

Department Advisory Committee

Agenda for DAC

2020-2021

(18-02-2020)



Department of School Non-Formal Education

National Institute of Educational Planning and Administration (NIEPA)

(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi-110016

Contents

Title	Page Number
List of Members of DAC	5
Name of the Faculty	6
Introduction to Department of School and Non -formal Education	9-12
Training Activities Completed and In-Progress (2019-2020)	13-20
Research Studies Approved by Academic Council and In Progress (2019-20)	21-34
Training Activities Proposed (2020-21)	35-52
Research Proposal (2020-21)	53-70

Department of School and Non-formal Education

Agenda for Departmental Advisory Committee Meeting

NIEPA

Members of the Advisory Committee

1. Dr. Satbir Bedi, IAS Chairperson National Council for Teacher Education Hans Bhawan, Wing II, 1, Bahadur Shah Zafar Marg, New Delhi - 110 002 Tel: 011-23370114 Email: cp@ncte-india.org	2. Ms. Anita Karwal, IAS Chairperson Central Board of Secondary Education (CBSE) Shiksha Kendra, 2, Community Centre Preet Vihar Delhi – 110092 Tel: 011-22467263, 22023737, 23220154 Fax: 011-22515826, 23232961 Email: chmn-cbse@nic.in
3. Shri. Santosh Kumar Mall, IAS Commissioner Kendriya Vidyalaya Sangathan, 18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi – 110016 Tel: 011-26512579 Email: commissioner-kvs@gov.in, kvs.commissioner@gmail.com	4. Shri. Biswajit Kumar Singh, I. F. S. Commissioner Navodaya Vidyalaya Samiti, B-15, Institutional Area, Sector-62, Noida, District - Gautam Budh Nagar, Uttar Pradesh, PIN -201307 Phone: 0120-2405180, 2405181 Fax-0120-2405182 Email: comissionernvs@yahoo.co.in
5. Prof. Namita Ranganathan, Department of Education University of Delhi 33, Chhatra Marg Delhi-110007 Mobile no: +91 9811438706 Tel: 27666377, 27667509 Email: tcanamita@reiffmail.com, namita.ranganathan@gmail.com	6. Prof. Minati Panda Zakir Hussain Centre for Educational Studies, School of Social Sciences, Jawaharlal Nehru University, New Delhi 110067 Email: minatipanda@gmail.jnu.ac.in
7. Prof. K. Ramachandran Advisor, IAIEPA, NIEPA New Delhi-110016 M: +91 9650409922 Email: kramachandran@niepa.ac.in	8. Prof. Anjum Sibia Head Planning, Programming, Monitoring and Evaluation Division (PPMED) Mobile No. 09868112911 Email: pamed.ncert@nic.in
9. Dr. Chandra B. Sharma, Chairman, National Institute for Open Schooling (NIOS) NOIDA, India Email: cbsharma01@gmail.com, cbsharma@nios.ac.in Tel: 0120-2403173 Fax: 0120-4089813 Email: cm@nios.ac.in PS to Chairman: 0120-4089802	10. Prof. Aejaz Masih Head Faculty of Education, Jamia Millia Islamia, (JMI) Jamia Nagar, New Delhi-110025 Ph: 011-26911772, 011-26919582 (Direct), 011-26981717, 2100 (Extn) Email: amasih@jmi.ac.in, aejaz_masih@yahoo.com

11.	Prof. Dasyam Venkateshwarlu Director School of Education, Indira Gandhi National Open University, Maidan Garhi New Delhi - 110068 New Delhi, India Ph: 011-29535519, 29572944 Email: dvenkatesh@ignou.ac.in		
------------	---	--	--

NIEPA Faculty

- 1. Prof. Rashmi Diwan**
 Head
 National Centre for School Leadership
 (NCSL)
 National Institute of Educational Planning and
 Administration (NIEPA)
 17-B, Sri Aurobindo Marg,
 NCERT Campus,
 New Delhi-110016
 Mobile: 9871326095
 Email: rashmidiwan@niepa.ac.in
- 2. Prof. K. K. Biswal**
 Professor and Head
 Department of Educational Planning
 National Institute of Educational Planning and
 Administration (NIEPA)
 17-B, Sri Aurobindo Marg,
 NCERT Campus,
 New Delhi-110016
 Mobile: 9811082022
 Email: kkbiswal@niepa.ac.in
- 3. Prof. Veera Gupta**
 Professor
 Educational Policy
 National Institute of Educational Planning and
 Administration (NIEPA)
 17-B, Sri Aurobindo Marg,
 NCERT Campus,
 New Delhi-110016
 Mobile: 09868280240
 Email: veeragupta@niepa.ac.in

Department of School and Non-Formal Education

Name of the faculty members

Prof. Pranati Panda, Professor and Head

Dr. Madhumita Bandyopadhyay, Professor

Dr. Rasmita Das Swain, Associate Professor

Mr. A. N. Ready, Assistant 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 Standards 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 NIEPA.

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. Accordingly, 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 NIEPA. 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 NIEPA 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 Completed and In-Progress
2019-2020**

1. Title of the Programme: National Consultative Meet on the Role of Central Universities in Transforming Teacher Education (Completed)

Programme Coordinator: Prof. Pranati Panda

Venue and Date:

The consultative meet was organised at Indian Habitat Centre (Tamarind Hall), New Delhi on January 20-21, 2020.

Introduction:

Ensuring quality teachers and quality teacher education programmes has been persisting as a fundamental national concern 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. In today's 'outcomes' based climate, teacher education programmes need to continually provide evidence that their programmes and procedures are 'accountable', 'effective' and 'value-added' 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.

In India, improving teachers' quality and enhancing the relevance of teacher education has remained a relentless challenge over many decades (NPE 1968, 1986/1992; NCTE 1998; NCF 2005; NCFTE 2009; NPE (Draft, 2019). The two national policies on education and a series of special commissions and committees have raised fundamental issues relating to teaching profession and teacher education quality and have also given array of recommendations to transform teacher education sector. The role of universities in preparing professionally competent teachers, teacher educators, curriculum developers, educational leaders etc. is highly appreciated internationally. The engagement of universities in research and generation of new knowledge in teacher education is a critical step towards evidence-based policy formulation and developmental strategies. The higher education ecosystem provides an enabling environment that significantly incentivizes the department of education to professionalize teaching and research. As mentioned earlier, university-based teacher education programmes are in operation in state, open, central, deemed to be university and teacher education universities. Many universities are also extending affiliation to large number of teacher education institutions.

Learning Objectives:

- To deliberate on the available policies on Teacher Education to prepare competent and qualified teachers;
- To discuss the critical role of Central Universities in preparing competent and qualified teachers and ensuring the quality of Teacher education programmes;
- To analyze the multidisciplinary approach of Draft of New Education Policy 2019 on Teacher Education.

Participants:

The participants of the consultative meet are the Heads/Dean/Professors from Department of Education/ School of Education of central universities, teacher education universities and selected state universities. Few renowned educationists were invited to enrich the deliberation process. Nearly 70 participants attended the National Consultative Meet.

Major Thematic Areas

1. University Based Teacher Education Programmes: Critical Role in Transforming Teacher Education;
2. Governance, Regulation and Autonomy;
3. Accreditation and Quality Assurance in Teacher Education: Implication on Performance Management;
4. Academic Leadership;
5. Standards and Benchmarking: A Tool for Directional Change;
6. Leading Change in Teacher Education: Policy Problems and Possibilities.

Major Outcomes:

The National Consultative Meet unfolded many unanswered questions and issues in the teacher education sector. It arrived at a few relevant policy recommendations for strengthening of university based teacher education programme in general and DoE of central universities in particular. The proceedings and recommendations emerging from the consultative meet would be documented and shared with policy makers, administrators and academia.

The major recommendations included that the University based teacher education programmes should be treated as nodal agencies to strengthen theory and practice in terms of curriculum, human resource management and institutional performance. In the universities, teacher education encounters over-regulation due to a multilayered governance model and it becomes a barrier as new ideas that come from grassroots are reduced. There should be a decentralization of the multilayered governance and regulatory structure of teacher education. The education department in the university should be given the autonomy to decide the pathways. On the other hand, DOEs of central universities are still struggling to get SOE with well equipped faculty of interdisciplinary background. The field of teacher education are

expected to be linked to broader issues of education and theoretical understanding with a more holistic approach. It was strongly suggested for a development-based policies teacher education regulations and governance. Policy formulation process requires a research-based approach to bridge the communication gap between policymakers, educationists and stakeholders. The academic leadership of teacher education necessitates the involvement of strong academia in developing regulatory framework and decision-making process to bring changes in the teacher education sector. There is immense need for adequacy of faculty in the DoEs of universities. In order to have a multidisciplinary aspect in Teacher Education, there is need to create cross-disciplinary dialogues across the departments of the universities. However, teacher education practices and research need to be strengthened based on evidence based research as policy learning and transformation of teacher education sector.

2. Title of the Programme: Teacher Education Handbook Governance, Regulation and Quality Assurance Volume –(II) (In Progress)

Programme Coordinator: Prof. Pranati Panda

Introduction:

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., 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' to be relevant to meet current and future needs. The assurance in teacher education sector is viewed in narrow perspectives in the Indian context. Teacher education sector in India is continuing as a fundamental national concern for preparing quality teachers. Whilst the high quality teacher education is regarded key to preparing effective and competent teachers, it is imperative to understand the governance and quality assurance mechanism in this sector.

There is little debate in education community regarding the need for directional and sustainable change in teacher education with evidence-based research, policy pronouncements and change management strategies. Efforts are needed to transcend rhetoric and clear demonstration of change. The major challenge therefore is, 'How can the quality of teacher education be assured and a quality culture and improved performance fostered in each institution?'

Learning Objectives:

- Development of handbook on 'Teacher Education: Governance, Regulation and Quality Assurance' is in process.

- To establish a 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.

Progress:

- One author workshop has been conducted to develop and deliberate thematic areas and content outline of the respective chapters.
- 21 Authors have committed to contribute chapters in the handbook under various themes.
- Considerable number of chapters for the handbook has been received from the authors.

3. Title of the Programme: Development of Training Module on School Evaluation for Improvement (In Progress)

Programme Coordinator: Prof. Pranati Panda

Introduction:

Improving quality and performance of schools have been continuously reaffirmed in all the policy pronouncements. The school education system in India is witnessing speedy expansion coupled with increasing diversity of student population. The complexity of diversified context (rural, urban and tribal), composition of schools (large and small) and conditions (provisioning) are major challenges to achieve equitable quality education for all children in India. Rights Based Approach to elementary education through enactment of Right to Education Act (2009) has emphasized accountability of schools. Policy documents continue to emphasize access to schooling and concurrently aim to achieve quality in school education. Holistic school quality improvement has taken centre stage in the educational reform. Towards this, there is a need for monitoring how our schools are performing and whether our learners are meeting standards that are required at different stages of learning process. There is a strong demand to upgrade the skill in the area of assessment. This course has been developed in partnership with industry, to help meet the global demand for skilled assessors. The purpose of this online course is to provide aspiring and practicing educators, educational leaders and others invested in schools with the practical knowledge and skills needed to engage in valid and ethical assessment practices that guide decision making to inform teaching practices and school/district policies.

Learning Objectives:

The development of modules aims at:

- developing a perspective on school performance and evaluation for quality improvement;
- building capacity of professionals in school evaluation;

- creating a cadre of school assessors with requisite knowledge, attitude and competencies;
- facilitating effective implementation for institutionalization of school evaluation for improvement;
- reaching out to critical mass through modules for wider reach.

Progress:

A two-day workshop was conducted for deliberation and discussion on the structure nature and themes of the modules. The themes identified for the modules are:

Module I: Understanding School System: School Effectiveness and Improvement

Module II: School Evaluation: Concept, Models and Dimensions

Module III (A): Methodology of School Evaluation with special focus on Shaala Siddhi (Part I)

Module III (B): Methodology of School Evaluation with special focus on Shaala Siddhi (Part II)

Special focus on Key Domains/ Performances

- 3.1 Enabling Resources of School: Availability, Adequacy and Usability
- 3.2 Teaching-learning and Assessment
- 3.3 Learners' Progress, Attainment and Development
- 3.4 Managing Teacher Performance and Professional Development
- 3.5 School Leadership and Management
- 3.6 Inclusion, Health and Safety
- 3.7 Productive Community Participation

Module IV: Modes of School Evaluation- Processes and Practices of Self & External Evaluation

Module V: Beyond School Evaluation: Actions towards Evidence-based School Improvement

Module VI: Uses of School Performance analyses for quality improvement

In total 12 modules are to be developed. Few initial drafts of Modules have been prepared.

Expected Outcomes:

- Modules will be developed for school assessors to facilitate the process school evaluation and improvement process ;

- The modules shall act as an enabling tool to conduct self and external evaluation with defined competencies and skills;
- The module shall identify the appropriate criteria and methodologies for school evaluation and improvement;

4. National Workshop on Systemic Reforms for Management of Quality Early Childhood Care and Education (ECCE) in India (Completed)

Programme Coordinator: Dr. Rasmita Das Swain

Date: 06-08 January, 2020

Venue: Room No. 212, NIEPA, New Delhi

Introduction:

India is home to approximately 158 million children under the age of six. Of this, total child population more than 117 million live in rural areas, and around 19.8 million children below six are undernourished with as high as 35% of underweight children in 0-5 years. The provision of quality early care and education to such a vast population of children however poses challenges owing to huge demographic, economic and socio-cultural diversities in the country. Other obstacles like high levels of malnutrition, low birth weight, low maternal literacy, and poor access to maternal and infant health care set the stage for India's challenging path in achieving universal access to ECCE. Additionally, there are huge variations in the quality of provisioning ECCE services by the government due to inadequate monitoring and lack of clear accountability resulting low accessibility and poor ECCE sector. The private sector has gradually occupied the space of government because of deficient services in the sector. The systemic challenges like paucity of resources, lack of trained personnel make the constraints facing ECCE more stubborn. Globally 175 million pre-primary age children are not in pre-primary education. In low-income countries, only 1 in 5 children is enrolled. According to an estimate by UNESCO, 5.7 times more pre-primary places are required across the globe to achieve universal access by 2030. All these challenge together call for systemic reforms of quantitative and qualitative nature. While quantitative reforms may include increasing the provision of ECCE services, appointing adequate ECCE staff, increased financing, and incorporation of data-based evidences for quality improvement. The qualitative reforms may encompass governance related reforms, community engagement through advocacy and strengthening contextualized innovations in the sector. Recognizing the urgent need for a systemic reform of the ECCE sector, the Government of India through its Union Budget 2018-19 has treated school education without segmentation and holistically from pre-nursery to Class 12. Samagra Shiksha may be

seen as an attempt to achieve whole system reform. The path to systemic reform necessitates a multi-pronged path of future development and the workshop organised to delve on the issues of governance, management, Professionalisation, learning outcomes and inclusion as regards to the ECCE sector.

Objectives

- 1) To deliberate on the available policies relating to ECE
- 2) To Organize the participants about systemic reforms that are required to deal with issues pertaining to the governance and management of ECE.
- 3) To understand the role of state governments for quality ECE
- 4) To deliberate on the concept of professionalism and its impact on holistic child development, inclusiveness and outcome-oriented ECE.
- 5) To share the effective practices and enablers of quality across ECE management.

Methodology

The workshop was based on panel discussion, special lecturers, sharing state experiences, group work, theme based case studies and situational analysis. The participants became familiar with national policies, practices, and strategic preparedness for implementation as well as to deliver quality ECCE.

Target Group

The participants of the workshop were the officials of Samagra Shiksha responsible for ECCE, Women and Child Development departments, SCERTs, DIETs, and SIEs. There were representation from 26 states and 30 delegates.

Experts/Resource Person

Resource persons were from different departments of NIEPA, NCERT, Jamia Millia Islamia University, National Institute of Public Cooperation and Child Development (NIPCCD), Center for Early Childhood Education and Development of Ambedkar University, World Bank, UNICEF, Disability – Child Rights Commission and other relevant Organizations.

Reading Material

The participants were provided with select printed reading material and the soft copy of additional reference materials, PPT's of different states presented during the workshop.

Date and Venue:

Date: 06-08 January, 2020, Venue: Room No. 212, NIEPA, New Delhi

Competencies Developed and Major Outcomes:

The participants/ practioners became familiar with national policies, practices, and strategic preparedness for implementation leading to effective delivery of quality ECCE. It provided a platform for sharing and showcasing the best practices of states. It also broadens the skills in how to analyse the current status of ECE in their states and key processes that are needed to integrate pre-primary education to school education. It created awareness for ‘behaving professionally’ unraveling the dedication, commitment, managerial skills, standards of behavior and a strong service ethics. The workshop also encouraged participants to reflect upon how to support the implementation of programmes with available organizational arrangements for *mainstreaming early childhood education into school education to help and give all children the best start in life.*

It was emerged in the course of discussion that there are overlaps as regards to age of admission in class 1 (RTE provides for 6 to 14 years children); 2.quality of holistic ECCE – care, development and education. 3. Duration of the programme- 4 hours/6 hours / day care in pre-primary classes in primary schools;4.Infrastructure – meeting basic standards of safety, hygiene and sanitation. 5. Curriculum-developmentally appropriate, activity /enquiry based; thematic; in continuum with curriculum of class 1 and 2. 5. Teachers and other staff – Pupil adult ratio; professional qualifications; AWW/preschool teacher and Professional development including academic support and mentoring – AWTC/DIET/BRC/CRC. 7. Challenges relating to Systemic support – administration by WCD and School Education, Governance: role of WCD and School Education departments. 8. There are problems relating to Community level – School Management Committees/ Panchayat 9. Financial support – ICDS/School Education. The participants developed a clear vision to change the sector towards better quality and effective service delivery.

The major recommendations emerged included that the concurrence between State Education Departments and ICDS Department for ECCE, regular inter departmental meetings at the State, district and block level between School Education officials and the ICDS programme; making the Principal/headmaster of Primary School responsible for education component of anganwadi; designating one of the existing primary school teachers as in charge of Preschool;rrepresentative of ICDS programme will be on the State Level Executive Committee of school education and District Implementation Committee. Additionally, Coordination between MHRD and MWCD (National and State);ensuring age for admission in Class 1 will need to be mandated as 6-years; Pre-school and grade 1 and 2 curriculum to be in a continuum; States to have one common pre-school curriculum for anganwadi centres and pre-school classes; mapping the operational issues related to co-location model; dedicated teachers for pre-school classes in schools ;supportive supervision – fill vacancies, orientation of CRC/BRC; strengthening teacher education programmes; regulatory mechanism needed to ensure quality ECE by all service providers; EMIS and data management for pre-school programmes in the country; Share state specific initiatives, resources and practices; Parental awareness for developmentally appropriate pre-school programme etc. The multi-sectorial, multi –cultural and multi-disciplinary nature of ECCE warrants contextualized empirical studies relating- how ECE personnel engage children in mutual developmental activities.

5. Workshop on Improving Participation of Children in Elementary Schools in India, 27 - 31 May, 2019.

Coordinator: Prof. Madhumita Bandyopadhyay

Introduction:

NIEPA in view of importance of regular participation of children and improvement in their learning achievement, a series of workshops is being conducted at NIEPA by involving stakeholders who work close to schools in this regard. This workshop was organized as a follow up of the then undergoing a Participatory Action Research project to understand the process of improving schools and participation of children in the context of schools. This workshop intended to share the preliminary findings of study with the functionaries involved in the research from six states selected for the study.

Objectives of the workshop were:

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

1. To share the report of the ongoing study in six states;
2. To discuss the process of planning and implementation of different activities for improving school as well as participation of children in sample schools; and
3. To provide inputs for preparing Action Plan for further improvement of participation of children in schools.

A team comprising of District and Block level officers **who had already** participated in the workshops conducted since January, 2014 along with few selected school heads (who were involved in the intervention process with DEOs/BEOs) attended this workshop. Altogether, approximately **23 participants** from different states attended this workshop.

Major Outcomes:

- The workshop provided an insight into the process of overall development of schools where the participants had already taken different initiatives for improving the participation of the children in schools.
- A consolidated report was developed based on the deliberations and discussions in the workshop.
- Each Block Education Officer evaluated the work they had done so far and prepared a school development plan for further improvement of the schools as well as for expansion of these activities in other schools under their jurisdiction.

- Participants recommended that such type of work should be expanded to other schools and blocks to improve school education quality.

6. Training Programme on Using Indicators in Planning and Monitoring of School Education

Programme Coordinator: Mr. A. N. Ready

Date Venue: *December 16-20, 2019, NIEPA*

Introduction:

The last more than two and half decades have witnessed a number of large scale interventions to expand and universalize elementary and secondary education. The interventions were target oriented, time bound and require up-to-date data and indicators for planning, implementation and monitoring. The personnel involved in planning, implementation and monitoring of these interventions and also those in collection and dissemination of data need to be equipped with latest knowledge and skills in using data and indicators to discharge their tasks. Keeping this in view the NIEPA has been organizing training programmes on using data to impart knowledge and skills to use data and indicators in planning and monitoring albeit separately for personnel involved in elementary and secondary education respectively for the last more than a decade. It is increasingly realized that the planning and monitoring of elementary and secondary cannot be undertaken in isolation of each other as the personnel involved, data collection mechanisms and data requirements overlap considerably. In fact planning of secondary education can only be undertaken taking into account the achievements in elementary education. Further, the Education SDG adopted recently that aim at ensuring ‘all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes’ have reiterated the need to see primary and secondary education as one integral whole.

Keeping these linkages in mind, we have been organizing training programme on using indicators in planning and monitoring of school education covering both elementary and secondary education for the three years. During the year 2019-20 we organized the *training programme on Using Indicators in Planning and Monitoring of School Education on December 16-20, 2019 at NIEPA, New Delhi.*

The training programme aims at

- Familiarizing the participants with various sources of data on elementary and secondary education;
- Equipping the participants with competencies and skills to calculate various indicators including Education SDG indicators that can be used in planning and monitoring of elementary and secondary education at state and district levels

Themes

The following themes have been covered in the programme

- Importance of universal elementary and secondary education in the emerging context and different components of universal secondary education
- Monitoring Right to Education
- Importance of data, and data requirements in planning and monitoring of different initiatives including *Samagra Shiksha* and different sources of data
- Using different indicators in planning and monitoring of progress towards universal elementary and secondary education
- Methodology of calculating different indicators relating to universal elementary and secondary education
- Education SDG and Indicators

Methodology

The programme was based on lecture/demonstrations, group and practical exercises and presentation by participants. The participants were given ample opportunities to familiarize themselves with different data sources and methodology of calculating indicators. The participants have made presentations based on group work.

Target Group

The participants of the programme include Joint Directors and other senior officers dealing with planning and statistics of elementary and secondary education from State Governments, MIS and planning coordinators of *Samagra Shiksha*, have also participated in the programme. In all 35 participants from more than 15 states have participated in the programme

Resource Persons

Resource persons for the training programme are drawn from Department of School and Non-formal Education and other departments of NIEPA.

Reading Material

The participants shall be provided select reading material in print and additional readings in soft form.

7. Two filed level training programmes one in Lakshadweep and the other in Puducherry were successfully conducted

Programme Coordinator: Mr. A. N. Ready

8. National Workshop on Education SDGs: Current status and Emerging Challenges shall be held on March 30-31, 2020.

Programme Coordinator: Mr. A. N. Ready

**Research Studies Approved by Academic Council
Completed and In Progress
2019-20**

1. Participatory Action Research for Improvement of School Participation of Children at the Elementary Level in India, NIEPA funded (Completed)

Principal Investigator: Prof. Madhumita Bandyopadhyay

Date of Submission: 11 September, 2019

Introduction:

The project focused 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 main focus of the project had been on students' participation in schools encompassing various aspects of participation: regular attendance of students and their learning achievement, completion and transition to the next level. The project was implemented at school level for which sample of 42 schools was selected from six different Indian states. The project was initiated with a series of workshops in the years- 2012 onwards till 2015 focusing on orienting participants from 16 states to improve school participation of elementary school students. The six states for the study were selected on the basis of the willingness expressed by the participants. The study was then followed up by the interventions made in the selected schools by the participants, who were block level officials in the selected six states. The research team has made two rounds of visits to collect data from the six selected states- Himachal Pradesh, Haryana, Karnataka, Mizoram and Odisha. The first visit was made in the year; 2016-17 and second visit was made in the year 2018-19. Second visit was conducted not only to track the progress of school functioning but also to track students' transition from primary to elementary levels which also reflected on the issue of drop-out. The data involved informal interactions and interviews with students and teachers and also classroom observations to understand the teaching learning process in the school. Some of the narratives were used to develop case-studies of students to reflect on the unaddressed or addressed factors influencing school 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.

Methodology:

This study includes 22 focus and 20 non focus schools as mentioned earlier. Thus, there were 42 schools from six different states, selected for the study. **‘School’ was taken as the unit of implementation of the research.** Initially, a suggestive guideline was provided to the selected schools to initiate the change process. Further, improvement through school based planning (institutional planning) was done to meet the objectives. Two rounds of fieldwork were conducted in the six selected states- Himachal Pradesh, Haryana, Karnataka, Mizoram, Madhya Pradesh and Odisha in the years- 2016-17 and 2018-19. Data was gathered through various tools- questionnaires, interviews, focus group discussions, assessment test, school data format, student data format and field notes.

Findings:

The schools covered under study have shown improvement in different aspects, which are visible in terms of provisioning of good infrastructure, increase in the number of teachers, constitution of SMCs and its regular and proper functioning, increase in regular attendance rate, progress in learning achievements and so on. The study revealed that there is a great scope of improvement and also sustaining the impact of the interventions.

On the status of teachers reflected a lot about the grim situation regarding the shortage of teachers in the schools under study. The data on the availability of teachers was examined in the light of RTE norms, i.e. Pupil Teacher Ratio. With few exceptions, all the teachers in all the states were educationally and professionally qualified. Interestingly, despite better educational and professional qualification of teachers in Madhya Pradesh, Haryana and Himachal Pradesh, teaching learning process was found to be more constructive and engaging in Karnataka and Mizoram. Another critical concern is the status of in-service teacher training, as due to shortage of teachers and also shortage of classrooms, many schools were found to have multi-grade classrooms and so the teachers were not trained to address the learning needs of all learners. Thus, teachers expressed the need to have need-based in-service teacher training and also training to teach in a multi-grade classroom.

While in Karnataka, greater emphasis is laid on the availability and use of teaching learning material in every classroom. In Mizoram on the other hand, teachers in Science teaching were not using teaching learning material but in English teaching, teachers as well as students were found to be more engaging and participating.

On the role of administrators, the Block level officers shared their concern about the challenges they face while making efforts to address the problems faced by the schools. Field visits revealed many problems related to the availability of infrastructure in some schools about which the participants were either not aware of or didn't consider as problems hindering school functioning and school participation. Like shortage of basic infrastructure- dimly lit classrooms, no grade wise classrooms. On the contrary, while reflecting on the interventions made, they stated that, it is very difficult to sustain their efforts which they

make to change the situation at the school level. It requires frequent visit to each school but, it was difficult for them to visit each school located in their jurisdiction due to their engagement in different activities other than education. The study thus revealed about the considerable gap in terms of distance as well as information related to school for the administrators working at different levels. So, it may be possible to bridge this gap by continuous interaction of administrators with head-teachers, teachers and SMC members for which appropriate mechanism has to be developed.

On children's Participation, study observed that improvement could take place in the selected sample schools with reference to enrolment, attendance or absenteeism and learning outcome of children for which data were collected through two rounds survey. The efforts can be seen in case of Mizoram, Madhya Pradesh and Odisha, where an increase in total enrolment of schools covered under study have been observed from baseline to end line survey. However, on the contrary, a major decline in the enrolment of other schools selected from Himachal Pradesh, Karnataka and Haryana was found though, almost all of them are still studying but in other government schools as reported by teachers and many of them were tracked as well to find out their progress in learning. From the gender perspective, it was revealed in the study that, girls' share is around 50% in total enrolment in majority of schools from selected states.

Further, a section on socio-economic and parental background (educational and occupational backgrounds) was also included in this research study. It was found that in all states particularly in Karnataka, a substantial proportion of children in these government schools were from households with BPL category or poor economic condition indicating that parents with better economic status preferred to send their children in private schools.

Students' Attendance and Absenteeism, study found on an average, more girls than boys remained absent from schools from longer period and those who remained absent for longer period of time are mainly from socially deprived group provided the schools they attend. However, Himachal Pradesh and Odisha have witnessed a substantial increase in the proportion of absentee children from general category as well while, on the other hand, Mizoram has experienced a great fall in the absenteeism among such children. It is worthy to mention that there are two focus schools namely GPS Taradevi in Himachal Pradesh and GHPS Chattobanahalli in Karnataka, where a substantial rise was observed in the number of regular attendees. In addition, almost all schools of Mizoram except GPS Bawngkawn maintained high attendance of children but these schools experienced slight decline in proportion of regular attendees from baseline to end line survey.

The findings on **learning Outcomes** showed that proficiency in English language is a matter of concern in most of the states except Mizoram where majority of children have gained the functional/basic knowledge in this subject. In addition to English, these students have also shown better performance in Mathematics and Mother Tongue (Mizo) as compared to their counterpart in other states under study. Since, 27 out of 43 schools under study were providing upper primary education so it is a matter of concern that even after attending

primary education, a huge number of children who are enrolled in grade VII and even in grade VIII could not acquire the fundamental skills in these three subjects. It is to be noted that majority of children in general have performed better in both Mother Tongue and Mathematics as compared to English. Several children were found performing better in tests conducted during end line survey and could improve their score in Mother Tongue and Mathematics. However, the children in Madhya Pradesh were found to be lagging behind in all subjects especially in English during both surveys.

Policy Implications:

1. More attention needs to be paid on development of leadership quality of BEOs enabling them to handle management of system and schools.
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-utilization of available space to improve school environment as improvement of children's participation depends on improvement of school itself.

Further Research:

This kind of participatory action research needs to be adapted in schools by school authority and teachers for improving schools and learners by introducing an in-service teacher training for teachers and school heads along with on the job training for improvement of school participation of children and quality of school education.

2. A Comparative Study on Girls' Education in Himachal Pradesh, Haryana and Madhya Pradesh, NIEPA funded (In-Progress)

Principal Investigator: Prof. Madhumita Bandyopadhyay

Duration of Research Project: 2 September 2019 to 30 April, 2022 (32 months)

Introduction:

The proposed study is an extension to the recently completed study (Bandyopadhyay, 2019), titled as - *Participatory Action Project for Improving Participation of Children in Elementary Schools*, undertaken in six Indian states- Himachal Pradesh, Haryana, Karnataka, Mizoram, Madhya Pradesh and Odisha on improving school participation of children. Drawing from some of its prominent findings, it is observed that there has been improvement in girls' enrolment over the years but household chores including sibling care obstructs more for girls in regular attending the school. In the same study, child labour issue has also emerged as one of the critical reasons that hinder children' school attendance. This study has also found inadequate deployment of female teachers that has an impact on enrolment and attendance of girl children in some of the schools in Haryana and Madhya Pradesh. Followed by this, the issue of drop-out after completing elementary schooling among girls was observed in one of the schools in Madhya Pradesh (36 percent). The situation confirms to the lack of gender-responsive schooling for girls enrolled in the State.

The proposed study has selected three states- Himachal Pradesh, Haryana and Madhya Pradesh, on the basis of different rationales drawn from the status of girls' education in the states and particularly from the ongoing study mentioned above. Himachal Pradesh, despite being well endowed with better literacy rate, with no major barrier for children, especially girls in accessing education, there has been greater attraction among parents (natives) towards private schools. The study highlighted significant enrolment of children belonging to migrant families and also the issue of absenteeism in the government visited schools of Himachal Pradesh, which had been largely due to migration of the families (largely constitute inhabitants from outside states). Madhya Pradesh, especially in the tribal pockets, study observed significant drop-out of girls who are prone to early marriages in later stage; the finding corresponds to the higher incidences of early marriages (NFHS-4, 2014-15).

The proposed study thus, intends to undertake a longitudinal study in the selected states to offer an in depth and holistic understanding on the scope and relevance of education for girls, their parents and the community.

Objectives:

Following objectives have been set for the study:

1. To examine the impact of different policy initiatives and interventions (innovative and best practices) made by government on education of girls,
2. To find out the present status of girls' education in the area under study
3. To understand the importance given on girls' education and inter generational change in parental and the community's attitude towards girls' education
4. To study the determining factors (societal norms, school and family related factors and so on) for girls' enrollment, retention and learning achievement
5. To recommend further initiatives to promote girls' education and gender equity in and through education.

Study Area:

The study area has been selected from Himachal Pradesh, Haryana and Madhya Pradesh. While Himachal Pradesh 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.

Present Status of the Project:

- Tools are being developed in the form of –
 - I. Household survey (Being finalized),
 - II. School survey (being finalized),
 - III. Questionnaires and Individual interview schedules for – parents, students and teachers (under preparation)
- Relevant literature reviews are being collected by the research team for the study.
- Fieldwork is being planned and it will start soon.

3. Title of the Programme: A Study of Governance Regulation and Quality Assurance of teacher Education in India (Re-scheduling of time line)

Programme Coordinator: Prof. Pranati Panda

Duration: The re -scheduling of the research project time line is for 15 months (April 2020 – June 2021)

Introduction:

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 programmes is being delivered at the beginning of this decade. The present diverse set of teacher education institutions include government managed (State and Centre), university managed (State, Open and Central), privately managed institutions. As part of the overhauling process of teacher education sector, nearly 548 DIETs, 120 CTEs, 31 IASEs and 21 BIETs are established across the states with the support of the Centrally Sponsored Scheme. There are more than 160 state universities and 31 deemed to be universities offering courses in education. Similarly 37 central universities have Department of Education (DoE)/ School of Education (SoE) offering different courses of teacher education. Overall, there are nearly 16,917 teacher education institutions offering 15 types of teacher education courses. All these programmes are preparing 19, 22,958 teachers annually across all levels.

A straightjacket regulatory framework of National Council for teacher education is applicable to all the diversified teacher education programs for recognition affiliation and inspection. Governance, regulation and quality assurance are perceived as critical to teacher education. To enable these measures of effectiveness, teacher education sector has to redefine the conceptual framework, methodology and mechanism for improving the quality and institutional performance.

National Council for teacher education clearly articulate the critical role of NCTE as regulatory body to define standards and norms provide recognition to Institution and do inspection to ensure quality in teacher education. The Justice Verma report clearly states that in consonance with the policy of liberalization and privatisation 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 new Framework for undertaking inspection of recognised Institutions with enhanced focus on process parameters to ascertain the quality of teacher education Institutions, for that it emphasizes on accreditation as a tool of quality

assurance. The quality assurance and accreditation is done through the National Assessment and Accreditation Council (NAAC) as 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 has limited impact on quality assurance. The need for quality assurance in teacher education has remained as the weakest zone in the teacher education sector. It is strongly believed over the years that a single agenda of regulatory reforms will ensure improvement in teacher education. The major challenge is ‘how the quality of teacher education can be assured fostering the quality culture and improved performance of each institution?’

Major Objectives:

- To study the current policies and practices of governance of teacher education institutions (TEIs)
- To explore the role of central regulatory authority and states in managing teacher education programmes and institutions.
- To understand the mechanism and processes for taking decisions for affiliation and regulation of teacher education
- To study available institutional framework and guidelines to prepare competent and qualified teachers and quality of teacher education.
- To map the current procedure of quality assurance its conceptual framework model and use of feedback report for improving the quality of teacher education programme.
- To study the impact of regulation and quality assurance processes on improving the performance of teacher education institutions and courses.

Methodology:

The study is covering all the states and UTs of India. The selected case studies will be conducted in four states Maharashtra, Odisha, Tamil Nadu and North Eastern States. The primary data will be collected 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 generalisations.

Progress:

The review of available articles, documents and research studies in the area of governance regulation and quality assurance in teacher education from the national and international perspectives are completed. Based on the deliberations of National Consultative Meet on teacher education, a detailed draft questionnaire has been developed. As a part of development tool a preliminary questionnaire on governance, regulation and quality assurance of teacher education has been prepared, to gather responses and deeper insights

with regard to policy and practices in teacher education. A database is generated to explore the varied dimensions of teacher education sector. Further the collected data has been segregated according to different states to see the state wise variation and complexities in domain of teacher education.

4. Title of the Programme: Critical Assessment of Participation of Children in Education in Urban Slums in India (In progress)

Principal Investigator: Dr. Sunita Chugh

Introduction:

The project is being carried out in ten cities (Hyderabad, Bhubaneswar, Raipur, Mumbai, Kolkata, Lucknow, Bhopal, Kanpur, Ludhiana, and Delhi) across the country in collaboration with local institutions and researchers.

Data collection from households has been completed in all cities. Visited few cities to oversee the data collection process

Draft reports have been prepared by analyzing household data for city of Lucknow, Bhopal, Kanpur, Ludhiana, and Delhi.

Profile of nine cities has been prepared on the basis of secondary data (Census and city reports).

Objectives:

Following objectives have been set for the study:

- To explore the transparency in the formation, composition and functioning of School Management Committees (SMCs) in India.
- To understand the accountability of the schools heads towards the SMC
- to study the awareness levels of SMC members about their roles and responsibilities
- To study the modality of capacity building of SMC members to perform their assigned functions effectively.

5. Title of the Programme: Open Government in Education: Learning from Experiences: A study on Transparency and Accountability in Functioning of School Management Committees in India (In Progress)

Principal Investigator: Dr. Sunita Chugh

Introduction:

Conceptual Framework on Transparency and Accountability in Functioning of SMCs has been prepared

Review of the Literature is in progress- Studies are classified into different themes and around 35 research studies/monograph has been reviewed.

Questionnaire for collection of primary data has been prepared and shared with IIEP, Paris Team Members.

Discussion with the education Department of Delhi has been held and the data collection will begin by February 17, 2020.

Draft report will be prepared by end of March

Objectives:

Following objectives have been set for the study:

- To explore the transparency in the formation, composition and functioning of School Management Committees (SMCs) in India.
- To understand the accountability of the schools heads towards the SMC
- to study the awareness levels of SMC members about their roles and responsibilities
- To study the modality of capacity building of SMC members to perform their assigned functions effectively.

6. Title of the Programme: ‘Examining the Impact of Teacher transfer drive in Haryana on Pupil Teacher Ratio and Learning Outcomes’

Principal Investigator: A. N. Reddy

Co-investigator ‘Examining the Impact of Teacher transfer drive in Haryana on Pupil Teacher Ratio and Learning Outcomes’ with colleagues in Ashoka University, Haryana, ISI, New Delhi and ISB, Hyderabad with funding from Haryana Chief Minister Good Governance Associates programme. The project is located in Ashoka University. The project is in progress. The data on transfers by school wise has been compiled. Preliminary

regressions to examine the impact of transfers on school outcomes (measured in terms of passouts at grade 5) were already run. It is generally found that transfers though improves PTR at schools but has disrupting effect in both kinds of schools i.e. transfer in and out schools. We are examining long term impact of school transfers on outcomes.

**Training Activities Proposed
2020-21**

1. Title of the Programme: International Conference on School Evaluation for Quality Improvement, November, 2020. (Deferred)

Programme Coordinator: Prof. Pranati Panda, Dr. Rasmita Das Swain and Mr. A. N. Reedy

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. Shaala 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.

Learning Objectives:

The objectives of the Conference are to:

- Provide platform for knowledge sharing about research, policy and practices on school Evaluation and improvement of developed and developing countries.
- Explore context specific conceptual, methodological and evaluation related experiences
- Explore performance based educational policies for future of developing countries especially South Asian countries.

Target Participants:

It is designed to create a platform for policymakers, researchers and education practitioners to have deliberations upon various types and nature of school evaluation, school practices and how school evaluation can be leveraged at scale to ensure equity and quality in education. 20 International and National experts who have extensively work in the area of quality education and school improvement will be deliberating on different thematic area. Along with this, 50 participants having expertise in the area of school education, quality education and school improvement from educational institution like IASE, NCERT, SCERT and state officials will be participating on invitation.

Themes and sub-themes

The International Conference revolves around the following theme:

Themes I: Quality School Education and School Performance and Evaluation

Sub themes:

1. School Evaluation: Model, Practices & outcome
2. Evaluation and System Improvement
3. School based processes for Effective learning outcomes.
4. School Performance and Professional Development

Theme II: Systemic Reform for School Improvement

Sub themes:

1. Improving instructional practice and building networks between schools
2. Community Participation and School Governance
3. Leadership and building School wide capacity for improvement
4. Institutionalization of School Improvement

Theme III: School Accountability and School Effectiveness

Sub themes:

1. Sharing knowledge to improve evidence-based decision making practices in education

2. School Autonomy, accountability
3. Professional Learning Community in Relation to School Effectiveness
4. Strategic Leadership and School-based Accountability

Theme IV: School Improvement and Sustainable development

Sub themes:

1. Partnering for Innovative Change
2. Innovative Culture for School Transformation
3. 3P Network for sustainable school improvement
4. Leadership and Sustainable quality improvement

Expected Outcomes:

The intended outcomes from the deliberation in this conference will be transformed in the form of chapters in book. Chapters will be contributed by 15 each International and Indian author (total 30) who have extensive work in the area of school quality and school improvement.

Venue and stay:

The conference will be hosted by National Institute of Educational Planning and Administration (NIEPA), New Delhi at India Habitat Centre.

Budget Estimates

Items	Break-up of the budget	No. of personnel	Total Amount
TA to International participants	Rs.70,000/- per participant	15 participants	Rs. 10,50,000/-
TA to National participants	Rs.30,000/- per participant	25 participants	Rs. 7,75,000/-
TA/DA and Honorarium to Resource Persons	-	-	Rs. 50,000/-
Boarding and Lodging and invited participants	-	-	Rs. 25,00,000/-
Preparation of resource materials, stationery, photocopies etc.	-	-	Rs. 25,000/-
Hiring venue/Working Lunch/Tea/Snacks/VC Dinner	-	-	Rs. 15,00,000/-
Miscellaneous expenditure	-	-	Rs. 75,000/-
Total			Rs. 54,95,000

2. Title of the Programme: Development of Training Module on School Evaluation for Improvement (In Progress)

Programme Coordinator: Prof. Pranati Panda

Introduction

Improving quality and performance of schools have been continuously reaffirmed in all the policy pronouncements. The school education system in India is witnessing speedy expansion coupled with increasing diversity of student population. The complexity of diversified context (rural, urban and tribal), composition of schools (large and small) and conditions (provisioning) are major challenges to achieve equitable quality education for all children in India. Rights Based Approach to elementary education through enactment of Right to Education Act (2009) has emphasized accountability of schools. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) clearly visualizes “decentralizing school management and accountability” as a means to improving school performance. Policy documents continue to emphasize access to schooling and concurrently aim to achieve quality in school education. 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. There is a greater realization that in view of the huge investments in terms of human and other resources in school education sector, the school needs to perform and deliver at its optimum level. 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 systems as they are central to school improvement initiatives.

As a result, holistic school quality improvement has taken centre stage in the educational reform. Towards this, there is a need for monitoring how our schools are performing and whether our learners are meeting standards that are required at different stages of learning process. It has fuelled evidence-based decision making for continuous school quality improvement. School performance evaluation aims to understand factors within schools and educational systems that are affecting learning outcomes of students in both academic and social areas. These knowledge bases can further be related to processes within schools and classrooms to improve learning outcome. School finds difficult to articulate for itself, but through school evaluation, they gain insightful information regarding their school and can plan the path for school improvement incrementally. The evaluation of students, teachers, schools and education systems is the central focus leading to school improvement. Thus, school evaluation is the means and school improvement is the goal.

For improving the learning outcomes of all students, there is a need of fundamental change, affecting every aspect of our schools and every school in our educational system, change from the state to the classroom. Thus, there is a need of systemic change which can provides coherence and direction to long term improvement efforts. Educational leadership is increasingly viewed as central to large-scale education reform and to improved educational

outcomes. Within the school leadership, schools would have the flexibility they need to develop strategies best suited for their students.

There is a strong demand to upgrade the skill in the area of assessment. The modules shall be developed in partnership with industry, to help meet the global demand for skilled assessors. The purpose of this module development is to provide aspiring and practicing educators, educational leaders and others invested in schools with the practical knowledge and skills needed to engage in valid and ethical assessment practices that guide decision making to inform teaching practices and school/district policies. Given the recent changes in educational policy at the national level, schools and districts need to provide ongoing evidence of student learning and achievement. This means that all members of school/district communities need to become versed in a variety of assessment activities, multiple methods for interpreting and summarizing data, and constructing sound educational policy and practices that are supported by the local evidence provided in schools. The development of modules is designed to prepare educators for using assessment data to inform instruction.

The New Education Policy 2019 has emphasised that “an effective quality regulation or accreditation system will be instituted to cover all preschool education (private, public and philanthropic) to ensure compliance”, keeping this as a premise it can be asserted that school evaluation and accreditation is necessary for the quality enhancement of school education. Therefore, the modules are used to train critical mass of human resources who are accountable and responsible to extend support to school for quality improvement. The developed material, strategies will be tested through face to face modality.

Learning Objectives:

The development of modules aims at:

- developing a perspective on school performance and evaluation for quality improvement;
- building capacity of professionals in school evaluation;
- creating a cadre of school assessors with requisite knowledge, attitude and competencies;
- facilitating effective implementation for institutionalization of school evaluation for improvement;
- reaching out to critical mass through modules for wider reach.

Progress:

A two-day workshop was conducted for deliberation and discussion on the structure nature and themes of the modules. The themes identified for the modules are:

Module I: Understanding School System: School Effectiveness and Improvement

Module II: School Evaluation: Concept, Models and Dimensions

Module III (A):Methodology of School Evaluation with special focus on Shaala Siddhi (Part I)

Module III (B):Methodology of School Evaluation with special focus on Shaala Siddhi (Part II)

Special focus on Key Domains/ Performances

3.1 Enabling Resources of School: Availability, Adequacy and Usability

3.2 Teaching-learning and Assessment

3.3 Learners' Progress, Attainment and Development

3.4 Managing Teacher Performance and Professional Development

3.5 School Leadership and Management

3.6 Inclusion, Health and Safety

3.7 Productive Community Participation

Module IV:Modes of School Evaluation- Processes and Practices of Self & External Evaluation

Module V: Beyond School Evaluation: Actions towards Evidence-based School Improvement

Module VI:Uses of School Performance analyses for quality improvement

In total 12 modules are to be developed. Few initial draft of Modules have been prepared.

Expected Outcomes:

- Modules will be developed for school assessors to facilitate the process school evaluation and improvement
- The modules shall act as an enabling tool to conduct self and external evaluation with defined competencies and skills;
- The module shall identify the appropriate criteria and methodologies for school evaluation and improvement

Budget Estimates:

Items	Number of workshops	Amount
Phase- I (Development of Module)		
1. Workshops for Content Development of Modules	10	Rs. 1,00,000 X 10 = 10,00,000
2. Workshops for Editing of Modules	10	Rs. 1,00,000 X 10 = 10,00,000
3. Printing of Modules		Rs. 10,00,000
4. Contingency		Rs. 5,00,000
Total		Rs. 35,00,000

3. Title of the Programme: Teacher Education handbook Governance, Regulation and Quality Assurance Volume –(II) (In Progress)

Programme Coordinator: Prof Pranati Panda

Introduction:

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., 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' to be relevant to meet current and future needs. The assurance in teacher education sector is viewed in narrow perspectives in the Indian context. Teacher education sector in India is continuing as a fundamental national concern for preparing quality teachers. Whilst the high quality teacher education is regarded key to preparing effective and competent teachers, it is imperative to understand the governance and quality assurance mechanism in this sector.

There is little debate in education community regarding the need for directional and sustainable change in teacher education with evidence-based research, policy pronouncements and change management strategies. Efforts are needed to transcend rhetoric and clear demonstration of change. The major challenge therefore is, 'How can the quality of teacher education be assured and a quality culture and improved performance fostered in each institution?'

Learning Objectives:

- Development of handbook on 'Teacher Education: Governance, Regulation and Quality Assurance' is in process.
- To establish a 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.

Progress:

- One author workshop have been conducted to develop and deliberate thematic areas and content outline of the respective chapters.
- 21Authors have committed to contribute chapters in the handbook under various themes.

- Nearly half of the chapters for the handbook have been received

Themes:

- Governance for Quality Improvement Management of Teacher Education Institutions and Programmes
- Ensuring Quality in Teacher Education
- Role of Universities and higher education in Transforming Teacher Education
- Regulation Accreditation and Quality Assurance in Teacher Education
- Management Technology for Quality Assurance in Teacher Education
- Open and Distance Education
- Economic Perspective and Financing of Teacher Education
- Governance and Curriculum Management

Identified Chapters for the Handbook:

- Governance and Management of Centrally Sponsored Scheme of Teacher Education
- Case Study (Best Practices) of a Centenarian Teacher Education Institution
- University and Teacher Education
- Role of Affiliating University for Quality Management
- Regulation and Quality Assurance in Teacher Education
- Quality in Teacher Education: Is Standardisation a Trap?
- Envisioning Quality in Teacher Education: Pedagogical and Curricular Perspectives
- Curriculum and Change Management
- Pedagogical and Process Management in Teacher Education: Special Focus on Internship
- Management of Language and Communication in Teacher Education
- ICT Policy and Teacher Education
- Technology Enabled Learning for Quality Teacher Education
- Quality Assurance and Governance in Teacher Education through ODL
- Critical Role of Teacher Educators for Ensuring Quality
- Competency Development of Teacher in Higher Education: The Evolving National Perception
- Financing of Teacher Education
- Teacher Education: Political Economy labourMarket and Employability

Budget Estimates:

Items	Number of participants	Amount
TA /DA to authors for two workshops	30	Rs.14,00,000x2= Rs. 28,00,000
Chapter writers Honorarium	30	Rs.30,000x30 = Rs. 9,00,000
Contingency		Rs. 2,00,000
Total		Rs. 39,00,000

4. **Title of the Programme: National Workshop on Governance and Management of Early Childhood Care and Education (ECCE) in India**

Programme coordinator: Rasmita Das Swain

Tentative date: November 2020

Venue: NIEPA, New Delhi

Introduction:

No child, youth or adult should be excluded from learning opportunities that will allow individual to live decently, engage in civic life, access and exercise their rights. It is critical for expanding quality education to provide equitable and relevant learning opportunities to all children for sustainable development and peace (UNSECO, 2014-2021, Medium-term strategy). The early years are the foundation for the future learning and the children who attend quality early childhood programs do better in school, are less likely to become involved in the juvenile justice system, are more likely to have life and career skills. UNSECO studies have reported that Early Childhood Education (ECE) investment have significantly greater positive long term effects on the productivity and returns in later adulthood. James Heckman, Nobel Laureate in economics (2000) have emphasised the early childhood Development is a smart investment. UNSECO, 2007 emphasized on average spending per student in low income countries should increase, more than 3 times what is being currently spent, with prioritization towards ECE. This financial need requires greater pulling of resources through cross sector committees represented by education, health, family welfare and other ECE related services. The convergence and coordination of all sectors are critical, where disadvantage children who most need the quality facilities.

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*).

Several initiatives have been taken by Government of India, especially by 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 anganwadicentres became the delivery vehicle. 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 states on quality. However, Ministry of Women and Child Development (MWCD) has developed eight Quality Standards which recognizes the synergistic and interdependent relationship between health, nutrition, psycho-social, emotional and educational needs of the child. Given the multi-sectoral nature of ECCE, linkages and coordination are needed among various ministries and departments both vertically i.e. national to local level and horizontally in line departments.

Therefore, 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. There are few states who have successfully established ECCE council whereas other states still working to make it functional. In addition, weak implementation of policy provisions and flagship programmes including RTE Act 2009, National ECCE Policy and ICDS are lacking inter-sectoral and inter-ministerial convergence, thus 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 for facilities. The quality standards tend to get compromised at various levels.

Union Budget (2018-19) has proposed **Samagra Shiksha** - an overarching programme for the school education sector extending from pre-school to class XII treating holistically without segmentation. Therefore, the program is 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 of education through a single State Implementation Society (SIS) at the state level. The states have been reorganizing the school education to meet the mandate of Samagra Shiksha. States are at different phase of organizing ECCE in school education i.e. from pre-nursery to Class XII.

There are approximately 158 million children under the age of six. Of this, total child population more than 117 million live in rural areas, and around 19.8 million children below six are undernourished with as high as 35% of underweight children in 0-5 years. The provision of quality early care and education to such a vast population of children however poses challenges owing to huge demographic, economic and socio-cultural diversities in the country. Other obstacles like high levels of malnutrition, low birth weight, low maternal literacy, and poor access to maternal and infant health care set the stage for India's challenging path in achieving universal access to ECCE. Additionally, there are huge variations in the quality of provisioning ECCE services by the government due to inadequate monitoring and lack of clear accountability resulting low accessibility and poor ECCE sector. The private sector has gradually occupied the space of government because of deficient

services in the sector. The systemic challenges like paucity of resources, lack of trained personnel make the constraints facing ECCE more stubborn. Only 1 in 5 children is enrolled and others are outside of social security net.

With this backdrop the workshop is designed to explore the challenges of governance and management of ECCE in India.

Objectives:

1. To deliberate on the available policies relating to ECE
2. To introduce participants the fundamental concepts and key processes that are needed to integrate pre-primary education to school education
3. To discuss about systemic reforms that are required to deal with issues pertaining to the governance and management of ECE.
4. To familiarise how to analyse the current status of ECE in their state
5. To discuss on convergence and promoting better coordination in ECCE.
6. To broaden the skills in how to support the implementation of programmes with available policies and organizational arrangements for promoting sustainable coordination in various departments
7. To deliberate on the concept of professionalism and its impact on holistic child development, inclusiveness and outcome-oriented ECE
8. To share the effective practices and enablers of quality across ECE management for mainstreaming early childhood education into school education to help and give all children the best start in life.

Target Group:

The workshop would bring together 40 participants including state ECCE coordinators, members of ECCE councils, officials of Women and Child Development Department, NIPPCD, SCERT, DIETS, World Bank, UNICEF, Academics, Scholars and Child rights experts.

Expected outcome/ Deliverable:

The participants/ practioners would become familiar with national policies, practices, and strategic preparedness for implementation ensuing effective delivery of quality ECCE. It would also provide a platform for sharing and showcasing the best practices of states. It also aims to broaden the skills in how to analyse the current status of ECE in their states and key processes that are needed to integrate pre-primary education to school education. It would create awareness for ‘behaving professionally’ which would include the dedication, commitment, managerial skills, standards of behavior and strong service ethics. The workshop also aims to encourage participants to reflect upon how to support the implementation of programmes with available organizational arrangements for *mainstreaming early childhood education into school education to help and give all children*

the best start in life. The policies, effective practices, innovations and experiences of states can be shared and documented.

Date and Venue:

The workshop will be held on November 2020. NIEPA, New Delhi.

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.

5. Title of the Programme: National Workshop on Governance and Management of Early Childhood Care and Education (ECCE) in North East states

Programme coordinator: Rasmita Das Swain

Tentative Date: September 2020

Venue: NIEPA, New Delhi

Introduction:

No child, youth or adult should be excluded from learning opportunities that will allow individual to live decently, engage in civic life, access and exercise their rights. It is critical for expanding quality education to provide equitable and relevant learning opportunities to all children for sustainable development and peace (UNSECO, 2014-2021, Medium-term strategy). The early years are the foundation for the future learning and the children who attend quality early childhood programs do better in school, are less likely to become involved in the juvenile justice system, are more likely to have life and career skills. UNSECO studies have reported that Early Childhood Education (ECE) investment have significantly greater positive long term effects on the productivity and returns in later adulthood. James Heckman, Nobel Laureate in economics (2000) have emphasised the early childhood Development is a smart investment. UNSECO, 2007 emphasized on average spending per student in low income countries should increase, more than 3 times what is being currently spent, with prioritization towards ECE. This financial need requires greater pulling of resources through cross sector committees represented by education, health, family welfare and other ECE related services. The convergence and coordination of all sectors are critical, where disadvantage children who most need the quality facilities.

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*).

Several initiatives have been taken by Government of India, especially by 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 anganwadicentres became the delivery vehicle. 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 states on quality. However, Ministry of Women and Child Development (MWCD) has developed eight Quality Standards which recognizes the synergistic and interdependent relationship between health, nutrition, psycho-social, emotional and educational needs of the child. Given the multi-sectoral nature of ECCE, linkages and coordination are needed among various ministries and departments both vertically i.e. national to local level and horizontally in line departments.

Therefore, 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. There are few states who have successfully established ECCE council whereas other states still working to make it functional. In addition, weak implementation of policy provisions and flagship programmes including RTE Act 2009, National ECCE Policy and ICDS are lacking inter-sectoral and inter-ministerial convergence, thus 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 for facilities. The quality standards tend to get compromised at various levels.

Union Budget (2018-19) has proposed **Samagra Shiksha** - an overarching programme for the school education sector extending from pre-school to class XII treating holistically without segmentation. Therefore, the program is 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 of education through a single State Implementation Society (SIS) at the state level. The states have been reorganizing the school education to meet the mandate of Samagra Shiksha. States are at different phase of organizing ECCE in school education i.e. from pre-nursery to Class XII.

There are approximately 158 million children under the age of six. Of this, total child population more than 117 million live in rural areas, and around 19.8 million children below six are undernourished with as high as 35% of underweight children in 0-5 years. The provision of quality early care and education to such a vast population of children however poses challenges owing to huge demographic, economic and socio-cultural diversities in the country. Other obstacles like high levels of malnutrition, low birth weight, low maternal literacy, and poor access to maternal and infant health care set the stage for India's challenging path in achieving universal access to ECCE. Additionally, there are huge variations in the quality of provisioning ECCE services by the government due to inadequate monitoring and lack of clear accountability resulting low accessibility and poor ECCE sector. The private sector has gradually occupied the space of government because of deficient

services in the sector. The systemic challenges like paucity of resources, lack of trained personnel make the constraints facing ECCE more stubborn. Only 1 in 5 children is enrolled and others are outside of social security net. With this backdrop the workshop is designed to explore the challenges of governance and management of ECCE in India.

Objectives

1. To deliberate on the available policies relating to ECE
2. To introduce participants the fundamental concepts and key processes that are needed to integrate pre-primary education to school education
3. To familiarise the participants about systemic reforms that are required to deal with issues pertaining to the governance and management of ECE.
4. To familiarise how to analyse the current status of ECE in their state
5. To discuss on convergence and promoting better coordination in ECCE.
6. To broaden the skills in how to support the implementation of programmes with available policies and organizational arrangements for promoting sustainable coordination in various departments
7. To deliberate on the concept of professionalism and its impact on holistic child development, inclusiveness and outcome-oriented ECE
8. To share the effective practices and enablers of quality across ECE management for mainstreaming early childhood education into school education to help and give all children the best start in life.

Target Group:

The workshop would bring together 40 participants including state ECCE coordinators, members of ECCE councils, officials of Women and Child Development Department, SCERT and DIETS.

Expected outcome/ Deliverable:

The participants/ practioners would become familiar with national policies, practices, and strategic preparedness for implementation ensuing effective delivery of quality ECCE. It would also provide a platform for sharing and showcasing the best practices of states. It also aims to broaden the skills in how to analyse the current status of ECE in their states and key processes that are needed to integrate pre-primary education to school education. It would create awareness for 'behaving professionally' which would include the dedication, commitment, managerial skills, standards of behavior and strong service ethics. The workshop also aims to encourage participants to reflect upon how to support the implementation of programmes with available organizational arrangements for *mainstreaming early childhood education into school education to help and give all children the best start in life*. The policies, effective practices, innovations and experiences of states can be shared and documented.

Date and Venue:

The workshop will be held on September 2020, Guwahati, Assam

Budgets Estimates:

Title of the Programme	Objectives	Date and Venue	Participant/ Target Group	Budget Estimates	Prog. Director / Coordinator
<p>National Workshop on Governance and Management of Early Childhood Care and Education (ECCE) in North East states</p>	<ul style="list-style-type: none"> • To discuss governance structure, processes for implementation and institutionalization of ECCE North Eastern States • To discuss the ECCE management related challenges for ensuring inclusive and equitable quality education • To discuss physical, administrative resources, Human Resources that are required for effective execution of policy • To discuss the role of policy and practices in giving impetus to convergence and promoting better coordination in ECCE in North Eastern States • To share effective practices and enablers for coordination of quality ECCE in North Eastern States 	<p>September 14-19, 2020 Guwahati, Assam (One Week)</p>	<p>Around 40 state ECCE coordinator of Samagra Shiksha programme (All expenses including TA and boarding and lodging of the participants borne by NIEPA)</p>	<p>TA for NIEPA faculty Rs. 80,0000 & Resource persons (@ Rs. 20000 per person * 4 persons) T.A. for Participants Rs. 80,000.00 (@ Rs. 2000 per person) * 40 persons Lodging Charges Rs. 6,60,000.00 for NIEPA Faculty and Resource Persons and Participants (@ Rs. 2500 * 6 days * 44 persons) Boarding Charges Rs. 1,58,400.00 for NIEPA Faculty and Staff and Participants (@ Rs. 600 * 6 days * 44 persons) Honorarium to Resource Persons Rs. 10,000.00 and Support Staff Contingency Expenses, - Rs. 1,00,000.00 (Stationery, including 32 GB Pen Drives, Reading Material Folders, Banner, Local conveyance. Group Photograph, Daily programme tea (twice) and Photocopying Expenses etc.,) Total Rs. 10,88,400.00</p>	<p>Dr. Rasmita Das Swain Dr. S.K. Malik</p>

6. Title of the Programme: Gender Equity in School Education: Challenges and Opportunities

Programme Coordinator: Dr. Madhumita Bandyopadhyay

Date: 23-27 November, 2020

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. So, the educational status of girls requires more improvement in terms of context 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 states have already taken many initiatives to promote girls' education. 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 because access of equal educational opportunities is still a critical issue in many of these states.

This workshop is related to the on-going research on 'A Comparative Study on Girls' Education in Himachal Pradesh, Haryana and Madhya Pradesh'. In this context, it is felt that a workshop needs to be conducted especially for State Level officers 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. So, it is being proposed in view of developing better understanding, among these officers, regarding the scope of improvement in gender equity in school education.

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 and
- to prepare an Action Plan for further improvement in girls' education according to the state context.

Theme: The focus will be on various issues pertaining to girls' education like their access to and participation in school, 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 (23-27 November, 2020) at NIEPA, New Delhi

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 Outcomes:

- 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:

Budget Estimates	Estimated Expenditure
TA/DA to participants	40 x Rs. 25,000/- = Rs. 10,00,000/-
Lodging participants	40 x 5 x Rs. 200/- (per day) = Rs. 40,000/-
Boarding	40 x 5 x Rs. 315/- (per day) = Rs. 63,000/-
TA/DA and Honorarium to Resource Persons	Rs. 25,000/-
TA/DA to NIEPA Faculty	NA (If the programme is field-based)
Miscellaneous expenditure (Like stationary, photocopy, group photo, and Official Lunch/Dinner etc.)	Rs. 1,50,000/-
Contingency	Rs. 1,27,800/-
Total	Rs. 14,05,800/-

7. Title of the Programme: ANTRIEP Policy Seminar on “Professionalization of Teacher Management”

Programme Coordinator: Dr. Madhumita Bandyopadhyay

Tentative Date: January/February 2021, New Delhi

Introduction:

It is well acknowledged that teachers play a vital role in the improvement of the quality of education. In order to achieve goals of school education, professionalization of Teacher Management has been considered crucial, not only for ensuring greater professionalism in teachers but also for facilitating school improvement and effectiveness. With the increasing concern for learning outcome of students and the focus on teacher quality, professionalization of teacher management is becoming increasingly crucial across the globe. Professionalization is the continuous process of developing and maintaining professional competence in teachers through recruitment of qualified teachers, their placement, deployment, capacity building through pre-service, induction and in-service training and related programmes and allowing them to implement their skills as per the classroom situation resulting in a sense of satisfaction and motivation among others. It is understandable that the situation is quite diverse from one country to other and also within the country itself which has considerable impact on overall teacher management in global as well as regional context. This is also true for the Asia Pacific region, where different countries are going through different socio-economic, political and educational processes and stages of development which have specific policy implications for teacher management and their professionalization. With this

backdrop, it is felt that it will be an opportune time to focus on professionalization of teacher management in forthcoming policy seminar of ANTRIEP.

Objectives:

- 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 and current practices regarding professionalization of teacher management, and
- To find out different possibilities for scalability and replications of different schemes/initiatives and best practices in different country context

Participant/ Target Group:

Participants from ANTRIEP Member Institutions and IIEP Paris, scholars and practitioners from other countries will be invited for this Policy Seminar.

Budget Estimates:

Items	Break-up of the budget	No. of personnel	Total Amount
TA to participants (ANTRIEP member institutions)	Rs.58,000/- per participant	25 participants	Rs. 14,50,000/-
TA to participants from other countries	Rs.55,000/- per participant	10 participants	Rs.5,50,000/-
TA to participants (from India)	Rs.25,000/- per participant	10 participants	Rs. 2,50,000/-
TA/DA and Honorarium to Resource Persons	-	-	Rs. 50,000/-
Boarding and Lodging (ANTRIEP member institutions) and invited participants	-	-	Rs. 5,00,000/-
Academic Support of One Junior Project Consultant for six months	Rs. 35,000/- per month	1	Rs. 2,10,000/-
Academic Support of One Computer Operator for six months	Rs. 17,000/- per month	1	Rs. 1,02,000/-
Preparation of resource materials, stationery, photocopies etc	-	-	Rs. 25,000/-
Hiring venue/Working Lunch/Tea/Snacks/VC Dinner	-	-	Rs. 4,00, 000/-
Miscellaneous expenditure	-	-	Rs. 25,000/-
Total Expenditures			Rs. 35,62,000/-
Contingency		10%	Rs. 35,62,00/-
Grand Total			Rs. 39,18,200/-

Date and Venue: It will be decided later in consultation with IIEP, Paris.

Deliverables/Outcome: Publications of Thematic Report and Papers

8. Title of the Programme: Workshops on Governance Reforms in Education in Cities

Programme Coordinator: Dr Sunita Chugh & Mr. A.N. Reddy

Dates and Venue: November 18-21, 2020 (Field level), January 7-9, 2021 (Field level),
February 25-27, 2021, NIEPA

Introduction:

Urban local bodies - corporations, municipalities, nagarpalikas have initiated several reforms to make governance more accountable, transparent and closer to the need of citizens. For example, in Delhi currently attempts are being made to revitalise School Management Committees of municipal and corporation schools, increase and sustain parent teacher meetings, involving citizenry in assessment of schools, etc. Similarly in Nagpur city biometric system is being used to monitor the attendance of teachers and students in all corporation schools to improve accountability. In Mumbai additional incentives like daily provision of milk for children are being given. Likewise several cities adopted different measures to improve education. The city governance is also undergoing paradigm shift in terms of accountability, transparency and citizens' participation. Against this background three workshops are being proposed to be held in three different cities with stakeholders including educational administrative personnel, city administrators and citizen representatives, NGOs and academia to take stock of current reforms, implementation and impact on educational outcomes and lessons that can be drawn from the implementation of these reforms. Third workshop will be organised in NIEPA, New Delhi and select participants from the cities of previous workshops will be invited to participate.

Each city would be visited for preparing a background document for the workshop.

Learning Objectives:

- To explore the governance reforms undertaken by urban local bodies viz., corporations, municipalities, etc
- To examine the governance structures evolved for accountability, transparency and citizen participation in the administration of school education
- To explore the views/responses of different stakeholders including educational administrators, teachers, parents, NGOs, academia and citizenry
- To document the experiences of city local governments in undertaking and implementing the governance reforms and to draw lessons.

Participants/Target Group:

The workshop would bring together 30 participants including educational administrative personnel, city administrators and citizen representatives, NGOs and academia.

Expected Outcome:

The outcome will be a document capturing the proceedings of the Workshop. It will be developed on various themes such as governance reforms, accountability and transparency mechanisms and citizen participation within the urban education system. This would help in documenting the current trends in governance of education system towards transparency and accountability.

Budget Estimates:

Sl. No.	Items	Amount
1.	Visit to two cities of faculty (TA, for Pilot and Workshop Organisation)	Rs2,00000
2.	Boarding & Lodging in the cities	Rs 2,00000
3.	Venue Charge	Rs 1,00000
4.	Travel, of participants @ Rs 4000 per participant for 60	Rs. 2,40,000
5.	Boarding and Lodging of participants @ Rs.1000	Rs 60.000
6.	Travel of participants for Workshop at Delhi @ Rs 10,000 for 40 participants	Rs 4,00,000
7.	Boarding and Lodging of participants @ Rs.1000 for 40 participants	Rs 40,000
8.	Conveyance and honorarium to Resource persons	Rs 80,000
9.	Miscellaneous (bags/stationery/banners/Photocopies etc)	Rs.1,20,000
	Total	Rs. 14,40,000

9. Title of the Programme: Consultative meet on Sharing of Research Findings of project on ‘Critical Assessment of Participation of children in Slums in Urban India’

Programme Coordinator: Dr. Sunita Chugh

Dates and Venue: September 17-18, 2020

Introduction:

India, as a country has been witnessing fast pace of urbanization which is evident not only in terms of emergence of urban centers but also in the form of massive migration from rural to urban areas. This significant movement of people from one place to the other can never be disentangled with the process of emerging opportunities at urban locations. There are migrants who have the educational and economic wherewithal to succeed in an urban context but there are also those, especially belonging to low socio-economic strata, whose aspirations often get stalled by their lack of education and skills. Though they are able to become part of the city life, they are relegated to the status of an underclass and marginalized section, excluded from urban or educational planning. Over time, perhaps a few from within this stratum of migrant population are able to empower themselves and exhibit upward mobility. This study is set around the milieu of migrants who reside in the fringes of cities and grapple with the existing resources to make a living and provide education to their children. Given this context, the study is essentially about investigating the educational status of the children living in slums. It presents the findings of an extensive and comprehensive survey of households in selected slums of ten metropolitan cities, focusing on access, and participation of its children in elementary education.

Learning Objectives:

- To discuss the conceptual framework of the study
- To share the methodology and findings of research conducted on educational status of children in slums of ten metropolitan cities
- To share potential recommendations for the study
- To seek comments and suggestions on the structure and flow of ten independent reports and the synthesis report

Participants/Target Group:

- The workshop would bring together 30 participants including research coordinators, academicians, researchers

Expected Outcome:

- Strengthen the reports based on the suggestions and feedback given by the experts
- Based on the empirical evidence drawn from slums of ten cities the meet would suggest way forward for educational policymakers and practitioners to promote and ensure meaningful and successful school participation

Budget Estimates:

	Number of Participants	Number of Days	Unit Cost	Total
Travel Allowance	30		15000	4,50,000
Boarding and Lodging including food and refreshments	30	3	1000	90,000
Stationery/Printing				5,000
Miscellaneous				10,000
Total				Rs. 5,55,000

10. Training Programme on Using Indicators in Framing Public Policies in School Education**Programme Coordinator: Mr. A. N. Reddy****Programme Duration, Date and Venue:** One week; December 2020: NIEPA**Introduction:**

The last more than two and half decades have witnessed a number of large scale interventions to expand and universalize elementary and secondary education. The interventions were target oriented, time bound and require up-to-date data and indicators for policy making, planning, implementation and monitoring. The personnel involved in making policies, planning, implementation and monitoring of these interventions and also those in collection and dissemination of data need to be equipped with latest knowledge and skills in using data and indicators to discharge their tasks. Further, the Education SDG adopted recently that aim at ensuring ‘all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes’ has brought the question of quality and measuring quality to make informed decisions to the forefront. Against this background this training programme designed to equip the state personnel with relevant skills to understand data, calculate and use various indicators on school education. The programme intends to go beyond conventional indicators like participation rates, internal efficiency indicators, parity indicators and cover indicators relating to quality and matrices to measure quality.

Theme:

The following themes would be covered in the training programme

- Importance of universal elementary and secondary education in the emerging context and SDG4
- Importance of data, and data requirements in planning and monitoring of different initiatives including *Samagra Shiksha* and different sources of data on school education including on quality
- Using different indicators in planning and monitoring of progress towards universal elementary and secondary education
 - Access and Participation
 - Internal efficiency
 - Projection of population, enrolment and estimating of teacher requirement
 - Quality Indicators-Minimum Levels of Proficiency, Learning Poverty
- Education SDG and Indicators
- Using Data and Indicators for Bench Marking, Setting Targets

Learning Objectives:

- To inculcate an appreciation and disposition to use data in policy making, decision making, planning, implementation and monitoring

Competencies to be developed:

- Familiarizing the participants with various sources of data on elementary and secondary education;
- Equipping the participants with competencies and skills to calculate various indicators including Education SDG indicators that can be used in planning and monitoring of elementary and secondary education at state and district levels

Expected Outcomes:

- The participants will be able to display greater receptivity towards data, favorably disposed to use data and indicators to examine alternative scenarios in planning, policy and decision making. They shall be able to familiarize the participants with various sources of data on elementary and secondary education;

Participants/ Target Group:

Directors/Joint Directors or senior officers dealing with policy making, planning and statistics of elementary and secondary education from State and Central Governments, MIS and planning coordinators of *Samagra Shiksha*, etc.

**Proposed Research Project
2020-2021**

1. Title of the Programme Governance, Management and Leadership for Quality Early Childhood Education: A Comparative Analysis of Odisha, Punjab and Kerala

Programme Coordinator: Dr. Rasmita Das Swain

Introduction:

Education is a 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 their 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, leave 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 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 weak policy provisions National ECCE policy, RTE Act, Samgra Shiksha and ICDS. 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.

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 is needed to create coherence, transparency, foster accountability, improve quality and accessibility. Quality education is seen as encompassing access, teaching and learning processes and outcomes in a ways that are influenced the context, processes and outcomes (Global Monitoring Report, 2005). A competent system in early childhood education should address issues at four different levels: the individual, institutional, inter-institutional and governance levels to improve educational quality. The goal of ECCE is to enhance the school readiness of children at risk due to primarily economic disadvantage, so they can begin formal schooling on a more equal footing with their peers.

Review of Literature:

Governance is the allocation of responsibility for decision-making and delivery across government departments, levels of government, and public and private actors and good governance can ensure that ECCE services attain quality standards, are affordable, meet local demand, promote cost-effectiveness and achieve equity goals (UNESCO, 2007). With expansion and continually changing landscape of the field of early childhood education (Hasdip&Gullo, 2018) it is becoming increasingly complex. Therefore, UNESCO, 2007 called for policymakers to address governance issues so as to ensure more coherent ECCE policy across government agencies, levels of government and programs. However, a competent system in early childhood education should address issues at four different levels: the individual, institutional, inter-institutional and governance levels (Urban, Vandenbroeck, Lazzari, Peeters, & van Laere, 2011). At the individual and institutional levels, leadership qualities and effective management strategies play vital roles to improve educational quality. As Siraj-Blatchford & Manni, 2006 and Siraj-Blatchford & Hallet, 2014 found that effective leaders of ECCE institutions develop visions for the organisation and work towards “leading learning”— learning processes involving all the people: children; parents; and professionals. While, in addition effective management of the equipments and resources further improves the structural quality of ECCE institutions and the pedagogical quality by ensuring good learning opportunities to the students (Strehmel, 2016).

Governance and Early Childhood Care and Development

Comparative studies of education governance have accorded scant attention to the pre-school years (Neuman, 2005), albeit the fact that, governance is a critical component of an early childhood system, because it can determine whether or not services meet quality standards, are affordable, meet local demand, promote cost effectiveness and achieve equity goals (Kagan & Cohen, 1997). Governance can help ensure more coherent policy-making across government agencies, levels of government and programmes (Hodgkin & Newell, 1996),

making the ECEC system easier for families to navigate (Kagan & Cohen, 1997). Governance helps match the supply of programmes with the needs of different types of families and different geographical areas (Gallagher & Clifford, 2000). In the absence of strong governance, some parents end up piecing together different ECEC arrangements with varying quality to meet their family's needs, while others fall through the cracks (Neuman, 2005). The type of governance structure— split or integrated— adopted says much about how early childhood is understood in a country, and the relative value given by governments to policy-making, funding and regulation in this field (Bennett, 2011), thereby, strongly influencing the coverage and quality of early childhood education. However, the early childhood development community faces challenges-pertaining to framing and governance—in advancing global political priority, which render them unable to leverage the multiple opportunities available: an increasingly favourable political environment, advances in ECD metrics, and the existence of compelling arguments for investment in ECD (Shawar and Shiffmann, 2017). Further, an analysis of governance structures conducted by the New Mexico Early Childhood Partnership, 2016 emphasised a need for change in the traditional structures so as to ensure effective data collection, improved accountability, communication and coordination that will lead to improvement of quality and alignment of resources. It highlights that strategic market plans, dedicated leadership efforts of the directors of early childhood education centres and strong staff leadership are essential to bring about the desired changes. Apart from these, the study also suggested to employ strategic use of public private partnership, leadership at the local level and community governance to improve the quality of ECCE. Neuman, 2005, emphasise the need for further research on the consequences of different governance arrangements for policy outcomes that affect children's early learning and development: quality, access and coherence, claiming that such information will be critical to inform ongoing cross-national policy debates about the merits of integrating pre-school into the school system, decentralising responsibilities to lower levels of government and expanding the role of the private sector.

Leadership and Management for Quality Early Childhood Care and Development

Leadership is the process of influencing change to improvement and innovation. Employing a systematic approach, Strehmel, 2016 attempted to point out the dimensions of leadership skills required for quality ECCE and the various activities performed by the leaders (directors/ principals) of the institutions. The dimensions of activities are macroscopically related to organisation (quality, HR management, finances); pedagogy; and public relations (networking, cooperation in the community). McLeod, 2002 sought to develop a theoretical model of quality leadership and management in early childhood education centres by studying participants' perceptions found an interconnection between the unconsciously-held image of children and childhood held in a centre and the centre structure, culture and activities and emphasised that the image of child as agreed by the society, community and the centre should be the "core" of any leadership and management model of ECCE centres. The researcher highlighted that along with educational leadership, visionary, reflective and pedagogical leadership are also required to cater to the internal and external (socio-political) influences on the ECCE centres. The study holds importance in the present context of

international and national commitment to promote inclusive education, which definitely demands for a distancing from the image of “normal” child.

Play is essential for children’s’ growth and learning but Teo, 2002 found that the directors’/principals’ leadership and philosophy of play influences the implementation of play in ECCE centres and highlighted a lack of leadership in encouraging play in the ECCE curriculum. Nupponen, 2005 investigated leadership and management in child care centre in social, legislative and economic context also found that the director of the child care institution is the core of organisation and greatly influences it. Therefore, the study suggested that effective communication through relational model of leadership is crucial for improving the quality of educational experiences. The study further highlights the various leadership roles (teaching, administrative, regulatory, etc.) that a director needs to play in the institute along with having an entrepreneurial orientation so as to cater to the changing landscape of early childhood education that is increasingly adopting market and franchise models, with increased focus on accountability, evolving researches, changing demographics and other global trends (Hasdip and Gullo, 2018). Indeed, Selden, Sowa and Sandfort, 2006 found that interagency collaboration has a clear impact on management, program, and client outcomes: specifically, the intensity of the collaborative relationship has a positive and statistically significant impact on staff compensation, staff turnover, and school readiness.

Despite a high potential for leadership activity in the early childhood field a serious lack of leadership training is highlighted by the prevalent literature implying that many early childhood managers could be significantly under-prepared for their role (Mujis, Aubrey, Harris and Briggs, 2004). In the face of increased accountability and financial constraints in the sector, as well as greater competition and frequent changes in government policy that need to be negotiated, all require quite sophisticated leadership and management skills (Hayden, 1997; Rodd, 1997). In this direction, Douglass, 2018 in a study of a leadership development program for experienced early educators, offers a new conceptual mapping of leadership development ecosystem where participants co-create pathways to forward as leaders of change. The reserver developed a model that suggests that early educators become effective leaders when they have supportive work place, regular leadership development programs with rich networks, an easy access to resources and supportive policies.

The type of governance structure split or integrated also strongly influences the coverage and quality of early childhood education (Bennett, 2011). However, an analysis of governance structures conducted by the New Mexico Early Childhood Partnership, 2016 emphasized a need for change in the traditional structures so as to ensure effective data collection, improved accountability, communication and coordination that will lead to improvement of quality and alignment of resources. It highlights that strategic market plans, dedicated leadership efforts of the directors of early childhood education centres and strong staff leadership are essential to bring about the desired changes. Apart from these, the study also suggested to employ strategic use of public private partnership, leadership at the local level and community governance to improve the quality of ECCE.

Leadership is the process of influencing change to improvement and innovation. Employing a systematic approach, Strehmel, 2016 attempted to point out the dimensions of leadership skills required for quality ECCE and the various activities performed by the leaders (directors/ principals) of the institutions. The dimensions of activities are macroscopically related to organisation (quality, HR management, finances); pedagogy; and public relations (networking, cooperation in the community). McLeod, 2002 sought to develop a theoretical model of quality leadership and management in early childhood education centres by studying participants' perceptions found an interconnection between the unconsciously-held image of children and childhood held in a centre and the centre structure, culture and activities and emphasized that the image of child as agreed by the society, community and the centre should be the "core" of any leadership and management model of ECCE centres. The researcher highlighted that along with educational leadership, visionary, reflective and pedagogical leadership are also required to cater to the internal and external (socio-political) influences on the ECCE centres. The study holds importance in the present context of international and national commitment to promote inclusive education, which definitely demands for a distancing from the image of "normal" child.

Through a study of a leadership development program for experienced early educators Douglass, 2018 offers a new conceptual mapping of leadership development ecosystem where participants co-create pathways to forward as leaders of change. The researcher developed a model that suggests that early educators become effective leaders when they have supportive work place, regular leadership development programs with rich networks, an easy access to resources and supportive policies.

What is required for quality early Childhood Care and Development?

The above literature highlights two points of departure for ensuring quality early childhood care and development in its present context. The first requisite pertains to the restructuring of governance styles and structures according to the recent developments in the field. This calls for extensive theoretical and field level engagement with sector. As, Rodd, 1997 notes that, early childhood professionals are often engaged in activities that demand leadership skills, such as decision making and goal setting however, the relative lack of research activity on leadership in the field and by association the absence of leadership development programmes would seem to be a major oversight given the growth and the importance of the EC sector (Mujis et.al, 2004). Therefore, the second requisite is related to the professional development of directors and staff of early childhood institutions so that they embrace effective leadership and management roles. Mishra (2017) suggested that the role of dedicated and trained teachers, improvement in curriculum, school infrastructure, development of teacher's capability on child right perspectives, integrating technological development in education with traditional and folk literature etc. for smooth transition of children from ECCE to primary school.

Current Status

3.7 crore children enrolled in ECCE centres and 14 lakh Anganwadi centres sanctioned but 13.4 lakh are functional .Number of government primary schools are 9 lakh and number of

government primary schools with co-located anganwadi 3.73 lakh (42%). Government schools having preprimary section is 2.48 lakh in which 42 lakh children enrolled (UNICEF, 2019). Only 1 in 5 children is enrolled and others are out of social security safety net.

Challenges

The challenges provide an impetus for more researches in the area for *mainstreaming early childhood education into school education to help and give all children the best start in life*. It has been observed that there are overlaps as regards to age of admission in class 1 (RTE provides for 6 to 14 years children). 2. Holistic ECCE – care, development and education. 3. Duration of the programme- 4 hours/6 hours / day care in pre-primary classes in primary schools. Infrastructure – meeting basic standards of safety, hygiene and sanitation. 5. Curriculum-developmentally appropriate, activity /enquiry based; thematic; in continuum with curriculum of class 1 and 2. 5. Teachers and other staff – Pupil adult ratio; professional qualifications; AWW/preschool teacher and Professional development including academic support and mentoring – AWTC/DIET/BRC/CRC. 7. Challenges relating to Systemic support – administration by WCD and School Education, Governance: role of WCD and School Education departments. 8. There are problems relating to Community level – School Management Committees/ Panchayat 9. Financial support – ICDS/School Education.

Research Question

How is quality influenced by differing governance, management and leadership models?

Research Objectives

- To study the state ECCE policies, governance structure, processes and management for quality ECCE in Odisha, Punjab and Kerala
- To study the programme processing mechanisms like physical, administrative process and human resources that are required for effective execution of policy under Samagra Shiksha Abhiyan.
- To study the role of leadership for managing quality in ECCE at cluster, block and district level in ICDS *Anganwadis*, Pre-primary Sections in Government Primary Schools and co-locating *anganwadi* in primary school under the *Samagra Shiksha Abhiyaan* in Odisha, Punjab and Kerala.
- To study the role of regulatory bodies for managing quality ECCE in Odisha, Punjab and Kerala.
- To study effective practices and innovations for supervision and monitor the quality ECCE Odisha, Punjab and Kerala.
- To study the linkages between governance, management and leadership for delivery of quality ECCE Odisha, Punjab and Kerala.
- To explore the prospects and challenges for coordination and convergence in governance and management of ECCE under Samagra Shiksha Odisha, Punjab and Kerala.

Conceptualization of Governance, Management, Leadership and Quality Early Childhood Education

Governance refers to cohesive policies, consistent management, guidance, processes and decision. It involves responsibility, and accountability. Governance also comprises the traditions, institutions and processes that determine how power is exercised, how citizen are given voice and how decisions are made on issues of mutual concern to an array of stakeholders. Governance is the process of decision-making and the process by which decisions are implemented (or not implemented). Governance can be used in several contexts such as corporate governance, international governance, national governance and local governance. Since governance is the process of decision making and the process by which decisions are implemented, an analysis of governance focuses on the formal and informal actors involved in decision-making and implementing the decisions made and the formal and informal structures that have been set in place to arrive at and implement the decision. Government is one of the actors in governance. Other actors involved in governance vary depending on the level of government that is under discussion. In rural areas, for example, other actors may include influential land lords, associations of peasant farmers, cooperatives, NGOs, research institutes, religious leaders, finance institutions and political parties etc. The situation in urban areas is much more complex. At the national level, in addition to the above actors, media, lobbyists, international donors, multi-national corporations, etc. may play a role in decision making or in influencing the decision-making process. Similarly, formal government structures are one means by which decisions are arrived at and implemented. At the national level, informal decision-making structures, such as "kitchen cabinets" or informal advisors may exist. Good governance has 8 major characteristics. It is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law. It assures that corruption is minimized, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of society.

Management

Governance" is the strategic task of setting the organisation's goals, direction, limitations and accountability frameworks. "**Management**" is the allocation of resources and overseeing the day-to-day operations of the organisation. One way to think about this is that Governance determines the "What?" - What the organisation does and what it should become in the future. Management determines the "How?" - How the organisation will reach those goals and aspirations. Governance to indicate the coordination of cross-sectoral, inter-organizational networks to supply social services. This is the use of the term that became popular in the early-to-mid 90s. Thus, the governance of organizations by boards of directors is distinguished from the day-to-day management of the chief executive. Management is how decisions are turned around through efficient allocation and use of various capital assets to achieve desirable ends.

The word 'Governance' was introduced to denote the way state affairs was organised and handled. Similarly, 'management' was coined in the quest of enhancing efficiency and overall performance in a particular setting. Governance is a social function involving the

establishment and administration of rights, rules and decision-making procedures to direct actors along pathways that are collectively desirable. It is designed to inter alia, generate social capital needed to solve a variety of collective-action problems (Graham et al., 2003; Delmas and Young, 2009; Young, 2012). Governance includes, discharging of: Economic, Legal, Ethical and Social responsibilities. Management's job is prudent utilization of corporate resources for sustainable growth and development by creating competitive advantage through research, innovation and development of intellectual capital. Decision makings & control, are integral part of both governance and management. Management skills can be applied in governance. Governance is concerned with "doing the right thing", management is concerned with "doing things right".

Governance is usually carried out by an authority in power & takes into consideration the requirements of its subjects, though it may fail in many aspects. This is because, the constituents responsible for framing & effecting the rules & regulations could be ill advised or may not be in touch with ground reality. They go by the rule book & are at times irrelevant. Stake holders would then have to spend enough time to get redressed the problems, though not to the full extent. Management is the art for getting things done adroitly through members of the lower rung in a set up. Management involves the ability to get the almost required results within as short time as possible, where time, money & energy elements are not the constraints. Management involves to get things done even by bending the rules - though not to the verge of breaking them, but once broken, has the ability to patch them up so as to show that nothing has been done out of turn for the gullible, but not for ardent observers.

Those who excel in governance will then have acquired the ability of management in respective subject, though a majority of them fail. Whereas management will have the where with all to run things in a better method, with expected deliveries.

Leadership refers to transformation of system by system level officials for public service delivery with effectiveness. Leadership roles are defined by state's organizational structure and the placement of authority and accountability on positions of officials for program implementation decisions for public interest which are publicly funded.

Quality ECCE

To provide ECCE of equitable quality to all children NCF-2005 has identified six basic dimensions of quality to be addressed namely :(i)Development of appropriate curriculum ,(ii) Trained and adequately rewarded teachers ,(iii) Appropriate teacher child ratio ,(iv) Infrastructure support of children's need and ,(v) Encouraging Supervision and monitoring and (vi) Improvement in learning level. UNICEF's report (2000) emphasizes desirable

dimensions of quality in broad frame work of Learners, environment, content, processes and outcomes.

Methodology

The study would be exploratory in nature and use primary and secondary data. The primary data would be both quantitative and qualitative. Multi- stage random sampling would be used to select ECCE centres under different management. To explore governance and management under different management system, the researcher would include system level Participants like educational administrators overseeing ECCE at different level, practioners and others such as parents, community and other agencies engaged for ECCE. The officials of state ECCE councils, technical partners like Universities, SCERT, DIETS, Child health and well being practitioners.

MODELS for provisioning of ECCE in India in 2019

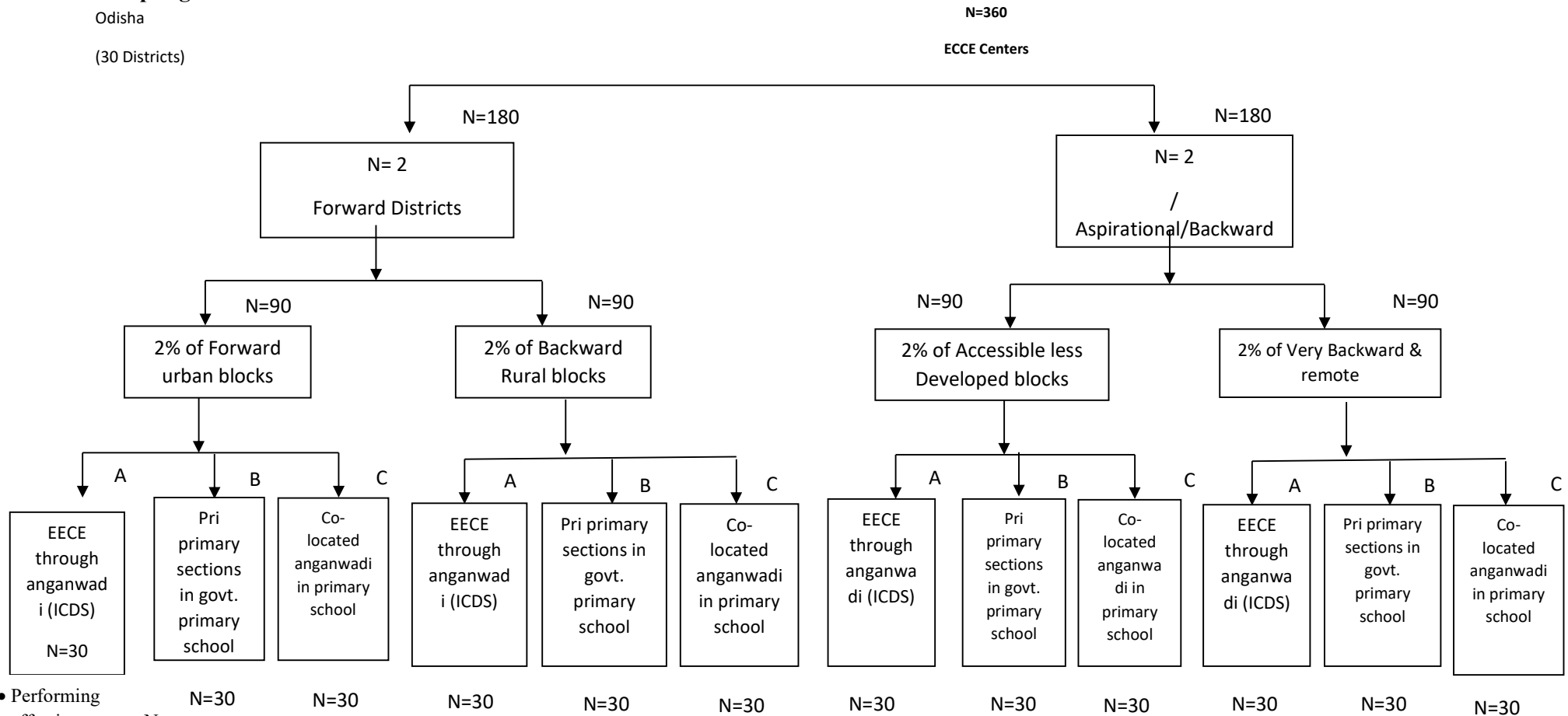
Model 1	ECE through ICDS <i>Anganwadis</i>
Model 2	ECE through Pre-primary Sections in Government Primary Schools
Model 3	ECE through <i>Samagra Shiksha Abhiyaan</i> : convergence between MHRD and MWCD Model a: Co locating <i>anganwadi</i> in primary school under the <i>Samagra Shiksha Abhiyaan</i> Model b: Establishing pre-primary sections in Primary Schools under the <i>Samagra Shiksha Abhiyaan</i>
Model 4	ECE through Private Schools
Model 5	ECE through NGO Sector
Model 6	Home-Based Model for Children in Difficult Circumstances, such as those with disabilities, those in geographically remote locations and children of migrants

These structural models would be used to select sample like ECCE centres. Given below shows the sampling methods that would be followed in Odisha and that would be replicated for Punjab and Kerala.

Sampling

Odisha

(30 Districts)



- Performing effective centers N = 15

- Less Performing effective centers N = 15

the feedback of class 1 students and teachers in that block.

Forward districts have better infrastructure, health, education, power supply and communication & irrigation facilities.

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, physical infrastructure, provisions, system effectiveness, Service delivery, other agencies, parents and community participation would be assessed. (ECCE quality, MEYERS, 2004 both processes and structural dimensions). Suitable Statistical analysis and qualitative methods would be used. The early childhood environment rating scale revised (ECERS) developed by Harms and Clifford majors child care quality from a global prospective. The items are organised into seven sub scales that guide the observer to practically mark meaningful area of interest in early childhood classrooms. The Tamil Nadu modification of the ECERS, developed by Barbara Iseley standardised in Indian context would be used to major quality. The sub scales are 1. Infrastructure- furnishing and physical setting; 2. Personal care and grooming; 3. Physical learning aids (availability); 4. Language and reasoning and experiences; 5. Fine and gross motor activities; 6. Creative activities and 7. Social development. Interview guide and focus group discussion would be used to understand perception of stakeholders relating to quality of ECCE like personal qualification and training attendance and involvement with children work load, supervision and support from the community.

Timeline for completion of the Project-24 Months For completion of research project (2 Years

Review of Literature -3 months

Tool construction-3 months

Collection of primary data -8 months

Data cleaning, coding, tabulating and sorting- 4 months

Analysis of data and result output- 2 months

Writing report, discussion about findings, editing, typing, binding-4 months

Estimated Budget

					TOTAL
1	Non Recurring Grant	Books, Patent tools and journals			2,00,000/-
		Voice recorder (5)			50,000/-
		Hard-disk (3)			9000/-
		Total			2,59,000/-
2.	Recurring Grant	Man Power			
		1 Senior consultant	2 Years	40,000*24	9,60,000/-
		6 Junior Consultants	2 Years	30,000*24 months	43,20,000/-
		4 Project Computer operators cum clerks	2 Years	17,000*24= 4,08,000/- * 4	16,32,000/-
		Total	Salary for 2		69,12,000
		FIELD WORK			
		Workshops for Tool finalisation, Training for data collection by experts, Refreshments			3,00,000/-
		Travel, Food & accommodation			15,00,000/-
		Investigators (Local)		Rs.1000/- per day or per person	3,00,000/-
		Total			21,00,000/-
3.	Miscellaneous				
		Postage Charges, Telephone calls			15,000/-
		Stationary, Questionnaire Print tools(questionnaire and others)			1,00,000/-
		Photo-copy and Print Report ,editing, binding, Publications			50,000/-
		Workshop/ consultative meet/ state Advisory for finalisation of reports with stake holders			50,000/-
		Total			2,15,000/-
		Non Recurring Grant			2,59,000/-
		Recurring Grant			90,12,000/-
		Miscellaneous			2,15,000/-
		Total			94,86,000/-
		Contingency 10%			9,48,600/-
		Grand Total			1,04,34,600
		One Core Four Lakh Thirty Four Thousand Six Hundred Only (Ten Million Four Hundred Thirty-Four Thousand Six Hundred)			

References:

- Bennett, J. (2011): *Early Childhood Education and Care Systems: Issue of Tradition and Governance. Child Care- Early Childhood Education and Care Dimensions and Challenges International Journal of Humanities and Social Science Invention (IJHSSI) www.ijhssi.org ,Volume 6 Issue 12, PP.60-68 doi:10.1080/09575140500130992*
- Gallagher, J. & Clifford, R. C. (2000). The missing support infrastructure in early childhood, *Early Childhood Research and Practice*, 2(1), 1–24.
- Hasdip, M.J &Gullo, D.F. (2017) *The Channing landscape of early childhood education: Implications for policy and practice, Early Childhood Education Journal*, 46, 249-264
- Hayden, J. (1997) 'Directors of early childhood services: Experience, preparedness and selection'. *Australian Research in Early Childhood* 1(1): 49–67.
- Hodgkin, R. & Newell, P. (1996) *Effective government structures for children: report of a Gulbenkian Foundation inquiry* (London, Gulbenkian Foundation).
- Hodgkin, R. & Newell, P. (1996) *Effective government structures for children: report of a Gulbenkian Foundation inquiry* (London, Gulbenkian Foundation).
- Kagan, S. L. & Cohen, N. E. (1997) *Not by chance: creating an early care and education system for America's children* (Report of the Quality 2000 Initiative) (New Haven, CT, Yale University Bush Center).
- McLeod (2002): PhD Thesis. *Leadership and Management in Early Childhood Centre: A Qualitative Case Study*: Unpublished
- Mishra, R., (2017). *Early Childhood Care and Education in Odisha: Quality*
- Muijs, D., Aubrey, C., Harris, A., & Briggs, M. (2004). How do they Manage *Journal of Early Childhood Research*, 2(2), 157–169. doi:10.1177/1476718x04042974
- Neuman, M. J. (2005). Governance of early childhood education and care: recent developments in OECD countries. *Early Years*, 25(2), 129–141. doi:10.1080/09575140500130992
- Nuponnen. H (2005): PhD Thesis. *Leadership and Management in Child Care Services: Contextual Factors and Their Impact on Practice*: Unpublished
Professionals about leadership roles and responsibilities=E2=80=99. *Early Years*18 (1): 40=E2=80=936.
- Rodd, J. (1997) 'Learning to be leaders: Perceptions of early childhood professionals about leadership roles and responsibilities'. *Early Years* 18(1): 40–6.
- Rodd, J. (1997) =E2=80=98Learning to be leaders: Perceptions of early childhood
- S. C., Sowa, J. E., &Sandfort, J. (2006). The Impact of Nonprofit Collaboration in Early Child Care and Education on Management and Program Outcomes. *Public Administration Review*, 66(3), 412–425. doi:10.1111/j.1540-6210.2006.00598.x
Selden,
- Selden, S. C., Sowa, J. E., &Sandfort, J. (2006). The Impact of Non-profit Collaboration in Early Child Care and Education on Management and Program

Outcomes. *Public Administration Review*, 66(3), 412-425. doi:10.1111/j.1540-6210.2006.00598.x

- Shavar, Y. R., & Shiffman, J. (2017): Generation of global political priority for early childhood development: the challenges of framing and governance. *The Lancet*, 389(10064), 119–124. doi:10.1016/s0140-6736(16)31574-4
- Siraj-Blatchford, I. & Hallet, E. (2014). *Effective and Caring Leadership in the Early Years*. London: Routledge.
- Siraj-Blatchford, I. & Manni, L. (2006). *Effective Leadership in the Early Years Sector. The ELEYS Study*. London: Institute of Education, University of London.
- UNESCO (2007) *Education for all by 2015: Will we make it? Global Monitoring Report*, Paris: Unesco
- UNESCO (2007a) *Good Governance of Early Childhood Care and Education: Lessons from the 2007 EFA Global Monitoring Report*, Paris: UNESCO
- Urban, M., Vandenbroeck, M., Lazzari, A., Peeters, J. & van Laere, K. (2011). *competence requirements in early education and care (core). a study for the european commission directorate-general for education and culture final report*. brussels: european commission, directorate-general for education and culture.

2. Making Government Schools Attractive:

An exploratory study of how some government schools in Telangana turn around the tide

Principal researcher: A. N. Reddy

Introduction

It is widely acknowledged that enrolment in government schools over the years. Though demographic changes can be one of the reasons but it does not completely explain the phenomenon. The other commonly advanced explanation is growth of private sector. It is argued that private schools with better infrastructure, English medium of instruction is an attraction for parents who care for the quality of education their receive. The private are accountable to parents who pay fees and parents can use exit and voice options. Learner achievement in private schools is claimed to be higher than private schools. The discourse along these lines led to perception and public image of government schools as non functioning schools, teachers frequently absent from schools, and attended only by those who cannot even afford low fee private schools and teaching and learning standards are poor is another factor in the declining of enrolment. Because these factors researchers like Geetha Kingdon have argued that there is a huge shift of enrolment from government schools to private schools. Enrolment trends indeed confirms increasing share of private sector across all states. Telangana epitomizes these trends pronouncedly as the share of enrolment in private unaided schools even at primary stage is nearly 50 percent in resent past. It may be noted undivided Andhra Pradesh and residual Andhra Pradesh and Telangana occupies top position in terms enrolment in private sector at school education.

However parents and community at large apparently recognised the limited gains of attending private schools and its adverse impact on government schools. Teachers have become acutely aware of the precarious situation and coming forward to save the public institutions. In many places teachers, parents and local community forged alliances to improve the image of government schooling and increase enrolment and standard of teaching learning. In many places parents and community did not allow private school buses that pickup children to enter their villages, parents have participated mass pledges to send their children to government schools only. Teachers have reciprocated that they would attend schools regularly and improve teaching standards and functioning of schools. In many places local educational administrators and teachers have promised this on promissory papers. Local community has also very motivating slogans with rhythm to take pride in attending government school. The vernacular media is replete with the stories of this kind during the last nearly two years. Against this background a few questions arise: how to consolidate, strengthen and sustain the drive initiated by local teachers, community, parents and field educational officers?. What are the strategies adopted by different actors in improving the enrolment in their schools? How alliances formed and sustained?

The present research is an attempt to document the experiences of different actors and how they plan to sustain this momentum. It is hoped that this will long way in making government schools as functioning schools. The research uses both data from DISE, school coordinates, and field work. The project is for duration of six months.