

DEPARTMENTAL ADVISORY COMMITTEE

2nd March, 2021

Meeting of Departmental Advisory Committee

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

**Department of Educational Administration
Advisory Committee Meeting (2021-2022)
on 2nd March 2021 in online mode**

Annual Programme Review and Action Plan Document

Agenda Notes



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

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**Department of Educational Administration
Members of Advisory Committee**

Sr. No.	Name and Address	
1.	Professor N.V. Varghese Vice-Chancellor NIEPA, Chairman	Chairman
2.	Shri J. Veeraraghavan Former Secretary MHRD, Government of India G-15/3 DLF Phase-I Gurgaon-122002, Haryana Email: vveeravenk@gmail.com	Member
3.	Professor KuldeepMathur Former Director, NIEPA Former Professor Jawaharlal Nehru University, New Delhi B-83, Belvedere Park, DLF City, Phase-III, Gurgaon-122002, Haryana Email: profkuldeepmathur@gmail.com	Member
4.	Professor Mohammad Miyan Former Vice- Chancellor, MANUU Former Member , UGC& Professor, JMI D-194, Defence Colony New Delhi - 110024 Email: miamd2001@yahoo.com	Member
5.	Ms.VrindaSarup, IAS Former Secretary, Department of School Education& Literacy Ministry of Human Resource Development (Now MoE) Govt. of India, Block I, Flat 102, SomVihar Apartments, RK Puram, New Delhi – 110022 Email: v_sarup_2000@yahoo.com	Member
6.	Professor Peter R. deSouza Former Director, IIAS, Shimla, &Professor CSDS, Rajpur Road, Delhi-110007 Email:peter@csds.in	Member
7.	Shri Abhimanyu Singh, IAS Formerly with theMHRD, Govt. of India&UNESCO 44A, Suraj Nagar (West), Keshav Path, Civil Lines Jaipur-302006 Email: abhsingh.education@gmail.com	Member

8.	Professor Ilyas Husain Pro- Vice- Chancellor and Former Dean, Faculty of Education, Jamia Millia Islamia, New Delhi-110025 Email: ilyashusain2004@gmail.com	Member
9.	Professor Sudhanshu Bhushan Head, Department of Higher and Professional Education, NIEPA, New Delhi	Member
10.	Professor A.K. Singh Head, Department of Educational Policy, NIEPA, New Delhi	Member
11.	Professor Kumar Suresh, Head, Department of Educational Administration, NIEPA, New Delhi	Convener

National Institute of Educational Planning and Administration **Department of Educational Administration**

Minutes the Meeting of Departmental Advisory Committee held on 25 February 2020

The Department Advisory Committee Meeting of the Department of Educational Administration was held on 25 February 2020. The meeting was attended by following Members:

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

Prof. N. V. Varghese, Vice Chancellor, NIEPA and Chairman of the Departmental Advisory Committee, 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; finalisation of Perspective Plan, preparation of various documents and Guidelines for strengthened governance of NIEPA in terms of Rules and Regulations for promoting transparency, and progress made on the preparation for NACC assessment. He also informed the members about different units, programmes and schemes added to NIEPA which include NRC, UIC 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.

Briefly highlighting the salient points of Perspective Plan the Vice-Chancellor informed the members that NIEPA envisages shift in the perspective relating to research and training. He informed the members that four broad areas of research have been identified which include: **1.** Equity, Diversity and Inclusion; **2.** Quality and Learning Outcomes; **3.** Technology in Teaching-learning; and **4.** Governance and Accountability. Members were informed that the major focus of NIEPA activities, research and training, would revolve around the four identified areas. Emphasis is on large scale projects rather than confining to micro level studies. While discussing the training programmes, he informed the members that NIEPA is planning towards a gradual shift in the mode of training from face to face to online mode. Emphasis is being paid on development of reading materials and training modules. Vice- Chancellor informed the members that all the departments in NIEPA have been requested to align their activities accordingly.

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 of NIEPA. He emphasised that the perspective plan of the Department is in tune with the focus areas of the NIEPA's perspective plan. He further briefed the members about different activities undertaken during 2019-2020 and proposed for 2020-2021. The members unanimously appreciated the works done by the Department as well as documentation of activities.

The discussion focused on the following areas:

1. Training programmes
2. Research Activities

Some of the important points of discussion, observation and suggestion include the following:

1. Widening of the concept and changing nature of administration was emphasised as one of the distinctive aspects of governance in recent years wherein the focus is more on achieving the goal rather than on process. The role of non- state actors including NGOs has become important. Therefore, a kind of partnership with non-state actors and NGOs and policy dialogue is needed. The case of Rajasthan NGOs was mentioned as they have a lot to contribute to education but their capacities have not been recognized. One cannot look for any meaningful discussion on policy just confining to the governmental system. The capacity of the system has deteriorated in the public system. Therefore, there is need to look up at non-state sectors (NGO). It was further emphasised that there is need to have international context and perspective. SDG is also important reference point for thinking about research and training.
2. 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 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. It was emphasised there should be a close link between research and capacity building. 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.
3. While appraising the engagements of the department in research areas the discussion revolved around the survey of educational administration, women and gender issues in administration and governance and leadership role of DEOs/ BEOs , school heads etc. It was emphasised that intricacies need to be captured and shared with the larger audience.
4. The Departmental Advisory Committee was apprised about the progress relating to the Survey work. The members took note of the progress made. Professor Kumar Suresh informed the DAC that the state Reports are almost on completion. Now the efforts will be made to consolidate the finding and disseminate the same in various forms. It was suggested that seminars and regional level workshops should be organised to disseminate the Survey. It further suggested that a book should be brought out with perspective of comparison. The members were informed that during coming months, after the completion of Survey, attempts will be made in the direction of disseminating the same in various forms. Keeping in view the remaining works of the Survey the Departmental Advisory Committee recommended the proposal of extension of the duration of the project of Third All India Survey till March 2021.
5. While discussing the National Scheme of Innovations it was suggested that the context of innovations and good practices needs to be looked into as to how and which context innovations and good practices are conceptualised, promoted or impeded.
6. 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 vote of thanks to the chair and the Honourable members of the Departmental Advisory Committee by Prof. Kumar Suresh.

Action taken for incorporating suggestions of the DAC

All the suggestions made by the Committee have been incorporated in perspective, priorities and action plan relating to research, academic activities and capacity development programmes. Brief points of action given below:

Sl. No.	Points of suggestion made	Action taken
1.	Suggestion point no.1 for enlarging and widening the concept and understanding of administration and governance in the light of changing context and dynamics	Incorporated and reflected in the write-up on perspective and research agenda of the Department
2.	Suggestion point no.2- training programmes should be need based aligning with the emerging issues and context.	The suggestion point incorporated in all the programmes organised and proposed. These are also aligned with the Perspective plan of NIEPA and recommendations of the NEP2020
3.	Suggestion point no.2- In research studies in the department, especially relating to the survey, leadership of DEOs /BEOs etc intricacies of administrative structures and processes need to be captured and shared with the larger audience	<ul style="list-style-type: none"> The point is well noted. The thematic study on the role and responsibilities of DEOs/ BEOs; and pilot study on decision-making at district level educational administration attempt to capture the intricacies based on field based research data. Due to pandemic situation field based data and research components have not been completed but propose to give focus on this aspect. Other studies proposed/ ongoing are primarily focused in this direction Different strategies have been worked out to disseminate the studies and reach out to larger audience which include dissemination through workshops/ seminars/ conference as well as publication of report/ information uploaded on the website as well sharing the research findings with the stakeholders through mails etc. Dissemination through the publications of Occasional papers/ Policy briefs etc are other channels to reach out to the larger audience. The proposed programmes for the year 2021-2022 include 7 dissemination workshops and one national seminar for the purpose. Further, the Reports of the Survey of Educational Administration are proposed to be launched coinciding with the National Seminar or Innovation Conference depending upon the completion of the process of publication and final outcome

4.	Suggestion point 4. Under this item three points of suggestions made with regard to the Survey of Educational Administration which included organising seminars and regional level workshop to disseminate the Survey; a book should be brought out with perspective of comparison; extension of the duration of the survey for completion of the remaining works.	Action proposed as indicated against the column no. 3. Due to pandemic situation as well as other factors the process as well as cycle of completion of the survey is delayed almost for 8-9 month. The process and activities are proposed to be completed by the end of December 2021. The suggestion of bringing out a book based on the findings of the survey has been noted. It is proposed be more analytical based on analysis of structure and process of administration and shifting emphasis therein.
5.	Point 5 of suggestion. It was suggested that the context of innovations and good practices in educational administration needs to be looked into as to how and which context innovations and good practices are conceptualised, promoted or impeded	<ul style="list-style-type: none"> • Suggestion is incorporated. This is captured in the process of application as well as random validation. The information is asked from the candidates in the detailed write-up of innovation cases. Specific point is already included in the format of application • Further to it, the proposed research study on <i>Innovations and Good Practices in Educational Administration</i> intends to capture this aspect through field based cases of innovations and good practices.
6.	Point-6 of suggestions. Advocacy and communication strategy need to be evolved for visibility of the works of NIEPA	Institutional level initiatives already taken on each of the strategy pointed out in the meeting. Technological up gradation and series of webinars in NIEPA is helping in reaching out to the larger pool of education experts, scholars and researchers as well as officials in the government system. Social media platforms used for the purpose

BACKGROUND INFORMATION ABOUT THE DEPARTMENT

Department of Educational Administration

About the Department

The Department of Educational Administration is one of the core and thematic Departments of NIEPA. The Department aims at active intellectual and academic engagement in research, programmes of studies 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. The Department undertakes large scale projects and research studies and also workshops and capacity Development 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. Besides other academic activities, two major areas of engagements and contributions of the Department in recent years include creation of a large scale information data base on educational administration in states and UTs in India gathered through a major research project on third All India Survey of Educational Administration as well as State level conferences of District and Block Education Officers in different states; and initiation and implementation of the National Scheme of Awards for Innovations and Good Practices in Educational Administration. The Department offers courses on educational administration and management and related thematic areas in M.Phil/ Ph.D. Programmes, Post Graduate Diploma in Educational Planning and Administration, International Diploma Programme in Educational Planning and Administration; and short term training programmes.

Faculty Position in the Department

The Departments in NIEPA, with their redefined area of engagements were re-structured in 2012. Six faculty positions were provided in the Department. Due to superannuation of three faculty members since then, the Department runs through only three faculty members, one secretarial support staff and project staff working under different projects. The Department of Educational Administration currently consists of three faculty members as per the details given below:

1. Professor Kumar Suresh: Professor & Head and Registrar (Ic) till 23 September 2020
2. Professor Vineeta Sirohi: Professor
3. Dr. V. Sucharita: Assistant Professor

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.

Perspective of the Department: Agenda for Research and Academic Activities

Context and Setting of the Perspective and Agenda

The perspective and action plan of the Department is largely derived from the context and logic of the educational governance of the education system in its various forms and manifestations. It is pertinent to acknowledge that 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 decentralised 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 (now Samagra Shiksha Abhiyan). 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 internationalization 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 trends. 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.

One of the important concerns 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 cognizant of local, regional and global opportunities and concerns

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 work force. 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 dimensions, challenges and necessitated engagements, the Department has set its perspectives, agenda and action plan for research and academic activities. The Perspective of the Department is also aligned with the Perspective Plan of the Institute. In the framework of the Perspective Plan

Perspective and Action Plan

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 from time to time in order to capture the changes brought about in the system and necessitated reforms for making the system more responsive to emerging context and needs
- To identify critical areas and pursue studies, research and training in the field of educational administration and management.
- To identify, recognize, document and disseminate innovations and good practices in educational administration and governance
- Offer full-fledged courses on educational administration and management aligning with the perspective plan of the institute.
- 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.
- Enhance outreach through initiation of lectures series on various dimensions of educational governance

Focus Areas of Research and Capacity Development Programmes of the Department

In pursuance of the perspective and set goals, the Department's researches and capacity development programmes and other academic activities 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, Girls 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 perspective plan and focus areas of research and academic activities of the Department is implemented and carried out through action plan- long term, medium term and short term. The Department proposes to continue with engagements in research, dissemination and training activities revolving around its focus and emanating from its perspective in coming years. Some of these include:

- Survey of Educational Administration
- Thematic studies on different areas of educational administration and management
- Dissemination in the form of books, data based reports, small thematic monographs or occasional papers etc.
- Creating online data base on structure and functions of educational administration

STATUS OF PROGRAMMES (2020-2021)

Status of Programmes proposed for the year 2020-2021

Sr.No.	Name of the Programme	Programme Coordinator	Status
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	The process of inviting applications was initiated, applications were received, initial screening done and cases of innovations and good practices shortlisted for further evaluation and validation*
2.	Workshops/Consultative Meets (07 workshops) related to Third All India Survey of Educational Administration	Prof. Kumar Suresh	Deferred for the year 2021-2022 as these are proposed to be conducted in face to face manner
3.	Orientation Programme on Management of Skill Development at Higher Education	Prof. Vineeta Sirohi	Deferred for the year 2021-2022 as these are proposed to be conducted in face to face manner
4.	Orientation Programme on Leadership in Educational Governance for District Education Officers	Dr. V. Sucharita	Conducted in online mode **
5.	Leadership in Educational Administration for Academic Administrators in Universities and Colleges	Prof. Kumar Suresh	Conducted in online mode***
6.	National Conference on Innovations in Educational Administration and Awards Function	Prof. Kumar Suresh Dr. Vineeta Sirohi, Dr. V. Sucharita	Proposed but due to pandemic of Covid-19 deferred to 2021-2022# (A combined programme of Innovation Conference and Awards Function for the year 2018-2019 and 2019-2020 proposed in July-August 2021)#
7.	National Seminar on Educational Administration and Governance in India:	Professor Kumar Suresh and Team	Proposed but deferred to 2021-2022 due to pandemic of

	Emerging Dimensions, Challenges and Possibilities		Covid19. # This seminar is proposed to be conducted coinciding with the dissemination function of the Reports of the AISEA and Studies related to the theme of educational Administration and Management
8	Orientation Meeting on Innovations and Good Practices in Educational Administration with the District and Block Education Officers	Professor Kumar Suresh Dr. V. Sucharita	It was not proposed but conducted for reaching out to the prospective candidates for the consideration of Awards/Appreciation on 15 January 2021
9	Online Internship Programme for a batch of M.Ed. Students from RIE, Bhopal ****	Dr. V. Sucharita	22-27 February, 2021
10	Online Workshop on Writing Skills for Research Scholars	Professor Kumar Suresh	29 June-03July, 2020

The proposal of organising these two programmes were discussed in the Task Force Meeting of Department held on 12 November 2020. It was suggested that to organise these programmes in face to face manner and as and when situation comes to normal. In view of this, the programmes have been deferred and proposed to be organized in the year 2021-2022.

*Brief about the current status of the NAIEA is given as Annexure-I

** Brief about the programme is given as Annexure-II

*** Brief about the programme is given Annexure-III

****Brief about the programme is given Annexure-IV

**PROGRAMMES PROPOSED
(2021-2022)**

PROPOSED PROGRAMMES FOR THE YEAR 2021-2022

(Detail about the programme is given as Annexure-V)

S.No.	Name and Nature of the Programme	Target Groups	Programme Director/ Coordinator	Date and Venue
1.	Implementation of the Scheme of National Awards for Innovations and Good Practices in Educational Administration	District and Block Level Education Officers	Prof. Kumar Suresh & Dr. V. Sucharita	April 2021- March 2022, NIEPA
2.	Orientation Programme on Leadership in Educational Governance for District Education Officers	District Education Officers	Dr. V. Sucharita	7-11 February, 2022, NIEPA
3.	Leadership in Educational Administration for Academic Administrators in Universities and Colleges	Senior Academic Administrators and Leaders from Universities/ Colleges	Prof. Kumar Suresh	01-03 December 2021, NIEPA
4.	Orientation Programme on Management of Skill Development at Higher Education	Nodal Officers in charge of B. Voc. courses in universities and colleges	Prof. Vineeta Sirohi	13-17 December 2021, NIEPA
5.	National Seminar on Educational Administration and Governance in India: Emerging Dimensions, Challenges and Possibilities	A mix of academicians, experts of education and educational administrators	Prof. Kumar Suresh and Team	25-27 November 2021, NIEPA
6.	National Conference on Innovations and Good Practices in Educational Administration and Award Function	District and Block Level Education Officers from all the states and union territories	Prof. Kumar Suresh, Prof. Vineeta Sirohi, Dr. V. Sucharita	July- August, 2021 (Tentative) New Delhi, -
7.	Seven National/Regional/ UTs Level Workshops related to third All India Survey (07)	To disseminate /validate/ update the contents of state Reports	Educational Functionaries working at different levels of educational administration	July-November 2021/ in states/ UTs/ NIEPA -- Prof. Kumar Suresh

ANNEXURES

***Brief about the Status and Progress of National Scheme of Awards for Innovations and Good Practices in Educational Administration for the year 2019-2020-2020-2021**

The Scheme of awards called **National Scheme of Awards for Innovations and Good Practices in Educational Administration (NSIEA)** is a regular long term programme of the institute. After the 2019 award programme, the department was working on the next round of scheme. As a part of the process, nominations were invited, and some of the participants had already submitted their application relating to innovative initiatives. However, the COVID-19 outbreak put the process on a standstill. Things started improving after a few months, but a significant amount of time was lost. Hence, it was decided to move ahead with the process combining both the years of **2019-2020-2020-2021** applications and nominations together culminating into a combined event of awards function.

Meanwhile, for keeping updates of the National Scheme of Awards for Innovations and Good Practices in Educational Administration (NSIEA), the department organised an orientation programme with last year nominees and participants on the 15th of January, 2021. This orientation programme intended to streamline some issues caused by COVID-19 last year and smoothen the process than after. The orientation programme was addressed by Professor N.V. Varghese, Vice- Chancellor, NIEPA. He shared his ideas on the importance and implications of the National Scheme of Awards for Innovations and Good Practices in Educational Administration. Professor Kumar Suresh, Programme Director addressed the orientation session and discussed multiple issues with the participants. Questions and queries raised by the participants regarding their nominations and shared plans and possibilities for next programme on educational innovation were addressed and resolved.

Presently, the total No. of nominations and Eligible/Shortlisted candidates for 2018 - 19 and 2019 - 20 are 131, in which 79 nominations are from the district level, whereas 52 are from the Block level. For 2018-19 award, candidates are shortlisted for eligibility selection but multi-stage evaluation as well as validation of the cases are due to be taken.

Snapshot of the nominations/ applications

Initial screening of eligibility of the applicants for the year 2018-2019 done. 56 Candidates found eligible including the application of team work

Total No. of nominations and Eligible/Shortlisted candidates for 2018-19 & 2019-20 = **131**

Details of applications/ nominations given in tabular form below.

Details of applications/ nominations for awards

National Awards for Innovations and Good Practices in Educational Administration						
Eligible/Shortlisted Candidates (2018-19)				Nomination Received (2019-20)		Total No of Applications
S. No.	State/UT	District Level	Block Level	District Level	Block Level	
1	Andhra Pradesh	4	6	2	-----	12
2	Arunachal Pradesh	1	-----	-----	-----	1
3	Assam	1		1		
4	Bihar			1		
5	Chhattisgarh		1			
6	Dadra and Nagar Haveli			2		
7	Delhi	1		8	4	
8	Gujarat	2	2	1		
9	Haryana			3	1	
10	Jammu & Kashmir	2				
11	Jharkhand				1	
12	Karnataka		1	1		
13	Kerala	2	1			
14	Madhya Pradesh	3	3			
15	Maharashtra	1		4	2	
16	Manipur		1	1		
17	Meghalaya			2		
18	Nagaland	2				
19	Orissa			2	7	
20	Pondicherry				1	
21	Punjab	3		4	6	
22	Rajasthan			2	1	
23	Tamil Nadu	2	5	2		
24	Telangana			2	1	
25	Tripura	1				
26	Uttar Pradesh	5	2	7	5	
27	Uttarakhand	1	1	1		
28	West Bengal	2				
Total		33	23	46	29	
Grand Total		56		75		

**** Brief about Orientation cum Workshop on Leadership in Educational Governance for District Level Officers, February 8-12, 2021**

The DEOs have always been at the forefront in the implementation of policies and programmes in the district in respect of access, retention and achievement of children of 6-14 years of age. As the administration of school education witnessed major transformation in its approaches, structures and functions, the role of DEOs also underwent numerous changes. Implementation of policies and Acts has not only resulted in parallel structures in administration but also witnessed changing roles and responsibilities of the educational administrators. In this context, the role of DEOs, who are the focal point at the district level, has also undergone numerous changes.

However, the district education officers often find it difficult to conduct their functions effectively and efficiently because of the number of problems and constraints they face in the delivery of educational programmes. It is necessary that the district education officers have the capacity to perform their functions effectively and efficiently. 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. Increasing awareness about the new policy and developing their capacities to meet the challenges is the need of the hour. In this context, the present one-week orientation programme was organized on leadership issues in educational governance for the district education officers from all the states in the country.

In view of the above, following were the main objectives of the programme:

1. To acquaint the participants about new changes and challenges in the issues of leadership in educational governance;
2. To enhance their leadership skills in educational administration; and
3. To develop their capacities in issues related to managerial effectiveness.

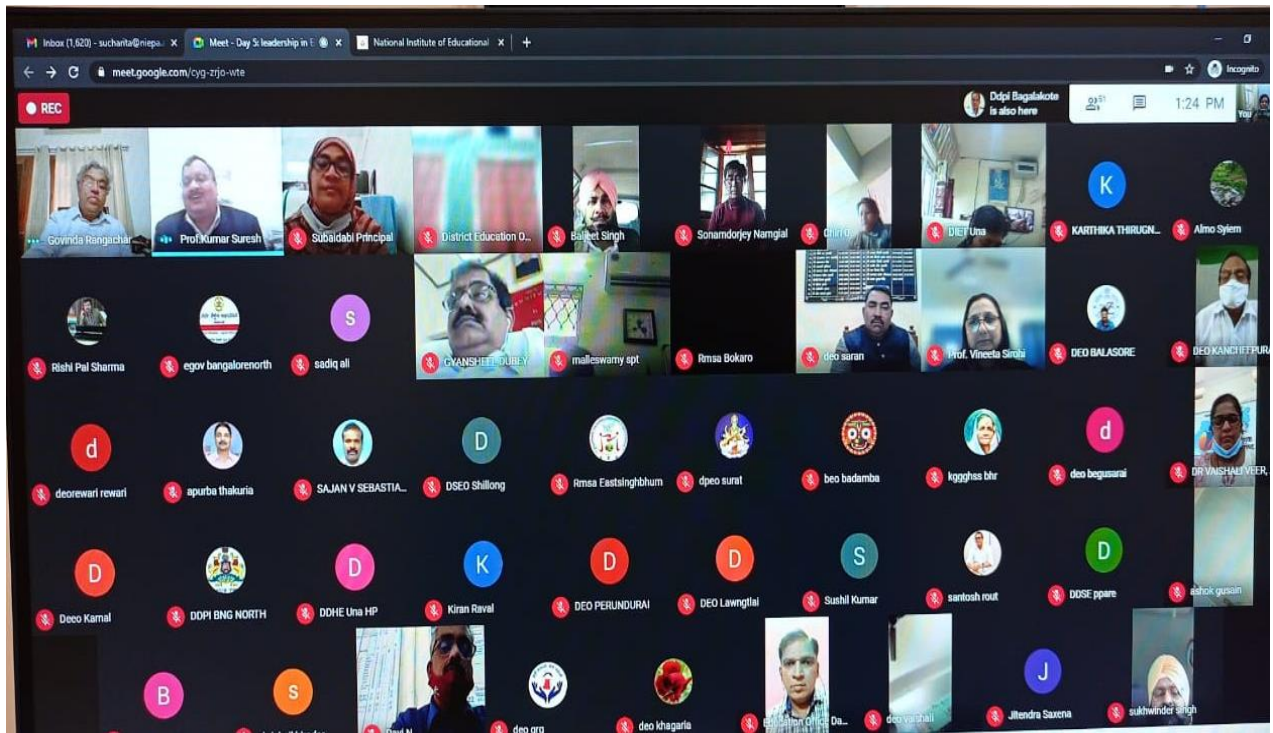
The major themes of the programme were as follows:

- Governance of School Education with Special Reference to NEP 2020
- Realigning the roles of the DEOs in the changing education scenario
- Equity and Inclusion in the context of school education
- Skill Development in Vocational Education in the context of school education
- Governance and Resource Sharing through School Complexes
- Integrating Early Childhood Education in the Formal Schooling System
- Innovation as a tool for improving educational governance

This five day orientation programme was organized in an online mode. There were about 10 sessions (two sessions per day) spread across these five days including the opening and valedictory session. The sessions revolved around the broad themes identified for the programme. Apart from this, experience sharing was an important component wherein participants from different states shared their experiences on the roles and responsibilities of a DEO.

The programme was organized in an online mode using Google Meet platform. About 55 participants from different States and UTs participated in this online programme. The programme was widely appreciated by all the participants.

Snapshot of the programme participants



*****Brief about the Workshop cum Orientation Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges**

The Department organised a workshop cum Orientation programme on Leadership in Educational Administration in Universities and Colleges from 17th – 19th February 2021. The workshop cum orientation programme was organised for educational leaders and administrators in higher education in online mode.

Keeping in view the emerging trends in higher education and challenges before the educational administrators and academic leaders, the programme was designed to deliberate on the issues and find out the most appropriate strategies for meeting out the challenges in the institutional context of higher education. The policy proposals of NEP 2020 were the major reference point for the delivery of the workshop cum orientation programme.

Objectives

The objectives of the programme were as follows:

- To deliberate on the emerging trends and developments in higher education
- To deliberate on NEP 2020 and agenda for reforming the governance and management of higher education.
- To enhance the administrative and leadership skills of the academic administrators in universities and colleges for improving the functioning of the institutions;
- To generate awareness about critical issues in higher education and to develop strategies for effective institutional governance

Major Themes of the Programme

- Overview of the emerging trends in Higher Education
- Governance and Leadership in Higher Education: Challenges, Opportunities and Roadmap for Reforms in the light of NEP 2020
- Strategic Planning for Institutional Excellence and Quality Enhancement.
- Building the Competencies of Teachers for Technology - Mediated Teaching & Learning- A Step by Step Approach
- Resource Mobilisation and Financial Management
- Skills, Employability and Entrepreneurship in Higher Education
- Autonomy and Accountability in the Framework of Institutional Governance
- Institutional Development Plan for effective Governance and Management of Higher Education

Participants

Around 77 participants from different universities and colleges across the states and regions were nominated by their respective institutions to participate in the Programme. The workshop was represented by 19 states. Out of 77 participants, 28 were from the state universities, nine from central universities, and four from the deemed to be University. Apart from that, principals from 3 different colleges across India also attended the workshop. The participants of the programme included educational administrators and academic leaders such as Vice-Chancellors/ Registrar/ Deans/ Directors/ Heads of Departments from universities and Principals of colleges from different states and regions of India. The workshop was attended by one VC, three Registrar, one Joint Registrar, ten

Director, two Deputy Director, one Joint Director, seventeen Dean, one Treasurer, fourteen HOD, one Finance Officer, twenty - three Faculties, and three Principals. Out of the total participants, there were 54 male and 23 female participants. Mainly publically funded institutions working within the framework of university system- central, state, Deemed to be University, were represented in the programme. Principals of some of the colleges had also been invited to participate in the programme.

Methodology of Transacting the Programme

The programme was transacted through online mode. It was interactive in nature. Lecture- discussion, panel discussions, presentation by the participants on core themes and various aspects of institutional governance were the major mode of delivery.

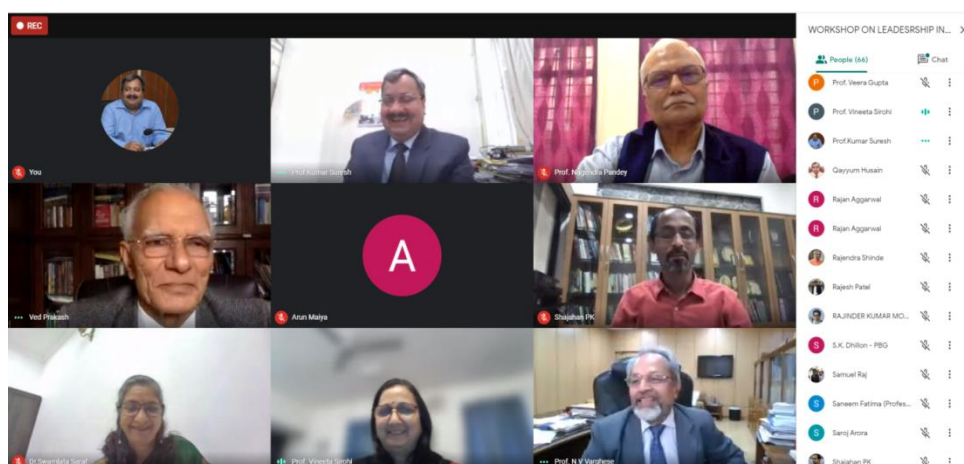
Programme Schedule

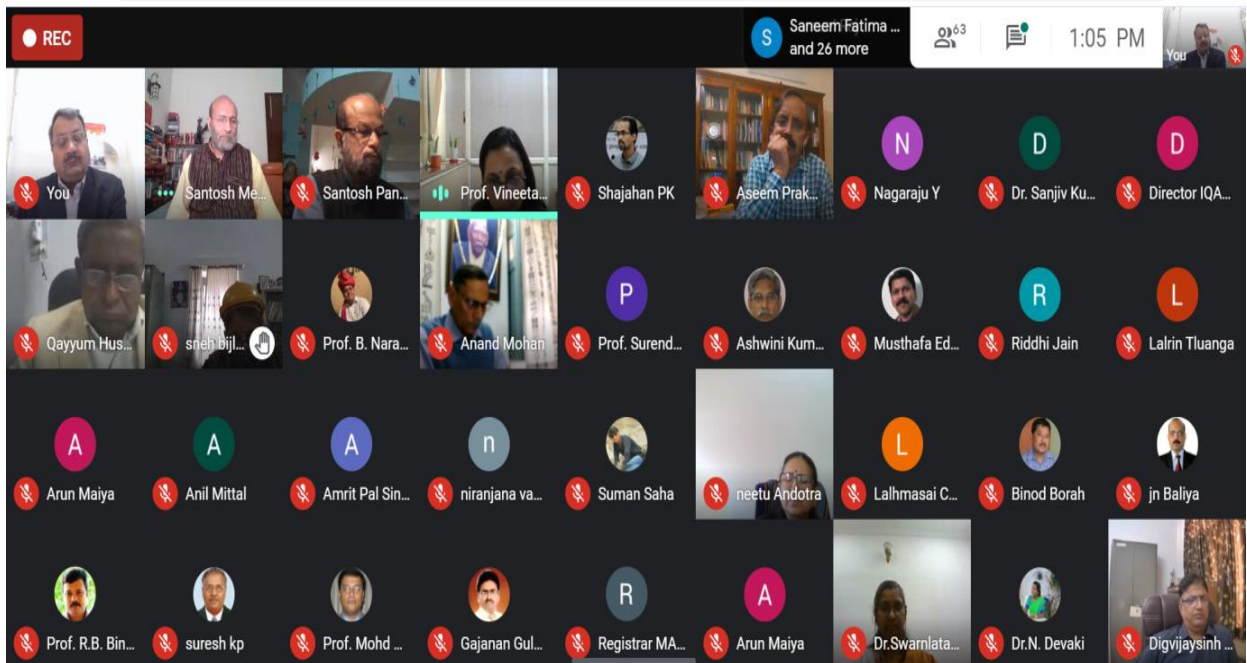
The programme started at 9.30 AM on 17th February 2021. It closed at 05.00 PM on 19th February 2021.

Session Details

During the workshop, sessions aimed to address some of the crucial issues of institutional governance and educational administration. Professor N.V. Varghese, Vice-Chancellor, NIEPA addressed the inaugural session, and inaugural note was delivered by the Chief Guest Professor BhushanPatrawardhan, Vice-Chairman, UGC, New Delhi. During the three day workshop, several crucial themes and issues were discussed, such as Governance and Leadership in Higher Education: Challenges, Opportunities and Roadmap for Reforms in the Light of NEP 2020, Innovative Financing and Resource Mobilisation in Higher education, Skills, Employability and Entrepreneurship, and Autonomy and Accountability in the Framework of Institutional Governance of Higher Education. On the last day of the workshop, the participants were engaged in group-work in their respective group. The theme of the group-work was Evolving Strategies for Effective Governance in Higher Education. The participants were divided into four different groups and represented by the institutional diversities. The brainstorming session followed the group-work session in which critical takes of the group-work were discussed. The idea of an Institutional development plan emerged as significant issue for discussion during the brainstorming session. Professor Ved Prakash, former chairman, University Grants Commission, New Delhi was the chief guest of the valedictory session of the workshop.

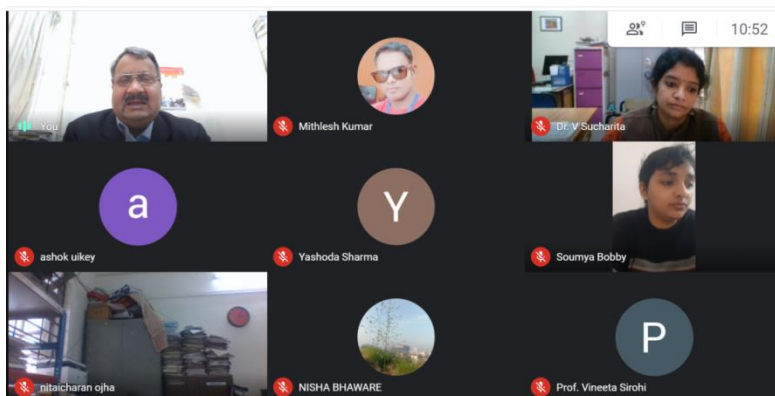
Snapshot of the programme participants





******Brief about Online Internship for M.Ed. Students from RIE Bhopal from February 22-27, 2021**

The Department has been conducting Internship Programme for the M.Ed and M.A(Education) since 2017 on request of the institutions such as JamiaMilliaIslamia, New Delhi; RIE Bhopal etc.. Every year 10- 15 students from each of the institutions participate and complete the internship. This year there was a change in the mode of delivery of the programme.



A six days online internship was organized for M.Ed students on the basis of the request received from RIE, Bhopal. There were five students who participated in this online internship. During the internship, there were provided exposure to different aspects. To start with, they were familiarized with NIEPA and its various Departments/Centres and the activities undertaken by each one of them. This was followed by acquaintance with several themes like major highlights of NEP 2020, micro planning, school standards and evaluation, academic support systems, education of the disadvantaged groups, and school leadership. As part of their assignment, students were asked to submit an essay on analyzing online-teaching-learning using SWOC analysis. The internship was well-received by the students.

Details about proposed programmes (2021-2022)

1. National Awards for Innovations and Good Practices in Educational Administration

The Scheme of National Awards for Innovations and Good Practices in Educational Administration is a long term continuing programme. This has been initiated with the following objectives:

- To identify Innovations and Good Practices in educational administration at the district and blocklevel
- To recognize Innovations and Good Practices in educational administration at the district and blocklevel
- To awardthosewhohaveconceivedandimplementedtheinnovations and Good Practices in Educational Administration
- To document and disseminateinnovations

During the last four rounds the programme has been well received by the educational administration in the states. As per the mandate and engagement of NIEPA with the educational administrators in states and UTs, the programme assumes additional importance as it provides required outreach of NIEPA not only to the states and UTs level but also to the district and sub-district levels. The scheme is also intended to help in improving the functioning of the public education system and improving the schools through creating an ecosystem of innovations and initiatives by the field level officers. Given its recurring relevance, the Scheme is proposed to becontinuedfortheyear2021-2022.

Phase-1: Identification of innovation, validation, award and documentation

Implementation of the Scheme of National Awards for Innovations and Good Practices in Educational Administration constitutes the Phase-1 of the programme. The scheme necessitates yearlong engagements. Activities involve identification of cases of innovations and good practices in collaboration with the states/UTs. The process starts with request for nominations, processing of the applications, multi-stage evaluation of the cases, validation and preparation of Briefs of the cases, preparation and coordination with states/UTS/ Preparation for the conference, Compilation and Publication of the cases etc.

Budget Estimate for the Phase-I

(A) Project Staff:

1. Consultant - 1	12x Rs 40	=	Rs.4, 80,000
2. JuniorConsultant-1	12x Rs 30,000	=	Rs3,60,000
3. Computer Operator/Clerk-1	12x Rs 17,000	=	Rs.2,04,000

Total Rs. 10, 44,000

(B) Validation andFieldVisits: Approx.Rs.10,00,000/

(C) CommunicationandPostage: Approx. Rs 1,00,000

(D) Award for the DEOs and BEOs from the States and UTs: Rs.06,00,000

(E) Case Preparation, Documentation and Publications
And Dissemination of Innovation: Approx. Rs 5,00,000

Grand Total: Rs. 32, 44,000 (Thirty six lacs and forty four thousand)

TimeFrame: April 2021-March2022 (As a long term programme involving different activities)

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

Learning 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 and 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 Outcomes

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 25,000x35	Rs. 8, 75,000/-
2. Board and lodging expenses for 35 participants @Rs 700 per day per person for 3 days (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: 01-03 December 2021

Venue: NIEPA New Delhi

Name of the Programme Director/ Coordinator: Professor Kumar Suresh

3. 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 potential 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 in charge of B.Voc courses at higher education level in different states.

Learning Objectives:

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

Competency:

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

Course Outcomes:

6. Explain the policies, structures, programmes and current developments in skill development in India.
7. Analyze the approaches to implement and manage the programmes of skill development adopted by different states.
8. 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:

9. Overview of the Skill Development in India
10. National Skills Qualification Framework
11. Public Private Partnership and the role of NSDC
12. Assessment and Certification
13. Education-Industry Interface
14. Management of Vocational Teachers
15. Entrepreneurship Skills
16. Soft Skills
17. 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 in charge of B. Voc. courses in universities and colleges.

Budget Estimate:

1. TA for 35 participants @ 25,000/-perparticipants	Rs. 8,75,000/-
2. Board and lodging for 35 participants (35 x700x5)	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: 13-17 December 2021 at Hall 113 NIEPA, New Delhi

Programme Coordinator: Prof. VineetaSirohi

4. 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. NIEPA 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 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 35 District Education Officers from different states will participate in the programme.

Tentative Dates of the Programme: 7-11 February, 2022, NIEPA

Budget Estimates

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

Total Rs.10,67,000/-

Name of the Programme Coordinator: Dr. V. Sucharita

5. National 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 minimizing 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.

Objectives

- To deliberate on emerging dimensions of Educational Administration.
- Dissemination of research studies in the seminar on the theme.

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 x30	Rs. 6, 00,000/
2. Honorarium to be paid to the PaperWriters	Rs. 3,00,000/
3. Board and lodging expenses for 30participants @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/-

Total	Rs. 13,10, 000/

Programme Dates: 25-27 November, 2021

Venue: NIEPA New Delhi

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

6. 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 2020.

Objectives:

- To disseminate all cases of innovations in Educational Administration.
- To deliberate on different kinds of interventions done by the field level education officer for improving the public system of education.

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 Dates: July-August 2021

Participants of the seminar

Approx. 150 District and Block Level Education Officer from States and Union Territories.
Resource person and Education Experts.

Budget Estimate:

1. TA/DA for 150 participants @ 10,000/-perparticipants	Rs.15,00,000
2. Venue of the conference and award function @500000x2days	Rs.1,00,000
3. Boarding and Lodging @ 2000 x150 x 3 days	Rs. 9,00,000
4. Stationary/Bags @Rs 150x700 per person	Rs. 1,05,000
5. Videography/Photography (for 2 days)	Rs. 70,000
6. Lunch/High tea Rs 200X1000x 3days	Rs 6,00,000
7. Transport	Rs. 1,50,000
8. Preparation and printing of conference materials	Rs. 1,00,000
9. TA and Honorarium to Resource Persons	Rs 1,00,000
10. Miscellaneous	Rs. 1,50,000

Total	Rs. 36,75,000

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

7. Workshops/ Consultative Meet proposed under Third All India Survey of Educational Administration

Nature of Programmes: National/ State/ UT Level Workshops/ Consultative Meet

No. of Workshops/ Consultative Meet Proposed: 07 national/ regional /state level workshops on administration and management of education in states/ UTs and at Union levels

Objectives:

- To disseminate /validate/ update the contents of state Reports
- To gather data and information to bridge the Gaps in the Reports
- To gather data and information for thematic studies of Structure and Function of Educational Administration as well as for Status- Role and Responsibilities of DEOs and BEOs
- To get inputs and feedback for Policy Papers/ Policy Briefs

Expected Outcome

- Finalisation of State /Project Reports for wider dissemination

Target Groups:State, Regional, District and Sub-district Education Officers/Nodal Officers/ Resource Persons

Time Frame:Between July- November 2021

Venue:NIEPA/ In States/ UTs

Budget Estimates:Approximately 42 Lacs (6 Lacs for each of the programmes which will include TA/ DA; Boarding- Lodging, TA/Honorarium to Resource Persons/ Local Transport, Stationery and other miscellaneous Expenditure)

Total: 42 Lacs (6 lacs x7= 42 Lacs)

**RESEARCH STUDIES
COMPLETED AND ONGOING**

Research Reports and Studies Completed

Part-A: Research Reports Completed under the Third All India Survey of Educational Administration (during 2019- 2021)*

Sl No.	Name of the Study Report	Project Director/ State Nodal Officer	Current Status
1	Educational Administration and Management in Meghalaya: A study of System, Functions, Challenges and Prospects	Professor Kumar Suresh &Mr. P. Ryngksai	Final Report under the process of academic editing. Final processing for publication as research report after technical editing and converting them same in the publication format
2	Educational Administration and Management in Rajasthan: A study of System, Functions, Challenges and Prospects	Professor Kumar Suresh &Dr. Saud Akhtar and State Team	Final Report under the process of academic editing. Final processing for publication as research report after technical editing and converting them same in the publication format
3	Educational Administration and Management in Tripura: A study of System, Functions, Challenges and Prospects	Professor Kumar Suresh &Mr. Narayan Ch. Debnath and State Team	Final Report under the process of academic editing. Final processing for publication as research report after technical editing and converting them same in the publication format

Part-B: Research Reports Completed**

Sl No.	Name of the Research Study	Project Director/ Investigator	Current Status
1	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 (A request based study sponsored by MoE, Government of India	Professor VineetaSirohi&Dr.ManjuNarula (Research Team member in the first phase of the study)	The draft Report was submitted to MOE. It is being revised as per the feedback received from MOE.

**Brief about the Research Report as Annexure-I*

***Brief about the study is given as Annexure- II*

Ongoing Research Projects and Studies

Part-A: Research Project - the Third All India Survey of Educational Administration

Sl. No.	Name of the Research/ Project Study	Project Director/ State Nodal Officer	Current Status
1	Survey of Educational Administration and Management in Delhi	Professor Kumar Suresh (With the support of the State Team of the Department of School Education Department of School Education, Government of NCT)	The Report of Delhi yet to be finalized (Based on inputs received from the Department of School Education, Government of NCT. The Report is at the final stage of completion)
2.	Survey of Educational Administration and Management in Jharkhand	Professor Kumar Suresh	Jharkhand shared the draft Report during the Review Meeting held in NIEPA. The team was provided input for finalization but still not submitted.
3.	Survey of Educational Administration and Management in Jammu and Kashmir	Professor Kumar Suresh&Mr. FayazBhat	No initiative and response from the Department of School Education of the Govt of J& K. was long pending. The worked got initiated after the nomination of a new Nodal Coordinator The review meeting was conducted on 13-14 May 2019 in NIEPA to discuss and finalise the Report paved the way for expediting the process. A new Team was constituted and the process reinitiated with was launch in Jammu and Kashmir in July 2019. A state Level Workshop was conducted in Srinagar on 16-17 July 2019. This was attended by state, district, block level officers and institutional heads. They provided inputs through filled in Questionnaires and group discussions

			<p>However, no progress reported after the workshop as state witnessed disturbance on account of abrogation of Article 370. Likely to start now as a separate UT Report. The completion of Survey, finalization of Reports and Dissemination/ publication is delayed. It will require additional six –eight months once the process restart. May be by the month of December 2021</p>
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Part-B: Research Project/ Studies

Sl. No.	Name of the Research/ Project Study	Project Director/ Research Team Members	Current Status
1	Decision-Making Process at the DEO office in Faridabad district in the State of Haryana: A Pilot Study	Professor VineetaSirohi	The Study has commenced. The tool has been finalised and sent to the respondents for data collection. The first draft of review of literature has been developed and under the process of finalisation.

Part-C: Research Project/ Studies at Various Stages of Progress/ to be launched

Sl. No.	Name of the Research/ Project Study	Principal Investigator/ Research Team Members	Current Status
1	Study of Structure and Functions of Educational Administration	Professor Kumar Suresh & Professor Vineeta Sirohi	Work is progressing but likely to take additional time due to the engagements of the research team members in other studies / Leave /superannuation. Likely to be completed by December 2021

2.	Status, Role and Responsibilities of District and Block Education Officers in Educational Administration	Professor Kumar Suresh & Dr. V. Sucharita	Work is progressing but likely to take additional time due to the engagements of the research team members in other studies / Leave /superannuation. Likely to be completed by December 2021
3.	Innovations and Good Practices in Educational Administration	Professor Kumar Suresh & Dr. V. Sucharita	Not commenced yet It is likely to commence either coinciding with the round of validation of innovation and good practices cases or after the completion of studies listed as 1&2.
4.	Federalism and Union-State Relations in Educational Governance in India	Professor Kumar Suresh	Work started with preliminary review of literature. Details are being worked out on the data captured format and tools. Research Advisory Committee is proposed to be constituted. Likely to take another 18 months. As per the expected schedule the study is likely to be completed by August 2022.
5.	‘Skill Formation in India: A Study of Select States’	Professor Vineeta Sirohi	The Study was proposed and recommended by the DAC and approved by the Academic Council in principle subject to review by the external experts. The revised and detailed proposal to be reviewed. The expected launch of the study by the month of May/June 2021 after receiving feedback from the external review.

*** Brief about the status of Project/ Research Report**

**A. 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 in collaboration with the states. 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. Different states responded to the request on different points of time. Even those which had responded could not complete the work of the survey on stipulated time frame due state specific situation. In a series of regional and state specific workshops the nodal officers and their respective teams were oriented towards the purpose and method of conducting the survey. 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 (Jharkhand, Delhi, Jammu & Kashmir, Rajasthan; Tripura; Meghalaya) could not progress 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 2018. 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 progressed well in all the six states after its re-launch in 2018. As a part of the methodology of conducting survey in states, state level workshops in Jharkhand, J&K, Meghalaya, Rajasthan and Tripura were completed. A series of Meetings 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, J&K, Meghalaya, Rajasthan and Tripura, various aspects of the survey as stated above were discussed. Four states, namely Meghalaya, Jharkhand, Rajasthan and Tripura had completed the draft of the state reports. A review meeting was conducted on 13-14 May 2019 in NIEPA to discuss and finalise the Report. The review meeting was attended by Nodal coordinators and few team members of the Survey. Based on feedback and review of the draft reports, Meghalaya, Rajasthan and Tripura finalised the Report of their respective states and submitted the final copy of the report approved by the Department of School Education of the respective states. The final copy of the reports of the Survey of three states (Meghalaya, Rajasthan and Tripura) have been received till December 2020. These Reports are being reviewed and content edited by the Project Director. These will be submitted for technical editing and dissemination/ publication by May/ June 2021.

Delhi had provided all the relevant documents and materials for preparing the report to the Department but expressed inability to prepare the Report themselves. Delhi Report is being prepared based on the input from the Deptt. Of Education, NCT.

In case of Jharkhand no progress has been made after the review meeting of the draft report. Though draft has been shared by the state, the Report needs substantial revision in terms of content and information. The meeting of the team had taken place to finalise the Report but that remained inconclusive in terms of outcome. After a series of communication it was brought to our information that the Nodal Officer had massive heart attack and died. In the meantime the Principal Secretary as well as other officers have been transferred. Further setback has been experienced due to Covid-19 pandemic. Once again the department will be pursued to pick up the thread where it was left and complete the process.

Jammu and Kashmir was a late starter. The work of Survey in J&K was pending due to no response. The review meeting was conducted on 13-14 May 2019 in NIEPA to discuss and finalise the Report paved the way for expediting the process. A new Team was constituted and the process reinitiated with the launch in Jammu and Kashmir in July 2019. The state has conducted workshop in Srinagar on 15-16 July in which officers and institutional heads participated and provided inputs through filled in Questionnaires and group discussions. The survey work in J&K started. The state officials had shown keenness in completing the survey as they also attended the workshop and some of them remained throughout the workshop. But the abrogation of Article 370 in the state led to a situation of standstill. Indeed the Nodal officer had communicated about the reconstitution of the committee to conduct the work of the Survey but after Covid-19 lockdown in March 2020 no information has been received in this regard. Once again the state will be persuaded to complete the work. Likely to restart now as a separate UT Report.

Point of information and submission for consideration

Keeping in view the continuing work of the Survey the Project was given extension till March 2021. The outbreak of Covid- 19 has created exceptional situation causing further delay in the process of completion of the survey. The completion of the work, including dissemination/ publication will require an additional time of nine months. In the given circumstances the project, therefore, likely to be completed by December 2021. A separate note will be submitted to the competent authority for the purpose

B. Brief of other approved research studies in different stages of progress

1. Study of Structure and Functions of Educational Administration

- Prof. Kumar Suresh & 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: 1.) educational administration at the union level which includes the role and functions of the regulatory and professional bodies, 2) educational administration in union territories, 3.) educational administration in states; and 4.) educational administration in NCT of Delhi.

Progress made so far

Work under progress but slow progress due to the engagements of the research team members in other studies / superannuation ((Dr. ManjuNarula was busy in completing the study on women educational administrators till the date of her superannuation and Prof. VineetaSirohi was committed to complete the study of the MHRD on Teachers' Involvement of non- teaching activities). Indeed, secondary sources of data have been collected on each of the levels of the educational administration. Preliminary compilation of information is under progress. The preliminary write-up has to be shared and discussed in three workshops to be held in NIEPA/States/UTs addressing three levels- union, states, and UTs.

As a part of the study a workshop on Administration and Management of School Education in Union Territories of India from 22nd - 23rd July, 2019 was conducted. Nominated officers from Lakshadweep, Chandigarh and Pondicherry participated. Pudduchery submitted a detailed sheet of information. Others are yet to submit. A different strategy is being worked out to gather relevant information from other UTs.

The Study Report was expected to be generated based on field level/ NIEPA based workshops which were scheduled/likely to be scheduled in March- April 2020 could not materialised due to disruption in the education sector at all the levels. It will now start in a mixed mode for collecting data. **Likely to be completed by December 2021**

No staff appointed for the purpose. Appointment will be done based on actual requirement as and when required

2.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

Work is progressing but likely to take additional time due to the engagements of the research team members in other studies / Leave /superannuation. (Dr. ManjuNarula was busy in completing the study on women educational administrators till the date of her superannuation and Dr. V. Sucharita was on maternity/ child care leave). Indeed,secondary sources of data have been collected. Primary data is yet to be collected. Research tools for capturing filed level dynamics are under finalisation.

The report will be prepared after gathering and collating both the primary and secondary sources of data.

The study is expected to be completed by December 2021.

No staff appointed for the purpose. Appointment will be done based on actual requirement as and when required.

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

-Professor Kumar Suresh

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

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

Governance of education in India is a shared responsibility between the union and the states. The reference to shared responsibility is an extension of the logic of the concurrency clauses of constitution effected by the forty second amendment to the constitution. This aspect of governance necessitates certain degree of cooperation between the union and the states. The language of cooperative partnership between the union and states is frequently used to describe the model of federal governance of education in India. How far this usage of cooperative partnership (cooperative federalism) has been able to come to the level of symmetrical relationship of a coordinate structure of governance with corresponding competence is a question that requires exploration. Undoubtedly, the original schema of the constitutional arrangements

had envisaged a relatively autonomous domain for the states in the governance of education. The post constitutional developments in the forms of constitutional amendments, subordinate legislations and policy initiatives by the federal government for reforming education have, however, substantially impacted the union- state relations; and also the competence of the states in governing education. A number of policy reforms have been enacted in the field of education during the past many decades but more specifically in the decade 1980s onwards. A number of centrally sponsored schemes, proliferation of central regulating agencies, central government's Guidelines are important developments of this period. These are at time construed as instruments of expanding role of the federal government and shrinking competence of the state governments. This is in this context that the study is being conducted.

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

Progress made so far

The study has commenced w.e.from January 2019. Secondary literature and materials have been collected. The proposed duration of project is two years starting from January 2019.No substantial progress has been made due to the engagement of the Project investigator in prioritising the completion of the survey, conducting series of workshops in states and meetings of the team of the survey, besides given additional responsibility of Registrar (I/c). The work will be kept on slow pace till the time survey work and studies of Sl. No. 2and 3 are completed. The two studies along with survey work is likely to be completed by August 2022.

This study is likely to be completed by August 2022.In the meantime research output will be disseminated at various stages of the project in the form of Review of trends.

No staff appointed for the purpose. Appointment will be done based on actual requirement as and when required

4. Innovations and Good Practices in Educational Administration

- Prof. Kumar Suresh, Dr. V. Sucharita

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

Progress so far

The study has not commenced likely to commence after the completion of substantive part of first two (Sl. No.1 and 2) projects.

5. Decision-Making Process at the DEO office in Faridabad district in the State of Haryana: A Pilot Study

- Professor Vineeta Sirohi

The Study as per its original proposal of capturing the dynamics of the process of decision – making at the district level education as a pilot study was approved by the academic bodies and competent authority of NIEPA but could not commence earlier due to urgent request of the then MHRD to conduct Study of Teachers Involvement on Non- teaching Activities. After the completion of the study this study has commenced. The tool has been finalised and sent to the respondents for data collection. The first draft of review of literature has been developed and under the process of finalisation. The study is likely to be completed in another six months.

****Brief about the 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, requested and sponsored by the MHRD**

Brief about the Study

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.

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 for two days 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. 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. One of the mandates of this study was, to also look into the effect of teachers' involvement in non-teaching activities on teaching learning in schools. The interaction with teachers and educational administrators at the institutional level and the district level revealed the adverse effects of involvement of teachers in these non-teaching activities particularly BLO duty on teaching learning. Confronted with the various problems and challenges, majority of the school teachers are not in favour of performing these duties as most of their teaching time is lost and they are not able to focus on the main task of teaching for which they are appointed. As a consequence of their involvement in these duties they do not get adequate time to plan and prepare their lessons and due to fatigue working beyond school hours also they are not able to concentrate on teaching, leading to poor quality of teaching learning experiences. The students' academic performance is also adversely affected in such situations.

Activities Planned/in Process

Publications

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.
- iv) Publications of the faculty members as book, reports and research papers relating to their area of research and specialisation

Activities Planned

Policy dialogues in the areas and focus of the Department based on research studies conducted and completed

Faculty Contribution

Contributions of the Department and faculty

Despite being a small faculty strength, the volume of works undertaken by the faculty is important. The faculty members have been engaged in institutional works as well as their respective academic works. The faculty members are deeply involved in their respective individual as well as collective research. Responsibilities related to editorial functions as editor or members of the editorial team have been taken up by the faculty of the Department.

The Department contributed significantly in the preparation of the strategic implementation plan for NEP 2020 as core member, coordinator or member. Two major themes related to Governance Reforms and Skill Development were led by the faculty and a thematic document was contributed which has been produced as a collection of input of NIEPA document. Further, the document prepared on strengthening of CAFE attracted special attention for further deliberation.

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, Education and Skill 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 visited for their internship programme. The activity was coordinated by Dr. V. Sucharita.

Suggestions relating the NEP 2020 Recommendation on Strengthening of CAGE

As a part of governance reforms in education the NEP 2020 specifically recommends strengthening of CAGE as a separate entry item. NIEPA has prepared a document incorporating inputs for the strategic plan for the implementation of NEP 2020. Strengthening of CAGE was also a sub-themes of submission. The submission of preliminary inputs on the theme has invited attention of the Ministry to take up this theme for further deliberation. The advice of the Honourable members are requested to give their suggestion on the item. The suggestions will be incorporated and further developed as an important input both for policy makers and researchers.

The points of inviting suggestions include:

1. Status, role, power and decisions (Advisory versus Statutory)
2. Possibility of envisioning CAGE as a federal body of inter-state and union- state consultation and coordination under the provision of the Article 263 of the Constitution
3. Pattern of members
4. Regularity and frequency of meetings
5. Nature and locus of control (centralized versus)

Any Other item