Meeting of Departmental Advisory Committee

Agenda for Discussion (Academic Year 2020-21)
24 February 2020

Department of Educational Policy

National Institute of Educational Planning and Administration

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Contents

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Department of Educational Policy
Vision, Mission and Perspective

Faculty of Department of Educational Policy

The Department of Educational Policy has the following faculty members with diverse academic and professional background.

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Introduction

The Department of Educational Policy is committed to the study of educational policy—a challenging terrain in its own right. The process of educational policy-making in the Indian federal system involves several actors in its three-tiers of governance, and the ideas for change emanate from an ever-globalizing world, focused on the knowledge economy. The Department—through its academic and policy engagements, tends to keep abreast of the emerging and new directions of the complex policy process. While its core focus is on analysis and understanding of policy making in the Indian context, the department stimulates discussions on policy issues from the wider gamut of practices on educational development. The objective is to generate a knowledge base for use by policy makers, practitioners and other stakeholders in the educational arena.

The three main activities of the Department are teaching, research, and training. It currently discharges these by way of direct engagement with educational policy makers, administrators, and planners in orientation workshops and training programmes on key thematic, conducting policy research and analysis, and dissemination of educational policies and practices in the form of publications. Besides, the faculty members are involved in teaching of various courses at the M.Phil. and Ph.D. level.

Vision

- To act as the centre of excellence in developing and enhancing knowledge and understanding of the public policy in all sectors of education.

Mission

- To contribute to the generation, sharing and application of knowledge and understanding of the principles of policy evolution and implementation at all levels of education;

- To promote evidence based policy analysis initiatives in education at various levels of the Indian federal system

- To provide policy feedback by identifying critical barriers facing access, equity, relevance and quality in education.

- To provide opportunities for effective policy advocacy and discourse

Core Functions

The Department conducts research and programme evaluations to provide feedback on the implementation of on-going policies and generate field based evidence for purposes of reflection on actual implementation, or as inputs for reformulation or redesign. It conducts orientation programmes on the policy issues for the capacity-building of, policy makers, educational planners and administrators serving at the State, District and sub-District levels. The Departmental thrust on multi-level governance of policy, with focus on grassroot participatory structures, can be seen through the ongoing researches on decentralized management of education and role of community as main stakeholders in education.

The Department undertakes teaching of M.Phil. and Ph.D. students in the core courses on *'Perspectives on Education', 'Education Policy', 'Research Methodology'*, optional courses on, 'Community Participation in Education', 'Equity and Multi-cultural Education, etc; Courses on 'Education and Society', 'Education in Developing Countries' in PGDEPA and IDEPA programmes. In these courses, theoretical frameworks of policy-making across sectors are discussed. Many of the insights drawn from our field-research and programme evaluation also serve as inputs in the teaching of research scholars. The Department also responds to State Governments with respect to a) institution development and b) capacity enhancement. The faculty is currently equipped in academic work relating to policy-sociology, and political economy, and has considerable experience in public policy work with educational administrators and implementers.

Equity and Inclusion as Policy Concerns in Education

The concerns for Equity in Policy Making in Education arise out of the requirements of meeting the educational needs of the disadvantaged or deprived groups. The Indian social and educational system is characterized by a high degree of diversities and disparities. The disparities in educational system can be viewed in terms of geographical areas and social groups. While the area specific disparities may be viewed in terms of educationally

backward regions, states, districts, blocks, clusters, villages, habitations, etc., group specific disparities in terms of social groups such as, Scheduled Castes, Scheduled Tribes, girls, minorities, disabled, etc. Following constitutional directives, constant efforts have been made to launch and implement programmes and schemes for educational development of these groups. However despite these efforts, the educational needs of these groups have not been met. Disadvantaged Groups comprise of the Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority groups which still continue to lag behind due to their social and economic backwardness. With the implementation of Right to Education Act, the education system in India has entered into a distinctive phase of educational development, which seeks departure from other educational policies. The Department of Educational Policy, NIEPA has prepared its academic programmes for 2020-21 in the light of the educational developments so far, to engage proactively with focus on 'equity and inclusion' as significant policy concerns in education.

The Changing Perspective of the Department

The nature and scope of activities performed in the 'Education Policy' Department is reflective of changes in the direction, as also specific elements of educational policy. As a starting point within the NIEPA's predecessor institution — prior to its being granted the status of a *Deemed to be University*, the NIEPA, this Department was concerned mainly with the education of the disadvantaged sections. The topics of research and training were related to *universalization of* access, retention and universal achievement. In this context, it had reviewed the Post Matric Scholarship Scheme; education of Scheduled Castes and Tribes, minorities and working children. This work as policy ideas got incorporated in the District Primary Education Programme, and the Sarva Shiksha Abhiyan, launched in the wake of the Jomtien and Dakar conferences on Education For All—both initiated considerable government and donor convergence on Education For All initiatives.

Following the Millennium Development Goals and now the Sustainable Development Goals, the Department today has a much broader spectrum of engagements—sub-sectoral, inter-disciplinary, and all aspects of educational policy. Some of the current engagements of academic and policy work include:

- Right to Education

- Education for the Youth

- Policy Reforms in School and Higher Education

- Education with respect to Disadvantaged and Marginal sections of the population—Scheduled Tribes in 5th and 6th Schedule Areas

- Urban social policy and education

Current Engagement (2019-20)

The current engagement of the Department includes research, teaching, training and advocacy on policy reforms, and on key thematic educational sub-sectors. There has been strong focus on equity issues. Besides educational needs of disadvantaged groups, the department has also been conducting orientation programmes for education functionaries of the North-east region, on issues relating to the implication of 6th Schedule for education, the functioning of schools in Autonomous District Council areas. The department also deals with the foundational aspects of the educational policies, by deliberating upon the application of educational ideas of the Indian thinkers, such as Vivekananda, Gandhi and others. Furthermore, Department of Educational Policy promotes policy research and advocacy in education by providing financial support to the universities and voluntary agencies in conducting research and organising seminars and conferences. *(Annexure-IV: Grant in Aid Scheme)*

Perspective Building for the DEP: Long term, Medium term and Short term

1. **Long Term Perspective (2020-2030):** The long-term perspective of the Department stems from its vision and mission of acting as the apex academic body to develop and disseminate ideas and knowledge relating to public policies in education. The main long term objectives of the department are:

   A. - Developing a Post Graduate Degree Course

   MA in Public Policy in Education: The Inter-disciplinary course will prepare the students with social science background to gain adequate knowledge and skills to work in complex policy environments in education. The course will equip the students to be the future policy makers and work in the challenging working environment. The course will also serve as the feeder course to the on-going M.Phil./Ph.D. programmes of the University.

   (Duration: Two years; Credits: 60 Credits)

   *B. - **Establishing Policy Research Lab** with focus on the longitudinal researches with implication for generating/consolidating research evidences for policy making.*

   *C. – **Setting up Interactive Platform at the Department on Education Policies***

2. **Medium Term Perspective (2020 -2025)**

   A. Establishing Centres or Working Groups within the Department on
      a) Equity and Inclusion in Education
      b) Law and Governance in Education
      c) Policy Reforms in Higher Education
      d) North-East Region Education centre
      e) Vocational Education and Skill Development
      f) Urban Social Policy and Education

   B. Conducting short term orientation programmes on 'Policy Research and Programme Evaluation in Education' with exposure to both qualitative and quantitative research methods and aptitudes for the faculty, administrators and research scholars.

C) *Organising Policy Seminars on the current and emerging educational problems and issues***;**

D) *Organising Policy Advocacy academic events, colloquiums to deliberate upon policy issues*

E) *Teaching:* Teaching Core and Elective Courses in MA in Public Policy in Education; M.Phil./Ph.D., PGDEPA, IDEPA

F) *Research*

- Conducting Policy Researches and Programme Evaluations

- Social Survey of Education with focus on social parameters of education to be conducted through Household Survey, Skill Mapping,

- Education of the Disadvantaged

  a) Groups: Dalits, Tribals, Minorities, Children with Special Needs
  b) Areas: 5th & 6th Schedule Areas, Urban slums, Conflict Zones

- Policy ethnography and archives

G) *Publication and Advocacy*

Publishing Policy Briefs and monographs on important educational problems and issues. These include: Teacher Management Policies; Urban Marginality and Education; Tribal education in Vth and VIth Schedule areas and Issues of Autonomy in Higher Education.

3. **Short Term Perspective (2020-2021)**

   A. Teaching: Besides continuation of the on-going teaching activities under M.Phil./Ph.D. Programme, PGDEPA and IDEPA, the Department will initiate the following academic activities:

   - Curriculum Development Workshop of MA in Public Policy in Education (inter-departmental activity) in

   - Development and Preparation of the Core and Elective Courses by individual faculty members

B. Research Projects

- **Completed**

  ➢ A Study on '*Policy and Practices for inclusion of Children with specific Learning Disability in selected schools*'
  ➢ '*A Critical Assessment of State Level Capacity Building Institutions in Education*'
  ➢ '*Revisiting Equity under RTE: Policy Perspective and Social Perceptions*'

- **Ongoing**

  ➢ *Study of the Implementation of Right to Education Act in Selected States*
  ➢ *Political Economy of Higher Education Reforms in India: A Comparative Perspective*
  ➢ *A study of Scholarship Scheme and Educational Mobility of Scheduled Caste Children at the Secondary Level in Odisha*
  ➢ *Urban Marginality and Education of Disadvantaged*
  ➢ *Government Aided Schools: A Case Study of Selected Schools in Varanasi*

C. Policy Advocacy

  ➢ *Policy Seminars on current and emerging educational problems and issues*
  ➢ *Policy Advocacy Workshops on New Education Policy document*
  ➢ *Networking with academic institutions such as, the IIMs, NLUs (National Law Universities), NCPCR, etc.*

DEPARTMENTAL PROGAMMES
2019-20

S.No.	Name of Programmes	Co-ordinator	Date
Orientation Programmes, Workshop and Seminars/ Discussion Meet 2019-20			
1.	Orientation Workshop on '*Education of Disadvantaged under RTE: Policy Issues and Programme Interventions*'	Prof. Avinash K. Singh & Dr. S. K. Mallik	April 29-May 3, 2019
2.	Orientation Workshop on *'Qualitative Research Methods in Education' held at NIEPA, New Delhi*	Dr. Naresh Kumar	July 1-12,2019
3.	National Workshop on *'Policy and Planning in Inclusive Education with focus on CWSN'* held at NIEPA, New Delhi	Dr. Veera Gupta	August 13-17, 2019
4	National Discussion Meet on *Relevance of Gandhian Educational Ideas in Implication for Policies and Practices*	Prof. A. K. Singh	October, 4-5, 2019
5.	Orientation Workshop on '*Functioning of Local Authority and Autonomous District Councils under Sixth schedule of the Constitution in Management of Elementary* *Education in the North Eastern States*' held at Imphal, Manipur	Dr. S. K. Mallik	November, 25-29, 2019
6.	Workshop on Urban Transformation, Youth and Education in India	Dr. Manisha Priyam	February 20-21, 2020
Unscheduled Programme			
7	Workshop on `Global Report on Violence in Childhood'	Dr. Manisha Priyam	4 April, 2019

Research Projects

Research Studies Completed

a. A Study on 'Policy and Practices for inclusion of Children with specific Learning Disability in selected schools'

Prof. Veera Gupta

b. A Critical Assessment of State Level Capacity Building Institutions in Education

Prof. Veera Gupta

c. Revisiting Equity under RTE: Policy Perspective and Social Perceptions

Dr. Naresh Kumar

Ongoing Research Studies

a. Study of the Constitutional Provision of 25 per cent seats to the Children of the Disadvantaged Groups and Weaker Sections in Private Schools under RTE Act in selected states: Policy and Practices

Prof. Avinash Kumar Singh

b. The Political Economy of Higher Education Reform in India: Comparative Perspective on the Principles, Policies, and Institutions for Reform, (1991-2012).

Dr. Manisha Priyam

c. A Study of Scholarship Scheme and Educational Mobility among the Scheduled Caste Children at the Secondary Level in Odisha

Dr. S.K. Mallik

d. Government Aided Schools: A Case Study of Selected Schools in Varanasi

Dr. Naresh Kumar

A STUDY ON 'POLICY AND PRACTICES FOR INCLUSION OF CHILDREN WITH SPECIFIC LEARNING DISABILITY IN SELECTED SCHOOLS'

– PROF. VEERA GUPTA

Introduction

As we know a human being is a sum total of physical, mental, social and spiritual conditions. Therefore education is supposed to develop a child in all these spheres. If a child is found lacking in any one or more condition is labeled as disable or impaired. It is easy to find deficits in vision, hearing, limbs and movements leading to identification in physical and mental conditions. However there are conditions related to emotional aspects and neurological processing of information in brain which are not visible hence it is difficult to identify. These are hidden disabilities. The Right to Persons with Disabilities Act 2016 has included these disabilities in its ambit and has classified all disabilities under five main categories. One of the categories is of 'intellectual disabilities'. Specific Learning Disability (SLD) and Autism are part of intellectual disabilities. The present report deals primarily with SLD.

There is a high incidence of learning disability among the school children, as around 13 million children are supposed to be suffering from certain learning disabilities categorised as Specific Learning Disabled (CwSLD). Recent policy initiatives in the form RTE Act and PWD Bill-2012 have treated the CwSLD as significant problem to be dealt with. Although policy initiatives are being taken, there is not much clarity at the institutional and school levels, with regard to assessment and programmatic interventions. Though CwSLD has been proved as disability through researches in the medical field, and has also been included in the legislative policy of other developed countries. It is yet to gain momentum in India, as the knowledge on CwSLD in education field is very sparse. The current study therefore proposes to explore and examine the policies and practices of inclusion of CwSLD in schools in selected states. Besides finding out problems and constraints with regard to assessment and formulation of strategies and interventions, it intends to bring out the best practices followed in schools, in the light of new policy guidelines.

Objective of the study

The main objectives of the proposed study are as follows:

- To ascertain the nature and magnitude of the problem of Specific Learning Disability

(CwSLD) and programme interventions pursued in terms of policies and practices.

- To study state and district level policies and practices for identification, referral and educational intervention for CwSLD in specific states in India.

- To study the impact of programme interventions on the learning outcomes of CwSLD and document best practices available in the field.

- To provide input for policy formulation on CwSLD for assessment, diagnosis, teaching strategies and programme provisions.

Methodology

The study is a descriptive survey. It was a combination of both field based empirical data and content analysis of secondary documents at State, District, Block Resource Centre and School level. The field data led to the understanding related to the process of:

- Identification of CWSLD: method, number and gender

- Practice of preparation of Individualized Educational Plan,

- Providing provision and use of aids and appliances during learning and for the assessment

- Teacher training

- Resource support

- Research studies at school and CRC level

- monitoring of the progress of CwSLD

The states, districts, BRC and schools were selected based on the number of CwSLD identified under DISE data. The states and district reporting the highest numbers of CwSLD were selected as sample for present study.

The State Project Office provided the logistics for data collection. The state officials also helped in selection of blocks and schools as per logistics. The dates of visit to each of these states were decided in consultation with the state project coordinator of the inclusive education. The districts, blocks and schools were also decided in consultation with the state IE coordinators. At each level, officials responsible for Inclusive Education were contacted. At State Level State Programme Officer, at District Level, District Inclusive Education coordinator, at Block Level, Resource

Person and at School Level Principal, Teachers and Resource Persons constituted sample for the study. At one place counselor was also available hence, was included in the study. Besides the govt. officials, parents and students were also contacted for collection of data. Data was collected with the help of six tools.

The data was collected with the help of specially designed tools for the study.

1. Information Schedule for State/District/BRC/School

2. Interview Schedule for Policy Makers

3. Observation Schedule for CwSLD in Schools

4. Interview Schedule for Teachers:

5. Interview Schedule for Parents

6. Interview Schedule for Students

Data was of two type- numeric data and alpha data. The numbers on CwSLD were collected from DISE data base for tabulation purpose. The enrollment of CwSLD is tabulated and interpreted from that data. However registers kept at district, BRC, and Schools were scanned to find out availability of the enrollment data at different levels only. A few other documents such as medical reports, writing samples of writing of students, copy of the PPT of teacher training, lists of aids and copy of the IEPs were also scanned. These were tabulated for interpretation. The opinions and other qualitative data was categorized theme wise to present findings. The data collected from policy documents and reports was also analyzed themes wise.

The quantitative data has been collated into tables and charts. The frequencies and percentages were worked out to present clear picture. The qualitative data was coded theme wise to prepare concept of the theme. The findings are presented theme wise together for qualitative and quantitative data. The findings are presented in the next chapter.

Main Findings

1. The enrollment status of CWSLD children at all India level and also in the selected states is found to be one or less than one percent.

2. The progression or retention of CWSLD children is much lower than the regular students at elementary as well as secondary and senior secondary level.

3. The enrollment data is not maintained at school level.

4. If identification of CWSLD is appropriately done as per the ratio of expected CwSLD in the students population than not only drop out of identified CwSLD can be checked but also the drop out of regular student consisting of un identified CwSLD could also be reduced.

5. Vision level policies such as report of UN Convention on rights of person with disability, SSA and RMSA frameworks were not available.

6. The State inclusive education cell is found in possession of maximum number of policy documents which have been sent in the form of circular / orders to district and clusters in English language except the state of Kerala.

7. The policy documents such as circular related to financial and service provision have reached district level such as escort and transport allowance, medical assessment, appointment of resource persons and home based education in all the surveyed eight districts. However the percolation up to school level is very low. The maximum circulation is of examination provision in four schools out of 22, rest of the circulars are in the range of 0 to 3 schools.

8. The SSA, an incentive scheme has issued checklist for identification of CwSLD by teachers but it is not being used by teachers. As evidenced by the findings that as a document of the checklists are not available and also many children who are showing symptoms of CWSLD in their writing work are not being noticed by the respective teachers.

9. The teachers are also not found being trained and made responsible for identification of CwSLD in the class.

10. The medical certificates issued for the CwSLD are very Minimal. One each in Arunanchal Pradesh and Nagaland and none in Lakshadweep.

11. The medical certificates are issued by M.B.B.S. doctors who are not trained in psycho analysis or in the use of psychological test.

12. There is no policy with respect to who can certify and with the help of which tests.

13. Except SSA, which is found available at State level only, no policy is available for teaching, use of learning aids at school level.

14. Teaching aids are not available, and those which are found, are meant for all children. Very

few aids are disability specific and none is earmarked for SLD

15. Teaching strategies which are required to be used by teachers to enhance learning are found to be used scarcely.

16. Evaluation expectation and accommodations are not being practiced at elementary level. An exemption is given in board exams as per CBSE rules.

17. Five days training programme have been conducted for the teachers in all the 5 state However the number of teacher covered are insufficient.

18. It is found that training programme for resource person are being organized more frequently then the training progrmamme for the teachers. The duration of the training programme for the resource person is also higher than the duration the training programme of teachers.

19. The material for the training programme is available at block level but not at school level.

20. The duties of the resource person include many administrative task related to CwD including teaching.

21. The regular teacher was not aware about the learning need of CwD.

22. Only in one school a counselor was appointed.

23. No other types of support facilities were made available to CwD in schools.

24. There is no budget allocation for CwSLD under inclusive Education scheme.

25. The allocation of fund is made as per number of CwD in a state excluding CwSLD. The amount of allocation per child also is at variance ranging from 1500 to 3000 per child.

26. The budget headings are not in consonance with the duties and task to be performed for the CwD.

27. The rate of expenditure is different for different activities in the state. No rationale could be found out for the difference

A Critical Assessment of State Level Capacity Building Institutions in Education

– **Prof. Veera gupta**

Introduction

During early 1960s Ministry of Education, Government of India, established two national level institutions for education, one dealing with curriculum and textbook development and its related issues in school education and the other for training and capacity building of educational planners and administrators. These institutions which are presently known as National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA) had also the mandate of undertaking research in the area of their expertise which were; curriculum and text book development, pedagogy and teachers training (for NCERT) and educational planning and administration (for NIEPA). It was felt that these institutions should also have counterparts in the states and that is why in late 1960s in some states State Institutes of Education (SIEs) were established. Later on these SIEs were converted into State Councils of Educational Research and Training (SCERT) in late 1970s. However, these SCERTs also were also expected to work in the area of educational planning and administration by creating a department of Educational Planning and Administration within SCERTs so that it can address all the issues related to school education in the states which were mandate of two national level institutions NCERT and NIEPA at the national level. However, in due course of time it was realized that SCERTs are not able to concentrate and significantly contribute in the area of educational planning and administration. It was therefore felt that there is a need of having a separate institution at the state level to work in the area of educational planning and administration. But such institution could not be established for quite some time and it was in mid 1990s that in two states namely Maharashtra and Uttar Pradesh such institutions were established with the support of DPEP and these institutions were named as Maharashtra Institute of Educational Planning and Administration (MIEPA) in Maharashtra and State Institute of Educational Management and Training (SIEMAT) in Uttar Pradesh and later on such institutions were established in some more states in the name of SIEMAT with support of SSA programme. In 2009, a study was conducted by NCERT to assess and evaluate the functioning and performance of various SCERTs in the country. However, so far no such study has been conducted to evaluate the functioning and performance of SIEMATs. Keeping in view that evaluation of SCERTs was done a decade before and SIEMATs' performance and functioning was never evaluated, NIEPA conducted this study on 'Assessment of Capacity Building Institutions in

Education' and the focus in this study was to assess and evaluate the performance of SCERTs and SIEMATs working in the country.

Objectives of the Study

This study was conducted to achieve the following objectives:

(i)   to study the role and functions of State Level Capacity Building Institution in India,

(ii)   to study the status, assessment and sustainability of the Capacity Building Institutions,

(iii)   to study the issues and challenges faced by these institutions in conducting the Capacity Building Programme, and

(iv)   to provide suggestions and recommendations to improve the professional Capacity of these institutions.

Methodology

The study covered total 28 SCERTs though originally 29 SCERTs were taken up for the study but 1 SCERT namely, Jharkhand did not give response. Further, it covers only 8 SIEMATs which were found to be functional. So, this study is based on responses given by 28 SCERTs and 8 SIEMATs of the country. A questionnaire was developed to seek information regarding functioning of these state level institutions. Data received from different SCERTs/ SIEMATs were compiled and analyzed institution wise. Wherever necessary the data were further analyzed in terms of percentages for making interstate comparisons. Qualitative information was collated theme wise and quantitative information was presented in the form of various tables. Data pertaining to SCERTs/ SIEMATs were collected through correspondence. The questionnaire developed for the said purpose was mailed to all SCERTs/ SIEMATs. Besides that nodal officers were identified from each institution to fill the questionnaire and also to prepare state reports of the respective SCERT or SIEMAT. Based on the information provided in the questionnaire and other state specific reports, nodal officers were invited for a national workshop to prepare report as per the format given. All the state reports, questionnaires, and other national reports were used to cull out data and information on the objectives of the study. The national report was prepared by taking into account all the state reports and analyzing data collected from all 28 SCERTs and 8 SIEMATs.

Major findings of the study

- Resources are generally lacking in SCERTs and there is hardly any SCERT where resources are available as per norms prescribed by MHRD, Government of India. This includes all human resources including faculty and academic staff, administrative and technical staff as well as physical and material resources including infrastructure and equipments.

- SIEMATs though are academic institutions but these institutions have generally very less or no faculty positions and in a few SIEMATs faculty positions though sanctioned but are generally vacant. It is a concern that SIEMATs lack academic staff and hardly there are faculty positions available in most of these institutions.

- It has been found that SIEMATs have inadequate or insufficient administrative as well as technical staff. It is disappointing to note that 1 SIEMAT namely Kerala have reported that they have neither any administrative staff nor any technical staff available while Maharashtra SIEMAT does not have any technical staff available.

- This study reveals that SIEMATs generally do not have adequate basic infrastructure facilities, and this is a serious concern. SIEMATs covered in this study are though equipped to some extent but they do generally not have all essential equipments that are necessary for smooth functioning of the institution.

- It has been found in this study that there is hardly any states where SCERT has either the required number of faculty and staff members or has required infrastructure and other physical facilities available as per norms. It can therefore inferred that generally SCERTs are not adhering or are not able to adhere to the norms prescribed by the Government of India and that is cause of concern for all SCERTs in general.

- As far as training and capacity building of educational personnel is concerned all SCERTs have been found to be involved in these activities. SCERTs are conducting in-service content based training programmes generally for teachers and many of them are also organizing trainings for teacher educators. A few SCERTs are also organizing training

programmes for educational administrators but training on Research is hardly conducted in the SCERTs as a huge majority of SCERTs did not conduct any training in this area.

- It has been found that many challenges are faced by SCERTs in conducting training and capacity building programmes. Some of these challenges faced by SCERTs are; Lack of Infrastructure and Facilities, Vacant positions and shortage of staff, Non-availability and shortage of Experts and Resource Persons, Lack and shortage of funds, Low participation of trainees, lack of hostel and residential facility for trainees etc.

- It has been found that only 5 out of 8 SIEMATs that have been covered in this study have faced some challenges in conducting capacity building programmes. Maharashtra SIEMAT faces the shortage of funds for conducting programmes properly. Low participation of trainees has been felt as a challenge in conducting training programmes by Rajasthan SIEMAT while Uttar Pradesh and Uttarakhand SIEMATs felt the challenge of availability of resource persons for taking sessions and availability of experts for developing modules for conducting training.

- It has been reported that SCERTs have been deeply involved in research in various areas of school education which is quite appreciable. As per information presented it has been found that out of 28 SCERTs covered under this study as many as 21 SCERTs are involved in conducting researches on issues related to various areas of school education. However, it is not only surprising but also a concern that 8 SCERTs have not reported to have conducted any research study during last one year and these are SCERTs from Bihar, Jammu & Kashmir, Karnataka, Kerala, Odisha, Rajasthan and Tamil Nadu. Maharashtra SCERT seems most active in research as it has been found to be involved in the research on highest number of areas i.e. about 20 areas followed by Chhattisgarh and Madhya Pradesh SCERTs which are involved in 10 areas of research each.

- The study reveals that generally the contribution of SIEMATs in research is quite inadequate and it is very disappointing to note that 5 out of 8 SIEMATs have not done any research during last one year period. This shows that SIEMATs are less research oriented

institutions which is real concern. Even the 3 SIEMATs that have done researches the output is very less. It is therefore suggested that SIEMATs should concentrate more on research and undertake more research studies to facilitate the policy makers and educational planners and administrators towards development of education in the state.

- Professional development of faculty and staff of SCERTs is necessary to build their capacity and enhance their knowledge and skills for discharging their responsibility in a better way. It has been found that there are several institutions and organizations in the country that organize professional development programmes for the capacity building of educational personnel. It is heartening to note that almost all SCERTs are participating in such programmes with the objective of building the professional capacity of their faculty members as well as staff members. Most of the professional development programmes are organized and funded by national level institutions while some such porgrammes are organized and funded by state level organizations also. Some SCERT faculty members have also participated in such programmes conducted abroad.

- It has been found that Professional Development programmes have been attended by SIEMAT faculty and these programmes have been organized by national level apex institutions like NIEPA and NCERT and also by some state level institutions like Administrative Training Institutes (ATI) and SIEMATs and by non-government organizations namely Azim Premji Foundation and Piramal Foundation. The programmes attended by SIEMAT faculty and staff have been funded generally by organizing institutions or by state government.

- During the Annual Work Plan preparation stage it is expected that SCERTs will involve all the stakeholders. However, it has been found that the involvement of stakeholders in the process of annual work plan preparation of SCERTs is not encouraging and SCERTs generally depend on its own faculty and staff for preparing their plans. It can be observed that the participatory planning process has not been satisfactorily undertaken in the SCERTs annual work plan preparation.

- The study found that involvement of stakeholders in preparation of Annual Work Plan of SIEMATs is not very encouraging. The participation of stakeholders was found relatively well in Rajasthan followed by Maharashtra while in state like Madhya Pradesh there is hardly any such evidence of participation. It may be suggested that SIEMATs should ensure participation of stakeholders in preparation of their Annual Work Plan in future so that on the one hand the aspirations of stakeholders find place in the plan and on the other hand their help and support is ensured in successfully implementing the plan.

- Monitoring the implementation of Annual Work plan is also one of the responsibilities of SCERT. However, it has been found that majority of SCERTs have made no serious efforts for monitoring the progress of implementation of Annual Work Plans. It seems that except Telangana SCERT which has taken some measures there is no other SCERT that has taken the monitoring of plan implementation in a meaningful way and only lip service or symbolic mechanism has been adopted for this purpose.

- Though most of the SIEMATs have developed some mechanism for monitoring the progress of its Annual Work Plan implementation but it seems that the monitoring is not taken very seriously and judiciously by the SIEMATs. It is therefore suggested that all SIEMATs should develop a sound internal and external mechanism for monitoring the progress of the implementation of its Annual Work Plan.

REVISITING EQUITY UNDER RTE: POLICY PERSPECTIVE AND SOCIAL PERCEPTIONS

– **DR. NARESH KUMAR**

Introduction

Various section under RtE Act deals exclusively with different dimensions of elementary education, to make it more just and equitable. It has certainly aroused aspirations and provoked criticisms as the earlier experience to make our school system equitable has remained failure, with few achievements. By envisaging legal equality as a means for achieving 'equality of opportunity', RtE Act has made an extraordinary advance in the fight for achieving UEE for all. But somehow, the equality granted by legal enactment needs to come to an agreement with the equality in social and economic conditions for its full realization. Research studies have shown that 'disparities in social circumstances have survived the abolition of legal privileges and disabilities, and continued to affect unequally the chances of success in competition of individuals belonging to different social classes' (Betellie 1983:167). The high rate of dropout, less enrolment, student absenteeism and low school participation of children from disadvantaged communities are few of the examples to make out. Again, the less learning achievement and segmentation of students in the public and private schools has maintained the social gaps. The present research study examines the working of schooling in one of the area inhabited by historically marginalized communities. While examining the functioning of the different provisions under RtE Act, the work also understand the functioning of the schools and school choices of the marginalized.

Research Questions:

1. Does making class-room *'composite'* enables RtE Act to achieve equitable education?
2. Does *neighbourhood schooling* under RTE constitute an important equity dimension for poor people from weaker sections?
3. How poor and marginalized choose school?
4. How low-fee private schools work in the area inhabited by marginalized people?

Methodology:

The research study was conducted in *Mehmoorganj* area of Varanasi. The area is inhabited by historically marginalized communities including Muslims and Dalits. Extensive fieldwork was conducted in the locality. Every government and low-budget school was visited to conduct detailed interviews with the head. During the survey, interviews were conducted with the parents and the community members to understand the school choice process. Collected data was categorized into codes and categories to derive the 'concepts'.

Findings of the Study:

The study provides detailed description of the visited schools and informs about their working in a competitive market. It helps to understand the reasons for the less popularity of certain schools whereas successful working of some schools. It has been observed that private schools take leverage in building *Social Trust* among the parents while adopting different mechanisms. It involves projecting their different qualities in a competitive market. Exhibiting different qualities is also a requirement to remain relevant for parents in the locality. The study shows that to a great extent private schools are able to establish a close relation with the parents than the government schools.

Various strategies could be identified from the working of the schools. For example *Rukmini Vidyalya* promotes the concern of girl student's and English language; whereas *Jagriti Vidyalya* emphasizes the education of the marginalized (SC); *Nagarmal* has a concern for Indian values; *City Convent* has projected its ability to sharpen the curricular & non-curricular traits of the students. Those schools where heads are not clear and failed to project their different abilities in the market had serious issues to attain the minimum enrolment, and difficulty to maintain their relevance. Every school head accepts the principal diversity in the classroom whereas to maintain the diversity hardly require any special initiatives as the participation from the marginalize communities in these schools is overwhelming.

The last chapter tries to derive grounded narrative of the school choice as against 'rational choice theory' which informs that schools are chosen as per economic ability of the parents. This minimalistic understanding of the school choice undermine the various choices parents are involved while opting a school. It is not just a choice driven by an

economic reason. There are many other reasons as well, like the impression of a school in the given community and how community understand and respond to the whole schooling processes within an ecology of public and private school. Concurrently, school choice can be influenced by cultural aspects of family, neighborhood, and community. The school's medium of instruction and administrative structure like public or private remained one of the most sought-after issues as far as school choice is concerned. Historically, English medium private school has been considered as an outlet of elitism but we can see the emergence of low-budget private schools that claim to have English as a medium of instruction post - 1991. School choice is all about state-in-flux. It is fundamentally context-specific and subject-contingent. It needs to be understood while attempting to interpret the issue of school choice.

The research report consists of following chapters:

Chapter-1: Introduction

Chapter-2: Research Methodology

Chapter-3: Social Contexts of the Schools

Chapter-4: Neighbourhood and School choice pattern: Insights from three Selected Schools

Chapter -5: Neighbourhood and School Choice: Responses from Parents

Chapter-6: Conclusion, Findings, and Summary

On Going Research Projects

STUDY OF THE CONSTITUTIONAL PROVISION OF 25 PER CENT SEATS TO THE CHILDREN OF THE WEAKER SECTIONS AND DISADVANTAGED GROUPS IN PRIVATE SCHOOLS UNDER RTE ACT IN SELECTED STATES: POLICY AND PRACTICES

– **PROF. AVINASH K. SINGH**

Background and Objectives

With the implementation of *The Right to Free and Compulsory Education (RTE) Act, the states under* Section 12 (1)(c) of the *Act have begun to provide* 25% free seats for children belonging to weaker sections and disadvantaged groups (EWS) in private unaided elementary schools. Although, the Act is in its ninth year of implementation, there is not much clarity among the functionaries with regard to how the rules and regulations relating to the provisioning are being implemented. For example, how eligibility criteria for identification and selection of the children are being followed? How private schools are following the rules and regulations in fulfilling the constitutional commitments and provisions in different states? What problems and constraints are being faced by the parents and children in securing these rights? Both inter and intra-state variations have been reported in implementation of the RTE provision. It is in this context, an evaluative study is being conducted to develop an understanding of the policy and practices of education of the disadvantaged children under Right to Education Act-2009 in selected 10 states spread over 5 different zones of country.

Objectives

The main objectives of the study are:

a) to assess the nature and extent of the implementation of the reservation provision under RTE Act in different states in terms of policy and practices;

b) to find out the level of awareness about the reservation provisions among the children and parents belonging to the categories of disadvantaged and economically weaker sections;

c) to examine the issues related to the adjustment of the children from diverse socioeconomic backgrounds in the school and classroom;

d) to identify the innovative practices regarding the implementation of the reservation provisions in schools in different states;

e) to identify problems and constraints faced in the implementation of the RTE provisions by different stakeholders, parents, children, teachers and education functionaries; and

f) to suggest suitable measures to make the planning and implementation of the RTE provision of reservation in private schools more effective.

Current Status

The project is at early stage of implementation involving collection of secondary data and review of literature related to the theme and development of research tools. Under literature review, profiles of the selected states and compliance of RTE norms in the states, based on secondary official data are being prepared. The 10 states selected on the criteria devised under study include: Kerala, Karnataka, Delhi, Uttar Pradesh, Rajasthan, Madhya Pradesh, Maharashtra, Jharkhand, Bihar, Assam, The following tools have been designed.

- School Information Schedule

- Schedule for the Head Teacher and other Teachers

- Schedule for the Children (Disadvantaged Groups and Weaker Sections)

- Schedules for Parents of those Children and other Community Members

- Schedules for the members of the school governing committees

- Checklists for Education Functionaries at different levels (Cluster, Block, District, State)

Field work has been conducted in Jharkhand where the tools designed were given field trial. In the light of the field experiences the tools of data collection are being revised and finalised. Further along side the finalization of the tools time schedules of the field work in all the ten states are being worked out in consultation with the state project functionaries.

POLITICAL ECONOMY OF HIGHER EDUCATION REFORM IN INDIA: COMPARATIVE PERSPECTIVE

– DR. MANISHA PRIYAM

This Project has formally commenced on June 20, 2018, following appointment of Junior Project Consultant. The research entails the use of a case comparative method to study the political economy of higher education, using the case of the University of Mysore and the University of Patna. Visits have been made by myself (PI) to both field sites: the University of Mysore, and the University of Patna, in order to familiarize myself with the context, draw up a list of persons to meet, formulate the interview schedules for key informants, prepare a bibliography of relevant secondary literature and policy documents, conduct interviews with key functionaries involved in University Governance, teachers, and focus group discussions with students. I have completed interviews with the following:

UNIVERSITY OF MYSORE:

- Key functionaries of the University of Mysore and of the Maharaja's College which was the nucleus institution for the foundation of the University.
- Old teachers and alumni of the University of Mysore and of the Maharaja's College.
- I have also collected official documents of the University of Mysore, and some publications on the history and functioning of the University of Mysore
- I have also collected data on enrolments in Maharaja'c College—by social caste category. This data is being analysed to see the nature of enrolments, variations if any, state policy schemes which support equity issues in student access.

The interviews have helped me put together the historical background in which the University was set up as a part of the state of Mysore's efforts to impart modern education, and at the same time counter colonialism. It has helped me understand the nature of knowledge imparted at the moment of foundation, faculty characteristics, alumni diversity and activities in college.
 The following substantive reflections came out from the preliminary field work:

1. The University of Mysore has traditionally been a hub of liberal art and humanities, whereas the University of Bangalore specializes in the Science.

2. The Maharaja of Mysore has had an important role in setting up the University. It had started as Maharaja's free School, then become Maharaja's College, and is now the Manasa Gangotri Campus of the University of Mysore.

3. The University faculties of Philosophy, Psychology, Sociology, Kannada Literature, and Oriental learning (Sanskrit) Centre has received critical acclaim nationally or internationally.

4. The University today is a centre for scholarly learning in the Kannada medium

5. The University Professors include Padma Awardees and Gyan Peeth awardees.

6. I have read the History of the University of Mysore, written by Professor Sheikh Ali, and published by Prasaranga—the University Press; and Mysore Modern by Professor Janaki Nair. Based on these readings, and key informant interviews with Ichanoor Kumar, historian journalist in Mysore, I have compiled the bibliography of archival material.

What Remains to be done in Mysore and Bangalore:

1. Interviews with policy functionaries in the University of Mysore on themes of governance and policy reforms

2. Collection of data on enrolments, by gender and social caste diversity; teacher appointments and vacancies; university finances; and institutional diversification of the University of Mysore

3. Collection of archival material from Government archives, Bangalore

4. Perusal of reports on backward classes commission reports of the Government of Mysore/Karnataka in Bangalore

5. Focus Group Discussions with students, perusal of hostel facilities

6. Key informant interviews on Role of University leadership, Vice Chancellor and the main challenges, role of Governor in the University

UNIVERSITY OF PATNA:

1. Three visits have been made to Patna. Due to elections for Patna University students union in December 2019, and prior to that teacher's involvement in elections and their training, and campus closure on account of elections, it has been difficult to make sufficient advance here on account of non-availability of faculty staff, and government officials. Floods in the city have further delayed field work here.

2. Interview has been held with senior officials of the Patna University—the Vice Chancellor, the Pro-Vice Chancellor, and Patna University Faculty

3. Focus group discussions have been done with students in Patna College and Patna University. These have been transcribed.

4. Interview Schedules have been prepared for all further interviews with key informant etc.

5. Back ground material has been collected on the governance of Patna University from the office of the Vice Chancellor, Patna University.

A Study of Scholarship Scheme and Educational Mobility among the Scheduled Caste Children at the Secondary Level in Odisha

– Dr. S. K. Mallik

Introduction

Following the Constitutional directives (Article-46) of promoting educational and economic interests of the disadvantaged and weaker sections including the Scheduled Caste and Scheduled Tribe children, both the Central and State Governments have launched several educational programmes and schemes for improving the educational conditions of these groups. Among the disadvantaged groups, the educational conditions of the SC is far from satisfactory, as they are still behind other groups in terms of literacy, school and higher education. Despite several programmes and schemes, the participation and performance of the SC students at the school and higher education, very limited number of students are able to reach up to the higher education level. It is therefore critical to find out the effectiveness of educational programmes and schemes meant for enhancing the participation and performance of these groups.

The proposed research, therefore, intends to examine the effectiveness of the scholarship schemes among the SC students in successful completion of the school education at the secondary level and their mobility to the higher level. It has been reported that there is lack of awareness among the SC children and parents regarding different scholarship and other educational schemes. Even among these groups those who avail the scholarship find the incentives inadequate and not available for the whole period. There are lapses in terms of regular disbursements to the beneficiaries, only a very limited number of them are able to use effectively.

Equalisation of educational opportunity has become the public policy of the government for the disadvantaged sections of the society since independence. The Scheduled Castes (SC) and Scheduled Tribes (ST) are the two most disadvantaged groups and they constitute one fourth of India's population. Punjab has the highest proportion of SC population. Among the larger states, (barring the North Eastern, where high tribal concentrations exist) Gujarat has the smallest percentage of Scheduled Caste population. Both the SC and ST groups suffer from

low levels of literacy and high rate of drop outs and low levels of achievements. The nutritional status of the school going SC and ST children is very low as it adversely affects their intellectual development. The main reasons of low levels of educational attainment of dalits population is due to the thousand years of oppression by the higher caste groups and the social sanction behind the caste system. The Indian caste system is based on rigid social stratification. Lower the level of caste, lower the level of economic condition and low level of education. In other words low status of SC is reflected in their economic condition and educational development.

Objectives of the study:

1. To find out the nature and extent of implementation of the scholarship schemes for promoting education of the SC children at the secondary level;

2. To examine the effectiveness of the scholarship scheme for the SC children on the school completion and their mobility to higher levels of education;

3. To find out the problems and constraints faced by the students in availing and utilizing the scholarship for their studies;

4. To find out problems and constraints faced by the government and school administration authorities in implementation of the schemes and ;

5. To explore and identify suitable measures for effective implementation of the schemes.

Methodology:

The present study is being conducted in the state of Odisha. There are thirty districts. The literacy rate is the basis of selection of district for the purpose of the study. Out of present thirty districts, two districts with having highest literacy rate of Scheduled Caste population were selected to conduct the study. Out of two selected districts, two blocks from each district were be selected on the basis of high enrolment of Scheduled Caste children at the secondary level. From each block, 5 Government secondary schools were

selected having high enrolment of Scheduled Caste children at the secondary level. The respondents of study are teachers including headmasters, students, ex- students, administrators and parents.

Current Status of Research Study

1. Review of Literature Completed
2. Fieldwork and Data Collection completed
3. Report Writing work is under process

Preliminary Findings of the Study:

The teachers and the head masters of schools are not aware of disbursal of amount to the SC students. The teachers are not able to tell the exact amount paid as stipend to the SC students. The amount is electronically transferred to the bank account of SC students directly by the District Welfare office. Neither the school nor the District Education Office informed about the release of stipend by the DWO office. Some of students are not able to tell the exact amount deposited in their bank account. Parents are not aware of the stipend amount. All the children said that they would continue their study after completion of matriculation. Maximum number of students would opt for arts subjects. Those who have completed the matriculation are studying in junior colleges i.e senior secondary schools. The maximum numbers students that too girl students said that they would opt for teaching as a career. There is no such discrimination in schools towards the SC children by the teachers and classmates. Since the maximum parents are illiterate, they do not help children in their studies. Most of children face difficulties in mathe subject. Almost all the children go for tuition and pay on and average Rs.500 per month. The stipend amount is very low as mentioned by the parents and students and suggested that amount may be hiked from Rs.3000/- to Rs.7000/ per annum. The parents do not face difficulty in getting the income and caste certificate from the Tehsil office in the district of Khordha. But in case of Jagatsinghpur district, maximum number of parents complain that there is inordinate delay in collecting the income and caste certificate from the Tehsil office. Despite the repeat request made by headmaster regarding the submission of caste certificate, some of the parents of SC children fail to produce the caste certificate in the school. As a result the payment of scholarship is being delayed. Both the parents and students said that transfer of

stipend amount to bank account is the best methods. The maximum number of parents do not have the agricultural land and work as labourer with annual income within the range of Rs.35,000 to Rs.50,000/-. Most of the parents have studied upto primary level.

GOVERNMENT AIDED SCHOOLS: A CASE STUDY OF SELECTED SCHOOLS IN VARANASI

– DR. NARESH KUMAR

Introduction

There exists a panorama of schools in Varanasi and some of them are the oldest school institutions in India. In the recent development of last few decades, mushrooming of private schools have also surfaced in the area. These new institutions in the form of private schools are said to have posed a great challenge to the existence of the government institution. In fact the emergence of private schools is not something new. Besides recently established private schools, there is huge list of schools in Varanasi which were once established as a private school and are now receiving government- aid. A field survey shows that many private schools were established in Varanasi in around 1960s & 70s and gradually most of them are now turned into government aided schools. These schools are the best example of individual initiatives to set up institutions, and most of these schools are now receiving government aid called as Government-aided (sometime private aided). The proposed study is an attempt to understand the 'emergence' and 'present functioning' of the government-aided schools which were once started as a private initiative. Observation shows that some of the government-aided schools are very successfully running even today and some of them have decayed & in a miserable situation. Therefore the proposed study will make an attempt to understand the intricacies in the development and decay of school institution in reference to the government aided schools.

Methodology:

The sample of the schools will be selected from the list of existing aided schools in Varanasi. Around 10 Cases will be selected for the in-depth study. Therefore the 'Case Study Method' is the proposed guiding methodology for the study. It will involve in-depth interviews with the teachers, staff, parents and community members. Historical documents including policy guidelines issues by the state government will also be taken into account.

Objectives:

The main objectives of the proposed study are:

1. To understand the motivating factors for the emergence of government aided schools.
2. To understand the reason for the successful functioning of some of the government aided schools.

Research Questions:

1. What were the motivating factors for the emergence of private schools which are now turned into aided schools?
2. What make some of these aided schools to survive and function successfully?

Status: At the initial stage. Main research activities are yet to be started.

DEP Action Plans: 2020-21

	Workshops/ Orientation Programmes/ Policy Seminars and Discussion Meet 2020-21		
S.No.	**Name of Programmes**	**Co-ordinator**	**Date/ Venu**
1.	National Workshop on 'Qualitative Research Methods and Policy Analysis in Education'	Dr. Naresh Kumar	October 5-16, 2020 NIEPA
2.	National Discussion Meet on '*Finding Pathways from Policy Intent to Programme of Action in relation to New Education Policy'*	Prof. Avinash K. Singh & Deptt. Faculty Members	July/Aug 2020 Delhi
3.	Orientation Workshop on '*Education of Disadvantaged under RTE: Policy Issues and Programme Interventions*'	Prof. Avinash K. Singh & Dr. S.K.Mallik	July/ August, 2020 NIEPA
4.	Orientation Program on "*Professional Public Policy making in Education'*	Prof. Veera Gupta	Online course NIEPA
5.	Workshop on `*Engaging with Public Universities in India: Autonomy as an Idea and Its Practice*' (Rescheduled)	Dr. Manisha Priyam	October/November 2020 Field Based Kochi
6.	Orientation workshop on '*Functioning of Local Authority and Autonomous District Councils under sixth schedule of the Constitution in Management of Elementary Education in the North Eastern States*'	Dr. S. K.Mallik	Feb/March, 2021
7.	National Seminar on `*Inclusive Education, Reservation Policy and Backward Classes in India* (Rescheduled)	Dr. S. K. Mallik	December 2020 NIEPA

NATIONAL WORKSHOP ON 'QUALITATIVE RESEARCH METHODS AND POLICY ANALYSIS IN EDUCATION'

– **DR. NARESH KUMAR**

Introduction

Research Methods have gained enormous importance in the field of educational studies by providing an in-depth understanding of the processes giving way to inequity. Although research studies have pointed out various levels of educational inequalities; but these studies have brought into focus only the end results in the form of access, enrolment, retention and achievement etc, thereby, not providing enough understanding of the processes involved. Research studies have explored factors which contribute to educational inequities and policy makers have sought to target these, however, stark educational inequities persist. Evidence suggests the de-contextualised nature of many policy reforms has undermined their ability to challenge inequities in real-world settings. Achieving 'equity' therefore remains a major challenge within the education systems. In this vein, the value of research methods is paramount in providing nuanced picture of the underlying principles inhibiting educational equity across groups and communities.

The orientation workshop will draw upon the tradition of *Qualitative and quantitative research methods* to equip the researcher in developing a deep insight about the equity issues in education. Its focus on understanding equity issue in education through various research methods will make the workshop distinctive. Two-week long workshop on 'Research Methods in Education' with thematic focus on *Equity in education* will be organized by the Department of Educational Policy, NIEPA. It will orient the participants with the approach, methods and techniques of conducting research to study equity issues in education and its policy implications. The participants will be familiarized with the processes of preparing research design and its implementation in the field. This orientation workshop will introduce the participants to different methods in educational research. It seeks to involve them in an intellectual setting within which they can continuously subject ideas (their own and others) - to critical reflection and constructive reconsideration.

Objectives of the workshop:

On one hand the workshop aims at providing students with a theoretical outline of the current equity concerns for education and on the other hand it aims at providing practical tools to conduct research in the field. The workshop will provide epistemological and methodological framework of research to study equity in education. The workshop will be constituted in three parts: Epistemology-Methodological-Practical. The main objectives of the Workshop are:

- To understand the epistemological and philosophical basis of the research methods.
- To provide detailed understanding of various research methods.
- To provide critical knowledge and skills of research methods for advancing equity Studies in education.

At the end of the workshop participants will be able to:-

- Know the critical approach of equity as a framework in which to carry out research in education.
- Feel confident in leading a research on equity issues in education by using various research methods.

Themes of the Workshop:

Equity is a very illusive category and subject to many interpretations. Everyone would like to be a part of an equitable society but our principles of an equitable society may differ, so does the nature of an equitable society vis-à-vis education system. 'Equity in education' has been widely discussed by political philosophers but sociologists have mostly remained concerned about the equality in education- a very tangible and visible outcome of the principles of equity.

Principle of equal representation which we usually derive from the idea of a democratic society has been the source of our definition about equality in general and equality in education per se. One can identify number of research studies; primarily seeing equity and equality in terms of representation of groups and communities in proportion to their population. This very idea of democratic representation in terms of the number and participation has also remained the fundamental governing principle of our educational

policies and research studies conducted by scholars over the period of time. On the one hand major educational policies have recommended explicit provisions for the inclusion of disadvantaged children in the school premises; and on the other hand research studies fed to the educational programmes and schemes by studying the participation level of disadvantaged communities in terms of access, enrolment and retention. There is no doubt that this has helped in increasing the participation level of children at all the levels of school education to a great extent, but the problem still persist, and the existing principle of equity and equality deriving its rationale from the working of a democratic society is unable to provide solution to the all pervasive problem of achieving equitable education system. John Dewey has pointed out in his 'Democracy and education' that democracy is more than a form of government and representation. It needs internal mechanism to achieve order and equality, and education is one of the means to achieve this order, but it would demand much more nuanced understanding of the actual working of the education system beyond numbers and representation.

In order to carry forward this debate and understanding of equity beyond number, the proposed workshop will engage to understand the philosophical, epistemological, methodological and practical part of equity in education through research methods. The workshop will provide an opportunity to the participants to critically envisage and debate the principle of equity beyond archaic norms of number within and outside the school through the prism of research methods.

The sessions will be arranged in a manner to build comprehensive understanding of equity in education starting from epistemology to methodological to practical part where participants will be given chance to put hands into practice and study equity in a field setting.

Methodology and Assessment:

The nature of the proposed workshop will remain participative in nature. It will involve classroom lecture, group discussion, practice sessions and school visit to the selected schools and presentations by the participants. The proposed workshop will adopt the below mentioned module to develop an in-depth understanding of the equity in education through research methods.

Module 1: Enquiry into Research Methods

Module 2: Understanding Equity through Research Methods

Module 3: Presentation by participants

On the methodology of their ongoing research work

Participants will present their ongoing research work and its methodology. It will be a mutual learning process for all the participants as well as resource persons.

On the research Study

The main purpose of this exercise is to get critical reflection by the participant on the methodology used by various research studies on equity in education. A set of articles in the form of a reader will be provided to the participants in advance for reading and presentation.

Module 4: Identification of the Research issues and preparation of the proposal

Module 5: Report Writing

Date and Venue of the Workshop: NIEPA New Delhi: October 5-16, 2020

Resource Persons:

Resource persons for this programme shall mainly be from amongst NIEPA faculty with some experts from outside NIEPA.

Participants/Target Groups:

Around 40 young faculty members and research scholars with a social science background mainly in the area of social sciences will constitute the participants. These participants will be belonging to different research Institutes and Universities, NGOs and professionals engaged in education across the country.

NATIONAL DISCUSSION MEET ON 'FINDING PATHWAYS FROM POLICY INTENT TO PROGRAMME OF ACTION IN RELATION TO NEW EDUCATION POLICY'

– PROF. AVINASH KUMAR SINGH
– DR. MANISHA PRIYAM
– DR. S.K. MALLIK
– DR. NARESH KUMAR

Background

After over thirty years since the last National Education Policy -1986 was formulated, India is on the anvil of having New Education Policy. In this direction, already some initiatives have been made, in the form of `*National Policy on Education – 2016: Report of the Committee for the Evolution of the New Education Policy'*. The draft Report is an outcome of the extensive consultations conducted at different levels ranging from Gram Panchayat level to block, district, state and national levels, on 33 themes identified (13 themes on School Education and 20 themes on Higher Education). A new Committee is currently engaged in bringing out the final blueprint of the New Education Policy. As often a new policy is formulated on the basis of the follow ups on the implementation of earlier policies, the on-going initiative is also focused on the steps taken over last three decades, which include various centrally sponsored programmes/schemes (such as, APPEP, DPEP, SSA, RMSA, RUSA, etc) and Central Act (RTE Act). Further as the subject `education' falls under the Concurrent List, the NEP in its major recommendation calls upon both the Central and State governments to improve `Quality' in education at all levels without compromising on `Access' and `Equity'. It is with this background in mind that a three days National Discussion Meet on `*Finding Pathways from Policy Intent to Programme of Action in relation to New Education Policy*' is proposed to generate policy discourse based on the latest policy texts as a follow towards developing insights into formulating a new Programme of Action.

Objectives:

The main objectives of the Meet are as follows:

- To develop a shared understanding of the policy intents and provisions of the New Education Policy in terms of continuity and change;
- To chalk out pathways and strategies in terms of strategies and activities to achieve the policy goals and objectives;
- To identify gaps to be filled and targets to achieved in relation to policy provisions;
- To prepare sector wise thematic background notes to generate policy discourses;
- To consolidate inputs in the form of a discussion document `Programme of Action'as inputs into the implementation of the New Education Policy.

Themes:

I. - The Concept and Practice of Policy Making in Education

II. - The Evolution of New Education Policy

III. - New Education Policy 2018 – Policy Intents/Texts and its current predicaments

IV. - Current and Emerging Directions in Policy Discourses

- Equity and Inclusion
- Quality and Excellence
- Educational Governance and Autonomy

V. – Pathways from Policy Intents to Programme of Action

Venue & Duration: NIEPA: Three days (May/June, 2020)

Participants/Resource Persons:

40 Participants including Policy Analysts/ Academicians/ Administrators/ NGO functionaries and State representatives (Core Group of theme leaders comprising NIEPA faculty and External Resource Persons)

ORIENTATION WORKSHOP ON 'EDUCATION OF THE DISADVANTAGED UNDER RTE: POLICY ISSUES AND PROGRAMME INTERVENTIONS'

– **PROF. AVINASH KUMAR SINGH**
– **DR. S. K. MALLIK**

Background

Since Independence, education of the disadvantaged groups has been the major policy concerns for the states as they constitute major sections of the Indian population deprived in educational and economic terms. The Education Policies 1968 and 1986 highlighted the education of disadvantaged groups in general and SC, ST in particular. Historically speaking, the Scheduled Castes (SC) and Scheduled Tribes (ST) are the two most disadvantaged sections of the Indian society. These groups have been at the bottom of the Indian society in terms of their educational and economic development. The Directive Principle of State Policy under article 46 of Constitution of India says: "The state shall promote with specific care the educational and economic interest of the weaker section of the people and in particular, of scheduled castes and scheduled tribes, and shall protect them from social justice and all form of exploitation". There are several provisions for socially disadvantaged groups under Articles 15, 16, 17, 164, 330, 332,334, 335, 338, 340, 341,342, & 366 of the Constitution.

The RTE Act has also given adequate focus on the education of the children belonging to the disadvantaged and weaker sections. The act has also specified criteria for identification of these groups. The Right to Free and Compulsory Education Act, 2009 defined the disadvantaged groups are those that belong to "*the SC, ST, socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender, or such other factor as may be specified by the appropriate Government by notification.*". And `Weaker Sections' are defined as those "*belonging to such parent or guardian whose annual income is lower than the minimum specified by the appropriate Government by notification*".

Further, the Act has entrusted the appropriate government and concerned local authority with the responsibility to "*ensure that the child belonging to weaker sections and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds*". The exclusion of dalits, tribes, minorities by the teachers and peer groups have been highlighted in several studies. The children of under–privileged groups include child labour, particularly bonded child labour and domestic workers; children in ecologically deprived area where they are required to fetch fuel, water, fodder and do other household chores; children in very poor slum communities and uprooted urban habitations; children of families of scavengers; children of itinerant or seasonal labour who have mobile and transient lifestyle like construction workers, road workers and workers on large construction sites; Children of landless agriculture labour; Nomadic communities and pastoralists; Forests dwellers and tribals in remote areas and children residing in remote desert hamlets and children in area affected civil strife. Recommendations have also been made by the Bordia Committee report for inclusion of disadvantaged children at the school level (2010). The six days Orientation Programme will intensively discuss the education of disadvantaged children at the elementary level.

Objectives of the Programme:

- To develop a proper understanding of criteria adopted for the identification of disadvantaged and weaker sections under RTE in different states;
- To share the state level experience of planning and implementation of strategies adopted for the education of disadvantaged children;
- To share the best practices of the implementation of the RTE provisions adopted for disadvantaged children;
- To identify problems and constraints faced by the educational functionaries in implementation of the RTE provisions for education of the disadvantaged children; and
- To explore alternative strategies for effective implementation of RTE provisions for the disadvantaged and weaker sections.

Themes of Programme:

I. Identifications of Disadvantaged: Definition and Criteria

II. Provisions of reservation of seats for EWS Children in private schools

III. Girls Education

IV. Minority Education

V. Special Training for Out of School Children

VI. Education for Children With Special Needs

VII. Right Based Approach to Incentives as Entitlements for the Disadvantaged Children

Methodology:

The programme will be based on lecture discussions, open discussion, school visit and group work on selected themes etc. Participants are expected to make a brief presentation on status of implementation of RTE Act with regard to disadvantaged groups. To enrich discussion the participants will be provided the reading material during the programme.

Participants: State and District Level Officials

Venue: Field based (Kerala/Karnataka/Jharkhand)

Date: August 2020

ORIENTATION PROGRAM ON "PROFESSIONAL PUBLIC POLICY MAKING IN EDUCATION

−   **PROF. VEERA GUPTA**

Policy is an important political instrument at the hands of the state to bring desirable transformation in society. The effective implementation of a policy depends upon proper understanding of the cycle through which policies undergo different processes, i.e. agenda setting, formulation, implementation, monitoring, evaluation, and reformulation among all the stakeholders. Despite being a well-established sub-discipline, a common sensible approach is adopted by most of functionaries involved in policy making. Moreover, with changing role of the state, shift in policy making is becoming increasingly evident through the policies introduced by it from the 1990s onwards. The regulatory functions of the state have undergone several transformations. Moreover, the effective policy implementation requires adequate understanding of all dimensions of policy making. Therefore, there is need to learn lessons from different policies implemented so far.

The process of policy making in education in India needs to be understood in terms of the context in which it is being operationalized. The policy initiatives, therefore   of regulation would be of great interest to students of education today because of the dynamic nature of the state's position with regard to its own regulatory authority and a simultaneous exertion on it of multiple forces from outside. The state's authority and capacity to regulate has become the subject of a great deal of discussion. These diverse developments in regulation of education need to be examined from a perspective that combines political, economic, social, administrative and legal considerations. At present, studies in the area of regulation of education in India are limited and so are opportunities to examine this critical theme.

It is reported in most of the studies that educational policy which is very impressive on paper fails to deliver in the field. It is difficult to count successful policy interventions whereas the list is very long of the contrary. Policy analysis shows that targets of the schemes and programs are elusive because of pitfalls in the policy formulation process itself.

Seeing the ineffectiveness of various educational schemes and programs, World Bank through its institute located in Washington has initiated a course on policy and planning to sharpen the skills of educational policy practitioners.   UNESCO conducts training workshop on education policy

formulation and monitoring. The OECD and UNESCO Paris have brought number of publications on the subject. The Cabinet of UK even has issued a white paper on policy formulation practices to all secretaries of Government. Nearly all Universities in the USA offer a course in educational policy in the departments of education. But it is very negligible in India.

This short course is designed to orient and inculcate skills of educational public policy making. It will enable the participants to understand role of government and stake holders in policy formulation processes, implementation and evaluation. The objective of the course is not only to sensitize the participants about the new thinking on the subject but also to gather information on policy making and researches being conducted by their respective organizations.

Themes

- Statutory and non-statutory policies
- Contexts and environments of Policy
- Evidence based Policy making
- Stake holder involvement and strategies
- Implementation
- Policy analysis

Learning Objectives

1. To develop proper understanding of the process of policy making in education in India.
2. To understand the stakeholders of policy and the degree of participation of different stake holder in policy formulation.
3. To understand various types of evidences to be used in policy formulation and develop key competencies to use them.
4. To understand implementation of policy and variation in terms of place, people and pace.
5. To understand the use of research findings in policy formulation, monitoring and evaluation.

Participants/ Target Group

Government functionaries, working as policy makers, trainers, policy implementers at grass root level.

Programme Duration, Date and Venue : Online Course

– DR. MANISHA PRIYAM

Introduction

In idea terms, the university is considered a site of knowledge—a definition invariant over time. The notion of autonomy of the liberal modern university is an elaboration of this core relationship—of knowledge and the University as a site of its practice. This affirmation has implications both for the idea of the university and its practices: it's pursuit of knowledge must be the pursuit of truth upheld by research methods; it's relationship with the state must be at a healthy arm's length; as globalization and for-profit investments in tertiary education reshape its architecture, the principle of arms length must extend to newer forms of control; and in research and in teaching the university must be subordinate to none other than the principles of knowledge. Besides, there is somewhere the hope that approximating the idea of autonomy in universities in liberal democratic societies has is a realization of the promise of freedom, as expression, and as fullest development of the human potential.

In policy practice, these ideas are translated into, or at least discussed as having more tangible features—embodying academic, institutional, and financial autonomy. This distinction is by no measure a yardstick of what must be achieved, but allows for a useful classification of a variety of practices, and for more directed academic and policy deliberations. In India, the idea remains at the core of discussions on reforming public universities—a number of federal directives and schemes intend to achieve this lofty ideal in the country's variegated institutional terrain of higher education. Policy discourse at the state and federal level promises autonomy, but partners it with quality and call for greater accountability. Stakeholders and collective actors offer their own arguments against erosion of the same, and argue as to how the university must be reconstituted by its own practitioners. As yet unheard remain the voices of students, and less discussed is the issue of community engagement and embeddedness as "responsibilities" of the knowledge project. So, we are at a crossroads, where there is an underlying consensus on the idea, but a diversity of practices at different levels of the federal hierarchy, plural understanding of different actors, and as yet unheard voices.

Goals and Objectives:

The goal of this seminar seeks is to advance these rich debate, that exist ideationally amongst academics, policy makers, institutional leaders, and stakeholders, including policy makers, academic leaders, students and collective actors, and address simultaneously the idea as well as the practice of autonomy in India. On a more general plane, it intends to broad base at once the debate on autonomy, currently constricted within the narrow confines of a "scheme" that can grant autonomy to an affiliated college in its relationship with a university, or as a management tool with identifiable metrics, that can be supplemented by technical measures of "quality assurance". In a more specific way, it limits itself to academic and institutional autonomy matters, on the assumption that financial provision is (or will be) adequate, and that technical competence of a different nature is required to discuss fund-flows within a federal system, or judge resource parity issues between advanced institutions an newer and weaker ones, or for-profit and public providers. The additional benefit of remaining confined to these two areas is also that ideas on autonomy, discussed in its diversity is in the nature of a common good for the eco-system of universities in India.

The specific objectives are:

1. To share the academic and policy work on the idea of autonomy with a community of practitioners
2. To share and review the current implementation practices of autonomy among institutional actors at the state and federal level
3. To share and review the current practices of academic and curricular autonomy
4. To identify bottlenecks in achieving academic quality on account of restrictive or techno-managerial conceptions of autonomy
5. To engage with the idea of the university as embedded actors in discharge of social responsibilities—of equity and of relating with the community
6. To bring diverse stake-holders on a common platform—academics, policy makers, collective actors, students

Outcomes:

The workshop will deliberate on each of the five themes using Acts and statutes of Universities as the resource. Leading academics, researchers, and institutional leaders will used open up discussions, and achieve objective 5. The intended outcome is to advance the idea and promote

greater policy adoption. A very useful, but likely unintended consequence will be generation of policy and practice relevant research ideas that improves the empirical richness of, and guides future work. A written report will be brought out at the end of the seminar.

Participants:

The participants are senior academics, researchers, institutional leaders, and policy makers engaged in higher education. The participants selected will represent some diversity from amongst autonomous institutions, states with a high density of autonomous institutions, backward regions, and the North East.

Date and Venue: Kerala, Kochi :October/November 2020

ORIENTATION WORKSHOP ON 'FUNCTIONING OF LOCAL AUTHORITY AND AUTONOMOUS DISTRICT COUNCILS UNDER SIXTH SCHEDULE OF THE CONSTITUTION IN MANAGEMENT OF ELEMENTARY EDUCATION IN THE NORTH EASTERN STATES'

– **DR. S.K. MALLIK**

Introduction

The responsibility for implementation of the RTE Act has been vested in "appropriate government" (mainly state governments and UT Administrations) and the local authority. These functions are spelt out in section 8 and 9. In addition the local authority is to consider and redress the grievances relating to the right of the child as stated in section 32 Local authority is defined under Section 2(h) as "local authority" means a Municipal Corporation or Municipal Council or Zila Parishad or Nagar Panchayat or Panchayat, by whatever name called, and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village. In the north eastern states several bodies have been declared as local authority. The Panchayati Raj Institutions; Function in Arunachal Pradesh and Sikkim, but PRI and autonomous council functions in Assam, Tripura and Manipur. The autonomous council functions in entire Meghalaya. In Mizoram, both Village and autonomous Council functions while in Nagaland only Village Council exists.

The recommendations Bardoloi Committee formed the basis of Sixth Schedule of the Constitution. The idea behind the scheme contained in the sixth Schedule was to "provide the tribal people with simple and inexpensive administration of their own, which would safeguard their tribal customs and ways of life, and assure them maximum autonomy in the management of their characteristically tribal affairs", at the same time in no way affecting the unity and integrity of the state. Seventy eight per cent of the areas of the north east region are managed by indigenous, self-governing institutions of the tribals. These traditional villages and community based institutions have been retained and legitimized as local institutions for all the purposes by most of the state governments. The

functioning of ADC is independent of state government and central government. The Powers and functions of the District Autonomous Council are legislative, executive, financial and judicial. Under the executive function of the District Autonomous Council, it is empowered to establish, construct and manage primary and middle schools. The District Autonomous Council also prescribes the medium of instruction in primary education under its jurisdiction. So the nomenclature of local authority in north east states varies from state to states. The district administration, Panchayats, Municipalities, Autonomous District Council, Village Council are declared as local authority in north east states.

The north- eastern states have different types problems they face as compared to rest of the states of the country. The central government has launched special financial package for the development of north eastern states. The central government has created a separate department to look after overall development of North Eastern states. The literacy rate of all the eight north eastern states except states two states namely Arunachal Pradesh (67%) and Assam (73%) are above national average. The dropout rate is very high in the states like Assam, Meghalaya, Mizoram and Sikkim from 60% to 70% whereas national average is 43%. The professional trained teachers in north-eastern region states are below national average (81%), and even in case Arunachal Pradesh and Nagaland it is only 26%. The teacher-pupil ratio is excellent when it is compared at all India level. So, the major problems are drop out of children and large chunk of untrained teachers at the elementary level.

Objectives of the Programme:
- To orient the participants towards the current and emerging roles of local authorities in implementations of Educational policies, programmes and schemes in north east states
- To develop a shared understanding of role and functions of Autonomous District Councils and Village councils in implementation educational programmes and schemes in tribal areas.
- To share the best practices of the local village or school based management practices, such as 'Communitization of Elementary Education in Nagaland'
- To discuss the role of School Management Committee (SMC) in smooth functioning of schools.

Themes of the Orientation Workshop:

Theme 1: Community Participation in Education at the local Level

Theme 2: Local Bodies in Education and 73rd & 74th Constitutional Amendment Acts

Theme 3: Evolution of The Right of Children to Free and Compulsory Education Act, 2009

Theme 4: SMC and School Development Plan

Theme 5: Special Training for Inclusive education

Theme 6: Teacher Management and RTE

Theme 7: Governance of Autonomous District Council and Sixth Schedule of the Constitution

Date and Venue: February 2021 (Field Based: Tripura/Sikkim)

Participants and Target Group: Officials working under Local Authority of the state governments

No. of Participants: 35-40

NATIONAL SEMINAR ON RESERVATION POLICY AND ITS IMPLEMENTATION AT EDUCATIONAL INSTITUTIONS AND EMPLOYMENT SECTORS IN INDIA

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– **DR. S. K. MALLIK**

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Reservation in education and employment is an important policy of the state to address the educational and economic needs of the disadvantaged and weaker sections of the society. 'Positive discrimination' means preferential selection of a member of an under-represented groups (URGs) to the position in the larger society. It is policy tool for providing greater social, political and economic opportunities to the under-represented social groups. The policy is referred as 'affirmative action' in the U.S. and 'reservation policy' in Inda. The social segregations of Dalits (Scheduled Castes) and geographical isolations of Adivasi (Scheduled Tribes) from the mainstreams of Indian Socieity denied access to education for thousands of years. These two social groups – SCs and STs constitute around one fourth of total population of the country were remained economically poor and educationally backward. To bring them into the mainstream of the society, the Constitution adopted two fold strategies for ensuring equality for the 'depressed classes. On the one hand it provided equality before the law, ensuring that everyone irrespective of their castes, class, race etc. will receive equal protection of the law and treated alike, on the other hand it empowered the state to make special provisions in the form of reservation in education, employment and state and union legislatures to promote the interest of the SCs, STs, OBCs under the articles 15, 16, 17, 46, 164, 243, 330, 332, 334, 335, 338 340, 341, 342 & 366 of the Constitution.

After three years of formulation of the Constitution, a separate commission ws set up by the Government of India under the chairmanship of Kaka Kalekar in 1953 for Other Backward Classes. Due to difference of opinion among members of the Commission, the recommendations could not be implemented. In 1978 the Janata Government appointed the second All-India Backward Class Commission under the chairmanship of Shri B.P. Mandal which had submitted in its report in 1980. The Supreme Court ruled that the reservation should not exceed 50%. Keeping highest Court Order in mind, Commission recommended 27% reservation for OBCs in central and state services, public undertakings and educational institutions. The congress government in power did not implement the Mandal Commission Report. After a gap of nearly 20 years, the report was implemented by V.P. Singh government. At present the OBC family whose annual income is up to Rs. Eight lakhs is eligible for availing the reservation facility.

On 7th January, 2019, the B.J.P. government declared that 10% seats will be reserved for economically weaker sections under the general category.   A person with an annual income of below Rs.8 lakh and those with agricultural land below five acres are eligible for the quota. Those who have a residential property below 1,000 sq. ft will also be able to avail the benefits of this quota. Those with residential plot below 109 yards in a notified municipality or a residential plot below 209 yards in a non-notified municipality area may also benefit from this move.

In view of the above context, the Department of Educational Policy, NIEPA, proposes to hold two days National Seminar on Reservation Policy and its implementation at Education Institutions and Employment Sectors in India at NIEPA, New Delhi in December, 2020

Objectives of the Seminar

- To discuss the empirical evidences available in implementation of Reservation Policy at higher and technical institutions;
- To discuss the implementation of policy at employment level;
- To discuss about the implementation of 25% for EWS and disadvantaged groups in private schools under RTE Act; and
- To discuss the legal implications of 10% seats earmarked for Economically Weaker Sections among the general category.

Themes

- Reservation policy for the welfare of the Marginalised sections: Theoretical dimension
- Enrolment of disadvantaged groups in school and higher including technical education.
- Implementation strategy adopted in India for Disadvantaged groups
- Reservation of seats for EWS and disadvantaged in Private Schools under RTE Act, 2009
- Genesis of Reservation Policy: Indian Context
- Globalization, Education and Weaker Sections
- Dalit Perspectives on Education and Reservation policy
- Reservation for Economically Weaker Sections among the general category

Date and Venue: December, 2020, NIEPA, New Delhi

No. of Participants: 35 participants

Participants/ Target Groups: Experts, research

scholars and faculty members of the University/Institute.

Annexures

Participation of Department Faculty Members in Courses
(PGDEPA, IDEPA and M.Phil./Ph.D.)

M.Phil./Ph.D.

1. Core Course on `Perspectives on Education'
2. Core Course on `Education Policy'
3. Optional Course `Community Participation and Local Governance in Education'
4. Optional Course `Equity and Multi-cultural Education'
5. Field attachment

PGDEPA (Post Graduate Diploma in Educational Planning and Administration)

a. Education and Society: Context and Issues
b. Participants Seminar
c. Supervision of PGDEPA dissertations Critical Issues in School Education, DEPA

IDEPA (International Diploma in Educational Planning and Administration)

a. Education and Development, IDEPA
b. Critical Areas of Education in Developing Countries (IDEPA)
c. Participants' Seminar
d. Supervision of IDEPA dissertations

(**Note:** Besides regular academic activities, the Department faculty members have also been guiding students of Diploma Courses and M.Phil./Ph.D. degree courses in their dissertations/thesis.**)**

Supervision of M.Phil./Ph.D

S.No.	Title of M.Phil./Ph.D.	Name of Scholar	Faculty Supervisor	Current Status
1	Education, Culture and Livelihood among Nomadic Pastoralists: A Case Study of the Bakarwals in Jammu and Kashmir	Mr. Sajad Ahmad Ph.D.	Prof. A. K. Singh	Awarded in 2019
2	Equality of Educational Opportunity and School Progression among the Socially Disadvantaged Groups: An Ethnographic Study of the Scheduled Caste Children	Ms. Khushbu Singh Ph.D.	Prof. A. K. Singh	Submitted
3	A Study of the Dynamics of Exclusion in the School and Community in Bihar	Mr. Ajay Kumar Chaube Ph.D. (Part Time)	Prof. A. K. Singh	Submitted
4	Education of the Disadvantaged and Weaker Section under RTE Act: A Study of the Policy and Practices in Selected Private Unaided Schools of Delhi	Ms. Vandana Tiwari	Prof. A. K. Singh	Ongoing
5	Identity Discourse in Higher Education: A Study of Dalit Bahujan Student Organizations	Mr.Bagesh Kumar	Prof. A. K. Singh	Ongoing
6	The Inclusion of Multiculturalism in School Education: A Study of the Policies and Practices	Mr. Priyank Sharma	Prof. A. K. Singh	Ongoing
7	The Interface of Ethnicity and Participation in higher education: and Exploratory Study of Northeast Tribal in Delhi	Ms. Dalsie Gangmei	Prof. A. K. Singh	Ongoing
8	A Study of the Tribal Agency and Governance of Higher Education in Jharkhand	Ms. Nilanjana Moitra Ph.D.	Prof. A. K. Singh	Ongoing
9	Policy and Practices of Decentralization of Education with reference to Right to Education Act in West Bengal'	Ms. Laboni Das Ph.D.	Prof. A. K. Singh	Ongoing

10	Language and Schooling among Tribal Children in Odisha: A study of Munda children's Participation in Multilingual Education Programme in Selected Schools of Mayurbhanj District	Mr.Kshirod K Das Ph.D. (Part Time)	Prof. A. K. Singh	Ongoing
11	Policy Analysis of Mid-Day Meal Programme: From Governance Perspectives	Ms.Sangita Dey Ph.D.	Dr. Veera Gupta	Ongoing
12	Policies and Practices for Children with Special Needs in an Inclusive Classroom	Mr. Deepinder Sekhon (Ph.D. part-time)	Dr. Veera Gupta	Ongoing
13	A Study on the Use of Assistive Devices for Children with Learning Disabilities in Delhi Schools	Ms.Fouzia Khursheed Ahmad	Veera Gupta	Ongoing
14	A study on the concept of Disability in India with special Emphasis on the Assessment Procedures of Children with Special Needs (CWSN)	Ms. NiveditaSahni Ph.D.	Dr. Veera Gupta	Ongoing
15	The (Dis) Ability as Difference: The Experiences of Students with Disabilities in the Higher Education Spaces	Mr. Pawar Amar Maruti M.Phil.	Dr. Veera Gupta	Awarded in 2019
16	Social Justice, Gender and Educational Participation: An Ethnographic Study of Girls' from Urban Margins	Ms. S.ArokiaMary (Ph.D.Part Time)	Dr. Manisha Priyam	Ongoing
17	Impact of Ethnicity in Access to Higher Education in Manipur	Mr. Lakpachui Siro Ph.D.	Dr. Manisha Priyam	Ongoing
18	Urban Marginality, Social Policy and Educational Aspirations: An Ethnographic Inquiry	Ms. Naomi Prachi Hazarika M.Phil.	Dr. Manisha Priyam	Awarded in 2019
19	Community participation and Accountability: A case of School Management Committees in School of New Delhi	Ms. Kavya Chandra M.Phil.	Dr. S. K. Mallik	Awarded in 2019
20	Gender and Language in secondary education: A Study of the Language Classroom	Ms. Isha Sharma M.Phil.	Dr. Naresh Kumar	Awarded in 2019
21	Education and Modernization: A Case Study of Madrasa System, Mahatma Gandhi Antarrastriya Vishwavidyalaya, Wardha, Maharashtra	Ms Shamima Ansari Ph.D.	Dr. Naresh Kumar Co-Supervisor	Ongoing

NIEPA Colloquium

Department of Educational Policy is also organizing popular lecture series known as NIEPA Colloquium to generate policy discourse of many important themes. Under the colloquium series, until now the department has completed over 100 lectures on policies related issues. The colloquium lectures organised during 2019-20 are as follows:

Coordinator: Dr. Naresh Kumar

Colloquium on '**New Education Policy and RTE'** by Prof. Nalini Juneja, Former professor, NIEPA, New Delhi. (Aug 21, 2019)

Colloquium on '**English Studies in Indian Higher Education: Contexts, experiences and expectations** by Prof. Subarno Chattarji**,** Department of English, University of Delhi, Delhi(Sept 18, 2019)

Colloquium on '**School Consolidation in RajasthanImplementation and Short-term Effects** 'Mridusmita Bordoloi' Senior Researcher at Accountability Initiative, Centre for Policy Research, New Delhi.(Aug 25, 2019)

Colloquium on '**Knowledge and the Middle-income Trap: The Case of China**' by Prof. Dev Nathan, Visiting Professor, Institute for Human Development, New Delhi, Research Director, GenDev Centre, India. (Nov.06, 2019)

Colloquium on '**Positive Pedagogy in Higher Education: Addressing L&T challenges of a cross-disciplinary subject in a multi-disciplinary course environment**' by Dr. Priyank Shukla, Lecturer (Asst. Prof.) in Stratified Medicine (Bioinformatics) at Ulster University, UK.(Jan 13, 2020)

Colloquium on *'India's Aid to Africa: The Case of Higher Education'* **by** Professor Kenneth King, formarily with Director of the Centre of African Studies and Professor of International and Comparative Education at Edinburgh.(Feb. 05, 2020)

Colloquium on '*Two Greatest Educational Thinkers of the Geographical South: Freire and Gandhi'* by RATNA GHOSH, *Distinguished James McGill Professor & William C. Macdonald Professor of Education at McGill University Feb. 24, 2020)*

Colloquium on *'Professional Obsolescence and Mid-Career Crisis: Challenges for Knowledge Workers',* Prof. Arif Hassan**,** Sr. Research Fellow, International Islamic University Malaysia. (March 09, 2020)

Grant–in-Aid
Scheme of Studies, Seminars, Evaluation, etc. for Implementation of Education

Policy Background

Since 2007, NIEPA has been entrusted with the responsibility of implementing GOI Grant-in Aid Scheme to provide financial assistance to deserving institutions and organisations, on the merits of each proposal so as to admit of financing a variety of activities having a direct bearing on the management and implementation aspects of the Education Policy. This includes sponsoring of seminars, conduct of impact and evaluation studies, make consultancy assignments in order to advise the Government on the best alternatives and models for making the system more effective. While the monitoring and evaluation of various schemes sanctioned under the NPE, is being undertaken under the relevant schemes themselves, however, in case, where no provision exists for conduct of monitoring and evaluation studies such studies will be financed under the scheme. The implementation of the various parameters of the National Policy on Education (NPE) including its further elaboration in the Programme of Action (POA), 1992 requires wide dissemination of its objective as also a close association with the agencies working in the field of education including nongovernmental and voluntary agencies and social activist groups. With a view to promoting greater coordination in implementation of the Policy, it is necessary to develop inter-disciplinary approach with support systems at the national as well as local levels.

Objectives

- to generate wider awareness of educational policies and Programmes in the country, to facilitate review of NPE and POA;
- to initiate policy oriented studies and seminars enabling mid-course corrections, modifications and adjustments of policy interventions;
- to involve associations of teachers, students, youth and women as well as media in the process of formulation of various programmes through sponsored seminars on related themes and topics;
- to facilitate dissemination of innovative and good practices as well as successful experiments in the field of education.

Procedure

The guidelines are available on the NIEPA Website (www.niepa.ac.in) . The ceiling for providing assistance is limited to (upto Rs. 5.00 lakh. Only) to a single impact study/evaluation; for National Conference/Seminars to Rs.3.00 lakh only and for International Conferences (or with substantial International participants/ members) will be Rs.5.00 lakh.

Annual Policy Talks on Foundation Day and National Education Day- 2019

The Department of Educational Policy organises two key Annual Policy Lecture Series: a) Foundation Day Lecture to celebrate the Foundation of NIEPA as a University; b) Maulana Azad Memorial Lecture to celebrate birth anniversary of the First Union Education Misnister as National Education Day. During 2019-20, the details of the two key Talks, organised by the Department faculty memebers are as follows:

A) **13th Foundation Day Lecture on `*Governing Academic: Within and Without*'** delivered
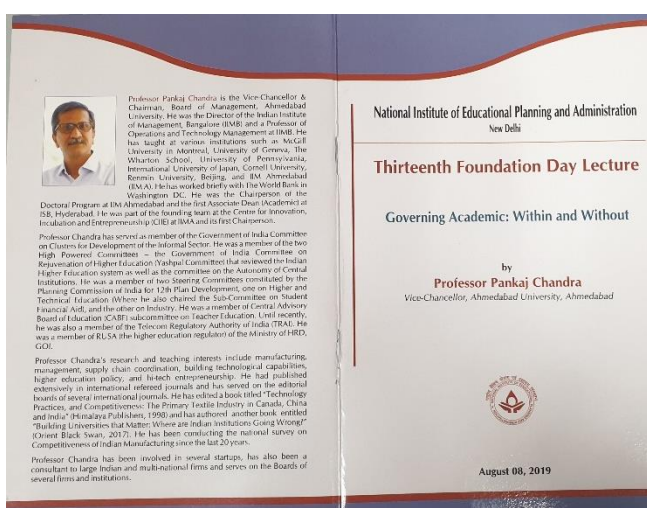
by Prof. Pankaj Chandra, Vice Chancellor, Ahmedabad University, Ahmedabad at India Habitat Centre, New Delhi on 8 August, 2019.

Coordinator: Dr. Manisha Priyam

B) **10th Maulana Azad Memorial Lecture on `*Education and the Complex World of Culture*'** delivered by Professor Neera Chandhoke, Former Professor of Political Science,
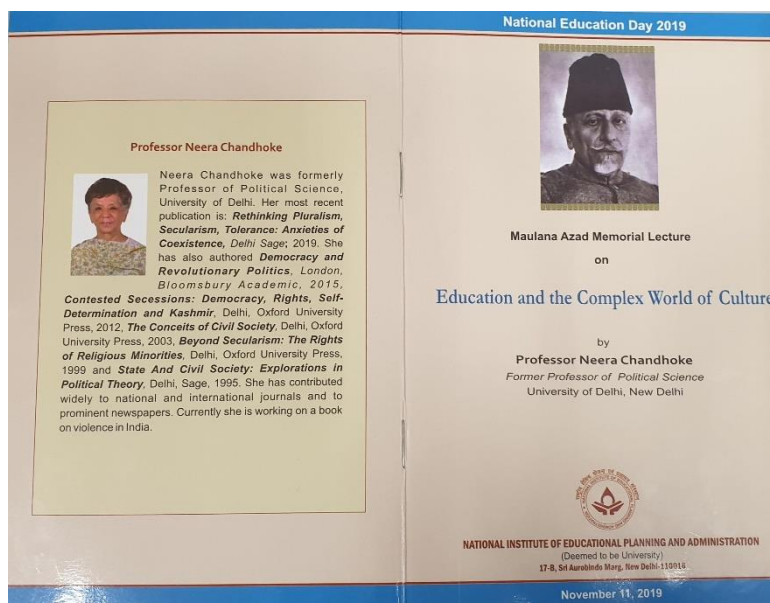
University of Delhi, at India Habitat Centre, New Delhi on 11 November, 2019

Coordinator: Prof. Avinash Kumar Singh