system and the second classroom teaching. The origin of distance education lies basically in the philosophy that society has a responsibility to provide educational opportunities to those who for some reason or the other cannot go through the conventional system.

Indira Gandhi National Open University (IGNOU) is India and the subcontinent. It is a university with a mission to open doors of higher education to all and make learning innovative, flexible, job oriented and cost-effective.

AIMS:

- Expanding higher education facilities and widening access by a diversity of means.
- Providing need based programmes.
- Reaching out to a large number of people, especially the disadvantaged.
- Establishing and operational sing a major Open University network.
- Establishing and developing educational resource bases.
- Assuring the quality of programmes, and services offered.

OBJECTIVES:

- To identify training needs of different target groups already involved and those expected to get involved in open distance education.
- To build up a resource base of up-to-date information, training materials, courses and expertise, and make such resources available whenever needed.
- To develop training strategies and training materials to meet the various needs of different types of individuals and distance teaching/training institutions.
- To organize and conduct training and staff development activities for the identified target groups and institutions through various strategies leading to completion of certificates, diplomas and degrees.
- To promote research in Open and Distance Education at the fundamental, experimental and application levels in order to constantly enrich the training programmes and management processes and meet the challenges of the expanding educational environment.
- To offer research degree programmes to eligible target group leading to MPhil and PhD degrees.
- To respond to the needs of dynamic systems of education and development using information and communication technologies.

FUNCTIONS:

- Strengthen and diversify the degree, certificate and diploma courses related to the needs of employment and necessary for building the economy of the country on the basis of its natural and human resources.
- Provide access to higher education for large segments of the population, and

in particular, the disadvantaged groups such as those living in remote and rural areas including working people, housewives and other adults who wish to upgrade or acquire knowledge through studies in various fields.

- Promote acquisition of knowledge in a rapidly developing and changing society and to continually offer opportunities for upgrading knowledge, training and skills in the context of innovations, research and discovery in all fields of human endeavours.
- Provide an innovative system of university level education, flexible and open, in regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination and operation of the programmes with a view to promote learning and encourage excellence in new fields of knowledge.
- Contribute to the improvement of the educational system in India by providing a nonformal channel complementary to the formal system and encouraging transfer of credits and exchange of teaching staff by making wide use of texts and other software developed by the University.
- Provide education and training in the various arts, crafts and skills of the country, raising their quality and improving their availability to the people.
- Provide or arrange training of teachers required for such activities or institutions.
- Provide suitable post-graduate courses of study and promote research.
- Provide the counseling and guidance to its students.
- Promote national integration and the integrated development of the human personality through its policies and programmes.

8.6.2 National Institute of Open Schooling (NIOS):

Open learning serves as a source of education for the marginalized and disadvantaged sectors of the society, besides being its innate relation with human psyche and psychological development.

Its benefactors include the physically and mentally handicapped, the female population, school dropouts, residents of rural areas and remote regions. Open schooling is also preferred by students pursuing careers, which require them to devote more time than what the stringent formal school systems with its time-bound structure and attendance compulsions can permit. Students who wish to choose specific combinations of subjects, which may not be possible under the formal system,

also turn to open schools. The system also contributes to the cause of adult literacy.

The advent of Open Schooling in India was through the CBSE initiated Open School Project in 1979. A decade later, in the year 1989, the Ministry of Human Resource and Development set up an autonomous organisation that took charge of the project and the new institution was named National Open School (NOS). The NOS was renamed as National Institute of Open Schooling (NIOS) in 2002. Hence, NIOS evolved from an off-branch of the Central Board of Secondary Education, from an institution serving about 40, 000 to the largest open school in the world, which enrolled 2,90,983 students in the year 2006-2007 and was serving a total of 14,27,0003.

AIMS:

According to the RGI definition a person is considered literate if he or she can both read and write with understanding. Attaining higher rates of literacy in this basic form topped the list of educational concerns for the government in the past two decades. Schemes like the National Literacy Mission, Universalization of Elementary Education, Sarva Shikha Abhiyan (SSA) and other related government schemes have accrued to the increase in numbers of people receiving primary education/basic literacy. Following is a graphical representation of the increase in the number of enrolments at various levels of schooling since 1950s, showing that the increase at Primary Level had been much steeper as compared to other levels. Consequentially, the need for institutions of secondary and senior secondary education and their governing educational boards emerged.

OBJECTIVES:

- To provide professional advice to the Government of India, and to the States, regarding proper development of Open and Distance Learning system at school level in response to requests from the concerned Government/s or suomoto.
- To develop need based Academic and Vocational Education Programmes for livelihood and lifelong learning up to pre- degree level.
- To attain excellence in developing quality Open and Distance Learning curricula and courseware for learners.
- To accredit institutions for developing effective learner support system to facilitate learning learning up to pre-degree level.

- To strengthen the Open and Distance Learning system through Research and Development activities.
- To promote open schooling at national and global level by networking, capacity building, sharing of resources and quality assurance.

FUNCTIONS:

- To take steps for developing strategy plans for promoting and up scaling the Open Schooling programme in India;
- To provide technical and financial support to State Governments in India for setting up and up scaling of State Open Schools (SOSs);
- To develop needed action plan for making education equitable and inclusive for the marginalized and disadvantaged groups like girl/women, minorities, differently- able (physically and mentally challenged) etc.;
- To offer a wide spectrum of courses of study in general, vocational and continuing education and life enrichment courses up to pre-degree level;
- To develop need based Curricula and Self Learning Materials for (I) Open Basic Education (OBE), (II) Secondary and Senior Secondary Education, and (III) Vocational Education and Training (VET) Programmes with focus on skill development;
- To develop multi-media and multi-channel delivery modes for effective transaction of courseware to support courses and programmes;
- To provide effective student support services for facilitating learners by establishing study centres in agencies, organizations and institutions in India abroad;
- To conduct examinations and issue certificates to successful learners;
- To partner with National Literacy Mission under the Equivalency Programme for providing education/certification to neo-literates;
- To promote quality of learning in ODL through Monitoring, Supervision and Evaluation, maintaining equivalence of standards with the formal education system, while retaining its own distinct character;
- To undertake research, innovation and development activities in the area of Open Schooling and disseminate the findings to all stakeholders;
- To establish a data base on Open Schooling;

- To act as Resource Organization and Capacity Building Centre in open schooling at national as well as international level;
- To collaborate with national and international organizations for promotion of Open schooling;
- To partner with Government schemes and programmes at school sector for achieving the national goals and objectives;
- To provide professional/technical consultation in field of ODL to institutions/organizations/agencies in India and abroad.
- The lenient time constraint of five years given to students to clear each of the Secondary and Sr. Secondary (with either or both Academic or Vocational courses) with as many as nine possible attempts, makes it much easier for students with a. Learning disabilities b. Physical handicaps to take exams and even do well as compared to their probable performance under the formal system of education. It also has the provision of readmission after 5 years.
- NIOS gives the student freedom to choose when they want to study and does not keep them time-bound as is the case with the formal systems. Hence, it is a feasible option for: a. People engaged in part-time or full time jobs b. House-wives c. Students who would like to pursue a personal extra-curricular interest as a profession.
- Chained by societal norms or bound by family responsibilities, it serves as a lucrative option for the female population. They don't even have to travel to school and can learn from home itself. Similar is the case in regions where no schools can be built in the vicinity and in rural areas. The NIOS has even used media through Doordarshan and radio broadcasts to reach the rural population of the country.
- Because it has no age bar and is very lenient on the numbers of attempts a student is allowed, NIOS gives a chance to school drop-outs (even adults) to continue with studies. 5. As observed by a developmental worker, "Street children, child workers and child prostitutes who have been rehabilitated cannot cope with formal education." Hence open schooling comes handy.
- NIOS allows students at Secondary and Senior Secondary level to take up any combination of subjects from those it offers in both academic and vocational fields. This may not be possible through schools because of the unavailability of teachers in particular subjects.

- A student can take admission into just one or two subjects at any level and get a mark sheet (not certificate) for the same on passing the examination, without having to do the whole course. This is called 'Part Admission'. Though the CISCE also allows students to do the same at Senior Secondary level, but for this, the student has to pass their old school's final exam for class XI in the same subject. Only then in the subsequent year is he/she eligible to appear for the class XII exam in the same. Though unlike the NIOS, these candidates cannot appear as individual candidates, and can only go through the school where they passed class XI and XII from.
- A student can branch out of the normal academic programme and take up vocational courses after class V, VIII, X or XII depending on the basic qualifications required to learn the skill. For instance, a student can choose a vocational course like 'House Wiring and Electrical Appliance Repairing' after clearing class V exams or 'House Keeping' after passing class X.
- NIOS offers students the option of choosing one or two subjects extra, i.e. in addition to those chosen by them at Secondary or Senior Secondary level. Though under CBSE, a student can take up a sixth subject, besides the basic 5 if the school has a department for the same irrespective of whether the school can hold classes in the same or not. CISCE allows 7 subjects, all of which have to be regularly taught at school. However, though the pass certificate is given even if the student passes any 6 out of the 7.

8.6.3 Netaji Subhas Open University (NSOU) :

It was established in 1997 to commemorate the birth centenary of Netaji Subhas Chandra Bose. It has its headquarters at 1, Woodburn Park, Kolkata - 700020, once the residence of Netaji. Its medium of instruction are English and Bengali. Modeled on the Open University, UK and the IGNOU, it offers courses in different disciplines of taught graduate and post-graduate study and is one of the largest growing education universities in eastern India.

AIMS:

Netaji Subhas Open University, the only State Open University of West Bengal, has been contributing substantially towards the building up of quality human resource base of the State and collaborating with other open universities of the national and state levels towards the improvement of the quality of distance education and to promote and develop appropriate technology to create the distance education scenario of an international standard in our country, keeping in view

the demands of the knowledge-seekers for education appropriate to the twenty first century.

OBJECTIVES:

To spread higher education in different parts of the state and to co-operate with other universities to provide access to higher education and to different skill enhancing educational programmes, Netaji Subhas Open University shall:

- Provide quality education in a flexible mode to serve the aim of establishing an equitable knowledge society within the state, provide higher education through distance learning through the language of the state, i.e. Bengali.
- Make education affordable to the disadvantaged.
- Provide facility for lifelong education to intending learners.
- Strive for upgradation of technology without compromising the basic values of the society.
- Contribute to the development of the state and the nation and to motivate learners to strive for secular, scientific and democratic education.

FUNCTIONS:

- It offers easy access to the learners. The entry requirement is not too exacting. A genuine interest in picking up knowledge is all that it expects. Consequently, it would try to embrace as many learners as possible.
- Its territorial reach is visibly wide. It aims at bringing education to the doorstep of the learner, wherever he or she may be. Various methods of communication and contact are used for this purpose. The classroom of the University, thus, is as wide as the entire land it seeks to serve.
- The Open University is learner-oriented. It devises its courses and methods of teaching to suit the needs of the learners. Their options and inclinations are given due priorities. A variety of courses-short-term or long-term, liberal or professional-can be pursued under the University.
- It believes in fair distribution of quality education, teaching aid, consultancy and study materials. Whatever resources the University has made evenly available to all learners wherever or whoever he or she might be. It eliminates variations and discrimination.

- Its administration is decentralized. In promoting Distance Education, the University creates a wide network of Study Centres. Students need only to come to the nearest available centre for collecting all information, completing all formalities, discussing their academic issues and appearing for evaluation of their work at intervals chosen by them.
- Student assessment under Open University is based on continuous assessment and credit system. It does not require students to get bogged down in one final examination. One can study at one's own pace.

8.7 Let Us Sum Up :

Distance-Education has great potential in India but to realize this potential we have to ensure its standards and quality and equivalence to other modes of education. It should not be thought of as a financially cheap alternative or as a cash cow for raising financial resources. In the world over, it is seen that technology is shaping the teaching learning processes both in face to face and distance mode of learning. The technological change is relatively faster and more widespread in distance education than in face to face education.

In this unit, we attempted to give you an overview of the term 'Correspondence Education', 'Distance Learning' and 'Open Learning' -- with a word of caution that it is not easy to define the term comprehensively. The attempt was carried out by distinguishing the system of distance teaching and learning from the other systems of education and briefly discussing the needs & importance of distance education in India. We were discussing so as to give you a complete picture of the student support services in distance education and instructional materials of distance education. We have, towards the end of the unit, said a few words in institution for distance education as a learning activity, which is more effective than the traditional systems of education.

8.8 Unit End Exercises :

1. What do you mean by Distance learning?
2. Write differences between 'Distance Learning' and 'Open Learning'.
3. What is Correspondence Education?
4. Why distance education is an effective tool for learning?

5. What are the importances of distance education?
6. Mention the different student support services in distance education.
6. Indicate the different types of instructional materials used in distance education.
7. What are the roles of IGNOU?
8. What are the functions of NIOS?
9. What are the aims and objective of NSOU?

8.9 References :

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Notes

Notes



মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

— রবীন্দ্রনাথ ঠাকুর

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উত্তরাধিকারী আমরাই। নূতন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অন্ধকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নিষ্ঠুর সত্যগুলি আদর্শের কঠিন আঘাতে ধুলিসাৎ করতে পারি।

— সুভাষচন্দ্র বসু

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

— Subhas Chandra Bose

Price : ₹ 225.00

(Not for sale to the Students of NSOU)