

**Block****4****RECENT TRENDS IN EDUCATIONAL  
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## **BLOCK 4: RECENT TRENDS IN EDUCATIONAL MANAGEMENT**

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### **Block Introduction**

Welcome to Block four of the Course “Structure and Management of Education”. This block has been conceptualized to make you aware about recent developments and trends about educational management at different levels. Units in the block will help you in developing your understanding about various perspectives of education developed due to the impact of globalization, internationalization and privatization of education in India. In order to meet global quality standards, various quality assurance mechanisms will also be discussed in this block. How do accountability and autonomy go hand-in-hand, will be the focus of the block as well. Various mechanisms adopted for ensuring accountability and facilitating autonomy of different types in educational institutions will be explored in this block. Role of ICTs as recent trend in educational management will also be discussed here. This block has four units covering all these aspects. The details of the units are as follows:

**Unit 13** entitled ‘**Globalization, Internationalization and Privatization**’ starts with discussion about the concept of globalization. This unit further explored role of internationalization in education sector and examines the impact on policy and planning for Education. How do the globalization, internationalization and privatization has helped in emergence of New institutions? This has also been discussed. Unit also discusses about various regulatory issues and challenges being faced along with debates on PPP model in education.

Title of the **Unit 14** is **Quality Assurance and Management**. This unit talks about various quality concerns in education system at different levels and explains various quality assurance mechanisms in education sector. Role of practices promoting total quality management in School education and Higher education have been reflected upon. In order to achieve the Sustainable Development Goals for Education, what kind of quality indicators are needed to be insured and what is the role of various agencies for Quality assurance (NAAC, QCI, NBA, ranking frameworks, NIRF), this has also been discussed at length.

**Unit 15: Institutional Accountability and Autonomy** starts with conceptual understanding of accountability and autonomy. Unit discusses various provisions for ensuring institutional accountability in academic institutions. Why is there a continuous demand of educational autonomy? The unit tries to answer this question. Unit discussed the nature and types of autonomy. Discussion on various concerns and barriers for autonomy will help you to realize the present situation in Indian institutions.

In the **Unit 16** entitled ‘**ICT for Educational Management**’, discussions are around the ICTs used for educational management in institutions. Various methods and processes involved in E-governance along with Educational Management tools (ERP, MIS) and their role has been discussed in details in the Unit. Unit talks about various ICTs being used for record keeping as well as for resource management i.e., human, infrastructure, learning and financial.

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# UNIT 13 GLOBALIZATION, INTERNATIONALIZATION AND PRIVATIZATION

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## Unit Structure

- 13.1. Introduction
- 13.2. Objectives
- 13.3. Globalisation: Meaning and Approaches
  - 13.3.1 Apprehensions Regarding Globalisation as a Trend
  - 13.3.2 Liberalisation – Meaning
- 13.4. Internationalization
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  - 13.5.1 Private Sector in Education: Types of Ownerships
  - 13.5.2 Need for Private Sector Involvement
  - 13.5.3 Factors Leading to the Growth in Private Participation
  - 13.5.4 Concerns Regarding Privatization
  - 13.5.5 Public Private Partnership (PPP) Model of Education
  - 13.5.6 Second Model – Govt. Aided Private Schools
- 13.6 Some On-going Models
- 13.7. Let Us Sum Up
- 13.8. Unit End Exercises
- 13.9. References and Suggested Readings
- 13.10. Answers to Check Your Progress

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## 13.1 INTRODUCTION

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Modern civilization has brought profound changes in the productive capacities of men and women, in their social relations and institutions and the way they have thought of themselves and the world around them. However, these transformations were primarily bounded by what came to be called as the nation-state. There were some processes that went beyond the confines of the nation-state such as trade; expansion of capital; growth of knowledge; spread of ideologies; affiliation to religion and beliefs; spread of culture, arts, sports and even the rise of certain international institutions but the nation-state remained the final court of appeal. The last three decades have witnessed profound changes in this configuration resulting in new and larger networks of exchange; great movement of peoples, goods and information; transnational social and economic interaction and increasing flows of trade, investment and culture. New economic, political and cultural institutions have come in to existence. These changes have circumscribed the place and role of the nation-state in a profound way. Increasingly our lives today are intimately shaped by developments beyond the confines of the nation. Changes in technology and information have radically altered the hitherto familiar notions of space and time. The relationship between culture, economics and politics is being redefined through rapid exchange of information, ideas and knowledge. These widespread changes are attempted to be captured by the term globalization.

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## 13.2 OBJECTIVES

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

- understand the meaning of globalisation and its impact on education;
- analyse the emergence of privatisation as a trend in education and examine its forms of involvement in education;
- explain the need and importance of internationalization of education,
- critically evaluate the effect of globalisation and privatisation on equity and equality in education; and
- appreciate some on-going models in school education in the context of privatisation.

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## 13.3 GLOBALISATION: MEANING AND APPROACHES

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Globalization during last two decades has been called as the most talked about phenomenon. However, what exactly needs to be included under the term globalization is deeply contested. It is a multi-dimensional phenomenon, involving diverse activities and interactions including the economic, political, technological, cultural and environmental.

### Meaning

Anthony Giddens sees Globalisation as, “The intensification of world-wide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice-versa”. The term has been used extensively to include an enormous range of features of contemporary life. Five of them can be considered as crucial to its understanding:

### Stretched Social Relations

Globalization involves cultural, economic and political networks of relations spread across the world, denser than in any previous periods. Further they are not confined to merely specific regions. They envelop the whole world.

### Intensification of Flows

Globalization is manifest in the rapid flow of information, capital and goods. They result in networks and interactions that transcend any effective monitoring and control by the nation-states. They beget social interactions that could have little to do with geographical and cultural contiguity. Mobile phones, satellite television and internet, which are based on these flows, do not respect the spatial frameworks that bound communication hitherto.

### Increasing Interpenetration

Under globalization cultures and societies that were hitherto distinct come face to face with one another and get interwoven into the ways of social life of others. Differences of language, food, dress and beliefs become constitutive of social makeup.

### Global Infrastructure

They are formal and informal institutional arrangements in the economic, political and cultural domains that facilitate networking and flows. Their reach transcends the bounds of nation. They facilitate the functioning of a global market. They

embody codes and regulations holding transnational interactions in place. They provide the mechanisms of global governance.

### **Reformulation of Social Relations**

Under globalization, relations, between social classes are brought sharply to focus on a global scale. In the earlier phases of capitalism, class relations were primarily defined within the vortex of the nation. Globalisation brings about a dense interaction between dominant classes and regions outstripping national cleavages. It throws up new social strata and factions both at the national and global levels. It reformulates inequalities and existing unevenness in economic and power relations.

### **Characteristics**

The above five-fold features inform the following characteristics of the globalizing world.

- a) It is an inter-connected world: It is connected on account of modes of simultaneous communication to any part of the world. It is also a connected world on account of the problems that confront humanity as a whole. Problems such as global climatic changes, the depletion of the ozone layer, drugs, terrorism, pollution of the oceans etc. are beyond the scope of any particular nation.
- b) Distant actions in one corner of the globe have rapid and significant repercussions in other parts. For instance, the East Asian Crisis of 1997-1998 on the New York Stock Market or Nasdaq on Bombay Stock Market etc.
- c) There is the emergence of global social strata sharing certain common cultural features. For instance: English language, Blue Jeans, Sweat Shirts, etc. These features increasingly penetrate national cultures and may attempt to bring about levels of homogenization of modes of living, thought and interactions.
- d) Globalisation encapsulates the entire range of social relations. It has its impact on every facet of life. However, the momentum of these relations may not move at a uniform pace.
- e) Under globalization power relations come to be articulated increasingly at the global level. New organizations come to be established for the purpose.
- f) Development of communication technology undermines the authority of the nation-state and poses a threat to its sovereignty.
- g) It connects localities with the world bypassing national boundaries.
- h) Sometimes individuals and smaller institutions in control of a front-line technology can challenge the power of global organizations by forming alliances. There grows up a new entrepreneurship around such knowledge-based industry.
- i) The prevailing pattern of globalization has widened economic inequalities and has worsened the lot of the impoverished. It has threatened the existence of local cultures.
- j) Globalization also brings new opportunities. It widens tremendously the range of choices available to people. It breaks down such geographic barriers as town and countryside and metropolis and periphery to access resources and information. One can live locally while being tune with the global context.
- k) It is the integration of the global financial markets that often remains the hallmark of globalization. It involves new forms of financial transactions,

assisted by new modes of communications. It has led to the weakening of the national stockmarkets and tremendous growth in cross border transactions in equities, international bank lending, international bond markets etc.

- l) It involves a struggle to dominate global markets and centralization of power in a few organizations. The rise of the Multinational Corporations (MNCs) and the new role that the International Monetary Fund (IMF), the World Bank and the World Trade Organisation (WTO) have come to play bear witness to it.
- m) The process of Globalisation has hitherto been accompanied by a strong dose of Americanisation manifest in such symbols as 'Coca-Cola' and 'Macdonald' and has reinforced its influence over the other regions of the world.

### 13.3.1 Apprehensions Regarding Globalization as a Trend

Globalization as a trend in education is yet to take shape in a full-fledged manner. Never the less, with the approval of the Foreign Education Providers (FEP) Bill, by the Union Cabinet there are certain apprehensions. What are they? Let us discuss some of them.

- **Undermining Local Needs:** Education is mainly for fulfilling the local needs and addressing the local concerns. Hence there are apprehensions as to the curriculum prepared by those unaware of the local needs.
- **One-way Traffic from the Western World to the Third World Countries:**  
It is alleged that globalization, will lead to postcolonial imperialism of the developing world i.e. there could be colonization of education of developing countries. This is because educational services from the developed countries are expected to enjoy a steady growth in the coming years and inflow of foreign students into developing countries will not match the heavy outflow of student population to the western world. This is because many developing nations are still way behind when it comes to competing with the western countries. Hence agreements like GATS might not work in their favour. In the field of education, the major players engaged in providing cross border education, belong mainly to the western World due to their better resources and infrastructure. They being the technological haves are in a better position to offer ODL to the developing countries in the digitally divided world.
- **Cultural Homogenization:** Globalization is equated by some with westernization as western thoughts and culture through their educational services could submerge local culture. There could be thus cultural imperialism, which could make the future generations of the recipient countries westernized and ignorant of their cultural heritage. Even if there is no cultural hegemony of west, there could be homogenization of cultures with loss of local cultural richness and linguistic diversity.
- **Commercialization of Education:** It is alleged that third world countries are urged by the several developed nations to open up their field of education primarily because of the large number of aspirants for higher education that provides a huge market.
- **Commodification of Education:** Education has all along been considered to be sacred service, to inspire learners, shape their minds and thus educate them. But there are apprehensions regarding the form in which it could be provided by entrepreneurs providing distance education. Distance education



delivered sans support services and human touch could resemble pre-packaged commodities delivered at home, anytime, anywhere. This would make students, consumers and teachers workers engaged in production process.

The Knowledge Commission has recommended the entry of foreign education providers. But it is being expressed that there should be a level playing ground for foreign and domestic providers of education and foreign services should be subject to regulations to safeguard quality and prevent the entry of poor quality services and fly by night operators.

### Benefits of Globalization

Some of the very apprehensions regarding globalization could also be construed as its advantages. Let us discuss them now.

- **Overcoming Complacency through Competition:** The educational scenario in our country needs to be revived in many areas. This process could begin when there is a stiff competition from abroad. For instance, in certain areas like the Telecom sector the government monopoly has ceased and there are many private service providers. Today obtaining a telephone connection needs only a day instead of the years of waiting period earlier. As far as monopoly and western imperialism are concerned, the counter argument could be that Indian companies taking over foreign ones is now a reality. Many companies have a strong foothold even in western countries. Premiere Indian educational institutes too may attract students from abroad thus leading to educational export.

Already private entrepreneur as well as government run educational institutions of India are providing educational services abroad.

- **Wide Range of Choice:** Students and faculty while remaining in the country can be a part of an educational system of their choice. Thus, the best opportunities of the world can be availed.
- **Cultural Impact:** Influence of foreign culture is as old as traders from overseas and scholars travelling on foot and horseback across borders for education. Such cultural exchange adds to the vigor and endurance of the local culture and enriches it.

### Impact of Globalization on Education

The education in India is at a crossroads. Its liberal and secular character and content, carefully nourished during the last fifty years, despite several vicissitudes, is now under going fundamental transformation.

Trends in Global Education which affects the quality of education such as:

- Dilution and trivialization of the aims of education
- Fragmentation and compartmentalization of education
- Alienation of knowledge from social ethos
- Restriction of access through commercialization, privatization and competitive screening
- Parallelization or hierarchical layering of school systems
- Homogenization of socio-cultural diversities through increasing centralization

The children of the poor and socially disadvantaged have been denied English medium school education. The rapid growth of the software development and

electronic communications industries is one of the few achievements of Indian industry in post-independence India. Further, because of strong hold of the English language in MNCs and corporate circles, the divide between rural and urban is almost complete.

### **13.3.2 Liberalisation: Meaning**

In the context of globalization, liberalization primarily means removal of controls and regulations at various levels of the economy facilitating market forces to determine its course and direction. It favours a competitive market solution to economic issues and a reduced role for the state in economic management. In a wider sense, the term is also used to mean creating conditions for the prevalence of civic and political rights rule of law, accountability of power, periodic elections, multi-party system and an impartial judiciary. These conditions are seen as holding public authority transparent and under scrutiny.

In its primary and stricter meaning, liberalization proclaims freedom of trade and investment; creation of free trade areas; elimination of government controls on allocation of resources in the domestic economy; progressive removal of restrictions on external trade and payments; expansion of foreign investment, loans and aid rapid technological progress.

Liberalization also advocates a balanced budget; reduction in progressive taxation, social security and welfare and a diminished role for the state in economic management. It does not favour subsidies and state protection and resource allocations through administrative means. It suggests that inefficiency, corruption and mismanagement are built into regimes with excessive state control.

#### **Shift from State to Market**

In 1970's an argument gained currency that economic problems confronting societies were due to the sprawling public sector, politics of full employment, high rates of taxation, generous social welfare benefits and growing state intervention. It was further argued that these policies led to excessive wage demands, introduced rigidity in the market, encouraged parasitism and blunted the incentives to save, work, invest and take risks. Political forces not favourably disposed towards welfare state and socialism, such as the Conservative Party in Britain, rallied behind this argument.

In the 1980's there was a strong shift away from the State to the market in the allocation of resources in large parts of the world. It was accompanied by the information and communication revolution which favoured the market. This shift led to widespread deregulation of the economy and measures to reduce taxes and government expenditure.

The primacy of the market upheld by liberalization came to be supported by global capital with open arms. The transnational enterprises and multilateral agencies such as the IMF and World Bank too brought enormous pressures on States to pursue a policy of liberalization. The collapse of Socialist regimes in Eastern Europe in 1989 and the dissolution of the Soviet Union in 1991 were hailed as the triumph of the market and gave further impetus to market forces.

#### **Facets of Liberalisation**

Liberalization is a global phenomenon, closely entwined with the process of globalization. In fact, in its existing version, liberalization is the enabling condition for the intensive penetration of globalization into any society. But the contexts in which liberalization has been carried out and the patterns it has assumed have varied across regions and states.



- a) In Europe, liberalization has led to curtailment of public expenditure; cuts in social security and welfare programmes; reduction in progressive taxation; abandonment of full employment policies, curbs on trade unions, flexible labour markets and privatization of State enterprises. However, liberalization did not affect highly protected agricultural production, the immigration policy and certain categories of international trade, particularly involving advanced technology.

In the developing countries, hitherto, the State regulated imports and exports, foreign investment, technology, labour markets and collective bargaining. The State owned and managed a wide range of industrial, agricultural, marketing and financial enterprises. By mid 1970's, most of these countries were deeply in debt. In them, liberalization involves the reversal of the previous policies of State directed modernization and industrialization. The early phase of liberalization encompassed stabilization of the economy through control of public expenditure and increase in tax returns; industrial policy reforms; price liberalization; control of State expenditure; currency devaluation; reduction and removal of subsidies and capital and financial market reforms. At a later stage, these countries have resorted to privatization of state enterprises, currency convertibility and integration of the economy in the global economy.

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## 13.4 INTERNATIONALIZATION

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Internationalization of education is not a new phenomenon. India has a great tradition of internalization of education. Ancient Indian Universities like Nalanda and Takshshila have attracted learners from all around the world. Though the outlook of modern world about internationalization is different.

UNESCO (2006) has defined internationalization of education as

“It is Higher education that takes place in situations where the teacher, student, program, institution or provider and course materials cross-national jurisdictional borders. Cross-border education may include higher education by public or private and not-for-profit/ for-profit providers. It encompasses a wide range of modalities in a continuum from face-to-face (taking various forms from students traveling abroad and campuses abroad) to distance learning (using technologies and including e-learning).”

The world is changing rapidly and also the physical boundaries are getting diminished. With the advancement of technology, educational opportunities from across the globe are available for learners now. This has introduced a new challenge to the institutions enjoying privilege since long and new institutions are getting opportunity to attract new talent. The third world countries are coming forward not only as an emerging market for world universities but also new institutions are emerging there. The dominance of English as a medium of instruction is a driving force for it. The traditional concept like ‘brain-drain’ is being replaced by ‘brain-circulation’. ICT integration has given opportunity to develop new methods, curricula, programmes.

### **Effect of Internationalization**

Internationalisation is a process by which nationally produced knowledge is transmitted to people and countries other than where it is produced. The most common direction of cross-border student flow is from developing to developed countries. The developed countries and their knowledge economies rely on migration of the highly skilled personnel from developing to developed countries.

This 'internationalisation' promotes interactions within and between cultures so that the curriculum becomes cross-national and intercultural in nature. (Varghese, 2020)

Internationalisation of higher education in the context of globalisation became a market mediated process traded through four modes under the GATS' framework:

- a. Cross-border supply of service where consumers do not cross borders. E-learning-based distance education programmes: online universities and massive open online courses (MOOCs) are good examples of this mode of trade;
- b. consumption abroad where the consumers (students) cross the borders. The study abroad programmes are the most visible form of this mode of trade;
- c. the commercial presence of the provider in another country in the form of branch campuses or twinning and franchising arrangements between cross border universities; and 4 Reimagining Indian Universities
- d. presence of persons in another country to provide the service. The most visible form of this mode is the mobility of professors from one country to another.

While the most visible mode of cross-border education traditionally has been through student mobility, institutional mobility acquired importance in the first decade of this century and programme mobility, especially through MOOCs, became common in the second decade of the present century. The commercial interest and profit motivations have been best served through student mobility and institutional mobility. At times, students and institutions move from different countries to converge in a third country destination as seen in the case of education hubs.

**Source: Varghese, N. V. (2020) Internationalisation of Higher Education Global Trends and Indian Initiatives, University News, AIU**

### **Importance of Internationalization**

When you think about importance of internationalization in higher education, you need to think in two ways. OECD (2012), suggested that internationalisation matters for higher education institutions as follows:

Internationalisation enables higher education institutions to:

- o increase national and international visibility;
- o leverage institutional strengths through strategic partnerships;
- o enlarge the academic community within which to benchmark their activities;
- o mobilise internal intellectual resources;
- o add important, contemporary learning outcomes to student experience;
- o develop stronger research groups.

Whereas internationalisation matters for governments because it enables governments to:

- develop national university systems within a broader, global framework;
- produce a skilled workforce with global awareness and multi-cultural competencies;

- use public higher education funds to promote national participation in the global knowledge economy;
- benefit from trade in education services.

Source: Hénard, Diamond and Roseveare (2012), OECD Publication

### 13.4.3. Internationalization of Education and NEP, 2020

The national Education Policy, 2020 has also made certain recommendations for internationalization in its chapter 12, like:

- The various initiatives will also help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa.
- Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of “internationalization at home”.
- India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru.
- An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad.
- Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed.
- High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.
- A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.
- Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts.
- Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.

(Source: National Education Policy, 2020)

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## 13.5 PRIVATIZATION

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You may be aware that ownership is mainly of two types namely private and public. Expressed in simple terms, the former implies that ownership rests with an individual or a group of individuals while the latter implies that the government happens to be the owner. A third type of ownership is however now becoming popular, the public-private joint ownership. In India, education like

many other services was earlier largely controlled by the government but of late privately owned educational institutions have been growing in number. However, privatization in the field of education has been different from that in other fields. As you know, several public sector undertakings underwent disinvestment following liberalization of the economy and the ownership was transferred from the public sector to the private sector thus leading to privatization. But in the field of education, 'privatization' as a trend was not the consequence of disinvestment. Rather, this trend owes its growth to the amazing growth of private organizations in the field of education.

Following Independence, education became an area of priority for the nation and initiatives were taken by the government to provide education to the masses. Areas catering to the masses like elementary education are still mainly under the government.

Regarding private institutions, there has been a feeling that they take care of the quality aspect in a better way but are meant mainly for the elites. But now at the school level, the demand for private educational institutions is on the rise, cutting across classes. This is mainly because limitations of the government in providing quality education to the masses are surfacing. Private institutions offering higher and professional education are also getting popular due to the limitations of the public sector in fulfilling the needs in this area.

### 13.5.1 Private Sector in Education: Types of Ownerships

You may be knowing that participation of the private sector in the field of education is not a new phenomenon and there have been different types of ownerships of such institutions. Some of these are discussed below:

- **Individual owners and Trusts:** It was common for the wealthy people of the society to patronize educational institutions. Even today there are many educational institutions that are run by such individual(s). Some educational organizations are owned and controlled by trusts that have been created for educational purposes by individuals(s), corporate houses, etc.
- **NGOs (non-government organizations):** These organizations are active in providing education. Many of them are playing a special role in providing education to the marginalized sections like women, those differently abled rural people, tribal belts, etc. The Azim Premji Foundation, Akshara, Pratham are some NGOs active in the field of education.
- **Religious bodies:** Since historical times religious organizations have been active in promoting the cause of education. Buddhist monasteries, madrasas, vidyapiths as centers of education used to flourish in the past. The Christian missionaries have been in the field of education since a long time. The Khalsa group, Arya Samaj, Ram Krishna mission, and many other such organizations are also contributing greatly towards the cause of education.
- **Corporate houses:** Many corporate houses are actively involved in providing education. Renowned industrialists like the Tatas, Birlas, the Reliance group, and many other such business houses have made forays into the field of education.

People in their individual capacities as well as groups, as organizations, societies, communities have been promoting the cause of education. The presence of the private sector in the field of education is thus not new. It existed in the past and does so now. But earlier it was mainly active in providing education at the school level.



Later its presence started to be felt even in the field of higher education, But, since the last decade there has been a boom in the participation of the private sector in education. There has been a phenomenal growth in the number of schools, deemed universities and institutions offering professional education. Southern India took the lead and a number of institutions offering professional education were established within a short period of time and now this trend is perceptible at the national level.

This indicates an astonishing scale of de-facto privatization of elementary as well as higher education.

### 13.5.2 Need for Private Sector Involvement

In this section let us discuss the need for private sector in education. Some of the needs are the following:

The government on its own has not been able to shoulder the responsibility of providing quality education to the masses. The Constitutional provisions make the government responsible for providing elementary education and hence it is felt that the government should allow the private sector to handle higher and professional education. This had been voiced even during the British period. In 1882, Hunter's Commission recommended that there should be a careful withdrawal of the government from the field of higher education, which should be taken over by the private enterprises while the state paid more attention to primary education (James and Mayhew, 1988).

The government has to concentrate its efforts in developing educational areas such as elementary education, vocational education, non-formal education, etc. so as to build the basic foundation of the educational system, while vertical growth upon an expanded foundation thus built may be through the private sector.

In the field of higher and professional education there are many private institutions that offer quality education. Recently concern has been expressed by a body of surgeons as to the deteriorating quality of surgical education in the government medical colleges in comparison to the private ones (Flaknaz, 2005). Therefore, private professional institutions that can afford better infrastructure, try out innovations in curriculum, provide research facilities are needed for quality education. Many corporate houses are maintaining good standards in their educational institutions as there is a strong linkage between their professional educational institutions and the industry. At the school level it has been accepted that private schools take care of the quality aspect in a better way.

### 13.5.3 Factors Leading to the Growth in Private Participation

There has been a sudden spurt in the number of private institutions. What could be the reasons?

**Liberalization:** In the last decade with liberalization policies being implemented, the field of education too witnessed the entry of private sector on a large scale and in order to support the initiatives of the private sector in the field of education, many educational institutions under private management are aided by the government. Thus, private participation in education has been encouraged.

**Changing Social Needs:** We know that our economy presently demands educated and skilled manpower. The numbers graduating from government institutions is nowhere near the numbers required. Also, with globalization, economies of the world are getting interlinked and hence, people with professional education are in demand abroad too. Such growing need of manpower could not be met by the public sector alone and this led to the need for private participation.



**Quality of Education:** In spite of the government pouring in resources for the cause of universalization of elementary education, it is a well-known fact that the quality of education or the perception of it, offered by government schools does not match that of private schools. Hence, the craze for private schools and the consequent increase in their number. It is indeed an ironical situation as huge financial investment is being made in government schools through the SSA programme while parents prefer to pay for private schooling where the learning has been found to be of better quality. In several states a sizeable portion of urban children are now in private schools. As per Pratham and certain other sources, private elementary schools ensure greater proficiency in the basic skills (Patnaik, 2006).

Investment in Education Leading to High Returns: From a healthy growth of private institutions, mushrooming of certain types of private institutions is being witnessed. Earlier the motive to provide education was only philanthropic but now it is linked to profiteering. It is well known that investments made in educational institutions are rewarded with high returns. This is true not only in India, but all over the world and business in education involves trillions of dollars. For instance, it is a common knowledge that teacher-training institutions are being established in huge numbers by private players. Now it is near about 10,000 all over the country.

Private schools are being opened by the rich and affluent to multiply their income. The sizeable student population in a population of over a billion people makes the market for education very big and lucrative. This is leading to a steady inflow of entrepreneurs providing educational services even from across jurisdictional boundaries.

#### **13.5.4 Concerns Regarding Privatization**

We have been discussing so far the need for the participation of the private sector in the field of education. There are however, certain concerns regarding the rapid growth of educational institutions under private management, which in some cases are witnessing a mushroom growth. Recently numerous teacher education colleges, some of which operated even from single room premises, some State were shutdown following judicial interventions. This is just one incident that reflects the sordid state of affairs in some areas. Let us now discuss some of the major concerns.

##### **Under Representation of the Weaker Sections**

Expansion of educational facilities has to be holistic and should cover wider segments of the population. There are allegations that growing educational opportunities through the private sector are not quite inclusive. The marginalized sections still struggle for an entry into these institutions. Women's participation is still below fifty per cent at all stages of education and in institutions offering professional opportunities through private participation. When private institutions exclude the meritorious but poor, education once again becomes a privilege enjoyed by the elites.

##### **Quality of Education**

Although the private sector is often credited for ensuring quality, allegations a bound as to the quality of education provided by many of them. While, it is generally held that private schools offer quality education, this cannot be taken as a general rule.

## Commercialization of Education

It is a well known fact that rich farmers, traders, contractors and other moneyed people today prefer to invest in the field of professional education because of the promises of heavy returns. In many of these institutions teachers are compensated inadequately, hired and fired at will, those without proper qualifications are recruited and money is extorted from the students on various pretexts. Education is thus sold and the students become the customers. In the recent past, provision for providing teacher education through the correspondence mode was especially misused and the process was akin to selling degrees. These malpractices take a heavy toll on the quality. There is presently a ban on the charging capitation fees by private institutions and profiteering of any sort is also unacceptable. The generation of surplus funds by these institutions is allowed but on the condition that it would be rolled back i.e. applied for the upgradation and development of the organization.

Many private educational institutions charge hefty fees while students do not get the full value for their money. This is because they compromise on infrastructure and faculty and may devise commercially profitable procedures such as mass admission without ensuring the requisite facilities/services for imparting sound education (Anand,1997). Such educational institutions are thus mainly for minting money.

The private institutions today outnumber the government institutions in many areas. Therefore lowering of standards by these institutions will adversely affect the concerned area. It has been rightly pointed out by Mukhopadhyay (2000) that the biggest challenge for the private sector and the biggest reason for it to enter the field of education are not merely to deal with the huge number of aspirants but mainly to provide quality education. It is quite natural that the expectation from the private sector is more.

### 14.5.5 Public Private Partnership (PPP) Model of Education

As you are aware about Public Private Partnership (PPP) has become a slogan in new development strategies, particularly over the last couple of decades. It is projected as an innovative idea to tap private resources and to encourage the active participation of the private sector in national development. It is more force fully advocated when public resources are projected to be inadequate to meet the needs.

PPP is not limited in public sector companies rather they are being extended to human development sectors such as education and health.

In the case of education, PPP has been proposed as an important strategy in the Eleventh Five Year Plan. Among many things, the Eleventh Plan has proposed the setting up of 6,000 new model schools in secondary education, affiliated to the Central Board of Secondary Education. Of these, 2,500 are to be under the PPP model. The intention is to set up these schools in the backward regions and remote areas where good schooling facilities do not exist, so that quality education is accessible in the backward regions as well.

According to the model finalised by the Planning Commission in consultation with the private sector, these schools were to be set up by 2014 and will have the capacity to educate 65 lakh students, of whom 25 lakh will be from the deprived sections. Each school will have about 2,500 students, 1,000 of whom will be from deprived sections and charged a token fee. Fifty per cent of the 1,000 students will be from the Scheduled Castes, the Scheduled Tribes and the Other Backward Classes. They will be required to pay a monthly fee of Rs. 25 each. The rest of

the children, who will be from other deprived sections — non-income tax paying families — will be required to pay a fee of Rs. 50 a month. The remaining costs of these students, estimated to be Rs. 1,000 to Rs. 1,200 a head per month, will be reimbursed by the Union government to the schools. It is estimated that the government will have to pay Rs. 10,500 crore until 2017. The amount is likely to go up with escalating prices, in general, and increasing costs of education, in particular.

Over and above this, the schools may get access to relevant funds from the Centre and the State governments under different schemes. The schools will be free to admit anyone to the remaining 1,500 seats and charge any amount of fee.

Corporate companies with a minimum net worth of Rs. 25 lakh are eligible to set up schools under this model. Each entity should deposit Rs. 50 lakh with the government for the first school it proposes to set up, and Rs. 25 lakh per additional school. Each can set up as many as 25 schools. Non-profit companies with prior experience in education need to deposit Rs. 25 lakh for each school. The schools will need to have the sort of infrastructure available in the best private schools.

There are a few important aspects that are clear in this model. First, it involves a massive transfer of resources from the exchequer to private schools. Second, the schools have unlimited freedom in all aspects of governance, including specifically the fees to be charged from the 1,500 students. The model thus allows the so-called non-profit institutions to work for, and actually make, profits. Third, the government has little control over these schools. Except to insist that 1,000 students from the deprived sections be admitted and that they be charged a certain fee, it cannot do much.

As a result, the model, which claims that it is not for privatisation, and that it will not allow the profit motive to enter the field of education, will promote the opposite: privatisation and, in practice, a high degree of commercialisation. It is privatisation and commercialisation with a difference — utilising public funds. Most important, the PPP model does not feel the need to view education as being distinct from the production of commercial goods and building of infrastructure.

**Activity 13.1**

Find out, any such school (PPP Model) is operating in your locality, and how can you differentiate their functioning from a profit-making commercial school and Government Schools.

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**13.5.6. Govt. Aided Private Schools**

We have vast experience with another — somewhat similar but different — type of PPP in education, though it is rarely referred to as PPP. This is the government-aided private school system, a system that is not being encouraged now-a-days by any State government for financial reasons. This model involved the setting up of a school by a private, non-profit seeking organisation — a trust or voluntary organisation and, in some cases, business entity — with its own funds and

running the school by the same body for a minimum number of years before it became eligible for government aid for recurring expenditure. Essentially, but not exclusively, what was involved was the salary expenditure of the staff.

These schools are subject to government regulation and are required to follow most of the government rules and regulations in terms of admissions, fees, scholarships, other incentives and subsidies, recruitment of staff, salary structure, and so on. In effect, they are not different from government schools, but for management by the private sector. These schools were found to be funded by the government up to nearly 95 per cent of the recurring and, sometimes, a part of non-recurring expenditure.

Because of some malpractices by school managements, many schools were to be taken over by the government or the staffs was to be directly paid by the government. The main difference between the aided school system, which now forms a major part of the secondary school system in India, and the proposed PPP model, is with respect to government control and correspondingly the role of the private management. The present PPP model conceived in the neo-liberal times provides for no government or any type of social control on education. In fact, it provides for unlimited power to the private sector. According to earlier thinking, these schools were to become 'voucher schools', and totally privatised, after 10 years, when government funding would cease. Secondly, the aided school system has not actually provided scope to make profits, though some schools have made profits by adopting unfair methods.

In contrast, the PPP model openly allows for profit-making, as schools are free to fix fee levels and the government has no role with respect to either the fee rates or the expenditure of the schools. After all, it is now recognized that no private company will set up a school unless "a reasonable return on investment" is ensured.

Above all, the earlier modes of PPP, including the aided school system, aimed to encourage philanthropy and generate voluntary contributions to the education sector.

But the objectives of the present mode seem to be altogether different. It invites commercial companies, whose ulterior motives often conflict with educational goals in setting up schools and for whom there is no difference between educational and, say, the production of commercial goods as long as it ensures attractive profits.

Instead of encouraging philanthropy and inculcating a sense of social responsibility in the private sector, the government is inviting it to do normal business in education with huge government subsidies, perhaps including in the upper primary education in secondary schools which come under the scope of the Right to Education Act that promises free and compulsory elementary education.

**Activity 13.2**

List the PPP second type of model schools which are operating in your locality. What difficulties they are facing to run it? Which type of PPP schools do you prefer the most, and why?

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(Source: The PPP first and second model school details have been taken from the article by Jandhyala B.G. Tilak Professor at the National University of Educational Planning and Administration, New Delhi, online edition of India's National News Paper, The Hindu, May 25, 2010, website: <http://www.hindu.com/2010/05/25>)

**Check Your Progress**

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1. What are the benefits of public-private joint ventures in school education?

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2. What are the implications of entrusting school education to private sector?

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### 13.6 SOME ON-GOING MODELS

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**(i) Government – aided schools**

The private partner sets up the school and bears the entire capital cost of land and building infrastructure and appoints teaching and non-teaching staff. The management of the school is with the private partner. After the school has run in the private unaided mode for some time, the government provides grants in the form of teacher salary for a certain sanctioned strength. Most of the State Governments provide 100% teacher salary on monthly basis in this model. Some State governments provide 90% of the salary expecting the management to provide the remaining 10%. Some State governments also provide part or whole of the non-salary recurring cost of the school based on certain norms. Generally, the State Governments do not provide capital costs either for construction or for repair. The school fee is regulated and is generally equal to the fee prevailing in the government schools. Since non-salary recurring cost is not provided by the government, it is the general practice for school managements to charge a separate monthly fee in different forms. Generally the grant to such schools is not performance linked. Once the school obtains the aided status, it continues indefinitely without reference to the number of students in the school, attendance of students and teachers or performance of students.

**(ii) Residential schools in Andhra Pradesh**

The Government of Andhra Pradesh has launched a new scheme to set up one residential school in each Assembly constituency, mostly in the rural and semi-urban areas, in partnership with private players like NGOs, educational trusts and foundations set up by corporate sector. Under the scheme, land is provided free of cost by the State Government on a long-term lease with the private partner bears the entire cost of school buildings and facilities. 75% of the seats in the school would be reserved for students to be sponsored by the State government for which the State would pay the recurring cost. The remaining 25% of the strength will be filled up with the management quota seats.



### **(iii) Adarsh schools in Punjab**

The Government of Punjab is implementing the scheme of Adarsh schools to be setup at the rate of one at the block level in partnership with private sector. The land would be given on 99-year lease to the private partner by the government. 50% of the capital cost would also be provided by the State government. The operational cost of the school would be shared on 70:30 basis between the State government and the private partner. There would be a 2-tier management structure at State and school level. There is an element of corporate social responsibility in this model.

### **(iv) PPP Schools in Rajasthan**

The Government of Rajasthan is setting up five schools in each of the 33 districts under PPP. These schools will be set up in the rural areas at the block level. The private partner will bear the entire capital cost up front. The state government would provide a capital incentive in instalments. The State government would also reimburse a part of the recurring cost for the sponsored students through vouchers. 50% of the strength in each school would be reserved for students sponsored by the state government.

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## **13.7 LET US SUM UP**

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In this Unit we have discussed at length some of the major trends in education; while some of them have been discussed at length and some have been discussed briefly. Regarding privatisation it can be said that:

- Private sector is leading to expansion of educational opportunities at various levels and areas.
- Private sector is definitely needed but if left unsupervised may lead to serious lapses in quality.
- The government and its agencies such as the councils for professional education, bodies regulating school and higher education have to be vigilant regarding the functioning of the private sector and also check mindless privatization.

Globalisation is another major trend that has been discussed. There are certain apprehensions regarding globalisation as for instance it would not create a level playing field and the western world with their technological superiority may dominant the third world countries, that education would be commodified and commercialized, local needs would be undermined and there would be cultural homogenization.

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## **13.8 UNIT END EXERCISES**

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1. Analyse the impact of liberalization on the higher education in India.
2. Critically analyse the recommendation of NEP-2020 with respect to internationalization of education.
3. What are the benefits of PPP model in higher education? Discuss.

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## **13.9 REFERENCES AND SUGGESTED READINGS**

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#### **Suggested Websites**

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[www.agastya.Agastya-ICTArticle.pdf](http://www.agastya.Agastya-ICTArticle.pdf)

<http://www.education.nic.in/htmlweb/iamr2.htm#top> (MHRD, All India enrolment

in Engineering/Technology/Architecture by Levels and Sex)

<http://www.ukhap.nic.in/ap%medium@20strategy.doc> Achieving

<http://www.unescobkk.org/index.php?id=496>

<http://www.ficci-sedf.org/fsedf/privateinitiative.htm>

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### **13.9 ANSWERS TO CHECK YOUR PROGRESS**

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- 1) Private participation may lead to equality while public participation may provide access to funds and other resources.
- 2) Write the answer based on your perception and understanding.

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# UNIT 14 QUALITY ASSURANCE AND MANAGEMENT

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## Unit Structure

- 14.1. Introduction
- 14.2. Objectives
- 14.3. Quality Assurance Mechanism in Educational Sector
- 14.4. Total Quality Management in Education
- 14.5. Sustainable Development Goals for Education
- 14.6. Quality Indicators
- 14.7. Agencies for Quality Assurance
- 14.8. Let Us Sum Up
- 14.9. Unit End Exercises
- 14.10. References and Suggested Readings
- 14.11. Answers to Check Your Progress

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## 14.1 INTRODUCTION

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Oxford dictionary defines quality as “The standard of something as measured against other things of a similar kind; the degree of excellence of something.” This definition further states that Quality is “General excellence of standard or level”. When reaching for a certain standard, and having achieved it, there is also a concern to maintain the same quality. One can see several brands in the market competing with each other; one of the major things to be considered is maintaining the quality of their product so that their customer remains satisfied and does not switch to another brand.

In case the quality of the product or commodity is found to be wanting, one begins with an inspection of the existing state of affairs. There is an emphasis on finding out what is wrong or what can be improved to make the existing product better so that it stands out in terms of its quality. Therefore, Quality Assurance comes into the picture as the next step to effectively identify and handle the improvements. It has a more practical approach as it targets the problem areas and forms groups or teams for specific tasks in order to ensure speedy and consistent quality. Quality Assurance is “a means of producing defect- and fault-free products... (and) consistently meeting product specification or getting things right the first time, every time.”

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## 14.2 OBJECTIVES

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After completion of this unit, you will be able to:

- explain the concept of quality assurance,
- examine the practices for total quality management in education sector,
- appreciate the role of education sector in achieving sustainable development goals,
- reflect of quality control mechanisms in place in education sector, and

- critically examine role of different bodies in ensuring quality in education.

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### 14.3 QUALITY ASSURANCE MECHANISM IN EDUCATIONAL SECTOR

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When one thinks of the terms Quality control or Quality assurance, one inevitably thinks of commodities or products found in the market, and how brands fail or succeed to maintain it. Contrary to what most of you might believe, the assessment of quality as a practice was first introduced in Education. The British Government made an appointment of school inspectors in 1837 to ensure the proper utilization of a Grant introduced four years before for elementary education for the poor. These inspectors were known as Her Majesty's Inspectorate (HMI). It is essential to understand why there arose a need for such an appointment, clearly the Government thought that the investment was too much to be ignored or perhaps it had heard incidents of negligence in proper execution of funds (Sasvar 2012).

This Inspectorate was expanded and codes were introduced in the later years to ensure the high standards of education. All these events led to the establishment of Ofsted (The Office for Standards in Education, Children's Services and Skills) in 1990, which still exists and reports to the Parliament. "Ofsted's role is to make sure that organisations providing education, training and care services in England do so to a high standard for children and students. Every week, we carry out hundreds of inspections and regulatory visits throughout England and publish the results online." (Ofsted) You can see where the emphasis lies—maintaining high quality of the services provided, for this they have to be impartial and hence are asked to report directly to the Parliament.

From the above instance, you will gather that an assessment over the quality of education is not a new practice. The government has always expressed an interest in the sector of Education, which is to be expected since education remains one of the major measures of a country's development. To this end, it invests a lot in schemes and policies so as to ensure higher standards of learning and teaching across institutions. There are a lot of factors that require supervision, for instance, ensuring that the appointed teachers have relevant qualifications and training, resources are being distributed and utilized, make learners and teachers aware of these resources and programs or that students receive proper facilities and education that the government has allotted to them on paper.

As you saw from what happened in the UK, governments across nations implement certain rules and regulations, and also design teams that inspect the implementation. These teams collect data and conduct experiments to find out the success and failure of such schemes and programs. They may create certain do's and don'ts as well as institutions that adhere to these guidelines and institutions that do not. They may further identify as to why such institutions may be resistant to new infrastructure or guidelines. Such teams may be situated across different levels, for instance, a central committee may have various sub-committees at regional levels and even smaller units of operation at the local levels so as to ensure a more wholesome efficiency.

Sallis provides insight into how Education can be viewed as a product. The following table explains how Education has become a service to be provided in the general market. (Sallis)

Thus, it follows from education being a service that one should maintain high standards in order to invite customers.

### Check Your Progress

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1. What does Quality Assurance mean?

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2. What is the role of OFSTED?

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 .....

## 14.4 TOTAL QUALITY MANAGEMENT IN EDUCATION

Sallis defines Total Quality Management as, “practical but strategic approach to running an organization that focuses on the needs of its customers and clients”. It is a method or an approach that is organized and systematic in nature and all its effort goes into achieving high standards. TQM cannot be imposed; it is voluntarily introduced by institutions to keep a check on their progress. This check is neither temporary, nor does it aim at instant results; it is consistent, systematic and gradual. If education is treated as a service, as stated earlier, it must be made sure that as service the industry renders high quality of learning experience to the clients i.e. learners.

The major responsibility of maintaining standards falls on the institutions. Not only the content, but the style of learning and the accommodation of learner’s needs are also to be taken into account. Institutions need to offer a lot of choice, freedom and flexibility to the learners so as to make the learning process easy. Take for instance IGNOU, an open university that provides its learners the flexibility to appear for exams every semester or accumulate the exams over time and appear for them together. The learner can also put their degree on hold, and continue the course before the validity of re-registration is over.

### 14.4.1. School Education

The main purpose of school is to impart education, be it vocational, moral or factual. To ensure that the purpose is served, standardized tests have been designed after decades of research, whether government funded or private. The school works on different levels to ensure quality education. The Management has to coordinate with the faculty in order to accomplish this feat. Overall characteristics of effective schools are noted as follows: Leadership, Central Philosophy, School management, Staff stability, Focus, A planned and purposeful programme, School-wide recognition of academic success, Parental involvement, Teamwork, A school-wide sense of community, Good classroom management practices, High academic engagement, Monitoring of learners' progress, etc. Apart from this, the quality of a school can also be judged from its utilization of resources, ease of administration, student satisfaction and basic vocational training and opportunities (De Bruyn).



Therefore, the preoccupation of schools with quality management is close to the approach of TQM. The leader, in this case, the leader of education such as a Principal ensures that the staff is well equipped and trained so as to make its functioning easy and effective. Students, like customers in general, are loyal towards the school they are enrolled in. Cost effectiveness is paid special attention to and a good workplace for the staff as well as a good learning experience for students is ensured. As in TQM, the management of school is continuously involved in the process of improvement and just like the process of TQM, it never comes to an end.

### 14.4.2. Higher Education

Harris talks of how there are three generic approaches to the application of TQM in Higher Education in the U.K. These approaches, however, can easily be come across universally. The first approach is geared towards the customers, who are in this case, students. A constant effort is put in to ensure that students get an efficient, relevant and flexible education. The second approach focuses on the staff. It aims at the appreciation and enhancement of staff performance to make the operation of the institution efficient. This approach also encourages the staff to design better policies and frame accurate priorities for continued improvement. It also looks at the various problems and challenges faced in the working of the institution.

The third approach is more to do with rules and regulations that again ensure that the institution functions smoothly. Examples would be teachers marking the attendance, grades and classroom performance or limiting the laboratory and library timings as well as the access of audio-visual and textual aids. It is clear that TQM in higher education, as in school education, aims at continuous improvement and a consistent quality of education and infrastructure. Introducing innovation as well as meeting the demands of the market is another common trend in TQM in higher education, along with keeping a check on the proficiency of the administrative as well as academic staff as well as understanding the current trends in education.

Unlike TQM, measuring the standards of quality in higher education can be difficult, precisely because these standards are more subjective than objective, and the standards that one aims for may change gradually or instantaneously. This is why a lot of energy and money has been invested by the government as well as private individuals as well as institutions to evolve certain methods and techniques to measure the quality of higher education. (Harris)

#### Check Your Progress

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1. Give four characteristics of effective schools.

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2. What are the three approaches to the application of TQM?

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## 14.5 SUSTAINABLE DEVELOPMENT GOALS FOR EDUCATION

Sustainable Development Goals are a result of an older global attempt made by the United Nations in the year 2000 called Millennium Development Goals. The MDGs emphasized mainly on counteracting the ‘indignity of poverty’ but also concentrated on objectives such as eradicating extreme poverty and hunger, deadly diseases, and expanding education. One of the key MDG achievements has been that the number of out of school children has dropped by more than half (since 1990). These goals were further modified and presented as SDGs at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. The major objective was stated to, “produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world.”

SDGs, also referred to as Global goals, are so called because they are universally shared concerns and hence require action and cooperation from all the countries. There are 17 goals in total, which include: No poverty, Zero Hunger, Good Health and Well Being and Quality Education. Education is listed as the fourth goal in the list. Since the advent of MDGs, as stated earlier, the worldwide number of children out of school has dropped by almost half while the enrolment rate had reached 91% by 2015. SDGs have been developed keeping in mind other factors that influence development across countries. Although its major focus is poverty, these goals cover nearly all the concerns that need to be taken care of, globally, if they wish to achieve a complete development.

Factors like poverty, violence, lack of training etc affect the creation and reception of educational opportunities in a country. And this is how SDGs are interconnected. Taking Education as a goal, for instance, will not be sufficient because they exist in correlation with other goals. The goals in detail are ensuring that boys and girls receive “complete free, equitable and quality primary and secondary education” which leads to effective and relevant learning. The goal does not limit itself to primary and further education but goes backwards to pre primary and early childhood development and care. It also extends beyond secondary education and ensures access to affordable and quality vocational and technical education. By this, the SDG aims at creating a more skilled workforce for a better job market.

The access to education has to be free of any bias or discrimination. The SDG aims for inclusive educational practices and surroundings which strive for the inclusion of “persons with disabilities, indigenous peoples and children in vulnerable situations”. Arranging educational and infrastructural facilities (with international cooperation) as well as scholarships and aids that facilitate a higher enrolment rate also remains a top priority. The SDG on Education, however, maintains that its top most focus is on least developed countries, small island developing states and developing countries.

### Check Your Progress

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1. What are MDGs and SDGs? How are they different from each other?

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## 14.6 QUALITY INDICATORS

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For educational quality and learning outcomes to improve, planners need access to evidence-based analyses of the current situation, trends over time, and information on the strengths and weaknesses of a system, and their causes. A strong monitoring and evaluation system that looks at relevant indicators can provide that evidence. Indicators can help track the progress of strategies and programmes within an education sector plan.

### Advantages of Quality Indicators

- Help keep an eye on teaching quality, the curriculum, and student performance etc
- Improve education system
- Focus attention on educational subsystems for improvement
- Focus attention on key equity indicators

### 14.6.1. Indicators for monitoring Education Quality

- Context indicators: are based on the contextual factors that affect learning like student characteristics, socio- economic conditions, cultural aspects, status of the teaching profession, and local community issues. They include data-collection tools including surveys, classroom observations, inspection reports, and self-evaluations.
- Input indicators: It measures the deployment and use of resources to facilitate learning. They reveal whether the planned financial, material, and human resources are being delivered in the planned quantities, at all levels of the system.
- Process indicators: measure how educational programme activities were conducted based on the standard of quality. This includes how specific educational processes are conducted in practice, e.g. the application of standards, teaching quality, time on task, school climate, and educational leadership. The data is collected just as done in context indicators.
- Output indicators: measure the effects of the programme activities to see whether the programme objectives were attained. They reveal how the education system is performing in terms of subject knowledge, competencies, repetition, progression and completion rates, and employer satisfaction. Output indicators may be obtained through national examinations, international assessments, surveys, and systematic field observations. Output indicators typically involve measurement of learning outcomes based on national examinations or international assessments. Output indicators typically involve measurement of learning outcomes based on national examination or international assessments.

### 14.6.2 Quality Indicators of Secondary School

For total quality in secondary schools, various indicators pertaining to important areas of concerns like curriculum, teaching-learning resources, pedagogy etc are expressed as follows—

### 14.6.3. Broad Quality Indicators :

1. Curriculum—Learner Friendly Inclusive Curriculum
  - content of syllabi concerned with day-to-day

- Availability of all subject areas like science, mathematics, social sciences, languages, art education, health and physical education and provides adequate opportunities for developing science practical skill, pre-vocational skill and also art and sport skills
- Syllabus must cover art and aesthetics, health and physical education, environment, peace and work and education
- Classroom Processes
- learners should feel engaged in the teaching learning process
- Content must not appear alien to them
- curriculum should reflect culture and language
- science must include practical and other hands-on experiences
- learner has access to micro scale science kit and other lab equipments
- discussion open on social topics
- Teacher and Pedagogy
- Teacher eligible and well versed and updated on content
- understands relation between curriculum, syllabus and textbooks
- aware of the various concerns in different subject areas
- aware of the importance of the interdisciplinarity in curriculum
- regular, punctual and cooperative with the school management
- aware of adolescent psychology and able to deal emphatically
- alert towards professional development
- understand importance of research in the area of teaching-learning
- competent in assessing achievement, certainty, interest, aptitude, values etc
- competent in recording and reporting student's progress
- sensitive towards environment problem
- competent to use ICT based teaching-learning material
- updates from sources other than text
- maintains cordial relations with all Learner
- asks questions on concepts
- reads material other than textbooks
- shows team spirit
- does practical work readily
- shows interest in co-curricular
- progresses on other aspects such as habits, interest, creativity and values
- is regular and punctual
- cooperates with teachers on CCE
- Principal of the school
- competent to provide strong leadership with strong administration
- Has strong vision

- is informed about the emerging curricular vision
- is proficient in language and communication
- cooperates with staff and students and also sensitive to their problems
- positive towards innovation
- provides academic guidance and support
- is neither too rigid or flexible
- provides required material
- motivates teachers for professional development
- provides autonomy to teachers for teaching-learning and innovation related to curriculum and pedagogy
- appreciates staff and provides constructive feedback
- Continuous and Comprehensive Evaluation
- follows CCE according to school
- The scheme has in-built accountability and transparency for the internal assessment with system of check and verification at various levels i.e. student's self assessment, learner's portfolio, peer assessment, assessment by the concerned teacher and random check by the school principal and also the feedback from the parents
- monitoring learner's learning progress on various aspects

#### **14.6.4. Specific Quality Indicators**

- Infrastructure and other resources
- Adequate no. of classrooms
- all laboratories, library cum ICT room, availability of clean toilets, clean water, electricity, sport field and sport materials
- trained teachers for all subject areas and a principal.
- lab attendants, computer professional, one clerk and other helping hands
- Teacher –Pupil ratio of 1: 35
- first aid facility
- School Planning and Management
- Availability of School Annual, Time Table
- 200 working days as suggested in the National Curriculum Framework-2005
- 6 hours allotted as instructional
- Equal distribution of time to each and every curricular area
- allocation of time for practical's
- Conduct of Morning Assembly
- organising school events like Sports Day, Health Check-up, Evaluation, etc
- Availability of Guidance and Counselling Services
- Regular parent-teacher meeting, teacher- principal meeting
- regular student and teacher attendance



- Teaching-Learning Resources
- Availability of Syllabi and Textbooks, teachers' guides etc
- Availability of curricular material, supplementary material like dictionaries, encyclopedia, newspaper, magazines, audio-video programmes
- Availability of Micro Science Laboratory Kit and mathematics kit
- Curriculum transaction
- Teachers use multiple approaches for transacting the curriculum- well planned activities (learning by doing), challenging task (problem-solving), group discussions
- Regular use of Science and mathematics kits
- Conduct of Exhibitions, classes and other activities
- Learners' progress in all the areas
- Successful completion of essential levels of learning in all the subject areas
- Learners' projects in various subjects
- Participation of learners in sports, Exhibitions, literary activities etc.
- Teacher Professional Development
- Participation of teachers in seminars/conferences
- Participation in regular training programmes
- Induction training of newly recruited teacher
- Training of School Principal in the area of school management

### Check Your Progress

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1. Name two indicators for monitoring educational Quality.

.....  
.....  
.....

2. Give two qualities of teacher and learner.

.....  
.....  
.....

## 14.7 AGENCIES FOR QUALITY ASSURANCE

Quality Assurance is the process of verifying whether a product meets required specifications and customer expectations. It is a process- driven approach that facilitates and defines goals regarding product design, development and production (Wikipedia). "Educational institutions should have responsibility towards their immediate surroundings and give back to society a part of the benefit they gain" as mentioned by Prof H.A Ranganath, Director NAAC, Bangalore in his presentation. He further stated that a university should become a socially

conscious and meaningful enterprise. Let us look at some agencies of Quality Assurance in the next section.

### 14.7.1. National Assessment and Accreditation Council (NAAC)

The NAAC is an autonomous institution of UGC, established in 1994 as per the UGC Act. The main objective of this body is the assessment of the Higher Education Institutions in the country and accreditation status. Besides this, the other objectives are—

- help institutions financially
- help the institutions to organize seminars, workshops etc
- provide platforms for stakeholders to discuss ways and strategies for the qualitative development in higher education

There are various parameters on which higher education institutions are assessed and analyzed. These parameters are—

S.No.	Criteria	University	Autonomous College	Affiliated/Constituent College
i.	Curricular Aspects	150	150	100
ii.	Teaching Learning and Evaluation	200	300	350
iii.	Research, Consultancy and Extension	250	150	150
iv.	Infrastructure and Learning Resources	100	100	100
v.	Student Support and Progression	100	100	100
vi.	Governance, leadership and Management	100	100	100
vii.	Innovative and Best Practices	100	100	100

Based on the weightage given to each aspect mentioned above there are 216 assessment indicators which help to assess the quality of an institution.

Grading after assessment:

The institutions after being assessed are graded as A,B,C or D based on their CGPA (Cumulative Grade Point Average). The grading is done as follows—

Range of institutional

Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
<= 1.50	D	Not accredited

With the introduction of various educational programmes comes the concern of its quality and relevance. The National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies advocated the establishment of an independent National accreditation agency. Consequently, the NAAC was established with its HeadQuarter in Bengaluru.

NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross section of Indian Higher Education system. The Chairperson of the UGC is the President of the GC of the NAAC. The Director is the academic and administrative head of NAAC and is the member secretary of both the GC and EC. There is a Core supporting staff as well the advisory committee.

NAAC evaluates the institutions for its conformance to the standards of quantity in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching- learning processes, faculty, research, infrastructure, learning resources, organization, governance, financial well being and student services.

### **Value Framework of NAAC**

- Work for National Development
- To make students globally competent
- Inculcating a Value System among Students
- Promote ease with technology
- Strive for Excellence

### **Mission of NAAC**

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions
- To encourage self-evaluation, accountability, autonomy and innovations in higher education
- To undertake quality-related research studies, consultancy and training programmes
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

### **Benefits of NAAC**

- The institutions come to know strengths, weaknesses, opportunities through an informed review.
- It provides objectives and database to the funding agencies
- Initiates institution into innovative and modern methods of pedagogy
- Gives a new direction and identity to the institution.
- The society is informed about the quality and reliability of education imparted by the institution
- Promotes intra-institutional and inter-institutional interactions.

### 14.7.2. Quality Council of India (QCI)

Quality Council of India (QCI) was set up in 1997 jointly by the Government of India and the Indian Industry. Since 1992, a need has been felt for the establishment of an accreditation body in the capacity to establish internationally acceptable mechanisms for recognition of conformity assessment results. A committee which included various interested ministries and stakeholders including industries was established to make suitable recommendations. The work was coordinated by the Department of Industries and the recommendations were submitted to the Cabinet in 1996. Accepting the recommendations, the Cabinet Committee decided to set up Quality Council of India as a non-profit autonomous society registered under Societies Registration Act XXI of 1860 to establish accreditation structure in the country and to spread quality movement in India undertaking a National Quality Campaign.

#### Objectives of QCI

- Create awareness among people in order to demand quality in all spheres of activities
- To encourage manufacturers to adhere to quality standards
- To implement continuous quality improvement programme
- To develop, establish and operate National Accreditation programmes in accordance with the relevant international standards
- To organize activities that have significant bearing in improving the quality of life and well-being of the citizens of India
- To develop, establish and operate National Accreditation Programmed or various sectors such as Education, Healthcare, Environment protection, Governance, Social sectors, Infrastructure sector, Vocational Training etc,
- To encourage development and application of third party assessment model for use in government, regulations, organizations and society
- To promote quality competitiveness of India's enterprises
- Promoting the establishment of quality improvement and benchmarking centre
- To facilitate effective functioning of a National Information and Enquiry Services on Standards and Quality
- To develop and operate an appeal mechanism to deal with unresolved complaints

#### Main Projects

- Swachh Survekshan- To conduct survey to measure the success rate of Swachh Bharat Mission
- Yoga Scheme- In 2016, QCI introduced a voluntary certification for to assure standardized Yoga practices across the world. QCI also runs a certification for Yoga Training Schools
- MSME Registration under ZED- PM Narendra Modi initiated the Zero Defect (ZED) model in 2016 as an integral component of Make in India. This was to help the Ministry of Micro, Small and Medium Enterprises (MSME) improve quality.

- E- Quest- On 23 May 2017, QCI launched an e-learning certification in line with the government's Digital India Campaign to accredit manufacturers. It enables entrepreneurs to gain certification in functional areas of manufacturing and quality practices.

### Accreditation Boards

WCI is governed by a 38 member council. It ensures transparency and credibility among the entire system. It functions through five main accreditation boards—

- National Board for Quality Promotion (NBQP)
- National Accreditation Board for Certification Bodies (NABCB)
- National Accreditation Board for Education and Training (NABET)
- National Accreditation Board for Hospitals and Healthcare Providers (NABH)
- National Accreditation Board for Testing and Calibration Laboratories (NABC)

### 14.7.3. NBA (National Board of Accreditation)

The National Board of Accreditation (NBA), India was initially established by AICTE (All India Council of Technical Education) under section 10(u) of AICTE act, in the year 1994, for periodic evaluations of technical institutions & programs basis according to specified norms and standards as recommended by AICTE council. From 7th January 2010, it became an autonomous body with the objective of Assurance of Quality and Relevance of Education.

The NBA is now functioning independently both in decision making as well as finances. It does not receive any grant either from the government or from any regulatory body of technical and higher education. Two main accreditation bodies for higher education system: National Assessment and Accreditation Council (NAAC) - Institutional Accreditation and National Board of Accreditation (NBA)

#### Program Accreditation Functioning

- The affairs of the NBA are managed, administered, directed and controlled as per Rules and Bye-laws approved by Executive Committee and ratified by the General Council.
- NBA accredits technical programmes such as engineering and management programmes while NAAC accredited general colleges and universities. The NBA is a full member of the Washington Accord. (Mohanty, B.K 2017 “IITs loath to take up accreditation role”, The Telegraph)
- NBA accredited programmes and not institutes. Accredited fields include engineering and technology, management, pharmacy, architecture, applied arts and crafts, computer applications and Hospitality and Tourism management.
- While accreditation is voluntary in 2017, the AICTE announced that it will not provide approval for institutes which failed to accredit at least half of their programs. (Nanda, Prashant K 2017). “How AICTE wants engineering, B-Schools to improve students’ job readiness, Mint”.
- Students can be assured that they will receive education which is a balance between high academic quality and professional relevance and that the needs of the corporate world are well- integrated into programmes, activities and processes. • [www.riet.puchd.ac.in](http://www.riet.puchd.ac.in)



### 14.7.5. Ranking Framework NIRF

- National Institutional Ranking Framework

The National Institutional Ranking Framework (NIRF) was approved by the MHRD and launched by the Honourable Minister of Human Resource Development on 29th September 2015.

NIRF outlines a methodology to rank institutions across the country. For this, various parameters are kept in mind.

Teaching, Learning & Resources (TLR) Ranking weight • Student Strength

- Faculty-student ratio
- Total Budget and its Utilisation

Research and Professional Practice (RP) Ranking weight • Metric for Publications

- Patents
- Footprint of Projects
- Professional Practice

Graduation Outcomes • Combined percentage for Placement

- Higher Studies and Entrepreneurship
- Metric for University Examinations
- Median Salary
- Metric for Graduating Students Admitted Into Top Universities
- Metric for Number of Ph.D. Students Graduated

Outreach and Inclusivity • Percent Students from other states/countries

- Percentage of Women
- Economically and Socially Challenged Students
- Facilities for Physically Challenged Students

Perception • Peer Perception: Employers

- Peer Perception: Academic Peers
- Public Perception
- Competitiveness (PRCMP)

#### Check Your Progress

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1. Give one function of each: NAAC, NBA.

.....  
.....  
.....

2. Write two objectives of QCI.

.....

3. What is NIRF? Outline its work.

## 14.8 LET US SUM UP

Quality is “General excellence of standard or level”. Therefore, Quality Assurance comes into the picture as the next step to effectively identify and handle the improvements. When one thinks of the terms Quality control or Quality assurance, one inevitably thinks of commodities or products found in the market, and how brands fail or succeed to maintain it. Contrary to what most of you might believe, the assessment of quality as a practice was first introduced in Education. Assessment over the quality of education is not a new practice. The government has always expressed an interest in the sector of Education, which is to be expected since education remains one of the major measures of a country’s development. There are a lot of factors that require supervision.

Therefore, Education has become a service to be provided in the general market. One should maintain high standards in order to invite customers. The major responsibility of maintaining standards falls on the institutions. Taking Education as a goal, for instance, will not be sufficient because they exist in correlation with other goals. The goals in detail are ensuring that boys and girls receive “complete free, equitable and quality primary and secondary education” which leads to effective and relevant learning. The NAAC is an autonomous institution of UGC which assesses educational institutions in the country and accreditation status. Besides this, it also helps institutions financially and helps them to organize seminars, workshops.

For educational quality and learning outcomes to improve, a strong monitoring and evaluation system that looks at relevant indicators can provide that evidence. Indicators can help track the progress of strategies and programmes within an education sector plan. Various indicators for monitoring Education Quality are Context indicators, Input indicators, Process indicators and Output indicators. Quality Council of India (QCI) was set up in 1997 jointly by the Government of India. It creates awareness among people in order to demand quality in all spheres of activities. Its main projects are Swachh Survekshan Yoga Scheme MSME Registration under ZED and E- Quest. It functions through five main accreditation boards such as NBQP, NABCB, NABET, NABH and NABC.

The National Board of Accreditation (NBA), India was initially established by AICTE for periodic evaluations of technical institutions. From 7th January 2010, it became an autonomous body with the objective of Assurance of Quality and Relevance of Education. Two main accreditation bodies for the higher education system: NAAC and NBA. The National Institutional Ranking Framework (NIRF) was approved by the MHRD and launched by the Honourable Minister of Human Resource Development on 29th September 2015. NIRF outlines a methodology to rank institutions across the country.

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## 14.9 UNIT END EXERCISES

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- Examine Total Quality mechanisms adopted in any school in your area and prepare a report on it.
- Go through SDG-4 suggested by UNESCO and reflect, what contribution you can make in achieving this goal.

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### 14.10 REFERENCES AND SUGGESTED READINGS

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### 14.11 ANSWERS TO CHECK YOUR PROGRESS

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- Quality Assurance is the maintenance of a desired level of quality in a service or product, not just on the final stage but on each and every stage of the process. It is a part of quality management focused on providing confidence that quality requirements will be fulfilled.
- The role of Ofsted (The Office for Standards in Education, Children's Services and Skills) is to make sure that organisations providing education, training and care services in England do so to a high standard for children and students. It carries out hundreds of inspections and regulatory visits throughout England and publishes the results online. In short, they focus on maintaining high quality of the services provided, for which they have to be impartial and hence are asked to report directly to the Parliament.
- Overall characteristics of effective schools are noted as follows: Leadership, Central Philosophy, School management, Staff stability, Focus, A planned and purposeful programme, School-wide recognition of academic success, Parental involvement, Teamwork, A school-wide sense of community, Good

classroom management practices, High academic engagement, Monitoring of learners' progress, etc.

- The first approach is geared towards the customers, who are in this case, students to ensure that students get an efficient, relevant and flexible education. The second approach focuses on the staff. It aims at the appreciation and enhancement of staff performance to make the operation of the institution efficient and encourages the staff to design better policies and frame accurate priorities for continued improvement. The third approach is more to do with rules and regulations that again ensure that the institution functions smoothly. Examples would be teachers marking the attendance, grades and classroom performance or limiting the laboratory and library timings as well as the access of audio-visual and textual aids.
- Sustainable Development Goals are a result of an older global attempt made by United Nations in the year 2000 called Millennium Development Goals. The MDGs emphasized mainly on counteracting the 'indignity of poverty' but also concentrated on objectives such as eradicating extreme poverty and hunger, deadly diseases, and expanding education. These goals were further modified and presented as SDGs at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. The major objective was stated to, "produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world." SDGs, also referred to as Global goals, are so called because they are universally shared concerns and hence require action and cooperation from all the countries. There are 17 goals in total, which include: No poverty, Zero Hunger, Good Health and Well Being and Quality Education. Education is listed as the fourth goal in the list.
- Context Indicators and Process Indicators
- A teacher is well versed and updated on content and understands relation between curriculum, syllabus and textbooks. The Learner asks questions on concepts and reads material other than textbooks.
- The main function of NAAC is the assessment of the Higher Education Institutions in the country and accreditation status. Besides this, the other functions are to help institutions financially, to help institutions to organize seminars, workshops etc. and provide platforms for stakeholders to discuss ways and strategies for the qualitative development in higher education.

NBA's main function is periodic evaluations of technical institutions & programs according to specified norms and standards as recommended by AICTE council. From 2010, its objective is assurance of Quality and Relevance of Education.

- The two objectives are creating awareness among people in order to demand quality in all spheres of activities and to encourage manufacturers to adhere to quality standards.
- The National Institutional Ranking Framework (NIRF) was approved by the MHRD and launched by Honourable Minister of Human Resource Development on 29th September 2015. NIRF outlines a methodology to rank institutions across the country. For this, various parameters are kept in mind such as Teaching, Learning & Resources (TLR), Ranking weight, Research and Professional Practice (RP), Ranking weight, Graduation Outcomes Outreach and Inclusivity, and Perception.

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# UNIT 15 INSTITUTIONAL ACCOUNTABILITY AND AUTONOMY

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## Unit Structure

- 15.1. Introduction
- 15.2. Objectives
- 15.3 Meaning and provisions for ensuring Institutional Accountability
  - 15.3.1. Meaning of accountability
  - 15.3.2. Types of accountability
  - 15.3.3. Provisions for ensuring Institutional Accountability
- 15.4. Need for Institutional, Nature and Types of Autonomy
  - 15.4.1. The concept and nature of autonomy
  - 15.4.2. Need for Institutional autonomy
  - 15.4.3. Nature and types of autonomy
- 15.5 Let Us Sum Up
- 15.6 Unit End Exercises
- 15.7 References and Suggested Readings

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## 15.1 INTRODUCTION

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The education system in India has achieved many milestones since independence, witnessed exponential growth and development, and transformed from being elitist to a system for the masses. However notwithstanding this quantitative expansion the quality of education at all levels remains a major cause of concern. Quality of education is considered a myth without accountability. Realizing this interdependence, the National Policy on Education 1986 (as revised in 1992) and its Programme of Action 1992 recommended development of norms of accountability for institutions and its functionaries at the state and national levels including teachers and higher education institutions while ensuring greater autonomy as a measure of decentralized management of education to improve quality. Accountability and autonomy have subsequently been emphasized by various national and international policy documents as crucial measures to improve the quality of education. This unit will focus on autonomy of teacher and learners and its relationship with institutional accountability.

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## 15.2 OBJECTIVES

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After completion of this unit, you will be able to:

- explain the concept of institutional accountability,
- reflect on the purpose of accountability,
- appreciate the importance of autonomy in an educational institution,
- discuss the need for Educational Autonomy and Nature and types of autonomy, and
- comprehend the concerns and barriers for autonomy.



## 15.3 MEANING AND PROVISIONS FOR ENSURING INSTITUTIONAL ACCOUNTABILITY

Institutional accountability has remained an area of concern in the education system. When a parent enrolls his/her ward into an institution, s/he also has some goals/objectives/expectations in mind. Institutions also promise not only to bring the desirable behavioral changes but also to make the learner equipped with necessary knowledge and skill. But, is there any provision for making these institutions accountable for their promises? One more examples can be of those thousands of teacher training colleges, who are just giving degrees without any substantial curricular or pedagogical inputs every yare Reports like Justice Verma Committee (2012) and National Education Policy (2020) have hinted about the mall practices there, but is there any mechanism to make such institutions accountable?

If you look around you, you will find many such instances/examples of institutions. This reflects that institutional accountability is very much required and a mechanism should be worked out, implemented to ensure the accountability of educational institutions.

### 15.3.1. Meaning of accountability

The word "Accountability" originated from the Latin word "acomptare" (to account). Whereas the word accountability does not appear in any English text until it is used in 13th century Norman England. In simple terms, accountability requires setting up the benchmark of performance against clearly defined objectives. Being allocated to the meaning of accountability signifies "the responsibility and liability" of the learner to his actions and accomplishments of knowledge in educational institutions. It is candidly assumed that "autonomy and accountability go hand in hand" with respect to democracy. If a person has the power of autonomy, he/she will be possessed with the super ability of liberty; therefore will be in an attempt to do all the possible things which they intended to do to make themselves happy and prosperous for living. That's why it is vital for everyone to seek accountability in their work. That means every person whatever they ruminate for must be able to justify solely for their activity.

Heim (1995) defined accountability as "Accountability is the responsibility that goes with the authority to do something. The responsibility is to use authority justifiably and credibly." He considered accountability as a multi-faceted concept involving responsibility, authority, evaluation and control. According to him, it requires at least two parties and a mutually acknowledged relationship between them. One party delegates authority, to take action, to another party to demonstrate credible performance. Control is exercised through the delegation of authority, which may be continued or may be withheld depending on the demonstration of trustworthy performance.

### 15.3.2. Types of Accountability

Accountability is a multidimensional concept that has diverse interpretations. The criteria used to distinguish these types is based on the relationships between various functionaries of the organizations, and the types of information required by these functionaries to make informed decisions. Based on these criteria the types of accountability are described below:

**Organisational Accountability:** Organisational accountability works through superior/subordinate relationships (like principal/ vice-chancellor and teachers)

and defines actors' authority and responsibility. It secures compliance with some explicit rule or standard and, even when actors have a considerable amount of autonomy in their conduct, they still feel the pressures of organisational accountability.

**Political Accountability:** Political accountability is exercised mainly by elected politicians and is about achieving democratic control. It is implemented in three dimensions: (1) election of representatives of political parties, (2) ministerial, when it is applied indirectly through ministers that are held accountable for every affair in their ministry, and (3) legislation expressed in constitutional or other equivalent documents.

**Legal Accountability:** In legal accountability, courts and other judicial institutions' accountability systems play the central role by protecting rights and redressing wrongs. It is mostly about checking the integrity of organisational and individual behaviour.

**Professional Accountability:** The professionals like teachers, lawyers, doctors, etc., are bound by some codes of conduct and practices set by the professional associations. Professional accountability focuses on conformity to these standards and codes of conduct for professional behavior as these norms are binding for all members and need to be implemented by all professionals in their everyday practice.

**Moral or ethical Accountability:** Ethical or moral accountability has a central place in a professional's conduct. It relies on the internalized values to which the professionals voluntarily adhere to. The difference between ethical or moral and professional accountability is the degree to which it has been incorporated in official standards. Professional accountability is binding for members of professional associations, while ethical or moral accountability relies on an informal code of conduct by the professionals. For teachers, it is the commitment towards children, their parents and other stakeholders, to act in the best interest of students to facilitate their effective learning and development.

In the context of educational institutions Jo Anne Anderson (2005) has identified three types of accountability systems:

- compliance with regulations
- adherence to professional norms, and
- results driven

In any educational system various functionaries of the system are governed by certain rules and regulations, codes of conduct or professional ethics and are answerable for any deviation from the norms. Likewise teachers are also often held accountable for student's learning i.e results, though fixing accountability on teachers for students' learning has been a debatable issue considering that it is affected by a number of other factors which are not under the control of teachers.

### 15.3.3. Provisions for ensuring Institutional Accountability

Accountability may be directed either towards the process (how anything is done) or towards the outcomes (what results are achieved). In the case of teachers, when it is directed towards the process, the teacher has been delegated the authority to engage in activity with the responsibility of conducting the activity properly by prevailing expectations. When it is extended to include outcomes, then the teacher becomes responsible for the consequences or results of his/her actions—

whether positive or negative, and whether intended or not. The general functions of accountability may be understood as following:

**Democratic control:** Accountability plays a vital role in exercising the democratic control of civil society on representatives (here teachers) by subjecting them to public scrutiny, and judging them for their effectiveness and efficiency in serving the public.

**Enhancing the integrity of public governance:** Accountability arrangements strengthen the integrity of public governance by increasing the commitment to honesty and appropriate conduct and hence encourage consistency of actions.

**Supporting performance improvement:** Accountability supports performance improvement that flows from organisational learning and avoids unintended outputs or outcomes.

**Maintaining and enhancing the legitimacy of public governance:** Accountability works as an instrument that ensures transparency and answerability between actors (teachers) and the stakeholders (parents, students, society) by bridging these two spheres. It also ensures that the public voice is heard and enables individual institutions to be answerable to the public.

**The mechanism for catharsis:** Finally, accountability also serves as a mechanism for purification in cases of severe misconduct and breach of public trust. A detailed investigation that explores all factors that led to the unacceptable consequences provides an opportunity to acknowledge what went wrong and why. Hence, prevents recurrence of errors and helps to support better compliance with rules and regulations.

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## 15.4 NEED FOR INSTITUTIONAL AUTONOMY, NATURE AND TYPES OF AUTONOMY

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### 15.4.1. The concept and nature of autonomy

The concept of autonomy has always been one of the major concerns of scholars since ancient times. The concept first came into discussion in ancient Greece and was later derived from the Greek words 'auto' (self) and 'nomos' (rule or law). It means one who gives oneself their own laws. Autonomy may be explained as thinking for yourself and acting on your own desires while living in a free society whose laws give you the liberty to make your own decisions. The terms such as independence, self-sufficiency, self-government, self-rule, and sovereignty are used as synonymous to autonomy. Initially, the term was used to characterise states that were self-governing. But later on, it came to be widely understood as characteristics of persons. Today, the concept of autonomy is used in both of the senses, although philosophers deal with autonomy primarily as a virtue of the person.

In the education scenario, the most common understanding about the concept of "Autonomy" is that it refers to the degree of professional independence to the institutions to make autonomous decisions about curriculum, methodologies, natures of courses and programmes, etc. If you look back to our ancient literature, you will find that the 'Guru' of ancient Indian Ashram was always autonomous, deciding the curriculum for his students, identifying various skills to be developed in different students, determining the duration of students' stay in the ashram and determining the evaluation system, etc.

The word 'autonomy' has been etymologically derived from the Greek *autonomos* 'having its own laws' (Oxford Dictionaries, 2015). But we have different meanings of the word in political, philosophical and educational settings. In educational settings, it is mainly referred to in terms of institutional autonomy and teacher autonomy. In National Policy of Education (NPE) 1986, it has been stated that:

“Teachers should have the freedom to innovate to devise appropriate methods of communication and activities relevant to the needs and capabilities of the concerns of the community. The pay and service conditions of a teacher have to be commensurate with their social and professional responsibilities and with the needs to attract talent to the profession.”

National Education Policy, 2020 has also emphasized that “Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms.”

NEP, 2020 has recommended both types of autonomy i.e. academic and administrative to educational institutions, and also introduced a concept of graded autonomy.

### **Some definitions of autonomy**

Connely (2009) defines autonomy as "Autonomy is to permit individuals with that freedom and openness in thoughts, learning and actions which lead them to be different from others in the manner of creativity, thinking or exploring ideas."

Allwright (1990) explains autonomy as "...a constantly changing but at any time an optimal state of equilibrium between maximal self-development and human interdependence." This definition emphasises change, together with the key concepts of self-development. It represents our own efforts in the process, and human interdependence, to dismiss the earlier concept of autonomy as individualistic behaviour.

### **15.4.2. Need for Institutional Autonomy**

Autonomy is a widely used concept and is intended to decentralize the decision-making process of organisations by providing functional freedom without external control. In the context of educational organisations it creates an enabling environment to improve the teaching learning process. In fact autonomy and accountability are mutually complementary. We can not hold a person or teacher accountable unless we ensure that he/she is given autonomy to act. The autonomy of institutions broadly emphasizes:

- (a) freedom to function to achieve academic excellence
- (b) freedom to administer and manage the institution through its own rules and regulations.

Such autonomy has now become a myth owing to

- (1) too much linkage with political powers of the state
- (2) financial constraints faced by the institutions.

Many states have come to apply control on autonomous functioning of educational institutions by different methods. Financial aid has become one of the most powerful instruments in the hands of the state government to curtail the autonomy of the educational institution.



### 15.4.3. Types of Autonomy

In an educational context and academic delivery system, we talk about two types of autonomy, i.e. teachers autonomy and learners autonomy.

#### (I) Teachers Autonomy:

Now, the question arises what is teacher's autonomy, and why is it required? To understand this, let us take an example. Suppose you want to get a shirt stitched. What would you do? You will hire a tailor and tell him about your expectations and results, but you will never tell him how to do it. You will respect him as an expert and hold him accountable for results. So, you give him complete autonomy in determining how to do it. If the teachers do not live up to the expectations, you can negotiate changes, but his autonomy and expertness in no way will be questioned. But the same is not true in the case of teachers. They are held accountable for results, while their autonomy is limited.

It may be noted that the teacher's autonomy is not a new concept. This concept was voiced in many policies over the decades. The National Policy on Education (1986), in its Chapter IX on 'The Teacher' states that:

The status of the teacher in society reflects the socio-cultural ethos of a society. It is also said that no people can rise above the level of its teachers. The government and society should endeavour to create such an environment, which will help in motivating and inspiring teachers on constructive and creative lines. Teachers must have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community."

This is further supported by NCF-2005, which states that the autonomy of teachers' is required for ensuring a better learning environment that addresses children's diverse needs. The learner requires as much as space, freedom, flexibility, and respect, the teacher, also requires the same. There is the concept of 'autonomous teacher as an autonomous learner, with their ability to grow professionally'. This concept focuses on teachers' capacity for self-directed professional development by continuously updating their knowledge. This concept of autonomy focuses on the teachers' responsibility to be always ready to do their job and grow professionally as they themselves are aware of why, when, where and how pedagogical skills can be acquired.

#### What is teachers' autonomy?

Efforts have been made to outline some characteristic features of teachers' autonomy. Ramos (2006) has outlined a few of the characteristics of teacher autonomy based on an online collaborative discussion of the term teacher autonomy by a group of teachers. These are as follows:

Teacher autonomy involves teachers' negotiation skills, their ability to reflect on their own teaching process, readiness to engage in lifelong learning, and their commitment to promote learner autonomy. Teacher autonomy is very closely related to the notion of a reflective teacher and a researcher. It means teachers reflect on their own teaching and engage in action research to provide better learning experiences to their students.

Autonomous teachers have good knowledge of the institution to deal with institutional barriers in socially appropriate ways and to turn constraints into opportunities for change. However, they should be aware that neither teacher nor student autonomy means freedom from all limitations.



Teacher autonomy is developed through observation, reflection, thoughtful consideration, understanding, experience and evaluation of alternatives. The mere absence of authority does not lead to autonomy.

There are various characteristics of teacher autonomy and different domains in which teachers exercise their control, including teaching and assessment, curriculum development, school functioning, and professional development. It is further emphasised that teacher autonomy is not an omnipresent attribute of individual teachers; it manifests itself differently in every teacher, and at the same time, every teacher perceives and exercises his/her professional autonomy across different domains in different ways.

### **What is not Teacher Autonomy**

Wilches (2007) reviewed the available literature in the field of teacher autonomy and concluded that:

1. Teacher autonomy is not independence or isolation; instead, it involves teachers' interdependence, responsibility, mutual support, professional discretion, and commitment to the educational community.
2. Teacher autonomy is not merely a way to hold them more accountable for their job and hence reducing the responsibility of the government towards school. Teacher autonomy refers to teachers' right to take the initiative and carry out necessary professional action according to school and the stakeholders' needs.
3. Teacher autonomy is not a fixed entity that some people possess while others do not. It is a condition that varies under the situation, personal, and external constraints.
4. Teacher autonomy in no manner refers to an absolute state of freedom from constraints; instead, it involves responsibly exercising discretion by the interest and needs of school stakeholders.

The need for autonomy in education arises on the grounds of academic expansion, excellence and innovation. One can easily see that in Indian educational context, multiplicity of regulatory systems and their interference have left very few spaces for autonomy in practice.

### **Factors Affecting Teacher Autonomy**

From your day-to-day experiences, you must have noticed why teachers' sense of autonomy varies? What are the factors that affect teachers' autonomy? Many researchers, over the years, have discussed various reasons that can influence teacher autonomy. A summary of these factors is described in the following paragraphs.

**Professional competence and support:** Teachers report higher levels of autonomy if the institutions, where they work, provide them with sufficient opportunities for decision making and risk-taking. They also report a higher sense of autonomy when new educational demands have been complemented with the enhancement of their professional competence and awareness about innovative theories and practices.

**Teachers' personal beliefs system:** "Personal beliefs of teachers about the nature of knowledge, perceptions of self and feelings of self-worth (self-concept, self-esteem), confidence (self-efficacy), preconceptions about specific subjects or disciplines can affect teachers' sense of autonomy to a great extent" (Pajares, 1992).

Teacher's intrinsic and extrinsic motivation: Intrinsic factors include job satisfaction, desire to help learners to accomplish their goals, desire to make a difference in society and sense of achievement whereas the extrinsic factors comprise external elements including wage, non monetary fringe benefits and recognition of performance. It is found that intrinsic rewards, especially job satisfaction, are more potent for motivating teachers than are extrinsic rewards. Intrinsic motivation helps in developing teacher autonomy, while stress, pressure or teacher burnout results in adverse outcomes for teacher autonomy.

**Psychological constraints:** Teachers are concerned with the fear of change, fear to release control, and fear of empowerment of students through the exercise of the power balance in the classroom are some of the psychological factors that restrain teachers from exercising autonomy.

## **(II) Learners' Autonomy**

The learner autonomy can be conceptualised as the capacity of the individual to engage in 'critical reflection, decision making, and willingness to act and experiment on one's own.' It may be defined as the ability to take personal or self-regulated responsibility for learning. According to Little (1991), learner autonomy is primarily a matter of learners' psychological relation to the process and content of learning—a capacity for detachment, critical reflection, decision-making and independent action. When a learner actively participates in the learning process and gets hold of every opportunity to learn and learn more; he/she is presumed to show the signs of an autonomous learner. It is the responsibility of people around the learner to remove the barriers and impediments that may discourage the learner. Sometimes, even passive support enhances self-confidence and puts the learner on an independent path.

The learner autonomy could imply the learner taking charge of his/her learning in certain aspects from diverse sources. The term learner autonomy has come to be used in several ways. According to Benson and Voller (1997), learner autonomy is used for:

situations in which learners study independently;

set of skills which can be utilised after learning in self-directed learning;

an inborn capacity which is suppressed by institutional education;

the exercise of learners' responsibility for their own learning; and,

the right of the learners to determine the direction of their own learning.

Thus, it is evident that the promotion of autonomy among learners involves encouraging them to take responsibility for their work. This can be achieved by giving learners some control over what they want to learn (content), how they will learn (methodology), and when they want to learn (time).

What is not Learner Autonomy?

Autonomy does not necessarily refer to self-instruction.

It does not mean that intervention or initiative on the part of a teacher is prohibited.

It is not something teachers do to the students.

It is not a single identifiable behaviour.

It is not a ready state achieved by all learners once and for all.

Do Autonomy and Accountability Go Together?

Studies reveal that autonomy in decisions relating to curricula, assessments and resource allocation tends to be related to better student performance, mainly when schools operate within a culture of accountability. It has been reported that the students perform better in those countries where educational institutions have more autonomy over what is taught and how learners are evaluated. In the same manner, educational institutions that enjoy more autonomy in resource allocation tend to show better student performance than those who have less autonomy. Although, it is quite interesting that, in those countries where there are no such accountability arrangements and schools with greater autonomy in resource allocation tend to perform worse. Accountability for common standards is necessary because today's pupils will be the parents, adult citizens, and productive workers of tomorrow. Society has an interest in ensuring that they are well prepared for constructive roles and that they share an understanding of the virtues and customs required by a free and just society. Thus, both autonomy and accountability are essential regimes. Autonomous schools must work within an accountability framework to be effective. Autonomy comes with accountability, and without autonomy makes no sense. Both autonomy and accountability can exist together, and one gives meaning to others.

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## 15.5 LET US SUM UP

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We have learnt that autonomy and accountability both are significant for teachers as well as students. There are several views regarding teachers' autonomy, including the teacher's ability and willingness to help learners. Teacher autonomy is influenced by various factors, including professional competence and support, teachers' personal beliefs system, teachers' intrinsic and extrinsic motivation, and psychological constraints. Teachers are required to develop teacher autonomy within these limitations. However, since there is no one best way to foster autonomy, it is vital for teachers to explore various ways for teacher development and find approaches to best fit into their styles. Several approaches to develop teachers' autonomy have been discussed in the present chapter including developing ability and willingness to implement changes, creating a social network for professional teacher development, developing learners' autonomy, increasing opportunities for peer collaboration, and promoting teacher involvement in decision-making processes. An autonomous teacher is a facilitator and an advisor. In learning situations, his/her responsibility is to create a learning environment that provides students with the materials, equipment, tools, guidance, and support, they will need to thrive and to carry out their plan of study. Autonomous learning requires greater, intelligent and sustained effort on the part of the teacher. It is not teacher-less learning. Learners become autonomous only gradually and acquire better and higher traits as they move along and move ahead. Some may take longer time and require more considerable persuasion than others. Committed, competent and 'performing teachers' interacting with willing and curious learners create conditions conducive to autonomous learning. In return for this autonomy, teachers should be held accountable for student progress. The teacher should realistically be held responsible for what she/he actually tried to teach the class and how much she/he helped each student improve. Accountability is such a type of responsibility that goes with the authority to do something worthwhile. The responsibility is to use authority credibly. Both autonomy and accountability are important regimes and can exist together as one gives meaning to the other.

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## 15.6 UNIT END EXERCISES

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Why institutional and individual accountabilities are essential to achieve national goals in education. Organize a discussion with your friends and teachers, and prepare a reflective report.

Select any theme from your course. Explain the role of teacher and students in transacting that theme to develop autonomy among the learners

Do autonomy and accountability go together? Explain with the help of suitable examples.

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## 15.7 REFERENCES AND SUGGESTED READINGS

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# UNIT 16 ICT FOR EDUCATIONAL MANAGEMENT

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## Unit Structure

- 16.1. Introduction
- 16.2. Objectives
- 16.3 Defining Educational Management and Administration
- 16.4 Importance of ICT in Educational Management
- 16.5 Application of ICT in Educational Management (E-Governance)
  - 16.5.1 School Management Tools
  - 16.5.2 Database Management Using ERP for Teachers, Parents, Students and Staff
  - 16.5.3 Record Keeping (Medical, History of Learners, Student Result)
  - 16.5.4 Paperless Administration
  - 16.5.5 Allocation of Duties Among Teachers and Staff
  - 16.5.6 Students' Portfolio
  - 16.5.7 Managing Assessment and Evaluation
- 16.6 Use of ICT in Financial Management
  - 16.6.1 Managing Students' Fee Records
  - 16.6.2 Managing School Budget
  - 16.6.3 Accounting
  - 16.6.4 ICT for Resource Planning and Sharing
- 16.7 Creating Online Community of Parents, Teachers and Students for Effective Management
- 16.8 Let Us Sum Up
- 16.9 Suggested Readings and References
- 16.10 Answers to Check Your Progress

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## 16.1 INTRODUCTION

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ICT today offers umpteen opportunities for changes in various school related processes like learning, teaching and managing. Schools have to avail of these opportunities to bring in drastic changes in infrastructure, and improve skillsets required by teachers and administrative staff to manage school functioning. ICT provides tools for addressing the problems of school system. It goes without saying that ICT plays a vital role in improving the overall effectiveness of the school system. ICT-equipped schools are aptly called 'Smart Schools' today. In this unit, we will discuss how ICT and its tools can help teachers and administrators improve and streamline their management system and its multifarious activities.

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## 16.2 OBJECTIVES

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After completion of this unit, you will be able to:

- explain the concept of educational management;



- provide an overview of importance of ICT for school administration and management;
- explain the use of enterprise resource planning (ERP) in education;
- describe the role of ICT in school record keeping and its maintenance;
- use various technologies for record keeping and scheduling;
- explain the role and functions of school management system (MIS);
- use ICT for financial management;
- use technology effectively for communicating with parents; and
- describe various government initiatives for use of ICT in education.

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## 16.3 DEFINING EDUCATIONAL MANAGEMENT AND ADMINISTRATION

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Let us understand the meaning of management and administration. To put it simply: Management involves five basic functions: planning, organizing, coordinating, commanding, and controlling. It can be applied across a host of areas and disciplines. As we may see that Planning is deciding for future and generating plans for action. Organizing is ensuring that human and non human resources are available; Coordinating is placing or creating a framework or structure in such a way that organization's goals can be accomplished; Directing is assessing the amount and kind of work and getting people to do it; and Controlling is checking progress in context of the plans made during planning stage.

Administration and management are sometimes looked upon as synonyms, but the distinction between the two was pointed out by Oliver Sheldon (1923), who categorized administration to be decision making and management to be the executive function. The conflicting views on this show three main viewpoints:

- i) Administration is a determinative function and Management is a executive function.
- ii) Administration is part of Management i.e. Management is a generic term and includes Administration.
- iii) There is no distinction between Management and Administration. (Reference: Unit-1. MES-041; Growth and Development of Educational Management) Management is pervasive and is needed in all areas of society. Educational Institutions are the places designated for providing learning experiences to learners in order to impart knowledge, skills, values, attitudes, etc. with the ultimate aim of making them productive members of society. Managing educational institutions, therefore, involve planning, organizing, directing and controlling the activities of an institution. The optimum utilization of physical and human resources is the main goal of educational management.

Educational Management needs managers with multi-skill sets. These include managerial; financial; accounting and budgeting; commercial; technical and security skills besides human skills.

Four kinds of important managerial skills are defined below:

- 1) **Technical skills:** These skills refer to the ability of a person to carry out a specific activity. The knowledge of methods, procedures and processes is very important for managerial supervision.
- 2) **Human skills:** These skills refer to the ability of a person to work well

with other persons in the group: to lead; to motivate; create an environment conducive to accomplishment of assigned tasks.

- 3) **Conceptual skills:** These skills refer to the ability of a person to conceptualize abstract situations to understand and coordinate the full range of institutional objectives and activities.
- 4) **Administrative skills:** These skills refer to planning, organizing, motivating, directing, controlling and coordinating.

(Reference: Unit-1. MES-041; Growth and Development of Educational Management)

We will be studying about how ICT has influenced management of educational institutions.

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## 16.4 IMPORTANCE OF ICT IN EDUCATIONAL MANAGEMENT

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The field of education has seen rapid and exponential growth over the years. It has made administration and management of academic sector a complex task. The ICT and its various tools have tried to make changes in the administrative system to enhance its efficiency and efficacy. In this section, you will study about how ICT has changed administration and management processes in the educational system and how educational institutions are adopting e-governance and automated school management programmes. This needs capacity building of the stakeholders for its implementation.

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## 16.5 APPLICATION OF ICT IN EDUCATIONAL MANAGEMENT(E-GOVERNANCE)

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Educational management involves a lot of activities like admission, record keeping, resource management, etc. ICT plays a vital role in supporting all these activities in an efficient manner. It can be used right from student administration to various resource administration in an education institution.

ICT can be used for three major areas of educational management :

- 1) **Learner-related:** Admissions; registration / enrolment; time table / class schedule in electronic form; attendance of students; report card; hostel, transport, etc.
- 2) **Teacher-related:** Using ICT for teaching-learning activities , also in other areas like maintaining records, service rules, latest decisions from CBSE, NCERT, etc.
- 3) **School Functioning:** Recruitment and work allotment; attendance and leave management; performance appraisal; communication through e-mails, e-circulars regarding official matters; scheduling / allocation of halls for examinations; application, processing and display of results of students; online fee payment.

### 16.5.1 School Management Tools

School management essentially involves interactions, communication between all the stakeholders like school management board ,teachers, parents, staff, alumni, community members and others. School management is comprehensive term including school admissions, subject selection, course selection, class and teacher allotment, maintaining records, communicating with parents, preparing

various certificates, analyzing various data, etc. School management involves all stakeholders in decision-making process. School manager is entrusted with responsibility of planning policies and their implementation and creating learning environment for students and nurturing their talents.

Thus school management involves many processes like planning, budgeting, accounting, school related processes like timetable, fee collection, staff management, resource management, communication with parents and community. Besides all these, the school manager should keep himself/herself abreast with the latest developments in the school education, suggestions and guidelines of CBSE, NCERT and the Government of India. All these Herculean tasks need lot of time and energy. Thus to keep pace with time, a school management software would be of immense help for both administrative and managerial purposes.

This is in sync with the Digital India movement as well in which digitization of processes is being encouraged to increase efficiency and transparency. A host of software options are available both in 'proprietary' and 'paid category' as well as free and open source categories.

It is for the school management to decide which suits them most. Here we will be discussing a few school administration software available free of cost.

- **FeKara:** FeKara, will manage your school as you want, from admissions to attendance and examinations to result cards. It has a free version and a priced version. You may use these as per your need. It has modern administration and management features for educational institutions for learning, administration and management activities. It manages exams, assignments, budgeting and internal messaging. It is not completely free. It has both free and paid versions. The free version is for small schools. Additional data storage and other features are available on payment basis. (Website: <http://fekara.com/>)

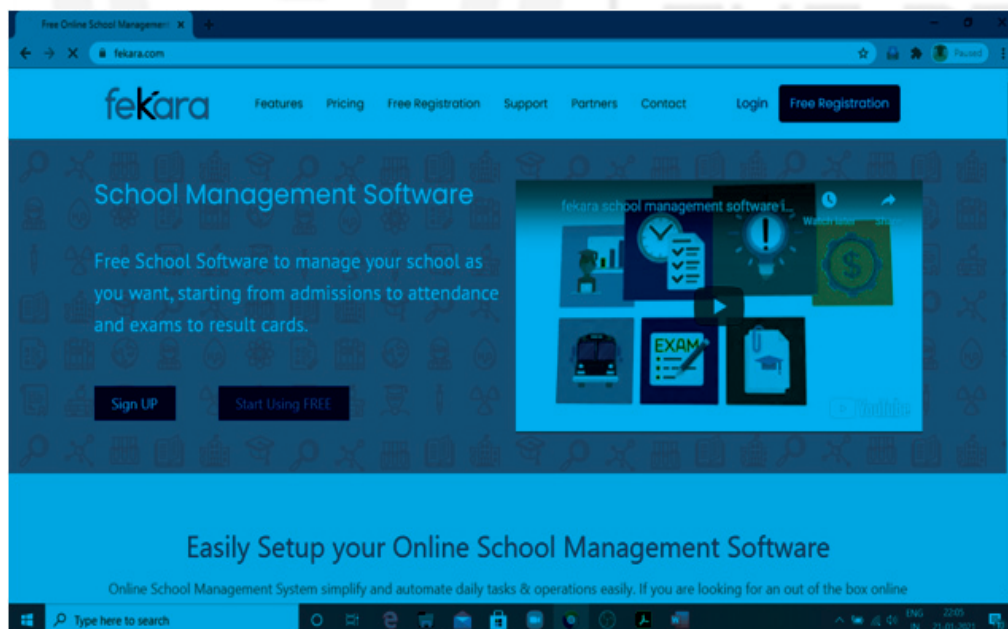


Fig. 16.1: Homepage Fekara

- **TS School:** TS School is the short form of Time Software School. It is a school administration and management software which suits all types of schools. It has quite variety of modules for management. Like FeKara, TS School also has a basic version with features but full functionality and support is available for paid version. (Website : <http://www.ts-school.com/>)

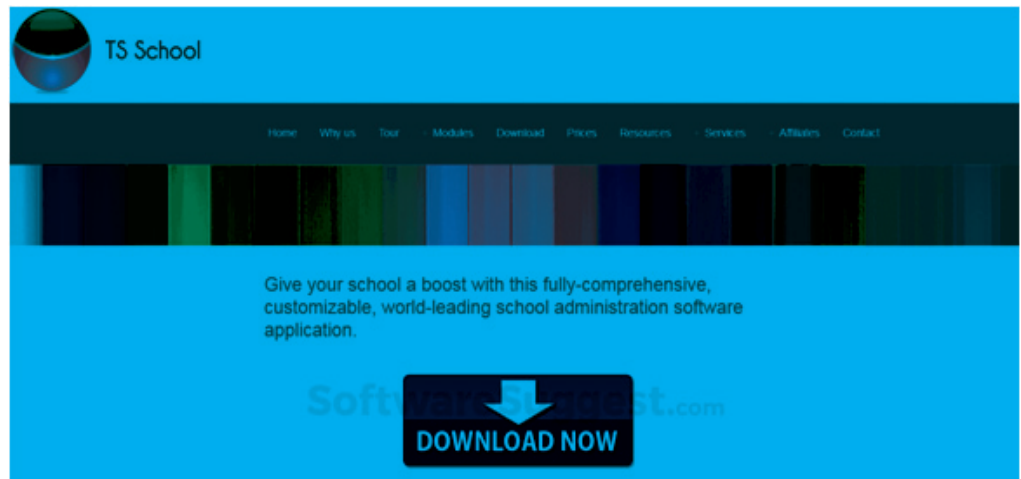


Fig. 16.2: Homepage of TS School

- **Fedena:** Fedena is a free and open source school management software to efficiently manage students, teachers, employees, courses and system & process in educational institutions. It is based on ‘Ruby on Rails’, initially developed by a team of developers at Foradian Technologies. The project was made open source by Foradian, and is now maintained by the open source community. (Website : <http://www.projectfedena.org/>)

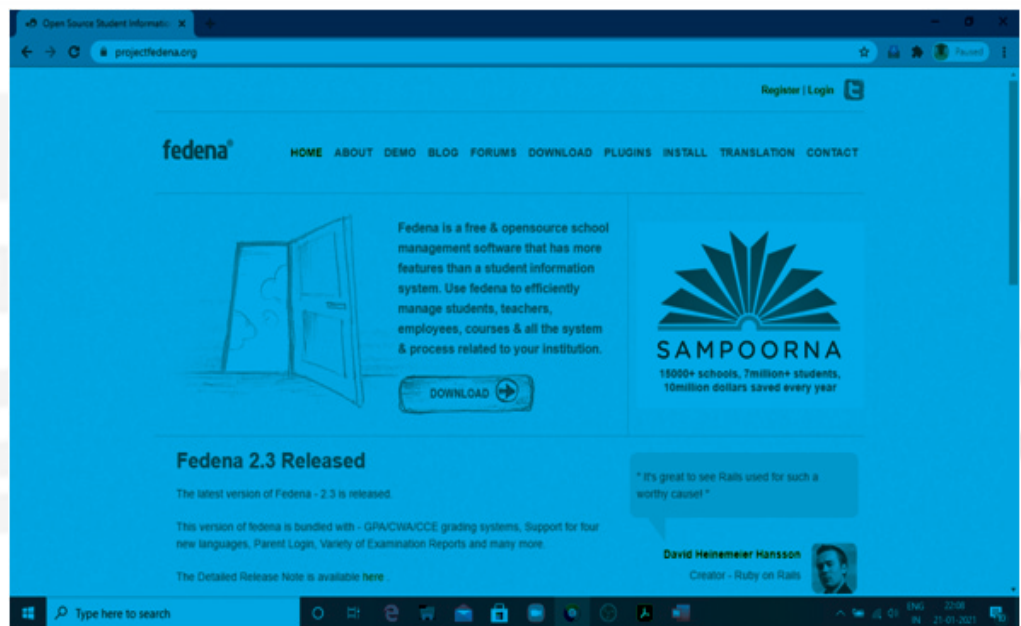


Fig. 16.3: Homepage of Fedena

- **School Tool:** School Tool is a free, open source, web-based student information system. It has features such as customizable student and teacher demographics and other personal data; contact management for teachers, students, and their guardians; Teacher grade books; skill and outcomes based assessment; school wide assessment data collection and report card generation; class attendance and daily participation grades; calendars for the school, groups, individuals, and resource booking; tracking and management of student interventions. It has strong support for customization, deployment with regular updates. School Tool was made with Python, and is run on Linux Ubuntu. It comes with its own web server and database. The only apparent drawback is that it is more teaching learning oriented with teacher supportive features than for administrators like fees and accounting feature. (Website : <http://schooltool.org/>)



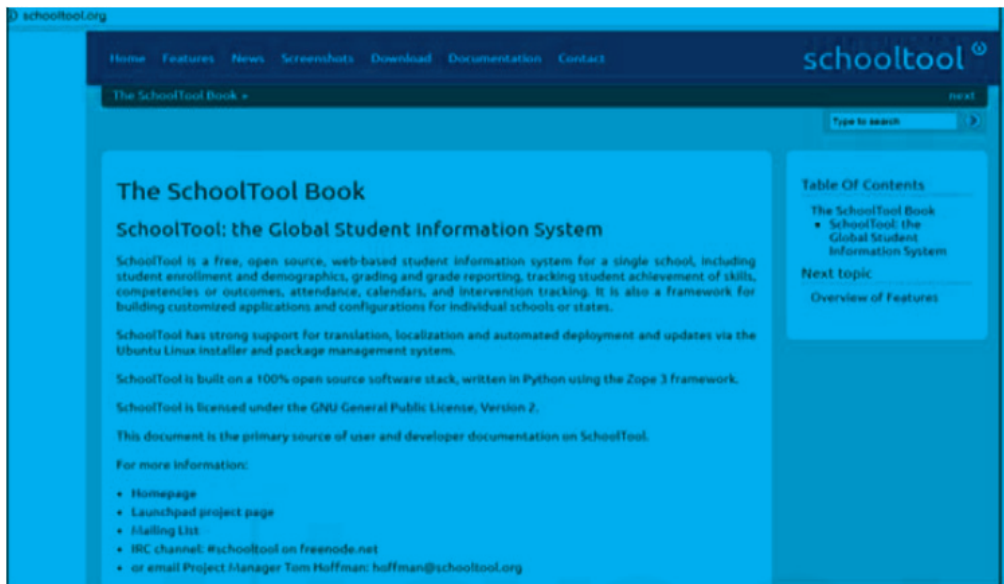


Fig. 16.4: Homepage of School Tool

- **Open Admin for Schools:** ‘Open Admin for Schools’ is a freely available, open source software package and is licensed under the GNU General Public License. Open Admin for Schools offers software features like attendance, reports, management system.

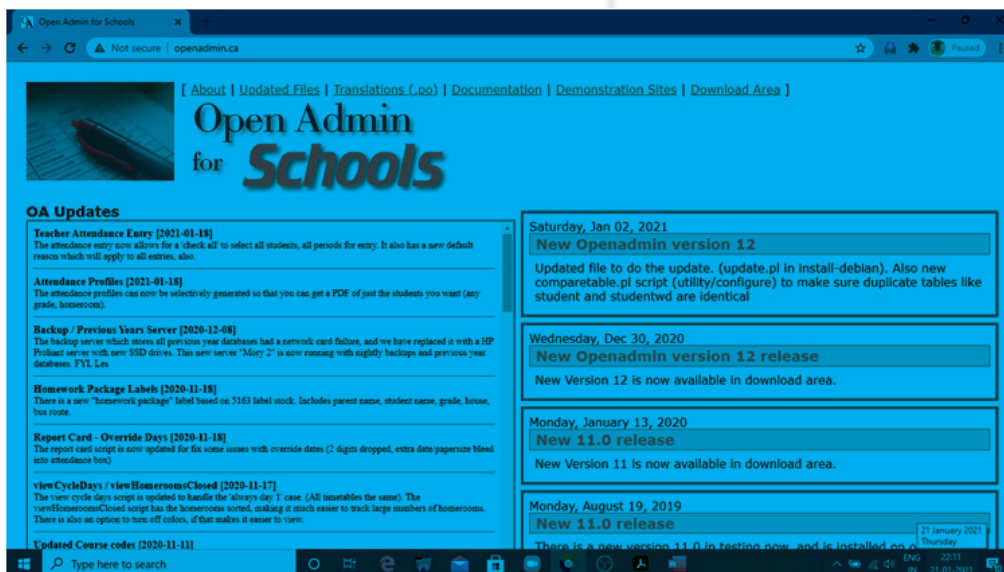


Fig. 16.5: Homepage of Open Admin for Schools

<http://www.openadmin.ca/docs/userdoc-9.00.pdf>

‘Open Admin for Schools’ is one of the most comprehensive free and opensource school administration software options available. Open Admin for Schools is entirely web based tool. It is designed to be lightweight both in server resource requirements and in communication bandwidth. It currently has the following features:

- **Demographics:** It stores student and family information that can be viewed and printed in a variety of ways.
- **Attendance:** Attendance can be entered by authorized persons.
- **Discipline:** It maintains record of discipline related issues.



- **Report Card System :** The report card system is designed to report on student progress using up to 20 objectives per subject and an unlimited number of subjects. It can be integrated with attendance reporting, etc. Report cards can be printed as PDF reports with customization possible as per requirements.
- **Online Gradebook:** It allows teachers to enter marks and assessments online from school or home.
- **Parent/Student Viewing scripts:** It allows parents to view attendance and report cards
- **A Fee System:** It allows charging of student fee, printing of invoices, payments, invoices and export summary transactions to external accounting programs.
- **Export/Import Modules :** It allows students to easily transfer schools within divisions without re-entry of demographic information. Export of data to other programs via an automated XML based transfer mechanism.
- **An Online Daybook:** It allows teachers to plan and view their lessons/days. All these softwares are available for schools to choose from as per their need and convenience. Government of India has taken an initiative, ‘Shala Darpan’, which is a school Management software towards e-Governance.

**Shala Darpan** is an initiative to provide services based on School Management Systems to Students, Parents and Communities. The School Information Services include School Profile Management, Student Profile Management, Employee Information, Student Attendance, Leave Management, Report Cards, Curriculum Tracking Custom, SMS Alerts for Parents / Administrators on student & teacher attendance.

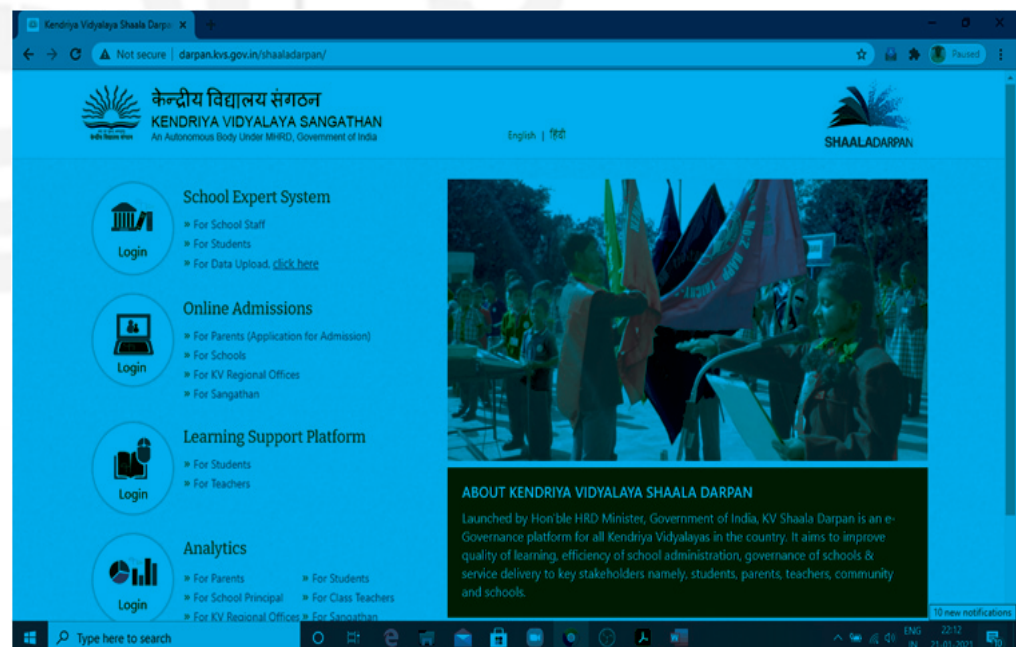


Fig. 16.6: Shala Darpan of Kendriya Vidyalaya Sangathan

Source: [darpan.kvs.gov.in/shaladarpan/](http://darpan.kvs.gov.in/shaladarpan/)

In the first phase of “Shaala Darpan Project” launched in June, 2015 covers 1099 Kendriya Vidyalayas through the National Informatics Centre Services Inc. (NICS). Rajasthan has already started it , so has Gujarat. Other states are also considering and have shown their willingness regarding introduction of similar system in the State Government Schools.

**Check Your Progress**

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1. State whether true or false:

- i) Shala Darpan is social networking site .....
- ii) Management, involves five basic functions: planning, organizing, coordinating, commanding, and controlling .....
- iii) Open Admin for Schools is Learning Management System .....
- iv) Fedana and SchoolTool are School Management Software .....

### 16.5.2 Database Management Using ERP for Teachers, Parents, Students and Staff

Database management is one of the important components of educational management as it helps decision making for future and has influence on policy making. It is now being done through the use of ‘**Enterprise Resource Planning**’ (ERP) which is an enterprise-wide information system designed to coordinate all the resources, information, and activities needed to complete all the organizational processes.

An ERP system is based on a common database and a modular software design. The common database allows every department of an organization to store and retrieve information in real-time. The modular software design means that the organization may select the modules as per their needs without overloading the system with unnecessary modules.

In fact, ERP is used in all types of organizations, be it educational or business; big or small. Institutions use many modules like finance, resources, etc. for effective management in ERP but it needs at least two or more modules integrated as one common database for the system to be called ERP. As ERP brings in efficiency in managing any system, it is very useful in educational institutions.

Educational institutions have large number of individuals and as different category like students, teachers, office staff, laboratory staff, etc., managing and tracking the roles, responsibilities and the performance of all is a tremendous task, which can be efficiently tackled by educational ERP. ERP in educational institutions have many advantages. Let us discuss a few :

- **Cost effective:** It is cost effective in terms of time, and money. The time consuming processes like fee collection, deposition, record maintaining and most important information retrieval can be easily managed by the ERP.
- **Better organization of data:** Since data management is the core of ERP, it allows institutions to organize, reorganize and maintain data in forms where we can retrieve it at any time as per our need and requirement.
- **Security of data:** It is ensured through firewalls and other security measures. The backup in ERP also ensures that we do not loose data at any time.
- **Automation of basic administrative processes:** It is possible as ERP is integrated, the data processing and retrieval is easier and manageable, thus reducing time and manual time and efforts.
- **Management friendly :** As ERP software for education is more automated, it takes less time for data processing. This also helps in analytics which helps

the management to take decision on hard facts than presumptions.

- **Supports pedagogy:** As time is saved, teachers are less burdened with nitty gritty of attendance, and other data and thus can focus more on enriching pedagogical methods. It can be productively used for better teaching-learning in classrooms.

The one thing which overshadows all the advantages of ERP is its cost which is prohibitive for small educational institutions. It may prove cost effective in the long run, but the planning and customization is not cost effective for small enterprises.

Another shortcoming is the technical aspect which may appear complex and hard for new users. Thus most ERPs, in practice, are not easy to learn and use. This necessitates continuous user training to ensure optimum benefit from ERP. In nut shell, we can say that its overall advantage overrules the issues of cost and skill development.

### 16.5.3 Record Keeping (Medical, History of Learners, Student Result)

Records for any organization are important documents which provide insight into its developmental process over a period of time. Records are meticulously maintained in schools as they are evidences of the growth of children over a period of time.

School records are the information of the academic (scholastic and co-scholastic), administrative (non-scholastic) and other related activities in the school and which are directed towards growth and development of the school.

School records are kept in the form of documents, files, books, CD-ROM, Hard disk and now in cloud. School records are official authentic documents of an action, or an event occurring in school, which the school administration and management considers to be important for posterity.

They include reports, list and data of official happenings related to school and are preserved by school administration in school office. In fact, they are the official transcripts which are considered important by the school administration and management. Therefore, it is imperative that every school must maintain its records systematically for easy validation of its activities organised for growth and development of the school.

**Importance of school records:** School record is as important to a school as is history important to society. School records tell the history of the school and are useful historical sources for future generations. Thus it provides continuity when the administration changes over a period of time. School records even help in guidance and counseling services as they provide detail of all round growth and development of students. Thus academic, personal, and career counseling can effectively be provided. Not only for guidance by counselors, school records provide information to parents and guardians enabling them to be partners in all round development of their children/wards. The continuum of learning environment in school and home is very important for balanced development of the child.

School records also provide information about the 'pass out' students which is sought by employers or other higher education or related institutions for admission or placement.

The school records also help the management to plan for the optimum development of schools. The school records also help education departments and ministries in policy making and decision making. It also provides empirical data to supervisors and inspectors of school to make objective assessment of the functioning of schools especially, teaching and learning.

### Some Important School Records

**Admission Register:** It is a permanent and important record book of all the students who are admitted to the school and thus should be maintained and handled carefully and kept in safe custody. The admission register maintains all the information of the learners like birth certificate, grade card/mark sheet of the last class attended, transfer certificate(TC), etc. All these documents are carefully examined and entered in the admission register. After entry, the documents are preserved and maintained in record keeping storeroom.

As this is an important document, which is referred to again and again by authorities inside and outside school, the entries are carefully done and regularly supervised by seniors. In fact, this is referred to, even in court of law, for issues like date of birth.

Admission register also maintains the exit of the student, if there has been any withdrawals due to any reason. Thus, it also shows the details of education and progress of each pupil in the school. The admission register should contain the following items and any other may be added as per the requirement of the school administration: serial number and name of the pupil; father's name, caste, occupation and address along with mobile and e-mail id; date of birth; date of admission to the school; class to which student is admitted; transfer certificate (in case the admission is in senior classes than the first class); date of withdrawal or migration from the school.

**Attendance Register:** The attendance register is an important record book in which the presence or absence of students in each and every class and section in the school is recorded on a daily basis. This must be maintained and kept securely by every school.

This record is maintained by the class teacher on individual class and section basis. The attendance is marked at the beginning of the school time. The name of pupils admitted to the class and section are listed and the presence and absence of the pupil is marked in ink. It is a practice that absent students are marked in red ink. The holidays are also marked in red ink too. No column is left blank as this may be misused later. Every school has its own policy for absenteeism and if the student is absent without leave for more than certain period, the admission may be cancelled or names of students may be struck off rolls. Concisely, its main function, as its name suggests, is to show the presence and absence of every student enrolled in the class. It is good for quick reference regarding regular students and helps in evaluation of learners. It involves calculations like average daily attendance.

**Log Book:** The log book is a systematically maintained record of events that occur in the school over a period of time. They may be maintained session-wise so that a historical chronological record of the school events which have significant effect on the school's activities is maintained. For example, an orientation for parents held at the beginning of the academic session, visit of an expert, officials from Department of education, should be noted down in the Log book. It should be maintained by the head of the institution or a senior person deputed by the Head and supervised by the Head of the school. It is often seen that the state



inspectors of schools usually inspect Log Books during their visits so that they can know school events at a glance.

**Visitors Book:** As the name suggests, it is a record of the visits of important personalities, which include officials from the department and ministry of education. or other related government agencies or any other school related visitors. In fact, old alumni are also welcomed by school and are invited to put their comments in the visitors' book. Their opinions and suggestions may be very helpful for improving the working of the institution.

**Staff and Students' Personal Files:** It is necessary that the school should have as much information on every teacher and student as possible without violating their privacy.

**Cumulative Record Card:** Students' cumulative record card keeps all the information of the students' development over the period the student is in the school. It documents students' cognitive, affective and psycho-motor growth and development which are cumulatively recorded and maintained in this card. It gives a comprehensive picture of the growth and development of an individual student. This is especially helpful in guidance and counselling. As it is cumulative record, it is developed year by year and is transferred to another school in case the student leaves one school and takes admission in another school.

**Students' Report Sheet/Card:** Student's report card contains information about child's progress in academics. It is regularly and periodically sent to parents for information sharing. It also contains child's participation in school activities, his/her general behavior in school, his/her health condition, participation in curricular and co-curricular activities and other important information.

**Staff Time Book and Movement Book:** It is maintained for information as to when staff members report and or leave school or office. It promotes regular attendance and punctuality. It also helps in checking truancy and gross indiscipline in staff. Now-a-days, electronic devices are commonly used for marking attendance and departure time for all employees.

**Library Records:** Library records are maintained separately by the Librarian, like stock register, issue register, etc. In fact, today many of the routine activities of Library are done using library management software. CDS/ISIS which stands for Computerized Documentation Service / Integrated Set of Information Systems; Koha is the free software library automation package. In use worldwide, its development is steered by a growing community of users collaborating to achieve their technology goals. Koha is a Full-featured ILS in use worldwide in libraries of all sizes. Koha is a true enterprise-class ILS with comprehensive functionality including basic and advanced options. Koha includes modules for acquisition, circulation, cataloging, serials, authorities, flexible reporting, label printing and much more.

**Stock Register:** It has the record of all equipments and materials available in the school including the laboratories. It also keeps information of all the movable property of the school. After the purchase of an item, it must be entered in the stock register and the unique number allotted to it in the register, is also marked on the equipment . This is to be supervised and verified at least once a year by the school Head. The verification helps to identify the missing items , if any, or damaged items which can be sent for immediate repair or replacement.

The register should contain the information as mentioned in the columns of Table 16.1:



Sl. No.	Name of the Article	Quantity	Date of Purchase	Name of Supplier	Purchase Order Details	Signature of Authority

**Property Register:** It is used to keep full records of permanent and nonconsumable items of school property.

**Cash Book:** It is a record of all money transactions occurring day-to-day in the school. Money received by the school from different sources like fees, fines, donations, stipends, scholarships, grant-in-aid, etc. are entered on the credit side. On the debit side, the payments like the salaries of the teachers, stipends, scholarships, contingent expenditure incurred, deposits made in the Treasury, bank and post office are shown. Balance is shown in red ink. It should be regularly written and the day’s business should be closed with the signature of the Head of the school. It is a record of financial transactions in schools. It gives information about income and expenditures. It promotes accountability and prevents corrupt practices. It should be kept up-to-date always.

**Potential of ICT in Record Keeping :** School records can be effectively and efficiently maintained with the use of ICT such as computers, digital libraries, email, Internet and so on in which information are stored and disseminated. ICT ensures easy availability of information and its retrieval. School record keeping is all about information collection, storage, retrieval, use, transmission, manipulation and dissemination. It enhances and enriches communication, decision-making and problem solving ability in the school system. It is ,therefore, necessary that this process be as accurate and accessible as possible.

Record keeping involves Database management by professional persons. The softwares like MS excel. MS Acess, MySQL, Fox Pro, etc. may be used to maintain Database in schools as it reduces data redundancy, data inconsistency and ensures data security and data sharing.

**Check Your Progress**

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

2) List records that help in understanding the growth and development of students.

.....  
 .....  
 .....

3) List the entries made in stock register.

.....  
 .....  
 .....

4) List any two database software.

.....

### 16.5.4 Paperless Administration

Paperless administration (or a “paper-free” office) means a ‘work environment’ in which the use of paper is eliminated or greatly reduced. Thus, a paperless environment would mean converting documents and other papers into digital form.

The paperless administration saves money, time and space. It makes information retrieval and sharing easier. It also boosts productivity besides saving time from paper work. Not only the cost of paper is eliminated in monetary terms, its environmental implications are ruled out.

With the current practice of computing on mobile devices, the use of paper in official works is steadily decreasing. This may be attributed to a generation shift; younger people are believed to be less inclined to printed documents, and more inclined to read them on a full-color interactive display screen. The initiatives of Government of India like “Digital India”, “Digilockers” and “travel tickets in digital form”, have helped in moving towards paperless environment. The goal of paperless administration in schools can be achieved through the use of ICT.

One of the tasks that schools face is allocation of duties to the academic and non—academic staff on periodic basis.

### 16.5.5 Allocation of Duties Among Teachers and Staff

One of the tasks that schools face is allocation of duties to the academic and non—academic staff on periodic basis. Thus, scheduling of duties and roles to all teachers and staff members is crucial to efficient school management. ICT helps in creating a schedules that maximize instructional time, provide time to meet the needs of the school students, provide time for staff to meet, plan, organize various curricular and co-curricular activities of the school. Use of scheduling tools ensures that the school resources are optimally utilized and schools function efficiently.

The scheduling and allocation of duties to teachers and staff needs annual and semester-wise scheduling. Thus, there is need to plan and schedule for one academic year called as School Calendar. This may be further specific as ‘Teaching time table’ and ‘Examination time table’. The co- curricular or extracurricular activities and the meetings with parents through PTAs may be allocated time.

Many software tools are available which help in allocation of work without overlapping. We discuss two of commonly used tools: Google Calendar and FET time table software.

**Google Calendar:** Google Calendar is web-based time and task-management online application that allows for access to calendars via web browsers. It can be used to create calendars for school activities that may be shared with all stakeholders like staff, parents, teachers, and students. It has many provisions, for example, reminders of scheduled activities can be sent via e-mail, text message, or pop-up messages within a web browser. This helps in ‘no missing’ or overlapping of work or time schedules.

Schools can use Google Calendar to manage time, coordinate projects, and share events with others. Academic departments, student clubs, and study groups can create and share Google Calendars. There can be schedules for classes and for individual users as well. There are many ‘view options’ like day, week, month, and year view of the calendar.

Teachers can create assignment schedules, project schedules, etc, to inculcate in learners the habit of timely submissions besides appreciating time management. For learners, Google Calendar offers a way to view up to date class information and helps in collaborating with others.

There are some software for generating schedules and timetables.

**FET:** FET is free software for automatically scheduling the timetable of an educational institution. It is free software, open source, licensed under GNU/AGPL. The term FET is the abbreviation of ‘Free Evolutionary Timetabling’. It is based on C++. Liviu Lalescu of Romania developed this timetable generator in 2003. There is continuous upgrade in the software, the latest being done in August 2017. The focus of updates are user friendliness and scheduling large variety of activities of all groups (classes/courses/ students).

Some of the features of FET are:

- fully automatic generation algorithm, allowing also semi-automatic or manual allocation.
- platform independent implementation.
- import form XML format; CSV format.
- export into HTML, XML and CSV formats.
- flexible student structure, organized into sets: years, groups and subgroups.
- allowing overlapping years and groups and non-overlapping subgroups. You can even define individual students (as separate sets) Time generation is done once all the relevant data of year, group, category, class, etc. are added . It can be generated in two ways: ‘new’ or ‘multiple variants’.

Similarly, view of timetable also has student view, teacher view, room view. Thus, it becomes easy to sort and plan activities.

Timetables can be viewed using web browser. They are saved in html format. (For details : <http://timetabling.de/manual/FET-manual.en.html>)

### 16.5.6 Students’ Portfolio

Portfolio is collection of artifacts of an individual which showcases individual’s set of abilities. When it is created or showcased in electronic form, it is called eportfolio. It shows the e-learning path and the progress of the learner as one goes learning more and more complex tasks. It facilitates the integration of learning as students connect learning with outcomes. It helps them understand their own learning.

Student’s e-portfolio includes any form of learning outcomes like text files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the learner’s abilities and platforms for self-expression. If maintained online, it can be maintained dynamically. It is a type of learning record that provides actual evidence of achievement.

**E-portfolios can be of different types:**

- i) **Developmental portfolios:** They exhibit the development of student’s skills over a period of time. They are like ongoing portfolios. They can be used for regular interaction between teacher and students and includes both selfassessment and reflection/feedback elements.

- ii) **Assessment portfolios:** They showcase student's competence and skill learnt over time and are refined enough to be evaluated. These are for end-ofcourse evaluation of student's performance.
- iii) **Showcase portfolios:** They demonstrate exemplary work and student skills on completion of the programme and have best outputs by the student. Students typically show this portfolio to potential employers to gain employment at the end of a degree program.

In all types of portfolios, self-reflection is very important for ensuring rich learning experience that e-portfolio development can provide.

In many areas of knowledge like Art, creative writing, evaluation is done mostly through portfolios as it is considered to be a purposeful compilation and reflection of one's work, efforts and progress. Portfolio is considered both as a learning as well as an assessment tool.

### Tools for creating e-portfolio

Any tool, which has the potential to showcase the artifacts, can be used for creation of e-portfolio. A simple portfolio can be created using presentation software like PowerPoint. There are many online and offline portfolio tools. One of the open source e-portfolio tool is Mahara, which is a fully featured web application to build your electronic portfolio. You can create journals, upload files, embed social media resources from the web and collaborate with other users in groups. It may be downloaded from <https://mahara.org/>

#### Activity: 1

Browse through some sample online e-portfolios. Create an e-portfolio showcasing two of your artifacts.

### 16.5.7 Managing Assessment and Evaluation

The examination process has undergone a revolution with the advent of ICT making it more effective and efficient. Use of ICT in evaluation involves the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback. ICT is used to create tests, record, provide immediate feedback, give grades, analyze them students' responses with reference to the quality and relevance of student's response besides helping teacher with learners analytics. Nowadays, ICT based assessment can be used to test a wide range of abilities and skills in students. Still there are a few skill-sets, especially in the affective domain, which might not be suitable for assessment through ICT. But this list is fast diminishing as more innovative uses are coming in. The use of Virtual Labs has helped students learn and their performance can also be assessed in virtual labs.

Geoffrey Crisp (2011) in the Teacher's Handbook on e-Assessment stated that the ICT based assessment can be undertaken:

- through many devices, such as traditional desktop computers or laptops, or portable communication devices such as smart mobile phones, iPads.
- by using a multitude of formats, including text documents or portable document formats, multimedia formats such as sound, video or images; it can involve complex simulations or games;

- in groups or individually by students.
- in synchronous or asynchronous manner.

Christine (2013) identified two conceptually different approaches to assessing Key Competencies using ICT. On the one hand, Computer-Based Assessment (CBA) approaches use multiple-choice questions, while on the other hand, technology-enhanced learning environments offer a promising avenue for embedded assessment of the more complex and behavioral dimensions of Key Competencies, based on Learning Analytics.

Many tools are available to design and development assessment online for learners.

**Content Authoring tools:** They also have inbuilt options for creating, administering and grading quizzes, and other formats of question for assessment as learner progresses through e-content. Tools like eXelearning, xerte, adapt and Learner Activity Management System (LAMS) are open source authoring tools and can create many assessment types like cloze, multi select, multiple-choice, true-false, fill-in the blanks, matching, drag and drop, etc.

**LMS based Assessment tools:** Learning management systems (LMS) like Moodle have functionality of creation, administration and management of question banks and items. The type of tests available are quite varied like essay, matching, embedded answers (cloze test / gap fill), multiple-choice, short answer, numerical, true/false, drag and drop, jigsaw, ordering, multi select, etc.

**Assessment tools:** There are assessment creation tools which can be used to create assessment which can be used innovatively by the teacher. Some of them are described here.

- The Hot Potatoes suite:*** It is freeware which includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web.
- Rogô:*** It is a complete assessment management system developed by University of Nottingham. It can be used to create and administer online assessments. This online system supports the full process from question and paper creation to the analysis of examination results and creation of reports. The question types can be multiple-choice questions (MCQ), multiple response, extended matching, flash interface, fill-in-the-blank, image hotspots, labeling, likert scales, ranking, script concordance test (SCT), text boxes, and true-false. It can be used for formative as well as summative examinations, surveys and several other examinations.

### Activity: 2

Find out two more assessment tools and make a comparative analysis of the features of these tools.

These tools can be used for continuous assessment as well as term end or final examination. There can be many variations to use online assessment and it is up to the teachers and administration to use appropriate ICT tools for conduct of examination. The concept of on-demand examination and walk-in examination is possible only due to use of ICT tools in examination.



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## 16.6 USE OF ICT IN FINANCIAL MANAGEMENT

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Financial management is crucial for well-being of any educational institution, be it a school/college/university. For effective functioning of the school, adequate funding for day-to-day needs is very important as well as for planning its growth and development. Finances lie at the pivot of any activity school undertakes. Any error in financial management has ripple effect on all the activities of the school. This has serious implication on the teaching-learning activities as well. The school principal is the authority for the day-to-day financial management of the school. The responsibility of monitoring and controlling school expenditure as per the sanctioned plan and budget lies with the school principal. The principal in turn report, on financial management, to higher authorities like to a board of trustees in case of private management or to officers in Directorate of Education of the Government in case of Government schools. The maintenance of financial records and their reporting is to be done by the principal.

### 16.6.1 Managing Students Fee Record

The unit responsible for fee collection is one of the most significant units of a school. Earlier all fees were collected manually and fee days were allotted for each class and section. Thus manual collection of fees involved handling of a lot of cash, issuing receipts and entering records. It was time consuming both for administration and parents. Thus fee management is one of the most important aspects of financial management of a school. ICT has influenced the way school fees are collected and managed.

**The School Fee Management System:** The School Fee Management System allows for fast data entry and faster voucher printing. It also allows for flexible fee structures so that multiple types of fee heads can be managed efficiently. It allows for creation of multiple fee schedules as per the need of the individual and the system. There must be multiple user logins with strict security and permissions. The fee management system can generate all variation of invoices needed in the system like monthly fee invoices; student wise fee invoices; class wise fee invoices; penalty invoices; paid/non-paid status reports; and generate auto invoice/ reports; print invoices/vouchers in PDF, Excel format; discount on fees/fine As discussed in earlier section, the fee module is part of many school management softwares, thus having integrated information and reporting with attendance module. Open Admin has Fee management wherein fees can be collected as per context or a pre-defined slab or category.

The School Fee Management System of Open Admin for Schools is user friendly and does not need high technical skills. A user can create fee structures, enter fee dues and receive payments. All the fee transactions are automatically updated in the system and integrated user updated information is created and updated which may be availed at any point of time.

In some systems, provision of online payment is there and thus facilitates both the parents and the management as the physical management of the cash is to be handled, sorted. Thus, depositing in bank is reduced.

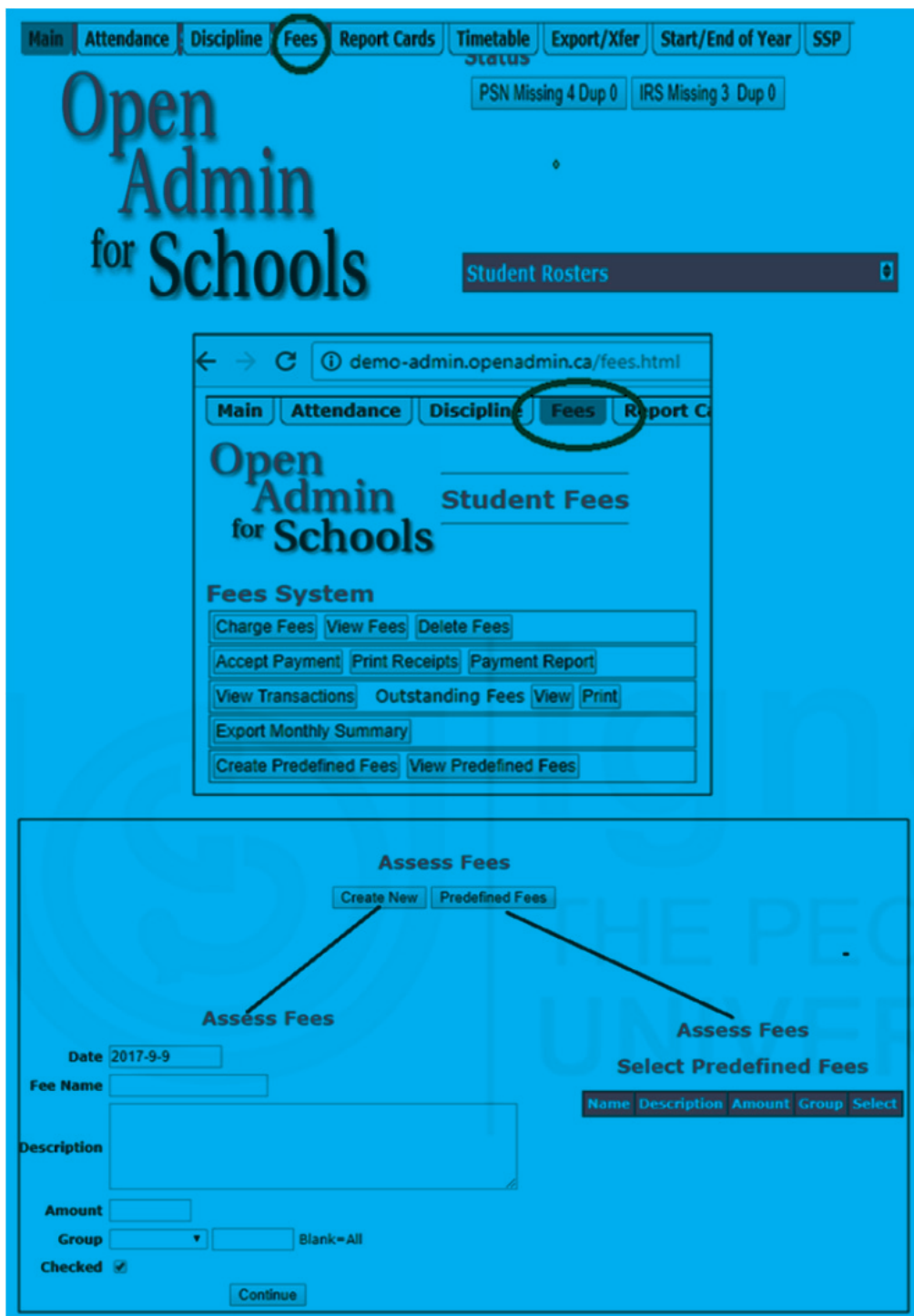


Fig. 16.7: Fee Management System in Open Admin for Schools

## 16.6.2 Managing School Budget

One of the main components of financial management of schools is the preparation of school budget. It helps in matching the finances available with the planning of development. It is also the process of allocation of the available resources to the prioritized needs of an organization. The budget is part and product of planning process. Since utilization of budget involves legal matter, the responsibility of utilizing budget is bestowed on competent authorities of the school. Preparation of school budget is an important activity of school administration. For a school, preparation of school budget is important for both planning and evaluation of school activities. It links school goals with instructional plans. For example, an activity based instructional plan will require budget provisions for the resources and infrastructure for conduction of the activity in the class. The link between instructional goals and financial planning is critical to effective budgeting.

There are softwares available for preparation of budgets for schools like School Budget Programme. It is a stand-alone solution that is designed to assist schools with the task of tracking department budget allocations that are dispersed among various teachers. It is tailor made for schools, and provides facility to track and manage departmental budgets. SBS Online is another budget management tool for education. It is secured cloud-based budget management system, incorporating budget planning and monitoring in one. It has provisions of planning, report generation; salary, budget monitoring, etc. It has provisions of contextualization as per the requirement. Another software is HCSS Budgeting, which has been exclusively designed by finance specialists dealing with education and helps schools and academies plan how to utilize their money. It can be used to forecast budgets up to five years in advance and allows schools to plan for changing circumstances, such as cuts in funding or increases in staffing cost. Schools and academies can use the software for day-to-day management of budget but it can also help with deficit recovery. HCSS Budgeting also links seamlessly with our accounting package i.e. HCSS Accounting, to allow finance teams to track realtime spending against planned expenditure.

### 16.6.3 Accounting

Information and Communication Technology (ICT), as in other fields, has significant applications in Accounting. Account management is one of most important functions of the financial activity. It helps in developing a systematic system to record financial transactions properly and to track them accurately. The entry of ledgers and cash books manually is replaced by the use of computers. Accounting software are available to keep track of single financial transaction and to report it whenever the need be.

There are many accounting software. An Accounting software stores and manages all data regarding the bank transaction as well as collection of student fee or any expenses. Details of vouchers and imprest money as well as total income and expenses are managed precisely by the accounting software module. A school accounting software easily maintains details of student fees, employee expenses, school expenses and covers all the financial activities. It provides an efficient solution to management of accounts .

GnuCash is a personal and small-business financial-accounting software, freely licensed under the GNU GPL and available for GNU/Linux. It is powerful and flexible and still easy to use, GnuCash allows you to track bank accounts, stocks, income and expenses. As quick and intuitive to use as a checkbook register, it is based on professional accounting principles to ensure balanced books and accurate reports. It has features of QIF/OFX/HBCI Import, Transaction Matching; Reports, Graphs; Scheduled Transactions; Financial Calculations; Double-Entry Accounting; Stock/Bond/Mutual Fund Accounts; Small-Business Accounting; Customers, Vendors, Jobs, Invoices, A/P, A/R. It can be downloaded from <https://www.schoolforge.net>

Free and open source software is SQL-Ledger® ERP which is a double entry accounting/ERP system. Accounting data is stored in a SQL database server. For the display, any text or GUI browser can be used. The entire system is linked through a chart of accounts. Each item in inventory is linked to income, expense, inventory and tax accounts. When items are sold and purchased, the accounts are automatically updated.

Many School Accounting software are proprietary software which are easily available and may be used as per requirement. Some of them are black baud;

School Accounting, Zoho books, MySchoolAccounting. SlickPie has free version as well as paid version.

#### 16.6.4 ICT for Resource Planning and Sharing

The use of ICT in resource planning and sharing necessitates management of ICT infrastructure. This infrastructure comprises a set of hardware, software, services, procedures, processes and persons. The infrastructure is not separated but it interacts with environment both physical and human for its optimum use. One of the initiatives of Government of India is E-Pathshala. It has been developed by NCERT. It showcases and disseminates all educational e-resources such as textbooks, audio- video programmes, periodicals and a variety of other print and non-print materials through website and mobile app. The platform addresses the dual challenges of reaching out to a diverse clientele and bridging the digital divide (geographical, socio-cultural and linguistic). It offers a comparable quality of e-contents and ensures its free access at every time and every place. All the concerned stakeholders such as students, teachers, educators and parents can access e-books through multiple technology platforms i.e. mobile phones (android and windows platforms), and tablets (as e-pub) and on web through laptops and desktops (as flipbooks).

All the NCERT books have been digitized and uploaded on E-Pathshala. Currently, the e-contents are available in Hindi, English and Urdu. States/ UTs are being approached to digitize and share all textbooks in Indian languages through this platform in a phased manner. Both web portal and Mobile App of e-Pathshala are available to all for use. (<http://mhrd.gov.in/ICT-Initiatives-e-Pathshala>).

#### ICT Managed School Processes

As discussed in the above sections, school should adopt ICT for their administration and management i.e. adopt or adapt e-governance. This will automate many school administration processes and thus there is need to build capacities for its implementation. The school based Management Information System (MIS) should be strengthened for optimum planning. It should be comprehensive, integrated and sustainable. The MIS will have all details of resources so that their use and sharing is possible both within the school and with other schools. The school local area network (LAN) can help in automating the school processes. A school local area network will help in automation of many office processes like maintenance of records, student related process, resource mapping, planning, sharing and using of existing resources. This will save on cost, time and effort.

These school based MISs will be integrated with the 'state- wide web' based School Education Management Information System. This in turn will be linked to a nationwide network of all schools wherein teachers, students, school managers, and the community would participate for collaborating and sharing digital repositories of tools, content and resources; professional development and continuing education platforms; and guidance, counseling and other student support services.

Thus, the integrated School Management Information System (School MIS) will emerge as a single window portal where all resources and other information related to the secondary school system are located for all to access and benefit from.

Such a Management and Information System (MIS) helps in research and analysis activities as well as planning and policy related issues. MIS facilitates universal access to information, content and resources.

The Central Board of Secondary Education (CBSE) developed a support system called ‘Saransh’ with a vision to improve children’s education by enhancing interaction among schools and parents. This support system assists them in taking best decisions for their children’s future (MHRD).

This tool allows schools through the available data analysis to identify areas of improvement in students, teachers and curriculum and take necessary measures to implement change by comparison of results.

The mobile App for Saransh was also launched in 2015 which enables the parents and students to look at and compare their results vis-a-vis school, state and national level. In fact “Saransh” was conferred with the e-India 2015 Award for ‘Best Government Initiative in Education’ (<http://mhrd.gov.in/ICT-Initiatives-Saransh>)

Another initiative ‘I-share for India’ which is an initiative for creation of educational resources pool for School and Teacher Education, includes mobile enabled Apps / Web based ICT supplementary resources of school education and teacher education in any Indian language.

### Check Your Progress

Choose the correct answer:

- 5) E-portfolio can be used for
  - a) Assessment
  - b) Developmental
  - c) Showcase
  - d) all of the above
- 6) E portfolio creation tool is
  - a) Mahara
  - b) Skype
  - c) Kaizala
  - d) All of the above
- 7) Which of these is not a tool for educational assessment?
  - a) Hot Potato
  - b) Audacity
  - c) Rogo
  - d) eXeLearning
- 8) Which of these is MHRD initiative for creation of educational resources pool?
  - a) I-share
  - b) Saransh
  - c) Shala Darpan
  - d) GIS mapping

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## 16.7 CREATING ONLINE COMMUNITY OF PARENTS, TEACHERS AND STUDENTS FOR EFFECTIVE MANAGEMENT

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together bring in all round development of a child. Therefore, communication between these two pillars of student development is very important. Therefore, sharing school activities with parents not only generates awareness and understanding among parents of the process and stages of development of their children but also they feel more connected to the growth and development of their children. This also makes them take an active role in the learning and development of their children.

Thus this communication and interaction between teachers and schools, and among parents is essential for building trusting relationships between two pillars of child's growth and development. This cultivates parental involvement in schools which has a positive impact on optimum, all round development of children.. The synergy between the two has important impact on their future.

This communication between teachers and parents has been there since long, but was intermittent through monthly or fortnightly Parent-Teacher Meetings (PTMs). This used to be one time interaction between parents and teachers and a continuous flow was missing.

With the advent of ICT, the scenario has changed a lot. There is a continuous interaction between the parents and teachers over various means of ICT. This has improved parental interest and involvement in schools' activities. Schools are investing more and more time, money and energy in the use of technological means of communication. Mobile, computer, internet have penetrated our lives and thus their uses are helping us in better communication amongst us. The home and the school are using more ICT devices. Similarly both teachers and parents are using and being more apt at using the electronic communication devices. The rise of social media, and mobile apps has made contact and communication almost instantaneous. Thus, ICT has helped in building and strengthening the home-school partnerships, which have helped in improving the educational activities in schools besides increasing the satisfaction of parents and the community with schooling of their children.

In fact all agree that parents' involvement in their children's education is a key factor in their children's all round development. Though there exists a wide range of parental participation -from low or no attention to too much attention, a teacher should strike a balance between ranges of parental participation so that students are encouraged to learn at all places, be it school or the home.

The point of communication between the parents and the schools could be many. It could be physical face to face interaction or through letter, or other means about which we will learn a little later. Let us first try to understand the zone/ sphere of communication between the parents and the teachers or the schools.

- Parents are expected to provide safe , healthy learning environment for the children to further their learning they acquired at school. This reinforces the concepts learnt at school and the children learn more efficiently. Schools conduct counseling sessions, workshops to make parents aware of the need to extend healthy learning environment at home as well. Further schools are also to find ways to encourage parents' involvement in children's assignments and homework.
- The school calendar has to be communicated to parents periodically , enabling them to know the activities and programs at school so that they can keep track of the children's progress a home.

- Parents are encouraged to take part, children's various school activities like career talk, betterment of the school 's effort to foster holistic development of children.
- There is also provision of parents' involvement in decision making, and in governance of school.

ICT plays a vital role in communicating and collaborating among schools, parents and the community. It has a whole range of tools to accomplish this role effectively. You certainly know about some of the tools which students, teachers, and parents frequently use these days to communicate and collaborate among them. Let us discuss some of these here.

**SMS and Instant Messaging:** Schools these days use SMS to pass information to parents about the attendance status of their wards. This enables the parents to know whether the child is missing the school and/or is playing truant. SMSs can be sent collectively to all parents if a common message is to be sent to all parents, otherwise individual SMSs can be sent as per the need and the context.

Now-a- days, instant messaging service like 'WhatsApp' is increasingly gaining popularity among teachers, students, and parents. Its character of simplicity and synchronous communication makes it easy for sending information to parents.

In fact, WhatsApp group has already become a collective community platform for all to share information or discuss any issue.

**Website or Blog:** At present it is mandatory for all CBSE schools to have and maintain their own websites. Essential information of the school such as: contact information, objectives, infrastructure, school rules, time table, staff lists etc. are clearly shown on the school website. The website should also show the monthly and yearly calendar with useful information about school trips, parent teacher meetings, get together evenings, and a map with pictures of activities with learners and teachers, etc.

Besides creating their own websites, some schools use free blogging services from Google and Wordpress to create Blogs which regularly disseminate important information to parents, students and public in general.

**E-mail Services:** E-mail has really revolutionized the way letters are sent and received. It has reduced the time considerably. Schools create a database of email ids of parents and send regular updates, and information. This is especially useful for those parents who do not visit website or blogs regularly. Class teachers can collect the e-mail addresses at the time of admissions and keep on updating and sharing the data with others on a common database.

Some schools have their e-Newsletter sent to all parents. This has a twofold effect. one-the students involved in preparation of NEWSLETTER learn the skills of collecting, screening, editing, composing, writing, etc, and secondly, the parents are kept informed of what is happening in the school.

E-mails can also be used by teachers whenever they need to communicate with students and/or parents. This may be used both for good news as well as problems faced by children.

The advantage with e-mail is that it can be integrated in LMS and the child's contribution to and reflection on learning through chats, discussion forums can be mailed to parents as well.

## Learning Management Systems (LMS) and Virtual Learning Environments (VLEs):

LMS, as the name suggests, is a system which manages the content and the teaching-learning activities organized online. LMSs have own inbuilt communication modules to interact with teachers and learners, which in turn can be monitored by parents at home. MOODLE is one of the popular open source LMS. You can easily explore the features of MOODLE from its website at [www.moodle.org](http://www.moodle.org). Many schools are using LMS for keeping the parents updated about the teaching-learning processes in school. Schools use MOODLE to inform parents about teaching-learning happening in their wards' classes.

A VLE is a software system designed to create online learning environment. This supports teaching and learning in an educational setting. It needs good Internet connection to support online classes. Online classes are not generally organized by schools but other features like assessment, discussion forums, and assignments are done through the VLE. Learning analytics and the tracking tools help teachers to provide learners help at the right time.

**Social Networks.** Schools also use social media like Facebook, Twitter or Instagram to communicate with parents. Since children use these sites, parents get to see and keep track of the sites children find pleasure in. Facebook is a social networking site which allows members to share information, pictures, etc. individually or in group pages. The privacy settings can be adjusted to make it open to public or keep it private. Thus, it is possible to make groups class 30

**Support Systems, Legal and Ethical Issues** wise, theme-wise on Facebook and share information with each other. It is user friendly site and many parents already have a Facebook account. An interesting website to teach parents to use Facebook is <http://facebookforparents.org/>. Media Sharing: There are a number of sites, which may be used for sharing media with each other. YouTube is the most common and widely used video sharing site. Schools can explore its use to communicate with parents by sharing videos on different awareness programmes, videos related to child rearing practices, soft skills, etc. Podcast is another important media which can be listened to while doing daily routine activities. School related audio programmes, motivational and informational talks may be shared through podcasts. Many podcasting sites are available on the Internet and they may be explored. Similarly, slide presentation by teachers, management as well as parents may be shared through slide sharing sites like Slidehare. Images, which could be school related programmes, proceedings of new events, etc. may be shared on wikimedia, flickr or other picture sharing sites.

**Online Groups and Forums:** Online groups or forums are very important way of communicating and building community of like-minded people. In the context of school, parents, teachers, students can form online groups. Communicating with community members and parents are made easy using forum and e-mail groups like Google groups and Yahoo groups. Schools can create specific group of parents using Google or Yahoo services to communicate with each other and among parents. It is also possible to share files among the group members. Thus, the above ICT tools can be used for creating a community which will facilitate learning in schools, homes and the community

### Check Your Progress

- 9) MOODLE is a
- a) Online survey tool
  - b) Open Source Learner Management System
  - c) Budgeting software
  - d) security device
- 10) VLE stands for
- a) Value Loaded Environment
  - b) Virtual Learning Exercise
  - c) Value Learning Environment
  - d) Virtual Learning Environment
- 11) Which of these is not a social media tool?
- a) WhatsApp
  - b) Facebook
  - c) FETA
  - d) Instagram

## 16.8 LET US SUM UP

ICT plays a vital role in improving the functional effectiveness of educational system i.e. school management. Management involves five basic functions: planning, organizing, coordinating, commanding, and controlling. It can be applied across the area and discipline. Educational Management needs managers with multi-skill sets. Broadly, ICT can be used for three major areas of educational management : Learner related like admissions; Teacher related like using it for teaching-learning activities ; and School Functioning like recruitment and work allotment. School management involves many processes like planning, budgeting, accounting, preparation of timetable, collection of student fees, staff management, resource management, communication with parents and community. There are many school management software like FeKara; TS School; Fedena; SchoolTool: Open Admin for Schools, which help in organizing information and making its retrieval efficient. Government of India has taken an initiative- Shala Darpan which is school Management software towards e-Governance. Enterprise Resource Planning (ERP) brings in efficiency in managing any system; it is very useful for school management. It has many advantages like being cost effective; better organization of data; security of data; automation of basic administrative processes; management friendly; supports pedagogy. In fact, school record keeping is all about information collection, storage, retrieval, use, transmission, manipulation and dissemination for the purpose of enriching communication, decision-making and problem solving ability in the school system. Using ICT in keeping school records helps to facilitate and enhance the administration of the school towards achieving the goals. Scheduling software like Google Calendar can schedule meetings and events with co-workers, just as old calendar application.

Students' portfolios are used for self assessment as well as term assessment. Many ICT tools are available to design online assessment. It is also useful in financial management like for budgeting, accounting. ICT tools like email, social media are being used to create online community of parents and teachers.

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## 16.9 SUGGESTED READINGS AND REFERENCES

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- Geoffrey Crisp (2011). Teacher's Handbook on e-Assessment. Australian Learning and Teaching Council Ltd, an initiative of the Australian Government retrieved from [http://transformingassessment.com/sites/default/files/files/Handbook\\_for\\_teachers.pdf](http://transformingassessment.com/sites/default/files/files/Handbook_for_teachers.pdf)
- Redecker Christine (2013). The Use of ICT for the Assessment of Key Competences. Luxembourg: Publications Office of the European Union retrieved from [https://www.academia.edu/6470937/The\\_Use\\_of\\_ICT\\_for\\_the\\_Assessment\\_of\\_Key\\_Competences](https://www.academia.edu/6470937/The_Use_of_ICT_for_the_Assessment_of_Key_Competences)
- Open Admin for Schools retrieved from <https://www.schoolforge.net/education-software-download/open-admin-schools>

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## 16.10 ANSWERS TO CHECK YOUR PROGRESS

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- 1) i) False.  
ii) True.  
iii) False  
iv) True
- 2) Cumulative Record,
- 3) Name of the article; Quantity; Date of purchase; Name of Supplier; Purchase order details; Signature of Authority
- 4) MS Access; MySQL.
- 5) D
- 6) A
- 7) B
- 8) A
- 9) B
- 10) D
- 11) C