

Departmental Advisory Committee

Meeting of Departmental Advisory Committee

25th February 2020

Agenda Notes



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

National Institute of Educational Planning and Administration

Department of Educational Administration

Minutes the Meeting of Departmental Advisory Committee held on 22 February 2019

The Department Advisory Committee Meeting of the Department of Educational Administration was held on 22 February 2019. The meeting was attended by following Members:

1. Prof. N. V. Varghese : Chairman
2. Shri. J. Veeraraghavan: Member
3. Prof. Kuldeep Mathur: Member
4. Prof. B.P. Khandelwal: Member
5. Shri. Abhimanyu Singh: Member
6. Prof. R.C Patel: Member
7. Prof. A.K. Singh: Member
8. Dr. Vineeta Sirohi: Associate Professor, Department of Educational Administration
9. Dr. Manju Narula : Assistant Professor, Department of Educational Administration
10. Prof. Kumar Suresh: Convenor of the DAC& Head, Department of Educational Administration

Prof. N. V. Varghese, Vice Chancellor, NIEPA and Chairman of the DAC, extended a warm welcome to the members of DAC. Before taking up the agenda for discussion he briefed the members about major developments during the last one year which included; review of NIEPA by UGC, preparation for NACC assessment and steps taken for development of perspective plan of the institute. Briefly highlighting the salient points of Perspective the members were informed that the major focus of NIEPA activities would revolve around identified four-five areas. He also informed the members about different programmes and schemes added to NIEPA which include NRC, ARPIT and LEAP. He shared the information regarding two rounds of the conferences of Vice- Chancellors and Conferences of Registrars, Controllers of Examinations and Dean/ Directors etc under the PMMMTTE Scheme of the MHRD, National Awards and Conference of Innovation Scheme and International Seminar on Employment and Employability besides other programme of the institute. Members were also informed about proposed Academic building of NIEPA and future plan of starting Master programme.

After brief presentation about NIEPA by the Vice-Chancellor Prof. Kumar Suresh, Head of the Department of Educational Administration, NIEPA was requested to take through the Agenda items of the DAC. Prof. Kumar Suresh briefed about the perspective and action plan of the Department. He emphasised that the activities of the department are aligned with the perspective plan and the perspective plan of the Department is also in tune with the focus areas of the NIEPA'S

proposed perspective plan. He further informed the members about different activities undertaken during 2018-2019 and proposed for 2019-2020. The members unanimously appreciated the works done by the Department as well as documentation of activities.



The discussion focussed on the following areas:

1. Training programmes
2. Focus areas of research
3. Preparation of training modules
4. Thematic studies based on issues related to the survey of Third All India Educational Survey
5. Changes in the title of Innovation Programme

The members gave following suggestions on the issues discussed:

- With regard to training programmes, a generic point was made about NIEPA training programmes. It was suggested that the training programmes should be need based aligning with the emerging issues and societal context. It was further that issues of administration should be broad based touching upon all the levels –school to higher education rather than restricted only to school administrators. Also the mode of training programmes needs to be changed for wider outreach.

- For resource base, while collecting the data, it would be useful if informal administration is also captured as informal setting of administration is equally important.
 - It was also suggested that there is a need to create a portal on survey of Educational Administration. National reports on various issues need to be created and uploaded and for that data of the national level need to be accurate, authentic and accountable. The national reports need to draw from various sources. The reports should be developed through open and democratic way like involving government personnel, NGOs and other sources. Then the institution can get balance report. Moreover, strategies need to be adopted- while accepting data of National Reports, to study the issues deeper, strategy of commissioned studies and shadow reports should be adopted.
 - The Departmental Advisory Committee was apprised about the progress relating to the Survey work. Keeping in view the remaining works of the Survey the **Departmental Advisory Committee the approved the extension of the duration of the project of Third All India Survey till December 2019.**
 - While discussing the National Scheme of Innovations it was suggested that for reporting innovation or good practices, guidelines should be in place. While reporting the cases of innovations and good practices the candidates should quantify the impact like if it is reported that digitisation has taken place then where it has taken place? Among whom? Where and what proportion of schools are practicing it? Documentation of good practices should have certain norms, because a good practice may be good for administrators but not for others (for example faculty/teachers). On this point the members were informed that a detailed Guideline is already in place and included in the Brochure of the Innovation Scheme. As per the Guidelines the candidates are asked to provide supporting documents to validate the points and impact of innovations.
- It was also pointed out that some Innovations are routine tasks but if they have been done efficiently, it is considered Innovation. In some cases, the administrators take the credit of the work done by the teachers or the community. So there is a need to look into as to how the process of innovation takes place.

- Regarding dissemination of knowledge and information it was pointed out that as India is a diverse country and NIEPA being National Institute, dissemination should be multilingual to have national impact. Therefore it needs to be in different languages. A separate strategy needs to be in place for disseminating information and data. Money and efforts need to be invested and it should be properly budgeted.
- Members agreed that in the title of Innovation programme name Innovation and Good practices can be added. Moreover, all the committee members felt that the usual practice of presenting award of cash amount and memento for innovation programme should be continued in future programmes also.
- Advocacy and communication strategy need to be evolved for visibility of the works of NIEPA. Publicising research studies through variety of means could be a very effective strategy. For the purpose different medium and forums like You-tube, uploading on websites or through press release may be used. This can enhance the outreach of NIEPA and the entire education community will be able to benefit from that. It may be outsourced also.

The Meeting concluded with a vote of thanks to the chair and the Honourable members of the Departmental Advisory Committee by Prof. Kumar Suresh.

**Agenda of the Departmental Advisory Committee Meeting,
25th February, 2020**

Agenda Items

I. Background Information About The Department

Its perspective and Context of Education System and Dynamics of Educational Administration and Management

II. Status of the Programmes proposed and conducted (2019-2020)

A. Capacity Development Programmes

- Implementation of the Scheme of National Awards for Innovations in Educational Administration for District and Block Level Education Officers
- Workshop cum Orientation Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges
- Workshop on Innovations and Good Practices in Institutional Governance of Higher Education
- Orientation Programme on Management of Skill Development at Higher Education
- Orientation Programme on Leadership in Educational Governance for District Education Officers

B. Conference and Seminar

- National Conference on Innovations in Educational Administration and Awards Function
- National Seminar on Educational Administration and Governance in India: Emerging Dimensions, Challenges and Possibilities

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

- National Conference and Awards Functions

III. Programmes Proposed (2020-2021)

1. National Awards for Innovations and Good Practices in Educational Administration
2. Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges
3. Orientation Programme on Management of Skill Development at Higher Education
4. Orientation Programme on Leadership in Educational Governance for District Education Officers
5. Seminar on Educational Administration and Governance in India: Emerging Dimensions, Challenges and Possibilities

III. Approved Research Projects/ Studies

IV. Research Studies: Ongoing (Under Progress at different stages)

1. Third All India Survey of Educational Administration
2. Involvement of Teachers in Non- Teaching Activities and its Effect on Education: An All India Study of Time Spent By Teachers on Election and Election Related Duties (MHRD Sponsored)
3. Study of Structure and Functions of Educational Administration
4. Status, Role and Responsibilities of District and Block Education Officers in Educational Administration

V. Approved Research Studies at different Stage Under Progress

1. Federalism and Union-State Relations in Educational Governance in India
2. Decision Making Process at the DEO office in Gurgaon District in the State of Haryana: A Pilot Study
3. Innovations and Good Practices in Educational Administration
4. A Study of the Skill Development at Secondary and Higher Secondary Education in Select States of India
5. Understanding Life and Culture of Tribal Girls in Residential Schools: An Ethnographic Study of Schools under Different Managements in Andhra Pradesh

VI. RESEARCH STUDIES COMPLETED AND ONGOING (2019-2020)

Research Studies Completed during 2019-2020

Sl No.	Title of the Completed Research Studies	Investigator(s)	Sponsorship/ Agency Requested Study	Remarks
1.	Women in Educational Administration: A Study of their Status, Issues and Challenges in Select States of India	Dr. Manju Narula	NIEPA	
2.	State Report of Third All India Survey of Educational Administration in Meghalaya	Prof Kumar Suresh & State Survey Team	NIEPA	Part of Third AISEA
3.	State Report of Third All India Survey of Educational Administration in Rajasthan	Prof Kumar Suresh & State Survey Team	NIEPA	Part of Third AISEA

VII. Publications Planned/in Process

VIII. FACULTY CONTRIBUTION

BACKGROUND INFORMATION ABOUT THE DEPARTMENT

The Perspective

The Perspective of the Department is aligned with the Perspective Plan of the Institute. In the framework of the Perspective Plan 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 (now Samagra Shiksha). 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 NIEPA has been conducting, the department has conducted the the survey of educational administration in school 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.

Faculty Position in the Department during 2019-2020

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 Department of Educational Administration consisted of four faculty members as Details given below:

1. Professor Kumar Suresh: Professor & Head and Registrar (Ic) since July 2018
2. Professor Vineeta Sirohi: Professor
3. Dr. Manju Narula: Assistant Professor (Superannuated on 31 January 2020)
4. Dr. V. Sucharita: Assistant Professor (On leave since November 2018)

STATUS OF PROGRAMMES (2019-2020)

A. Capacity Building Programmes

<u>Sl. No.</u>	<u>Name of the Programme</u>	<u>Programme Coordinator</u>	<u>Status</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	Being one of the important area of engagement the scheme has continued its implementation as proposed
2	Workshop cum Orientation Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges	Prof. Kumar Suresh	Proposed & Conducted (July 2019)
3.	Workshop on Innovations and Good Practices in Institutional Governance of Higher Education	Prof. Kumar Suresh	Proposed& Conducted(August 2019)
4.	Orientation Programme on Management of Skill Development at Higher Education	Dr. Vineeta Sirohi	Proposed& Conducted (December 2019)
6.	Orientation Programme on Leadership in Educational Governance for District Education Officers	Dr. V. Sucharita	Scheduled but not conducted as the programme coordinator is on leave since November 2018 and yet to join the duty
7.	Review Meeting of the Third AISEA Nodal Coordinators and Team Members of Jharkhand, Meghalaya, Delhi, Tripura and Rajasthan	Prof. Kumar Suresh	Not scheduled but Conducted (May 2019)
8	State Level Workshop on AISEA in Jammu& Kashmir	Prof. Kumar Suresh	Not scheduled but Conducted in Srinagar,(July 2019)
9.	Workshop on Administration and Management of School Education in the Union Territories	Prof. Kumar Suresh	Not scheduled but Conducted in NIEPA (July 2019)
10	Role of Regulatory Bodies in Educational Governance at Union Level	Prof. Kumar Suresh	Scheduled but deferred for 2020-2021 due to non availability of date after rescheduling in view of NORIC Education Summit

B. Conference and Seminar

1.	National Conference on Innovations in Educational Administration and Awards Function	Prof. Kumar Suresh Dr. Vineeta Sirohi, Dr. Manju Narula	Proposed but not conducted (A combined programme of Innovation Conference and Awards Function for the year 2018-2019 and 2019-2020 proposed in July 2020
2.	National Seminar on Educational Administration and Governance in India: Emerging Dimensions, Challenges and Possibilities	Professor Kumar Suresh and Faculty Members	Proposed but to be deferred to 2020-2021 (This seminar is proposed to be conducted coinciding dissemination function of the Reports and Related Studies of the AISEA)

C. Internship Programmes

1. Internship Programme for 15 M.Ed Students from RIE, Bhopal, 25-29 November 2019

2. Internship Programme for 11 M.Ed Students from Jamia Millia Islamia, 1-15 January 2020.

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

The Scheme of awards called **National Scheme of Awards for Innovations and Good Practices 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 Awards for Innovations and Good Practices 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 last National Conference and Awards Function organised from 03-04 January 2019 in New Delhi

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
(2020-2021)**

PROPOSED PROGRAMMES FOR THE YEAR 2019-2020

<u>S.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(The scheme necessitates year long engagements. Activities involve identification in collaboration with the states interms of their nomination, processing of the application,evaluation, validation, preparation of Briefs of the cases , preparation and coordination with states/UTS/ Preparation for the conference, Compilation and Publication of the cases) etc.	Prof. Kumar Suresh Dr. V. Sucharita	April 2020-March 2021
2.	National Conference on Innovations and Good Practices in Educational Administration and Award Function – Phase- B	Prof.Kumar Suresh, Prof.Vineeta Sirohi, Dr. V. Sucharita	30-31 July, 2020, New Delhi
3.	Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges	Prof. Kumar Suresh	26-28 August 2020
4.	Orientation Programme on Management of Skill Development at Higher Education	Dr. Vineeta Sirohi	7-11 December 2020
5.	National Seminar on Educational Administration and Governance in India: Emerging Dimensions, Challenges and Possibilities	Prof. Kumar Suresh	28-29 January 2020
6.	Orientation Programme on Leadership in Educational Governance for District Education Officers	Dr. V. Sucharita	13-17 July, 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: July 2020

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
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Total	Rs. 36,75,000

Name of the Programme Director/Coordinator: Prof. Kumar Suresh, Prof. Vineeta Sirohi 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
5. Management, Decision-Making, Conflict Management, Management of Change etc.
6. Quality and Employment Enabling Skills in Higher Education
7. 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

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: 26-28 August 2020

Venue: NIEPA New Delhi

Name of the Programme Director/ Coordinator: Professor Kumar Suresh

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.

Learning 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.

Competency:

- Managerial skills to effectively manage the skill development programmes at higher education.

Course Outcomes:

- Explain the policies, structures, programmes and current developments in skill development in India.
- Analyze the approaches to implement and manage the programmes of skill development adopted by different states.
- Discuss and devise strategies to address the issues related to management of skill development programmes.

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:

2. TA for 35 participants @ 25,000/- per participants	Rs. 8,75, 000/-
3. 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: 7-11 December 2020 at Hall 113 NIEPA, New Delhi

Programme Coordinator: Prof. Vineeta Sirohi

5. 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: 13-17 July, 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/-
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Name of the Programme Coordinator: Dr. V. Sucharita

6. 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. Honorarium to be paid to the Paper writers	Rs. 3,00,000/
3. Board and lodging expenses for 30 participants @Rs 3000 per day per person for 3days (30x3000x3)	/Rs.270, 000/
4. TA and Honorarium to Resource Persons	Rs. 50,000/
5. Stationeries/ Resource materials/ Xeroxing/print etc	Rs 50,000/
6. Miscellaneous (Special lunch/ tea coffee/ refreshments etc.	Rs. 40,000/-
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Total	Rs. 13,10, 000/

Programme Dates: 28-29 January 2020

Venue: NIEPA New Delhi

Name of the Programme Director/ Coordinator: Prof. Kumar Suresh

**RESEARCH STUDIES
COMPLETED AND ONGOING**

Women in Educational Administration: A Study of their Status, Issues and Challenges in Select States of India (Dr. Manju Narula)

Executive Summary

The study was conducted with the aim to know the problems, issues and challenges of women in educational administrators. Two states Karnataka and Madhya Pradesh were selected for the study. Two significant research methods i.e. Survey method and Case study method were used in the study. The data collected for the study was collected and collated from both micro and macro sources. The macro level sources depends on collection of data from primary and secondary sources both, while at the micro level the data was collected from primary sources i.e. By questionnaires. Three types of questionnaires were developed by the investigator to elicit the required data from the respondents. Those are 1) Information schedule for nodal officers, 2) Questionnaire for educational administrators and 3) Interview schedules for case studies. Apart from these questionnaires and information schedule supplementary information was also collected from the state like interviews and discussions with officers, holding different hierarchical positions, discussion on related issues and problems in workshops from officers of the state, district, block and institutional heads.

The questionnaires were validated, by sending them to Nodal officers. They took the opinion from Assistant Directors/Deputy Directors/DDPIs/DEOs/DIET Principals, Heads of secondary and senior secondary schools and BEOs. According to their suggestions tools were validated and finalized.

The total sample of the study contains 124 educational administrators, i.e. two nodal officers, 115 who gave their views through questionnaires and in addition to these administrators; seven educational administrators were selected for case studies. To collect the data one day workshop was organized in both the states i.e. Karnataka and Madhya Pradesh with the help of nodal officers and 115 educational administrators attended the workshop. The state wise bifurcation shows that from Karnataka 55 officers and from Madhya Pradesh 60 officers supplied the information. The participants were from the state education department, SCERT, DIETs, District Education Officers, Heads of Schools and Block Education Officers. Assistant Director/ Deputy Director Public Inspector/DEO post is inter-changeable. When administrators are posted in Education Department in states, they are called Assistant Director/ Deputy Director. When they are posted in districts they are called DEOs. They supplied the relevant information through questionnaires and open group discussion. Focus group discussion was also held for knowing the nitty-gritty of their problems.

After the collection of the data, it was fed in SPSS. Version 20. With the help of the software, the data was analyzed and interpreted and used the following statistical techniques

- Mean, Median and mode
- Percentages, Standard Deviations
- Coefficient of correlations

- Inferential statistics like t-test, ANOVA
- Graphical representation of the data

In addition, seven case studies from both the states were developed. From Karnataka one case study was of chairman of Board of secondary education and another of Principal of DIET. From M.P. out of four case studies two were of Deputy Director of school education and another two were of Principal of secondary school.

The analysis was done with Back ground information of the educational administrators, views on women in educational administration and their perceptions, status, issues and challenges and analysis of general and personal perceptions of educational administrators. In addition broad views of educational administrators, on women in educational administration with respect to both the selected states and selected variables were also analysed.

Major finding of the study

- ⌋ Most of the educational officers from Karnataka and Madhya Pradesh stated that they chose to be an educational officer to meet their carrier ambitions.
- ⌋ Most of the women from Karnataka got higher education as it could help them in adverse circumstances and for women from Madhya Pradesh it could improve their marriage prospectus.
- ⌋ Most of the educational officers from both the states did not encounter any obstacle to become an educational administrator.
- ⌋ For most of educational officers from Karnataka, good relationship with teachers and students is their strong professional quality and that for educational officers from Madhya Pradesh is visioning and communication skills.
- ⌋ Most of educational officers from Karnataka do not believe that men are more efficient than women but most of them from Madhya Pradesh believe that man are more efficient than women.
- ⌋ Most of the educational officers from Karnataka believe that male try to takeliberty of their subordinates though most of them from Madhya Pradesh do not believe that.
- ⌋ Most of the educational officers from both the state opined that women do not take advantage of opposite sex.
- ⌋ Most of the educational officers from both the states stated that women administrators had to face discrimination while sending for meetings.
- ⌋ Most of the respondents from both the states agree to the need of gender sensitization for members of organization.
- ⌋ Most of the educational officers from both the state revealed that they faced obstacles during promotions.

- ‖ Most of the educational officers from both the state revealed that feedbacks are given after inspection and follow up actions are taken after feedbacks.
- ‖ Most of the educational officers from both the states revealed that there were no provisions of vehicles for inspection and supervision visits.
- ‖ Most of the educational officers from both the states expressed that frequent transfers affect the efficiency of women administrators adversely and reason for this from most of them was safety and security concerns.
- ‖ Most of the educational officers from both the states opined that they do not have difficulties while working with senior male colleagues, senior female colleagues and male or female subordinates.
- ‖ Most of the educational officers from Karnataka expressed that their official responsibilities affect their personal responsibilities but respondents opined just opposite to that.
- ‖ Most of the educational officers from Karnataka did not agree to the need of more policies and programs to create gender equality but those from Madhya Pradesh agree to such need.
- ‖ Most of the educational officers from both the states were satisfied in the aspect of income/ salary, power, prestige and nature of work but dissatisfied in the aspect of promotional prospect.
- ‖ Majority of the respondents agreed that a man's self esteem/ ego was injured if his wife earned more money than him.
- ‖ Most of the respondents did not agree to the statement that women were considered unsuitable for doing top level administrative jobs.
- ‖ Most of the educational officers believed that education makes a women self centered.
- ‖ Most of the respondents opined that only the father and not mother was recognized as the guardian of the children.
- ‖ Majority of respondents agreed to the statement that men should take same amount of responsibility as women in caring for home and children.
- ‖ Most of the respondents did not believe that education makes a women disinterested in household affairs.
- ‖ Most of the respondents did not believe that women work to improve their matrimonial prospects.

- ‖ Majority of respondents did not agree at all that parents are doubtful/ pessimistic about educating their daughter as they think it would make them argumentative.
- ‖ Most of the respondents agreed to some extent to the statement that women were interrupted when making any point (issue) in meetings.
- ‖ Most of the respondents do not agree that men are given preference over women in hiring or promotions.
- ‖ Most of the respondents do not agree that women are overlooked when appointments are made to higher positions.
- ‖ Most of the respondents agreed to some extent to the statement that women's accomplishments are underestimated or devalued and their achievement is attributed to factors other than merit.
- ‖ Most of the respondents not at all agreed that women are not given equal opportunities in employment, salary and promotions.
- ‖ Most of the respondents agreed that family is neglected when a women takes a job outside the home.
- ‖ Majority of the respondents agreed that a man's self esteem/ ego was injured if his wife earned more money than him.
- ‖ Most of the respondents did not agree to the statement that women were considered unsuitable for doing top level administrative jobs.
- ‖ Most of the educational officers strongly disagreed that education makes a women self centered.
- ‖ Most of the respondents strongly disagreed that only the father and not mother was recognized as the guardian of the children.
- ‖ Majority of respondents strongly agreed to the statement that men should take same amount of responsibility as women in caring for home and children.
- ‖ Most of the respondents did not strongly disagreed that education makes a women disinterested in household affairs.
- ‖ Most of the respondents strongly disagreed that women work to improve their matrimonial prospects.
- ‖ Majority of respondents strongly disagreed that parents are doubtful/ pessimistic about educating their daughter as they think it would make them argumentative.

- ‖ Most of the respondents strongly disagreed to the statement that women were interrupted when making any point (issue) in meetings.
- ‖ Most of the respondents strongly disagreed that men are given preference over women in hiring or promotions.
- ‖ Most of the respondents strongly disagreed that women are overlooked when appointments are made to higher positions.
- ‖ Most of the respondents strongly disagreed to the statement that women's accomplishments are underestimated or devalued.
- ‖ Most of respondents agreed that women's achievement is attributed to factors other than merit.
- ‖ Most of the respondents strongly disagreed that women are not given equal opportunities in employment, salary and promotions.
- ‖ Most of the respondents strongly disagreed that family is neglected when a women takes a job outside the home.
- ‖ There is no significant difference in general and personal perceptions of educational officers towards women in education with respect to their type of educational office, state they belong to, age, marital status, social category, Highest educational qualification, Highest professional qualification and overall experience.

Conclusions

Based on the results of the study, it can be concluded that career ambition is the one of the most priority reason to become an educational administrator. The career is important in women's life to lead better life. If one chooses career ambition as their goal then they would become effective educational administrator. The study also reveals that there is a difference between Karnataka and Madhya Pradesh educational administrators regarding women getting higher education. In Karnataka women go to the higher education because of higher education would help them in adverse circumstances. But M.P. Women's view is different; they think that higher education would improve their marriage prospectus. Hence the study recommends that the educational institutions should encourage girls student to set carrier ambition as future goal. Also making them aware or encourage for higher education to solve the problems in life. Karnataka educational administrators opined that the good relationship with teachers and students is the strong professional quality. According to M.P. administrators communication skills play a role in professional quality. To bring the quality in profession it is important to posses the good relationship with students and teachers and good communications. The general myth is that men are more efficient than women, but the study shows that both men and women are efficient as administrators. However M.P. administrators agree to the statement to some extent. Moreover Karnataka administrators believe that male try to take liberty from subordinates, though M.P. people do not believe this. The study recommends that apex bodies should allocate work to administrators and send for meetings irrespective of gender.

RESEARCH STUDIES UNDER PROGRESS

Third All India Survey of Educational Administration: A Brief Report on Progress
-Project Director: Professor Kumar Suresh

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 five states- Jharkhand, Meghalaya, Rajasthan, Tripura and J&K, various aspects of the survey as stated above were discussed. The draft Reports of Five states were discussed in the Review meeting of all the Team members. Necessary inputs were provided to them. Four states, namely Meghalaya, Jharkhand, Rajasthan and Tripura completed the draft of the state reports in the light of suggestions made.

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 August 2020. The survey work in J&K is starting now. **It will be an achievement as we were not able to do even in second survey.**

Meghalaya and Rajasthan have submitted their final Reports

Publication of Completed Survey Reports 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 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 March 2021 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. MHRD Research Study – Involvement of Teachers in Non- Teaching Activities and its Effect on Education: An All India Study of Time Spent By Teachers on Election and Election Related Duties

MHRD requested NIEPA to conduct a study to obtain real time spent by teachers on election and election related duties from all states and UTs. Therefore, a draft proposal was sent to MHRD and later was revised as per the comments from MHRD. The letter from MHRD regarding the approval of revised proposal along with budget was received by NIEPA on 12th April 2019.

The study was initiated by NIEPA selecting 2 districts from each State/UT. Thus, the sample consists of all teachers teaching in primary and upper primary levels in selected government schools of 69 districts. 10 schools from primary and upper primary level were selected from each district using U-DISE data. Separate questionnaires for Teachers, Head Masters and District Education Officers were developed in consultation with the experts to collect information related to the time spent by teachers in non teaching activities. Questions were also formulated for interaction with the teachers and administrators during the field visit.

The states were requested to send nominations of district education officers from selected districts to participate in the study and orientation workshop. The orientation workshops were organized on 8th and 10th May 2019 in which 30 district education officers participated. They were oriented about the study, procedure for data collection and other related activities. The questionnaires were also discussed in detail and a set of questionnaires were handed over to the participants during the workshops.

A Research Advisory Committee consisting of experts in the related field was formed and a meeting of the Research Advisory Committee was held on 23rd May 2019. The minutes of the meeting were sent to MHRD.

Field visits to the states of Uttarakhand and Tamil Nadu were also conducted to interact with the teachers and administrators to study their perception about the involvement of the teachers in non- teaching activities

Till date, the data from 28 districts have been received. Data from 2 districts is still awaited. Currently, data analysis is in process.

It is requested by MHRD to conduct study in the remaining 39 districts also.

Project Coordinator: Prof. Vineeta Sirohi

2. Study of Structure and Functions of Educational Administration

- Prof. Kumar Suresh and Prof. 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 the fill the remaining gaps in the third all India survey as well 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 be 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 2020.

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

- Professor Kumar Suresh 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 field 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 December 2020.

4. 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. (The project is under progress but deferred)

5. 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.

6. 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. Given the request and urgency of the MHRD Sposored Study this study has been postponed and will be taken up after the completion of the MHRD study

Status of other studies approved in the 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	The process of review tobe completed but this is also deferred due to the MHRD Study
2.	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 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.

The faculty of the Department prepared course material and transacted the course component of educational administration in MHRD sponsored Course ARPIT for the Faculty of Higher Education