

***DEPARTMENTAL ADVISORY COMMITTEE MEETING***

**Department of Educational Finance**

*Venue: Board Room, First Floor*

*Date : 5 March 2018*

**BACKGROUND NOTE AND AGENDA**

***NATIONAL INSTITUTE OF EDUCATIONAL  
PLANNING AND ADMINISTRATION  
New Delhi-110016***

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# **Background Note and Agenda for Departmental Advisory Committee Meeting**

## **1. About the Department**

The Department of Educational Finance is one of the thematic academic departments of the institution, specialised in the area of educational finances.

The twin objectives of the Department are to conduct and promote serious research on economic and financial aspects of education at all levels at national, sub-national and global levels, and to build knowledge and skill capacity of manpower involved in financial planning and management in education sector in India and other developing countries.

In the context of educational policy, planning and administration, finances form an important issue. The Department of Educational Finance focuses its activities - research, teaching, training and consultancy - around policy, planning and development issues relating to public and private financing of education, including specifically mobilization of governmental and private resources, allocation of resources and utilisation of resources in all levels of education from primary to higher, estimation of resource requirements. Mostly, but not exclusively, research areas cover policy issues in financing of education; programmes; policy issues are the focus of consultancy/advisory services; and theoretical and empirical issues relating to economics and financing of education form the content of the teaching programmes; planning techniques and management approaches form the content of training and orientation

### **1.1 Faculty Members of the Department**

Prof. Mona Khare, Professor & Head of the Department

Dr. Vetukuri P. S. Raju, Assistant Professor

### **1.2 Activities of the Department**

#### **1.2.1 Research**

Most of the important research studies conducted by the members of faculty of the Department have been around themes such as public (government), household and private financing of education, external funding, costs and financing of education, methods of funding education, estimation of resource requirements, structural adjustment

programmes, evaluation studies of centrally sponsored scholarship schemes and changes in education policies etc. Important research projects undertaken recently by the faculty of the Department include:

- Spatial Dynamics of Comparative Educational Advantages in India ( Prof. Mona Khare - ongoing)
- Alternative Approaches to Identifying Educationally Backward Areas for Balanced Development ( Prof. Mona Khare --Draft Ready)
- Employability of Higher Education Graduates in India ( Prof. Mona Khare with CPRHE –ongoing)
- Causes of Non-Enrolment and Dropout of Muslim Children at Elementary Stage in Andhra Pradesh, Telangana and Uttar Pradesh: A Comparative Study (Draft is ready)

### **1.2.2 Capacity Development Programmes**

The department regularly organizes training programmes covering varied aspects of financing in Education both at the level of school and higher education. The clientele group of the programmes consists of officers from State education Departments as well as university and college systems. Participants in different programmes include Education Secretaries/ Joint Secretaries, Directors/Joint Directors, Planning and Finance Officers and from SSA/RMSA and other senior officers dealing with the financial aspects of Education in education departments; Registrar and Finance Officers, Audit and Accounts Officers of Central and State Universities as also College Principals, Heads and Deans .

The main Objectives of the Programmes of the Department are: To sensitize the participants to the emerging problems of financing education in India; To enable the participants to appreciate the role of financial management in the development of school education; higher education and to promote an awareness of techniques of modern financial planning and management, including cost analysis, expenditure analysis, budget analysis etc.

The Department also offers courses on Financial Planning and Management in Education in Diploma in Educational Planning and Administration (PGDEPA) and the International Diploma in Educational Planning and Administration (IDEPA). In addition, the faculty members of the Department are actively involved in many other programmes of NIEPA.

Major training programmes that the Department has been organizing regularly include the following:

1. Orientation Programme in the Management of School Education Finances
2. Orientation Programme in the Management of Higher Education Finances
3. Orientation Programme in the Management of University Finances
4. Financial Planning and management at institutional level
5. Gender Budgeting in Education
6. Student Financial Support System in Education
7. Higher Education Leadership Programme

The Following capacity building programmes organized recently include:

*1. Workshop on Gender Budgeting in Education ( March 2017) ( Prof. Mona khare)*

*2. Orientation Programme in Financial Planning and Management of Education in the States (September 11-15, 2017)( Dr. VPS Raju)*

*3. MHRD's Higher Education Leadership Development Programme for University Administrators ( Feb 26-28, 2018) (Prof. Mona khare)*

*3. Orientation Programme in Planning and Management of College Finances (Field Based 19-21 March 2018) ( Dr. VPS Raju)*

### **1.2.3 Teaching and Supervision**

The Faculty in the department is involved in teaching and coordinating core and optional courses in M.Phil as well as project and dissertation supervision for long term diploma, M.Phil and Ph. D courses.

- M.Phil courses (Research methodology etc.)
- Optional courses on educational finance (Economics and financing of education; Globalization and education etc.)
- Supervision for M. Phil and Ph. D students
- Supervision for PGDEPA and IDEPA participants

**Research Supervision:**

**Prof. Mona Khare**

- **Ph.D ( Doctoral Thesis) on** “Inter-Relationship between Spatial Distribution of Knowledge Based Industries and Migration for Higher Education in India” by Mr. Sumit Kumar (ongoing) .

His dissertation aims to understand the relationship between spatial distributions of Knowledge based industries and Higher education institution and the impact of their spatial interaction on internal migration for higher education. Further, also aims to understand the effect of the inter-play of above mentioned factors on regional development in India since 2001.

- **Ph.D ( Doctoral Thesis) on** “Access and Quality Dynamics in Financing of Higher Education” ” by Ms. Sandhya Dubey (ongoing)
- **M.Phil Dissertation on** “Impact of Public Expenditure on Education Across Different Levels on Higher Education Access in India: A Panel Data Study” by Ms. Sandhya Dubey ( Awarded)
- **PG DEPA Dissertation:** A Study of Fund Flow and Utilization Pattern under RMSA in Sadar Block of Distt Mandi. Himachal Pradesh by Mr. Naresh Sharma, Lecturer , DIET, MANDI

**Dr. VPS Raju**

- MS. Shikha Diwakar is doing her M.Phil. (2016-18) Currently, she is working on equity in higher education with focus on educational experiences of the students in diverse campus and Institutional practices to respond this diversity.

### 1.2.4 Consultancy

- The faculty of the Dept. Provides advisory services to the Govt. of India, State Government and other bodies in areas relating to educational finances.
- Undertake research projects for ministries and other organizations/ editorship of journals/ invited experts in various capacities in academic and other organizations.
- Support Government agencies and institutions by holding training programmes/developing reading material/ consultancy /undertake studies with global bodies like UNESCO, IIEP, ADB, World Bank etc.
- Support Government agencies and institutions by holding training programmes/developing reading material/ consultancy to global organizations.

The faculty of the Department provides advisory Services to the Government of India, Planning Commission, University of Delhi, IGNOU, University Grants Commission, state governments and other bodies in areas relating to educational finances.

The faculty of the Dept served on committees like those of the National Advisory Council (on Right to Education) on Rights and Entitlements of Children and the Working Group on Elementary Education and Literacy – Sub Group on Adult Education, for the 12<sup>th</sup> Five Year Plan, NSC Committee on Social Sector Statistics., High-Power Committee on Reforms in Higher Education in Andhra Pradesh and the Working Group 64<sup>th</sup> Round of NSS on Migration and Employment & Unemployment and Education & Consumer Expenditure; Committee for Inspection of Midday Meals, (NCT, Delhi) Member in Joint review Missions (JRM) of the SSA. Earlier they also, among many, served on CABE Committee on Financing Higher and Technical Education, Committee on Financial Resources for Making Education Fundamental Right etc.

The department had undertaken six evaluation studies of the Centrally Sponsored Scholarship Schemes of the MHRD, Government of India. Few Recent engagements of the department in such activities include:

1. Expenditure and Management Commission of India ( Prof. Mona Khare : Methodology for developing Education Performance Index)
2. UNESCO – framework on Internationalization of Higher Education in the Asia-Pacific: Toward a Mapping of Indicators and their Utilization. ( Prof. Mona Khare)
3. Submitted to MHRD Background Paper on Elementary Education Financing including exploring Public-Private Partnership, Corporate Social Responsibility for New Education Policy ( Prof. Mona Khare)

4. -Developing Index of Service Production in Education Sector as Member of the Sub Committee Ministry of Statistics & PI, CSO ( Prof. Mona Khare)
5. Prime Minister’s Special Scholarship Scheme for Jammu and Kashmir: An Evaluation (Vetukuri P.S. Raju) (submitted the final report to MHRD)
6. An Evaluation Study of the Central Sector Scheme of Scholarship for College and University Students (Vetukuri P. S. Raju) (submitted the final report to MHRD)
7. An Evaluation Study of the Centrally Sponsored ‘National Means-Cum-Merit Scholarship Scheme’ (Vetukuri P. S. Raju) (Interim Report Submitted to MHRD)(study in progress)
8. An Evaluation Study of the Centrally Sponsored ‘National Scheme of Incentive to Girls for Secondary Education’ (Vetukuri P. S. Raju) (Interim Report Submitted to MHRD)(study in progress)

## 9. Envisioning Department of Educational Finance

### Perspective Plan (2018-2030)

<u>Area</u>	<u>Description</u>	<u>Short Term Plan</u>	<u>Medium Term plan</u>	<u>Long Term plan</u>
<b>Research</b>	The Department of Educational Finance focuses its research on policy issues in financing of education, planning techniques and management approaches. It also undertakes evaluation Government schemes on	Strengthen and promote research in core thematic areas/Long term trend analysis of Changing patterns of Education Financing/Budgeting and Institutional Financing/Regional & social disparities. Evaluation of	Promote collaborative research with universities and other global bodies in the area of Innovative methods of Financing/Challenges of financing for improving quality, equity and employability in formal, informal and non-formal education at all levels.	Promote interdisciplinary and multidisciplinary collaborative research

	education financing for inclusion, quality enhancement and other activities.	Centrally Sponsored Scholarship/Incentive Schemes.	Comparative research studies in implementation of Scholarship/Incentive Schemes by Central and State Governments. Documenting best practices in financial management at institutional level	
<b>Teaching &amp; Guidance</b>	The Faculty in the Dept. is currently engaged in the supervision of the M. Phil/Ph. D dissertations and teaching CC3 ( Statistical Methods) as well as optional paper on Globalisation.	To offer core/ optional courses on Economics and Financing of Education in M.Phil in addition to its involvement in other courses.	Take steps to promote the interest of students in different aspects of educational financing	Increase the number of scholars working in the area of educational finance from a diverse perspective.
<b>Training /conferences/ seminars etc.</b>	The Department organizes capacity building programmes covering areas such as: Planning and management of Finances in school education; Finances in higher education; University finances; Costs of education, reforms in budgeting in education, Gender Budgeting and Utilization of resources, etc.	Hold 3-4 training programmes each year  Training in quantitative research methodology for young scholars and faculty in Indian universities and colleges.  Higher Education Leadership Development programme.  Need Based Training programmes in collaboration with other institutions.	Regularly organize one National Seminar/Workshop every year along with the other regular training activities  Collaborative Training programmes in New Techniques in Financial Planning and management with other established institutions for NUEPA scholars	Regularly organize one international seminar/conference/consultation meeting every alternate year along with the other regular training activities

<b>Dissemination</b>	The faculty in the Dept. publish articles/research papers on policy issues on educational finance in different books and journals .	At least one paper submission annually for NUEPA occasional paper series /JEPA in addition to other journals	News letter (Bi-annual) publication Section -I: Activities of the Department Section-II: Short articles by scholars and experts from educational finance  2. Policy briefs annually	1.Developing modules based in tandem with M.Phil/Training programmes curriculum (Faculty and external Invited experts)
<b>Consultancy</b>	The faculty of the Dept. provides advisory services to the Govt. of India, State Government and other bodies in areas relating to educational finances.	Undertake research projects for ministries and other organizations/ editorship of journals/ invited experts in various capacities in academic and other organizations.	Support Government agencies and institutions by holding training programmes/developing reading material/ consultancy /undertake studies with global bodies like UNESCO, IIEP, ADB, World Bank etc.	Support Government agencies and institutions by holding training programmes/developing reading material/ consultancy to global organizations.

## 2.1 Research :Priority areas for research in educational finance

- Neo-Liberal Policies : Impact on Educational Finance
- Regional and social Disparity and equity in financing of education
- Trends and Patterns of educational financing in India (*Sub-sector wise; Different types of educational systems in India (Financing of different institutions General, Technical and vocational)*)
- Costing and budgeting for education – National, institutional and Household; Gender; Social
- Quality, employability and Financing of Education
- Financial management in educational institutions (Public, private, PPP)
- Institutional practices and Innovative methods in financing of education

2.2 **Series** on ‘Financial Planning and Management in Educational Institutions’ will take up by the department on school level and higher education level like autonomous colleges, Central Universities, State Universities and Private Universities etc.

- Sub-sector wise
- Different types of educational systems in India (Financing of different institutions General, Technical and vocational)

**Documentation** of Case studies/Best practices in financial management in educational institutions (Public, private, PPP)

### 2.3 News letter

The department of educational finance will publish the Bi-annual news letter to disseminate the information regarding the education finance. The news letter will be divided into two major sections. The first section covers the activities of the department and the second section will cover short articles by scholars and experts from the field of educational finance. The template is attached as an annexure-I.

### 2.4 Workshops/Conferences/Seminars

- The Department shall regularly organize workshops, conferences and seminars in sync with its research areas. Regularly organize one National Seminar/Workshop every year along with the other regular training activities. Collaborative Training programmes in New Techniques in Financial Planning and management with other established institutions for NIEPA scholars. Regularly organize one international seminar/conference/consultation meeting every alternate year.

### 2.5 Dissemination of information and knowledge

- At least one paper submission annually for NIEPA occasional paper series /JEPA addition to other journals.
- News letter (Bi- annual) publication.
- Policy briefs annually
- Paper on ‘Financial Management practices in different types of educational institutions in India’
- Paper on ‘Trends and practices of financial management in India’(long term)
- Seminars/Conferences/Workshops on Educational Finance
  - National conference on educational finance/National consultative meet on Challenges of Financing of Education/National workshop on Gender Budgeting
  - One international seminar on educational finance (alternative years)
- In order to promote students working for their M.Phil & Ph.D with the faculty, annually one joint paper with supervisors on the area of their research topic.

### 3 Proposed Activities (2018-19)

#### 3.4 Training/Orientation/Workshop/Seminar

The department proposes to hold five programmes in the coming year:

- 1. Orientation Programme on ‘Issues and Challenges in Educational Finance in School Sector’. ( VPS Raju)**
- 2. Training Programme on ‘Financial Planning and Management in Higher Education” ( VPS Raju)**
- 3. Workshop on Gender Budgeting in Education ( Mona Khare in collaboration with State University)**
- 4. National Seminar on “Shifting Paradigms in Education Financing – Adequacy, Efficiency and Accountability” : Prof. Mona khare**
- 5. Higher Education Leadership Development Programme for University Administrators ( MHRD –CALEM) : Prof. Mona Khare**

## Research

In addition to the ongoing studies the department proposes to launch two new studies.

1. Policy and Practices in Gender Budgeting in Education – A study of selected States  
( Prof. Mona Khare)

2. A Comparative Study of the State and Centrally Sponsored Scholarship/Incentive Schemes in Education *Dr. Vetukuri P. S. Raju*

## **ANNEXURES:**

### **National Seminar on “Shifting Paradigms in Education Financing – Adequacy, Efficiency and Accountability”**

‘Finance, it is said is the life blood of every industry.’ Although, education is 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 globally, the relationship between education, skills and employability are getting more and more intense, the economic rewards to investments in education seem to outweigh the social rewards associated with it. In a more open and globalised world order, while there are still reservations in announcing education as a tradable commodity, countries across the globe are engaged in selling their education in the world market as evidenced by rapidly increasing number of Foreign education Fairs and consultants, cross border movement of students and teachers, collaborative ventures in education services and research both nationally as well as internationally. Market dominance in the erstwhile state dominated education sector is clearly visible as the sector is expanding beyond the sustainable realms of a Government funded system and individuals are ready to pay for education for better economic gains.

The seeds of this transition were sown as early as the 1970s that heralded an era of deep financial crisis in education. Shrinking public budgets for education matched with rising public aspirations for education created distortions of varied nature, ranging from quality to equity to inequalities to adequacy of resources for educational development. While State provision and financing of education was on a downturn, individual and private expenditures on education took an uphill. The trend was further strengthened by the paradigm shift in the development philosophy propagated by the Brettonwood institutions in the 1990s under their structural adjustment programmes as developing countries struggled to maintain their balance of payment equilibriums. Market became the dominant dictator in this neo-liberal policy frame and Governments were relegated into the background as framers of broad policy guidelines. Education too was fully eclipsed by this neo-mode of reduced government intervention and increased privatization.

Fortunately or unfortunately, unlike other physical goods sector that became heavily privatised, education got caught in the dilemma of whether to invest for private individual or public gains, more so as the United Nations Education For All movement in the 1990s created a rights approach to basic education. As more and more countries pledged themselves to universalisation of elementary education, Governments in developing countries felt the pangs of resource crunch for managing an ever expanding school as well as higher education sector. They were thus, forced to reach out to external aid and explore new modes of financing domestically to meet their own obligations of right to education on one hand and rising individual demand for education on the other. Privatisation by way of private sector philanthropy, public private partnerships, corporate social responsibilities, civil society funding all became new players of the education financiers. As Governments withdrew, the responsibility of generating resources fell on the shoulders of individuals/students and institutions. While institutions resorted to cost cutting and fund raising methods adversely affecting quality, individuals reeled under the pressures of rising costs of poor quality education through self financing, loans etc.

The paradigm shift in development philosophy from ‘State’ to ‘market’ and that in the education philosophy from ‘welfare based ’ to ‘right based’ coming almost simultaneously in the early nineteen nineties brought a paradigm shift in policy, planning and management of education finances each bringing in its stride new challenges of financial efficiency, autonomy and accountability. Against this backdrop it would be interesting to see how different countries have responded to these paradigm shifts, evolve a professional and academic understanding of the emerging issues and learn from the best practices on educational financing at the systems as well as the institutional levels for both school and higher education.

**Sub-Themes:**

Neo-liberal models of educational financing and Challenges of meeting the Rising costs of education

State and non-state sources of education Financing – trends and patterns

New Players in Education Financing--- Private sector, Corporate Social Responsibility, PPP, Foreign aid

Education financing for meeting the challenges of quality, equity and employability

Financial Autonomy and accountability in Educational Institutions

Funds Flow and utilization in educational institutions

Best practices in Planning and Management of Educational Finances.

**Venue:** New Delhi

**Participants:** Academicians, educational administrators and young scholars

**Seminar Director/Coordinator:** Prof. Mona Khare

Travel and stay for national participants: 50\*Rs 25000= Rs. 12,50,000/-

Local Stay (board and lodge)= Rs. 800\*50\*3

Rs. 1,25,000/-

Honorarium for resource persons/invited papers @ 25000/- \*12

Rs. 3,00,000/-

Lunch and Dinner for two days (total four)

Rs. 1,50,000/-

Stationery, background material preparation, photocopy

Rs. 50,000/-

Contingency

Rs. 50,000/-

**Total = Rs. 19,00,000/-**

## **Higher Education Leadership Programme (MHRD) ( For Officers in University Administration)**

### **Introduction:**

The Higher Education systems across the world are undergoing transformation. The market oriented neo-liberal policies, the process of globalization and rising aspirations of the learners have contributed substantially to this transformation. The universities can no longer continue to play their traditional roles as new demands are being placed on higher education. One common feature across globe is the constraints imposed by declining share of the public resources and demand for job ready college graduates. Institutions of higher education are striving for resources -- physical, financial and human and are resorting to various means to meet these new challenges. The academic and administrative leaders are also struggling to improve operational efficiency of higher education institutions.

The leadership challenges in Indian higher education institutions are even more complex given the recent phenomena of massification and the diverse landscape of higher education institutions, rising concerns of quality and world rankings, existing regional, social and economic disparities – all of which have a critical impact on student learning and institutional performance. While the academic leadership may be regarded as the curator of the vision and mission of institutional transformation the custodian of strategizing its realization is certainly the task of administrative or operational leadership.

The role of strategic and operational leadership in improving internal and external efficiency of institutions can never be challenged. In fact, academic excellence has to be supported by and administrative excellence for institutional development. The basket of such administrative and managerial skills are extremely broad. They range from general managerial techniques of managing multiple Stake holders to multi-stage governance systems, from creating collegial learning environment to developing and maintaining infrastructure and support systems to more technical expertise in financial planning and budgeting exercises, legal and advisory services, making and executing processes, branding and networking for greater visibility, forging industry –academia linkages and many more.

Not to say, that this in any way overshadows the generic leadership skills of team building, time and file management, effective communication, critical thinking and analytical acumen to achieve the above. It is, therefore a wide ranging mix bag of personal, technical and professional competencies that define a true leader.

Also it is important to place these within the contemporary debates and policy dimensions of higher education in general. The programme is thus designed to deliberate upon deep understanding of practitioners' experiences to address the emerging issues and dimensions of operational management of higher education institutions. The importance of participative dialogue between leadership in improving quality and efficiency of higher education systems is well recognized all over the world. It is expected that the exercise shall help identify the challenges of effective administration in our Higher Education Institutions and help devise strategies for Better Performance Management aiding in academic excellence.

It is with this purpose that the three day long programme is proposed to be organized by NIEPA, New Delhi under as per the following details.

#### **Objectives of the Programme:**

- To facilitate systematic review of higher education system in the context of changing requirements.
- To discuss the issues, new principles and practices of management of higher education institutions .
- To enable the participants to appreciate, strategise and facilitate application of effective governance and innovative planning and management techniques in universities to improve functional and financial efficiency.

#### **Thematic Discussions:**

The discussions shall revolve around a broad range of functional domains of large university systems covering three thematic areas in line with university administration departments of General administration, Finance and accounts, Academic and Personnel.

The selected areas with proposed themes for discussion are as below:

##### ***Governance Structures and Functions:***

- Federal structure of Higher education – Collaborative engagement with Centre, State and Regulatory Authorities, RUSA, State Higher Education Councils etc.
- Multi-tier Governance Functions – Systems and Strategies for managing autonomy and accountability

##### ***Processes and Practices in Internal Administration and Financial Management:***

- Support systems for Student Engagement, Employability and campus Diversity.
- Internal Quality, Infrastructure and Sustainability
- Faculty Development, Staff Management , Research and Innovation
- Legal Frameworks and Institutional Ethics

- Examination Reforms and Evaluation Systems
- Strategies for Managing and Mobilising Financial Resources
- Auditing and Accounting – General, Financial, Gender and Social.

***Strategic and Futuristic Planning and Functional Leadership Skills***

- Planning, Networking, Collaboration and Internationalisation
- Digital revolution and Technology for improved governance and student Learning
- Leadership Skills, Stress and Time management, Motivation and Communication.

**Mode of Transaction:** The programme shall be highly interactive and delivered in participatory mode with Group work, Case Studies, panel discussions and Participant presentations.

**Participants and Target Groups:** University administrators, Deans, Registrars, Controller of Examinations, Finance Officers, Directors of Boards and Senate etc.

**Resource Persons:** In addition to NIEPA Faculty, the programme shall draw upon expertise of senior academicians, administrators, Government officials within the higher education other related sectors as also from professional management trainers, Industry and Civil Society Organisations engaged in HE research and training to provide for a wholesome learning from each others' best practices .

**Programme Director/Coordinator:** Professor Mona Khare,

# **National Workshop on “Gender Budgeting in Education”**

## **Objectives of the Programme:**

- To orient the participants to the need and rationale for Gender Budgeting
- To develop understanding of Gender Budgeting and related concepts
- To acquaint the participants with the tools and techniques of Gender Budgeting in education

## **Themes:**

The following themes would be covered during the workshop.

The themes are mainly divided into three categories, and under these categories various aspects of Gender Budgeting will be discussed.

### **1. Understanding gender and related issues**

- Gender sensitization
- Gender issues in higher education
- Education Budgeting – An overview
- Group work: Identifying gender differentials in education

### **2. Technical sessions:**

- Gender Budgeting – An Overview
- Strategies and tools for Gender Budgeting - I
- Strategies and tools for Gender Budgeting - II
- Group work: Identifying indicators to develop GB in education

### **3. Policy Practices:**

- Women orientation schemes/incentives in education
- Analyzing GB for Planning and financing of education
- Challenges in gender budgeting
- Group work presentations by different States

**Duration of the Workshop:** Three days

**Dates and Venue:** collaborative and Field based (Southern / Western Region)

**Participants and Target Groups:** Senior level educational planners and administrators from education departments of different States/UTs, senior academicians, researchers.

**Programme Director/Coordinator(s):** Prof. Mona Khare

**Budget Estimates:**

<b>Programme Name</b>	<b>Budget Details</b>
<b>1.National Workshop on “Gender Budgeting in Education”</b>	TA for 35 participants @ Rs. 20,000 per person Rs. 7,00,000 Boarding Charges @ Rs 750 per day per person x 6 days (750x35x6) Rs. 1,57,500 Lodging Charges @ Rs 2000 per day per person x 6 days (2000x35x6) Rs. 4,20,000 TA/DA for NUEPA Faculty Rs. 2,00,000 Local Conveyance & Honorarium for Resource Persons Rs. 10,000 Miscellaneous Expenditure (Stationery, Photocopy, Group Photo, Special Dinner and High Tea etc.) Rs. 50,000/- <b>Total: Rs. 15,37,500</b>

**National Workshop on Quantitative Research Methods in Education  
( Understanding and Measuring Educational Development and  
Disparities) Jointly with SNTD University/ Udaipur  
University/Barkatullah University, Bhopal**

Research which involves the collection of numerical data for analysis is known as Quantitative Research. Quantitative Research tends to focus on measurement and proof, therefore the gathered set of numerical data facilitates a wide range of statistical analysis. It adopts scientific methods and focuses on controlling variables, gathering measurable evidences which can further help in generalizing conclusions or providing new explanations. There are several approaches to quantitative research methods which include experimental, descriptive, correlational and causal comparison. Inferential statistics are frequently used to generalize what is found about the study sample to the population as a whole. Educational research also employs various forms of these Quantitative Methods for analysis. With increasing complexity of a globalised world, the approach to research is becoming more multidimensional. In response to this the quantitative tools of data analysis have evolved from univariate to multivariate diagnosis and interdisciplinary/ crossdisciplinary approach to look at research issues. Recognising the need to develop such analytical competencies of our young researchers in the Indian universities and colleges, this workshop will focus on the underlined themes on quantitative research methods from the perspective of educational research.

**Objectives of the Programme:**

1. To introduce some important fundamental concepts and techniques of quantitative research methods to the participants
2. To expose the participants to various research designs appropriate for empirical research.
3. To acquaint the participants with multiple numerical data management.
4. To expose the participants to multiple data analysis techniques.
5. To provide them practical exposure to use these data analysis techniques.

**Focus Areas/Themes**

**Themes:**

**I: Setting the field for Quantitative Research Methods**

- An introduction to different Types of Research and Research process
- Identification of Research problems
- Quantitative Research for Policy Analysis in Education

- Choice of Statistical Technique in Social science Research.

## **II: Large scale data Management**

Data Types and Scales:

- Understanding Quantitative Data Types ( Large and Small, Variables and Indicators)
- Understanding basic data characteristics
- Scales of Measurement

Data Transformation and standardization:

- Large scale data management --Transforming data from absolute to relative (Derivation of *ratios, proportions, percentages and rates*)
- Methods of data standardization
- Checking for data consistency and validity

## **III. Educational Data --- Indicators of Educational Development**

- Defining and understanding Educational Development
- Indicators of Educational Development
- Sources of Educational Data

## **IV: Measuring Educational Development: Univariate and Multivariate Measures**

- Growth Rates /Projections
- An Introduction to Multivariate data analysis
- Problems associated with Multivariate data Analysis
- Multivariate --- Exploratory Factor Analysis
- Developing Composite Index of Development.
- Concept and types of Educational Disparities – Measures of Disparities

**Date and Venue:** at NUEPA

**Participants and Target Groups:** young faculty and PhD scholars in Indian Universities ( Central, Western, N-E regions.

**Duration of the Programme:** ten days Nov 6-17, 2017

**Expected Participants: 35**

**Programme Director/Coordinator : Prof. Mona khare**

<b>Programme Name</b>	<b>Budget Details</b>
<b>2.Orientation Programme in the 'Planning and Management of University Finances'</b>	TA for 35 participants @ Rs. 15,000 per person Rs. 5,25,000 Boarding & Lodging Charges @ Rs 800 per day per person x 12days (800x35x12) Rs. 2,36,000 Local Conveyance & Honorarium for Resource Persons Rs. 50,000 Miscellaneous Expenditure (Stationery, Photocopy, Group Photo, Special Lunch and Tea etc.) Rs. 100,000/- <b>Total: Rs. 9,16,000/-</b>