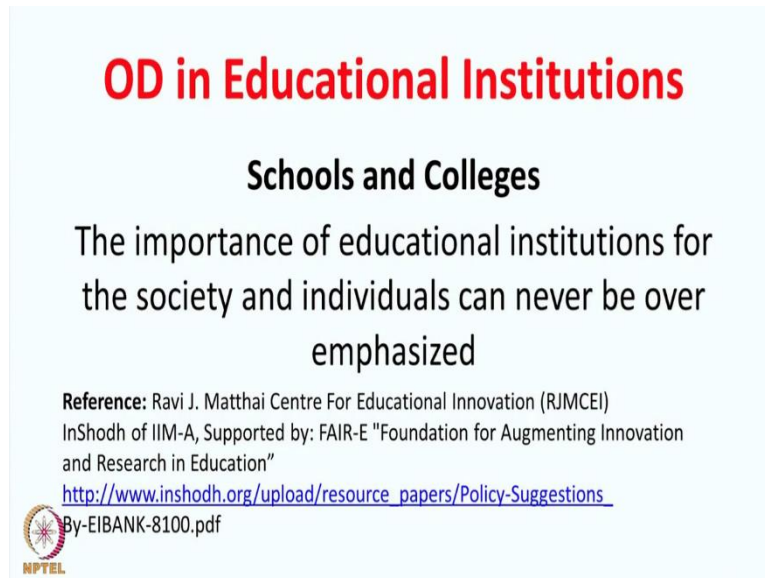


**Organization Development and Change in 21st Century**  
**Prof. Ashish Pandey**  
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**Lecture – 36**  
**Organizational Development in Educational Institutions**

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**OD in Educational Institutions**

**Schools and Colleges**

The importance of educational institutions for the society and individuals can never be over emphasized

**Reference:** Ravi J. Matthai Centre For Educational Innovation (RJMCEI)  
InShodh of IIM-A, Supported by: FAIR-E "Foundation for Augmenting Innovation and Research in Education"  
[http://www.inshodh.org/upload/resource\\_papers/Policy-Suggestions\\_By-EIBANK-8100.pdf](http://www.inshodh.org/upload/resource_papers/Policy-Suggestions_By-EIBANK-8100.pdf)

 NPTTEL

Now, we will talk about OD in Educational Institutions. Importance of educational institutions for society and individuals can never be over emphasized. So, content for this part of the session is majorly drawn from the work conducted in the Ravi Matthai Centre For Educational Innovation in IIM Ahmedabad.

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## Current Challenges in Educational Institutions

Debate about educational delivery systems and their related outcomes:

- Job orientated education
- Education for community building
- Character building with traditional vs modern values
- Preparing job seekers or job creators
- Emphasis on academics vs focus on other aspects like values, skills
- Quality education vs making the basic education available to the masses (Ex. RTI)




First of all, we need to recognize that there are so many lines of debate about educational delivery system in India. So, these debates are related to job orientation or job orientedness of the education; education should be for community building or only for earning living. There also debates about character building with the traditional values or with the modern values. Debates are also about preparing job seekers or job creators in our education system.

We also see debate and a very passionate discussion about emphasizing on academics versus focusing on the many other aspects of development like values and skills etcetera. So, in terms of the policy related debates a quality education versus making basic education available to the masses, this is also a very important debate.

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## Result of Espoused Value and Outcomes of Education

- Government schools
- Central Government schools
- Private schools
- International schools
- Gurukulas
- Home schooling



As a result of the different aspirations and different espoused value of education, many subsystems have evolved in the Indian society. So, we see a large number of government schools, we also see state-owned schools and the centre government schools like Navodaya Vidyalaya or KV. We also see emergence of a large number of or sometimes they are a chain of private schools. There are many other boards in the category of international schools.

And, many of you might be surprised that in India there are still a lot of Gurukuls operating. They focus on the traditional wisdom and many of them are integrating the traditional wisdom with the modern education. And, they primarily emphasize on creating job givers and preparing people for self-employment rather than becoming a job seeker and there are more than 8000 Gurukuls operating in India.

We also see the emergence of the trend of home-schooling. So, there are small groups which prefer home schooling for their kids. So, as a result of the different positions in the debate what we mentioned in the previous slide, we also see the emergence of different types of schools and education systems in India. The first part of the session on OD in education sector is primarily focused on school education.

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## Education in India: traces of Industrial Age combined with Colonized Past

- Ethos of assembly line based system applied to the schools: Centralization, standardization, hierarchical top down management, a rigid sense of time, and accountability based on the adherence to the system.
- Education system erected in the colonized India aimed at preparing the clerks to carry out day to day activities under their colonial supervisors



If we look at education system in India, we see two very important historical features which have affected the design of this system. One feature is related to the ethos of the assembly line-based system that was applied in the industrial era that came up with industrialization.

So, the features of industrialization like centralization, standardization, hierarchical top-down management, rigid sense of time, accountability based on adherence to the system, all these features are basically the legacy of industrialization process and a legacy of the industrial era. And, that has also entered into the education field.

In India, particularly modern education system was erected by the Britishers who colonized India for a very long time. And their primary objective was to prepare clerks or class 3 employees, who can carry out and take the instructions from their supervisors, who were either Britishers or confidants of Britishers and their job was just to interpret the rules and regulations and sometimes implementing those.

So, many features of the education system which are centralized, sometimes not very learning centric, can be traced back to these two factors.

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## Changing Conditions of School Education in India

In government schools

- Teacher related

*Role expansion, Efficacy of teachers' training*

- Infrastructure related

*Lag in infrastructure demand and requirements,*

- Student related



*Enrolment ration, Learning outcome*

We also see changing conditions of school education in India. If we look at government schools, there is a very massive role expansion of the teachers working in the government schools. Efficacy of the teacher training is also under question.

Infrastructure related issues; there has been many interventions, there has been many policy initiatives like operation blackboard and few others to provide the physical infrastructure. But, still a large number of schools are still lagging in the infrastructural demand and requirements for proper education.

There are also student related issues like enrolment ratio or learning outcome that can be related to governance as well as the teacher related issue. But learning outcome is also one of the important concerns in the education system in India. Having said that, we also need to recognize that there are lots of islands of the excellence in education system and particularly school education system.

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If you want to know more about it please visit the website of INshodh. This is supported by a FAIR-E the Foundation of the Augmenting Innovation and Research in Education, and this is posted on IIM Ahmedabad website, please have a look at it.

This site has a comprehensive record of more than one thousand innovations in the field of education and many of them can be categorized as OD interventions. These are related to increasing the attendance of the students, increasing the enrolment ratio of the students, increasing their learning outcomes. This is a repository and anyone who is interested in school education must have a look at it.

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## OD Intervention: In Schools in India

- Governance
- Teacher Development
- Public-private partnerships in ancillary educational services




If we categorize OD interventions in schools in India, we can classify three types of OD interventions required in the school education in India. These interventions are related to governance, teacher development, and public-private partnership for the ancillary educational services particularly.

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## OD Intervention: In Schools in India

**Governance: every institution should have a governing body that is accountable to its stakeholders**

- The purpose of an educational institution,
- System development,
- Needs to include the major stakeholders.
- Accountability will have to be ensured in both quantitative and qualitative terms (its connection with teacher training system, the IT support system, the curriculum resources system, and so on)
- Benchmarking of an institution through reviews of the achievement of purpose (transparency on matters of institutional performance)
- In an environment of constrained resources, institutions that are accountable should be eligible for special incentives and resource support.
- Likewise, institutions that have honest intentions of accountability and are moving towards it may need incentivization



Now, we will look at these three things in detail. So, governance; governance means every institution should have a governing body that needs to be accountable to the stakeholders.

But how the governance should take place; what are the prerequisites for effective governance. Even if you have the body there are some prerequisites required.

Even if you have the formal governing board which has the representation of the different stakeholders, there are some prerequisites to make this governance system effective. And, these prerequisites have properly identified and articulated purpose of the educational institution. We cannot develop only one or few actors in the system.

So, governance should be geared up to enhance the overall education system which includes parents, school teachers, school management, community within which that school is located. There is a need to include major stakeholders to have their perspective because they are the providers of insights about how to enhance the system, what are the indicators of effectiveness of the system.

Accountability also needs to be ensured both in terms of quantitative as well as qualitative aspects. So, that may include the connection with the teacher training system, the IT support system, the curriculum resource system etcetera.

Benchmarking of institutions through review of the achievement and purpose can be an excellent OD intervention. But for benchmarking you need transparency in the matters of institutional performance. In an environment of constrained resources, institutions accountable should be eligible for special incentives. Institutions which are using the otherwise scarce resources more judiciously and more effectively must be recognized and incentivized

Institutions that have honest intentions of accountability and are moving towards higher levels of outcome also need to be incentivized.



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## OD Intervention: In Schools in India

### Cont...

**Teacher Development: Teachers should be valued participants in their professional development**

The professional development systems in the country have been much criticized for their inability to reach out to all those in need, the high costs they entail, and the methodologies and curriculum they use.

In spite of facing the same contextual constraints that all teachers face, there are some who are islands of excellence, across the country. Drawing on their experiences to develop a more relevant professional development curriculum, and using new methodologies that combine internet with face-to-face interaction to overcome the barriers of reach and cost, are the desirable directions of policy as well OD.



There can be a very significant OD intervention in terms of teacher development. The professional development system in the country has been criticized for their inability to reach out to all those in need, the high cost they entail and the methodological and curriculum they use.

We need to recognize that teachers can be valued participants in the professional development. Why? Because, in spite of facing the same contextual constraints that all teachers face, there are some who are islands of excellence, and they are there across country. They are there in private schools, they are in large number in the government schools or public schools.

So, drawing on their experience to develop a more relevant professional development curriculum and using new methodologies that combine internet with face-to-face interaction to overcome the barrier of reach and cost, these are the desirable directions for OD intervention in a teacher development field.

The INshodh website has a large number of OD interventions documented and most of these case studies come from government schools. Those insights which are nested in these case studies can be incorporated and a more effective curriculum can be designed for teacher development.


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## OD Intervention: In Schools in India

### Cont...

**Public-private partnerships in ancillary educational services**

- Attention to the non-cognitive competencies of the children in the public system is to be found only in the islands of excellence.
- Given the lack of skills and capacities within the public system, private-public partnerships for the ancillary services that support education.
- Monitoring, IT support, part of the academic support, assessment of educational outcomes, assessment of non-cognitive skills like motivation, are best implemented through such partnerships which are performance based contractual arrangements.
- It is not fruitful to argue about whether private schools are “better” or why government should not implement the ancillary services through its own machinery.

 A more open approach which recognizes that public schools are located in a disadvantageous ecosystem and need support through relevant partnerships with others.

Third and very important aspect of OD intervention in schools can be public-private partnership. We know that attention to non-cognitive competencies in children in the public system is found only in the islands of excellence. Structurally or formally the attention to non-cognitive competencies development of the students is very less in most of the schools in India.

So, there is a scope to enhance the public-private partnership in that field. Given the lack of skills and capacities within the public system, the private-public partnerships for ancillary services that support the education can also be a very important avenue for this partnership. This can be done in monitoring process, IT support, part of academic support, assessment of the educational outcome, assessment of the non-cognitive skills like motivation.

These can be best implemented through the public-private partnership. They are performance based; there can be performance based contextual arrangement to ensure that that this partnership delivers the desired result. It is not fruitful to argue about whether private schools are better or why government should not implement the ancillary services through its own machinery.

A more open approach which recognizes that public schools are located in the disadvantageous ecosystem and need support through relevant partnership with others can be very helpful in strengthening the governance system, ensuring proper measurement of

the outcomes and also ensuring some of the educational inputs are being provided to the students which are not covered in the formal education system now till now.

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## OD Interventions in Institutions of Higher Education

- Diagnosis in different streams (need for nations, society and industry)
- Vision for the system and for the institutions
- Administrative Interventions for learning centered system
- Teacher Training in Higher Education
- Harnessing tacit and explicit knowledge in society
- Industry Academics Interface
- Optimum use of technology

**Interventions:** Academic Leadership Program, TEQIP, Appreciative Inquiry based interventions, Proposals in National Education Policy,



Let us talk about the possibility of OD interventions in the institutions of the higher education. Higher education system in India is also signified by some of the islands of excellence and then a large number of educational systems working at the level which is below the level of excellence demonstrated by some of the great institutions in India.

OD intervention for higher education must start with proper diagnosis of the different streams like what is the need of the nation, what is the need of the society, what is the need of industry and how education system or higher education system or higher education institutions can meet those needs.

In order to provide that kind of service or output, vision for the educational system or the educational institutions must be well articulated. According to that vision the administrative interventions for learning centre system should be introduced. Teacher training is also perhaps equally important in higher education. Higher education teacher appointment happens primarily based on their research work or based on their academic qualification.

Many of them may be effective as a teacher in the classroom with their natural competency, but there is a possibility of a lack of competency in terms of engaging

students in an interesting way and for that teacher training has enough scope to be introduced as OD intervention in the higher education field as well.

Higher education not only involves dissemination of knowledge, but also requires knowledge creation. Knowledge creation happens in typical research related activities. Most of the research activities are primarily based on modern science or primarily based on the content being created or knowledge being created in the western world in last 200 years.

But, country like India also has a lot of tested and explicit knowledge retained or nested in its systems, in its tradition. In order to become a knowledge-based society it is important to not only work on so called contemporary knowledge systems, but also harness the potential of knowledge nested in the traditions of this country.

Industry-academic interface is a significantly missing component in the higher education system in India and collaboration related OD intervention are very useful to strengthen the industry-academic interface. In view of the large number of entrants in the higher education system India needs lot of interventions in the higher education related to technology. Technology can be very helpful in meeting the very fast increasing demand of higher education in India.

There are some interventions worth noting which are being started by MHRD or some other bodies in the higher education. For example, academic leadership program is introduced under the Madan Mohan Malaviya mission. TEQUIP is again a very important initiative to strengthen human capacity and also the infrastructure in the institutions of higher education.

Appreciative inquiry-based intervention can also be very helpful in making the education system identify their own vision and systematically working towards realizing those mission in a collaborative, in a team-based environment. Some of the very powerful interventions suggested in the national education policy are related to governance, related to ensuring the learning outcomes, related to the management of education system and development of the management system.

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## OD in Educational Field: Key Ideas

- Society and industry focused diagnosis
- Governance
- Learning centric system development
- Teacher Development
- Public-private partnerships in ancillary educational services
- Technology supported flexible system
- Preparing our society to be knowledge and innovations centric



So, some of the key ideas about OD in the education fields are that society and industry focused diagnosis is important to strengthen the education system and education institutions. Governance is a very important component for OD in education field whether it is a system or education institution.

Making the system more learning centric, importance of the teacher development, importance of the public-private partnership in ancillary educational services, technology supported flexible system and creation of the flexible system; preparing our society to be knowledge and innovation centric society, these are some of the key ideas which must be considered when we are talking about OD in the educational field.