NIEPA, New Delhi

<h1 style="color:red; text-align:center">Refresher Course on
Educational Planning and Administration
for Faculty of Higher Education Institutions being Offered as a
MOOC on SWAYAM Portal</h1>

Course Curriculum and Expected Learning Outcomes

Total Credit: 04
Duration/Total Number of Sessions: 40 (40 hrs)
Clientele Group: Faculty of HEIs
Method of Transaction**:**   As a MOOC on SWAYAM Portal

1.   Introduction

Educational planning and administration, a relatively young discipline, has been fast evolving since the early 1960s. Over the years, principles and practices of educational planning and management have become more and more strategic, result oriented, evidence based, transparent and accountable. Keeping the changing landscape of educational policy and programme planning and management practices in view, the National Institute of Educational Planning and Administration (NIEPA), New Delhi, a national level apex organisation engaged in teaching, research and capacity development for advancing educational planning and administration in the country, has been notified by the MHRD as one of the discipline specific National Resource Centres (NRCs) for offering on the SWAYAM portal a **'Refresher Course on Educational Planning and Administration'** for the faculty of higher education institutions.

This is a short-term certificate course for those faculty engaged in teaching and research in educational planning and administration. The overall objective of the course is to acquaint the faculty of HEIs to recent developments in key areas related to educational policy-making, planning, administration and financing. It is a 4-credit course having the total duration of 40 hours. Around 12 weeks would be taken to transact the course, including the time required for assessment and certification.

It is expected that a threshold level of prior knowledge and skills in areas related to educational planning and administration would help the participating faculty to effectively engage and appreciate the course. The online refresher course, therefore, has been designed to introduce the participants to foundations as well as practices of policy-making, planning, administration and financing of education. It attempts to provide an insight into educational policy-making process; methods and techniques of strategic planning; decentralised administrative structures and practices; and patterns, modes and sources of financing in India.

The online course was launched on SWAYAM portal on 1st November 2018, with the provision for enrolment till 25th November 2018. The effective date for starting transaction of the course is 1st December 2018. The Unit-wise course material, including essential readings and audio-video material would be uploaded in due course. The course would be transacted

by experienced faculty members at NIEPA with specialisation in areas of educational policy-making, planning, public administration and governance, and financing.

The following sections discuss the course structure, curriculum and the expected learning outcomes:

2. Course Components and Expected Learning Outcomes

2.1 Course Components

The course on educational planning and administration will be offered in a modular fashion, and it will have the following four major Units:

Unit I: Educational Policy;
Unit II: Educational Planning;
Unit III: Educational Administration; and
Unit IV: Educational Financing.

2.2 Overall and Specific Expected Learning Outcomes

The overall objective of the online course is to orient the participants/faculty of higher education institutions to principles and practices of policy-making, planning, administration and financing in the education sector (i.e. school as well as higher education) in general and in India in particular. At the end of the course, the participants will be able to:

(i)   Understand education policy; institutional structures for policy-making; and shifts in the discourse;

(ii)   Gain insight into the evolution of educational planning, planning models and practices in India; and techniques of strategic/results based planning at sectoral and institutional levels;

(iii) Analyse principles and practices of educational governance and administration: and develop leadership skills; and

(iv)   Understand basic principles and approaches of educational financing; cost analysis in education; and resource mobilization strategies.

3. Scope and Unit-wise Expected Learning Outcomes

The online course is designed to introduce the participants to foundations and practices of policy-making, planning, administration and financing of education, covering the pre-school to higher and technical education. Besides, it makes an attempt to provide an insight into the policy-making process; methods and techniques of planning; administrative structures and practices; and patterns, modes and sources of financing education of education in India. It is expected that, on completing the course, the participating faculty will have fairly good understanding of the principles and latest practices in policy-making, educational planning and administration in the country. The following thematic areas will be covered in various Units of the course:

3.1 Unit I: Educational Policy

Unit I makes an attempt to develop an understanding of various approaches to policy-making and policy processes in education. In the Indian context, the role of central and state level

institutions in policy-making is analysed. The Unit provides a synoptic review of recommendations of different Commissions and Committees in shaping education policy in India. In particular, on competing the Unit, participants are expected to develop an understanding of major policy changes in education in India. The following broad themes will be covered in Unit I:

- Principles of policy analysis and policy-making in education
- Institutional arrangements and processes for education policy-making in India
- Policy shifts in education in India

Expected Learning Outcomes

On completing Unit I, the participants will be able to:

(i)   Understand approaches and processes of education policy-making;
(ii)   Understand institutional structures and processes for policy-making in India; and
(iii)   Analyse major policy shifts.

3.2   Unit II: Educational Planning

Unit II deals with principles and practices of educational planning in general and in India in particular. It attempts to provide an overview of the evolution of educational planning. It discusses methods and techniques for sector studies, population and enrolment projections and strategic planning in education. Specifically, on completing Unit II, participants are expected to be able to analyse and appreciate educational planning frameworks and practices in India. The following broad themes will be covered in Unit II:

- Foundations of educational planning
- Changing landscape of educational planning
- Methodology of educational planning, projection techniques, prioritization, target setting/defining the results chain, and budgeting techniques
- Educational planning practices in Indian

Expected Learning Outcomes

On completing Unit II, the participants will be able to:

(i)   Understand the key principles guiding decision-making in educational planning;
(ii)   Use projection techniques; analyse key performance indicators; and undertake strategic/result based planning activities; and
(iii)   Analyse and appreciate educational planning frameworks and practices in India.

3.3   Unit III: Educational Administration

Unit III deals with principles, structures and processes of educational governance and administration. It introduces concepts and models of educational governance, with additional emphasis on application of theories of public management in educational governance in India. Particularly, it attempts to provide an overview of recent advances in administrative theory and management principles in education, with particular focus on shifts in emphasis from government to governance. Specifically, on completing Unit III, participants are

expected to be able to analyse and understand governance and administration structures and processes in education in India. The following broad themes will be covered in Unit III:

- Educational governance, administration and management
- Structure and processes of decentralisation in educational governance
- Educational administration in India
- Leadership in educational administration

Expected Learning Outcomes

On completing Unit III, the participants will be able to:

(i)   Analyse principles and practices of educational governance and administration;
(ii) Understand the institutional structure and processes of educational administration in India; and
(iii) Acquire leadership skills necessary for organisation development.

3.4   Unit IV: Educational Financing

The objective of Unit IV is to understand costs and expenditures associated with education as well as the principles and practices of planning and management of educational financing. It focuses on resource mobilisation strategies and practices in education in general and in India in particular. It provides an overview of evolution of educational financing in India, with focus on recent strategies and innovations. Specifically, on completing Unit IV, participants are expected to be able to analyse approaches, modes, trends and sources of financing education in India. The following broad themes will be covered in Unit IV:

- Costs and financing of education
- Sources of funds and innovations in educational financing
- Trends and patterns of educational financing in India
- Private sector participation in education

Expected Learning Outcomes

On completing Unit IV, the participants will be able to:

(i)   Understand basic approaches and principles of educational financing;
(ii) Analyze costs and expenditure in education;
(iii) Critically reflect on shifts in educational financing strategies; and trends and patterns of educational financing in India.

4.   Outline of Unit-wise Curriculum

4.1   Unit I: Educational Policy

4.1.1   *Principles of analysis and policy-making in education (03 sessions)*

In this Unit, besides the key commonly used models used for policy analysis, two major approaches to policy making will be discussed. These are the comprehensive rationality approaches, which focus on evidence, problem identification and optimal solutions; and

bounded rationality approach developed by H. Simon. However, it is to be noted that policy making is a complex process that depends on an interplay of political, social and ideological factors. An understanding of policy process, therefore, requires the context specific information and its analysis. Policy process is not merely top down, rather, an agenda of policy is developed through people's participation and field level discourses.

4. 1.2 Institutional arrangements and processes of policy-making in India (02 sessions)

After having discussed the importance of contexts and approaches to policy-making, it is important to understand the various structures of policy-making in India. For example, the role of the Constitution, the Cabinet, the Parliament, the Judiciary and the Parliamentary Standing Committee is of utmost importance in the policy formulation. The Unit discusses roles of these institutions. Besides, the important role of the Central Advisory Board of Education is analyzed. The HRD Ministry is directly responsible to frame national policies on education. The Planning Commission of India has been dissolved and present NITI Ayog at the centre is entrusted with the responsibility to give a direction to education through important policy interventions. There are other important institutional structures in the school and higher education, which are both a part of policy making and implementation guided by the national policy. An understanding of various structures of policy-making in India will be the core component of this Unit.

4.1.3 Policy shifts in education in India (05 sessions)

In independent India, education policies have been closely influenced by various Education Commissions that were set up from time-to-time. The University Education Commission of 1948 under the chairmanship of Dr. S. Radhakrishnan, the Secondary Education Commission under the chairmanship of Dr. A. Lakshmanaswami Mudaliar in 1952, and the Indian Education Accordance with the recommendations of this Commission that the National Educational Commission under the chairmanship of D. S. Kothari were notable among them. Recommendations of these Commissions largely guided formulation of the National Policy on Education, 1968. This was followed by the making of the second National Policy on Education in 1986, and the Programme of Action in 1992.

Further, an important landmark is Sarva Shiksha Abhiyan which aimed at universalising elementary education in a time bound manner. The demand for education led to the rights based education the RTE Act, 2009. The T.S.R. Subramanian Committee was entrusted with preparing a new education policy for India, which submitted the report to the government in May 2016. The report was followed by K. Kasturirangan to head a panel of experts to prepare the new education policy, which is supposed to submit the report by September 2018. The Unit analyzes the policy trajectory in India since independence.

Major policy shifts in India can be observed as a response to few important developments such as rising demand for education, government's inability to fund education adequately, and concurrency of education in 1976. Above factors led to new thinking, which was manifested in the National Policy on Education in 1986 and Programme of Action, 1992. With the renewed commitment to EFA, universalization of elementary education received fresh momentum in the 1990s and flagship education programmes in school education received external funding. Besides, there were factors such as privatization and globalization that shaped policy, mostly in higher education. The Government continues to support inclusive education with expansion. Eight years of schooling is treated as a right, and the reach of education is being encouraged to all strata of society to a varying degree.

The recent policy shift from input-based measures to process and output-based measures in quality has led to emergence of the results based management of education in the country. Accreditation, ranking, outcomes based education, achievement surveys are notable among them. Use of technology has further changed the pedagogic practices that every teacher needs to be aware of. It has been changing the contours of teaching and learning in education. The use of technology in education is a major transformation affecting the governance and pedagogy. Policy shifts are taking place to respond to new realities and a teacher should understand policy shifts in order to reposition themselves and address problems of changing realities. The Unit will provide critical analysis of shifts in the policy emphasis both in school and higher education since 1968.

4.2 Unit II: Educational Planning

4.2.1 Foundations of educational planning (02 Sessions)

- *Education, a 'public good/merit good', market failure and the case for state intervention*
- *Education and national development: Shifting development discourse on education as 'a basic need' to a critical driver of 'sustainable development'*

The Unit will begin with a discussion on the rationale for government intervention in education. The discussion will focus on how the public (or semi-public) good nature of education and the presence of externalities in the production and consumption processes can lead to situations of market failure, and consequently, the market can be driven to solutions that are not socially efficient. This is the fundamental reason to defend the public provision of education. Besides, the discussion will also be made on how and why there has been 'the return of the state', more visibly in the developing world, which recognizes education as the key to break free from poverty, inequality and 'unfreedom'.

It is now a politically accepted fact that education delivers; it delivers both economic and non-economic gains. Consequently, given the strong nexus with national development, education, over the years, has earned a critical position in the overall macroeconomic planning framework of most nations across the globe, including India. The second part will deal with the above issue and would focus on understanding the discourse on the role of education in national development, i.e. from conceptualization of education as a basic need to its recognition as the driver of sustainable development.

4.2.2 Changing Landscape of Educational Planning (02 Sessions)

- *Principles guiding educational planning models: Social demand approach, manpower requirements, rates of return, right based approach, and Sector Wide Approach (SWAp)/Results Based Approach,*
- *Evolution of education planning models since 1960s: Macro to micro planning, decentralised planning, project planning, and strategic/results based planning*

This section of the Unit will deal with principles of educational planning. The discussion will be made on the theoretical axioms that generally go into constructing planning models in varying settings. It would also provide a brief overview of the necessary conditions for successful educational planning, defined in terms of implementability and realization of expected outcomes. With the increased international commitment to support education development initiatives in less developed and developing countries, new approaches to

funding that leave space for the recipient countries to prioritize educational investment in their settings have come up that, to a large extent, address the structural issues of educational planning. During the last five decades, educational planning, as a distinct discipline, therefore, has traversed a long distance, both internationally and nationally. The Unit will provide a glimpse of this journey.

The second part of this theme will begin with an introduction to basic concepts, types, conditions, approaches and techniques of educational planning. An attempt would be made to introduce the concept of decentralised planning and planning practices currently being adopted in various education sub-sectors in India, including the higher education sub-sector.

Besides, the discussion will also be made on the concept and application of strategic/results based planning techniques in education and the way these techniques have been contextualised and built into district planning models in India, particularly under the SSA and the RMSA, and most recently the *Samagra Shiksha*. As such, the Unit would provide an overview of the changing landscape of educational planning in India, including the latest planning approaches and frameworks. A discussion of the approaches to educational planning would help enable participants to contextualise and analyse educational planning frameworks and practices in India. It would help them to participate in the current debate on 'whether educational planning in India is rhetoric or a reality?'

4.2.3 *Methodology of educational planning, projection techniques, prioritization, target setting/defining the results chain and budgeting techniques (05 Sessions)*

- *Evidence based planning and Data requirements for education sector studies*
- *Estimation methods and interpretation of Key Performance Indicators (KPIs) for sector diagnosis and articulating policy options for state intervention*
- *Projection techniques, and techniques of prioritization of public interventions in education*
- *Methodology and tools of strategic/results based planning, including techniques for defining results chain*
- *Techniques and tools for setting targets and designing public interventions in education sector planning for delivering results*

This section of the Unit would deal with methodology and techniques of educational planning, with particular focus on evidence based strategic planning practices. Planning changes the basis for decision-making, if it is information based rather than based on inertia. Evidence based planning not only improves cost-effectiveness of educational interventions but also helps manage results better. Therefore, good planning exercise requires information and data. Educational planning also requires data on education-related sectors and education specific activities. Many developing countries, including India have systematic collection, collation and publication of educational data on a regular basis. The Unit will also discuss data requirements and sources of data in India, particularly the EMIS at school level (U-DISE) and at higher education level (AISHE).

This would be followed by a discussion on methodology and techniques of education sector analysis. As sector study is critical for contextualizing formulation of an education development plan, this step in the plan formulation assumes critical importance. It helps in identifying development priorities and constraints in any given level of education. Suggested strategies to deal with development concerns in the sub-sector can also flow from the sector analysis. Techniques for estimating key performance indicators of access, participation,

internal efficiency and quality for diagnosis of the status of education at the state and district levels will be discussed, besides looking into the socio-economic and institutional settings. Particular emphasis will be on population and enrolment projection techniques, estimation methods of education performance indicators and their interpretation for decision-making.

This section of the Unit will introduce educational planning methods and techniques that have generic application in all settings. How is the language of educational planning changing over the years? Having its origin from warfare, how has strategic planning been adopted in social sector development planning models? Is strategic/results based planning significantly different from the way countries used to plan earlier using traditional planning models? Does it merely speak the new language of planning and how have the traditional institutions in India responded to this language of planning? In other words, how ready are the developing countries like India to make strategic planning a reality in the education sector?

Besides, the Unit will discuss key steps involved in the formulation of strategic educational plans at state and district levels, i.e. starting from sector diagnosis and identification of development priorities and constraints to setting plan targets/defining results chains and matrix, specification of action programmes/designing priority interventions, planning for M&E, appraisal and budgeting. Particular emphasis will be on discussing what a plan must have, for example, in terms of data, evidences, targets, major interventions, etc. The differences in the methodology of planning at school and higher education levels will also be highlighted.

This will be followed by a discussion on techniques of developing vertical and horizontal logic of planned interventions and their M&E framework to facilitate management for results. In any planning exercise, it is critical to design priority interventions appropriately both for effective implementation and monitoring. The Logical Framework Matrix (LFM) is one of the techniques used to elaborate and present the essence of an intervention. The LFM is the main output of the Logical Framework Analysis, mostly used in strategic/result based planning exercises. The LFM or simply the log frame helps to make the logical relationships between activities, outputs, outcomes and impact of a programme intervention more transparent. The log frame itself consists of a matrix, which has four columns and (in its most basic form) four rows. The vertical logic identifies what the programme intends to do, clarifies the causal uncertainties/assumptions beyond the planners' control. The horizontal logic relates to the measurement of the effects of, and resources used by, the programme through the specification of key indicators of measurement, and the means by which the measurement will be verified. The log frame is seen as an aid to thinking. The log frame is also seen as a dynamic tool, which should be re-assessed and revised as the education development programme itself develops and circumstances of its implementation change. The Unit will discuss in detail how to use the log frame in designing interventions in an education development plan.

4.2.4   *Educational planning practices in India (01 Session)*

- *Reflections on changing landscape of educational planning and planning practices in India*

By now, participants would have a better understanding of the fundamentals of educational planning and acquired the basic generic skills required to undertake educational planning. Given the expected learning outcomes, the concluding part of the Unit would focus on

programme-specific planning models in the education sector, which have been developed and implemented in India during the last two and half decades. There has been a visible return of the state – i.e. the Central Government has repositioned its role and functions for education development. And, at the same time, there has been an increasingly more central control of the educational decentralization process in the country. While inertia still dominates educational planning practices in the country and there is often 'bureaucratic capture of the planning process' in certain cases, at times, India also exhibits extraordinary political commitments that shift educational policy and programme planning to a different level (at least in principle).

External aid to education has also contributed to the institutionalization of the language of educational planning in the country. Good or bad, the country now has a culture of planning in the education sector. Over the years, new methods of financing education have evolved and these have important implications for educational planning in India. In a way, certain funding methods highly influence state policy and programme planning practices, which may or may not promote strategic/result based planning in education. Moreover, certain funding methods (where the planning models are used as means to access funds) contribute to ever widening regional disparities in educational development. The Unit will be concluded with a discussion on the changing landscape of educational planning in India

4.3 Unit III: Educational Administration

4.3.1 *Educational governance, administration and management (Sessions: 02)*

- *Educational administration, management and governance: Concepts, forms, models and trends*

Aligning with the broad perspective of the unit of educational administration the first session will deal with the concepts and approaches to educational administration and management. The second session will focus on the recent advances and emerging trends in educational administration and management with an added emphasis on new concepts and models of educational governance such new public management; shifting emphasis from government to governance; emerging forms and models of governance such as network governance; global governance; shared governance, etc.

4.3.2 *Structure and processes of decentralisation in educational governance (02 Sessions)*

- *Federalism and the role of federal and state governments in educational administration and governance*
- *Structure and processes of decentralisation in educational governance in India*

This sub-unit of the course will deal with the principle and practices of federalism and decentralisation in educational governance in the backdrop of historical- constitutional context and operational dynamics. The sessions will delve into the nuances educational governance in the light of post constitutional developments in the forms of constitutional amendments, subordinate legislations and policy initiatives by the federal government for reforming education. It will also touch upon the impact of reform initiatives of the federal government on union-state relations. This sub-unit unit will also deal with the dynamics of decentralisation –centralisation in educational governance.

The second session will deal with specifically with the principle and practices of decentralisation in educational governance. How far the idea of decentralisation in federal

mode has been used in educational governance is the concern which can better be understood in the light of operational dynamics. This session will primary revolve around understanding and analysing this critical concern on a continuum of federal-state-local governance.

4.3.3 Educational administration in India (04 Sessions)

- *Administration and governance of school education*
- *Administration of higher education: Structure, process and variety of institutional forms*

Educational administration and management in India is characterized by its own complexity of structure, processes, issues and problems emanating from its size; geographical, social, economic and cultural diversity; and colonial historical context of educational administration. This sub- unit of the course will focus on understanding the principles and practices of educational administration in its distinctive historical experiences, territorial and cultural context; and their interface with political context. The first two sessions of the sub-unit will deal with the administration of school education focusing on structure, process and issues in the governance of school education from federal, state and sub-state including institutional levels.

The system of higher education is undergoing through a process of change. New principles and models of governance and management are informing the changes. In the backdrop of these developments, the sub- unit of higher education will attempt to acquaint the participant about the governance and management of higher education in India. It will also attempt to understand the implications of global developments in higher education in India. These concerns will be dealt with in two sessions. Besides dealing with the structure, forms and process of governance of higher education in India, it will also touch upon the emerging trends and models of institutional governance of higher education. It will specifically deal with the issue of regulatory framework of higher education in India and its interface with the issue of institutional autonomy.

4.3.4 Leadership in educational administration ((02 Sessions)

- *Understanding educational leadership in a multicultural context and skills for effective leadership*
- *Institutional leadership and governance, with focus on leadership for improving institutional performance*

This sub-unit provides an understanding of leadership within cultural context. Effective Leadership is one of the most key requirements of organizational performance and effectiveness. However, being a leader is quite challenging and rewarding, and carries many responsibilities, specifically in educational administration. The performance of an organization depends largely on the leadership skills that are demonstrated by the leader of the organization. Leader is a facilitator of team performance, towards a situation wherein leadership is about the creation and maintenance of a climate and conditions for the achievement of goals and the attainment of high performance – a situation in which leadership involves working with and through others. Leaders should focus on the trust they engender in teachers, students, and parents in order to improve organizational performance. Moreover, leaders need to be 'ecologically aware'- to be cognizant of those forces which impact upon not only their own practice, but upon the attitudes and values of the other

educators within their organizations, the aspirations and endpoints of their students and upon those in the wider communities they serve.

4.4   Unit IV: Educational Financing

4.4.1   *Costs and financing of education (03 Sessions)*

- *Investments in education and economic development – Need for Public Financing.*
- *Concepts and taxonomy of educational costs; cost analysis in education*
- *Principles & models of educational financing*

Investment in education is imperative for the growth of individual as well as nation. The positive relationship between education and economic development is well evidenced in literature. The very fact that education is still contested to be considered as a public good also makes a case for public financing and State allocation to education.   While the concepts of costs in education are similar to that in the economic theory but they have a distinct characteristic for the nature of the education services having individual as well as social returns to the costs incurred. While referring to the costs associated with education, one may talk about direct costs to be borne by the service providers (governments, household, private agencies) or the service consumers, there may be more indirect costs and several ways to classify and understand the maze of costs in education. Cost analysis is the first step in developing an understanding of educational finance. What are the components of cost of education to the nation, to the community and to the individual is the major concern to this session. The complementary role between public, private and institutional costs, differential impact of costs of education on individuals and the relationship between cost of education and economic development, etc. provide basis for informed decision making in financing education. While principles of financing are based on equity and quality of education. There are various models and methods of financing deriving from the adequacy, efficiency and accountability triology. The three sessions in this theme shall discuss about the above aspects related to educational financing.

4.4.2   *Sources of funds and innovations in educational financing (03 Sessions)*

- *Sources and methods of education financing : Innovations in education financing*
- *External / Foreign Aid in Education*
- *Financing for Gender Parity : Gender Budgeting in education*

Traditionally education has been largely funded by State resources with some assistance from external aid across the world External aid in education has been an important instrument of generating additional funds by national governments, particularly in the developing countries a major proportion of which came as ODA under the framework of DAC countries. These comprise grants and loans to governments, contributions to/from international organisations (IOs) and financial institutions (IFIs), and subsidies for preferential loans, etc.

As State provision and financing of education took a downturn in the early nineteen nineties the responsibility of generating resources fell on the shoulders of individuals/students and institutions. While institutions resorted to cost cutting and fund raising methods to some extent adversely affecting quality, individuals reeled under the pressures of rising costs of poor quality education through self-financing, loans etc. Shrinking public budgets for education matched with rising public aspirations for education created distortions of varied nature, ranging from quality to equity to inadequacy of resources for educational

development. Apart from looking for new sources of funds few other mechanisms were introduced to address equity issues including those through budgeting for gender mainstreaming. There would be three sessions under this theme highlighting each of these aspects distinctly.

4.4.3   Trends and patterns of educational financing in India: (03 Sessions)

- *Structure of educational financing in India --Centre-State Financial Relations*
- *Financing of school education in India*
- *Financing of higher education in India*

The educational system in India was predominantly a state funded and directed activity until recent years. The federal structure of India provides for the multi-tiered provision of State financing for education in India. International Declarations, such as the 2011 Jomtien Statement, recognise that states should spend at least 6% of their GDP and /or at least 20% of their national budgets on education in order to achieve quality education for all. However, like many other developing countries, India too finds it difficult to meet this target and the financial requirements of a fast expanding education system. A phased transition of the process of educational financing in India can clearly be seen as beginning from a period of Centralised Planning with Domestic Funding to Decentralised Planning with emergence of Project Based External Funding to an era of Domestic Resource crunch during the seventies (70s)that got further constrained during periods of structural adjustments in the nineties. India was thus forced to enter a new mode of more open and liberalized education system with greater private and foreign participation in funding education. This section shall try to analyse this entire trajectory of India's education financing, budgeting process , the role of Finance Commission and erstwhile Planning Commission in devolution of funds, trends and patterns in education expenditures and their regional as well as social impact.

4.4.4   Private sector participation in education (01 Session)

- *Growth of private sector financing in India : Modes and challenges*

Although, education is still largely contested of being a public or a merit good, it would not be wrong to say that the neo-liberal dimensions of education system have given it more or less the status of an industry. As market became the dominant dictator in this neo-liberal policy frame and Governments were relegated into the background as framers of broad policy guidelines, private sector participation in Financing grew at a fast phase. Several new modes of private participation emerged in addition to private sector philanthropy in education. Public private partnerships, corporate social responsibilities, civil society funding all became new players of the education financing. Growth of high fee charging private sector in a haphazard and unregulated fashion led to several concerns of equity, teaching - learning quality and employability of educated youth in India. This session shall be devoted to discussions around the above issues.

5.   Course Delivery Method

Following the 4-quadrant approach, the course is designed to be transacted online as a MOOC on SWAYAM portal. It will have tutorials (audio & video content), e-Content, and web resources. The Discussion Forum would be used extensively to make the course transaction process participatory and engaging.

6.   Course Evaluation

Self-assessment, brief thematic assignments and simulation exercises, etc. would be used to assess learning outcomes. The detailed Unit-wise course evaluation methods would be provided along with their contents.

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