

Meeting of the Departmental Advisory Committee

Agenda of the Departmental Advisory Committee Meeting, 19th February 2018



**Department of Educational Administration
National Institute of Educational Planning and Administration
(Deemed to be University)
17- B, Sri Aurobindo Marg, New Delhi-110016**

Department of Educational Administration

Present Position

The Department of Educational Administration has four faculty members comprising one Professor, one Associate Professor and two Assistant Professors supported by a senior stenographer. The faculty members of the Department represent the varied disciplinary background. The multidisciplinary background of the faculty builds up interdisciplinary perspective on research and programmes of the Department.

The Perspective

The Department of Educational Administration aims at active intellectual and academic engagement in studies, research and dissemination of knowledge on various dimensions of administration and management, covering all sectors and all levels of education. One of the prime concerns of the Department is to build a sound knowledge and data base through its researches, besides creating a strong professional support for educational administrators and researchers on multiple dimensions of educational administration and management. In this background the Department contemplates to develop a sound conceptual and theoretical framework of understanding and analysis of the dynamics of educational administration and governance. The Department also organises workshops and capacity building programmes on various dimensions of educational administration and management for the practitioners involved at various levels of educational administration including academic administrators in the institutions of higher and technical education.

Context of Education System and Dynamics of Educational Administration and Management

Educational system in India over the past decades has witnessed phenomenal expansion across the levels and sectors. Policy initiatives for reforms and interventions in the education sector over the years have introduced new dimensions to educational administration and governance. One of the significant developments in this regard has been a felt need of change in principles and orientation of educational governance with added emphasis on changing the paradigm of educational delivery. Ensuring accountability and transparency in educational administration and improving efficiency and efficacy of the system is one of major entry points of change in emphasis on educational administration. There is also a shift from administration to governance implying involvement of more and more actors and not merely the rigid form of hierarchy of educational administration. Involvement of community, non-state actors and stakeholders are emerging dimensions of educational governance at various levels. Consequentially the increased role of private sector in education and advocacy for public- private partnership for expansion and quality in education has significant effect on educational administration and management.

The changes have been experienced in both school and higher education sectors. The school educational system itself has experienced numerous changes at various levels of educational administration. One of the noticeable changes, among others, in case of school education has been the diversification of administrative structures and creation of decentralized governance structure at local level. Many new administrative structures have also been established with their own framework for implementation and management of major educational projects and schemes like SSA and RMSA. The changes introduced in the administrative structure have added new dimensions to educational governance. RTE has critical implication to educational management at various levels. Many system level reforms have also been introduced over the years across the states and union territories. Diversification of educational administration by different levels and creation of separate ministries and departments have been a part of changes in educational administration. Both national and state governments have adopted reforms in public examination system, teacher management etc. Managing equity and quality in education depends on effective administration and management system and processes at different levels. Besides education department, other social welfare departments are also equally involved in implementing several educational programmes for equity and inclusion. There has been also a shift in orientation from administration to governance implying involvement of more and more actors and not merely the rigid form of hierarchy of educational administration. Involvement of community, non-state actors and stakeholders are emerging dimensions of educational governance at various levels.

Besides numerous changes brought about in the system of school administration, there has been emphasis on reforming the higher education system. Global context of higher and technical education has been one of the major drivers of reforms in higher education system in India. Variety of policy initiatives in this regard have been taken by the federal as well state governments. The policy initiatives for reforming higher education over the years have also impacted the system of educational governance of the institutions of higher education.

One of the implications of policy initiatives is redefining the nature of union-state relationships in the field of educational policy and governance. A meaningful partnership between the union and state in the spirit of cooperative federalism is a necessary condition for implementation of policies and programmes on the one hand and efficacious outcomes.

Another important concern in the emerging context of education is effective administration and management of vocational education and skills development across the levels. The role of Vocational Education and skill development, especially in relation to delivering quality education has been the subject of considerable discussion, research and policy reforms. To respond to the changing skill requirements, vocational education and skill providers need to equip learners with skills that are responsive to labour market demands. The vocational education and skill development needs to be planned and managed effectively in order to fill the 'skill gap' both in terms of quantity and quality.

The challenge for the successful implementation of vocational education and skill development is to develop appropriate societal knowledge, technology, skills, values and

attitudes, and new policy and financial commitments, congruent with and cognisant of local, regional and global opportunities and concerns

With the latest developments in the area like National Skills Qualification Framework and the National Policy on Skill Development and Entrepreneurship 2015, it becomes imperative to critically analyse the various dimensions including the implementation of the programmes in vocational education and skill development and gain an understanding of the issues related to its planning and management.

The emerging context of education and its effective management requires appropriate system of educational administration in place along with well informed and skilled administrative workforce. In this backdrop, the Department of Educational Administration endeavours to play an active role through research, knowledge building and professional development which could help in addressing the new issues and challenges of educational administration.

In the light of these new and emerging challenges, the Department has set its objectives and action plan for years to come.

Long Term Perspective

The Department endeavours to actively engage in research and training programmes covering both macro (system) and micro (institutional) levels of educational administration and management across all the sectors and levels of education. The long term perspective of the Department includes:

- To create resource base -- both knowledge and data base -- for research and dissemination of knowledge on various dimensions of educational administration and management. This would include time to time survey of educational administration, publications in the form of books, monographs, research monographs, occasional papers, production of documents on the relevant themes of educational administration and management
- Survey of educational administration to capture the changes brought about in the system
- To identify critical areas and pursue studies, research and training in the field of educational administration and management.
- To organise workshops, seminars, and training programmes in the core and emerging areas of educational administration and management, and addressing the emerging concerns of state and district level administrators of school education.
- Preparation of training modules in the area of educational administration and management both school and higher education sector.
- Initiation of lectures series on various dimensions of educational governance

Focus Areas for Research and Training Programmes of the Department

In pursuance of the perspective and set goals, the Department's researches and training programmes have specific focus on some of the areas listed below:

- Emerging trends, challenges and reforms in educational administration and governance at different levels
- Federalism and educational governance with special emphasis on centre-state relations impacting educational policy and governance
- Decentralization and multi level educational governance.
- Autonomy and accountability in educational governance, Regulatory framework of educational governance; monitoring and supervision for improving governance and quality of education; Institutional accreditation; teacher management, admission and examination, etc.
- Implications of RTE on district and sub-district educational administration
- Administration and Management of equity concerns in education with focus on administration of educational plans and schemes for the disadvantaged groups like the SC/ST and Minorities.
- Capacity building for the use of information technology and e-governance in educational administration.
- Organizational development. This will include research as well as training of educational administrators.
- Vocational education and skill development
- Women administrators
- Innovations and Best practices in educational administration and management

Action Plan

The Department will continue to engage in research, dissemination and training activities revolving around its focus and emanating from its perspective in coming years. Some of these include:

1. Survey of Educational Administration

- a.) Depending upon states' response survey in those states which did not conduct the survey may be conducted and Report be prepared
- b) In line with the survey of educational administration of school administration which NUEPA has been conducting, the department also endeavours to conduct the survey of higher education as this has been one of the untouched areas despite its recurring relevance in terms of creating a strong data base on educational administration and management of higher education

2. Thematic Studies

Thematic studies on different areas of educational administration and management

3. Dissemination of knowledge and information

Dissemination in the form of books, data based reports, small thematic monographs or occasional papers etc.

4. Creating online data base on structure and functions of educational administration

The department had contemplated to create a sound information system on structure and functions of educational administration in different states, UTs and at union level.

Programmes Proposed and Conducted by the Department (2017-2018)

A. Capacity Building Programmes

<u>Sl.No.</u>	<u>Name of the Programme</u>	<u>Programme Coordinator</u>	<u>Dates</u>
1.	Implementation of the Scheme of National Awards for Innovations in Educational Administration for District and Block Level Education Officers	Prof. Kumar Suresh Dr. V.Sucharita	April 2017-March 2018
2.	Orientation Programme on Management of Diversity and Equity in Universities and Colleges	Prof. Kumar Suresh	10 July to 14 July, 2017
3.	Orientation Programme on Planning and Management of Vocational Education and Training	Dr. Vineeta Sirohi	13-17 November 2017
4.	Orientation Programme on Educational Administration and Management for State Level and District Level Women Administrators	Dr. Manju Narula	21-25 August 2017
6.	Orientation Programme on Leadership in Educational Governance for District Education Officers	Dr. V. Sucharita	31 st July -4 th August 2017

Request Programme Organised

<u>Sl.No.</u>	<u>Name of the Programme</u>	<u>Programme Coordinator</u>	<u>Date</u>
1.	One day Orientation –cum –Workshop on Management and Supervision of Schools for Institutional Heads (On special request of Cambridge Group of Schools)	Dr. Manju Narula	7 th September 2017

B. National Conference on Innovations in Educational Administration and Awards Function

1.	National Conference on Innovations in Educational Administration and Awards Function	Prof. Kumar Suresh Dr. Vineeta Sirohi, Dr. Manju Narula & Dr. V.Sucharita	March 5-6, 2017
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C. State Level Conferences for District and Block Level Education Officers

State Level Conference for District and Block Level Education Officers in Chennai, Tamil Nadu (Two Batches)	Prof. Kumar Suresh	30 th -31 st August 2017 20 th -21 st September 2017
State Level Conference for District and Block Level Education Officers in Maharashtra (Two Batches in Nashik and Pune respectively)	Prof. Kumar Suresh	19-20 June 2017 (Nashik) 6-7 February 2018 (Pune)

Details about Programmes

B. National Scheme of Awards for Innovations in Educational Administration & Management

The Scheme of awards called **National Scheme of Awards for Innovations in Educational Administration (NSIEA)** was launched in 2014.

The scheme intends to recognize and document innovations in the areas of educational administration and management. Though variety of innovations takes place at the field level of educational administration, there is hardly any mechanism to recognize and document those innovations. Since no systematic attempt has been made to recognize grassroots innovations in educational administration, most of them are either unnoticed or remain localised with a little impact factor. The NUEPA in collaboration of CIPS, Hyderabad, endeavours to create space for recognizing innovations in educational administration and management at the field level through a **National Scheme of Innovations in Educational Administration and Management**.

The Major objectives of the Scheme:

- To identify innovations at the field level educational administration

- To recognize innovations through the scheme of award
- To document innovations for wider dissemination

Target Group

The main target group of the scheme is the District and Block Education Officers.

Progress made on the scheme:

Brochure containing the details about the scheme has been prepared and sent to the states with a request to send nomination under the scheme. The last date of receiving nomination for this year is 31st March 2014.

For wider dissemination of information about the scheme letters along with details about the scheme has been sent to all the Secretaries, Department of Education of all the states and union territories by the Additional Secretary, School Education and Literacy, Ministry of Human Resource Development, Government of India

About 60 nominations have already been received. The process of screening will start on completion of the process of nomination. The best innovations will be awarded in a conference on innovation proposed to be held in June 2014.

The complete details about the Scheme are available in the Brochure.

Scheme of Awards for Innovations in educational Administration

The department initiated Scheme of National Awards for Innovations in educational Administration for District and Block Level Education Officers with the objective of recognising, awarding and disseminating innovations in educational administration at the field level. Awards are given to the selected DEOs and BEOs in a national awards function in New Delhi coinciding with a two-three day conference on innovations in educational administration of DEOS and BEOs. Since its launch in 2014, 173 (one hundred and seventy three) cases of innovations and good practices have been shared during three rounds of conferences and awards functions. Participants of the conferences during the last three years included about 400 District and Block Level Education Officers from different states and UTs besides a good number of resource persons and education experts. On all the three occasions the honourable Minister for Human Resource Development, Govt. of India, graced the occasion and distributed the awards to selected officers

State Level Conferences

In view of NIEPA's interface with the States and Union Territories, and its endeavor to strengthen the education system through constant dialogue and capacity building programmes, NIEPA planned to organize a series of state level conferences for District Education Officers and Block Education Officers. The state level conferences are aimed at reaching out to the local functionaries like District Education Officers and Block Education Officers on sustained basis and to maintain a close linkage with the field, besides NIEPA's engagement with the state level functionaries such as educational planners, policy makers and administrators.

The main objectives of the conference include:

- To revisit the role of the Educational Administrators at the District/Block Level
- To familiarize the administrators at the grass roots to understand their role as that of providing leadership on matters critical to educational policy, planning and administration by playing a vital role as leader at the grassroots level; and
- To articulate the recent trends in educational development with a focus on the recent interventions of educational policy, planning and administration with special reference to Right to Education Act, Universalisation of Secondary Education and Sarva Shiksha Abhiyaan which are being implemented nationwide
- To assess the training needs of BEOs and DEOs for cadre or theme based capacity building programmes.
- To provide a platform for sharing the experiences of the professionals working at the grassroot and at the district/State level.

Four State Level conferences were conducted during 2017-18, two each in state of Tamil Nadu and Maharashtra.

1. State Level Conference for District and Block Level Education Officers in Maharashtra, 19-20 June 2017 in Nashik

2. State Level Conference for District and Block Level Education Officers in Maharashtra, 06-07 February, 2018 in Pune

3. State Level Conference for District and Block Level Education Officers in Tamil Nadu Chennai, 30-31 August, 2017

4. State Level Conference for District and Block Level Education Officers in Tamil Nadu Chennai, 20-21 September, 2017

Research Projects

A. Third All India Survey of Educational Administration: A Brief Report on Progress

Background of the Survey

The Department of Educational Administration had proposed to conduct the Third All India Survey of Educational Administration during 2012-2013. It was further proposed that after the completion of survey of educational administration in all the states and UTs, thematic studies would be undertaken with a view to 'tap and critically analyse emerging scenarios in respect of different thematic areas of administration on the basis of input received during the third survey, in comparative perspective of all the states and union territories in the country'. The proposal was approved by the competent body of NUEPA.

The survey work commenced in December 2014. All the states were requested to nominate nodal officers to undertake the work of educational administration in states. They were also provided tools for collecting information and data as well as format and contents for preparing the report. Majority of the states have completed the survey work and submitted the Reports of their respective states. Details of the progress of survey works are given below.

Survey completed and draft report submitted

1. Andhra Pradesh
2. Arunachal Pradesh
3. Assam
4. Bihar
5. Chhattisgarh
6. Goa
7. Karnataka
8. Kerala
9. Madhya Pradesh
10. Maharashtra
11. Manipur
12. Mizoram
13. Nagaland
14. Odisha
15. Sikkim

16. Uttarakhand
17. Gujarat
18. Haryana
19. Himachal Pradesh
20. Punjab
21. Tamil Nadu
22. Telangana
23. Uttar Pradesh

24. West Bengal (Initial draft of the report has been submitted by the state. The final Report is still awaited. Dr. Manju Narula is coordinating with the state for Report preparation).

States where survey work has not been done

1. Jharkhand
2. Delhi
3. Jammu & Kashmir
4. Rajasthan
5. Tripura
6. Meghalaya

Once again states have been approached and persuaded to move ahead with the idea of conducting survey. Tripura has nominated a nodal officer for the purpose. J& K has also shown interest. Communications in this regard have been made.

Publication of Completed Survey Report of the States

23 survey reports under the process of publication for wider dissemination

B. Research Study Completed during 2017-2018

Sl No.	Title of the completed study	Investigator(s)	Sponsorship/ Agency Requested Study	Remarks
1.	The Culture of Testing: Socio-cultural drivers and the effects on youth in the Asia-Pacific region (UNESCO requested study as a part of larger study of nine countries of Asia-Pacific Region)	ProfKumarSuresh	UNESCO, Bangkok	Report submitted under publication
2.	Involvement of Teachers in Non-Teaching Activities and its Effect on Education: A Study in Select States	Vineeta Sirohi Manju Narula	Department of School Education	

	of India		and Literacy, MHRD, Govt. of India	
3.	Study on Shared Responsibilities and Competence of the Local Bodies in the Management of Elementary Education in M.P. and Bihar	Prof KumaSuresh	NUEPA	Study is part of the thematic study of the Third All India Survey of Educational Administration
	Strengthening Ministry of Education Leadership in the Implementation of Education Policy and Reforms	Prof K. Sujatha, Dr. R.S Tyagi, Mr.. A.N. Reddy Dr. V. Sucharita	IIEP, Paris	Report submitted

Brief about the Completed Research Studies

1. The Culture of Testing: Socio-cultural drivers and the effects on youth in the Asia-Pacific region (UNESCO requested study)

-ProfessorKumar Suresh

On the request of the Section of Inclusive Quality Education of the UNESCO, Bangkok Office, a study, as part of nine countries study of Asia-Pacific region, was conducted and report on India was submitted. This study proposed to better understand the socio-cultural drivers behind the “culture of testing” and their effects on the relevance of education and aspirations to youth.

In the Asia-Pacific region, a growing “culture of testing” has seen many countries striving to increase levels of student learning achievement as a core focus of their education policies and as a perceived measure of their education system’s performance. A variety of assessments and exams exist throughout the region, both low-stakes and high-stakes that education systems aim to utilize in order to measure learning outcomes. While the existence of these exams may be rationalized as efforts to enhance educational quality, this focus purely on “high scores” may also be undermining other fundamental aspects of learning that are often not captured in tests and examinations, at least in the way that they are traditionally conceived. To examine the relationship between these socio-cultural factors and education systems, particularly examinations, UNESCO Bangkok conducted a regional study on “The Culture of Testing”. Nine countries of the region have been taken as cases for comparative understanding. India is one of the case studies. Report with respect to India was prepared and submitted. The synthesis of regional report is under publication.

The study of culture of examination and testing in India is a part of the larger study of Culture of Testing: Socio-cultural drivers and the effects on youth in the Asia-Pacific region. This case study of India aims at understanding the prevailing culture of examinations in India. It also attempts to get insight as to how culture of examination and testing has been impacted by the transforming context of society, culture and economy. It also tries to find out the answer of the question whether India is also heading towards or following in line with a growing culture of testing like Confucian tradition countries which have historically placed great importance to testing and examination. The central question has been examined in the light of prevailing practices of examination and testing. Analysis is based on both primary and secondary sources of data.

The primary data has been collected mainly from ten schools/ colleges from six states. In order to fill the information gaps in case of Raipur, one more school has been included. In this case the count of total schools/ colleges goes to eleven. The selected schools/ colleges included 2 each (one government and one private) from the following states of India—Delhi and National Capital Region (East Vinod Nagar, East Delhi) and (NOIDA, Uttar Pradesh); Chhattisgarh (Bastar and Raipur), Odisha (Sambalpur), Karnataka (Bangalore) and Telangana (Hyderabad). Views and opinion on various issues related to examination and testing as well as teaching- learning process were collected through questionnaires, in-depth interview and focused group discussions with the students, teachers and parents/ guardians of the students studying in these institutions. Views on opinions were also collected from educational experts and administrators at the national level.

Data were collected mainly from three groups of respondents- students, teachers and parents/ guardians on five major interrelated themes which included importance of testing, expectations, motivations and influences, expectations from exams, private tutoring and perception of examination and impact on learning. Analysis of data affirms the point that testing and score has assumed critical importance as a measure of learning and achievement. Both students and teachers spend most of their time in preparation for examination or examination related activities. Both students and parents assign importance to examination due to three crucially important reasons: i) exam is the measure of learning; ii) helps in identification of career path; and iii) important for promotion to the next level. Some of the other responses included; source to get scholarship, helps in developing competitive spirit, opportunity to assess one's ability and potential, developing a sense of judgement between right and wrong etc.

So far as expectations from high stakes examinations are concerned both students and parents agreed that to get top grades in the all the subjects, be able to select best opportunities once the student graduates and to be the best student in the class are the major expectations from exams. Parents and teachers have great influence on the student. Therefore, students' approach towards examination and testing is also shaped by them.

There are huge expectations from the students and their performance in examinations. The expectations come from various sources such as parents, teachers, peer groups, family members, and community etc but most of the expectations come from the parents.

Performance of students in examination is not merely a concern of individual student but also an equal concern of parents, family members, siblings and community at large. Therefore, if a student performs well in examination, the performance is celebrated by all of them. Even schools celebrated it as their achievement. Student is generally awarded in a function organised by the school. This indicates a kind of link between examination and broader context of society and culture. Expectations 'related to examinations and performance outcomes put the students under tremendous pressure. For managing expectations, students simply confine themselves to study. They increase the hours of their study. Many of them cut themselves off from TVs, social media or socialising activities.

Every student aspires to achieve high score as they think high score will help them in getting admission in institutions of their choice. The prevailing context of competition among the students to score high and pressure to perform well in examination put them in a situation of stress and anxiety. Parental expectation to perform well in high stakes examinations adds enormous pressure on students. This trend has serious implications for students as well as parents and teachers. The entire context of teaching–learning process in contemporary India is informed by examination centric approach to education.

Acute competition on account of different social, economic and educational processes the students are forced into private tutoring. Majority of students attend private tuitions. Percentage of students attending private tuition is very high. The respondents in the study did not give a very clear picture about the household expenditure on private tutoring but the data of the National Sample Survey Organisation indicates that considerable amount of household expenditure is spent on private tuitions. Many studies and survey reports (Sujatha, 2013; Jaychandran, 2014; Nanda, 2015; Mohanty, 2017) conducted on the incidence of private tutoring testify the same point. Out of the various reasons attributed to private tutoring, a few noted was to prepare for graduation/entrance exam and to improve grades in school. In response to the question on reason for attending private tuition, 37.14% students say that it motivates them to study more, to 25.71% students it is a means to get higher scores on the exam and 20% believe that it improves their understanding and comprehension. There could be combination of all the factors responsible for contributing to expansion of private tutoring.

As per the responses, it was inferred that the nature and quality of education system also influenced the prevalence of tutoring; nevertheless, students seek tutoring in subjects they perceived to be difficult to understand in school. It was also observed that the parents of students with identified special educational needs also seek private tutoring as they felt that their children were not receiving sufficient help in school. Parental education and economic circumstances most likely influenced attitudes towards private tuitions.

In fact, examination and testing in contemporary education system in India, like many other countries of the Asia –Pacific region, has come to occupy a central place. Emphasis is primarily placed on testing score based on rote memorisation of textbook and reproduction of information in examinations. Test score is one of the most important determinants of access to premier institutions of post- secondary education. The emerging trend of education system in India is highly weighted towards examination, testing and score. Over emphasis on testing

and examination undermines the core purpose of education. The policy related to examination and testing also supports the culture of testing and examination.

The findings of the study suggest that all the focus is directed on race for facing overwhelming pressure to 'succeed' as success of student is only defined by clearing a set of standardized exams, achieve high score and then getting into a good college/university. Their happiness, mental health, none of it matters in the context. Pressure from parents and school, fear of failure and to do well in studies have substantial effects on the attitude of youth towards examinations as the self worth of student is determined by the academic success and grades, and not on the basis of individual qualities they already possess.

2. Involvement of Teachers in Non-Teaching Activities and its Effect on Education: A Study in Select States of India (Study conducted on request of the Department of School Education and Literacy, MHRD, Govt. of India

Vineeta Sirohi
Manju Narula

As per the mandate given by the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act 2009) under section 27, no teacher shall be deployed for any non-educational purpose other than decennial population census, disaster relief duties or duties relating to local authority or State legislature or Parliament as the case may be. The RTE Act, 2009 provides for teachers' adequate presence in the school. The non-teaching functions so performed by the teachers might affect quality of education, including students' learning levels. Keeping this in view, the Ministry of Human Resource Development, Government of India had requested the National University of Educational Planning & Administration (NUEPA) to conduct the study, "Involvement of Teachers in Non-Teaching Activities and its Effect on Education: A Study in Select States of India".

The current study has been conducted in four states representing different geographical regions of the country. The sample comprised of 872 teachers from 200 schools from 8 districts of the four selected states of Gujarat, Karnataka, Odisha and Uttarakhand. In addition, questionnaires were administered to 153 Head masters (HM's), 47 Block Education Officers (BEOs) and 8 District Education Officers (DEOs). Two districts were randomly selected from each state, in each district 25 government primary and upper primary schools were selected using systematic random sampling procedure, using the list of schools available in Unified District Information System of Education (UDISE) of 2015-16. Schools were selected to represent both rural and urban areas in the proportion of population residing in rural and urban areas. After data collection unannounced visits were made to a few schools to verify the information and data supplied by the schools. The data was analyzed using both quantitative and qualitative methods.

The study focused on the time spent by teachers in the different types of non-teaching activities. This time is in addition to the time spent by teachers to teach children inside or

outside the classroom. All other activities other than direct teaching have been classified under different categories of non-teaching activities. A total of 47 such non-teaching activities were listed, within and outside school, and teachers indicated the time spent on these activities. On the basis of the nature of these non-teaching activities, they have been divided into three categories – core activities included 10 activities eg. Lesson planning, checking homework, assessment of learners, parent–teacher meeting, school related activities included 29 activities eg. maintaining different records for-MDM, scholarships, uniform, textbooks; medical check-up of students, attachment with CRC/BRC/DEO's office; facilitating visit of officials, etc and activities delivered to other departments included 8 activities eg. Census updating, election duty, conducting pulse polio camps etc.

Of the total time spent by a teacher in school, 42.6 percent of the time was spent on non-teaching core activities; 31.8 percent of the time on non-teaching school related activities and 6.5 percent of the time on non-teaching activities delivered to other departments. On the other hand only 19.1 percent of the time was spent for teaching.

A further analysis of activities delivered to other departments indicates that teachers spend the most time on the Booth Level Officer (BLO) duty. In the eight activities delivered to other departments 32.62 percent of the time is devoted to various duties related to the BLO work. Teachers are required to work throughout the year doing the various activities. Teachers also reported that since the BLO duty requires them to interact with the electorate, get new voters registered etc they work beyond school hours and also on holidays. Many a times they have to attend to requests during school hours too. Census related work is done only once in 10 years and the proportion of time spent on it is very little (4.3 percent), teachers spend the least amount of time on actual conducting of elections on polling days. Also on polling days since schools are shut, teaching time is not affected.

Across the four states, teachers in primary classes spend more time on non-teaching activities in the two categories of school related activities and activities delivered to other departments, compared to teachers teaching in upper primary classes. With respect to location of schools, teachers in urban areas were found to be spending more time in activities delivered to other departments, when compared to their rural counterparts.

One of the mandates of this study was, to also look at impact, of teacher's involvement in non-teaching activities, on students learning achievement. The regression analyses brings to light that as the time spent on non-teaching activities increases for teachers, the percentage of students scoring grade A or grade B in their annual tests decreases. Hence, teachers' non-availability adversely affects students' achievement levels.

The Department of Education needs to take steps including policy measures to ensure that teachers spend major part of their school time directly teaching children and in the core activities that support teaching in class. An overwhelming pointer that emerged from the present study is an urgent need for the government to frame policy regarding the key roles and responsibilities of teachers, legitimate in view of their profession, related to right of children to quality education and in managing the school.

3. Study on Shared Responsibilities and Competence of the Local Bodies in the Management of Elementary Education in M.P. and Bihar

- Professor Kumar Suresh

Background and brief about the study

Management of elementary school education India has been conceived as a shared responsibility between the community, the state government and the local bodies. Various policy documents both relating to local government and education have underlined the importance of local governance and community participation in the management of elementary education. The Kothari Commission, Education Policy 1868, Education Policy, 1986, and Programme of Action, 1992; and CABE Report, 1993 are specifically important with regard to envisioning the indispensable role of the local bodies in the effective management of elementary education. Community participation and active involvement of local bodies have been seen as requisite for achieving the goal of universal education. Moreover, the educational development programmes and central sector interventions in the field of education have highlighted the role and of the involvement of local bodies in the management and delivery of education at the local level. The central sector programme of DPEP and the Sarva Siksha Abhiyan are specifically important in this regard. Similarly, different committees and commissions relating to local government have highlighted the importance of local government as institutional mechanism of local democracy, community participation, bottom up approach of planning and development and effective management of resources and services at the local level. The Balwant Rai Mehta Committee and the Ashok Mehta Committee recommendations on the one hand and the 73rd and 74th constitutional amendment on the other are crucially important in this regard. The RTE Act, 2009 unequivocally locates the role of local bodies in the management of elementary education. The provision of School Management Committee along with the involvement of local bodies in different activities of the school is important in this regard. The RTE Act 2009 stipulates a three way partnership between the central, state and local government. As per the provision of the Act, the management of elementary education is a shared responsibility of the three orders/ tiers/ spheres- central, state and local- of the government.

From the perspective of multilevel governance in a federal structure, local governments are now seen as an important sphere of governance. This sphere of governance is loaded with the responsibilities of efficient and cost- effective delivery of services at the local level. But more than the fixing-up a role of a service delivery mechanism, the local governments in recent years are also being perceived as a model of local democracy. This perception has acted as a main factor of creating the institutions of local self government in India. This has also been one of the prime movers of decentralization debate in India. If we specifically focus on the role and competence of local bodies in the management of elementary education, it has been affirmed both in the in the policy documents and scholarly writings.

The concept of shared responsibility in the management of elementary education in India emanates from a wide variety of Acts, circulars, government orders and guidelines related to the implementation of various educational development programmes initiated during the last two decades. The PRIs have been conceived as the central agency in the entire process of partnership between community and the state in the management of elementary education. The question, however, remains as to what extent the PRIs have been devolved power and responsibilities by their respective states. It needs to be noted that most of the states have not devolved the functions, functionaries and finances to the local bodies. If they have been assigned responsibilities for managing elementary schools by virtue of the state Acts or orders do they find themselves competent in discharging these responsibilities? In fact, a paradoxical situation exists so far as the issues of competences and power sharing are concerned. Though the states aspire for more and more power and autonomy as a state right to self governance under federal dispensation, it emerges out as a problematic site once it comes to the issue of sharing power and resources with the local government. The state governments in most of the cases do not want share power and give autonomy to the local bodies as a third tier of the federal governance. This has constraining effect on the competence of the local bodies in most of the cases. Over the years it has been observed that the state governments have not facilitated the growth of the local bodies as coordinate structure of federal power sharing. By and large, local bodies have remained as dependent structure. One of the most important constraining factors in the competence of the local bodies is the issue of financial competence. The local bodies are not endowed with the financial capacity which is a key to competent structure of local government. In this situation the role and competence of the local government is bound to peripheral. The whole concept of shared responsibility and partnership is limited by the constraints of competence deficit.

It is in this background that the study was conducted as a small study of the larger project of the Third All India Survey of Educational Administration. The study primarily attempted to map out the nature of relationship between the state and local bodies in the management of elementary schools from the federal perspective of power sharing and working of the principle of subsidiarity. There are two levels of mapping out the relationship. At the first level, which was the primary focus of the study, aims at examining the competence of the local bodies on basis of power and responsibilities provided to them through state Acts, government orders and circulars. The other level of examination proposed to ascertain as to what extent power and responsibilities are shared between the local bodies and the state in an empirically grounded situation. The study primarily focused on the analysis of Acts, government orders and circulars relating to devolution of power and impacting the competence of the local bodies. As a part of critical analysis of empirically informed grounded reality, four districts, two from each state (Patna and Arwal from Bihar and Raisen and Vidisha from Madhya Pradesh) and eight blocks, two from each district, were selected for the study.

The findings of the study indicate that there is still a vast gap between the precept and practice of empowering the local bodies and making the local bodies as competent institutional structure of local governance as per federal principle of subsidiarity. Mapping of the Acts, circulars and orders of the government indicates devolution of power to these

bodies but the operational reality speaks of deficient devolution of power. The responsibility relating to management of schools assigned to the local bodies do not get adequate attention by the representative of the bodies. The in-depth interview with the education officers specifically highlighted that education is the least priority areas of the local bodies. Their representation is mostly ceremonial. Participation of the local bodies is mainly restricted to financial domain of the management of school education. The participatory structure of governance at the school level in form of SMCs created under the provision the of RTE Act 2009 and subsequent Rules of the state governments is hardly emerged as empowered structure. The SMCs as empowered structure of participatory school governance cannot be detached from the ground reality of schools as site of power politics in the given structure of power relationship. They are functional mainly on paper. The visits to schools, non participant observation of the school functioning and interviews with both the education officers, head teachers, presidents of SMCs and a very few members of the SMCs affirmed the fact SMCs are hardly functional as per the intended creation of structure and mandated role.

Approved Thematic Research studies in different stages of progress

Project Title	Name of the Principal Investigator/ Research Team	Project Duration	Date of Commencement	Current Status/ Brief Report of the Project
1. Study of Structure and Functions of Educational Administration	Prof. Kumar Suresh Dr. Manju Narula Dr. Vineeta Sirohi	One Year	October 2017	Preliminary work started. Framework and tools for data collection under the process of finalisation
2. Status, Role and Responsibilities of District and Block Education Officers in Educational Administration	Prof. Kumar Suresh Dr. Manju Narula Dr. V. Sucharita	One year	December 2017	Preliminary work started relating to framework and tools for data collection under the process of preparation
3. Innovations and Good Practices in Educational Administration	Professor Kumar Suresh Dr. V. Sucharita	One year	Likely to commence after the completion of review process	Research proposal under the Process of review. Likely to commence after the completion of review process
4. Federalism and Union-State Relations in Educational	Professor Kumar Suresh	Two years	Likely to commence after the completion	Research proposal under the Process of review. Likely to commence after the completion of review

Governance in India			of review process	process
5. Decision Making Process at the DEO office in Gurgaon District in the State of Haryana: A Pilot Study	Dr. Vineeta Sirohi	Six months	Commence after the receipt of notification	Approved but notification awaited

(D) Cash Award for the DEOs and BEOs from the States and UTs Rs. 10,00,000

(E) Case Preparation and Publications
for Dissemination of Innovations Approx. Rs 6,00,000

Grand Total Rs. 38, 54,000 (Thirty eight lacs and fifty four thousands)

Time Frame: April 2018-March 2018

Name of the Programme Director/Coordinator: Prof. Kumar Suresh and Dr. V. Sucharita

Part-B: National Conference on Innovations in Educational Administration and Award Ceremony

National Conference on Innovations in Educational Administration and Award Function to be organised tentatively during the month of December 2018.

Target Groups: District and Block Level Education Officers from all the states and union territories including the candidates selected for awards. The number of participants will be approximately 150 (Once hundred and fifty only)

Venue: New Delhi

Tentative Time: December 2018

Budget Estimate:

1. TA/DA for 150 participants @ 10,000/- per participants	Rs. 15,00,000
2. Venue of the conference and award function @ 15000x 3 days	Rs. 45,000
3. Boarding and Lodging @ 2500 x150 x 3 days	Rs. 11,25,000
4. Stationary/Bags @Rs 600 per person	Rs. 90,000
5. Videography/Photography (for 3 days)	Rs. 50,000
6. Working lunch/High tea Rs 150000x 3days	Rs 4,50,000
7. Transport	Rs. 1,00,000
8. Preparation and printing of conference materials	Rs. 1,00,000
9. TA and Honorarium to Resource Persons	Rs 1,00,000
10. Miscellaneous	Rs. 1,50,000

Total Rs. 36,80,000

Name of the Programme Director/Coordinator: Prof. Kumar Suresh, Dr. Vineeta Sirohi, Dr. Manju Narula and Dr. V. Sucharita

2. Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges

Background

Higher education in India during the last two decades has witnessed multi-fold expansion of institutions as well as increase in enrolment of students. The institutions have also experienced diversification in terms of their types and courses on the one hand, and composition of students on the campuses of universities and colleges, on the other. Development and growth in the sector of higher education have opened up new possibilities and posed new challenges. The emergent situation necessitates effective management of institutions which, in turn, requires good leadership at the level of institution who could successfully negotiate between the institutional capacity and rising expectations of different stakeholders. Now any institution of higher education cannot exist in isolation. They have to face the situation emerging out of the processes of globalisation and internationalisation of education. The institutional leadership is required to make the institution adaptable to new demands and aspirations without losing the sight of knowledge within the institutions. Employability of students is one of the major concerns that need to be taken into account in the management of institution. Sustainability of colleges merely in the mould of running traditional courses and disciplines may be under question given the nature of demands of courses. Therefore, an adequate balance between demand and supply is required to be maintained. Vision and clear cut roadmap for institutional development is required. An educational leader as the head of the institution can make difference in this regard. Increasing enrolment of students and quality teaching learning within the institutions are urgent tasks which need to be accomplished. The twin concerns of increasing enrolment and providing quality education to the admitted students can be made possible only through variety of innovative strategies, especially when there is clear gap between the available teachers and required teachers to run variety of programmes and courses.

Finance and mobilisation of resources for running the institutions and variety of courses have emerged as major issues in recent years. Hundred percent governmental support based institutions may not be a viable proposition in the long run. The institutions in that case cannot be sustained unless they carve out strategies for resource mobilisation including financial resources. In most of the cases the principals of colleges are facing enormous resource crunch. The principals of the colleges in this situation are expected to play role not merely as head of the institutional but as institutional leader who could think in terms of innovative strategies of resource mobilisation. As large percentage of students in government colleges belong to socio-economically weaker sections such as scheduled castes, scheduled tribes, OBC etc., institutions need to adopt appropriate strategies to address special issues and equity concerns.

Objectives

The objectives of the programme are as follows:

- To build the capacity of the academic administrators in universities and college in administrative and leadership skills ;
- To orient the participants about the emerging trends developments in higher education
- To sensitise the participants about issues relating to diversity and equity in higher education
- and institutional management;
- To develop managerial skills for organizational development.

Major Themes of the Programme

1. Institutional Management
2. Managing Equity & Diversity
3. Innovative Strategies for Mobilization of Resources
4. Management Skills such as Interpersonal Relations, Team Building, Stress Management, Decision-Making, Conflict Management, Management of Change etc.
5. Quality and Employment Enabling Skills in Higher Education
6. Use of ICT in Institutional Governance

Target Groups /Participants

The main target groups of the programme are Deans/ Director/ Heads of Departments from universities/ Principals of colleges. Around 30 participants from different universities and colleges across the states and regions will participate in the programme. Invitation will be extended to more than the actual anticipated participants.

Deliverables/ Expected Results

The programme will be an important intervention in the direction of capacity building of the educational/academic administrators in the universities and colleges which is required for efficient management of the institutions

Budget Estimates

1. TA to Participants 25,000 x 30	Rs. 7, 50, 000/-
2. Board and lodging expenses for 30 participants @Rs 700 per day per person for 5days (30x700x5)	Rs.1, 05, 000/
3. Honorarium to Resource Persons	Rs. 10,000/
4. Programme Stationeries/ Resource materials/ Xeroxing etc	Rs. 40,000/
5. Miscellaneous (Special lunch/ tea coffee/ refreshments etc.	Rs. 20,000/-

Total	Rs. 9, 25, 000/

Programme Dates: 24-28 September, 2018

Venue: NIEPA New Delhi

Name of the Programme Director: Professor Kumar Suresh, Dr. Vineeta Sirohi and Dr. Manju Narula

3. Workshop on Innovations and Good Practices in Institutional Governance of Higher Education

Background

Higher educational institutions in India characterise considerable diversity in terms of governance and institutional practices. Wide variety of institutions are in place in the field of higher education which include central and state public universities, Different kinds of Deemed to be universities, private universities, public funded and private colleges, affiliating universities and affiliated colleges. Institutional diversities are closely linked to the context and mandate of their establishment. Institutional variations also account for variations in structures and processes of governance. Within the broad framework of institutional governance, along the line of the mandate emanating from regulatory bodies or funding agencies, there are varying institution level practices of governance. There could a number of institutional level practices contributing to efficiency and efficacy of the system.

Moreover, the emerging context of higher education in the backdrop of global trends and demands necessitates innovations and good practices in the institutional governance. There could be large areas on innovations and good practices in the institutional governance of higher education. Some of the areas of innovations in institutional governance may include strengthened institutional support structures, mechanism and practices for efficient management of diversity and equity within the institutions, transparent and accountable system of governance, balancing of autonomy and accountability of teachers, ICT enabled governance, a sound system of promoting skills and employability of students and linking them to the world of work, resource mobilisation and innovative financing, community support and extension, institutional leadership at various levels of institutional governance, forms of governance in terms of collegiality and participation, promoting innovations in teaching-learning and examination processes.

Rationale and objectives of the programme

Though there are and could be number of innovations and good practices in institutional governance of higher education, there is hardly any mechanism to identify, recognise, document and disseminate them for the purpose of replicability, scalability and sustainability of such innovations. The workshop is intended to be a prelude to promoting innovations in the institutional governance and practices

Target Groups /Participants

The main target groups of the programme will be the nominee of the university such as Pro VC , Deans/ Director/ Heads of Departments from universities/ Registrars or any other person of academic administration, Principals of colleges. Around 30 participants from different universities and colleges across the states and regions will participate in the programme. Invitation will be extended to more than the actual anticipated participants.

Deliverables/ Expected Results

An analytical report will be prepared on the basis gathered information from the participants of the programme. This will prepare a ground for further identification, recognition and documentation of the cases of innovations and good practices in institutional governance of higher education

Budget Estimates

1. TA to Participants 25,000 x 30	Rs. 7, 50, 000/-
2. Board and lodging expenses for 30 participants @Rs 700 per day per person for 3days (30x700x3)	Rs.1, 05, 000/
3. Honorarium to Resource Persons	Rs. 20,000/
4. Programme Stationeries/ Resource materials/ Xeroxing etc	Rs. 40,000/
5. Miscellaneous (Special lunch/ tea coffee/ refreshments etc.	Rs. 20,000/-

Total	Rs. 9, 25, 000/

Programme Dates: November, 2018

Venue: NIEPA New Delhi

Name of the Programme Director: Professor Kumar Suresh & Dr. V. Sucharita

4. Orientation Programme on Management of Skill Development at Higher Education

Introduction:

The traditional higher education system is rigid in terms of duration of courses, teaching-learning timings, places of study and choice of subjects. One size does not fit all. Skill based short duration courses would be more useful for the rural learners looking for employment or self-employment while long term courses may be more useful for manufacturing sector. Short duration courses would also be enriching for those who are in employment or seeking self-fulfillment. Therefore, there is an urgent need for designing tailor made relevant courses to be offered by the academic institutions to meet the requirements of the industry in particular and society in general. There is also a genuine need for a provision to acknowledge and certify the knowledge and skills traditionally available with a person and their up-gradation to a certifiable level, which is acceptable nationally.

The country for long has had multiple agencies imparting vocational education and training, with little coordination and synergy, resulting in non-uniformity in curriculum, assessment and certification of courses. This does not augur well for increasing either the employability of the youth or their mobility for better employment opportunity. India is a country of rich diversity with a corresponding plethora of skill needs. There is a need to measure the learning outcomes against a standardized scale acceptable to the industry and employer across the country.

To address these issues, in 2011 the MHRD initiated the process of introduction of Community Colleges which are being successfully run in the United States of America. With a view to integrate skills into higher education for making it relevant for the learners, the Government of India has decided to set up 200 Community Colleges on pilot basis from the existing colleges / polytechnics from the academic session 2013 as a potent vehicle for implementing NSQF in higher education and then introduced B.Voc & DDU Kaushal Kendras. These programs would offer opportunity for lifelong learning and bridge courses for certification as well as movement from one stream to another. Industry, including business, service, agriculture and allied sectors will be associated integrally at all levels of activities in these colleges viz., design, development and delivery of curriculum, training of teachers, supply of guest faculty, sharing of infrastructure for 'hands on' practical training and evaluation so as to increase the confidence of the employer in the skills acquired by the learner. Industry will also have representation on Board of Studies and Board of Management of these Colleges. This will go a long way in restoring the confidence of industry in the competence of the prospective employees. These programs would offer credit-based modular courses to facilitate mobility of learners into the employment market, banking of credits and

re-entry into the college for skill up-gradation or higher education. It will create a win-win situation for all stakeholders- learner, industry, community and the university/college.

The University Grants Commission (UGC) had launched a scheme on 27 February, 2014 for skills development based higher education as part of college/university education, leading to Bachelor of Vocation (B.Voc.) degree with multiple entry and exit points. The B.Voc. programme is focused on universities and colleges providing undergraduate studies which would also incorporate specific job roles and their National Occupational Standards (NOSs) along with broad based general education. This would enable the graduates completing B.Voc. to make a meaningful participation in accelerating India's economy by gaining appropriate employment, becoming entrepreneurs and creating appropriate knowledge. With the current developments in the area of skills education, it becomes imperative that the educational functionaries at higher education in different states be oriented about the implementation of the skill development programmes and develop an understanding of the issues related to its management. It is within this context, that an orientation programme on management of skill development is to be organized for the educational functionaries incharge of B.Voc courses at higher education level in different states.

Objectives:

- To sensitize the participants about the policies and current developments in skill development in India.
- To orient the participants about the implementation of the programmes of skill development at higher education.
- To develop the understanding of the issues related to management of skill development programmes
- To learn from sharing of state experiences in skill development at higher education.

Major Themes:

Some of the themes that would be discussed during the programme are:

- Overview of the Skill Development in India
- National Skills Qualification Framework
- Public Private Partnership and the role of NSDC
- Assessment and Certification
- Education-Industry Interface
- Management of Vocational Teachers
- Entrepreneurship Skills
- Soft Skills

- Issues in the implementation of skill development programme at higher education

Programme Methodology: The transaction of the programme would be done through lectures, discussions, group work, panel discussions and sharing of experiences.

Target Group: There will be about 35 participants from the states. The participants would be Nodal Officers incharge of B. Voc. courses in universities and colleges.

Budget Estimate:

1. TA for 35 participants @ 25,000/- per participants	Rs. 8,75, 000/-
2. Board and lodging for 35 participants (35 x700 x 5)	Rs. 1,22,000/-
3. Honorarium to resource persons	Rs. 15,000/-
4. Preparation of Resource Materials/Stationary/Photocopy	Rs. 40,000/-
5. Miscellaneous (special lunch, tea/coffee etc.)	Rs. 20,000/-

Total **Rs. 10, 72, 000**

Date and Venue: 3-7 December 2018 at Hall 113 NIEPA, New Delhi

Programme Coordinator: Dr. Vineeta Sirohi

5. Orientation Programme on Educational Administration and Management For State and District Level Women Administrators

Introduction

The administrative machinery in each state has been established at the Secretariat, Directorate, Regional, District and Block levels for educational administration. The primary aim of the machinery is to organize, administer and implement the educational policies and programmes to strengthen education system. There have been tremendous changes in the governance of school education in India after independence, especially due to the recommendations of National Policy on Education, 1986 and its Programme of Action 1992, 73rd and 74th Constitutional Amendments and the Right to Education Act-2009. Because of this, organization and administration of school education has undergone tremendous change both at the state and district levels. One of the major changes observed is that of bifurcation and trifurcation of school education at Secretariat level and further divergence at directorate level and holding the responsibilities of school education by local government and non-government agencies at the district and field level. Efforts were made to decentralize the planning and management structures of education so as to make the implementation of educational programmes more effective. It is in this context the grassroots level structures of

local self-governance that is Panchayati Raj Institutions in rural areas and Municipalities in urban areas became significant.

In addition many development programmes like DPEP, SSA, KGBV, NPEGEL, RMSA, etc. introduced have brought out new dimensions in educational administration. The flagship programme of Sarva Shiksha Abhiyan (SSA) contributed in increasing access and enrolment, especially among unreached children. In addition, the programme made the administration of school education at district level more responsive to the needs of the people. To implement Right to Education Act (RTE) 2009, Sarva Shiksha Abhiyan is being considered as vehicle for implementation. The RTE Act confers a permanent right to free and compulsory education of equitable quality on the children for all times to come. It requires the whole education department to work together in a unified manner and necessitates a fundamental change in the governance structure. Presently SSA is functioning as a parallel structure within the government system in many states. Ideally the Directorates of Elementary Education, SCERTs, DIETs, BRC/CRC, etc., and SSA should have been functioning in unison and pursuing a unified vision of universalization of elementary education, but it has not happened. For this it is necessary to put in place systems and mechanisms for a shift from the SSA project-based approach to RTE. The already existing structures at the mainstream education department which have remained aloof to it need to be included in support of the programme.

It in this context the role and responsibility of functionaries of state and district level Education Department have increased. The emerging dimensions have impacted educational administration in various ways and have necessitated more responsive administrative mechanisms for educational attainment. It is necessary that the state and district level education officers need to have capacity building programmes to perform their functions effectively and efficiently.

The present orientation programme primarily focuses on issues and challenges that women administrators face in performing their functions. Due to several legislations and interventions, the education status of women in India has enhanced. In fact, today in India women can be found in all the working spheres more particularly in the education sector. Large proportions of the women are employed as teachers though their proportion declines with increased levels of education. Further the proportion of women heading the school is very less and women administrators are few and far at state and field level. However, women administrators have to play crucial role in implementation of several educational programmes, personal management, networking with public and private agencies etc. Apart from common constraints that educational administrators face, women administrators have to encounter several challenges and issues due to gender stereotype attitude, patriarchal social norms, balancing personal and professional responsibilities etc.

In this context NUEPA has proposed to organize an exclusive program for women administrators from state and district level.

Objectives

The major objectives of the program will be:

- To orient the participants about changes and challenges in the educational administration and management;
- To develop their capacities in administrative and managerial effectiveness.
- To discuss the issues and challenges faced by the women administrators.
- To share the experiences of the women administrators in managing the system at different levels.

Major Themes of the Programme

- Role and Importance of Women Administrator in Education
- Understanding and Managing Self
- Leadership Role of Women Administration
- Team Building
- Decision Making
- Conflict Management
- Management of Change
- Stress Management
- Harassment and Issues at Work Place
- Governance of Education
- Convergence and Coordination in Administration
- Issues and Problems for Women Administrators

Target Group

Joint Directors, Deputy Directors, Assistant Directors, DEOs, senior faculty members of SIEMAT and DIETs from all the states and UTs

Budget Estimates

1. TA for 35 participants @ 25,000/- per participants	Rs. 8,75, 000/-
2. Board and lodging for 35 participants (35x700x5)	Rs. 1,22,000/-
3. Honorarium to resource persons	Rs. 10,000/-
4. Preparation of Resource Materials/Stationary/Photocopy	Rs. 40,000/-
5. Miscellaneous (special lunch, tea/coffee etc.)	Rs. 20,000/-

Total

Rs.10, 67, 000

Proposed Dates: 25-29 June 2018

Venue: NIEPA, New Delhi

Name of the Programme Coordinator: Dr. (Mrs) Manju Narula

6. Orientation Programme on Leadership in Educational Governance for District Education Officers

Background of the Programme

The district is the most important unit of educational administration where the district education officer has an important role to play. He has been considered to be a kingpin of the entire machinery of educational administration at the district level. The Indian Education Commission (1966) stated that 'it is necessary to emphasize the importance of the district education officer and his establishment at the district level. He is charged with the leadership functions in relation to the district as the director of education in relation to the state'. Leadership has been defined as providing direction and exercising influence. Leaders mobilize and work with others to achieve shared goals and to create a sense of purpose and direction. Leaders help to establish the conditions that enable others to be effective. The District Education Officer in the governance of school education at district level has to play a multidimensional role including a leader, an administrator, educational planner, an academician, supervisor, professional leader, model teacher, inspector, an implementer, facilitator and evaluator of educational programmes and a synergist, teacher of teachers, an organizational designer, and an accountability monitor, bridge builder between school and the community and a public relation officer. A district education officer is responsible for inter and intra departmental coordination and for seeking convergence with the other departments which manage educational programmes. A DEO is the link between state level educational administration and schools as she/he is responsible for implementing national and state level educational policies and monitoring school quality while at the same time informing the state of what goes on in schools.

Governance of school education in the recent years has witnessed a major transformation in its approaches, structures and functions with regard to educational administration, planning, management and financial management. There has been a major shift in the delivery mechanism of educational services, increased investment in basic and secondary education and in expenditure pattern specifically from staff-salary oriented budget to infrastructure development oriented budget. There is also shift in supply-oriented paradigm to demand oriented paradigm as far as the educational needs at local level are concerned. Efforts have been made to decentralize planning and management of education to the local level so as to make the delivery of educational programmes more effective. It is in this context that initiatives like flagship programme of Sarva Shiksha Abhiyan, the Right to Education Act and Rashtriya Madhyamik Shiksha Abhiyan are being implemented which make the administration of school education at district level more responsive to the needs of the people. Accordingly, the RTE has assigned the major responsibility to the DEOs for its implementation in the district in respect of access, retention and achievement of children of 6-14 years of age. At present the states are also in the process of integration of parallel management structures to the mainstream

educational administration at district level. In this context the role of district education officer as a leader has become more important. It is necessary that the district education officers have the capacity to perform their functions effectively and efficiently.

However, the district education officers are not able to conduct their functions effectively and efficiently because of the number of problems and constraints they face in the delivery of educational programmes. In some of the states DEOs are selected by promotion from the lower posts at the fag end of their services when they have one or two years of service. They neither have the enough administrative experience for the post nor are they have the capacity to perform their functions. NUEPA studies on educational administration indicate that after selection to the post of DEO no pre-induction training is provided to them during or before their probation. As such, DEOs who come on promotion from the lower cadre do not possess managerial skills and those who come from direct selection neither possess management skills nor educational administrative experience.

In the present environment of administrative reforms and the implementation of new policy initiatives the district level education officers often face problems in leading and managing education at district level, which need their requisite professional preparation to meet the challenges. Periodic in-service training may provide them capacities in different skills and competencies to deal with the problems in the diverse situations in which they deal with the issues of educational governance and the different activities of educational administration and management. In this context, the present one-week orientation programme is proposed to be organized on leadership issues in educational governance for the district education officers from all the states in the country.

Objectives

1. To acquaint the participants about new changes and challenges in the issues of leadership in educational governance including administration and management.
2. To discuss with them with the issues of convergence and coordination.
3. To enhance their skills in the techniques of leadership development; and to
4. To develop their capacities in issues related to managerial effectiveness.

Major Themes for the Programme

District Education Officer as a Leader

Changing Governance at District Level

Coordination and Convergence

Managing Equity and Inclusion in Educational Governance

Accounting and Auditing

Child Rights Perspective and Role of Local Educational Administrators

Teacher Management

Legal Management

Team Building

Conflict Management

Decision-making and Problem Solving
Understanding and Managing Self
Role of NGOs in RTE Implementation—Group Work

Methodology

The methodology of the programme will be based on: presentation, discussion with participatory process; role plays, group work and presentation by participants; and sharing of experiences by participants. A brief questionnaire regarding the role of DEOs will be sent to the participants.

Participants

About 30 District Education Officers from all the states will participate in the programme.

Tentative Date of the Programme: 23-27 July 2018

Budget Estimates

6. TA for 35 participants @ 25,000/- per participants	Rs. 8,75,000/-
7. Board and lodging for 35 participants (35x700x5)	Rs. 1,22,000/-
8. Honorarium to resource persons	Rs. 10,000/-
9. Preparation of Resource Materials/Stationary/Photocopy	Rs. 40,000/-
10. Miscellaneous (special lunch, tea/coffee etc.)	Rs. 20,000/-

Total Rs. 10,67,000/-

Name of the Programme Coordinator:

Dr. V. Sucharita

Research Studies Proposed

Tabular form

1. A Study of the Skill Development at Secondary and Higher Secondary Education in Select States of India

Introduction

In recent decades, the education systems in many developing countries which are essentially academic in content and orientation have faced difficulties that are seen by many to represent a crisis in formal education for developing countries. Major problems include access to educational opportunities, high school push-out rates and the worsening phenomenon of educated unemployment. The problem of a large number of school push-outs exist especially among poorer sections of the population. Educated unemployment and associated social problems have arisen because job opportunities fail to keep pace with the rising expectations of those with formal education qualifications. In this context, the concept of vocational education and training remains attractive to many educational policy makers. For more than half a century the search for an appropriate education has preoccupied educational thinking. The role of VET, especially in relation to delivering quality education, has been the subject of considerable discussion, research and policy reforms. The lack of resources, under qualified teachers and the poor management of VET innovations contribute significantly to their failure or partial acceptance. Schools with vocational biases have more complicated timetables and a greater mix of teachers and students. Such factors require dynamic change agents who understand the factors and themes associated with the successful management and implementation of planned educational change.

It is at the Secondary Education stage that the necessary skills and competencies are required which enable the students to enter the world of work or to go for higher education. Vocational Education has been accorded high priority in the National Policy on Education, 1986 with a target of covering 10% higher secondary students under vocational courses by

1990 and 25% by 1995 and POA resetting the target of 10% in 1995 and 25% by 2000, yet enrollment of only about 5% has been achieved. With substantial drop out rates after class VIIIth and furthermore after class Xth the role of vocational education becomes relevant since it links education with employability. Moreover, about 93% of our workforce is in the unorganized sector with education below primary level or illiterate. The vocational education and training need to be planned and managed effectively in order to fill the 'skill gap' both in terms of quantity and quality. Further, to make it more attractive by not just becoming a dead end, the revised centrally sponsored scheme of vocationalization of higher secondary education put forward the need to develop National Vocational Education Qualifications Framework (NVEQF) for establishing a system of clear educational pathways, both horizontal and vertical with multiple entry and exit options. The NVEQF was piloted in Haryana at secondary school level. Recently, NVEQF has been subsumed under National Skills Qualification Framework (NSQF) in December, 2013. NSQF is a quality assurance framework which organizes qualifications according to various levels of knowledge, skills and aptitude. The learner must possess these levels defined in terms of learning outcomes, irrespective of the means of acquiring - formal, informal and non formal. This framework provides for multiple pathways both horizontal and vertical, both within vocational education and vocational training and among vocational education, vocational training, general education and technical education.

Theoretical Framework

The theoretical framework for this study draws from the human capabilities approach developed by Amartya Sen which provides a comprehensive framework for conceptualising the quality of life and well-being of individuals. At its core, the capability approach is about providing individuals with the opportunities to live the life that they have reason to value and enabling individuals to become agents in their own life (Deneulin and Shahani, 2009). By putting the needs of the people first rather than the needs of the economy, the capability approach brings the importance of social justice, human rights and poverty alleviation to the forefront of skills development discourse. Sen defines a capability as "a person's ability to do valuable acts or reach valuable states of being; [it] represents the alternative combinations of things a person is able to do or be" (Sen, 1993, p.30). Thus capabilities are opportunities or freedoms to achieve what an individual reflectively considers valuable. The central tenet is that each individual is considered not a means to economic growth and social stability but as an end. Two central concepts in the capabilities approach are capabilities and functionings

where capabilities comprise the opportunities available to a person to live a flourishing life or, stated differently, “what a person is able to do or be” (Sen, 2005: p.153) and functionings represent what a person actually does and the life that a person actually lives. The value of this approach lies in the paradigm shift that it makes from ‘productivist’ approach that have traditionally existed as the dominant paradigm for VET policy and much of VET research (McGrath, 2012). Contrary to ‘productivist’ approach which emphasize economic growth and income generation as key development objectives with human capital conceived as a means to that end, the capabilities approach emphasises human flourishing, with economic growth seen as necessary but not sufficient means to achieve development. The ‘productivist’ approaches to VET, which emphasise the working life of individuals through notions of human capital and employability, the commitment in the capabilities approach is to human flourishing which certainly includes what Bonvin and Galster (2010) describe as ‘the capability for work’, but is not limited to work. The study draws from a body of literature which applies the capability approach to the theorising of school education and provides an exploratory attempt at applying the framework and concepts of capability approach to the study of skill development. Also in line with the emphasis on agency in the capability approach is that it brings to the discussion the voices and perspectives of the students as the studies such as undertaken by Foster(1965a,b) in his study of learner aspirations in Ghana.

The capability approach go well beyond the study of skills embodied in agents - their "internal capabilities"- to consider the social and political institutions that inhibit or promote the expression o skills - their "external capabilities". This approach calls for a high quality education system that is intrinsic rather than merely instrumental in nature. This type of education “helps students to acquire the knowledge, skills, and values needed to function effectively within their cultural community, nation state and region and in the global community” (Banks, 2008: 129).

Skills - broadly defined -are major sources of well being and flourishing in society. They enable action in a wide array of life domains and are central ingredients of capabilities. These are of course, other important contributing factors to capabilities, such as the freedoms to use and enhance skills. Both cognitive skills and soft skills are pertinent or workplace. The multiple nature of skills is often ignored in many public policy discussions. For example policy discussions surrounding education and the output of schools often focus on measuring, enhancing and rewarding cognitive ability using achievement tests. OECD countries are often

compared to one another and their education systems evaluated using PISA test scores, ignoring a full range of skills produced by schools.

Review of Literature

A perusal of the related literature indicate researches in this area conducted on the aspirations and expectations of students regarding obtaining employment, the outcomes of the vocationalisation of secondary education scheme, the school curricula and the gaps in the skills imparted by the schools and the skills required by the employers, the employability gap and the importance of employer engagement in skill development.

In a study in Ghana, Foster (1965) was able to argue that the schools had very seldom functioned in the manner expected by the educators and the policy-makers. At a time when there were many ambitious schemes involving a central role for the school in national development, Foster remained frankly sceptical about the extent to which the school could, alone, become an active instrument in a massive economic and social transformation. For clerical and commercial employment in this emerging wage and salary sector, African students had determined quite rationally that academic qualifications were a better preparation than vocational. Such positions as existed for technically trained individuals were both fewer in number and less well paid. Foster decided to analyse the pattern of career aspirations of pupils at the end of their middle and secondary school years, and to use pupils' own perceptions of good jobs, in terms of status and income, to see what light could be thrown on their commonly-alleged obsession with white collar jobs and their reluctance to consider manual work, whether in agriculture or in technical or vocational settings. In their 'ideal' responses, just over 50% hoped to get artisan and skilled work, while only 30% aspired to get white collar, professional and clerical, jobs. By contrast, in their 'realistic' responses, the white collar proportion fell to 21% and even the aspiration for artisan and skilled work fell sharply to 22%. Instead of their aspirations for skilled work, the largest number now (35%) only expected to get semi-skilled and unskilled work. For most jobs, status is very closely related to the reward structure, and thus any attempt to use the curriculum to try and change the attitude towards, say, carpentry or motor mechanics, through a more diversified curriculum is likely to be 'ineffective and economically wasteful' (1965b, 275).

In India, the scheme of Vocationalisation of Secondary Education was launched in 1988. As per the evaluation study carried out in 1995-96, about 4.8% students were diverted to vocational stream. 28% of vocational pass outs were employed/self-employed and 38.3% vocational pass outs were pursuing higher studies. The evaluation studies in various States/UTs led to the identification of bottlenecks in the implementation of the scheme. Some of these include lack or absence of regular teachers and their training/retraining, insufficient financial allocation, high financial implication on the part of States, non-flexible duration and delivery of courses which at times were not need based, no change in recruitment rules, poor linkage with industry, poor vertical mobility, absence of separate management structures, absence of long-term commitment from the Central Government and inadequate monitoring.

A study on Skills defined by Curricula in South and Southeast Asia (Sirohi, V. & Singh, A.K. 2012) aimed to identify and isolate features of the skill development paradigm that is driving restructuring of secondary education systems. The findings of the study shows, one of the major features in all the sampled countries is that the curricula are either well articulated in the skill development paradigm or are in the process of being reformed. Yet it is seen that secondary school graduates do not seem to have the skills required for employability. The major gap area in India that emerges is lack of teacher effectiveness in transacting curricula, as perceived by the educators and administrators, may be due to unclear articulation of skills in the syllabus documents. Though NCF 2005 mentions skills but as reported by practitioners and school administrators the language is too complicated and academic for a practitioner to understand. The focus in schools is mainly on the cognitive skills.

Another study on Skills for Employability in South Asia (Srivastava, A. & Khare, M. 2012) essentially focuses on employers perspective on skill requirement from school leavers. The findings of the focus countries India, Pakistan and Bangladesh were revealing and converged on generic skills as a major demand from all kinds of employers, both public and private. The Indian analysis of the employer's perception of skill needs and gaps indicated that skills like critical thinking, leadership, positive attitude, communication, dedication, time management, flexibility and adaptability, team work and social interaction are some of the non-cognitive skills which are required by the market mostly.

The extent of employability gap can be gauged from the Survey report, National Employability Report (Aspiring Minds, 2014) which shows that out of six hundred thousand engineers that graduate annually, only 18.43% are employable for the software engineer – IT services role, while a dismal 3.95% are appropriately trained to be directly deployed in projects. For core jobs in mechanical, electronics/electrical and civil engineering only a mere

7.49% are employable. As per the report, the key reason behind such poor employability statistics is inadequate preparation in the domain area.

Post Conference Recommendations of 8th Global Skills Summit, Skill India - Build India. (KPMG & FICCI, 2015) highlighted the importance of employer engagement in skill development. Industry now majorly looks beyond grades and degrees and looks into actual skill set of a person. Skill development should focus around enhancing skills like social skills, cognitive skills, resilience and adaptability. It is found that a greater fraction of students in developing economies lack in fundamental skills which involves creativity, critical thinking, problem solving skills etc. There is need to involve employers in delivery and designing of the education system.

Rationale

The role of skill development, especially in relation to delivering quality education has been the subject of considerable discussion, research and policy reforms. Vocational education has been accorded high priority in the National Policy on Education, 1986. To respond to the changing skill requirements, vocational education and skill providers need to equip learners with skills that are responsive to labour market demands. The challenge for the successful implementation of vocational education and skill development is to develop appropriate skills, technology, values and attitudes and policy congruent with and cognizant of local, regional and global opportunities and concerns. Few researches have been conducted on skill development in the Indian context, however, there are many issues which needs to be delved deeper to inform policy decisions in the area of skill development. The present research is an attempt to identify the gaps and issues in the implementation of the skill development programmes at secondary and senior secondary education and delineate directions for the improvement of the system for more effective outcomes. The findings of the research would also add value to the extant literature in this area.

Research Questions

- What is the status and organizational structure of managing the skill development programme at secondary and higher secondary education in the states?
- What is the preparedness of the Schools for the implementation of skill development programmes in terms of infrastructure, human resource, student mobilization and the overall mindset?
- What are the aspirations of the students enrolled in the skill development programme?

- What are the teachers' qualifications? Are they trained? How are the teachers managed in terms of selection, recruitment, posting, transfer and training?
- Is there any school-Industry linkage in terms of delivery of the curriculum including soft skills, training of teachers, assessment, certification, internships and placements of the vocational pass outs?
- Are the soft skills/ life skills and work readiness skills part of the vocational training?

Objectives

- To study the status and structures of management of vocational education at secondary and higher secondary education in the select states.
- To examine the readiness of the schools for implementing the skill development programmes.
- To study the aspirations of the students enrolled in the skill development programme at secondary and higher secondary education.
- To study the quality and management of vocational teachers in the states
- To explore the linkages between school and industry for implementation of the skill development programmes in the schools.
- To understand the curriculum and training delivery for the implementation of the soft skills/life skills and the work readiness skills.

Methodology

Liaison with the four selected states will be done and state coordinators will be appointed. The questionnaires will be developed and the state coordinators will be oriented about the study and data collection. The schools will be selected in consultation with the state coordinators. An attempt to develop few case studies will be made, on students enrolled in vocational education programme to know their perceptions of the skill development programme and their aspirations.

Sample

Four states representing different regions of the country would be taken for the study. From each state 10% of the government schools where vocational education programme is implemented, will be taken for sample.

Tools

The data will be collected from both primary and secondary sources. The following tools will be used to collect information:

- Questionnaires
- Semi- structured Interview schedules
- Case study

Statistical Analysis

Data will be analysed through appropriate quantitative and qualitative methods.

Duration of the study: 24 months

Research Coordinator: Dr. Vineeta Sirohi

Budget :

Items	Break-up of the budget	Total Amount
1 Consultant for 12 months	@ Rs. 40,000-49000 (40000 x 12 x 1)	480000
2 Junior Consultants for 24 months	@ Rs. 30,000-39000 (30000 x 24 x 2)	1440000
1 Data Entry Operator for 24 months	@ Rs. 17000 (17000 x 24 x 1)	408000
Total Salary		2328000
Development of questionnaires	Rs. 20,000	Rs. 20,000
Boarding and lodging for field visit	Rs. 300,000	Rs. 300,000
Travel of Project Staff and Principal Investigator(train/air)	Rs. 4,00,000	Rs. 400,000
Hiring vehicle for field visit	Rs. 200,000/-	Rs. 200,000
Stationary, photocopy	Rs. 50,000/-	Rs. 50,000
Conducting workshops for orientation, reviewing and sharing of findings	@ Rs. 100,000/- per workshop x 5	Rs.5,00,000
Honorarium to State Coordinators	@Rs.10,000 x 4	Rs. 40,000
Case Studies	@ Rs.5000 x 4	Rs.20,000
Printing & Editing of the Report	Rs. 50,000	Rs.50,000
Total		3908000
Contingency	10%	390800
Grand Total		4298800

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2.

3. Understanding Life and Culture of Tribal Girls in Residential Schools: An Ethnographic Study of Schools under Different Managements in Andhra Pradesh

V. Sucharita¹

BACKGROUND

The last few decades have witnessed several new programmes and policies in the domain of education sector. Adequate focus was given on the education of disadvantaged groups in order to make quality education accessible to all. In order to achieve this, many new schools were established in rural and tribal areas and existing schools were expanded to the next higher level. Furthermore, every attempt was made to bridge the gender gap amongst tribal children.

These programmes not only focussed on increasing the access, but due emphasis were laid on equity and quality of education. One major thread that connected these programmes was to bring tribal children into the fold of formal education, retaining them and providing quality education. This received further impetus with the passage of RTE Act. Over the years, there has been a gradual progress in the literacy rates of tribals. For the Scheduled Tribe Population in India, the literacy rate increased from 8.53 percent in 1961 to 58.96 percent in 2011 for STs while the corresponding increase of the total population was from 28.30 percent in 1961 to 72.99 percent in 2011. If we compare the decadal trend, literacy rate increased by 11.86 percentage points from 2001 to 2011 for STs and 8.15 percentage points for total population during the same period. As far as female literacy rate is concerned, it has been lower in case of STs as compared to SCs and total population.

Against this scenario, education of tribal girls remained as a major concern. Poverty coupled with illiteracy, ignorance and socio-cultural beliefs were found to be the major non-school factors that affected girls' education. Among schools factors, apart from access, infrastructural facilities, irregular teachers, overcrowded classrooms, multigrade teaching are the major impediments in girls' education.

In this backdrop, residential schools in tribal areas were established to provide access with quality education in schools. Due to dispersed habitations and inaccessible geographical location, residential schools for tribals were viewed as a solution to some of the above mentioned issues.

It is pertinent to highlight that over the years, residential schools have been established by different managements like Tribal Welfare Department, SSA and others. Since the schools are run by different managements, it would be worthwhile to understand the life and experience of girls in such residential schools and the quality of education imparted in these

schools. The present study is an attempt to provide in-depth insights on the life and culture of tribal girls in residential schools run under different managements in Andhra Pradesh.

TRIBAL EDUCATION IN ANDHRA PRADESH: STATISTICS AT A GLANCE

According to Census 2011, Andhra Pradesh is one of the states having lowest literacy rate (67.66) in the country. The state also falls in the category of having the lowest ST literacy rate of 49.21% in India which is below the national average.

Table 1: Literacy rate of All Social Groups and STs of Andhra Pradesh (united)

State	2001						2011					
	All			ST			All			ST		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Andhra Pradesh (united)	60.47	70.32	50.43	37.04	47.66	26.11	67.66	75.56	59.74	49.21	58.35	40.09

Source: Census of India, 2001 and 2011

As evident from the above table (see table 1), the increase in literacy rate of STs is 12% in the last decade. The ST female literacy rate has increased from 26 per cent to 40 per cent, but this is much below the national average.

After bifurcation of the state, the scheduled tribes of Andhra Pradesh constituted 5.3% of the total population and a literacy rate of 48.8% (see table 2). The table clearly depicts that districts having higher percentage of ST population like Visakhapatnam, Vizianagaram and Nellore have lower literacy rates when compared to other districts. The district of Visakhapatnam, which has highest percentage of scheduled tribes shows very grim picture in terms of literacy rate.

Table 2: District wise literacy rate and GER

Sl.	District	% Of Total ST	ST Literacy
1	Anantapur	3.8	55.0
2	Chittoor	3.8	52.7
3	East Godavari	4.1	54.2
4	Guntur	5.1	46.5

5	Krishna	2.9	53.7
6	Kurnool	2.0	55.0
7	Kadapa	2.6	48.8
8	Nellore	9.7	42.8
9	Prakasam	4.4	47.1
10	Srikakulam	6.1	53.4
11	Visakhapatnam	14.4	44.9
12	Vizianagaram	10.0	46.6
13	West Godavari	2.8	57.1
	Andhra Pradesh	5.3	48.8

Source: Census 2011 and DISE 2016-17

As far as enrolment is concerned, the enrolment of ST students also gradually increased at both primary and upper primary levels. As per DISE 2014-15, at the national level, the GER for STs is 109.4 and 94.1 at primary and upper primary level respectively.

The dropout rate of any social group remains a very crucial indicator to understand the proportion of students who leave school during a year or fail to enroll in the next grade in the following year. As per DISE 2016-17 data for rural areas at national level, about 10.03% of the ST children at the primary level, 16.59% at the upper primary level and 35.64% of ST children at the secondary level drop out from the school. This shows that dropout rates are alarmingly higher at secondary levels in case of S.T.

In case of Andhra Pradesh the trend is similar to the national level. About 10.10% at the primary level and 10.39% of ST children at the upper primary level do not complete their respective schooling stages. More than half of the ST children drop out at the secondary level. Interestingly, at the upper primary and secondary level, the percentage of girls dropping out is lower than the percentage of boys. Among the districts, Visakhapatnam district has the highest dropout rate of 12.52% at the primary level, which incidentally also has the highest percentage of ST children. At the upper primary level, Nellore has significantly higher dropout rate of 21.96%. The district of Kadapa has the highest ST drop outs at the secondary level, apart from having highest dropouts amongst the girls at both primary and secondary levels.

The performance of tribal children in schools also shows a very dismal picture. The National Achievement Survey (NAS, cycle 3, 2014), for instance, conducted the assessment of class three, five, and eight students in Reading Comprehension, Mathematics and Environmental

Studies. In Andhra Pradesh, average score of SC, ST and OBC category students of class V students in reading comprehension was lower than the overall average score. The performance of SC category students was higher than ST students on all the competencies. Similarly, in Mathematics and environmental science General, SC and OBC category students scored higher than ST students.

REVIEW OF RELEVANT LITERATURE:

Studies on constraints in tribal education:

Tribal studies mostly reflected the constraints faced by the tribal children towards attainment of formal education and the reasons included both school and non-school factors. Stressing on the economic dimension in educational attainment, Rao (1986) in his study among the tribals of Visakhapatnam District of Andhra Pradesh found that tribal children drop out from schools as they are required in the family for economic pursuits. Other major reasons that were responsible for dropping out were failures in examinations, stagnation, failure to cope with the school atmosphere, irregular teachers, and so on. Similarly, based on his study among Bhils of Madhya Pradesh, Naik (1969) also observed that economic condition of the family is the major determinant for participation of Bhil children in school. He found that those families who have more earning members and where there is a regular source of income are sending their children to schools. However, poor economic conditions, absence of schools in the village, irregular payment of scholarships, absence of regular teachers, and lack of proper knowledge regarding institutional facilities are some of the major reasons for not sending the children to school.

Apart from ecological and socio-economic constraints, Rathnaiah (1977) pointed out several internal constraints in tribal schools like poor quality of instruction, alien language and content, and loopholes in administration and supervision. On similar lines, Pathania *et al* (2005) portrayed physical facilities in classroom, non-availability of books, stress and fears experienced at school as the major constraints faced by the Bhot tribal community of Himachal Pradesh. Some studies like that of Toppo (1979) reflected on the changes among the tribal community due to the introduction of modern education. Her study among the Oraons of Bihar revealed that modern education has resulted in breaking of joint families and affected the community life and relationship with parents and relatives.

Studies on Gender and Education:

One major concern that gained attention of many scholars is the gender disparity in education. Despite enormous importance attached to female education, the picture of female literacy is not very encouraging and needs immediate attention². The table below gives a picture of female literacy of STs in India.

Table 3: Literacy rates (7+ age group) – National Level

	2001		2011		2011 (AP)
	All	ST	All	ST	ST
Total	64.8	47.1	73.0	59.0	49.21
Male	75.3	59.0	80.9	68.5	58.35
Female	53.7	35.0	64.6	49.4	40.09

Source: Census of India, 2011 and 2001

The table depicts that though the male - female gap in literacy rate has decreased from 24% in 2001 to 19% in 2011 for STs, almost about half of the female ST population are still illiterate. The scenario is even worse in states like Andhra Pradesh where about 60% of the female tribes are illiterate.

Endemic female illiteracy across different social groups in India is due to many reasons like early marriage, household responsibilities, parental apathy, dissonance between social role and perceived function of education, social practice such as secluding purdah, instruction in language other than the mother tongue, and indifference of the teachers towards girls (Channa, 1996). The gendered division of labour, patriarchal norms, practice of dowry and the ideology of hypergamous marriage further intensifies gender disparities (Dreze and Sen, 1995). Kumar and Gupta (2008) are of the view that removal of gender disparity in education demands overcoming the deep mental blocks in the minds of the adults that binds girls to limited traditional skills.

² A detailed picture on gender and education in South Asia is given in Jayaweera (1987); in India see Patel (1998).

Moreover, many scholars (for example, Jayaweera, 1987; Dreze, 2003; Clemens, 2004; Kapadia, 2002) argued that expenditure on the education of girls is considered to be a poor investment in terms of future returns. Community and parents perceive boys as future income earners, heads of the household, and supporters of parents in their old age whereas girls are seen in the role of child bearers and child rearers, and are socialized accordingly. Female education is less valued due to low economic returns and no tangible benefits to the parents during their old age. Thus, low parental motivation is also a major cause for a dismal picture of female education. However, some like Ramachandran (2006) noted that literary drives, which mechanically transfer reading skills, have little impact on the overall development of women. For her, collectivism, confidence building, organizational building and leadership development are more important than literacy. Clemens (2004) argues that any intervention in the field of women and education is almost inevitably confronted with the power of deep old structures of a society and hierarchy, and thus, one should be prepared not only for open as well as hidden resistances, but also for unexpected and unintended changes of the society, which in themselves call for new solutions.

Studies on residential schools for tribals:

In India, since tribal communities are geographically dispersed, access to regular schools for tribal children was difficult. Within this context, residential schools were established for tribal children. In residential schools, apart from formal education, students also live together. This aspect of living together beyond school hours has social, cultural and emotional implications.

Ashram schools, for instance, were established to provide a mix of general education and vocational education in a conducive atmosphere. The main objective was to reduce dropout rates and to improve the retention rates of tribal students. It was also envisaged that ashram schools should encourage tribal traditions like folk songs and dances so that the schools are not only mere learning places but also centres of cultural activities. A study on ashram schools in Karnataka points out that ashram schools are catering to the needs of the poorest of the poor and are helping the inmates to remain in the school system without dropping from it (Das, Naidu and Sridhar, 2003). Sujatha (1990) studied the existing facilities, enrolment, drop out rate and working pattern of ashram schools in Andhra Pradesh with special reference to

Adilabad district. It was also found that there was neither trace of arts and crafts nor any cultural activities depicting tribal life in these schools, which remains one of the major objectives of introducing ashram schools. Likewise, Ananda's (1994) work on ashram schools among the Chenchus in Nallamalai Hills reiterated similar findings. The author argues that the schools do not provide vocational education to the tribal children and the curriculum does not seem to have any relevance to the tribal culture. The problems of absenteeism, stagnation and drop outs persist in ashram schools. Ananda (2000) further found that in case of tribals, the home and school atmosphere is very different. The teachers treat the children in a derogatory way and their slow performance is often attributed to their cultural background. Panda (1996) in his study of tribal schools in Koraput district of Odisha found that the schooling facilities, funds and incentives are inadequate in tribal areas. Moreover, the author also argued that tribal societies did not take education and schooling seriously.

The state of Andhra Pradesh has a long tradition of providing education to tribal children through residential ashram schools and they are run by the Tribal welfare department. However, the vision with which ashram schools were established largely remains unfulfilled. Evidences from research (for instance, Sujatha, 1990) show that ashram schools are no different from regular schools. Teachers are mostly non-tribal and do not have a complete understanding of the socio-cultural background of tribal students. Balagopalan (2003) in her study pointed out that tribal children in ashram schools are neither suited for the home nor for the fields.

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme, on the other hand, was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme is being implemented in educationally backward blocks (EBBs) of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line. Schooling through KGBVs is no different from ashram schools. Moreover, a study on understanding the emotional needs of girls in such schools reveals an interesting picture. Sharma (2015), in his study on KGBVs in Telangana, found that the emotional needs of tribal girls remains a

serious concern and needs to be addressed. Another research study pointed out that residential schools for girls are much lesser in number, especially those with English medium and KGBVs have provided some relief to this problem but they are not sufficient to meet the current requirements of ST girls in the level of Upper Primary and High School education (Dhatri Resource Centre, 2011). The study also pointed out that in the Ashram Schools and particularly in KGBVs and Gurukulams the performance of tribal children seems to have improved due to the regular functioning of the schools and availability of teachers. However, the overcrowded classrooms in residential schools gave an impression that it was difficult for teachers to focus on improving the quality of individual student performance (Dhatri Resource Centre, 2011).

Apart from ashram schools and KGBVs, the state of Andhra Pradesh has a residential schools functioning under Gurukulams (see table 4). Presently (184) educational institutions are functioning under the control of AP Gurukulam. The following are the categories of residential institutions under Gurukulams in Andhra Pradesh:

Table 4: Residential Institutions under Gurukulams in Andhra Pradesh

Sl. No.	Category of Institution	Focus	Category				Strength			
			B	G	Co	Total	Boys	Girls	Co	Total
1	Residential Schools	5th to 10th	18	11	0	29	7450	5369	0	12819
2	PTG Res. Schools	3rd to 10th	8	2	0	10	4214	935	0	5149
3	Residential Jr. Colleges	Intermediate	17	11	0	28	4442	3636	0	8078
4	Upgraded Residential Jr. Colleges	5th to Inter	2	5	0	7	1101	3300	0	4401
5	Schools of Excellence	8th to Inter	2	2	0	4	547	516	0	1063
6	Colleges of Excellence	Intermediate	2	2	0	4	169	271	0	440
7	Converted Hostels into TW Schools	3rd to 6th	49	31	0	80	6260	3768	0	10028
8	Mini Gurukulams for girls	1st to 5th / 8th	0	12	0	12	0	2387	0	2387
	Sub-Total :		98	76	0	174	24183	20182	0	44365
9	New 10 EMRS	5th	0	0	10	10	0	0	553	553
	Total :		98	76	10	184	24183	20182	553	44918

Source: http://apwgurukulam.ap.gov.in/?url=introduction_institutions.html

RATIONALE OF THE STUDY:

The above reviewed literature suggests that there have been several research studies on tribal education per se, but few on residential schools. The studies on tribal education highlighted several aspects like dropping out, absenteeism, enrolment and retention, school infrastructure, and gender disparity. Studies on residential schools pointed out that ashram schools performed better in terms of retention of the tribal children and completion of a particular stage of schooling. Though the studies have not provided a segregated data on performance of students in ashram schools but a broad picture was given highlighting that they performed better when compared to the tribal schools.

However, studying schools in their own right and the way these schools operate and decisions are made has not received much attention. In-depth studies on life of tribal girls in residential schools are also lacking. Moreover, the question regarding what actually happens inside the classrooms of ashram schools has also not been dealt in detail. Furthermore, from the review of existing literature in India, it is apparent that detailed ethnography of residential schools in the recent past has been quite rare.

In addition to these, it is important to note that residential schools for tribals are at a very interesting juncture during the past decade. The earlier practice of imparting education only through ashram schools as a predominant means of residential schooling is no longer applicable in the changing context. Over the years, residential schools under different managements have evolved addressing not only the issue of access but also equity and quality. In this regard, a comparative and in-depth study on the residential schools under different managements has not been undertaken. Furthermore, studies focusing exclusively on tribal girls in residential schools under different managements are also lacking.

The present study attempts to reflect on these shortcomings. The study focuses on analyzing the life and culture of tribal girls in residential schools functioning under different managements. It views the school in its own right, as a separate institution with its own organization and culture and attempts to provide a detailed picture and precise description of 'what the system is and how it operates' (Wolcott, 1971). It is also imperative to examine the role of residential schools in retaining the culture and way of life of tribals.

OBJECTIVES

With this rationale, the following objectives are framed for the study:

- To study the socio-economic composition of tribal girls in residential schools;
- To examine the physical (infrastructural) and human resources in residential schools;
- To understand the students' life in different types of residential schools;
- To examine the teaching learning process in these schools.

METHODOLOGY

Field work for the present study will be conducted in the state of Andhra Pradesh taking a Special Focus District (SFD) as the sample district. In Andhra Pradesh, the district of Visakhapatnam has the highest concentration of scheduled tribes. In this district, a block having high concentration tribal population will be taken for the study. Within this block, it is proposed that three schools exclusively for tribal girls running under different managements will be selected for in-depth study. The three managements include: schools run by Tribal Welfare Department, SSA and by Gurukulams. Three different types of residential schools are taken into consideration in order to understand the life of tribal girls in each of these managements and effectiveness of these residential schools. All the three schools will be selected from the same block.

Intensive fieldwork and sustained observation remain the essence of an anthropological study. Therefore, observation will be a key method for data collection and a detailed observation schedule will be drafted for this purpose. Apart from this, structured interviews of the teachers and HMs with detailed standardized schedules and in-depth informal interviews with open-ended questions for students will be undertaken. Detailed case studies of students and teachers pertaining to any specific issue or any best practices in any of the residential school will also be developed. Questionnaires will also be used to collect data on the socio-economic profile of the teachers and the students.

Students would be interviewed multiple times depending upon their interest and their ability to articulate their responses and experiences. The data will also be collected from what Woods called as 'naturalistic or behavioural talk' which is heard and noted by the observer in the 'ordinary course of events' (cited in Thapan, 2006). The aim of using all these tools and techniques is to give a thick description of the selected residential schools.

BUDGET ESTIMATE

The total estimated cost of the study would be Rs. 7,37,000 (Seven Lakhs Thirty Seven Thousand Rupees Only). The break up details of the expenditure is as follows:

REMUNERATION OF STAFF				
POSITION	NO. OF PERSONS	AMOUNT PER MONTH PER PERSON (IN RS.)	NO. OF MONTHS	AMOUNT (RS.)
Junior Project Consultant	01	30,000	12	3,60,000
FIELD WORK FOR DATA COLLECTION				
Local Field Investigator	01	As per actuals		1,00,000 (approx)
Principal Investigator		As per actuals		2,00,000 (approx)
PHOTOCOPYING OF RESEARCH TOOLS, REPORTS AND STATIONERY				10,000 (approx)
TOTAL				6,70,000
Overheads (10% of the total budget)				67,000
GRAND TOTAL				7,37,000

TIME FRAME:

The present study is proposed to be completed in two (02) years.

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Publications Planned/in Process

There will three kinds of publications:

- i) Publications of state reports of the survey of educational administration.
- ii) Innovations and good practices in educational administration series
- iii) Publications of Policy Briefs and Occasional Papers on thematic areas of educational administration and management.

Contributions of the Department and faculty