

Departmental Advisory Committee

Agenda of the Meeting of Departmental Advisory Committee

22 February 2019



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

BACKGROUND INFORMATION ABOUT THE DEPARTMENT

Present Position

The Department of Educational Administration has four faculty members comprising one Professor, one Associate Professor and two Assistant Professors. The faculty members of the Department represent the varied disciplinary background. The multidisciplinary background of the faculty builds up interdisciplinary perspective on research and capacity building 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.

Context and Setting of Agenda for Research

The educational governance and management in contemporary context of education system in India needs to be responsive to the expanding system of education and its requirements. It hardly needs reiteration that the 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 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 an 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 in discourse from administration to governance or government to governance. The emphasis in discourse is on minimising government and maximising governance. The shifting discourse on governance and management has important implications for traditionally held principles and practices of administration and management of educational system. One of the apparent manifestations of the shift is involvement of more and more actors in educational management which announces departure from a rigid form of hierarchy of educational administration to a more responsive and decentred form of governance. Involvement of community, non-state actors and stakeholders are emerging dimensions of educational governance at various levels. The increased role of private sector in education and advocacy for public- private partnership for expansion and quality in education has added new dimensions to educational administration and governance. The changes are being 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 in case of school education has been the creation of decentralized governance structure in education at the local level. At the macro level, exclusive new administrative structures have also been established 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. Bifurcation 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 Departments are also involved in implementing several educational programmes for equity and inclusion. All these

developments in the educational management have important implications for the functioning of the system.

Similarly, the higher education system has also experienced massive expansion. Managing quality and governing the system in the framework of balancing the twin concerns of autonomy and accountability has emerged as a measure change in contemporary IndiaN higher education. Trends towards massification and internationalisation of higher education have necessitated reforms in higher education. Emphasis is being paid on reforming the higher education governance system in tune with the emerging needs and trend. Global context and emerging trends in higher and technical education has been one of the major drivers of reforms in higher education system in India. Variety of policy initiatives are required to be in place for improving governance and delivery of higher education. In this regard initiatives 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 emerging need of harmonising union-state relationships in the field of educational policy and governance. A meaningful partnership between the union and the states in the spirit of cooperative federalism is a necessary condition for implementation of policies and programmes on the one hand and efficacious outcomes.

The emerging context of education and its effective management requires evidence based research on various aspects of governance, management and accountability system with intertwined objectives of critical analysis of the system of educational administration and management in place and required reform for improving the system in line with the principles of efficiency, accountability and transparency for efficacious outcomes along with well informed and skilled administrative workforce.

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 Capacity Development 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 implementation and administration of educational plans and schemes for the disadvantaged groups like the SC/ST, OBCs and Minorities, Girl etc.
- Use of information technology and e-governance in educational administration.
- Organizational development and improvement in institutional performance.

- Vocational education and skill development
- Research on and capacity building of women educational administrators
- Innovations and good 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

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 (2018-2019)**

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 2018- March 2019
2.	Workshop cum Orientation Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges	Prof. Kumar Suresh	14-16 January 2019
3.	Workshop on Innovations and Good Practices in Institutional Governance of Higher Education	Prof. Kumar Suresh	28 February- 2March 2019
4.	Orientation Programme on Management of Skill Development at Higher Education	Dr. Vineeta Sirohi	3-7 December 2018
5.	Orientation Programme on Educational Administration and Management for State Level Women Administrators June, 25-29 2018	Dr. Manju Narula	25-29 June 2018
6.	Orientation Programme on Leadership in Educational Governance for District Education Officers	Dr. V. Sucharita	09-13 July 2018

B. Conference and Seminar

1.	National Conference on Innovations in Educational Administration and Awards Function	Prof. Kumar Suresh Dr. Vineeta Sirohi, Dr. Manju Narula &	03-04 January 2019
2.	National Seminar on Educational Administration and Governance in India: Emerging Dimensions, Challenges and Possibilities	Professor Kumar Suresh and Faculty Members	Proposed but deferred to 2019-2020

Brief about the National Scheme of Awards for Innovations in Educational Administration

The Scheme of awards called **National Scheme of Awards for Innovations in Educational Administration (NSIEA)** 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. In this context, NIEPA 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 Level Education Officers.

National Conference and Awards Functions

Since its launch in 2014, more than two hundred cases of innovations and good practices have been shared during four rounds of national conference on innovations in educational administration and awards functions. More than 500 District and Block Level Education Officers from different states and UTs have participated during the last four rounds of conferences and awards functions, besides a good number of resource persons and education experts. On all the four occasions the Honourable Minister for Human Resource Development, Ministry of Human Resource Development, Government of India, graced the occasion and distributed the awards to selected officers

Major highlights of the National Conference and Awards Function, 03-04 January 2019

All the applications /nominations were screened and evaluated through a multi stage evaluation process and validated through field visits by the faculty members. The candidates were shortlisted for awards and certificate of appreciation. The selected candidates were given awards and certificate of appreciation in Awards Function held on 4th January 2019. Honourable HRM, Shri Prakash Jawadekar, Hon'ble Minister of State for HRD, Dr. Satyapal Singh, Secretary, School Education and Literacy, Ms. Rina Ray, Joint Secretary, Department of Higher Education, Dr. N. Saravana Kumar, Professor NV Varghese graced the occasion. Professor Kumar Suresh with the support of colleagues and staff organised the programme.

**PROGRAMMES PROPOSED
(2019-2020)**

PROPOSED PROGRAMMES FOR THE YEAR 2019-2020

<u>Sl.No.</u>	<u>Name of the Programme</u>	<u>Programme Director/ Coordinator</u>	<u>Dates</u>
1.	Implementation of the Scheme of National Awards for Innovations and Good Practices in Educational Administration – Phase-1	Prof. Kumar Suresh Dr. V.Sucharita	April 2019-March 2020
2.	National Conference on Innovations and Good Practices in Educational Administration and Award Function – Part B	Prof. Kumar Suresh, Dr. Vineeta Sirohi, Dr. Manju Narula Dr. V. Sucharita	November-December, 2019
3.	Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges	Prof. Kumar Suresh	21-23 August 2019
4.	Workshop on Innovations and Good Practices in Institutional Governance of Higher Education	Prof. Kumar Suresh	07-09 August 2019
5.	Orientation Programme on Management of Skill Development at Higher Education	Dr. Vineeta Sirohi	09-13 December 2019
6.	National Seminar on Educational Administration and Governance in India: Emerging Dimensions, Challenges and Possibilities	Prof. Kumar Suresh and faculty members of the Department	16-17 January 2020
7.	Orientation Programme on Leadership in Educational Governance for District Education Officers	Dr. V. Sucharita	06-10 January 2020

Part-B: National Conference on Innovations and Good Practices in Educational Administration and Award Function

National Conference on Innovations and Good Practices in Educational Administration and Award Function to be organised tentatively during the month of November-December 2019.

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: November-December 2019

Budget Estimate:

1. TA/DA for 150 participants @ 10,000/- per participants	Rs. 15,00,000
2. Venue of the conference and award function @500000x 2 days	Rs. 1,00,000
3. Boarding and Lodging @ 2000 x150 x 3 days	Rs. 9,00,000
4. Stationary/Bags @Rs 150x700 per person	Rs. 1,05,000
5. Videography/Photography (for 2 days)	Rs. 70,000
6. Lunch/High tea Rs 200X1000x 3days	Rs 6,00,000
7. Transport	Rs. 1,50,000
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. 36,75,000

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 35 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

Budget Estimates

1. TA to Participants 25,000 x 35	Rs. 8, 75, 000/-
2. Board and lodging expenses for 35 participants @Rs 700 per day per person for 3days (35x700x3)	Rs.73, 500/
3. Honorarium to Resource Persons	Rs. 40,000/
4. Programme Stationeries/ Resource materials/ Xerox/ Printing etc	Rs. 40,000/
5. Miscellaneous (Special lunch/ tea coffee/ refreshments etc.	Rs. 20,000/-

Total	Rs. 10,48,500/

Programme Dates: 07-09 August 2019

Venue: NIEPA New Delhi

Name of the Programme Director/ Coordinator: Professor Kumar Suresh

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

6. TA to Participants 25,000 x 35	Rs. 8, 75, 000/-
7. Board and lodging expenses for 35 participants @Rs 700 per day per person for 3days (35x700x3)	Rs.73, 500/
8. Honorarium to Resource Persons	Rs. 40,000/
9. Programme Stationeries/ Resource materials/ Xerox/ Printing etc	Rs. 40,000/
10. Miscellaneous (Special lunch/ tea coffee/ refreshments etc.	Rs. 20,000/-

Total	Rs. 10,48,500/

Programme Dates: 21-23 August 2019

Venue: NIEPA New Delhi

Name of the Programme Director/ Coordinator: Professor Kumar Suresh

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

Coordinator: *Vineeta Sirohi*

Introduction

With the increasing infusion of new technologies, innovation and globalization, the work environment marked by rapid and constant change has become more complex requiring various set of skills. This makes it essential for the higher education system to align the delivery of knowledge and learning in response to the demands of the world of work and equip the youth with the relevant skills to enhance their employability. The current skill development landscape of the country has its inherent deficiencies due to delink between the skills taught and employer's requirements. In order to ensure that the graduates possess adequate knowledge and skills for employment and entrepreneurship, the higher education system needs to incorporate the skill requirements of various industries in its curriculum in an innovative and flexible manner.

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. 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 both at national and international level. 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 decided to set up 200 Community Colleges on pilot basis in 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) 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 organized for the educational functionaries incharge of B.Voc. and DDU Kaushal Kendras 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 @ 20,000/- 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: 9-13 December 2019 at Hall 113 NIEPA, New Delhi

Programme Coordinator: Dr. Vineeta Sirohi

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.

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 different states will participate in the programme.

Tentative Dates of the Programme: 06-10 January 2020

Budget Estimates

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

Total Rs. 10,67,000/-

Name of the Programme Coordinator:

Dr. V. Sucharita

7. Seminar on Educational Administration and Governance in India: Emerging Dimensions, Challenges and Possibilities

The educational governance and management in contemporary context of education system in India needs to be responsive to the expanding system of education and its requirements. It hardly needs reiteration that the 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 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 an 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 in discourse from administration to governance and government to governance. The emphasis in discourse is on minimising government and maximising governance. The shifting discourse on governance and management has important implications for traditionally held principles and practices of administration and management of educational system. Emerging concepts, trends and forms of educational administration and governance such as new public management, shared governance, network governance, economies of scale in governance, minimising government and maximising governance etc have important ramifications. One of the apparent manifestations of the shift is involvement of more and more actors in educational management which announces departure from a rigid form of hierarchy of educational administration to a more responsive and decentred form of governance. Involvement of community, non-state actors and stakeholders are emerging dimensions of educational governance at various levels. The increased role of private sector in education and advocacy for public- private partnership for expansion and quality in education has added new dimensions to educational administration and governance. The changes are being 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 in case of school education has been the creation of decentralized governance structure in education at the local level. At the macro level, exclusive new administrative structures have also been established 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. Bifurcation 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 Departments are also involved in

implementing several educational programmes for equity and inclusion. All these developments in the educational management have important implications for the functioning of the system.

Similarly, the higher education system has also experienced massive expansion. Managing quality and governing the system in the framework of balancing the twin concerns of autonomy and accountability has emerged as a major change in contemporary Indian higher education. Trends towards massification and internationalisation of higher education have necessitated reforms in higher education. Emphasis is being paid on reforming the higher education governance system in tune with the emerging needs and trend. Global context and emerging trends in higher and technical education has been one of the major drivers of reforms in higher education system in India. Variety of policy initiatives are required to be in place for improving governance and delivery of higher education. In this regard initiatives 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.

The available literature and data indicate continuing and emerging challenges of educational administration and governance. In the backdrop of some of the trends and problems a national seminar is proposed to be organised covering various aspects and dimensions of educational administration and governance across the levels of education

Participants of the seminar

About 30 invited participants. Participants of the seminar will include a mix of academicians, experts of education and educational administrators

Estimated Budget

1. TA to Participants 20,000 x 30	Rs. 6, 00, 000/-
2. Board and lodging expenses for 30 participants @Rs 3000 per day per person for 3days (30x3000x3)	/Rs.270, 000/
3. TA and Honorarium to Resource Persons	Rs. 50,000/
4. Stationeries/ Resource materials/ Xeroxing/print etc	Rs 50,000/
5. Miscellaneous (Special lunch/ tea coffee/ refreshments etc.	Rs. 40,000/-

Total	Rs. 10,10, 000/

Programme Dates: 16-17 January, 2019

Venue: NIEPA New Delhi

Name of the Programme Director/ Coordinator: Prof. Kumar Suresh and Faculty Members of the Department.

RESEARCH STUDIES COMPLETED AND ONGOING

RESEARCH STUDIES COMPLETED(2018-2019)

Research Study Completed during 2018-2019

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)	Prof Kumar Suresh	UNESCO, Bangkok	During the last DAC meeting the study was under submission. Final Report submitted and synthesis regional Report published by UNESCO, Bangkok
2.	Involvement of Teachers in Non-Teaching Activities and its Effect on Education: A Study in Select States of India	Dr..Vineeta Sirohi Dr. Manju Narula	Department of School Education and Literacy, MHRD, Govt. of India	Report completed and submitted in May 2018
3.	UNESCO Sponsored Study – TVET Teacher Training Programmes and Institutions in the Asia and Pacific Region	Dr. Vineeta Sirohi	UNESCO, Bangkok	Report completed and submitted
04	Inter-departmental evaluative study ‘Evaluation of the Implementation of the Scheme for Providing Quality Education in Madrasas (SPQEM)’	Dr. Manju Narula of the Department is a member of research team led by Prof. A .K. Singh	MHRD	Dr. Manju Narula worked on the Reports for two states: 1. Madhya Pradesh 2. Chhattisgarh (in Collaboration with Dr. S.K. Mallik). The report is submitted for synthesis Report

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)

Professor Kumar 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 counties 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 of Select States 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 Institute of Educational Planning & Administration (NIEPA) 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. UNESCO Sponsored Study – TVET Teacher Training Programmes and Institutions in the Asia and Pacific Region

Vineeta Sirohi

The study was sponsored by UNESCO Bangkok. The present study “**TVET Teacher Training in India: Programmes and Institutions**” was conducted as part of the larger study. It focuses on the TVET teacher training in India exploring about the qualifications, standards and competence profiles of TVET teachers. It also makes an attempt to examine the structure, organisation and contents of TVET teacher education programmes. TVET programme aims to equip people with job-relevant skills that may facilitate a smoother transition to gainful employment. In India, under TVET, vocational education covers education and skill development from post primary to tertiary education, while technical education refers to post secondary courses of study and practical training. On the other hand, vocational training falls outside the formal schooling cycle and is institution-based. Ministry of Human Resource Development and Ministry of Skill Development and Entrepreneurship are the main agencies involved in formulating policies of TVET and the main organisations responsible for TVET teacher training include PSSCIVE, NSDC, NITTTR and DGT. The

absence of Pre-Service Teacher Education programme, delivery of vocational pedagogy, quality of teachers, low salaries, absence of cadre of vocational teachers are some of the major challenges that TVET teacher training system face in India. In order to address these challenges and bring about quality improvement, the government should consider formulating TVET teacher policy along with a regulatory framework for TVET teachers. There is an urgent need of introducing Pre-Service Teacher Education Programme and making it mandatory for entry into the TVET teaching profession. Moreover, creating a cadre of vocational teachers and offering lucrative remuneration to teachers supported by robust training programmes may facilitate in attracting and retaining talent.

4. Evaluation of Implementation of the Scheme for Providing Quality Education in Madrasa (SPQEM)

Dr. Manju Narula (As a team member)

On the behest of MHRD, NIEPA is conducting an Evaluative study (Scheme for Providing Quality Education in Madrasas) of the functioning of Madrsas in four states- Uttar Pradesh, Madhya Pradesh, Chhattisgarh and Tripura in which 4 faculty members are involved as members of the team. The Scheme started in 2009-10 and under the scheme Madarsas and Maktabs those who had applied for the grants are receiving financial assistance by Government of India. The Scheme encourages Madarsas & Maktabs to introduce formal subjects i.e. Science, Mathematics, Social Studies, Hindi & English so that children studying in Madarsas & Maktabs to attain academic proficiency for classes I to XII. The scheme provides an opportunity to students in Madarsas to acquire education comparable to standards in the national education system.

RESEARCH STUDIES UNDER PROGRESS

Background of the Survey

The Department of Educational Administration had proposed to conduct the Third All India Survey of Educational Administration. 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 had completed the survey work and submitted the Reports of their respective states.

However, survey work in six states could (Jharkhand, Delhi, Jammu & Kashmir, Rajasthan; Tripura; Meghalaya) not progressed much. These states were once again persuaded to undertake the survey work.

The survey of educational administration in Delhi, Jharkhand, Jammu & Kashmir, Meghalaya, Rajasthan and Tripura was launched with the workshop of the Nodal officers in NIEPA in April. In order to familiarize the nodal officers with the process and method of the survey and preparation of state report orientation -workshop was organized for the new nodal officers and their team members on 12-13 April 2018. 17 officers from these states participated in the workshop. The nodal officers and the team members were oriented about the survey coverage, methodology, content and format of report preparation. It paved the way for the formal launch of the second phase of the survey in six states.

Progress made towards the survey in six states (Delhi, Jharkhand, Jammu & Kashmir, Meghalaya, Rajasthan and Tripura).

Survey work has started in all the six states. As a part of the methodology of conducting survey in states, state level workshops in Jharkhand, Meghalaya, Rajasthan and Tripura have been completed. Meeting of the officers from NCT, Delhi on survey was conducted in NIEPA. As per the survey design, data and information have to be gathered from state, regional, district block and institutional levels covering the organizational set-up, roles, functions and activities of the education department at secretariat, directorates, regional, district, block and institutional levels of educational administration. It covers both the secondary and primary data and information. Primary data would pertain to the year 2017-2018. Sample of the survey include three districts- one educationally advanced, one middle ranking and one backward; three blocks –one from each district of the sample; and 24 schools- eight schools from each of the district which include 2 primary, 2 upper primary, 2 secondary and 2 senior secondary. The survey work started in five states.

In state level workshops and meetings in four states- Jharkhand, Meghalaya, Rajasthan and Tripura, various aspects of the survey as stated above were discussed. Four states, namely Meghalaya, Jharkhand, Rajasthan and Tripura have completed the first draft of the state reports. Delhi has provided all the relevant documents and materials for preparing the report to the Department. Data have been entered. Report is under preparation. The draft report is expected to be completed by April 2019. The survey work in J&K is starting now. The work completed by October 2019. **It will be an achievement as we were not able to do even in second survey.**

Publication of Completed Survey Report of the States

The completed survey reports under the process of publication for wider dissemination

Approval of the extension of duration of the Project

The duration of the project of Third All India Survey of Educational Administration was extended for two year till December 2018. However, the actual start of the project was October 2017 after the appointment of staff. In view of the Vice-Chancellor has accorded approval of the duration till October 2019. Since the completion of survey work including at least two thematic studies and dissemination of reports will require time. The DAC may please consider the extension of duration till December 2019 given the amount of work involved in taking the work to a logical conclusion

Brief of other approved research studies in different stages of progress

1. Study of Structure and Functions of Educational Administration

- Prof. Kumar Suresh, Dr. Manju Narula, Dr. Vineeta Sirohi

The study is intended meet out the resource-data gaps on the aspect of structure and function of educational administration. There is hardly information available on the structure and functions of educational administration across the states and union territories. The websites of the Education Department, of course, include basic information on the structure of educational administration of respective states and union territories but these are mainly restricted to the Secretariat and Directorate levels. In most of the cases information on the educational administrative structure below the Directorate level is scanty.

Needless to mention there are considerable variations in the designation, status and role of the officers at the district and below the district level. The status, role and functional responsibilities of the field level educational administration have important bearing on efficient and effective delivery of educational services. The educational administration at the district and below the district level is loaded with the responsibilities of implementing policies and programmes of educational development. Moreover, policy initiatives for educational development in recent years have necessitated certain degree of *standardization* in the status, role and functions of educational administration at the field level. Indeed, there is no evenness in the structures and functions. There are number of issues and problems related to educational administration. The state reports of the third All India Survey of Educational Administration indicate them. There are new set of challenges of educational administration. As to what extent the administrative structure in place is responding adequately to the new demands and challenges needs exploration.

It is important to note that many states have introduced reforms in their administrative structure at various levels, especially at district and block levels. Bihar along with many other states is example in this respect. The reform measures introduced in some states may be

instructive to others. Many times reforms introduced in the administrative structure and corresponding functional responsibilities in a state open up possibilities of learning for other states. Due to lack of precise information available in public domain, there is hardly possibility of mutual learning. Besides non-availability of information on structure of educational administration across the levels and across the states/union territories; there is no information available on the functional responsibility attached to each and every level of educational administration. It is in this context that the present study has been undertaken. In order to fill the remaining gaps in the third all India survey as well as criticality of information the present study has undertaken four important levels of educational administration: educational administration at the union level, educational administration in union territories, educational administration in states; and educational administration in NCT of Delhi.

Progress made so far

Secondary sources of data collected have been collected on each of the levels of the educational administration. Preliminary compilation of information is under progress. The preliminary write-up has to be shared and discussed in three workshops to be held in NIEPA addressing three levels- union, states, and UTs. A workshop for Delhi is also proposed for the purpose. The draft report is expected to be completed by October 2019.

2. Status, Role and Responsibilities of District and Block Education Officers in Educational Administration

- Professor Kumar Suresh, Dr. Manju Narula and Dr. V. Sucharita

District and Block Education Officers are key educational functionaries at field level. They are instrumental in ensuring the effective functioning of schools. As educational administration at district and block level is closely connected to the schools in terms of their monitoring and support; they are important links between schools and higher level of educational administration. Implementation of policies and programmes of the government at school level turns out to be important functional responsibilities of these officers. It is important to understand the whole gamut of expanding role and responsibilities and also as to how these officers discharge the responsibilities assigned to them in the capacity of officers at field level. It is in this context that this study has been undertaken. The study is based on both primary and secondary sources of data. The study is primarily based on the available data base built on the Third All India Survey of Educational Administration; data collected in the state level conferences of DEOs and BEOs as well as field based data collection related to district and block level education officers. The State Reports of Third All India Survey of Educational Administration include some basic information about district and block level education administration including status, role and functional responsibilities as per the descriptive format. However, analytical dimensions are not included. Descriptive data will be analysed from a critical perspective. The present study is primarily based on the analysis of these data in addition to the data and information collected through field studies. In order to add value to the descriptive data in terms of analytical rigours, qualitative dimensions is also being added through field based study of six districts and six blocks representing different regions and states of India. On the basis of the analysis of both the available data and field

based data status, role, responsibilities and challenges of the District and Block Level Education Officers is to be studied.

Progress made so far

Secondary sources of data collected have been collected. The data is under the process of analysis. Primary data is yet to be collected. Research tools for capturing filed level dynamics are under finalisation. The report will be prepared after gathering and collating both the primary and secondary sources of data. The study is expected to be completed by October 2019.

3. Federalism and Union-State Relations in Educational Governance in India

-Professor Kumar Suresh

Governance of education in federal systems is based on constitutionally mandated jurisdictional specification and assignment of responsibilities to the constituting levels of government- usually between the two levels government- federal and the constituent units. In some cases the responsibility of governing education rests exclusively with the constituent units. Policy and financial autonomy to the federal units is inherently linked to the patterns of distribution of responsibilities. This, in turn, determines the nature of relationship between the federal governments and constituent units in the governance of education.

Governance of education in India has its own dynamics deeply rooted in the logic and context of its federal diversity. The constitutionally defined responsibilities and reasonably demarcated jurisdictional competence of the union and the states as two levels of government is the hallmark of a formal model of federal governance of education in India. The model of federal governance is based on an underlying stipulation of autonomy of the federal units at one level and organic linkage with the larger federal order on the other. The federal government is expected to play an enabling role in educational endeavour of the states and also in harmonising national (federal) priorities with the given nature of federal diversity.

Governance of education in India is a shared responsibility between the union and the states. The reference to shared responsibility is an extension of the logic of the concurrency clauses of constitution effected by the forty second amendment to the constitution. This aspect of governance necessitates certain degree of cooperation between the union and the states. The language of cooperative partnership between the union and states is frequently used to describe the model of federal governance of education in India. How far this usage of cooperative partnership (cooperative federalism) has been able to come to the level of symmetrical relationship of a coordinate structure of governance with corresponding competence is a question that requires exploration. Undoubtedly, the original schema of the constitutional arrangements had envisaged a relatively autonomous domain for the states in the governance of education. The post constitutional developments in the forms of constitutional amendments, subordinate legislations and policy initiatives by the federal government for reforming education have, however, substantially impacted the union- state relations; and also the competence of the states in governing education. A number of policy reforms have been enacted in the field of education during the past many decades but more

specifically in the decade 1980s onwards. A number of centrally sponsored schemes, proliferation of central regulating agencies, central government's Guidelines are important developments of this period. These are at time construed as instruments of expanding role of the federal government and shrinking competence of the state governments. This is in this context that the study is being conducted.

The study is a combination of both desk and field based research based on both primary and secondary data. It has three components. First is the study of constitutional and post constitutional developments impacting union-state relations. Here the major points of reference will be Acts, subordinate legislations and policy initiatives and reforms including centrally sponsored schemes. Second will be focusing primarily on the school education and the third will focus on higher education. For empirical insights few states will be taken as case for the study. The details of the dimensions to be covered in the study will be worked out in consultation with the experts and members of the Project Advisory Committee.

Progress made so far

The study has commenced w.e.from January 2019. Secondary literature and materials have been collected. The proposed duration of project is two years starting from January 2019. In the meantime data and analysis will be disseminated at various stages of the project.

4. Innovations and Good Practices in Educational Administration

- Prof. Kumar Suresh, Dr. V. Sucharita

With the expansion of the system of education and its manifold dimensions, managing the system has emerged as a major challenge for educational administrators. In the midst of challenges numerous initiatives are taken to convert the challenges into opportunities by the educational administrators working at different levels. It is more so in case of field and institutional level administration in the field of education. The study is an attempt to capture the nuances of innovation and good practices in educational administration in numerous ways. It also aligns with the national scheme of awards in educational administration of NIEPA.

Progress so far

The study has not commenced likely to commence after the completion of substantive part of first two projects.

5. Decision Making Process at the DEO office in Gurgaon District in the State of Haryana: A Pilot Study

- Dr. Vineeta Sirohi

The study has commenced w.e.f 4th February 2019. Duration of the study is six months.

Status of other studies approved in the Last DAC meeting Held on 19 February 2018

Sl No.	Title of the completed study	Investigator(s)	Duration	Remarks
1.	A Study of the Skill Development at Secondary and Higher Secondary Education in Select States of India	Dr. Vineeta Sirohi	Two years	Under the process of review and finalisation
2.	Women in Educational Administration: A Study of their Status, Issues & Challenges in Select States of India	Dr. Manju Narula	One and half years	Preliminary work of the Study started after the completion of the process of review
3.	Understanding Life and Culture of Tribal Girls in Residential Schools: An Ethnographic Study of Schools under Different Managements in Andhra Pradesh	Dr. V. Sucharita	Two years	After completion of review process the Study will commence. Currently on maternity leave.

PUBLICATIONS PLANNED

The Department of Educational Administration would put additional emphasis on publication of papers, books and analytical reports based on research studies and specialized programmes of the Department.

Publications Planned/in Process

There will be 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.

FACULTY CONTRIBUTION

Contributions of the Department and faculty

The faculty members of the department are engaged in, other than their research studies, training programmes, conferences and workshops, teaching of M. Phil courses, PGDEPA Course face to face as well advanced programme in educational administration, International Diploma in Educational Planning and Administration, teaching in different capacity building programmes.

The faculty members of the department are also involved in course co-ordination in M.Phil courses like course in educational administration, Equity and Multicultural education etc.

Faculty has also been engaged in revising and framing M/Phil curriculum especially course on educational administration, equity and multicultural education, skill development and vocational education etc.

The responsibility of publication of NIEPA occasional paper series and policy briefs has also been assigned to the faculty members of the department.

Faculty members have also published papers in the thematic areas of educational administration and management.

The department also hosts M.Ed internship programme for M.Ed students. This year, students from RIE Bhopal, and students from Jamia Millia Islamia visited for their internship programme.