Meeting of Departmental Advisory Committee

Agenda for Discussion (Academic Year 2021-22)
4 March 2021

Department of Educational Policy

National Institute of Educational Planning and Administration

17- B, Sri Aurobindo Marg, New Delhi-110 016

Contents

Department of Educational Policy
Members of Departmental Advisory Committee

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13	**Prof. A.K. Singh** Head, Department of Education Policy NIEPA, New Delhi- 110016 aksingh@niepa.ac.in	Convener

Department of Educational Policy

(Background, 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.

Prof. Avinash Kumar Singh, Head
M.A, M.Phil. (JNU), Ph.D. (London)
Area of Specialization: Policy Analysis and Programme Evaluation in Education, Decentralized Educational Management, Equity and Inclusive Education and Tribal Education
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Prof. Veera Gupta, Professor
Head I/C, Department of Training and Capacity Building
Ph.D. (M.S University, Baroda)
Area of Specialization: Educational Policy & Inclusive Education
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Dr. Manisha Priyam, Associate Professor
Ph.D. (London School of Economics, London)
Area of Specialization: Educational Policy, Political Economy of Policy Reforms in School and Higher Education, Urban Marginality and Social Protection Policy
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Dr. S.K. Mallik. Assistant Professor
MA(JNU), Ph.D. (Institute of Social Sciences, Agra)
Area of Specialization: Planning and Management of School Education and Education of Disadvantaged Groups
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Dr. Naresh Kumar, Assistant Professor
Ph.D. (JNU, New Delhi)
Area of Specialization: Education and Occupational Mobility, Equity in Education
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Background

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 policymakers, practitioners and other stakeholders in the educational arena.

The three main activities of the Department are teaching, research, and training. Itcurrently 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*,`*Education, Democracy and Human Rights'*, *'Inclusion in Education of Persons with Disabilities'* 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 considerableexperience 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 ScheduledCastes, Scheduled Tribes, Other Backward Classes, minority groups which still continue to lag behind due to their social and economic backwardness. With the implementation ofRight to Education Act, the education system in India has entered into a distinctive phase of educational development, which seeks departure from other educational policies. Furthermore, the National Education Policy-2020 has expanded the nature and scope of the academic activities of the Department. The Department of Educational Policy, NIEPA has prepared its academic programmes for 2021-22 in the light of the educational developments so far, to engage proactively with focus on 'equity and inclusion' as significant policy concerns in education and also responding to the NEP-2020 implications.

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 (2020-21)

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 preparethe 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. – *Conducting Large Scale Studies with longitudinal database.*

   C. – *Setting up Interactive Platform at the Department on Discourse Policy*

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 Research 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; PGDEPA,

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 'the School Choice and Processes of the Neighbourhood School'
  - 'A Critical Study of State Level Capacity Building Institutions in Education'

- **Ongoing**

  - Study of the Implementation of Right to Education Act in Selected States
  - Political Economy of Higher Education Reforms in India: A Comparative Perspective
  - Urban Marginality and Education of Disadvantaged
  - A study of Scholarship Scheme and Educational Mobility of Scheduled CasteChildren at the Secondary Level in Odisha
  - 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 (NationalLaw Universities), NCPCR, etc.

DEPARTMENTAL PROGAMMES 2020-21

Orientation Programmes, Workshop and Seminars/ Discussion Meet 2020-21			
S. No.	**Name of Programmes**	**Co-ordinator**	**Status**
1.	Webinar on `*National Education Policy -2020: Prospects, Challenges and Pathways*'	Prof. A. K Singh	Held on August 19, 2020
2.	Orientation program on "*Professional Public Policy Making in Education*"	Dr. Veera Gupta	Held during September 21-25, 2020
3.	Video Documentary on *Relevance of Gandhian Educational Ideas: Its Implication forPolicies and Practices*	Prof. A. K. Singh	Held on October 01, 2020
4.	Orientation Workshop on '*Education of the Disadvantaged under RTE: Policy Issues and Programme Interventions*'	Prof. A. K. Singh & Dr. S. K. Mallik	Held during February 15-17, 2021
5.	Foundation Day Lecture organized	Dr. Manisha Priyam	Held on August, 11 2020
6.	National Education Day (Maulana Azad Memorial Lecture) (Delivered by Prof. Dhruv Raina)	Prof. A K Singh	Held on November, 11 2020

Research Projects

(Completed and On-Going)

Research Studies Completed

SCHOOL CHOICE AND PROCESSES: A STUDY OF NEIGHBOURHOOD SCHOOLING

DR. NARESH KUMAR

The present research has made an attempt to understand the operation of school choices among the marginalized in the neighbourhood of public and low-budget schools. School choices are influenced by various factors which include economic status, availability of schools; aspiration of the parents and systemic failures of the government schools in various forms. Tendency of the marginalized to choose LBS has been observed by various research studies. Their inclination towards LBS has increased with the mushrooming of the private schools. However, understandings regarding the actual operation of their school choices remain missing in the literature. The role of neighbourhood schools (including public schools), their strategies to influence the choices of the parents, the course of action adopted by the poor parents to choose school in the neighbourhood and consequently the institutional response of the neighbourhood schools to redesign its function in the context has been understood in the present research. The research report spans over 6 chapters including introduction and conclusion of the findings. The fieldwork data was collected in the staggered form over the span of two years from Mahmorganj (Varanasi). It included survey of 10 schools from the locality; personal interviews with 30 parents from the locality; and response collection from 108 students from the selected schools. Grounded theory approach remained instrumental to derive a theoretical frame to understand the functioning of the neighbourhood schools and operation of school-choice of the parents.

Chapter 3 presents the social context of the schooling in Mahmoorganj. The context is marked with heterogeneity of public & private schools. The gentry of the area is also heterogeneous having predominant population of erstwhile *Malin* community people which include mainly Muslim, Dalits and Backward community people. The interface of marginality and heterogeneity present a challenging context for the public and low-budget schools in the area. There is hardly any high-budget school in the area. Well off parents send their children to outside the area for better schooling. Interaction with school principals informs a wider prevalence of restless among the parents to frequently shifting schools within the locality. Therefore, the common challenge each school faces is maintaining minimum enrolment. Each school seems to have devised the strategy to fetch more enrolment. It involves projection of their '*unique qualities'* and approaching to the parents to build '*social trust and networking'*. Observation and interview with the principals inform that there is a wider prevalence of '*mistrust among parents*' regarding the functioning of their schools in the locality.

Therefore, school's response to build trust could be seen in various forms in the area.

Chapter 4 draws responses from 108 upper primary section students of the tree selected schools. Each school represent different management in the locality therefore provides an overview of the student's socio-economic and educational status. Student responses were also used to draw the pattern of their family's school choices. It has been found that the family income of the government school student is on average higher than the aided and unaided school students. However, most of the siblings of the government school student are working in the labour market which adds on into the family income. The chapter substantiates the description of the last chapter while informing how school choice actually works in the locality. The poor parent's choice of the school is uncertain and made irrespective of the neighbourhood considerations. There is more of the educational background and less of the family income which differentiate the parental background of the private and public school. Parents opted mostly the nearby public schools which push the private schools in the locality to stretch their outreach in the locality. The difference in the educational level of parent is not very significant across all the schools. Most of the parents are educated up to secondary or higher secondary level whereas a very minuscule number of parents could reach up to graduate level. Families choosing neighbourhood schools in the locality does not illicit any substantial social and educational background whereas the family earning has been observed relatively higher for government schools' families as most of the siblings are also involved in the employment. However, it could be observed families difference becomes quite visible in terms of their aspirations and initiatives to provide better educational opportunities to their children. Private school families have shown tendency of frequently changing their school reflecting inquisitiveness for better schooling. These are also the families with most of the siblings in school rather than being dropped out or wage labourer.

Last chapter provide an interesting insight as to how parents from public and private school visualize good school and subsequent strategies to choose school from the available option. Well of parents usually opt for costly school located outside the locality; however poor parents have to seek choices from within the locality. Private school parents usually bank upon the school's performance based on their managerial aspects including the school infrastructure, standards, fee and English-speaking abilities of their child. Government school parents are more bothered about the teacher's punctuality, concern and attendance in the schools. Even the language aspect like English speaking abilities in most of the cases does not seems to influence their broader idea of good school.

The study also brought to notice the strategies adopted by the parents while choosing schools. Strategies are the principal to choose school in the locality. Private school parents would usually adopt two strategies

to choose school whereas low-budget/ public school parents have only one strategy at work. Most of the well-off parents opts familial and acquainted school. The acquaintance may be built over a long period of time as an alumnus. This could be the school where other members of the family have undergone their schooling. In case parents have no familiarity, the popular option is to opt out socially prescribed school which could be some time costlier school. The government & low-budget school parents have to make choices within the limited range of locality, and rely mainly on the social prescription and trust building initiatives of the locality school. These parents keep on shuttling between public and low-budget schools in the locality without having allegiance to any particular school. A personal concern from the teacher would result into the longer stay of parents in a government & low budget school. As the gentry of government and LBS are hardly different, therefore shuttling to settle is also the strategy of the parents in LBS. The research successfully builds a substantive theoretical frame at the end while constantly comparing the data collected at each level. It informs that school choice is also a process of institutional redesigning opportunity for the local school to meet the demands of the parents at one level. School choice at the community level in a closed neighbourhood is a function of social trust and prescription which keeps on changing according to the context. The broader theoretical frame is presented in the form of flow chart at the end of the conclusion.

A CRITICAL STUDY OF STATE LEVEL CAPACITY BUILDING INSTITUTIONS IN EDUCATION

PROF. VEERA GUPTA

Background

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 late1960s 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 mid1990s that into 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.

Objective and Methodology

This study was conducted to achieve the objectives which are; (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.

The study covered total 28 SCERTs though originally 29 SCERTs were taken up for the study but1 SCERT namely, Jharkhand did not give response. Further, it covers only8 SIEMATs which were found to be functional. So, this study is based on responses given by 28 SCERTs and 8SIEMATs 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.

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 equipment's.
- 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

20

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 equipment's that are necessary for smooth functioning of the institution.

- It has been found in this study that there is hardly any state 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 infer 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 programmes 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 stake holders. However, it has been found that the involvement of stake holders 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.

Recommendations of the Study

- All the SCERTs should be given autonomy and these institutions should be fully funded by the respective state governments. Being counter part of NCERT at the state level SCERTs should be developed on the pattern of NCERT which is an autonomous institution and is fully funded by the MHRD, Government of India.

- SCERTs should have its own cadre and appointments in SCERTs should be made for the institution rather than taking people only on deputation from state educational administration or schools. In this regard states should follow NCERT pattern which has its own cadre of faculty and staff. This is necessary to ensure that there are permanent faculty members who are fully committed towards their institution and it will help to develop SCERTs as high-quality prestigious research and training institutions.

- It has been found that out of 8 SIEMATs covered in this study 5 SIEMATs are autonomous bodies. It is recommended that all SIEMATs should be given autonomy and these should be independent institutions rather than being part of any other institution.

- It has been found that in addition to the 8 SIEMATs covered under this study, the country has some more SIEMATs but these are not functional. It is recommended that all SIEMATs established in the states should be made fully functional and the states that do not have SIEMATs should establish it as early as possible.

- All SIEMATs should be given regular grants from the state government for meeting the recurring expense so the institution and may also be able to carry on the activities envisaged from them. It is recommended that SIEMATs should be developed on the pattern of NIEPA which is an autonomous institution and fully funded by the MHRD, Government of India.

- SIEMATs should have a vision of developing as an institution working for all levels of education from pre-primary to higher, professional and technical education rather than concentrating only on school education. Being state counter part of NIEPA these institutions (i.e. SIEMATs) may be developed on the pattern of NIEPA on its roles, functions and coverage.

- It is recommended that all vacant positions of faculty and academic staff, administrative, ministerial and technical staff should be filled on priority basis in all SCERTs as well as SIEMATs. This is necessary to make the institution fully functional and discharge its activities efficiently.

- It has been found that resources are generally lacking in SCERTs and SIEMATs and there is hardly any SCERT where resources are available as per prescribed norms of MHRD, Government of India. It is applicable to physical as well as human resources including faculty, administrative and technical staff as well as physical and material resources including infrastructure and equipments. It is therefore recommended that all SCERTs and SIEMATs may develop proposal for filling up all positions to fill them at the earliest and acquire all necessary facilities on priority basis.

- Faculty and staff of SCERTs and SIEMATs should continuously improve their performance and learn from other institutions and for that they need to attend professional development programmes organized by specialized institutions working at the national and international level. It is recommended that all capacity building institutions should develop a comprehensive plan for professional development of their faculty and staff members. These capacity building institutions should nominate their academic faculty and staff members in all the training and orientation programmes organized by NCERT and NIEPA and other institutions working in the field of

24

education, as it will help them develop their professional capabilities.

- It is recommended that all capacity building institutions while developing their annual work plans should make sure that there is participation of all categories of stake holders in the process of plan preparation. This is necessary because the aspirations of stake holders may be considered while making plan and their support will be guaranteed for successful implementation of the plan.

- It has been found in this study that except one or two states no SCERT or SIEMAT has taken measures for the monitoring of plan implementation in a meaningful way and only symbolic mechanism has been adopted for this purpose. It is therefore recommended that SCERTs and SIEMATs while developing the annual work plan should develop monitoring mechanism so as to ensure that plans are implemented successfully and all targets are achieved.

- The evaluation of performance of faculty, staff and departments is important for all the capacity building institutions to improve the efficiency of the institution. This study found that the capacity building institutions have not made serious efforts towards monitoring and evaluation of its staff and departments. It is recommended that proper mechanism maybe developed by all institutions for monitoring and evaluation of the work of faculty and staff in general and that of all departments in particular. Also, institutions should develop mechanism forgiving feedback to its staff and departments so that they are able to improve their performance in future.

- Capacity building institutions (both SCERTs and SIEMATs) are expected to be conducting good researches so as to feed the findings of their research to the policy makers to help and enable them to take evidence-based decisions. However, it has been found in this study that these institutions in general and SIEMATs in particular have made very little contribution in research. It is therefore suggested that all capacity building institutions should concentrate and devote more time on research and conduct more research studies on the issues confronting the education system.

Ongoing Research Studies

S.No.	Title
1	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**
2	The Political Economy of Higher Education Reform in India: Comparative Perspective on the Principles, Policies, and Institutions for Reform, (1991-2012). **Dr. Manisha Priyam**
3	A Study of Scholarship Scheme and Educational Mobility among the ScheduledCaste Children at the Secondary Level in Odisha. **Dr. S.K. Mallik**
4	Government Aided Schools: A Case Study of Govt. Institutional Growth and Decline in Varanasi. **Dr. Naresh Kumar**

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 beingfaced 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 thereservation 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. Underliterature 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 alongside 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.

THE POLITICAL ECONOMY OF HIGHER EDUCATION REFORM IN INDIA: COMPARATIVE PERSPECTIVE ON THE PRINCIPLES, POLICIES, AND INSTITUTIONS FOR REFORM (1991-2012)

DR. MANISHA PRIYAM

1. Archival records work, data collection for background and context, part of key informant interviews has been collected for both states—Bihar and Andhra Pradesh.

2. Several alumni have been interviewed for both universities and biographical notes accessed and analysed.

3. Field work has been disrupted due to Covid 19 lockdown. The following aspects of field work still need to be completed:

   a. Part of key informant interviews with past Vice Chancellors of both Universities of Patna and Mysore, with policy makers for higher education in both states, and with senior faculty is pending.

   b. Part of the collection and analysis of university governance laws and functioning of Senate and Syndicate is pending for both states.

   c. Part of data collection at the University level is pending in both states.

   d. Focus Group discussions with students is pending.

4. Tentative findings include the following:

   - The University of Mysore and the Patna University were both founded in non-Presidency townships at nearly the same time, but had very different and varying historical antecedents. The University of Mysore emerged as a hub of ideas for the modern university under colonial conditions. Several debates on educational reforms were centred around the campus. The starting point of the non-Brahmin movement and policies for affirmative action was also the University of Mysore.

   - The University of Mysore thus provides the institutional context for discussions on a "field-view" of the Indian University in colonial conditions and not a text view.

   - The Patna University was far more a project of colonial control and this could be seen in its pattern of institutionalization.

   - In both field sites, universities seem to be functioning well till the 1970s—mod 1970's is the period of disruptions and then decline. The markers of disruption are partly sociological—a disruption in the elite participation in the university; partly political—challenge from emerging regional elites and political competition; but is ultimately manifested in decline in governance and quality both.

- The Senate and Syndicate and university's own autonomous governance decline in both states. Administrative corruption becomes the hallmark, leading to massive resort to the judicial process. The judiciary becomes an entrenched actor in the University. Provincial character of the university becomes the norm rather than a truly cosmopolitan sphere.
- In both Universities, more centralised efforts at reforms are being attempted through the Departments of Higher Education, and through Central norms and policy guidance.

5. Writing:

Draft report is being written with material already collected to make use of time lost on account of closures due to Covid 19. A Book Chapter has also been submitted, and is titled 2021:*"An Institution of Modernity Amidst the Rural Fields of Mysore: Reflections on the Maharaja's College', in Srivastav, Aarti (ed.) The Centenarians: An Institutional Biography, Routledge,* (Forthcoming).

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 progress

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 studentsdirectly 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. Themaximum 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 amiserable 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: 2021-22

S.No.	Name of Programmes	Co-ordinator	Date/Venue
	Workshops/ Orientation Programmes/ Policy Seminars and Discussion Meet 2021-22		
1	National Seminar: 'Public Sphere and Education Policy'	Dr. Naresh Kumar Dr. Manisha Priyam	June, 2021
2	National Workshop on 'Qualitative Research Methods and Policy Analysis in Education'	Dr. Naresh Kumar	October, 2021 NIEPA
3	National Discussion Meet on 'National Education Policy-2020' Prospects, Challenges and Pathways	Prof. Avinash K. Singh & Deptt. Faculty Members	July/Aug 2021 New Delhi
4	Orientation Workshop on 'Education of Disadvantaged under RTE: Policy Issues and Programme Interventions'	Prof. Avinash K. Singh & Dr. S.K. Mallik	July/ August, 2021 NIEPA
5	On line Orientation Program on "Professional Public Policy making in Education" (Online course)	Prof. Veera Gupta	June 2021 NIEPA
6	Engaging with Public Universities in India: Autonomy as an Idea and Its Practice	Dr. Manisha Priyam	March 2022
7	Seminar on Urban Marginality, Social Policy, and Education in India: Special Focus on Youth and Education	Dr. Manisha Priyam	December 2021
8	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	December 2021
9	National Seminar On Reservation Policy And Its Implementation At Educational Institutions And Employment Sectors In India	Dr. S. K. Mallik	February 2022 NIEPA
10	Webinar/Workshop on 'Higher Education and Social Responsibility- University Community Engagements' (Blended Mode)	Prof. Avinash K. Singh	February 2022

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 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 'Qualitative Research Methods and Policy Analysis in Education' with a 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 and policy analysis 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 Programme

1. To provide detailed understanding of various Qualitative Research Methods.
2. To provide critical knowledge and skills of research methods
3. To introduce educational policy discourse and research studies.
4. To introduce various data analysis techniques and methods.

Theme

Equity Studies in education and policy analysis

Date and Venue

Oct 04- 15, 2021. The workshop would be held at NIEPA, New Delhi.

Participant/ Target Group

Around 35 young research scholars, educational and Faculty colleagues 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
INTER DEPARTMENTAL

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 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 National Education Policy- A Historical Overview

III. - National Education Policy 2020– Policy Recommendations/Texts and its current predicaments

IV. - Emerging Directions in Policy Discourse

- Equity and Inclusion

- Quality and Excellence

- Educational Governance and Autonomy

V. – Pathways from Policy Intents to Programme of Action

Venue & Duration
NIEPA: Three days

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 preventedfrom 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 2021

ORIENTATION PROGRAM ON "PROFESSIONAL PUBLIC POLICY MAKING IN EDUCATION

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PROF. VEERA GUPTA

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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

WORKSHOP ON 'ENGAGING WITH PUBLIC UNIVERSITIES IN INDIA: AUTONOMY AS AN IDEA AND ITS PRACTICE'

DR. MANISHA PRIYAM

Introduction

In ideal 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 embededness 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.

Themes

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, March 2022

Dr. MANISHA PRIYAM

NATIONAL SEMINAR ON URBAN MARGINALITY, SOCIAL POLICY, AND EDUCATION IN INDIA

Introduction

The "urban question" is now at the frontline of India's transformation as a social democracy— a republic committed to the idea of achieving equality and justice for its citizens. The recently concluded World Social Forum also confirms that the focus on sub-urban transformation will be critical to achieving the SDGs, important as development goals. As structural and demographic changes in the coming decades (2010-50) place India foremost among the countries that will add the highest absolute numbers to their urban population.[1] What is significant however is that, notwithstanding the scale and proximity of this challenge (of increasing urbanization and consequent marginality of the urban poor), gaps in policy and existing academic tools pose important challenges in evolving a comprehensive understanding of its level, spread, location or indeed the multi-dimensionality of the problem at hand. As a consequence, state priorities of social policy, including that for education of the urban marginal, operates in a somewhat fuzzy terrain.

Challenges of Urban Marginality

Urban marginality poses interesting challenges for those engaged in conceptualizing and formulating appropriate social policies:

1. Spatial location of the urban poor in geographical clusters, as opposed to an evenly spread-out population has implications for targeting of social and educational policies. No longer can the process of defining and/or identifying the urban poor, be a mechanical exercise of random sampling and quantifying the bottom-most slice on income parameters. Geographical targeting becomes a must. However, this also is not an easy exercise, given definitional problems and illegality of slums, and squatter settlements.

2. While sharply poised inequality coexists with spatial segregation, there are likely inequalities within— so not all residents of a slum cluster can be classified as "poor". For example girls fare much worse than boys in educational access and retention. So how do we identify inequalities within, and

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[1] According to the U.N.'s (2014): "World Urbanisation Prospects' Report", India will add the largest absolute numbers to its urban population— 404 million urban dwellers, followed by 292 million in China, and. (Available at http://esa.un.org/unpd/wup/Highlights/WUP2014-Highlights.pdf. Accessed on January 16, 2016)

accordingly create robust public services, many of which go a long way in enhancing greater access and retention of girls in education?

3. Within such spatial locations, the institutional constraints to access of education, along with other social policies, need to be found ethnographically. Random surveys describing average effects may not be enough. Most academic work and policy approaches now focus on using a mix of qualitative and quantitative approaches, and identifying the multidimensionality of the problem.

4. The challenges for planning come from the fact that categorical identification of poverty by policy defined parameters may exclude marginal citizens on criteria such as year of migration, residence proof, difficulty of securing identification papers in a situation of insecure housing, occupational and social vulnerability resulting in precarious living conditions.

5. There are institutional constraints as well, the most important being the very weak urban local institutionalization, multiplicity of planning and service delivery authorities, and division of responsibilities for different levels/ areas of education.

6. Given the thrust on urban planning and infrastructure as the reigning paradigms for improving the urban, the question of marginality receives a low priority in urban debates. However, in terms of numbers and intensity, it is marginality and urban exclusion that require a serious and specific focus and engagement.

The proposed seminar is the second in a series to advance the deliberations on urban marginality, and specifically look at local institutional mechanisms of the Urban Local Body as a tool strengthen the social policy objectives of education for the urban poor.

Objectives and Themes of the Seminar

The objective of the seminar is two-fold:

i.   To facilitate a multi-disciplinary dialogue between scholars and policy practitioners of urban social policy, in order to advance the methodological debate on urban marginality, and

ii.   To assist the process of policy planning for education of the urban marginal

The key themes discussed will include:

i.   Methods of understanding urban poverty and marginality—both in research and in policy

ii.   Issues in urban social policy, with a special focus on barriers on access to education

iii.   Local institutional capacity including urban decentralization

Participants

Institutions that have emerged as institutional partners in two rounds of the urban marginality seminar—the Indian Institute of Management, Ahmedabad, Ahmedabad University, Ahmedabad, The Indian Institute of Technology, Gandhinagar, the Jawahar Lal Nehru University, the National Institute of Advanced Studies, Bangalore, the Tata Institute of Social Sciences, Mumbai, and TISS Patna, The University of Pune, Centre de Science Humaines, Delhi, the Centre for Policy Research, Delhi, and the Indian Institute of Habitat Studies Bengaluru, the Ambedkar University Delhi—scholars on urban marginality, social policy, and education from these institutions will be participants . The NIEPA's role would be to further sharpen the academic focus on educational policy and planning for the urban poor. Participants will include policy makers and scholars engaged in urban social policy in India. Total number of participants will be about 20.

Outcomes

1. Sharpen the academic understanding of urban marginality
2. Build collaborative and comparative research work on urban local bodies and education for the urban poor across Indian cities
3. Sharpen the understanding of urban social policy
4. Enhance dialogue between policy makers from government departments of urban policy, education policy, and academics working in the area
5. Enhance the quality of doctoral research in the area of urban social policy and education

DR. NARESH KUMAR
DR. MANISHA PRIYAM

Introduction

Mainly hailing from the discipline of Philosophy and Sociology, the concept of *Public Sphere* advocates for a space where each and every actor should engage in a rational communicative action to form the consensus over any issue. Political regimes are usually charged with an accusation to curtail the possibilities of these democratic spheres mainly through framed curriculum, manipulated pedagogy and rigid educational regimes. This mechanism work towards the educational exclusion of marginalized sections of the society and benefits those belonging to dominant cultural arbitraries of the society. It is quite visible in the dropout rate and failure of those children coming from the marginalized communities. Responsiveness from Educational policies and programmes is tricky and intricate issue which needs working together from various dimensions.

The idea of public educational institution offers a best possible option to engage citizens in a rational communication has been challenged mainly because of its incapacity to generate safe-space activities for a democratic society. Therefore, the political significance accorded to school education has been correspondingly reduced. It has been argued that a less democratic state is able to influence the conditions of its own existence than a democratic society because of its less reliance on any other institution except political institution itself. Since school will never be regarded as a powerful instrument of change that is the reason that school considered very less significant by the political philosophers today and the existing political philosophy does not make much sense. It could also be said that democratic theory has lost its faith in the value that the state-run public school has for democracy.

It is also said that the virtues like faith, common good etc. are the part of society and could not be produced by any educational institutions therefore these virtues are required before the democracy. Democracy cannot produce these virtues on its own and has to depend on pre-cultural democratic resources. Democratic societies are forced to rely on the survival of the tradition based ethical communities. All efforts on the part of the state to ensure and generate democratic education are thought to be in vain since schools are unable to generate ethical virtues vital for the working of any democratic society. Recent political philosophy has avoided the question of public education as it appears to be irrelevant since democratic dispositions are not acquired through state mediated processes but rather in the pre-political environment furnished by tradition-oriented communities.

As of now, Educational policy in India has engaged with these issues with an understanding to increase school enrolment and accessibility. There were initiatives to promote community participation and allocation of financial resources whereas research finding shows paradoxical results from the field. More specifically if we see in India few more challenges have grown over the years like increasing public-private divide in school education, unresponsive community participation and ineffective decentralized power structures; and pedagogical challenges to counter neoliberal regimes in education are hindering the possibility of public spaces compatible with the democratic society. In spite of early initiatives to promote schooling which were mainly private in nature, centered mainly on caste and religious identity. The private regimes have increased the gulf between caste and caste.

The proposed seminar offers a possibility to researcher to impinge on unorthodox and missed issues of how public sphere has worked into the existing educational system and how far the educational policy could address these challenges. It also proposes to map and discuss the nature of public sphere embedded in the educational system as well as its changing trajectory over the years. The seminar also invites success stories and educational innovation from the field to establish a counter narrative of public sphere in education.

Objectives

1. To know the possibilities of creating effective public sphere through educational institutions.
2. To understand the functioning of educational programmes.
3. To know about the educational innovations at the grass root level promoting school and community participation.

Themes

Endemic challenges for an educational system to foster the growth of democratic society and participation in the school is enmeshed with various issues. The National seminar after identifying key area has proposed tentative following themes to be covered under the National seminar are as:

1. Critical pedagogy as an idea of Public Sphere.
2. Decentralization, Community Participation and Citizenship education
3. Public-Private Divide and School Education.
4. Educational Innovations and School Development.

Date and Venue June 2021, NIEPA, New Delhi-16

Participants

Around 40 faculty members and research scholars from universities and NGOs working at the community level to foster educational innovations. Paper presentation will be invited from the invited speakers on various themes proposed under the National seminar.

Notes

Though the marginalized got benefitted from the 'rights' protected by the Constitution which mainly include government jobs while on the other hand they were the worst sufferer of the poor-quality public services like education and health. The emergence of post 1990s private services especially low budget private schools could possibly be a potential respite if not the best option against the downgrading public schooling. The dwindled share of their school enrolment has witnessed many folds increase since 1990s. There is also an altered perception among the parents to educate their child in the private schools usually low budget schools.

Two historical challenges demand adjustment in school curriculums

1) Digital revolution- private relationships are initiated and maintained
2) Increasing heterogeneity in the school- which pedagogy and curriculum id needed in the class- Child should be considered as a member of common learning rather than competing with each other.
3) What are the various ways to develop public sphere in the educational system?
4) How critical pedagogy develops public sphere in the class room?
5) Whether the educational policies have been instrumental to foster the traits needed to promote the democratic structure?

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 severalbodies have been declared as local authority. The Panchayati Raj Institutions; Function inArunachal 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 2022 (Field Based: Tripura/Sikkim)

Participants and Target Group Officials working under Local Authority of the
stategovernments

No. of Participants 35-40

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

DR. S. K. MALLIK

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 recommendationscould 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 February, 2022.

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 February, 2022, NIEPA, New Delhi

No. of Participants 35 participants

Participants/ Target Groups Experts, research

scholars and faculty members of the University/Institute.

Workshop on

`Social Responsibility and Community Engagement in Higher Education Institutions: Policies and Practices'

Prof. Avinash Kumar Singh

Background

Higher Education Institutions (HEIs) have higher responsibility with regard to achieving the objectives of socio-economic development through community engagement. The problems of increasing unemployment and inadequate innovations point towards some missing link in the holistic framework of educational development in India. If we consider the state, market and community as three important stakeholders in higher education, the role of the state and market are presently visible. The state is a regulator and financer. Market provides demand for manpower and finance for research. An important stakeholder often overlooked is the community. A major function of the Higher Educational Institutions (HEIs) is creation of a knowledge society- to create, disseminate and use knowledge for socio-cultural development (Anandakrishnan 2012). On the other hand, community can contribute to HEIs through philanthropy, provide traditional knowledge for innovations and information on students' aspirations. This will lead to improvement in the quality of teaching and research.

Humboldtian ideas advocating need for linkages between science and society, education and research in universities was increasingly explored and accepted in the early 20th century but it took a while before the pressure of international economic competition in the later years led to questioning of the university's ivory tower approach (Holm-Nielsen, B., & al, 2013). Innovation economics and the field of education sketched out ideas of university-government-industry relationship as the triple helix model (Etzkowitz & Leydesdorff, 1995). Consequently, the concepts of quadruple and quintuple helix models (Carayannis & Campbell, 2009) were developed. Studies using the quadruple helix model evaluate regional development in remote rural areas and tries to answer questions on how businesses, higher educational institutions, communities and government work in sync to contribute to the development of underperforming economies (Kolehmainen, et al., 2016). How can the community be best facilitated to engage in this developmental work? Raghuram Rajan in his recent work emphasizes the role of community's collaboration with market and state (Rajan, 2019). Research in collaboration with communities can create space for subaltern knowledge, citizenship education and deepening of democracy. This is one of the most important function of knowledge production that a university can contribute towards. (Bivens et. al., in (GUNi, 2017)).

If the community-academia linkage is mutually beneficial, why has the community yet been unable to assert

its agency? Attempts to involve community in various functions of schools, through School Monitoring Committees has not proven very successful in India. On the other hand, examples of Higher Educational Institutes in the United States successfully running community colleges are in plenty. Some indigenous groups have also been progressing rapidly through their community owned universities in developed countries with indigenous population like United States, Canada, Australia (AIHEC, 1999). In India, efforts have now been incorporated through UGC's Unnat Bharat Abhiyan 2.0 - to establish community colleges and take up extension work. The idea also finds reflection in the NEP, 2021. UBA-2.0, for the first time in history, mentions about a reciprocal learning strategy between the HEIs and communities. This is in line with the Talloires convention and the international focus on university-community linkage for life-long learning and creation of 'glocal' knowledge systems, leading to achieve the SDGs (OECD, 2017). The National Assessment and Accreditation Council of India now considers community extension activities and social responsibilities as an indicator for university rankings. However, comprehensive reports on statistics of higher education does not mention colleges or universities participating in outreach programme or running community colleges. There are structural loopholes such as lack of incentives for outreach programs within courses, resource constraints and non-flexible curriculum also. The disregard for measuring community outreach and in-adequate community engagement could signifying a need for policy evaluation.The Department of Educational Policy proposes to support the initiatives of the Government of India by conducting series of workshops on "Community-Academia Linkage and Glocal Knowledge Systems".

The **Objectives of the Workshop** are:

1. To discuss current scenario and future of community-academia linkage in India and abroad in terms of policy and practices;
2. To develop understanding of the barriers and enablers to community-academia linkage in India;
3. To explore the role of university governance systems in community outreach; and
4. To find out suitable strategies for to community engagement benefit higher education and vice-a-versa.

Participants: 50 Persons Deans (Academic and Research) in Central and State Universities; Concerned Functionaries in Colleges

Resource Persons: National and International Experts working in this area

Duration: Three Days (Blended Mode) A few select participants from nearby HEIs in face to face at NIEPA New Delhi with wide participation from different zones through online.

Annexure

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
Degree Awarded				
1	Education, Culture and Livelihood: A Case Study of the Bakarwals in Jammu and Kashmir	Mr Sajjad Ahmad	Prof. A. K. Singh	Awarded in 2020-21
2	Equality of Educational Opportunity and School Progression among the Socially Disadvantaged Groups: An Ethnographic Study of the Scheduled Caste Children	Ms. Khushbu SinghPh.D.	Prof. A. K. Singh	Awarded in 2020-21
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	Awarded in 2020-21
On-Going				
4.	Policy and Practices of Decentralization of Educationwith reference to Right to Education Act in West Bengal'	Ms. Laboni DasPh.D.	Prof. A. K. Singh	Ongoing
5	A Study of the Tribal Agency and Governance of Higher Educationin Jharkhand	Ms. Nilanjana MoitraPh.D.	Prof. A. K. Singh	Ongoing
6	Identity Discourse in Higher Education: A Study of Dalit Bahujan Student Organizations	Mr.Bag esh Kumar	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	Education of the Disadvantagedand Weaker Section under RTEAct: A Study of the Policy and Practices in Selected Private Unaided Schools of Delhi	Ms. Vandana Tiwari	Prof. A. K. Singh	Ongoing
9	The Inclusion of Multiculturalismin School Education: A Study of the Policies and Practices	Mr. Priyank Sharma	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 DasPh.D. (Part Time)	Prof. A. K. Singh	Ongoing
11	Policy Analysis of Mid-Day Meal Programme: From Governance Perspectives	Ms.Sang itaDey Ph.D.	Prof. Veera Gupta	Ongoing
12	Policies and Practices for Children with Special Needs in an Inclusive Classroom	Mr. Deepinder Sekhon (Ph.D. part-time)	Prof. Veera Gupta	Ongoing
13	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.	Prof. Veera Gupta	Ongoing
14	Education, Power, and Culture: A Comparative Study of Muslim Women in Two Indian States	Ms.Wazda Tabassum Ph.D.	Dr. Manisha Priyam	Ongoing
15	Politics of Urban Space and Right to Adequate Housing: A Case of Slums in Delhi	Ms.Deepshikha Bhadauria Ph.D.	Dr. Manisha Priyam	Ongoing
16	Power-play in the context of reforms: Teachers' perspective	Ms. Ruhi Marne M.Phil.	Dr. Manisha Priyam	Ongoing
17	Education and Modernization: A Case Study of Madrasa System, Mahatma Gandhi Antarrastriya Vishwavidyalaya, Wardha, Maharashtra	Ms Shamima AnsariPh.D.	Dr. Naresh Kumar Co-Supervisor	Ongoing
18	Muslim Women Participation in Professional Courses	Ms. Wajda Tabassum M.Phil.	Dr. Naresh Kumar	Ongoing
19	Understanding School Choice in Neoliberal Economy	Ms. Survi Thakur M.Phil.	Dr. Naresh Kumar	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 two lectures on policies related issues. The colloquium lectures organised during 2020-21 are as follows:

Coordinator: Dr. Naresh Kumar

Affirmation of the Idea of Plurality, Equality and Citizenship in Indian Constitution' Speaker: Prof. Kumar Suresh, 26 Nov, 2020.

Taking care of your Heart during the COVID-19 pandemic' by Dr. Ripen Gupta, Director and Unit Head, Cardiology, Max Smart Hospital, Saket, New Delhi, 26 Nov, 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 parametersof 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 impactstudy/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- 2020

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 Minister as National Education Day. During 2020-21, the details of the two key Talks, organised by the Department faculty members are as follows:

A) **14th Foundation Day Lecture on 'Education and Social Opportunity: Bridging the Gap' by Prof. A.K Shiv Kumar (Development Economist and Policy Advisor)**

Dr. Manisha Priyam
(Co-ordinator)

B) **11th National Education Day (Maulana Azad Memorial Lecture) 'The Future of Higher Education- Through the Lens of the History and Philosophy of Science' by Prof.** Dhruv Raina (JNU)

Prof. Avinash Kumar Singh
(Co-ordinator)

Faculty Members of Department participated in the Webinar on
National Education Policy - 2020

S.No	Dates	Name of the Webinar	Organised by	Speaker	Participation	Theme	Name of Faculty
1	19.08.2020	Webinar on National Education Policy – 2020: Prospects, Challenges and Pathways	NIEPA, New Delhi	Yes	Yes	Implementation Challenges	Prof. Avinash Kumar Singh, Head, Dept. of Educational Policy
2	23.08.2020	National Webinar on National Education Policy-2020	Shivaji University, Kolhapur	Yes	Yes	Structural Reforms under NEP	Prof. Avinash Kumar Singh
3	28.09.2020	National Webinar on `National Education Policy-2020'	Departments of Social Work and Education, Assam Central University, Silchar	Yes	Yes	Issues and Challenges in the Implementation of the NEP-2020	Prof. Avinash Kumar Singh, Head, Department of Educational Policy, NIEPA
4	27.08.2020	Webinar Lecture on New Education Policy and Gandhian Educational Ideas	MG Kashi Vidyapeeth, Varanasi	Yes	Yes	Gandhi in NEP-2020	Prof. Avinash Kumar Singh
5	11.09.2020	Implications of NEP 2020	IGNOU, New Delhi	Yes	Yes	Implications for Teacher Education	Prof. Veera Gupta
6	16.09.2020	NEP2020: Deciphering the Transformational Reforms	School of Education, Jamia Millia Islamia	Yes	Yes	Decoding transformational reforms at School Level	Prof. Veera Gupta
7	08.08.2020	New Education Policy 2020: The	Goa University	Yes	Yes	Issues and Challenges:	Dr. Manisha Priyam,

		Good, the bad, and the unknown				NEP -2020	Dept. of Educational Policy
8	22.08. 2020	Webinar on National Education Policy & its implementation in Schools	Oxford University Press	Yes	Yes	NEP-2020: Challenges and opportunities in school education	Dr. Manisha Priyam, Dept. of Educational Policy
9	21.08. 2020	National Education Policy 2020: Opportunities and Challenges.	St. Teresa's College (Autonomous), Ernakulam	Yes	Yes	Research Possibilities under NEP	Dr. Manisha Priyam, Dept. of Educational Planning.
10	04.09. 2020	NEP 2020 and Bihar: The Way Ahead	Bihar Young Thinkers Forum	Yes	Yes	The Way Forward for NEP implementation	Dr. Manisha Priyam
11	07.08. 2020	What is New Education Policy,2020	Council for Social Development, Delhi	---	Yes	---	Dr. S. K. Mallik
12	08.08. 2020	How School are Performing in India: Insights from Shaala Siddhi	Shaala Siddhi Unit NIEPA, New Delhi	---	Yes	---	Dr. S. K. Mallik
13	19.8.2 020	Webinar on National Education Policy – 2020: Prospects, Challenges and Pathways	Department of Educational Policy, NIEPA, New Delhi	---	Yes	---	Prof. Veera Gupta, Dr. Manisha Priyam, Dr. S.K. Mallik, Dr. Naresh Kumar
14	23.08. 2020	National Webinar on National Education Policy-2020	Academy for Academic Administration, Shivaji University, Kolhapur & Shree Ravalnath Co-op. Housing Finance Society ltd., Ajara	---	Yes	---	Dr. S. K. Mallik