Agenda for Departmental Advisory Committee Meeting

NIEPA, New Delhi

12 February, 2019

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Department of School and Non formal Education

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Department of School and Non Formal Education

Name of the faculty

Prof. Pranati Panda, Professor and Head

Dr.Madhumita Bandyopadhyay, Associate Professor

Dr. Rasmita Das Swain, Associate Professor

Department of School and Non formal Education

Introduction

The Department of School and Non-formal Education focuses on issues relating to school education, non-formal education and adult literacy within a rights-based and inclusive framework. The department covers entire sector of School Education including Early Care and Childhood Education. The major tasks of the department are: Research and Development, Teaching, Training and Consultancy to Central and State Government, International and National agencies etc. covering entire sector of school, ECC, teacher, teacher education.

The department undertakes research studies in diverse areas of school education sector, ECC, teacher and teacher education to provide an empirical base in order to contribute meaningful inputs for developing and improving education in India. The department is also engaged in capacity development programmes for national, state and district-level officials to enhance the knowledge, competencies and skills to achieve quality education for all. In order to establish synergic linkages; the department collaborates with national and international organizations to draw upon their experience and expertise in the area of school education. Besides, it plays an advisory role and extends support to the State and Central government in the formulation and implementation of plans and policies.

Being a core and oldest department of the institute, its professional contributions has substantive in the formulation of National Policy on Education (1986), the Programme of Action (1992), Right to Education Act (2009) and Education for All (EFA).During the year 2007-2011 ,department as part of the 'The Consortium for Research on Educational Access, Transition and Equity' (www.create-rpc.org) contributed significantly in the area of 'Educational Access'. Another sizeable project completed are the Mid- decade assessment of the Education for All in India where a National Report, several thematic studies and State-reviews for each of the six EFA goals on ECCE, primary education, learning and life skills for youth and adults, adult literacy and gender equality have been prepared. The department has also been contributing in policy recommendations for SSA,RMSA and Centrally Sponsored Teacher Education (CSTE).

In the recent years, under the auspices of MHRD, department also supported to institutionalize two national programmes to improve school education sector in India i.e., National Programme on School Standards and Evaluation (Shaala Siddhi) and School Leadership Programme. It also facilitated in establishing 'National Center for School Leadership' and 'School St andards and Evaluation Unit' to develop concept, materials and implement both the programmes in right perspectives.

In this era of education outcomes, the quality of education, improve performance and increase demand for effectiveness at all levels of school education have been emphasized and continuing as center of policy deliberations. Acknowledging the quality of education as the foundation to improve quality of life and critical towards achieving Sustainable Development Goals (SDG), the department proposes to engage in determinants and index of quality of school education, school effectiveness and improvement as long-term goal. The department

would also focus on ECC as critical area and generate evidence-based knowledge for policy and planning.

Major focal areas of the Department:

1. *Rights-based and Inclusive Approach to Education*

   As a focal point for Right to Education Act of Government of India, the department is continuing its endeavour to provide professional support for the extension of the same to pre-school and secondary levels of education within the inclusive framework.

   The diversity of learners within RTE framework is also continuing as a critical area of tasks of the department. More specifically learners with disability, disadvantaged and urban deprived will continue as focus area for research, development and training.

2. *Early Childhood Care and Education*

   Acknowledging the significance of early childhood as a crucial period for achieving Education for All and Millennium Development Goals, the department is engaged with exploring planning/ management and quality issues in Early Childhood Care and Education; Nutrition and Education with special focus on cognitive development and school participation. As this area has remained one of the weakest links to primary education, the department is expanding the scope of research by addressing law, governance and quality in ECCE sector and revisiting the policy and practices in ECCE.

3. *School Quality and Improvement*

   The critical role of the school, in the changing education context in terms of its effectiveness and improvement is gaining key importance to provide quality education for all children. The quality initiatives in school education sector, thus, necessitate focusing on schools, its quality and improvement. The evidence of low performance of learners is mounting pressure to look at the schools as developmental and improvement perspectives. Therefore, the central focus of the department will continue and shift towards determinants of school quality index, school standards and evaluation framework, school improvement guidelines. It would further focus on school accountability and transparency as key to developmental needs of the schools. As the Department has been continuously extending academic support and consultation for the implementation of SSA and RMSA, the generation of new knowledge and concepts would support the programme with new perspectives.

4. *Teacher Management, Effectiveness and Development*

   Centrality of teacher management and development is considered as one of the key indicators to achieve quality school education and school effectiveness. Recent research in India and globally has shown that teacher effectiveness is the most important school-based predictor of student learning. The teacher quality can be placed in three broader format - supply and demand issues; preparation of teachers;

and identifying and retaining teachers with greatest potential. The emerging teacher roles, their pedagogical understanding, practices of teaching, their working context and relationship with educational stakeholders necessitate a careful understating and examination of what we know about the realities of teacher development and management. Acknowledging the need for qualified teachers, department has been engaged with national level discourse and research studies on varied aspects of teacher management issues both at elementary and secondary levels. While continuing with these research agenda, the scope of the research and development would encompass teacher effectiveness and improvement, teacher performance management and evaluation, teacher accountability and code of conduct and continuing professional development of teachers.

5. *Governance and Management of Teacher Education*

During the last one decade teacher education system is struggling to address and improve the quality of its programme through curriculum reform and implementing legal recommendations on duration, norms and standards etc. In-spite of the heightened interest in and concerns for improving teacher education and improving teacher's quality, the system continues to be characterized by several deficiencies.

The department is contributing significantly in the policy formulation and planning of teacher education and development. Department not only contributed in the evaluative study of Centrally Sponsored Scheme of teacher education, but also supported formulation of teacher education policy in different plan periods. The preparation of J. S. Verma Committee report on teacher education and development of reports on National Mission on Teacher and Teaching(Pandit Madan Mohan Malviya Scheme) are significant policy interventions by the department and NUEPA.

The governance, regulation and quality assurance in teacher education has been continuing as neglected zone for research and development. Keeping this perspective in view, department is focusing on research, development and national deliberations to provide right policy viewpoints to transform teacher education.

6. *School Leadership*

The role of school leadership for managing change and transformation in school quality and enhancing student performance is gaining momentum in India's policy discourse. Accordingl y, department was earlier engaged with capturing the existing gap in the leadership development programme and evolving a framework on school leadership to be institutionalized by different states. The department contributed on a UKERI funded project in close collaboration with National College of School Leadership, Nottingham and extended support to establish a Centre for School Leadership in NUEPA. The Perspective Plan for the Centre has been prepared separately. The department, while continuing its endeavour, would focus on 'Educational Leadership' by bringing 'Teacher Leadership' to the center stage.

7. *Education in Civil Strife Areas and Safe School*

Considering safe school as an important pedagogic tool for school transformation, the department is engaged in developing training materials, capacity development and deliberations to generate renewed understanding amongst different stake holders.

8. *Adult Education and Literacy*

The department continues to contribute significantly to policy making and planning of literacy and lifelong learning programmes.

The department has drawn these focal areas from the draft 'Perspective Plan' of NUEPA as long, medium and short term strategies. Though department is always following the recommendations given by different international goals like EFA, MDG and SDG, but major programmes are proposed as immediate need of the government and transformative agenda to improve education outcomes and quality education to all learners irrespective of their socio-economic and cultural background.

Training Activities In-Progress and Completed

2018-2019

1. Title of the Programme: Workshop on Improving Participation of Children in Elementary Schools in India, 29-31 October, 2018, NIEPA funded (Completed)

Dr. Madhumita Bandyopadhyay

Introduction:

During last five years, in view of importance of regular participation of children and improvement in their learning achievement, a series of workshops is being conducted at NUEPA by involving stakeholders who work close to schools in this regard. Currently a Participatory Action Research project is also being to understand the process of improving schools and participation of children in the context of schools. This workshop intends to share the preliminary findings of study with the functionaries involved in this research from six states selected for this study.

The workshop will focus on efficient management of participation of children at the elementary level covering the issues related to absenteeism, repetition, low learning level, lack of transition and dropout in different states of India. It will also discuss how schools are dealing with these problems at their level. It would also discuss the role of school functionaries working not only at the school but also at different other levels i.e. cluster, block, district etc. to implement different programmes for improving schools.

The discussion and deliberation would facilitate to understand different issues involved in non-participation of children in school but also will discuss how similar initiatives can be replicated in other schools and areas. An attempt will also be made to understand the process of improvement of participation of children and the way district, sub district and school level functionaries can collaborate to improve the same within the specific context the school is functioning. This workshop is also linked with an ongoing study on children's school participation in six states namely Himachal Pradesh, Haryana, Madhya Pradesh, Karnataka, Odisha and Mizoram.

Objectives of the Programme:

The main objective of the workshop is to provide forum to the participants:

- To discuss the process of planning and implementation of different activities for improving school as well as participation of children in schools
- To share the report of the ongoing study
- To prepare Action Plan for further improvement and expansion of work for improving participation of children in schools under study.

2. **Title of the Programme: Access and Participation of Children in Elementary Schools in the Educationally Backward Blocks in India, 26-30 November, 2018, NIEPA funded(Completed)**

Dr. Madhumita Bandyopadhyay

Introduction:

In recent years, various policy initiatives have been taken for improving access of children to elementary education which have impacted on their enrolment at primary and upper primary level. Most states have witnessed massive increase in enrolment of children. In addition to access to education, the RTE has specially focused on regular participation and learning of children in schools. Many studies have already indicated that effective management of schools can improve the quality of school functioning which in turn influences the access to and participation of children in schools by reducing the problems of lack of schooling space, late enrolment of children, irregular attendance, low achievement and dropout. Although, many states have already witnessed considerable improvement in access, enrolment and participation of children, but the situation is far from satisfactory in some of the blocks which have already been identified as educationally backward blocks (EBBs).

This workshop is being proposed in view of the needs of capacity building of Block Education Officers posted in such educationally backward blocks across the country. It has been experienced that many of these officials are not provided with adequate training and their professional needs are not given priority at the desired level and it is because of this, the educational programmes and schemes are not implemented as it is expected. The majority of children who remain out of school, or school dropout belong to such blocks and required more attention in order to achieve the goal of Universalization of Elementary Education. In this context, it is felt that a workshop needs to be conducted especially for these particular officials who are striving for implementing RTE Act and also for improving access and participation of children in these backward blocks (EBBs).

This workshop intends to share the issues that will be emerging from an ongoing field based research focusing on efficient management of participation of children at the elementary level covering the issues related to absenteeism, repetition, low learning level, lack of transition and dropout in different states of India. It will also discuss how schools are dealing with these problems at their level. It would also discuss the role of school leaders working not only at school but also at different other levels i.e. cluster, block, district etc. to implement different programmes for improving schools. The discussion and deliberation would facilitate how these initiatives can be replicated in other schools and areas. While doing so, special focus will be given to understand the needs of the educationally backward blocks and socially as well as economically weaker section of society living in these blocks. A separate concept paper will also be developed on current educational situation in EBBs.

Objectives of the Programme:

The main objective of the workshop is to provide forum to the participants:

- to discuss ongoing activities that are being implemented for improving access and participation of children in elementary schools in EBBs,
- to discuss different problems and challenges are faced to conduct these activities, and
- to prepare an Action Plan for further improvement in schooling of children in such blocks

3. Title of the Programme: Teacher Education Hand Book (Governance, Regulations and Quality Assurance) (Volume –I) (To be organised on March 24-25, 2019)

Prof. Pranati Panda

Introduction:

Ensuring quality teachers and quality teacher education programmes have been persisting as fundamental national concerns over the decades. Whilst the high quality teacher education is considered key to preparing effective and competent teachers, it is also central in laying foundation for developing the teacher as a professional. Empirical evidences have suggested that inadequate preparation to teach has an impact on student achievement outcomes, teaching effectiveness, teacher attrition rates and school collegiality. Cochran-Smith (2001) states, in today's 'outcomes' climate, it is pertinent to know about what teachers and teacher candidates should know and be able to do. In response to this, teacher education programmes need to continually provide evidence that their programmes and procedures are 'accountable', 'effective', and/or 'value-added'(Cochran-Smith, 2001, pp. 529) to be relevant to meet current and future needs. It has also been established that it is primarily through the quality of teaching that effective schools make a difference, and that initial teacher education (ITE) and professional development can have significant effects on teacher quality (Hattie, 2009; Darling-Hammond, 2010).

The demand for high-quality teachers cannot be met without high-quality teacher education. In India, improving teachers' quality and need to enhance the relevance of teacher education has remained a persisting challenge over the last many decades (NPE, 1968, 1986/1992; NCTE, 1998; NCF, 2005; NCFTE, 2009). The two national policies on education and a series of special commissions and committees have raised issues relating to teaching profession, teaching and teacher education programmes in general and have given array of recommendations to change and transform teacher education sector. The curriculum management, though very significant to prepare the kind of reflective teachers, is considered as panacea to meet the challenges of teacher education programmes. Many a times, teacher education institutions are failing to translate the conceptual notions of new curriculum due to lack of supportive and reference materials and desired preparedness. (Panda, 2014)

As a sequel to National Policy of Education (1986) and entry of federal policy, new pathways for transforming teacher education in India were carved out in governance and management, regulations, diversified teacher education programmes, resource and financing pattern. The governance of teacher education and systemic reforms involves critical role of federal government not only in establishing new form of teacher education institutions through central funding during different plan periods but also pushing the concept of 'teacher education as a continuum'.

A complex variety of teacher education is being delivered at the beginning of this decade. At present 90 percent of the teacher education institutions are in the private sectors and operate through self financing mode. Hence, the diversified teacher education institutions includes Govt. managed (State and Centre), University managed (State and Central) and privately managed. A strait jacket regulatory framework of National Council for Teacher Education (NCTE) is applicable to all the diversified teacher education programmes for recognition, affiliation and inspection. Currently, 0.18 million teacher education institutions are preparing 14 million prospective teachers for different levels of school Education sector.

The regulations and quality assurance in teacher education is perceived as critical to defining measures of effectiveness of teacher education and ensuring improvement of the quality in teacher education programmes . There is a need for teacher education institutions to seek ways to continually improve its academic staff, programme design and delivery, administrative procedures and support services. Therefore, quality assurance is an 'all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of [teacher] education systems, institutions or programmes' (Eurydice, 2006,pp. 74).The National Council for Teacher Education (NCTE) with its statutory and regulatory mandate to ensure planned and coordinated growth of teacher education has not yet succeeded to professionalize teacher education programmes .Witnessing the legal directions from Supreme Court of India, the diversified courses have been introduced with longer duration to establish professionalism in teacher education and to discourage the private providers. The Justice Verma Report clearly states that 'NCTE in consonance with the policy of liberalization and privatization in other sectors, began to allow self financing institutions to play a major role in teacher education, and the result has been an unprecedented growth of such institutions ,with little quality control.' The commission further recommended that 'NCTE should develop a new framework for undertaking inspection of the recognized institutions with enhanced focus on process parameters to ascertain the quality of teacher education institutions…'.It also emphasizes on the 'accreditation as a tool of quality assurance'. In the recent times, NAAC engagement with the accreditation of teacher education institutions is very minimal and limited in nature to ensure quality teacher education programmes. In the recent initiative, The NCTE has signed Memorandum of Understanding (MoUs) with the NAAC and Quality Council of India (QCI) for the Accreditation of Teacher Education Programmes for secondary and elementary levels respectively. However, beyond the professional recognition, the accreditation process should help an institution to reflect on its core goals, functions, and

values and become a better learning organization to prepare quality and professional teachers for the country.

There is little debate in education community about the assertion to bring directional and sustainable change in teacher education with evidence based research, policy pronouncements and change management strategies. Efforts need to transcend rhetoric and clearly demonstrate the need for transforming teacher education in coherent and sustainable manner. The major challenge, therefore, is 'How the quality of teacher education can be assured fostering a quality culture and improved performance of each institution?'

Objectives of the Programme

- To develop a hand book on Governance, Regulation and Quality Assurance in Teacher Education;
- To identify the thematic area as defined chapters and appropriate authors;
- To organise two author workshops to develop the content outline of chapters. (Authors and titles have been decided .The draft chapter would be shared during one day workshop to be held on March 25, 2019.)

4. **Title of the Programme: National workshop on governance and management of Early Childhood Care and Education (ECCE) in India (to be organised on March 7-8, 2019)**

Dr. Rasmita Das Swain

Introduction

Education is basic human right and no child, youth or adult should be excluded from learning opportunities that will allow him or her or to live decently, access and exercise they rights, and engage in civic life. It is critical for expending quality education to provide equitable and relevant learning opportunities to all and children must benefit from quality learning opportunities for sustainable development and peace (UNSECO, 2014-2021, Medium-term strategy). Quality ECE is useful in promoting healthy development, promotes transition in to primary school with positive socio-emotional and academic benefits for learner of all abilities. UNSECO studies have reported that ECE investment have significantly greater positive long term effects on the productivity and returns in later adulthood above and beyond other educational investments (vogel i.e. 2010). Spending per student in low income countries should increase, on average more than 3 times what is currently spent, with prioritization towards ECE (UNSECO report 2007). This financial need requires greater pulling of resources through cross sector committees represented by education, health, family welfare and other ECE related services. It is important for convergence and coordination of all sectors where disadvantage children who most need ECCE programme UNESCO 2007.

The national policy on childhood care and education, India, 2013 seek to provide integrated services for holistic development of all children up to six years of age, and lays down the way

forward for a comprehensive approach towards ensuring a sound foundation for survival, growth and development of the child, with a focus on early care and learning of every child. The multi- sectoral ECCE call for improved convergence and coordination between different departments like Ministry of Women and Child Development, Ministry of Human Resources Development, Ministry of Health. The week policy provisions National ECCE policy, RTE Act, SSA, and ICDS led to in adequate services living children to their fate. There are few states how have successfully established ECCE council. Whereas other states still working to make it functional. The governance and management of ECCE policy for effective implementation is crucial for synergetic linkages in various departments.

Objectives

1. To discuss current laws, policies and practices of governance and management of ECCE.
2. To discuss the role and need of regulatory bodies in centre and states for managing quality ECCE.
3. To discuss about enablers quality of ECCE in public and private management.
4. To discuss policies and good practices to monitor quality ECCE in states.
5. To discuss about convergence for sustainable coordination in selected state like Maharashtra, Odisha, J&K, Tamil Nadu, Chhattisgarh

Research Studies Approved by Academic Council

In Progress and Completed

2018-19

1. A Study of Governance, Regulation and Quality Assurance of Teacher Education in India(In Progress)

Prof. Pranati Panda

Context: Ensuring quality teachers and quality teacher education programmes have been persisting as fundamental national concerns over the decades. The teacher education sector in general and teacher education programmes/courses in particular are witnessing series of changes in terms of duration, course structure, dominance of private providers, etc. Whilst the high quality teacher education is considered key to preparing effective and competent teachers, it is also central in laying foundation for developing the teacher as a professional.

There is stiff rise in the number of teacher education institutions during the last one decade constituting around 0.18 million institutions. Similarly, a complex variety of teacher education is being delivered at the beginning of this decade. These include University managed Department of Education, State managed (govt. and private), Centrally funded (548 DIETs, 120 CTEs, 31 IASEs and 21 BIETs) teacher education institutions. 90 percent of the teacher education institutions are in the private sectors and operates through self financing mode. The dominance of commercial entities with little social commitment is raising major concerns towards the quality of the teacher preparation programmes, regulatory mechanism and quality assurance approaches.

The demand for high-quality teachers cannot be met without high-quality teacher education. Empirical evidence have suggested that inadequate preparation to teach has an impact on student achievement outcomes, teaching effectiveness, teacher attrition rates and school collegiality. Cochran-Smith (2001) states, in today's 'outcomes' climate, it is pertinent to know about what teachers and teacher candidates should know and be able to do. In response to this, teacher education programmes need to continually provide evidence that their programmes and procedures are 'accountable', 'effective', and/or 'value-added' (Cochran-Smith, 2001, p.529) to be relevant to meet current and future needs. It has been established that it is primarily through the quality of teaching that effective schools make a difference, and that initial teacher education (ITE) and professional development can have significant effects on teacher quality (Hattie, 2009; Darling-Hammond, 2010).

The National Council for Teacher Education (Act of 1993) clearly articulates the critical role of NCTE as a regulatory body to define standards and norms, provide recognition to institutions and do inspection to ensure quality in the teacher education institutions. The Justice Verma Report clearly states that 'NCTE in consonance with the policy of liberalization and privatization in other sectors, began to allow self financing institutions to play a major role in teacher education, and the result has been an unprecedented growth of such institutions ,with little quality control.' The commission further recommended that 'NCTE should develop a new framework for undertaking inspection of the recognized institutions with enhanced focus on process parameters to ascertain the quality of teacher education institutions…'.Further it emphasizes on the 'accreditation as a tool of quality assurance'.

The assurance in teacher education sector is viewed in narrow perspectives in the Indian context. The quality assurance and accreditation is done through the National Assessment and Accreditation Council as a routine process without impacting the improved institutional practices and quality improvement. Hence, the NAAC engagement with the accreditation of teacher education institutions is very minimal and limited impact on quality assurance.

The need for quality assurance in teacher education has remained as the weakest zone in the Indian teacher education sector. It is strongly believed over the years that a single agenda of regulatory reform will ensure improvement in teacher education .The major challenge is 'How the quality of teacher education can be assured fostering a quality culture and improved performance of each institution?'

Regulation, Quality Assurance and Accreditation in Teacher Education: Reviews and Practices

The quality assurance in teacher education is perceived as critical to defining measures of effectiveness of teacher education and ensuring improvement of the quality in teacher education sector. Quality Assurance (QA) in teacher education has received growing interest. There is a need for teacher education institutions to seek ways to continually improve its academic staff, programme design and delivery, administrative procedures and support services (Mok, 2005).

The Organisation for Economic Co-Operation and Development (OECD) stresses that the quality of a country's higher education sector and its definition, assessment and monitoring is not only key to its social and economic well being but is also a critical factor for the education system's international positioning. The OECD defines quality assurance as "a planned and systematic pattern of all the actions necessary to provide adequate confidence that a product will conform to established requirements" (OECD, 2004; OECD, 2008). It encompasses a review of multiple dimensions of inputs, processes and outcomes that constantly evolve over time. QA is the 'process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations and measures up to threshold minimum requirements' (Harvey, 2004–2007). Quality Assurance is an "all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of [teacher] education systems, institutions or programmes" (Eurydice, 2006, p. 74).

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encompasses a review of multiple dimensions of inputs, processes and outcomes that constantly evolve

Quality audit is a system of quality assurance procedure .A quality audit is the first step in the procedure of assuring quality and its adequacy .It is often used by the institutions themselves.

Quality assessment consists of carrying out the evaluation (reviewing, measuring, and judging) of the quality of teacher education processes, practices, programmes and services through appropriate techniques, mechanisms and activities. In the process of quality assessment, one has to take into account the context (international, national, regional and institutional), the methods used (self-assessment, external peer review, reporting), the levels being assessed (system, institution, programme), areas of assessment (academic, managerial, output and outcome), and the stakeholders' objectives and priorities.

Accreditation for quality assurance is widely used method of external quality assurance. Accreditation is an endorsement by an external quality-assurance agency that a program is producing graduates who are competent to begin practice and who meet standards for initial or provisional license (TEDS-M, 2013). Although its use for teacher education has remained implicit, as a component of higher education, government agencies concerned with improving quality of teacher education are using it as an explicit approach.

Certification, licensing and registration are endorsement that a *person* has attained the standards necessary to gain full entry to a profession. This endorsement may be given by a government agency (e.g., a statutory authority) or a professional body, often the same agency that is responsible for accreditation of teacher education programs (TEDS-M, 2013).

It may be further visualized from three perspectives: Quality Control (QC), Quality Assurance (QA) and Quality Culture (QC).The preceding deliberations critically reflects the conceptual notions of quality assurance in teacher education, methodology and approach practiced in different countries.

The review of available articles, documents and research studies in the area of Regulation, Quality Assurance and Accreditation on Teacher Education from the international perspectives are varied and complex. These are rooted to teacher education policy, context and socio historical development of teacher education of the respective countries.

The first ever large-scale international study of the preparation of primary and lower-secondary teachers (TEDS-M, 2013) clearly emphasizes the relationship between quality assurance mechanism and quality of graduates from teacher education programme .Though the study is on Mathematics teaching, the Part –II of the report focuses on policies related to assuring the quality of initial teacher education of 17 countries. The findings of this study further reveal that, 'a strong relationship between the strength of these quality-assurance

arrangements and the quality of graduates'…… 'Quality-assurance policies and arrangements make a difference'.

Maria Teresa Tatto, Joseph Krajcik, and James Pippin from Michigan State University (2013) as part of the larger project analysed the range of institutional mechanisms for teacher preparation program quality, including their intended purposes and uses, and the evidence used for and emerging from such evaluations. The analysis of nine of these countries (Bulgaria, Brazil, China, Finland, Germany, Israel, Italy, South Korea, and Taiwan) reveals that 'quality assurance mandates and slightly more than half report linkages to laws or regulations. Fewer than half of the respondents identify quality assurance efforts that address teacher preparation programs specifically. Most point to measures that focus on quality assurance of universities in general; teacher preparation programs, housed within universities in most countries, are therefore included in these measures. Of the four countries reporting specific evaluation systems for teacher preparation programs, three are East Asian'. The purpose and intend of quality assurances are related to external monitoring for improving quality of teacher preparation programme and increasing transparency for public awareness and consumption, helping to balance the supply and demand of teachers, and offering financial and administrative support for high-performing institutions.

A study on Quality Assurance in Teacher Education in Europe (2006) reveals that the quality assurance and evaluation of initial teacher education varies from country to country within the Europe. In the majority of countries, general regulations on the evaluation of higher education also apply to the evaluation of teacher education. External evaluation is compulsory or recommended in most of the countries being considered.

Some of the East Asian countries are leading performer in PISA and their performances are contributed to the quality of teacher preparation programme .There are two trends of quality assurance of teacher education in East Asian Countries –Centralized and Decentralized approach . The decentralized practices are in Japan and Taiwan where as centralized practices (e.g., ministries of education) are in South Korea, Hong Kong, and Singapore.

Hong Kong, which is offering teacher education courses in three Universities, engages in a self-evaluation on a routine basis. Yet this evaluation must include feedback from staff, students, external examiners from years past, and past reports with recommendations for improvement (Tripartite Liaison Committee of Hong Kong, 2009).

Thailand is very unique for establishing a self growm 'External Quality Evaluation System' i.e. National Education Standards and Quality Assessment (ONESQA), which is a public organization. The office assesses every institute offering teacher education programs every five years. Academic freedom, institutional autonomy, and accountability are considered key to innovation and never disturbed by external evaluation.

The teacher education system in Finland has generated considerable international interest in recent years due to its excellent performance in international assessments (e.g.,Hargreaves & Shirley, 2009; Sahlberg, 2010). There is a greater consensus that high scores in international assessments and achievement tests are largely the result of the high quality of teachers and teacher education (e.g., Niemi, 2011; Sahlberg, 2011). Finland's high level of education and competence is based on high-quality teacher education. The profession of a teacher is regulated, and the qualifications required from teachers are defined in legislation. There are three level of quality assurance in teacher education .The leading principle of national evaluation policy and quality assurance model is rooted to 'evaluation for improvement in Finish Teacher Education'.

The regulation and quality assurance at National Institute of Education (NIE) ,Singapore, as have three key concepts under grid of quality management programme. The Framework is a systemic approach to investigate teacher quality (Chong and Ho, 200). The Quality Assurance Framework for NIE's initial teacher preparation is adapted from the CIPP Model comprises of four quality components that build the process towards a holistic programme review – Context, Inputs, Process and Product. The QA review takes place at three levels – formative, external and summative. The framework is subjected to continuous review and further development.

Above reviews clearly indicate that regulation and quality assurance in teacher education sector is viewed in narrow perspectives in the Indian context. There is lack of evidence based research in this area to evolve in right perspectives. The Justice Verma Commission Report (2012), identified vast gaps in current perspectives and situation of teacher education institutions. It is very much imperative that teacher education sector need to be studied from the perspectives of governance, regulation and quality assurance in a triangulated manner so as to improve the institutional performance and practices.

The major questions include: What about the quality of teacher education in general and private managed teacher education institutions in particular? How would the society and students of teacher education know what they are getting is laudable to become effective and competent teachers? How would the governments check quality investment in teacher education yielding desired result in preparing quality teachers? Moreover, what kind of regulatory and quality assurance mechanism is to be evolved keeping in view the diversified Indian teacher education system?

Major Objectives

1. To study the current policies and practices of governance of Teacher Education Institutions (TEIs);
2. To explore the role of central regulatory authority and states in managing teacher education programmes and institutions;
3. To understand the mechanism or processes for taking decisions for affiliation and recognition for teacher education;

4. To study the available institutional framework or guidelines to prepare competent and qualified teachers and quality of teacher education;

5. To map the current procedures of quality assurance ,its conceptual framework ,model and use of feedback report for improving the quality of teacher education programme;

6. To study the impact of regulation and quality assurance processes on improving the performance of teacher education institutions and courses;

7. To analyze the policies and practices to monitor and assure that graduates are competent and qualified to gain certification and prepared for full entry to the teaching profession.

Methodology:

The study will cover all the States and UTs of India. The selected case study would be conducted in four States –Maharashtra, Odisha , Tamil Nadu and Delhi. The primary data will be collected by using measurement tools. Policy content analysis and secondary data will be used for further analysis .The qualitative data will be collected through interviews and focus group discussion. Both the qualitative and quantitative data will be triangulated for analysis, interpretation and generalizations.

Timeline:

The research project will be of 18 months duration.

Progress: Review of related research have been completed .Development of tools is in process.

Research Study: Participatory Action Research for Improvement of School Participation of Children at the Elementary Level in India

Dr. Madhumita Bandyopadhyay

Research Project (In-Progress)

(The first round field visit was conducted in 2016. Data have been entered and presentations were made in the workshops conducted in October and November 2018.)

Second round field visit has been completed in all six states. Currently data entry of second round field visit is going-on. The reports are also being prepared simultenously.

Period: 14 July, 2015 to 13 March, 2017 and 01 June, 2017 to 31st January, 2018 (Under the process of extension)

About the Project:

The project focuses on students' participation in schools encompassing various aspects of participation (beyond access/ meaningful access): regular attendance of students in school, their retention, learning achievement, completion and transition to the next level.

The data were collected from **42** Government schools located in **six** states namely Himachal Pradesh, Haryana, Madhya Pradesh, Odisha, Karnataka and Mizoram. The selected schools are further divided as:

- Focus/ treatment schools (where previously intervention has been taken by BEOs for improving student participation): 22 (52.38%) schools have been covered as Focus Schools.
- Non Focus/ controlled schools (located in the same block but where no intervention has been taken by BEO except implementation of different schemes): 20 (47.62%) schools have been covered as non focus.

During the course of data collection, **42 head teachers, 215 teachers, 103 SMC** members were interviewed. Data on profile of each of **4534 students** enrolled in 42 schools were collected. In addition to these, competency tests were conducted for grade IV, V and VI to assess their basic knowledge of English, mother tongue and Mathematics. **Altogether 502079 entries** are being made in the SPSS spreadsheet after **content analysis** of each questionnaire and interview schedule. In addition, case studies of schools are being developed based on data collected from school along with school as well as classroom observation. At present, data entry is going on and preliminary reports are being prepared for each school based on which reports of states and a consolidated report will be developed in due course of time.

Research Questions:

- What is the present status of children's participation (attendance, learning, retention, completion, transition) in elementary schools?

- Who are the children (socio-economic background) not being able to participate and learn?

- What are different factors determining their participation?

- What are different actions to be taken to promote the participation of these children?

- What are the prescribed and perceived roles of District, Sub-district and school level functionaries in improving school participation?

- How they can be facilitated for playing their role in effective manner for improving their schools and children's participation?

Objectives

- To assess and evaluate the situation of access, enrolment and equity in schools
- To develop contextualized action plans for ensuring regular and meaningful participation of all children in school
- To work with Heads and teachers, to incorporate these action plans in school development plans (SDP) by involving SMC and other stakeholders including CRCs, BRCs, BEOs and DEOs

- To document the initiatives taken by different stakeholders, if any, while improving the functioning of school and promoting children's school participation

Study Area

1. Himachal Pradesh (Shimla and Sirmour Districts); Blocks - Shimla, Kasumpati, Surla
2. Haryana (Bhiwani District); Block - Bawani khera
3. Karnataka (Davangere and Tumkur Districks); Blocks - Harihara, Davangere, Sira
4. Mizoram (Aizwal and Champai Districts); Blocks- Bawngkawn, Chanmari, Champai
5. Madhya Pradesh (Betul District); Blocks -Ghoradongri, Amla
6. Odisha (Cuttack District); Blocks - Dompara, Baranga

Preliminary Findings

Almost all Block Education Officers took some initiatives along with teachers and school heads in focus schools, ranging from frequent visit to schools, contacting and interacting with community and parents, monitoring attendance of children and informing parents of absent children through WhatsApp, contacting migrant children and their parents, using innovative TLMS, beautification of schools and classrooms, ensuring timely supply of books and other materials as and when required, improving use of library, initiating additional class for English, improving regular management of schools, interacting with teachers and preparation school improvement plan and its implementation involving parents and so on. Some schools also needed to change teaching learning process for attracting children to school. One school in Himachal Pradesh started Pre-primary class to promote early age appropriate enrolment. Following factors had crucial impact on the participation of children at primary and elementary levels:

1. **Shortage of teachers**: Due to shortage of permanent teachers, guest teachers were appointed in all the states except Karnataka. The non-availability of teachers many times leaves the children without a teacher in classroom. It further leads to multi-grade teaching, affecting their engagement in teaching learning process. Although at the Block level, PTR was not high but few schools had high PTR that has effected teaching learning process.

2. **Children's absenteeism**: in many schools children remain absent during seasonal agricultural and festive seasons due to their engagement in either work or temporary migration. Highest proportion of absenteeism has been recorded in MP on the day of visit as well as in the month of data collection and previous month of data collection.

3. **Multi-grade teaching**: MG teaching was observed in all states and this has great role in participation of children in school. In all the states except Karnataka, it is the shortage of teachers was cited as the main reason for taking up multi-grade teaching, while in Karnataka, however situation is other way around with the practice of '*Nali - Kali Scheme*'. The inadequate number of classrooms allocated for multi grade classes also aggravates the problem i.e. poor participation of children in learning process.

4. **Under-age and Over-age issue-** In the light of RTE, no State is adhering to the suggested age-range norm i.e. 6-14 yrs. Like in Haryana, even the State Education portal accepts children under five to be enrolled in class I, so even in further classes/grades, the age range will tend to be lower or under age.

5. **Inadequate orientation of SMC members:** Most SMC members were not aware of the existence of RTE Act, though they were aware of the schemes like MDM, free education, grant allocated for infrastructure development. In Karnataka, parents were found to be more active in terms of cooperation with the school functioning.

6. **Availability and utilization of TLMs**: During the visits, it was found that, except in the primary level classrooms of Karnataka, no teacher was following any activity based method to teach children. Karnataka state again present a pleasant picture on the display and use of teaching learning material in classrooms.

7. **Inadequate/ineffective in-service teacher training:** Interestingly, in 4 States, except Karnataka, temporary teachers take classes but for training/workshops, only permanent teachers attend these training. In addition, the location of the center and the number of centers offering such trainings affect teacher training. Since number of schools has increased very fast only one DIET seems to be inadequate to address training needs of all teachers specially teachers posted in tribal areas with distance ranging from 50-80 km from DIET. The distance and poor roads and transport facilities affects the number of teachers attending the in-service training sessions.

8. **Quality of Mid Day Meal:** In all the states, schools do have kitchen sheds with cooks (2-10 depending upon the need). The quality of food appeared to be good. Barring Haryana, MDM is a major incentive for bringing children to school. Now, in Karnataka, milk and egg are also being served which again would help in maintaining the enrolment and presence of children in school. It is because most of the children accessing these schools in all the visited States belong to poor economic background, where parents find it difficult to provide adequate nutrition to their children.

9. **Learning Outcome:** On the basis of the assessment taken in class- 4,5 and 6, it was observed that children perform better in subjects taught in their mother-tongue and the level of efforts made by school in other language. It is because of this, the children performed poorly in English in all the states except Mizoram, performance was relatively better in Maths and mother tongue assessment test. The highest proportion of poor performing students were found in all the sample schools of MP.

Policy Implications

1. More attention to be paid on capacity building of BEOs enabling them to handle management of system and schools- development of leadership quality of BEOs.
2. BEOs to be facilitated more to visit schools frequently and work with school heads, teachers, SMCs for holistic improvement of school.
3. Ensuring availability of trained and qualified teachers for each subject and each grade at the primary as well as higher level – more attention on children enrolled in early

grades- training teachers to handle multi grade teaching or reducing the possibility of multi grade situation due to lack of adequate classrooms or lack of adequate number of teachers.

4. Ensuring quality pre-school education for all children through formal schooling system.

5. Making school staff fully equipped with skill to deal with learning needs of students with diverse background.

6. More emphasis to be given on attendance and learning level of children as these are interlinked with each other.

7. Early identification of children vulnerable to silent exclusion to prevent low learning level of children.

8. Tracking children regularly and encourage them to participate in various activities other than study.

9. Looking after health, hygiene and nutrition of all children as most children tend to remain absent due to health related reasons.

10. Maintenance of quality of mid-day meal which helps children attending schools comfortably.

11. Making school safe, clean, attractive and resourceful-utilisation of available space to improve school environment as improvement of children's participation depends on improvement of school itself.

2. Research Project on Critical Assessment of Participation of Children in Education in Urban Slums in India(In-Progress)

Dr. Sunita Chugh

The Context

Cities are settings for some of the greatest disparities in children's health, education and opportunities. Although cities and towns generally offer better options for schooling, medical care and recreation, those already disadvantaged – including children living in slums and informal settlements, migrant children, or children living or working on the streets – are unlikely to enjoy the benefits. State may seldom provide any public utilities like drinking water, drainage system, hospitals, schools that would have improved the quality of life not only because of financial and space constraints but because of its illegal or at best semi-legal status. Further, private provision and market also further disadvantages the people living in slums as they do not have paying capacity. Moreover educational deprivation of children living in slums in particular and poor urban children in general is often camouflaged by aggregate statistics on urban areas. In this context, it is prudent to assess frequently the educational status of poor children and those living in slums in urban areas. Against this background a research study to assess participation of children in school education in Slums of Selected Cities is undertaken in selected slums across ten cities of India (Hyderabad, Bhubaneswar, Raipur, Mumbai, Kolkata, Lucknow, Bhopal, Kanpur, Ludhiana, and Delhi) with an objective to assess the access to schooling facilities and participation of children in elementary education. The study tries to capture the educational status of children with a view to understand how far the State has been successful in providing elementary education facilities as an entitlement of the child. *Specific Objectives of the Study are*:

- To take stock of current status of Elementary Education in urban areas with a focus on access and participation;
- To take stock of current status of children's participation in elementary education in slums of urban areas;
- To examine the schooling facilities in the neighbourhood for children living in slum areas;
- To explore diversification in the provision and participation of children in schooling;
- To identify the factors affecting the participation of children in diversified provision;
- To examine the attitude of parents towards public and private sectors of education;

The research project is being carried out in collaboration with local institutions and researchers. In each city Research Coordinators were selected and workshops were organized to finalize the tools of the data collection, modality of field work, format and details of the content of the report. Data were to be collected from the schools and the households.

Total 50 slums were selected; 5 from each city. Since July 2017 work of the project has taken momentum as the project staff has been appointed and working on continuous basis.

Data Analysis and Interpretation

- Urbanisation Trends at national level and the selected city level
- Demographic-population growth in city, in slums
- Economic – major industries, tertiary sector
- Educational scenario
- Slum Profile –Household data-analysis- Child wise analysis

Expected Outcome of the Research study

- The case studies of different slums carried out as part of the project would help identify how different policies or absence there of impact the education of children living in slums.
- The study is expected to identify the issues/constraints which impede fulfilling the mandate of RTE 2009 and propose strategies based on the findings.

Progress of the Study so far

- Data collection from households of all 10 cities has been collected. School survey has been initiated in Lucknow, Kanpur, Bhopal and Ludhiana. Data collection from schools of Hyderabad has been completed. Visited few cities to oversee the data collection process.
- Data entry of the data collected from households has finished. Continuous monitoring and cleaning of data is being done.
- Profile of nine cities has been prepared on the basis of secondary data (Census and city reports).
- A small report and an occasional paper has been prepared on Lucknow on the basis of household data. Paper was presented at CIES conference at Atlanta.
- Data analysis and preparation of draft report is in progress.

Training Activities Proposed

2019-20

1. **Title of the Workshop: Gender Equity in School Education: Challenges and Opportunities**

Date: 13th -17th May, 2019

Dr. Madhumita Bandyopadhyay

Introduction:

The drastic surge in National average of girls' enrolment in school education shows that parents have acknowledged the importance to educate girls and consider it as a social norm. This is the result of the government's thrust over facilitating her access to government schools by offering a number of financial incentives besides making education free till elementary level through Right to Education Act, 2009. But, when we consider the State wise educational status of girls, it is observed that there are regional disparities in the female literacy rates across the country. On one side, states like Kerala (92.07%), Mizoram (89.27%) and Lakshadweep (87.95%) have literacy rate above 80 percent, on the other side there are states like Rajasthan (52.66%), Jharkhand (56.21%), Bihar (53.33%) and Jammu and Kashmir (53.33%) which have female literacy rates lower than the national average.

The educational status of girls thus require more improvement in terms of region specific efforts that can generate attitudinal change reflected in the improved literacy rate, enrolment and more specifically in the attendance and learning achievement for girls. Some of the recent initiatives to encourage girl education include making education free for girls till Post graduation in Karnataka and till PhD in Punjab, and distributing bicycles to teenage and adolescent girls in Bihar and Odisha for easy transportation from home to school. In addition to access to education, RTE has specially focused on regular participation and learning of children in schools. Many studies have already indicated that incentive based approach has improved the enrolment, regular attendance and drop-out of girls from school education, but still there are many states which still require more attention to improve the scenario. Although, many states have already witnessed considerable improvement in access, enrolment and participation of children, but the situation is far from satisfactory in some of the states where access of equal educational opportunities is still a critical issue that needs to be addressed the situation of poor educational status of girls.

This workshop is being proposed in view of developing better understanding, among State level officers, regarding the scope of improvement in gender equity in school education. In this context, it is felt that a workshop needs to be conducted especially for these particular officials who are striving to achieve gender equity in education by ensuring proper implementation of RTE Act and better transition to higher levels of education in all the states.

The discussion and deliberation would facilitate state participant in understanding how ongoing best practices to improve girls' education in different states can be followed in addressing similar issues in their own state. While doing so, special focus will be given to

understand the factors contributing to lower female literacy rates in some of the States and better female literacy rate in other states of India.

Objectives of the Programme:

The main objective of this workshop is to provide forum to the participants:

- To discuss present status of girls' education in different states
- To discuss ongoing state or region specific best practices to promote gender equity in different states and
- To prepare an Action Plan for further improvement in girls' education in different states.

Theme: The focus will be on various issues pertaining to girl student's participation in school like attendance/absenteeism, learning achievement, completion, transition and dropout/ retention which prevent her accessing equal educational opportunities in different states.

Date and Venue:

Five day Workshop (13th -17th May, 2019) at NIEPA

Participants/Target Groups:

Altogether, approximately 40 participants will be invited for this Workshop. One state level officer working in the area of girls' education or gender equity in education from all the states will participate in this workshop.

Expected Outcome:

- This workshop will provide deeper understanding regarding the issues pertaining to the status of girls' education in different states.
- It will also provide an opportunity to discuss about the ongoing best practices in different states which may be helpful for states in learning from each other
- It will also provide a forum to these officials to share their experiences and views regarding different challenges they face to deal with different problems in different states.

Budget Estimates:

a)	TA to participants	40 x Rs. 25,000/- = Rs. 10, 00,000/-
b)	Lodging	40 x 5 x Rs. 200/- (per day) = Rs. 40,000/-
c)	Boarding	40 x 5 x Rs. 315/- (per day) = Rs. 63,000/-
d)	TA/DA and Honorarium to Resource Persons	Rs. 25,000/-
e)	TA/DA to NUEPA Faculty (if the programme is field-based)	NA
f)	Miscellaneous expenditure (like stationary, photocopy, group photo, and Official Lunch/Dinner etc.)	Rs. 1,50,000/-
	Total	**Rs. 12,78,000/-**
g)	Contingency	Rs. 1,27,800/-
	Grand Total	**Rs. 14,05,800/-**

2. **Title of the Programme**: **Workshop on Improving Participation of Children in Elementary Schools in India**

Date: 27-29 May, 2019 at NIEPA
Dr.Madhumita Bandyopadhyay

Introduction:

During last five years, in view of importance of regular participation of children and improvement in their learning achievement, a series of workshops is being conducted at NUEPA by involving stakeholders who work close to schools in this regard. Currently a Participatory Action Research project is also being to understand the process of improving schools and participation of children in the context of schools. This workshop intends to share the preliminary findings of study with the functionaries involved in this research from six states selected for this study.

The workshop will focus on efficient management of participation of children at the elementary level covering the issues related to absenteeism, repetition, low learning level, lack of transition and dropout in different states of India. It will also discuss how schools are dealing with these problems at their level. It would also discuss the role of school functionaries working not only at the school but also at different other levels i.e. cluster, block, district etc. to implement different programmes for improving schools.

The discussion and deliberation would facilitate to understand different issues involved in non-participation of children in school but also will discuss how similar initiatives can be replicated in other schools and areas. An attempt will also be made to understand the process of improvement of participation of children and the way district, sub district and school level functionaries can collaborate to improve the same within the specific context the school is

functioning. This workshop is also linked with an ongoing study on children's school participation in six states namely Himachal Pradesh, Haryana, Madhya Pradesh, Karnataka, Odisha and Mizoram.

Objectives of the Programme:

The main objective of the workshop is to provide forum to the participants:

- to share the report of the ongoing study in six states
- to discuss the process of planning and implementation of different activities for improving school as well as participation of children in sample schools
- to discuss the processes involved in planning and implementation of plan in individual schools under study

Theme: The focus will be on attendance/absenteeism, learning achievement, completion and transition.

Date and Venue:

Three Day Workshop (27-29 May, 2019) at NIEPA

Participants/Target Groups:

A team comprising a team of District and Block level officers **who have already** participated in the workshops conducted since January, 2014. The nomination will be accepted on first cum first serve basis. If possible a few selected school heads also will be invited to participate in this workshop,

Expected Outcome:

- It is expected that this workshop will provide an insight into the process of overall development of schools where the participants have already taken different initiatives for improving the participation of the children in schools.
- A consolidated report will be developed based on the deliberations and discussions in the workshop.
- It is also expected that each Block Education Officer will be able to evaluate the work they have done so far and will be preparing a school development plan for further improvement of the schools as well as for expansion of these activities in other schools under their jurisdiction.

Budget Estimates:

a)	TA to participants	40 x Rs. 20,000/- = Rs. 8,00,000/-
b)	Lodging	40 x 3 x Rs. 200/- (per day) = Rs. 24,000/-
c)	Boarding	40 x 3 x Rs. 315/- (per day) = Rs. 37,800/-
d)	TA/DA and Honorarium to Resource Persons	Rs. 10,000/-
e)	TA/DA to NUEPA Faculty (if the programme is field-based)	NA
f)	Miscellaneous expenditure (like stationary, photocopy, group photo, and Official Lunch/Dinner etc.)	Rs. 1,50,000/-
	Total	**Rs. 10,21,800/-**
g)	Contingency	Rs. 1,02,180/-
	Grand Total	**Rs. 11,23,980/-**

**3. ANTRIEP Regional Workshop on "Learning for all: Quality and   Sustainability".
(Coordinators of the Programme: Dr. Madhumita Bandyopadhyay)**

Objectives of the programme:

- To provide a common platform for deliberating and sharing experiences of different country representatives engaged in research, planning and administration of school education;
- To deliberate on different issues on quality of school education and sustainability of different schemes/initiatives/ best practices
- To find out different possibilities for scalability and replications of different schemes/initiatives and best practices

Themes:

- Access and participation of students in school
- Equity issues in school education
- Teachers and Teaching in Schools
- Computer Aided Learning
- School management and leadership
- Local Governance and Local Service Delivery
- New Initiatives taken for promoting school education and Best Practices

Participants/Target Groups:
Participants from ANTRIEP member institutions, scholars, practitioners from other countries and few select Indian participants will be invited for this seminar to be held in New Delhi, India.

Dates and Venue:

January/February 2020, New Delhi

Deliverables/Outcome: Publication of Thematic Report and Papers

Budget Estimates:

Items	Break-up of the budget	No. of personnel	Total Amount
TA to participants (ANTRIEP member institutions)	Rs.80,000/- per participant	25 participants	Rs. 20, 00,000/-
TA to participants from other countries	Rs.80,000/- per participant	10 participants	Rs.8, 00,000/-
TA to participants (from India)	Rs.50,000/- per participant	10 participants	Rs. 5, 00,000/-
TA/DA and Honorarium to Resource Persons	-	-	Rs. 60,000/-
Boarding and Lodging (ANTRIEP member institutions) and invited participants	-	-	Rs. 10,00,000/-
Academic Support of One Junior Project Consultant for 12 months	Rs. 30,000/- per month	1	Rs. 3,60,000/-
Academic Support of One Computer Operator for 12 months	Rs. 17,000/- per month	1	Rs. 2,04,000/-
Preparation of resource materials, stationery, photocopies etc	-	-	Rs. 50,000/-
Hiring venue/Working Lunch/Tea/Snacks/VC Dinner	-	-	Rs. 5,00, 000/-
One Field Visit			Rs. 1,00,000/-
Miscellaneous expenditure	-	-	Rs. 1,00,000/-
Total Expenditures			**Rs. 56,74,000/-**
Contingency		**10%**	**Rs. 56,74,00/-**
Grand Total			**Rs. 62,41,400/-**

4. Title of the Programme: International Conference on School Evaluation for Quality Improvement, November, 2019, NIEPA funded (Shifted from 2018-19 to 2019-20)

Prof. Pranati Panda
Dr. Rasmita Das Swain

Introduction: Improving quality and performance of schools have been continuously reaffirmed in all the policy pronouncements. The critical role of schools in the changing education context in terms of its effectiveness and improvement is gaining key importance for providing quality education for all children. The quality initiatives in school education sector, thus, necessitate focusing on school, its performance and improvement. Therefore, to meet the demand for high quality education, a growing emphasis is being placed upon comprehensive school evaluation system as they are central to school improvement initiatives.

In the recent years, internationally and nationally, evaluation, assessment and monitoring of education system, schools, school leaders, teacher and students are gaining momentum for improving quality, transparency, accountability, planning and policy development. 'Results from assessment and evaluation are becoming critical to establishing how well school system are performing and providing feedback, all with the goal of helping students to do better' (OECD, 2013).

The role of a school in any given society is expected to translate the national ideals and vision. Reflecting on schools as the most important institution of learning in all societies, the EFA Report (2005) has stated, 'The quality of education systems must be seen in the light of how societies define the purpose of education'. The central focus of school effectiveness and improvement concerns the idea that, 'schools matter that schools do have major effects upon the development of children and that, to put it simply, schools do make a difference' (Reynolds & Creemers, 1990: 1).

All the reform policy and practices, internationally, have considered school as the primary unit of improvement. Various studies have shown that weakening of professional support services, inspection and evaluation are among important determinants having a bearing on the school quality. There is evidence available across the countries that high performing schools have school review, evaluation or inspection practices in place. "School reviews or inspections assess the performance of a school against a benchmark set of indicators. School reviews also enable systems to measure some of the more subtle and complex desired outcomes of a school system, which are difficult or impossible to measure in examinations" (OECD, 2007).   As a response to the demand for high quality education, a growing emphasis is being placed on comprehensive school evaluation systems as they are central to school improvement efforts, systems of school accountability and school choice (OECD, 2009).The OECD (2013) further states "the effective monitoring and evaluation of schools is central to the continuous improvement of student learning: schools need feedback on their performance to help them identify how to improve their practices ; and schools should be accountable for

their performance… The overarching policy objective is to ensure that school evaluation contributes to the improvement of student outcomes through improved school practices".

There are diverse models of school evaluation, monitoring and inspection practiced in different countries for improving school performance. While many countries continue to utilize external inspection as the main source of school supervision, countries are increasingly relying on school's self-review, or a combination of self-evaluation and external inspection. School evaluation or inspections; assess the performance of a school against a benchmark set of indicators or standards. They measure both outcomes and the processes to identify specific areas that are in need of improvement. The performance evaluation is closely linked to school-based management which has substantial implication on the re-conceptualization of school supervision services in England, Australia, and New Zealand etc. China (Shanghai) in 2006 has adopted a multidimensional system for monitoring and evaluating education quality by converging and complementing government inspection, professional survey, national and international assessment and combining formative and summative evaluation under the Shanghai Record for Student Growth. In Korea, the new approach to evaluation is based on the concept of school self evaluation by each school and external evaluation by Office of Education under the Ministry of Education.

The analysis of international school evaluation practices are based on the following key aspects: School evaluation / assessment practices as an integral part to school education system and school improvement framework; Linking with overall goals of school education of the country ; Strong conceptual understanding with desired objectives to be achieved through school evaluation /assessment; Major shift from mere compliance to improvement of school quality and performances; A sound methodologically developed instrument on agreed criteria for school evaluation; Self Evaluation and external evaluation process as complementary to each other; Institutional mechanism to ensure the systematic follow up for support and improvement; Besides most of the country have clear and strategic guidelines for school improvement and managing change process within schools.

In India, as a major initiative, National Programme on School Standards and Evaluation (Shaala Siddhi) has been implemented to institutionalize school evaluation. Acknowledging the importance of school as an 'institutional space for learning' and its critical role in the development, learning and life of the children, Shaala Siddhi aims at evaluating each school as an institution and creating a culture of self progression with accountability. Shalla Siddhi visualizes 'School Evaluation' as the means and 'School Improvement' as the goal'.

With these perspectives in view, an International conference is proposed to develop broad understanding and strategies followed to institutionalize school evaluation in a sustainable manner.

Objectives of the Programme:

- To understand the school evaluation concept, objectives, models ,practices and innovation of different countries;
- To share the Indian model of school evaluation and deliberate on strategic planning for implementation ;
- To develop an international perspectives and prepare an edited book on 'School Evaluation for Quality Improvement'.

TA for international participants 15 X 80000	Rs. 12,00,000
TA for National Participants 50 x 20000	Rs. 10,00,000
Venue, Boarding and lodging for two days(IHC and NIEPA)	Rs. 15,00,000
Conference bags, Kit, banners, stationary, Xeroxing, pen drives etc.	Rs 1,75,000
Local transport	Rs.1,00,000
Total	Total=Rs.39,75,000

5. Title of the Programme: Teacher Education Hand Book (Governance, Regulations and Quality Assurance) (Volume –II)

Prof. Pranati Panda

Introduction:

Ensuring quality teachers and quality teacher education programmes have been persisting as fundamental national concerns over the decades. Whilst the high quality teacher education is considered key to preparing effective and competent teachers, it is also central in laying foundation for developing the teacher as a professional. Empirical evidences have suggested that inadequate preparation to teach has an impact on student achievement outcomes, teaching effectiveness, teacher attrition rates and school collegiality. Cochran-Smith (2001) states, in today's 'outcomes' climate, it is pertinent to know about what teachers and teacher candidates should know and be able to do. In response to this, teacher education programmes need to continually provide evidence that their programmes and procedures are 'accountable', 'effective', and/or 'value-added'(Cochran-Smith, 2001, pp. 529) to be relevant to meet current and future needs. It has also been established that it is primarily through the quality of teaching that effective schools make a difference, and that initial teacher education (ITE) and professional development can have significant effects on teacher quality (Hattie, 2009; Darling-Hammond, 2010).

The demand for high-quality teachers cannot be met without high-quality teacher education. In India, improving teachers' quality and need to enhance the relevance of teacher education has remained a persisting challenge over the last many decades (NPE, 1968, 1986/1992;

NCTE, 1998; NCF, 2005; NCFTE, 2009). The two national policies on education and a series of special commissions and committees have raised issues relating to teaching profession, teaching and teacher education programmes in general and have given array of recommendations to change and transform teacher education sector. The curriculum management, though very significant to prepare the kind of reflective teachers, is considered as panacea to meet the challenges of teacher education programmes. Many a times, teacher education institutions are failing to translate the conceptual notions of new curriculum due to lack of supportive and reference materials and desired preparedness. (Panda, 2014)

As a sequel to National Policy of Education (1986) and entry of federal policy, new pathways for transforming teacher education in India were carved out in governance and management, regulations, diversified teacher education programmes, resource and financing pattern. The governance of teacher education and systemic reforms involves critical role of federal government not only in establishing new form of teacher education institutions through central funding during different plan periods but also pushing the concept of 'teacher education as a continuum'.

A complex variety of teacher education is being delivered at the beginning of this decade. At present 90 percent of the teacher education institutions are in the private sectors and operate through self financing mode. Hence, the diversified teacher education institutions includes Govt. managed (State and Centre), University managed (State and Central) and privately managed. A strait jacket regulatory framework of National Council for Teacher Education (NCTE) is applicable to all the diversified teacher education programmes for recognition, affiliation and inspection. Currently, 0.18 million teacher education institutions are preparing 14 million prospective teachers for different levels of school Education sector.

The regulations and quality assurance in teacher education is perceived as critical to defining measures of effectiveness of teacher education and ensuring improvement of the quality in teacher education programmes . There is a need for teacher education institutions to seek ways to continually improve its academic staff, programme design and delivery, administrative procedures and support services. Therefore, quality assurance is an 'all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of [teacher] education systems, institutions or programmes' (Eurydice, 2006,pp. 74).The National Council for Teacher Education (NCTE) with its statutory and regulatory mandate to ensure planned and coordinated growth of teacher education has not yet succeeded to professionalize teacher education programmes .Witnessing the legal directions from Supreme Court of India, the diversified courses have been introduced with longer duration to establish professionalism in teacher education and to discourage the private providers. The Justice Verma Report clearly states that 'NCTE in consonance with the policy of liberalization and privatization in other sectors, began to allow self financing institutions to play a major role in teacher education, and the result has been an unprecedented growth of such institutions ,with little quality control.' The commission further recommended that 'NCTE should develop a new framework for undertaking inspection of the recognized institutions with enhanced focus on

process parameters to ascertain the quality of teacher education institutions…'.It also emphasizes on the 'accreditation as a tool of quality assurance'. In the recent times, NAAC engagement with the accreditation of teacher education institutions is very minimal and limited in nature to ensure quality teacher education programmes. In the recent initiative, The NCTE has signed Memorandum of Understanding (MoUs) with the NAAC and Quality Council of India (QCI) for the Accreditation of Teacher Education Programmes for secondary and elementary levels respectively. However, beyond the professional recognition, the accreditation process should help an institution to reflect on its core goals, functions, and values and become a better learning organization to prepare quality and professional teachers for the country.

There is little debate in education community about the assertion to bring directional and sustainable change in teacher education with evidence based research, policy pronouncements and change management strategies. Efforts need to transcend rhetoric and clearly demonstrate the need for transforming teacher education in coherent and sustainable manner. The major challenge, therefore, is 'How the quality of teacher education can be assured fostering a quality culture and improved performance of each institution?'

Objectives of the Programme

- To develop a hand book on Governance, Regulation and Quality Assurance in Teacher Education;
- To identify the thematic area as defined chapters and appropriate authors;
- To organise two author workshops to develop the content outline of chapters.

Theme

- Governance for Quality Improvement: Management of Diversified Teacher Education Institutions ;
- Regulation of Teacher Education: Critical Role of Statutory body for Enforcing Reform for Quality;
- Role of Universities and Higher Education Institutions for Transforming Teacher Education;
- Privatization   in Teacher Education :Public or Private Good ;
- Accreditation and Quality Assurance in Teacher Education: Implication on Institutional Performance ;
- Standards and Benchmarking in Teacher Education: Constrains or Catalyst;
- Governance and Curriculum Management ;
- Managing Change in Teacher Education: Autonomy and Accountability.

Participants and Target Group

30 identified writers/authors for different thematic areas

Date and Venue

June 12-13, NIEPA and September 11-12,2019

Budget Estimates

Sl. no	Budget Estimates	Budget Expenditure
1.	TA /DA to authors (30)x2	Rs. 5,50,000
2.	Chapter writers honorarium(Rs.30,000x30)	Rs.9,00,000
3.	Contingency	Rs.2,00,000
4.	Total	Rs.16,50,000

6. Title of the Programme: Three Days workshop on Systemic Reform for Management of Quality Early Childhood Care and Education (ECCE) in Odisha

Dr. Rasmita Das Swain

Education is basic human right and no child, youth or adult should be excluded from learning opportunities that will allow him or her or to live decently, access and exercise they rights, and engage in civic life. It is critical for expending quality education to provide equitable and relevant learning opportunities to all and children must benefit from quality learning opportunities for sustainable development and peace (UNSECO, 2014-2021, Medium-term strategy). Quality ECE is useful in promoting healthy development, promotes transition in to primary school with positive socio-emotional and academic benefits for learner of all abilities. UNSECO studies have reported that ECE investment have significantly greater positive long term effects on the productivity and returns in later adulthood above and beyond other educational investments (vogel i.e. 2010). Spending per student in low income countries should increase, on average more than 3 times what is currently spent, with prioritization towards ECE (UNSECO report 2007). This financial need requires greater pulling of resources through cross sector committees represented by education, health, family welfare and other ECE related services. It is important for convergence and coordination of all sectors where disadvantage children who most need ECCE programme UNESCO 2007.
Education for All' Global Monitoring Reports (EFA GMR) 2005 has recognized ECCE is globally a crucial element for improving school preparedness and psycho-social development of children. In the World Education Forum 2015, the central role of education in sustainable development has been clearly reaffirmed. The Sustainable Development Goal 4 out of 17 identified goals, encapsulates that '*All girls and boys complete affordable and high quality early childhood development programs, and primary and secondary education to prepare them for the challenges of modern life and decent livelihoods. All youth and adults have access to continuous lifelong learning to acquire functional literacy, numeracy, and skills to a living through decent employment or self—employment' (SDSN, 2014: An Action Agenda for Sustainable Development).*

The Government of India approved the National ECCE Policy and, inter alia, notified the National Curriculum Framework and Quality Standards for ECCE in 2013. Currently, the Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha - an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).It will be implemented as a Centrally Sponsored Scheme by the Department through a single State Implementation Society (SIS) at the State level.

The Ministry of Women and Child Development (MWCD) as the nodal department for ECCE and Integrated Child Development Services (ICDS) programme, which is a centrally sponsored and State administered ECCE programme, covering around 38 million children through a network of almost 1.4 million anganwadi centers became the delivery vehicle. ICDS includes delivery of an integrated package of services such as supplementary nutrition, immunization, health checkup, preschool education, referral services and nutrition & health education. The delivery of preschool education is also carried out by community-based child development support through Accredited Social Health Activists; and the Rajiv Gandhi National Creche Scheme. There has been visible improvement in enrolment at pre-primary, primary level and retention in primary grades but not without substantial disparity across and within Indian States on quality.

MWCD has developed 08 Quality Standards as it recognizes the synergistic and interdependent relationship between health, nutrition, psycho-social, emotional and educational needs of the child. Given the multi-sectoral nature of early childhood care and education, linkages and coordination are needed among various Ministries and Departments both vertically i.e. national to local level and horizontally in line Departments. The weak implementation of policy provisions and flagship programmes including RTE Act, National ECCE Policy and ICDS lacking inter-sectoral and inter-Ministerial convergence are leaving children without adequate services. Basic facilities for organizing ECCE such as infrastructure, health facility, competent and child friendly teachers, their orientation and training, curriculum as well as assessment, monitoring and supervision of ECCE activities continues to pose challenges. The quality standards tend to get compromised at various levels. Therefore, documentation and adoption of good practices in ECCE, research based intervention and making ECCE mandatory in all primary schools and rigorous monitoring would be essential for achieving the goals of quality ECCE by 2030 of Incheon Declaration adopted by World Education Forum 2015.

The national policy on childhood care and education, India, 2013 seek to provide integrated services for holistic development of all children up to six years of age, and lays down the way forward for a comprehensive approach towards ensuring a sound foundation for survival, growth and development of the child, with a focus on early care and learning of every child. The multisectoral ECCE call for improved convergence and coordination between different departments like Ministry of Women and Child Development, Ministry of Human Resources Development, Ministry of Health. The week policy provisions National ECCE policy, RTE Act, SSA, and ICDS led to in adequate services living children to their fate. There are few states how have successfully established ECCE council. Whereas other

states still working to make it functional. The governance and management of ECCE policy for effective implementation is crucial for synergetic linkages in various departments.

The programme aims to know the functioning of ECCE in Odisha with special focus on systemic and management challenges in quality ECCE.

Objectives

1. To discuss ECCE policy 2013 with respect to implementation, institutionalization and challenges for ensuring inclusive and equitable quality education to promote lifelong learning opportunities for all.
2. To discuss policies and practices of governance and management of ECCE in Odisha.
3. To discuss the role of regulatory bodies for managing quality ECCE in Odisha.
4. To discuss about enablers of management of quality ECCE in Odisha.
5. To discuss policies and effective practices to monitor quality ECCE, documentation of processes, initiatives, innovation and experiences in Odisha.
6. To discuss about models of convergence for sustainable coordination in Odisha.

Participant/ Target Group

The workshop would bring together 100 participants including Officials of state ECCE councils , Officials of women and child development department, Department of education, technical partners like Utkal University, SCERT, DIETS and international agencies like World bank and UNICEF, academics, scholars, Practitioners, Child health and well being practitioners, Educational administrators overseeing ECCE at different level.

Expected outcome

It is expected that participants from states other experts would deliberate on the governance structure, processes and management of ECCE program and enablers quality of ECCE management. The policies and effective practices for quality ECCE, processes, initiatives, innovation and experiences in Odisha can be documented.

Date and Venue

The workshop will be held on November 18-20, 2018 (3 days), in Odisha. Accommodation will be provided in Odisha.

Budgets Estimates

Sr. No.	Budgets Estimates	Budgets Expenditures
1.	**TA** TA NIEPA faculty and Staff	Rs. 2,90000/
2.	**Boarding** NIEPA Faculty & staff	Rs. 4,40,000/
3.	**Lodging** Participants and NIEPA members	Rs. 5,00,000/
4.	**Venue Charge**	Rs. 1,00,000/
5.	**Special Lunch**	Rs. 85, 000/
6.	Conveyance and Honorarium	Rs. 1,00000/
7.	Field visit to ECCE centre	Rs. 20,000/
8.	Miscellaneous Expenditure (Bags/ Stationary, Banners/ Editing / Printing/ Photocopies Reading materials)	Rs. 2,00000/
	Total	Rs. 17,35000/

Seventeen lakhs and thirty five thousand only.

Proposed Research Project

2019-2020

1. **Comparative Study on Girls' Education in Himachal Pradesh, Haryana and Madhya Pradesh (the proposal has been revised and now it is under process of review)**

Dr. Madhumita Bandyopadhyay

Introduction

India has witnessed considerable improvement in access to and participation of children in school education right from pre-school to higher secondary level. Despite this massive increase in enrolment of students, girls' education has been always a matter of concern in this country as it is infamous for considerable gender inequality in every aspect of life. Drawing upon experiences of different Asia Pacific countries, a UNICEF technical paper (2009, 40) states, "it should be recognised that bringing all girl children to school is not merely an educational action. It transforms attitudes and behavioural dynamics of society, so that gender equality is seen as a value in itself worth pursuing". It has been recognised by extensive researches that gender plays an important role in access and participation of children in schools in many of these countries (King *et al*., 1999; UNESCO, 2004; Dewan, 2008; Glick, 2008; Govinda, 2008. Lazo, 2008; UNICEF, 2009). Making educational provision for girls has been a challenging task for the countries located in South Asian region (Herz and Gene, 2004; Herz, 2006; Huxley, 2007; Heijnen-Maaltuis, 2008) including India due to various factors (Bandyopadhyay and Subrahmanian, 2011).

Commitments to gender equality in education can be seen internationally, as three (goal 2, goal 4 and goal 5) out of six EFA goals were concerned with gender equality in education. Reducing gender gap has been one of the goals of the Millennium Development Goals (MDGs) as well as Sustainable Development Goals (SDGs). All these goals focus on girls' full and equal access to and achievement in basic education of good quality. MDGs re-affirmed the concerns of gender equality in goal 2 and goal 3. Both, the EFA goals and the MDGs, have stressed at the provision of equal opportunity for quality education to boys and girls. Based on these international commitments, bridging the gender gap in basic education has been a major concern for most developing countries. Ever since MDGs have been introduced, many initiatives have been taken by central and state Governments in India to achieve these goals by 2015. It has been mentioned by a recent report (MDG – India Report 2014), that, "MDGs have helped in bringing a much needed focus and pressure on basic development issues, which in turn led the governments at national and sub national levels to do better planning and implement more intensive policies and programmes….. The 12th FYP (2012-2017) goal is to achieve "Faster, More Inclusive and Sustainable Growth" which is in conformity with the MDGs." However, these goals along with other policy commitments have been guiding principles for major policy initiatives and actions taken for Universalization of Elementary Education with a strong focus on girls' education.

Girls' Education in India: An Overview of Literature

It is widely known that the root cause of gender inequality in Indian society lies in its patriarchy system which is an oppressive and unjust social system that enforces gender roles putting women in subservient position and disadvantaged situation in the society on one hand

and causing continuation of male dominance over women on the other. The education system of this country has also been influenced by this gender biasness prevailing in society. It is therefore, the country is striving for achieving gender equity in and through education which has been a long standing goal of the education policy in India (GoI, NPE, 1986). Indian Constitution has envisaged an egalitarian society and made provisions for protecting the interests of disadvantaged groups including women. Following the spirit of the Constitution, the National Policy on Education (NPE), 1986 and its Plan of Action, 1992 explicitly recognised the positive role of education in reducing gender gap and promoting the rights of disadvantaged groups and minorities.

Many studies have shown that extreme poverty and lack of education are also important reasons for women's low status in our society (White et al, 2016). Strong preference for son over daughters is a common phenomenon in India leading to discrimination of girls and denial of their rights to access to various facilities and resources within home and outside. Educating girl child is still not seen as a worthwhile investment due to various reasons (Bandyopadhyay, 2017a, 2017b, 2017c). Many parents send their girls to government schools to avail free education whereas they are ready to pay for educating boys in private schools and also for private tuition. In a recent study, Govinda and Bandyopadhyay (2011a) have explained how the nexus of poverty, location, social inequity and gender discrimination significantly influence patterns of exclusion from educational opportunities and for girls it becomes a situation of double or multiple disadvantages Bandyopadhyay, 2017d). Gender inequality is also reflected in India's poor ranking in various global gender indices. For example, India's ranking is 127 out of 152 countries in the List **of UNDP's Gender Inequality Index- 2014 and** according to the **World Economic Forum's Global Gender Gap Index- 2014** our country ranks at 114 in the list of 142 countries of the world**.**

A recent article in a leading news paper (Venkat, Hindu, 2015) mentions, "The Statistical Year Book, brought out by the Ministry of Statistics and Programme Implementation (MoSPI) that is overseeing progress on the MDGs, shows that only six of the 18 targets adopted as part of the eight goals in 2000 have been fully met. Another report brought out by the U.N. Economic and Social Commission for Asia and the Pacific shows that India has met only four of the eight MDGs." Despite substantial progress as mentioned in several government reports and research studies, bridging the gender gap in educational access and participation has always been a challenging task for Indian education system as the gender gap continues to be substantial even after 70 years of independence. While 35% of women still remain illiterate as per the recent census, 2011, a large number of girls particularly from different disadvantaged groups still remain out of school (Bandyopadhyay, 2017d).

The Indian Constitution guarantees equality and social justice in all walks of life including education. Universalisation of elementary education (UEE) has been a constitutional commitment and since independence, it has always been part of Five Year Plans including ongoing 12th Plan. The National Policy on Education (NPE, 1986), with its Programme of Action (1992) have also strong focus on UEE as well as promotion of gender and social equity in education. Based on recommendations of NPE 1986 and its POA, 1992, various Centrally Sponsored Schemes were initiated to promote primary education. Government of

India is currently implementing countrywide programme for UEE- *Sarva Siksha Abhiyan* which has been introduced almost at the same time when MDGs were introduced by UN. Subsequently, the Right to Education Act, 2009 has made education up to the grade VIII as fundamental right for children of 6-14 years age-group from the year of 2010 by enforcing 86th Amendment which has given further fillip in the initiatives taken for achieving UEE. As a result of many such initiatives, it is heartening to see that, during last decade India has already witnessed unprecedented expansion of schooling facilities along with massive increase in enrolment.

Literacy and elementary education are essential for human development and have considerable impact on national development. Achieving gender parity in literacy rate is quite crucial for promoting gender equity in education to a large extent. A recent report of UNESCO (2015) also has provided the data showing gradual improvement in adult and youth literacy rates (Figure 1). According to this report, the number of illiterate adults has declined from 287 million in 1991 to 266 million in 2015 but the proportion of females in these adult illiterates has shown substantial increase from 61.5% to around 67% at the same period of time. The number of illiterate youth also has substantially declined during this period of 1991- 2015 from 65.2 million to 23.8 million but the proportion of females in these illiterate youth has marginally declined from 64% to only 62% posing further challenge for country's development agenda. Missing the target of educating young adults particularly women might have an impact on country's initiatives taken for other targets and MDGs in coming years.

The Government, in accordance with its constitutional mandate and policy recommendations of NPE, has taken several initiatives to provide educational facilities to all sections of society. The gender concerns have been brought at the centre stage of policymaking prompting adoption of special measures for girls' education in India (UNICEF, 2009). In addition to this, elementary education has recently become a fundamental right for all children in the age-group 6-14 necessitating that all children must attend full time formal school. The Eleventh Plan (2007-2012), has envisaged that achieving gender equality is intrinsically important in pursuit of the goal of inclusive growth and achieving Universalisation of Elementary Education. All these have resulted in an improvement in financial investment on elementary education. The demand for elementary education and schooling has considerably increased with an increase in female literacy, which was much lower in earlier decades, leading to an upsurge in enrolment of boys as well as girls (Govinda and Bandyopadhyay, 2011a). To address this demand, government is not only providing schools and teachers but also extending incentives that can help poor children particularly girls to continue their education. These efforts may put an end to the vicious circle of illiteracy of parents and non-enrolment of children and the intergenerational transmission of illiteracy and poverty (Govinda and Bandyopadhyay, 2011a).

Recruitment of female teachers as envisaged by NPE, 1986 is another strategy that can enhance access and participation of girls in schools. It is widely acknowledged that the availability of qualified, trained and motivated female teachers positively impacts children particularly girls' performance in schools (Wu *et al*., 2006). Parents feel more comfortable to send their daughters to schools having female teachers who act as role models for girls.

However, the proportion of female teachers in many schools of India is much less than males because of non-availability of educated women mainly in remote tribal areas where female literacy rate is excessively low (Bandyopadhyay, 2017c). In addition teachers' absenteeism and low status are significant problems in government schools. A study on teachers' absenteeism by Kremer *et al* (2005) has shown that the incidence of absenteeism was higher among men and senior teachers than female and junior teachers in Bihar, the state witnesses higher gender gap at every stage of education. Despite having enabling policies and considerable push made during the last decade, girls in India suffer from widespread prejudices. Boys get preference over girls in many other aspects and even at the time of birth. Data released by Union Health Ministry's National Health Profile 2010 says "that the State of Madhya Pradesh had the highest number of recorded cases of both female feticide and infanticide in 2009. While the figures for Madhya Pradesh said that there were 23 female feticide cases in the State, it also recorded 51 cases of female infanticide – the highest in the country.

In majority of the Indian households, preference is given for the well being and educational needs of boys in contrast to girls because of the "patriarchal social structure with a strong male preference" Wu *et al*.(2006, 119). Under a situation of abject poverty in large number of households, chances are more for parents to decide in favour of boys' education, leaving girls out of school (Colclough et. al.2000, Bandyopadhyay and Subrahmanian, 2011). The daughter of a poor and illiterate mother is more likely to be out of school as compared to children of educated mother (Nayar, 1999, Ramachandran, 2004). Many studies (Ramachandran, 2004; Wazir, 2002) have already established close linkage between gender and school participation. Multiple strategies adopted over the years have helped improve the accessibility and participation of girls in schooling at primary and secondary levels. These include free textbooks, scholarships for girls, back-to-school camps and bridging courses, recruitment of female teachers, national programmes to increase demand for schooling among rural and disadvantaged girls and special residential schools such as Kasturba Gandhi Balika Vidyalayas.

Another study (Guha, Sengupta, 2002) conducted in four villages and two urban wards of West Bengal showed household as well as regional factors play a crucial role in the educational attainment of girl children in the age group of 7-18yrs. So, it is necessary to identify area specific problems so that appropriate intervention problems may be initiated. Another qualitative study (Saihjee, 2004) undertaken in Betul district of Madhya Pradesh highlighted the need to address the questions of gender equality, caste and class issues in implementing government schemes to ensure universalization of primary and now elementary education. Sudarshan's micro level study (Sudarshan, 2018) talks about the cumulative impact of the SSA interventions to promote girls' education and gender equality outcomes in selected context. The study conducted in selected blocks of three states- Rajasthan, Uttrakhand and Delhi, showed that interventions have however shown positive impact on the enrolment and improved aspirations related to education and work, but there has been marginal change in attitudes and understanding on gender equality. Sudarshan's qualitative study reveals that teachers share common perception on gender equality with parents and

children, which is due to poor level of orientation and gender training and sensitization of teachers. Unequal gender relations however mark not only rural spaces in villages but also characterize the 'urban villages' in cities like Delhi, as shown in an ethnographic account of Govinda (2013) in her study on a *Jat-Jatav* dominated village in South Delhi. She presents an interesting portrayal of the gendered complexes originated due to socio-economic transition of the village out of the urbanization engulfing the village spaces. With no more agriculture in the area, jat culture is changed in the metropolitan context. In the fear of losing control over girls' sexuality, hegemonic patriarchy takes hold of the women's mobility within and outside the village. Education however, being a hope of bringing change in the community's outlook towards the importance of girls' education, has role only to make girls suitable brides and has least connotations to higher education and work. Thus, study revealed mismatch between girls' aspirations with that their elder have for them and confirms to the reproduction of the gendered relations despite of getting access to education.

The above studies also reveal persistence of unequal gender relations in family as well as in larger society despite spreading of education and its massification at the different levels of schooling and beyond. In view of this, this proposed study will also make an attempt to understand impact of girls' education on their own life and their participation in decision making process within family, community and society. Interviews and Focus Group Discussions with girls and women of various age-groups will be conducted to reach this objective.

 The recent most National and Family Health Survey (4th Round) (GoI, 2016) has shown that although gender gap has reduced in case of education of 6-10 years old, this gap is still quite significant for children who are 11-14 years old. The proportion of both boys and girls attending educational institutions declines substantially in the case of those between 15-17 years old, but is much higher for boys as compared to girls specially in urban areas. It has also informed that,31 percent of females and 15 percent of males have never attended school. Also only 14 percent of females and 20 percent of males completed 12 or more years of schooling.

From preceding discussion, it is understandable that, gender inequality is still persisting despite introducing many gender sensitive policies and initiatives across the country. Many initiatives have also been taken for systemic reform with a gender lens. This includes strengthening education systems so that they work for girls (and boys) and increase their investment in accelerating change in girls' education. Gender analysis is being used more often than earlier in developing education policy at the national and state level policy planning and its implementation. However, despite such initiatives, the research on girls' education needs more attention as girls are continuing to lag behind boys in many respects of school education and after implementation of RTE Act, 2009 for last eight years, many girls are still found not attending schools in many states particularly in educationally backward states and also in those states which are infamous for gender inequality in various aspects. With this backdrop, It is in this context, this study intends to explore the present status of access and participation of girls at the elementary education level and to trace out the major challenges involved in it. An attempt will also be made to assess the disparity in learning

outcomes and to find out the areas in which further initiatives need to be taken for reducing gender gap in every aspect of school education.

Research Questions:

This research will attempt to deal with following questions:

- Why education of girls is important in Indian context?
- What is the general opinion regarding girls' education?
- Whether there is any change in attitude towards girls' education?
- What is the present status (policy and practices) of girls' education in India as well as in the states under study?
- What kinds of provisions have been made to promote gender equality in school education?
- What are different challenges faced to educate girls in different contexts of states under study?
- Whether intersectionality of different social factors influences girls' education?
- Are girls lagging behind boys in school education? If so Who are the girls getting most effected and why?
- What are further initiatives to be taken to address obstacles to girls' education and to accelerate progress on girls' education?

Objectives:

Following objectives have been set before the study:

- To find out the present status of girls' education,
- To explore the determining factors (school and family related) for girls' enrollment, retention and learning achievement,
- To examine the impact of different policy initiatives and interventions (innovative and best practices) made by government on education of girls,
- To find out further initiatives to be taken to accelerate the progress of girls' education.

Area of Study

Since this study will be linked with the ongoing study on participation of children, the study area will be selected from the states covered under this ongoing study. In view of girls' school participation in different states it is being proposed the study area will be selected from Himachal Pradesh, Haryana and Madhya Pradesh. While Himachal has witnessed much progress in Universalisation of Elementary Education, Haryana and Madhya Pradesh are grappling with considerable gender gaps in different aspects of school education

Methodology

This study will be based on extensive and detailed analysis of secondary data as well as field investigation. The research design will be both qualitative and quantitative in nature. Available literature which includes various reports, documents of government and non government organizations, research studies etc. will be reviewed to understand the nature,

extent and the process of participation of children particularly those who are from the deprived group. A survey method will be adopted to collect data and information from the schools. Interviews and observations and focused group discussions will also be conducted to collect necessary information. Main focus will given on girls already enrolled in the government school located in the village and data will be collected to find out the trend, issues and challenges involved in their schooling as well as learning. Oral history method will also be used to interview passed out girl students from the selected schools and residing in the selected villages. This will help us in understanding the generational impact (three generations- grandmother, mother and daughter) of education on their lives. Thus the study will be a longitudinal study based on community as well as school survey.

Universe of the Study:

One government school and the village in which the school is located will be selected from each of the three states i.e. Himachal Pradesh, Haryana and Madhya Pradesh for this study. While selecting the schools and villages, population and literacy level of disadvantaged groups including the SCs, STs and other minorities will be taken into consideration. It is also worthwhile to consider female literacy rate and girls' enrolment at the same time.

Sampling Frame and Procedure:

This study is linked with an ongoing study on school participation, being conducted in six states. Out of these states, the sample of villages and schools will be selected from three states: Himachal Pradesh, Haryana and Madhya Pradesh for this proposed study as these states are in different status as far as girls' education is concerned. While girls are found considerably lagging behind boys in terms of access and participation in different stages of school education, Himachal Pradesh is much ahead of these states in terms of various aspects of school education particularly girls' access and retention.

The household survey will be conducted in the sample villages to find out family related factors that determine children's access to and participation in school. In addition, Focus group discussion with community members and interview with selected parents (identified through purposive sampling) will be done for their opinion and to assess their aspiration levels for their son's and daughter's education. The focus of participation of children will be specially limited to the government school (located within the village) which is covered under the above mentioned ongoing study.

Unit of Observation:

Three schools and three villages in which schools are located will be the unit of study. In order to collect data, household survey and school survey both will be conducted in two consecutive years. This will help to understand the issues related to access as well as participation of students attending the schools run by public and private agency. The teachers, parents, VEC and community members will be interviewed using interview schedules and questionnaires. Some information will also be collected through observations and Focus Group Discussion with community members. The perspectives of parents,

teachers, principals and administrators will be taken into consideration on issues pertinent to girls' education.

Sample Size

- First, the data of all students will be collected using student wise roster data from each grade (I-VIII) of each school under study
- Second, all houses of the sample village will be visited to collect preliminary information regarding socio-economic and educational profiles of its residents
- 20% of students of grade VII and VIII (10% girls and 10% boys) will be selected for detailed interview
- 10 girls who have passed out during last three years from each of the selected schools and now are attending higher secondary or higher education will also be interviewed to explore the impact of education on their quality of life and their opinion regarding this.

Table: Sample size (approximate) of the units of observations/Respondents to be used in the study

No. of Villages	No. of Households	No. of Schools	No. of Students	No. of girls	20% of grade VII and VIII students from selected schools		Number of passed out girl students for interview	Number of grand/mothers and elder female siblings of passed out girl students for interview
					10% Girls	10%Boys	All girls	All females
3	998	3	868	431	18	19	30	Around 10 (based on availability)

Data Collection and Analysis

Apart from the initial data collected on selected indicators, further information will be collected using interview schedules and structured questionnaires. For different groups of respondents, separate questionnaire and interview schedule will be developed. An observation schedule will also be developed for conducting in-depth observation. Appropriate statistical methods will be used to analyze and interpret the collected data.

Research Team

A team will be engaged to conduct this study. Apart from Research-in-charge, one consultant, three junior project consultants, and two computer operators will be appointed at NIEPA. A few field investigators at the local level will be appointed to interact with the people (community members, teachers, children, parents) in the study area.

Time Frame: **Duration: 3 years**

- Literature survey and secondary data analysis: six months
- preparation and finalization of Questionnaires: six months
- Field Work (first and second round): six months
- Data cleaning and entry: six months
- Preparation of report: six months
- finalization of report: six months

Total Budget Proposal for the project period of Three Years (36 Months)

Items	Break-up of the budget	No. of personnel at present	Total Amount
Salary for one Project Consultant (for 36 months)	Salary@ Rs.45,000/-	1	Rs.16,20,000/-
Salary for Three Project Junior Consultants (for 36 months)	Salary@ Rs.35,000/-	3	Rs. 37,80,000/-
Salary for Three Project Computer Operator (for 36 months)	Salary@ Rs.17,000/-	3	Rs.18,36,000/-
Total Salary		**7**	**Rs.72,36,000/-**
Field work			
Stay arrangements and food for field work	Rs. 2,00,000/-	-	Rs. 2,00,000/-
Travel of project staff and principal investigator (Flight/Train/Bus)	Rs.1,50,000/-	-	Rs.1,50,000/-
Hiring vehicle for field work	Rs.2,00,000/-	-	Rs.2,00,000/-
Local Field Investigators	Rs.2,00,000/- (Salary@1,000/-person per day)	-	Rs.2,00,000/-
Total expenditure for Field work			**Rs. 7,50,000/-**
Stationary, photocopy	Rs.1,00,000/-	-	Rs.1,00,000/-
Editing of Reports and Publications	Rs. 50,000/-		Rs. 50,000/-
Miscellaneous	Rs.1,00,000/-	-	Rs.1,00,000/
Total expenditure for Miscellaneous and stationary etc.			**Rs. 2,50,000/**
Total expenditure			**Rs.82,36,000/-**
Contingency	**10%**		**Rs.8,23,600/-**
Grand Total			**Rs.90,59,600/-**

*The salary of project consultant has been calculated on the basis of Rs. 45000/- the average of range Rs. 40000/- to Rs. 49000/- as per NIEPA rule.
*The salary of project junior consultant has been calculated on the basis of Rs. 35000/- the average of range Rs. 30000/- to Rs. 39000/- as per NIEPA rule.

Governance, Management and leadership for Quality Early Childhood Education in Odisha. (revised proposal)

Dr. Rasmita Das Swain

Education is basic human right and no child, youth or adult should be excluded from learning opportunities that will allow him or her or to live decently, access and exercise they rights, and engage in civic life. It is critical for expending quality education to provide equitable and relevant learning opportunities to all and children must benefit from quality learning opportunities for sustainable development and peace (UNSECO, 2014-2021, Medium-term strategy). Quality ECE is useful in promoting healthy development, promotes transition in to primary school with positive socio-emotional and academic benefits for learner of all abilities. UNSECO studies have reported that ECE investment have significantly greater positive long term effects on the productivity and returns in later adulthood above and beyond other educational investments (vogel i.e. 2010). Spending per student in low income countries should increase, on average more than 3 times what is currently spent, with prioritization towards ECE (UNSECO report 2007). This financial need requires greater pulling of resources through crosssector committees represented by education, health, family welfare and other ECE related services. It is important for convergence and coordination of all sectors where disadvantage children who most need ECCE programme (UNESCO 2007).

Education for All' Global Monitoring Reports (EFA GMR) 2005 has recognized ECCE is globally a crucial element for improving school preparedness and psycho-social development of children. In the World Education Forum 2015, the central role of education in sustainable development has been clearly reaffirmed. The Sustainable Development Goal 4 out of 17 identified goals, encapsulates that '*All girls and boys complete affordable and high quality early childhood development programs, and primary and secondary education to prepare them for the challenges of modern life and decent livelihoods. All youth and adults have access to continuous lifelong learning to acquire functional literacy, numeracy, and skills to a living through decent employment or self—employment' (SDSN, 2014: An Action Agenda for Sustainable Development).*

  The Government of India approved the National ECCE Policy and, inter alia, notified the National Curriculum Framework and Quality Standards for ECCE in 2013. Currently, the Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha - an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).It will be implemented as a Centrally Sponsored Scheme by the Department through a single State Implementation Society (SIS) at the State level.

The Ministry of Women and Child Development (MWCD) as the nodal department for ECCE and Integrated Child Development Services (ICDS) programme, which is a centrally sponsored and State administered ECCE programme, covering around 38 million children through a network of almost 1.4 million anganwadi centers became the delivery vehicle. ICDS includes delivery of an integrated package of services such as supplementary nutrition, immunization, health checkup, preschool education, referral services and nutrition & health education. The delivery of preschool education is also carried out by community-based child development support through Accredited Social Health Activists; and the Rajiv Gandhi National Creche Scheme. There has been visible improvement in enrolment at pre-primary, primary level and retention in primary grades but not without substantial disparity across and within Indian States on quality.

MWCD has developed 08 Quality Standards as it recognizes the synergistic and interdependent relationship between health, nutrition, psycho-social, emotional and educational needs of the child. Given the multi-sectoral nature of early childhood care and education, linkages and coordination are needed among various Ministries and Departments both vertically i.e. national to local level and horizontally in line Departments. The weak implementation of policy provisions and flagship programmes including RTE Act, National ECCE Policy and ICDS lacking inter-sectoral and inter-Ministerial convergence are leaving children without adequate services. Basic facilities for organizing ECCE such as infrastructure, health facility, competent and child friendly teachers, their orientation and training, curriculum as well as assessment, monitoring and supervision of ECCE activities continues to pose challenges. The quality standards tend to get compromised at various levels. Therefore, documentation and adoption of good practices in ECCE, research based intervention and making ECCE mandatory in all primary schools and rigorous monitoring would be essential for achieving the goals of quality ECCE by 2030 of Incheon Declaration adopted by World Education Forum 2015.

The national policy on childhood care and education, India, 2013 seek to provide integrated services for holistic development of all children up to six years of age, and lays down the way forward for a comprehensive approach towards ensuring a sound foundation for survival, growth and development of the child, with a focus on early care and learning of every child. The multisectoral ECCE call for improved convergence and coordination between different departments like Ministry of Women and Child Development, Ministry of Human Resources Development, Ministry of Health. The week policy provisions National ECCE policy, RTE Act, SSA, and ICDS led to in adequate services living children to their fate. There are few states how have successfully established ECCE council. Whereas other states still working to make it functional. The governance and management of ECCE policy for effective implementation is crucial for synergetic linkages in various departments.

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Governance is a decision-making process that gets more people and stakeholders involved. The aim is to come up with common good decisions that satisfy the majority. Governance, through citizens' involvement, favours the overall acceptance and makes implementation easier. Taking all dimensions into account promotes the emergence of multiple stakeholders and multilevel governance that is better able to take on challenges. The involvement of citizens enables governance to gain greater acceptance and tackle new issues. Citizens can get involved at every level of governance to make the world they want to see a reality. Leadership for quality ECCE refers to transformation of system for public service delivery with effectiveness. Early childhood governance refers to a state's organizational structure and its placement of authority and accountability for program, policy, financing, and implementation decisions for publicly funded early care and education for children from birth to age five.

Governance also comprises the traditions, institutions and processes that determine how power is exercised, how constituents are given voice and how decisions are made on issues of mutual concern to an array of stakeholders.

States have increasingly sought to develop new governance structures that consolidate authority and oversight of programs and services under one roof. Because current systems of early childhood governance are typically dispersed through multiple agencies and departments, an effective model of governance should create coherence, foster accountability and transparency and improve quality and accessibility.

Leadership

Quality education Quality education is seen as encompassing access, teaching and learning processes and outcomes in a ways that are influenced both the context, processes and outcomes (Global Monitoring Report, 2005).

Governance, management and leadership are interrelated for quality of education.

Objectives

1. To study the ECCE policies, governance structure, processes and management for quality ECCE in Odisha.
2. To study the role of leadership for managing quality ECCE in Odisha.
3. To study the role of regulatory bodies for managing quality ECCE in Odisha.
4. To study effective practices and innovations to monitor quality ECCE.
5. To study the effect of initiatives taken under Samagra Shiksha Abhiyan on governance, management and leadership for quality ECCE.

6. To study the linkages between governance, management and leadership for delivery of quality ECCE.
7. To explore the coordination and convergence provisions and practices in governance and management and related challenges

Methodology

Sample

The study would be exploratory in nature and use primary and secondary data. The primary data would be both quantitative and qualitative. Multi-level mixed method research and stratified random would be used for data generation. Participants would be system level leaders, bureaucrats dealing with ECCE, practioners, parents, community and other agencies engaged for ECCE. The officials of state ECCE councils ,technical partners like Utkal University, SCERT, DIETS Child health and well being practioners, Educational administrators overseeing ECCE at different level will be involved in the research.

Tool

Tool would be constructed and standardized to assess leadership in ECCE.The qualitative data would be collected and later would be quantified. Management of teachers, provisions, system effectiveness, Service delivery, other agencies, parents and community participation would be assessed.(ECCE quality ,MEYERS, 2004both processes and structural dimensions). Suitable Statistical analysis would be used.

Timeline for completion of the Project

Review of Literature--3

Tool construction --------- 3 months
Collection of primary data -----------6 months
Data processing: coding, tabulating and sorting ------ 4 months
Analysis of data and result output-------------- 3 months
Writing report, discussion about findings, editing, typing, binding—5 months

TOTAL—24 Months (2 Years)

Budget

1	Non recurring grant		Books, Patent tools and journals etc.	2,00,000/-	TOTAL
			Voice recorder (5)	50,000/-	2,59,000/-
			Hard-disk (3)	9000/-	
2	Recurring grant	1 Senior consultant	2 Years	40,000*24	9,60,000/-
		4 Junior Consultants	2 Years	30,000*24 =7,20,000/-X4 persons	28,80,000/-
		4 Project Computer operators cum clerks	2 Years	17,000*24= 4,08,000/- X 4 persons	16,32,000/-
		TOTAL	Salary for 2 years		54,72,000/-
		FIELD WORK			
		Workshops for Tool finalisation, Training for data collection by experts, Refreshments			3,00,000/-
		Travel, Food & accommodation			4,00,000/-
		Investigators	Rs.1000/- per day or per person		3,00,000/-
		Total			10,00,000/-

3. Miscellaneous	
Postage Charges, Telephone calls	15,000
Stationary, Questionnaire Print tools(questionnaire and others)	50,000
Photo-copy and Print Report ,editing, binding, Publications	50,000
Workshop for finalisation of reports with stake holders	50,000
Contingency 10%	6,89,600/-
TOTAL	8,54,600/-

Total= 2,59,000/-+54,72,000/-+10,00,000/- + 8,54,000/--=68,96,000/-(INR : Sixty Eight Lacs and Ninety Six Thousands Only)