# UNIT 6: DISTANCE EDUCATION AND ADMINISTRATION

## UNIT STRUCTURE


6.1 Learning Objectives

6.2 Introduction

6.3 Concept of Educational Administration

6.3.1 Definitions of Educational Administration

6.4 Nature of Educational Administration

6.5 Classification or Types of Educational Administration

6.5.1 Distinction between Educational Administration and other Types of Administration

6.6 Functions of the Administrative Organisation of ODL

6.6.1 International Organisations

6.6.2 National Organisations

6.7 Let Us Sum Up

6.8 Further Reading

6.9 Answer to Check Your Progress

6.10 Possible Questions


## 6.1 LEARNING OBJECTIVES

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

- explain the meaning of Educational Administration
- Identify the Distinction between Educational Administration and other Types of Administration
- illustrate the various role of organisational set up of open and distance education

## 6.2 INTRODUCTION

This unit introduces us to some basic concepts of administration of distance education as a whole. This unit also distinguishes educational administration from other types of administration and describes the various

areas of educational administration. As a process of development, through Education an individual acquires knowledge, skill, attitudes and behaviour that would help him/her to adjust and lead a meaningful life in the society. However, the task is not so easy. That is why, the society entrusted the responsibility of educating an individual to some organizations or institutions. But, there must be a systematic procedure or a machinery to run or manage an organization smoothly. Thus, administration is a procedure or machinery through which the manifold functions of an institution or organization are managed or run. Educational administration is a comprehensive effort to direct, guide and realise the specific goals of education. To understand clearly what it means, we shall have to first go through the meaning and definition of educational administration. Besides, it is very pertinent to know the various administrative and organisational set up which have been formed for supporting and mobilising the ODL systems across the world as a whole.

## 6.3 CONCEPT OF EDUCATIONAL ADMINISTRATION

Education is a complex process which involves different components such as pupils, teachers, employees, building, money, equipment, rules and regulations etc. All these components have to be managed properly in order to run the entire process smoothly. Educational Administration deals with all these components of education and integrates the different parts into a comprehensive whole for the smooth functioning of educational process.

We all know that for any process to run, we need different components, a proper procedure and a machinery to fulfil its specific end in view. Educational administration is a comprehensive effort to integrate different components of education to achieve the aims and objectives of education. It is a dynamic side of education, which generally deals with the educational practices. Educational administration always deals with an educational organization or institution right from school, college to the university or any other institution of higher learning. It also deals with the different aspects of education such as planning, decision making,

implementation of educational policies, evaluation, framing and implementing rules and regulations of the institution, finances, and different problems of pupils, teachers, employees and above all, realization of some specific aims of education. Thus, educational administration deals with the total management of an educational institution or organization and the main purpose of educational administration is to apply the procedure of organising, ordering, facilitating and improving the efforts of the people associated with the task of implementing the ultimate goals of education.

### 6.3.1 Definitions of Educational Administration

After understanding the meaning of educational administration, it would be useful if we go through some of the definitions of educational administration as put forward by different educationists.

- According to Graham Balfour, "Educational Administration is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state under conditions which will enable the pupils best to profit by their training."
- According to Jesse B. Sears, "In education, administration contains much that we mean by the word government and is closely related in content to such words as superintendence, supervision, planning oversight, direction, organisation, control, guidance and regulation." associated efforts of a group of individuals brought together to realise certain defined purposes."
- According to Grayson Kefauner, "Educational Administration approaches statesmanship when there are clearly formulated long term policies and objectives and when day to day activities and problems are dealt with under the guidance of the perspective is given by such long term policies."
- According to National Society for the Study of Education (NSSE), "Educational Administration is a social statesmanship which guides educational activities, plans programmes and facilities,

and provides leadership in a long term but broad social perspective."

After going through the various definitions given by different educationists, it must be clear to us that educational administration renders service to the society in its march towards progress at the societal and individual levels. It is concerned with all the activities that assist fullest utilisation of resources, for education and its purposes through the procedure of organising, facilitating, ordering and improving the efforts of the people in the realization of the aims of education.



**LET US KNOW**

- Educational Administration deals with all the components of education and integrates the different parts into a comprehensive whole for smooth functioning of the educational process.
- The main purpose of Educational Administration is to apply the procedure of organising, ordering, facilitating and improving the efforts of the people through which the ultimate goals of education can be realised.
- Educational administration renders services to the society for its progress and for that of the individuals too.



**CHECK YOUR PROGRESS**

**Q 1:** What do you mean by administration?

.....

.....

**Q 2:** Is there any relationship between education and administration?

.....

.....

**Q 3:** Write one definition of educational administration as coined by one of the famous educationists.

.....

.....



**ACTIVITY 6.1**

Provide a definition of educational administration in your own words.

.....

.....

## 6.4 NATURE OF EDUCATIONAL ADMINISTRATION

Educational administration is a comprehensive effort through which the goal of education can be realised. In other sense, through educational administration, the progress of a society as well as that of the individuals can be achieved. In its ambit, it comprises the concerned people such as teachers, students, parents, employees and the resultant coordination amongst them. In addition, it also encompasses all the available resources through maximum utilization of which the goal of education can be realised. Through educational administration, the process of organising, ordering, facilitating and improving the work nature of the people can be obtained through the ultimate fulfilment of the aims of education.

## 6.5 CLASSIFICATION OR TYPES OF EDUCATIONAL ADMINISTRATION

Different educationists classify educational administration in different ways. Generally, we can classify the educational administration into two types i.e.

- External Administration
- Internal Administration
- **External Administration:** By the term external administration, we mean

the administration which is imposed on the educational institutions from outside, that is, by the Government or some other statutory bodies. The concerned educational organization or institution should strictly follow these administrational rules and regulations. Some of the issues related to external administration are: framing of rules and regulations for the institutions, selection of textbooks, selection criteria of the faculties, framing of curriculum, payment structure of the employees, fixation of total working days etc. All these above mentioned directives are decided and controlled by the external authority so that uniformity prevails amongst all the educational institutions. These also help to manage the educational institutions systematically and in a planned manner. Example of external administration are: University Grants Commission, Government Department of Education directives on the universities, colleges, schools etc.

- **Internal Administration:** Internal Administration means that administration which is framed and managed by the head/principal along with his/her assistants comprising colleagues and students to maintain the day-to-day activities and programmes of the institution concerned in accordance with the laid down rules and regulations of the external authority. In other sense, it indirectly helps or aids in smooth functioning of the external rules and regulations imposed on the institutions.

Apart from the above classification, we can also classify educational administration in a different way. It can be typed into,

- Democratic Administration
- Autocratic Administration

- Democratic Administration is that administration where the educational institutions are set up, organised and where they function according to the democratic principles and values. In democratic administration, the educational institutions strictly follow the main principles of democracy i.e. the principle of equality, freedom, justice, cooperation, recognition of individual work, sharing responsibility, leadership quality etc are all emphasised by the educational institutions. The main aim of this type of administration is to develop the individual as a democratic citizen of

the country who gives priority to individualistic as well as societal development.

- Autocratic Administration, is a centralised set up where the authority or the head of the institution exercises full power and control over the organization comprising the faculty as well as the students. Rooted in classical theory of human organization, this type of administration entirely depends on the decision of the head of the institution and all the other factors like faculties and students are mere passive instruments. The head of the institution decides on the rules and relations of the institution, prepares the course content, takes decision on the text books and plans and manages all the activities of the institution according to his/her own views.

### 6.5.1 Distinction between Educational Administration and other Types of Administration

All types of administration basically have the same objective i.e. to realise the goal through utilization of all the resources in hand. It ranges from defence, trade, and industry to all spheres of human development thereby involving all the concerned groups of people or the entire humanity. Some of the factors, which differentiate educational administration from other types of administration, are goals, purposes or motives, methods and techniques and evaluation.

- **Goals, purposes or motives:** General administration, or other types of administration basically aim at the maintenance of rules and regulations through which law and order can be enforced but educational administration aims at the development of human personality through which the entire human welfare and prosperity can be realised. In other types of administration, no effort or attention is given for the inner development of the individual, as it is not based on ethics and philosophy. On the other hand, educational administration is strongly rooted in clear philosophy

- **Methods and Techniques:** Methods and techniques play a crucial role in framing the administrational policies. In case of educational administration, the main thrust is given in the welfare of the people, so the nature of the methods and techniques applied here is mostly persuasive. But the methods and techniques applied in the other types of administration are mostly authoritative and dictatorial. Though authoritative measures are very much essential in running an administration yet the main difference between the educational and other types of administration lies in the measures of democratic principles that are applied in the educational administration for the welfare of its people.
- **Evaluation:** Evaluation is one of the most important factors to know the result or progress of any activity. It is the qualitative and quantitative measurement of any activity. In other types of administration, the evaluation process is very simple and objective but in case of education it is very complex because it deals with human personality. Therefore, standardised tools are prepared to measure the human personality in different ways to give a holistic and accurate evaluation result.



**LET US KNOW**

- Through Educational Administration, the progress of a society can be achieved as well as that of the individuals.
- External administration means that administration which is imposed on the educational institutions from outside that is by the Government or some statutory bodies.
- Internal Administration means that administration which is framed and managed by the head/ principal along with his/her assistants comprising colleagues and students to maintain the day-to-day activities and programmes of the institution in accordance with

the laid down rules and regulations of the external authority.

- Democratic Administration is that administration where the educational institutions are set up and organised and thus functions according to the democratic principles and values.
- Autocratic Administration means a centralised set up where the authority or the head of the institution exercises full power and control over the organization comprising both the faculty and the students through discretion.
- Some of the factors that differentiate Educational Administration from other types of Administration are as follows: Goals, purposes or motives, Methods and Techniques, Evaluation.



## CHECK YOUR PROGRESS

**Q 3:** Describe briefly the nature or characteristics of educational administration.

.....

.....

**Q 5:** How do you classify educational administration?

.....

.....

**Q 6:** Is there any difference between democratic administration and autocratic administration?

.....

.....



## ACTIVITY 1.2

Enumerate the characteristics of modern Democratic Educational Administration.

.....

.....

## 6.6 FUNCTIONS OF THE ADMINISTRATIVE ORGANISATION OF ODL

In ODL, there are some prominent national and international organisations/bodies that try to enhance the functioning of open and distance learning. In different parts of the world, organisations and agencies such as COL, ICDE, AAOU etc. have been playing a major role in providing the guidelines for the functioning of the administration, curriculum development, enhancing the capacity of the institutions for conducting the research, providing and offering fellowships, sponsorships for faculty development, offering open courses and MOOCs for creating knowledge movement and equipping the lifelong learners with the changing scenario of 21st century. Similarly, in a country like India, the Distance Education Bureau (DEB), under UGC provides important guidelines for the functioning of the ODL institutions. The following is a detail discussion on some of the important International and National Organisations and Agencies which have been playing significant role in the field of ODL.

### 6.6.1 International Organisations

- **Commonwealth of Learning (COL):**

The Commonwealth of Learning (COL) was established in 1987 by the Commonwealth Heads of Government with a vision of "to create and widen access to opportunities for learning, making use of the potential offered by distance education and by the application of communication technologies to education." Hosted by the Government of Canada with headquarters in Burnaby, British Columbia, COL is the world's only intergovernmental organisation solely concerned with the promotion and development of distance education and open learning in the commonwealth countries. The organisation is governed by a distinguished Board of Governors who hail from around the Commonwealth with leadership quality and expertise in a wide range of areas. Presently, this organisation is

led or headed by Professor Asha Kanwar, COL's fourth president. The objectives of COL can be discussed in terms of the following:

- COL's greatest impact is in supporting efforts to provide Commonwealth citizens greater access to quality education and training through open, distance and technology-enabled learning, thereby allowing them to benefit from improved livelihoods, greater gender equity and overall economic, social and cultural development leading to sustainable development.
- COL is committed to promoting equitable access to quality lifelong learning for all- believing, in effect, that access to learning opportunities will lead to progress in achieving sustainable development.
- COL values and maintains an organisational culture that is respectful, ethical and fair.
- COL remains committed to an enduring vision-that is to emerge as the foremost global agency that promotes learning for sustainable development.

COL's mission is to help governments, educational institutions and organisations expand the scale, efficiency and quality of learning by using appropriate open, distance and technology-based approaches. COL has regularly consulted its focal points in preparing its strategic plans, particularly for Asian countries like Bangladesh, India, Sri Laka, Pakistan since its inception in 1988. These plans include making relevant frameworks in order to bring the institutions to the door steps of the learners, enhance Technology-enabled learning, judicious use of Open Educational Resources in order to democratise education in both developed and developing worlds, bring down the digital divide, increase the literacy rate and so on.

- **Asian Association Open Universities (AAOU):**

Founded in 1987, the Asian Association of Open Universities (AAOU) is a non-profit organization of higher learning institutions that are primarily concerned with open and distance education. It

strives to widen the educational opportunities available to all people in Asia and to improve the quality of the institutions in terms of their educational management, teaching and research. It promotes education by distance teaching systems, as well as professional and ethical standards; develops potentialities of open and distance education; cooperates with official bodies and others directly or indirectly interested in education at a distance; and facilitates cooperation with other similar regional and international bodies.

The AAOU membership consists of Full and Associate members. It is important to note that KKHSOU is a life member of AAOU. The members share a common belief that the development of distance education can be obtained through friendship and close exchanges among institutions of open higher learning. The AAOU Annual Conference, hosted in turn by member institutions, is a stimulating forum for all those associated with open and distance learning in Asia, particularly academics, administrators and students. It provides a focal point for bringing everyone up to date on the issues, ideas and developments in the field of open distance learning. All prospective AAOU members made a firm commitment to support and join the AAOU with an understanding to cooperate towards increasing the educational opportunities available to all people of the region.

The establishment of the AAOU has been serving as a link for close cooperation among open universities in the Asian region and other existing regional and international organizations, and as the AAOU continues to progress, more open universities will become members, creating even more potentiality for all the people of this region to acquire an education and thus play a larger role in the social and economic development of their respective countries. The objectives of the Association are:

- to widen the educational opportunities available to all the people of the region and to improve the cost of member institutions by exchanging management information, teaching materials and

research;

- to help promote education by distance teaching systems, and develop its potentialities;
- to help promote professional and ethical standards amongst distance educators;
- to co-operate with official bodies and others directly or indirectly interested in distance education;
- to facilitate cooperation with other similar regional and international bodies in all the above objectives; and
- to do all other things incidental or conducive to the attainment of the above objectives.

Assuring quality in policy and planning should include variables relating to institutional vision, missions, policies and strategies, planning, monitoring, process of policy and planning, stakeholder's participation and commitment to learners. AAOU envisages that the ODL system should be able to clearly determine its own vision, missions, policies and strategies to ensure that the provision of ODL meets specified academic commitments and the needs of society.

| **Sub-components** | **Statement of Best Practice** |
|---|---|
| Vision and mission | The institution has a well-defined vision and mission statement, which incorporates the internal and external educational environment, its potential, national development agenda, and international trend in education.<br><br>The institution has vision and mission that are shared by all management and staff |
| Strategic plan | The institution's vision and mission cascade down to the strategic plan which defines the specific objectives and goals of the institution.<br><br>The institution derives the operational plan from its strategic plan that defines targets and measures of the programs to be achieved by the institution. |
| Operational plan | The institution uses the operational plan is used as a guideline for the annual planning of programs |

| | |
|---|---|
| Goals | The institution has well-defined goals which are realistic and measurable.<br>The institution has well-defined policies that are in line with its strategic plan and are realistic and achievable. |
| Policies | The institution has clearly stated guidelines in the implementation of its policies and plans.<br>The institution has an accountable and transparent system for its policies and planning that are well communicated to its stakeholders. |
| Monitoring and evaluation | The institution has a well-designed monitoring and evaluation system to assess the implementation of policy and plans in all hierarchies.<br>The institution has a transparent system for communicating to all staff members the policies and plans, as well as documenting them in an accountable and effective manner.<br>The institution has an explicit statement of commitment on the provision of service excellence to its students. |
| Commitment to students | The institution has a clear policy statement of non-discrimination in genders and geographical/regional distributions for all the affairs and activities of the institution, including admissions, registration, and length |

*(See in details: https://www.aaou.org/quality-assurance-framework)*

- **International Council for Open and Distance Education (ICDE):** Founded in 1938, the International Council for Open and Distance Education (ICDE) is partly funded by a grant from the Government of Norway and has been generously hosted in Oslo since 1988. ICDE also has a longstanding partnership with UNESCO that dates back to the 1960's. Today, ICDE is a well governed, effective and well managed global association with activities in all regions of the world. In addition to the Norwegian government funding, ICDE's income is supplemented by membership subscriptions and income from conferences and project grants, as well as in kind contributions. KKHSOU is also a member of ICDE.

ICDE is a truly global association with a proud history for promoting inclusive, affordable, access to quality education. As the global community of Leaders and Professionals in the field of Open, Flexible, and Distance Learning (OFDL) at all levels, ICDE supports and enables its members to achieve their goals by: empowering them to continuously improve, innovate, and remain locally relevant by building relationships, collaborating, learning, and promoting

OFDL at national, regional, and global levels, leveraging their collective knowledge, expertise, and thought leadership to inform, influence, advocate, and guide policies and the decisions being made by global and regional stakeholders in support of OFDL, and enabling them to contribute to, and participate in national, regional, and global initiatives in support of OFDL.

The priorities of ICDE and its members share the same mission and values - bringing accessible quality education to all through online, open and distance education. The ICDE community focuses on advocacy and research in a range of areas that all support in realising this vision.



**CHECK YOUR PROGRESS**

**Q 7:** What are the main visions and missions of AAOU, COL and ICDE?

.....

.....

## 6.6.2 National Organisations

**Distance Education Bureau (DEB):**

DEB is a bureau of the University Grants Commission (UGC) based in New Delhi, India, in charge of regulating distance education in India. It was established in 2012, replacing the Distance Education Council (DEC), an organisation that was responsible for open learning and distance education since 1985. You have perhaps read that Distance education in India started in 1962 with correspondence courses School of Correspondence Courses and Continuing Education in Delhi University. The success of the project led to introduction of correspondence course institutes (later renamed as directorates or centres of distance education) in several other Indian

universities. In 1982, the first open university in India Dr. B. R. Ambedkar Open University was established. This was followed by the establishment of Indira Gandhi National Open University at the national level in 1985. Although the statutory authority for regulating higher education in India is the University Grants Commission (UGC), the responsibility for promotion and coordination of open and distance learning (ODL) was bestowed on IGNOU under the Indira Gandhi National Open University Act (1985). The Distance Education Council (DEC) was set up by IGNOU in 1991 and became operational in 1992 with the Vice Chancellor of IGNOU acting as the ex officio chairperson of DEC.

In August 2010, the Ministry of Human Resource Development (MHRD) constituted a committee for investigating distance education standards in India. The committee recommended the creation of a new regulatory body, the Distance Education Council of India (DECI). It also recommended that until such body is established, the DEC may be shifted to UGC. In 29 December 2012, the MHRD published an Order transferring the regulatory authority of distance education from IGNOU to UGC. In May 2013, IGNOU dissolved the DEC and the UGC took over the entire assets and manpower, establishing the Distant Education Bureau or DEB.

DEB, UGC can provide recognition status of the university/ Institution of higher education to offer distance education programmes for a particular academic session but details of students admitted/passed are to be maintained by the concerned HEI. DEB, UGC has laid down some instructions and guidelines for pursuing UG and PG courses/programmes through distance learning mode. That way, all 15 open Universities of India, including IGNOU, will have to abide by the instructions made by DEB, UGC while running various academic programmes.



## 6.7 LET US SUM UP

- Education is a process of development through which the individual acquires knowledge, skill, attitudes and behaviours and it also helps him/her to adjust with the society or environment. There must be a systematic procedure or a machinery to run or manage that organization smoothly. Thus, administration is a procedure or machinery through which an institution or organization is managed to run smoothly its manifold functions. Educational administration is a comprehensive effort to direct, guide and realise the specific goals of education.
- Education is a complex process, which involves different components such as pupils, teachers, employees, building, money, equipment, rules and regulations etc. All these components have to be managed properly in order to run the entire process smoothly.
- Educational Administration is a comprehensive effort to integrate different components of education to achieve the aim and objectives of education.
- The main purpose of Educational Administration is to apply the procedure of organising, ordering, facilitating and improving the efforts of people through which the ultimate goals of education can be realised.
- The procedure of organising, ordering, facilitating and improving the work nature of the people can be obtained through it for the ultimate fulfilment of the aims of education.
- External administration means the administration, which is imposed from outside, that is, by the Government or some statutory bodies on the educational institutions.
- The concerned educational organizations or institutions should strictly follow these administrational rules and regulations.
- Internal Administration means that administration which is framed and managed by the head/ principal along with his/her assistants comprising the colleagues and the students to maintain the day-to-day activities and programmes of the institution in accordance with the laid down rules and regulations of the external authority.
- Democratic Administration is that administration where the educational

institutions are set up and organised and they function according to democratic principles and values.

- By Autocratic Administration, we mean a centralised set up where the authority or the head of the institution exercises full power and control over the organization comprising the faculty as well as the students through discretion.
- Some of the factors that differentiate Educational Administration from other types of Administration are: goals, purposes or motives, methods and techniques, evaluation.
- Some of the importance of Educational Administration are: it helps in building the personality of an individual, solves problem through a humanistic and reformist manner, builds strong moral and cultural character in an individual and it is totally based on experimentation to find out the real truth of any matter in a scientific way.
- COL, AAOU, ICDE, DEB-UGC are some of the very important International and National Organisations and agencies which help in the smooth running of the ODL institutions.



## 6.8 FURTHER READING

1) S K Kochhar (2013): School Administration and Management, Sterling Publishers Private Limited.
2) www.col.org
3) www.aaou.org
4) www.icde.org
5) https://en.wikipedia.org/wiki/Distant_Education_Bureau.



## 6.9 ANSWERS TO THE CHECK YOUR PROGRESS

**Ans to Q. N. 1:** Administration is a procedure or machinery through which an institution or organisation is managed to run smoothly its manifold functions.

**Ans to Q. N. 2:** Education is a process of development. It is the process through which the individual acquires knowledge, skill, attitude and

behaviour, which helps him/her to adjust and live satisfactorily in the society. Education is a complex process, which involves different components such as pupils, teachers, employees, building, money, equipments, rules and regulations etc. All these components have to be managed properly in order to run the entire process smoothly. Educational Administration deals with all those components of education and integrates the different parts into a comprehensive whole for smooth functioning of educational process. Educational administration is a comprehensive effort to direct, guide and realise the specific goals of education.

**Ans to Q. N. 3:** According to Jesse B. Sears, "In education, administration contains much that we mean by the word government and is closely related in content to such words as superintendence, supervision, planning oversight, direction, organisation, control, guidance and regulation."

**Ans to Q. N. 4:** Educational Administration encompasses all the components of education. The procedure of organising, ordering, facilitating and improving the work nature of the people can be obtained through it in the ultimate fulfilment of the aims of education. Educational Administration is a dynamic side of education, which always deals with educational practices.

**Ans to Q. N. 5:** We can classify Educational Administration into Democratic and Autocratic Administration or External and Internal Administration. Democratic Administration is that administration where the educational institutions are set up, organised and which function according to the democratic principles and values. By Autocratic Administration, we mean a centralised set up where the authority or the head of the institution exercises full power and control over the organisation comprising faculty as well as students through discretion. External Administration means that administration, which is imposed from outside, that is, by the Government or some statutory bodies of the educational institutions. Internal Administration means that administration which is framed and managed by the head/ principal along with his/her assistants comprising

colleagues and students to maintain the day-to-day activities and programmes of the institution in accordance with the laid down rules and regulations of the external authority.

**Ans to Q. N. 6:** Yes, there is difference between Democratic and Autocratic Administration. Democratic Administration is that administration where the educational institutions are set up, organised and which function according to the democratic principles and values. By Autocratic Administration, we mean a centralised set up where the authority or the head of the institution exercises full power and control over the organisation comprising faculty as well as students through discretion.

**Ans to Q. N. 7:** COL's Vision and Mission: COL remains committed to an enduring vision - to be the foremost global agency that promotes learning for sustainable development. COL's mission is to help governments, institutions and organisations expand the scale, efficiency and quality of learning by using appropriate open, distance and technology-based approaches.

**AAOU's Vision and Mission:**

- to widen the educational opportunities available to all the people of the region and to improve the cost of member institutions by exchanging management information, teaching materials and research;
- to help promote education by distance teaching systems, and develop its potentialities;
- to help promote professional and ethical standards amongst distance educators;
- to co-operate with official bodies and others directly or indirectly interested in distance education;
- to facilitate cooperation with other similar regional and international bodies in all the above objectives; and
- to do all other things incidental or conducive to the attainment of the above objectives.

**ICDE's Vision and Mission:** As the global community of Leaders and Professionals in the field of Open, Flexible, and Distance Learning

(OFDL) at all levels, ICDE supports and enables its members to achieve their goals by:

- empowering them to continuously improve, innovate, and remain locally relevant by building relationships, collaborating, learning, and promoting OFDL at national, regional, and global levels,
- leveraging their collective knowledge, expertise, and thought leadership to inform, influence, advocate, and guide policies and the decisions being made by global and regional stakeholders in support of OFDL, and
- enabling them to contribute to, and participate in national, regional, and global initiatives in support of OFDL.

## 6.10 POSSIBLE QUESTIONS

**A. Short Questions** (Answer each question in about 150 words)

**Q 1:** Bring out the differences between internal administration and external administration.

**Q 2:** Define educational administration and enumerate its characteristics.

**Q 3:** Explain the needs and importance of educational administration.

**Q 4:** Identify some organisations of open and distance learning across the world.

**B. Long Questions** (Answer each question in about 300-500 words)

**Q 1:** Enumerate the factors that affect educational administration in a democratic country.

**Q 2:** What principles of educational administration in a democratic nation like India should follow?

**Q 3:** Elaborate the scope or areas of educational administration citing some examples.

**Q 4:** Discuss the functions of various organisations for promoting open and distance learning system in the world.

*** ***** ***