

***DEPARTMENTAL ADVISORY COMMITTEE MEETING***

**Department of Educational Finance**

***Venue: Board Room, First Floor***

***Date : 25<sup>th</sup> February, 2020***

***Time : 2.30 P.M***

**BACKGROUND NOTE AND AGENDA**



***NATIONAL INSTITUTE OF EDUCATIONAL  
PLANNING AND ADMINISTRATION***

***New Delhi-110016***

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### **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 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, midterm evaluation studies of centrally sponsored scholarship/incentive schemes and changes in education policies etc.

### **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 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. Training Programme on 'Financial Planning and Management of Education'
2. Orientation Programme on 'Planning and Management of University/College Finances'
3. Gender Budgeting in Education
4. Higher Education Leadership Programme for University Administrators

### **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.)
- IDEPA course (Course Code: 207 Financial Planning and Management in Education)
- PGDEPA course (Course Code:903 Part-II Educational Finance and Course Code: 905 Project Work and Report Writing)
- Supervision for M. Phil and Ph. D students
- Supervision for PGDEPA and IDEPA participants

## 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:

## 2. Department activities during the academic year 2019-2020

### 2.1 Training/ Orientation/Workshop/Seminar/Meeting

Sl.No.	Activities proposed for 2019-20	Conducted/not conducted	Date & Venue	Brief report	Remarks
1.	Training Programme on 'Financial Planning and Management in Education'	Conducted	19 <sup>th</sup> to 23 <sup>rd</sup> August, 2019 at NIEPA, New Delhi.	11 Participants attended the Orientation Programme	Received 24 nominations from 9 different States/UTs.
2.	Orientation Programme on 'Planning and Management of College Finances'	Conducted	6 <sup>th</sup> to 10 <sup>th</sup> January, 2020 at NIEPA, New Delhi	30 participants attended the Orientation Programme	Received more than 45 nominations from different

					States/UTs.
3.	National Workshop on “Gender Budgeting in Education” (collaboration with Telangana State Council of Higher Education )	Being conducted	4 <sup>th</sup> to 6th March, 2020 at Hyderabad, Telangana	-	Expecting 25 participants from different States/UTs
4.	Higher Education Leadership Development Programme for University Administrators (MHRD –CALEM)	Not Conducted	-	-	Awaiting for Clarence from MHRD, Govt. of India

- Certificate Course under Refresher Course on Educational Planning and Administration for Faculty of Higher Education Institutions Offered as a MOOC on SWAYAM Portal, MHRD.
- Educational Finance course (207) for “International Diploma in Educational Planning and Administration” at NIEPA, New Delhi.
- Educational Planning course (905) for “Post Graduate Diploma in Educational Planning and Administration” at NIEPA, New Delhi.
- Review Workshop on the Project “Spatial Dynamics of Comparative Education Advantage in India” at Bhopal, 12-15 March, 2019
- Review Workshop on the Project “Spatial Dynamics of Comparative Education Advantage in India” at Bangalore, 19 september, 2019.
- Review Workshop on the Project “Spatial Dynamics of Comparative Education Advantage in India” at Mumbai, 19-23 March, 2019.
- Internship programme for M.ED Students from Jamia Milia Islamia University, New Delhi. For 15 days in June, 2019 at Department of Educational Finance, NIEPA
- Interview and Discussion session with Delegation from National Chi Nan University, Taiwan and Officers from Education Division, Taipei Economic and Cultural Center in India, New Delhi , 18<sup>th</sup> Feb, 2020

**As part of CPRHE project activities were organized:**

- International Seminar on Employment and employability of Higher Education Graduates. IHC, 19-20 Feb, 2019 with CPRHE , NIEPA.
- Second Peer Review Meeting on "India Higher Education Report 2020" September 26, 2019.



- First Peer Review Meeting on "India Higher Education Report 2020" June,20 2019.
- Review Workshop for Employability Project in CPRHE for State Teams. At Hyderabad 12<sup>th</sup> July, 2019
- Review Workshop for Employability Project in CPRHE for State Teams. At Bangalore 20<sup>th</sup> September, 2019

## 2.2 Research and Publications

### 2.2( a) Research

#### *Prof. Mona Khare*

- Higher Education Internationalisation in select Asian Countries UNESCO, Bangkok and Tokyo University, Japan Project. ( India Case Study: Completed -Final draft report submitted)
- Study on National Strategy for Developing Human Resources for the industries of the future. Asia Productivity Organisation, Tokyo, Japan ( first draft report submitted)
- Spatial Dynamics of Comparative Educational Advantages in India (ongoing ) (three papers published) (Annexure-VIII)
- Employability of Higher Education Graduates in India (with CPRHE –ongoing4 papers/draft report under preparation/International seminar) (Annexure-X)

#### *Dr. Vetukuri P. S. Raju*

- Causes of Non-Enrolment and Dropout of Muslim Children at Elementary Stage in Andhra Pradesh and Uttar Pradesh: A Comparative Study (Draft ready)(Annexure-IX) (Paper presented in International Seminar)

### 2.2 (b)Publications:

#### **Prof. Mona Khare**

- **Exploring the relationship between economic growth, employment and education in Indian States.** In Govinda Rangachar and Poornima M ed India's Social Sector and SDGs, Routledge , Taylor and Francis, New York ( 2020).
- **.Gender Budgeting in Higher Education: A Tool to Address Gender Inequality** India Higher Education Report 2018 : Finance (Varhgese NV with J Panigrahi Ed) SAGE Publications, New Delhi.
- **Report on the International Seminar on Employment and Employability of Higher Education Graduates** (with N.V. Varghese, NIEPA, New Delhi (2019,Dec)

- **“Internationalisation of Higher Education – A country Case of India .** In Higher Education Internationalisation in select Asian Countries by UNESCO Bangkok and Tokyo University. (final draft submitted under publication)
- **India Higher Education report 2020 : Employment and Employability of Higher Education Graduates.** SAGE Publishers, New Delhi ( Forthcoming)

**Dr. Vetukuri P. S. Raju**

- **Student Based Financial Support System in Higher Education: Challenges in Implementation of Centrally Sponsored Schemes** chapter in ‘Quality and Research in Higher Education’ published by Kalpaz Publications, Delhi (2020)
- **Financing of Higher Education: A Study of PM’s Special Scholarship Scheme for Jammu and Kashmir Students,** CPRHE, NIEPA (under consideration)
- **Student Support System for Quality and Excellence in Higher Education,** CPRHE, NIEPA (under consideration)

### **2.3 Teaching and Supervision**

**Prof. Mona Khare**

**Online**

- i) SWAYAM: Module on Educational Finance for the Certificate Course under Refresher Course on Educational Planning and Administration for Faculty of Higher Education Institutions Offered as a MOOC on SWAYAM Portal , MHRD (Coordinated, transacted, video sessions)

**M.Phil**

- ii) M. Phil PhD --- CC3, Research Methodology I ( Coordinated, Conducted and evaluated)

**Ph.D.**

- iii) PhD- Sumit Kumar (Research Scholar) - Inter-Relationship between Spatial Distribution of Knowledge Based Industries and Migration for Higher Education in India.( Final editing )
- iv) Ph.D. -Sandhya Dubey “Access and Quality Dynamics in Financing of Higher Education” Analysis and Report writing under Progress
- v) PhD.-Sonam Arora : Proposal Finalised and work under Progress
- vi) Ph.D. Parul Sharma: Proposal Development in progress

## **DEPA/PGDEPA**

- vii) *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 ( Awarded)
- viii) *PG DEPA Dissertation*: A Study on the Functioning and Performance of Government Model Primary School, Tapovan Block-Narendra Nagar District-Tehri Garhwal, Uttarakhand by Mr. Pankaj Upreti, Dy Education Officer, PES, Uttarakhand ( proposal and research tools finalized, field work under progress.

### **Dr. Vetukuri P. S Raju**

#### **M.Phil**

- 3 M.Phil Dissertation on “Armed conflict and Secondary Education: A Case Study of Anantnag District of Jammu and Kashmir.” by Mr. Mohammad Ilyas (Awarded)

#### **PGDEPA**

- 4 Role of Information and Communication Technology (ICT)- Learning Process amongst Primary School Learners: A study on Wardha district of Maharashtra Ms. Ratnamala P. Khadke, PGDEPA (Awarded)
- 5 PGDEPA Dissertation: ‘Role of Community Participation to improve the quality of primary education in Golaghat District of Assam’ by Ms. Mandakini Deka, Assam (Ongoing)

#### **IDEPA**

- 6 IDEPA Dissertation on ‘Factors underlying the rate at which the Department of Educational Planning and Research Services produces data for the Ministry of Basic Education in Botswana’ by Mr. Tebogo Dominic Nkwane, Botswana(On going)

## **2.4 Consultancy and Advisory Services**

### **Prof Mona Khare**

#### **INTERNATIONAL:**

- National Expert and Coordinator (India): Project on Human Resource development for the future .**Asia Productivity Organisation, Tokyo, Japan** “National strategy in developing human resources for industry of the future in India ( draft paper submitted)
- National Expert and Coordinator (India): **UNESCO , Bangkok -TOKYO university** project on Higher Education Internationalisation in select Asian

Countries. “Internationalisation of Higher Education – A country Case of India” Final Draft Submitted.

### NATIONAL

- Member : Expert committee (Education Sector) **15<sup>th</sup> Finance Commission** period i.e. 2020-21 to 2024-25 to prepare the estimate of fund requirement for the, Ministry of Human Resource Development, GOI 2018
- Member: **Sub-Committee on Index of Service Production in Education Sector** Ministry of Statistics & Programme Implementation, Central Statistical Organisation, GOI.
- Member, Technical Expert for Child Budget Development, Fiscal Policy Institute, **Govt. of Karnataka**
- Invited member Internal Quality Assurance Cell, NLIU, Gujarat, India.
- Review of Manuscript ID CORE-2019-0063 for Oxford Review of Education June, 2019.
- Studies in Microeconomics, SAGE Publications, Review of manuscript ‘ Long Term Effects of Preschool: Evidence from NLSY for Studies in Microeconomics.’
- MP Govt and World Bank: Madhya Pradesh Higher education Quality Improvement Programme (MPHEQIP): Expert member in Project Evaluation Committee for proposed Centres Of Excellence , State Project Directorate RUSA, Department of Higher Education

### 3 Proposed Activities (2020-2021)

#### Proposed activities for the academic year 2020-2021

#### 3.1 Training/Workshop/Seminar/Meeting

Sl. No	Title	Objectives	Cliental Group	Proposed Dates	Programme Director
1.	International Seminar on ‘Financial Resource Management in Higher Education: Adequacy Affordability and Efficiency Issues’ (Annexure - I)	<ul style="list-style-type: none"> <li>• Financial Autonomy and accountability in Educational Institutions</li> <li>• Funds Flow and effective utilization in educational institutions</li> <li>• Best practices in Planning and Management of Educational Finances.</li> </ul>	International policy analysts, Educationists, Policy makers and Researchers.	Two Days 11-12 February, 2021 New Delhi  (Collobrat ive)	Prof. Mona Khare & Dr. Vetukuri P. S. Raju
2.	National Workshop: Developing and	1. To identify various types of	15-20 academica/policy	March,	Prof. Mona

	Sustaining Industry-academia Linkages (Annexure - IV)	<p>industry- academia collaborations in HEIs</p> <ol style="list-style-type: none"> <li>2. To identify challenges in sustaining them</li> <li>3. To study their process and impact</li> <li>4. To document innovations and good practices in sustaining them</li> </ol>	analysts/practitioners	2021	Khare
3.	Training Programme on 'Student Based Financial Support System in School Education: Issues and Challenges' (Annexure - III)	<ul style="list-style-type: none"> <li>• To orient the participants to the existing system of 'student financial support system in School education' across the globe and to facilitate its systematic review in the context of changing requirements of the school education system in India;</li> <li>• To share and understand the findings of the mid-term evaluation studies conducted by NIEPA.</li> <li>• To identify the issues, challenges and best practices at different levels by participants and give suggestions for the improvement of effective implementation of scholarship/incentive schemes.</li> <li>• To give an opportunity to interact with the nodal officers of NMMS and NSIGSE, MHRD, Govt. of India</li> </ul>	State/UT Nodal Officers of Scholarship/Incentive Schemes	Five Days from 04-05-2020 to 08-05-2020 at NIEPA, New Delhi	Dr. Vetukuri P. S. Raju

4.	Expert Committee Meeting for Research Project: Financial Management, efficiency and funding in Higher Education  (Annexure – II)	1. To analyse various sources of revenue and expenditure of HEIs 2. To measure their financial efficiency 3. To study their resource utilization pattern. 4. To document innovations and good practices in financial planning and management.	3-4 academic experts and policy analysts	Half day, 26 Feb. 2021	Prof. Mona Khare
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### 3.2 Research Proposals

Sl. No.	Title of the Research Project	Faculty	Present Status
1.	Financial Management, efficiency and funding innovations in HEIs – ( Select Cases)  (Annexure – V)	Prof. Mona Khare	Proposal (Draft)
2	An Evaluation Study of the Centrally Sponsored ‘National Means-cum-Merit Scholarship Scheme’(Request from MHRD) (Annexure – VI)	Dr. Vetukuri P. S. Raju	Proposal submitted to the Dept. of School Education & Literacy, MHRD
3.	An Evaluation Study of the Centrally Sponsored ‘National Scheme of Incentive for Girls in Secondary Education’(Request from MHRD) (Annexure – VII)	Dr. Vetukuri P. S. Raju	Proposal submitted to the Dept. of School Education & Literacy, MHRD

### 3.3. Teaching and Supervision (As allotted)

### 3.4. Consultancy and Advisory Services (As assigned/offered)

- National Expert and Coordinator (India): Project on Human Resource development for the future .**Asia Productivity Organisation, Tokyo, Japan** “National strategy in developing human resources for industry of the future in India ( to continue)

### Training/Workshop/Seminar/Meeting

<p><b>1. Title of the Programme</b></p>	<p>International Seminar on '<b>Financial Resource Management in Higher Education: Adequacy Affordability and Efficiency Issues</b>'</p>
<p><b>2. Introduction</b></p>	<p>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 higher education institutions also struggling to improve operational efficiency and accountability.</p> <p>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 higher education.</p> <p>In this context financial resource management in higher education in general and affordability, efficiency and accountability issues in particular</p>

	are very important in managing higher education.
<b>3. Theme</b>	‘Financial Resource Management in Higher Education: Adequacy Affordability and Efficiency Issues’
<b>4. Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Financial Autonomy and accountability in Educational Institutions</li> <li>• Funds Flow and effective utilization in educational institutions</li> <li>• Best practices in Planning and Management of Educational Finances.</li> </ul>
<b>5. Competencies to be developed</b>	Dissemination of knowledge on macro level trends in higher education financing, financial efficiency and accountability in higher education
<b>6. Expected Outcomes</b>	<ul style="list-style-type: none"> <li>• Better understanding of the criteria for judging the effectiveness with which an educational organization manages its resources and its budget</li> <li>• To assess their own resource management practice and that of their organization in relation to efficiency and effectiveness</li> <li>• Appreciate the extent to which a rational approach to budgeting and resource management is appropriate to your organizational culture and environment.</li> </ul>
<b>7. Participants/Target Group</b>	International policy analysts, Educationists, Policy makers and Researchers.
<b>8. Programme Duration, Date and Venue</b>	Two Days 11-12 February, 2021 New Delhi
<b>9. Programme Coordinator(s)</b>	Prof. Mona Khare & Dr. Vetukuri P. S. Raju
<b>10. Budget Estimates</b>	Estimated Expenditure (in Rs.)
a) TA/DA to participants	Rs.20,00,000
b) Boarding & Lodging of participants(Rs.12,000x40x3)	Rs.14,40,000
c) Local Conveyance & Honorarium to Resource Persons	Rs.75,000
d) Travel and Hospitality to outstation resource person	NA
e) TA/DA, Boarding/Lodging, Transport, etc to NIEPA Faculty (For Field Based Programmes)	NA
f) Expenditure on Stationery, photocopying, Bags/Folders, Special Lunch/Dinner, High Tea, etc.	Rs.2,50,000
g) Transport arrangements for local/outstation field visit	Rs.90,000
h) Contingency expenditure, if any	Rs.1,00,000
<b>Total</b>	<b>Rs.39,55,000</b>



1. Title of the Programme	Expert Committee Meeting for Research Project: Financial Management, efficiency and funding in Higher Education
2. Introduction	<p>The higher education landscape in India is highly diverse. There are public institutions fully financed by the government, aided institutions partially funded by the government, fully private institutions run by trusts, societies, corporate or individual philanthropists as well as institutions under Public private partnerships. Given the differences in their organizational structure, there are bound to be differences in their financial practices. However, the financial situations in even the state funded institutions are extremely different and give rise to challenges of different nature. Not to ignore the very fact that as the Government is withdrawing and compelling the HEIs to become more self reliant by generating their own resources on one hand and resorting to borrowings through the newly constituted HEFA. It shall not be an exaggeration to say that all institutions are going through a tryst period but of different degree and order. Financial management is not just about making the best use of available resources which certainly are scarce but also about augmenting them and utilizing them wisely.</p>
3. Theme	Study the financial management practices in selected public HEIs and map their financial efficiency and identify innovative practices.
4. Learning Objectives	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• To analyse various sources of revenue and expenditure of HEIs</li> <li>• To measure their financial efficiency</li> <li>• To study their resource utilization pattern.</li> <li>• To document innovations and good practices in financial planning and</li> </ul>

	management.
5. Competencies to be developed	-----
6. Expected Outcomes	Finalise the Proposal and discuss research tools and methodology
7. Participants/ Target Group	3-4 academic experts and policy analysts
8. Programme Duration, Date and Venue	Half day, 26 Feb. 2021
9. Programme Coordinator(s)	Prof. Mona Khare
1. Budget Estimates	<b>Estimated Expenditure (in Rs.)</b>
a) TA/DA to participants	5@25000 = 1,25000/-
b) Boarding & Loading of participants	@1500 *5 = 7500/-
c) Local conveyance & Honorarium to Resource Person	Rs. 10,000/-
d) Travel and Hospitality to outstation resource person	Rs.NA
e) TA/DA, Boarding/Lodging, Transport, etc to NIEPA Faculty (For Field Based Programmes)	Rs.NA
f) Expenditure on Stationery, photocopying, Bags/Folders, Special Lunch/ Dinner, High Tea, etc.	Rs. Rs.25000
g) Transport arrangements for local/outstation field visit	Rs.NA
h) Contingency expenditure, if any	Rs. Rs. 10000
<b>Total</b>	Rs. Rs.1,77,500

### Annexure - III

<b>1. Title of the Programme</b>	Training Programme on ‘Student Based Financial Support System in School Education: Issues and Challenges’
<b>2. Introduction</b>	<p>Student based financial support system in India is of recent origin. It is a collective term comprising various scholarships, incentive schemes, fellowships, student loan facilities and special schemes for disadvantaged sections of students. Scholarship is a merit-based, means-tested and a financial incentive for currently enrolled students in education system. The aims of the scholarship schemes are to recognize and also reward the outstanding academic performers in prescribed examinations as well as some other criterion. The objective of the scholarship is to extend economic support to eligible individual students to pursue education within and also outside the country. Utilization of scholarship amount is fungible between instructional and non-instructional purposes (e.g. out-of-pocket expenditure). Therefore, scholarship schemes are vital elements in student support system. This is also a prime move from institution based to student based funding of education.</p> <p>A variety of schemes operate at the secondary level of education supporting the students, both financially and otherwise. One of the major ones is National Scheme of Incentives to Girls for Secondary Education (NSIGSE). It is an incentive based scheme where the government deposits Rs. 3000 in the name of an SC girl child passing class VIII. The child can withdraw the amount only after passing class X and completing 18 years of age. This mechanism aims at preventing the girl dropout rate that has been a major issue in India. Concerning dropouts, another scheme targeting it is National Means-cum-Merit Scholarship Scheme (NMMS) where the targeted students are the ones that are from the economically weaker section and drop out after class VIII due to their financial problems. Scholarship of Rs. 6000/- per annum (Rs.500/- per month) per student is awarded to selected</p>

	<p>meritorious students every year for study in classes from IX to XII in State Government, Government aided and local body schools. Most of the States and UTs are not able to utilize the available quota of NMMS and NSIGSE schemes.</p> <p>In this context, the Department of Educational Finance will organize a five day training programme to identify the issues and challenges in implementation of these schemes and giving suggestions to policy makers at State and Central level.</p>
<p><b>3. Themes</b></p>	<ul style="list-style-type: none"> <li>• Global Trends in Financing of Education</li> <li>• Innovative Methods in Financing of School Education in India</li> <li>• Equity and Quality Issues in School Education</li> <li>• Student Financial Support System in School Education</li> <li>• Introduction to Centrally Sponsored Scholarship Schemes in Education</li> <li>• Issues, Challenges and best practices in implementation of Scholarship Schemes (State presentations by Participants)</li> <li>• Sharing the research findings of NIEPA studies.</li> <li>• Group Work to identify the issues and giving suggestions to policy makers for efficient management of the scholarship/incentive schemes.</li> <li>• Interactive session with nodal officers (NMMS and NSIGSE) from MHRD, Govt. of India.</li> </ul>
<p><b>4. Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• To orient the participants to the existing system of 'student financial support system in School education' across the globe and to facilitate its systematic review in the context of changing requirements of the school education system in India;</li> <li>• To share and understand the findings of the mid-term evaluation studies conducted by NIEPA.</li> <li>• To identify the issues, challenges and best practices at different levels by participants and give suggestions for the improvement of effective implementation of</li> </ul>

	<p>scholarship/incentive schemes.</p> <ul style="list-style-type: none"> <li>To give an opportunity to interact with the nodal officers of NMMS and NSIGSE at the Centre.</li> </ul>
<b>5. Competencies to be developed</b>	<ul style="list-style-type: none"> <li>Professional development through the acquisition of latest developments in the field of student based financial support system in school education</li> <li>Better understanding on programme/scheme design, direct and shape organizational processes at different levels.</li> <li>Well equipped with tools and techniques for effective implementation of schemes.</li> </ul>
<b>6. Expected Outcomes</b>	<ul style="list-style-type: none"> <li>Creating awareness about emerging trends in financing of education both at national and international level</li> <li>Better understanding about the centrally sponsored scholarship/incentive schemes in school education.</li> <li>Acquiring skills and techniques to implement in a better way</li> <li>Acquiring new knowledge through sharing of best practices with other States and UTs and research findings of NIEPA studies.</li> </ul>
<b>7. Participants/Target Group</b>	State/UT Nodal Officers of NMMS and NSIGSE schemes
<b>8. Programme Duration, Date and Venue</b>	Five Days from 04-05-2020 to 08-05-2020 at NIEPA, New Delhi
<b>9. Programme Coordinator</b>	Dr. Vetukuri P. S. Raju
<b>10. Budget Estimates</b>	<b>Estimated Expenditure (in Rs.)</b>
a) TA/DA to participants (@ Rs.20,000 x 35 persons)	Rs.7,00,000
b) Boarding & Lodging of participants (@Rs.800 x 35 x 6 days)	Rs.1,68,000
c) Local Conveyance & Honorarium to Resource Persons	Rs. 20,000
d) Travel and Hospitality to outstation resource person	NA
e) TA/DA, Boarding/Lodging, Transport, etc to NIEPA Faculty (For Field Based Programmes)	NA
f) Expenditure on Stationery, photocopying, Pen drive, Folders, Special Lunch, High Tea, etc.	Rs. 90,000
g) Transport arrangements for local/outstation field visit	NA
h) Contingency expenditure, if any	Rs.20,000
<b>Total</b>	<b>Rs.9,98,000</b>

## Annexure - IV

1. Title of the Programme	National Workshop: Developing and Sustaining Industry-academia Linkages
2. Introduction	As globally, the relationship between education, skills and employability are getting more and more intense, the economic rewards to investments in education seem to overweigh the social rewards associated with it. Employment and employability of Higher Education graduates is becoming a rising concern across the globe. The role of industry in joining and supporting the higher education sector in preparing the youth for new century work skills is being increasingly accepted and embraced at policy and practice levels. However, the challenges of initiating and then sustaining industry-academia linkages has been a major area of intervention.
3. Theme	Study the institutional practices in selected public and private HEIs for fostering industry linkages and map their financial sustainability and identify innovative practices.
4. Learning Objectives	Objectives: <ul style="list-style-type: none"> <li>• To identify various types of industry-academia collaborations in HEIs</li> <li>• To identify challenges in sustaining them</li> <li>• To study their process and impact</li> <li>• To document innovations and good practices in sustaining them</li> </ul>
5. Competencies to be developed	-----
6. Expected Outcomes	Develop a book /report on Practices and challenges in sustaining industry-academia linkages ( Case studies )
7. Participants/ Target Group	15-20 academia/policy analysts/practitioners
8. Programme Duration, Date and Venue	March 2021
9. Programme Coordinator(s)	Prof. Mona Khare

## RESEARCH PROPOSALS

### Financial Management, efficiency and funding innovations in HEIs – ( Select Cases)

(Prof. Mona Khare)

#### Introduction:

The paradigm shift in development philosophy from ‘State’ to ‘market’ and that in the education from ‘welfare based’ to ‘right based’ education 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 and effectiveness. 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 a quasi public if not an entirely private good. As globally, the relationship between education, skills and employability are getting more and more intense, the economic rewards to investments in education seem to overweigh the social rewards associated with it. Rising skills hierarchy, income and better quality of employment with rising levels of education has led to increased demand for higher education with the system expanding to massify at rates never witnessed

Budget Estimates	Estimated Expenditure
1. TA/DA to Participants	Rs. 16@25000 = 400000
2. Boarding & Lodging of participants	Rs.@Rs 800 /day*3days*25 =60000
3. Local Conveyance & Honorarium to Resource Persons	Rs. 10000/-
4. Travel and Hospitality to outstation resource persons	Rs.
5. TA/DA , Boarding/Lodging, Transport, etc. to NIEPA Faculty (Field Based Programmes)	Rs.
6. Expenditure on Stationery, Photocopying, Bags/Folders, Special Lunch/Dinner, High Tea, etc.	Rs.25000
7. Transport arrangement for Local/outstation Field visit	Rs.
8. Contingency expenditure, if any	Rs. 5000
<b>Total</b>	Rs.7,00,000

before.

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 even in developing countries like India. The seeds of this transition were sown as early as the 1970s that heralded an era of deep financial crisis in education. Soon reduced government support and increased privatization to sustain the rapidly massifying HE became the call in policy domain. Public discourse became ripe on created distortions of varied nature, ranging from quality to equity to inequalities to sustainability.

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. 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, individuals reeled under the pressures of rising costs of poor quality education through self financing, loans etc.

The UNESCO education 2030 Framework for action rightly stipulates that achieving SDG4 targets would not only require enabling financing strategies but sustained, innovative and focused education financing alongwith efficient implementation methods. The New Public Management approach in higher education that is emerging across the world universities draws heavily from the political economy based on the theories of neo-institutionalism and neo-liberalism. . In the light of the above, the challenges of good financial management that Higher Education Institutions are facing can be studied within the Triple-A framework of the three basic tenets of institutional Governance i.e. Financial Adequacy, Autonomy and Accountability.

The higher education landscape in India is highly diverse. There are public institutions fully financed by the government, aided institutions partially funded by the government, fully private institutions run by trusts, societies, corporate or individual philanthropists as well as institutions under Public private partnerships. Given the differences in their organizational structure, there are bound to be differences in their financial practices. However, the financial situations in even the state funded institutions are extremely different and give rise to challenges of different nature. Not to ignore the very fact that as the Government is withdrawing and compelling the HEIs to become more self reliant by generating their own resources on one hand and resorting to borrowings through the newly constituted HEFA. It shall not be an exaggeration to say that all institutions are going through a tryst period but of different degree and order. Financial management is not just about making the best use of available resources which certainly are scarce but also about augmenting them and utilizing them wisely.

The study shall focus on studying the financial management practices in selected public HEIs and map their financial efficiency and identify innovative practices.

### **Objectives:**

1. To analyse various sources of revenue and expenditure of HEIs
2. To measure their financial efficiency
3. To study their resource utilization pattern.
4. To document innovations and good practices in financial planning and management.

### **Methodology:**

Different public HEIs shall be identified ( Central University and State University, Stand alone institutions) by their period of establishment. Those more than 20 years old , between 10-20 years, less than five years. The team at NIEPA shall develop all tools of



study. The study shall be undertaken in a collaborative fashion with the selected institutions. The study shall spread over a period of two years.

**Budget Outline:**

Sl. No.	Particulars	Details	Estimated Amount (Rs.)
1.	<b>Project Staff</b>		
	Senior consultant	Rs.60000/-x 24 =	14,40,000
	Project Junior Consultant	(Rs. 40,000/- x 24 )	9,60,000
	One Data Entry Operator	(Rs.17,000/- x 24 months)	4,08,000
2.	Stationary, Postage, photo copy, editing etc.	(Approximate)	1,50,000
4.	Travel & DA expenses of project staff and project Director/methodology workshops.	(@ Rs.50,000 X 5x 3 visits States)	7,50,000
	Honorarium to State Coordinators & Investigators for data collection	(@Rs.80,000 X 5states x 2 institutions per States)	8,00,000
5.	Contingency	()	1,00,000
	<b>Total</b>		<b>46,08,000</b>

**An Evaluation Study of the Centrally Sponsored ‘National Means-cum-Merit Scholarship Scheme’**

*(Request Project from MHRD, Govt. of India)*

*Dr. Vetukuri P. S. Raju*

**Introduction**

The Government of India constitutionally commits to provide free and compulsory elementary education (up to class 8) for all children in the 6-14 years age group. Approximately three-fourth of children in the above age group, access schools run by the government. While the number of schools, quality of school infrastructure and children accessing them has increased manifold in recent years and a large number of children, especially those from disadvantaged and marginalized communities drop out of school, without completing their school education. At the end of primary stage (class 5), nearly one thirds of the children enrolled, discontinue attending school.

While schooling provided by the government is free, there are several additional costs of education (such as purchase of text books, uniforms, transportation charges, stationery etc) which the poor are unable to afford. These costs, their poverty and limited livelihood options discourage them from investing in education of their children. The opportunities provided by the Central and State governments help the young generation perpetuate and enable them to engage themselves in acquisition of knowledge, whether empirical or other and make them to understand better and ultimately, making new foundations for building the future.

The Government of India and State/Union Territory governments over the years have announced several scholarships, financial assistance schemes and incentives to help ease the burden of the household cost of education. Socially marginalized groups (such as Scheduled Castes, Scheduled Tribes, Other Backward Classes, Minority communities and Girls) and those from economically weaker sections (such as Below Poverty Line families) have been the special target groups of these scholarships and incentives. The scholarships also aim at identifying meritorious students and motivate them to pursue secondary as well as higher education with the cushion of financial support.

In view of all the issues raised above, the central and state governments at the school level have introduced number of scholarship and incentive schemes for the children of the economically weaker sections and the disadvantaged groups to complete their school education. One of such schemes ‘National Means-cum-Merit Scholarship Scheme’

(NMMSS) was launched by the Ministry of Human Resource Development (MHRD) during the 11<sup>th</sup> plan period in 2008, through the Department of School Education and Literacy.

The main objective of the scheme was to award scholarships to meritorious students of economically weaker sections to seize their drop out at class VIII and encourage them to continue the study upto class XII. Under the scheme, it was proposed to award 1,00,000 scholarships to the gifted or meritorious students whose parental income is not more than Rs.1,50,000 per annum from all sources. Each State /UT had fixed quota of scholarship which was decided by the Central government on the basis of enrolment of students in Class VII and VIII in the State/UT concerned (2/3<sup>rd</sup> weightage) and population of children of concerned age group of class VII and VIII (1/3<sup>rd</sup> weightage). Each state /UT also allocates their quota of scholarship district wise on similar basis. The scheme would provide reservation to different categories of students as per the State/UT norms. The selected student will get Rs.12,000/- per annum for four years @ Rs.1,000/- per month. The payment of the scholarship will be credited to the student's bank account.

While such schemes are in place, a large number of (eligible) needy and deserving children are unable to avail them primarily because of lack of awareness and access to necessary and timely information. For several applicants and their parents, it is also difficult to complete formalities relating to submission of supporting documents such as certificates of income, category (SC, ST, OBC, BPL and Minority), opening '0' balance bank account and Aadhar card number etc. which have to be necessarily submitted along with the application form.

Therefore, in the light of the above context, the Department of School Education & Literacy, MHRD proposed to undertake and conduct this evaluation study from the academic year 2008-2009 to 2019-2020, to review the progress during the last eleven years. The prime objectives of the study are given below:

### **Objectives**

1. To carry out the effective implementation of the NMMS scheme by identifying the challenges faced in effective implementation and issues relating to the disbursement of the Scholarship amount to the students.
2. To review the utilisation and achievement pattern of the National Means-cum-Merit Scholarship Scheme by different States/UTs during the period from 2008-2009 to 2019-2020.
3. To assess the impact of the financial assistance provided to students of economically and socially disadvantaged sections of the society.
4. To give suggestions and recommendations for improvement of the scheme.

## **Methodology of the Evaluation Study**

The study aims at evaluation of the effective implementation and impact of the financial assistance provided to economically weaker section students from various States/UTs in the country under the Centrally Sponsored Scheme of National Means-cum-Merit Scholarship Scheme (NMMSS). The study will be conducted by using the descriptive survey method using secondary and primary data.

### **Sources of data**

Secondary data will be collected from the Department of School Education and Literacy, MHRD, Government of India and different state/UT governments. Primary data will be collected from State nodal officers, education officers, school heads and scholarship holders. The investigator will also interact with the parents of the scholarship holders to understand better about the impact of the NMMS scheme.

### **Sample**

The in-depth study will be conducted in seven states/UTs from six different regions of the country. These sample states will be selected in consultation with the Department of School Education and Literacy, MHRD. The study will collect information from at least 350 scholarship holders from three districts of each sample state/UT studying in Class IX to Class XII in Government, Government-Aided and Local Body Schools will be selected. The sample schools and students will be selected from rural and urban areas with the consultation of the nodal officers of States/UTs for evaluation purpose.

### **Tools**

The primary data will be collected with the help of separate questionnaires developed by the investigator for Nodal officers, education officers, school heads and scholarship holders.

### **Funding**

The Department of School Education and Literacy, MHRD, Govt. of India will provide funds to conduct the evaluation study of NMMS scheme.

### **Duration of the Project**

The evaluation study covers six regions and seven States/UTs of the country. Since there is a need of in-depth study on this evaluation, the investigation process could take longer duration as the recipients of this scholarship, who had been enrolled in secondary schools located in far off places.

Keeping in mind on these difficulties, the evaluation study will take eight months duration to successfully investigate the impact of the NMMS Scheme.

### Budget Estimates

Sl. No.	Particulars	Details	Estimated Amount (Rs.)
	<b>Project Staff</b>		
1.	Project Consultant	(@Rs.49,000/- x 8 Months)	3,92,000
2.	Junior Project Consultant	(@Rs.39,000/- x 8 Months)	3,12,000
3.	Project Data Entry Operator	(@Rs.17,000/- x 8 Months)	1,36,000
	<b>Field Visit Expenditure</b>		
4.	Travel expenses to visit sample States/UTs.	(@Rs.30,000/- x 7 States)	2,10,000
5.	Lodging and Boarding expenses during the field visits.	(@Rs.25,000/- X 7 States)	1,75,000
6.	Local travel (school visits within the State by taxi)	(@Rs.25,000/- X 7 States)	1,75,000
7.	Honorarium to field support staff (State/UT Govt.) for data collection purpose	(@Rs.30,000/- x 7 States)	2,10,000
	<b>Miscellaneous Expenditure</b>		
8.	Stationery, photocopy, Data Analysis, editing, printing & binding etc.	(approximate)	1,00,000
9.	Contingency (2% of the total budget)		34,200
	Total		17,44,200

**An Evaluation Study of the Centrally Sponsored  
'National Scheme of Incentive to Girls for Secondary Education'**

*(Request Project from MHRD, Govt. of India)*

*Dr. Vetukuri P.S. Raju*

**Introduction**

Education is very prominent to the human resources development and empowerment in the stages of growth of any nation. School education, as it is well known, plays a major role in imparting basic knowledge, values, developing skills and in the process, increase the growth and productivity of the nation. Certain provisions are given by the government while there are initiatives for providing elementary and secondary education. In order to recuperate the school education system, new initiatives need to be brought both by the centre and the states and also special attention needs to be given to see school education brighter and stronger.

It is argued that improvements in the quality of girl's education will bring about gender equity to a certain extent. Although literacy alone is not sufficient to subdue the existing levels of discrimination, still one cannot rule out its potential benefits for women's empowerment. It may also be argued that the sudden and metamorphic changes happened in the Indian society during the nineteenth century partly due to the educational opportunities which had been bestowed on the lower classes to lead them into 'progress,' and partly due to the movements spearheaded in different parts of India, largely supported by the reformers. Even though the Government of India has expressed a strong commitment towards education for all, India still has one of the lowest female literacy rates in Asia.

In 1991, less than 40 percent of the 330 million women aged 7 and over were literate, which means today there are over 200 million illiterate women in India. This low level of literacy not only has a negative impact on women's lives but also on their families' lives and on their country's economic development. Numerous studies show that illiterate women have high levels of fertility and mortality, poor nutritional status, low earning potential and little autonomy within the household. A woman's lack of education also has a negative impact on the health and well being of her children. For instance, a recent survey in India found that infant mortality was inversely related to mother's educational level. Additionally, the lack of an educated population can be an impediment to the country's economic development.

The movement of education among women had handled the issue of women's education with a view to liberate women from domestic constraints in India. There had been adaptations of new educational norms for women, particularly the oppressed and down-

trodden to address questions of the customs of early marriage, widow marriage, women domestic seclusion and took it as ‘women’s work for women’ (Leslie Flemming, 1990).

In the light of the above issues, the Ministry of Human Resource Development (MHRD), Department of School Education and Literacy has launched the Centrally Sponsored Scheme ‘National Scheme of Incentive to Girls for Secondary Education (NSIGSE)’ in May 2008 to promote girls education in the country.

The prime objective of the scheme is to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl child belonging mainly to SC/ST communities in secondary schools. According to the scheme, a sum of Rs. 3,000/- is deposited in the name of eligible unmarried girls on enrolment in class IX as fixed deposit, who are entitled to withdraw it along with interest thereon on reaching 18 years of age and passing 10<sup>th</sup> class examination. The scheme covers (i) all girls belonging to SC/ST communities who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in class IX Government, Government aided and local Body schools. The Union Bank of India is the implementing agency for the scheme. The scheme is covered under the Direct Benefit Transfer (DBT) Scheme.

Therefore, in the background of the above context, the Department of School Education and Literacy, MHRD proposed to undertake and conduct this evaluation study from the academic year 2008-2009 to 2019-2021, to review the progress during the last eleven years. The primary objectives of the study are given below:

### **Objectives**

1. To carry out the effective implementation of the NSIGSE scheme by identifying the challenges faced in effective implementation and issues relating to the disbursement of the incentive amount to the girl students.
2. To review the utilisation and achievement pattern of the ‘National Scheme of Incentive for Girls in Secondary Education’ by different States/UTs during the period from 2008-2009 to 2019-2020.
3. To assess the impact of the financial assistance provided to girl students of economically and socially disadvantaged sections of the society.
4. To give suggestions and recommendations for improvement of the scheme.

### **Methodology of the Study**

The study aims at evaluation of the impact of the financial assistance provided to various States/UTs in the country under the Centrally Sponsored Scheme of ‘National Scheme of Incentive to Girls for Secondary Education (NSIGSE)’. The study will be conducted by using the descriptive survey method using secondary and primary data.

## **Sources of data**

Secondary data will be collected from the Department of School Education and Literacy, MHRD, Government of India. Primary data will be collected from state nodal officers, education officers, school heads and incentive holders. The investigator will also interact with the parents of the scholarship holders to understand better about the implementation and impact of the NSIGSE scheme.

## **Sample**

The study will cover all the six regions of the country. The in-depth study will be conducted in seven States/UTs. The sample states will be selected in consultation with the Department of School Education and Literacy, MHRD, Govt. of India. At least 350 beneficiary girls (from three districts) of each sample state/UT studying in Class IX to XII in Government, Government-Aided and Local Body schools will be selected. The sample schools and students will be selected from rural and urban areas with the consultation of the nodal officers of State/UTs for evaluation purpose.

## **Tools**

The primary data will be collected with the help of questionnaires developed by the investigator for nodal officer, education officer, school head and incentive holders.

## **Funding**

The Department of School Education and Literacy, MHRD will provide funds to conduct the evaluation study of NSIGSE scheme.

## **Duration of the Project**

The evaluation study covers six regions and seven states/UTs of the country. Since there is a need of in-depth study on this evaluation, the investigation process could take longer duration as the recipients of this incentive, who had been enrolled in secondary and senior secondary schools located in far off places.

Keeping in mind on these difficulties, the evaluation study will take eight months duration to successfully investigate the issues and challenges in implementation of the NSIGSE scheme.



## Budget Estimates

Sl. No.	Particulars	Details	Estimated Amount (Rs.)
	<b>Project Staff</b>		
1.	Project Consultant	(@Rs.49,000/- x 8 Months)	3,92,000
2.	Junior Project Consultant	(@Rs.39,000/- x 8 Months)	3,12,000
3.	Project Data Entry Operator	(@Rs.17,000/- x 8 Months)	1,36,000
	<b>Field Visit Expenditure</b>		
4.	Travel expenses to visit sample States/UTs.	(@Rs.30,000/- x 7 States)	2,10,000
5.	Lodging and Boarding expenses during the field visits.	(@Rs.25,000/- X 7 States)	1,75,000
6.	Local travel (school visits within the State by taxi)	(@Rs.25,000/- X 7 States)	1,75,000
7.	Honorarium to field support staff (State/UT Govt.) for data collection purpose	(@Rs.30,000/- x 7 States)	2,10,000
	<b>Miscellaneous Expenditure</b>		
8.	Stationery, photocopy, Data Analysis, editing, printing & binding etc.	(approximate)	1,00,000
9.	Contingency (2% of the total budget)		34,200
	<b>Total</b>		<b>17,44,200</b>

## Status of ongoing research projects

### **Spatial Dynamics of Comparative Advantage in Educational Development—A State-wise Study**

**Year:** (Ongoing research Project)

**Location:** NUEPA, New Delhi

**Main project features:** Secondary data based research study to identify determinants of Inter State differentials in Educational Development in India; To develop multivariate index of educational development after identifying indicators of educational development.

**Activities performed:** Tabulation and data analysis for School Education Development completed. First three draft chapters ready. Indicators of higher education development have been identified and data compilation from secondary sources is in progress. Indicators for constructing the Composite Index of spatial development identified and data compilation is under progress. Three papers drawn from the research study, presented in seminars, accepted for publication, expected to be published in few months.

State level analysis is completed.

Data at district level has been collected, compiled and final tables have been prepared. Analysis at district level is in final stages and report writing is progressing.

**Outcome:** 3 papers presented in National/International Seminars , one published and two under publication based on the study. The virtuous cycle of growth, employment and education in india --- path to equitable development, presented in National Seminar at Council for Social Development , New Delhi.

1. Book Chapter: **Exploring the relationship between economic growth, employment and education in Indian States.** In Govinda Rangachar and Poornima M ed India's Social Sector and SDGs, Routledge , Taylor and Francis, New York ( 2020).
2. International Conference on the theme "Economic Development: Role of Higher Education Institutions in Employment on 10<sup>th</sup>-11<sup>th</sup> December, 2019 at IPE, Hyderabad.

**Paper titled, "Jobless Growth: Growth cycle, Employment Quality and Education of youth in India"**

**Causes of 'Non-Enrolment and Dropout among Muslim Children at Elementary Stage in Andhra Pradesh and Uttar Pradesh: A Comparative Study'**

**Dr. Vetukuri P. S. Raju**

The present study investigated the causes of non-enrolment and drop-out of Muslim children at elementary education in two states i.e. Andhra Pradesh (unified) and Uttar Pradesh, which are taken for the study purpose due to low enrolment of Muslim children in these states as compared to all other children. For this purpose, four predominantly Muslim populated districts, i.e. Nizamabad and Kurnool from the undivided Andhra Pradesh and Rampur and Bahraich from Uttar Pradesh have been selected. At the micro-level the major subjects of enquiry are to access, participation, socio-economic conditions of the Muslim households, occupation of the parents and its impact on their non-enrolment and drop-outs.

Taking into consideration of the several development variables like literacy rate, enrolment rate, access, occupation of the majority of the people and size of the Muslim population etc., two villages (one from rural and one from urban) from each block have been selected for data collection in consultation with local educational administrative personnel. The entire Muslim households in the selected villages are enumerated and those households with at least one child in the school going age (6-14 years) have been selected for administration of the additional questionnaire. The collected data have been fed, tabulated, analyzed and interpreted to draw inferences.

The relationship of these aspects and dimensions has been analyzed through employing qualitative and quantitative methods. The focus is on the use of quantitative information to present a broader view and on the use of qualitative information to understand the processes. The study has employed a set of questionnaires to capture schooling facilities, socio-economic status of households and educational status of children and attitudes of the parents. In addition, a semi-structured interview schedule has been used to ascertain the attitudes of various community leaders, religious persons and other opinion makers towards education.

The study also focused on the quality of education children are getting in different areas. This was discussed in the analysis and showed that the quality where Muslim children are studying is of sub standard. Across all social groups and religious communities, the problem of illiteracy was much acute among the Muslims. Further, the gender gap among the Muslims is higher than other communities.

Economic constraint was the single most important limitation responsible for discontinuing education/dropping out that we have come across in all the states. The prevailing circumstances of physical infrastructure within the education system in the country are also an area of concern. Moreover, infrastructure problem in the minority concentration area is very poor. Non-availability of teachers, shortage of classroom,

meager and irregular salary of the teachers is affecting the school education of poor and marginalized students. The shortage of trained teachers remained a major constraint in achieving the goal of 'Education for All', especially among marginalized groups. In almost all the districts, the survey revealed that hardly any government school was having sufficient staff and infrastructure. Moreover, in many Muslim dominated areas, neither middle nor secondary schools are available for these children. Lack of schools in the area deprived these children from their basic fundamental right. The final draft is ready for editing.

**EMPLOYABILITY OF HIGHER EDUCATION GRADUATES IN INDIA**  
( Project placed in CPRHE, NIEPA)

India has one of the largest education systems in the world, employability of the educated graduates is often quoted as one of the biggest challenges the country faces today. The problem of graduate employability has both supply and demand side aspects. Also the problem of employability and skills deficit cannot be completely delinked from the employment, unemployment and labour market conditions. Most studies look at one single aspect. In addition, massification and the experience of unemployment have challenged the Humboldtian idea of the research-oriented university and necessitated to look at the problem in a broader context of external as well as internal factors like general labour market conditions, local and global labour market demand at the macro level ;quality of education, possibilities for career counseling, provision of training courses, transition opportunities, Demand Supply Context at the institutional level; Effectuation factors like personal circumstances, willingness and preferences of individual employees as well as conditions and attitudes of employers.

The present study would try to combine the impact of both external and internal as well as demand and supply factors affecting and influencing graduate employability.

The research questions are as follows: a) What are the employers' perceptions regarding employability skills of HE graduates? b) What are the experiences of new employees regarding their employability readiness during university education vis-a-vis their work place requirements? c)What are the students' expectations from HEIs on developing skills for employability? d)What is the response of university faculty and administrators to the role of higher education sector in preparing industry ready graduates? e) Is a graduate employability skills policy need of the hour?

The study shall try to explore the above questions with a focus by generating perspectives of the major stakeholders such as the employers and the new employees, students and teachers. The focus shall be to understand what is their awareness regarding the concept of "employability skills", identify the types of employability skill gaps existing among the new job entrants , the differences existing therein by gender and social groups and the expectations of the employers from the universities in preparing industry ready graduates. The study shall also try to explore the challenges the new employees experience in their work place, to what extent they are required to supplement their university education with external trainings of different nature to fill in this gap.

It shall be a multi level, multi –State study covering multiple cities in the country. The study at the primary level would be based on selected industrial organizations and academic institutions in select cities. Selection of the cities shall be based on their employment growth structure and also from the point of view of geographical coverage. The six cities identified are 4 tier I cities of Mumbai, Delhi, Bangalore, Hyderabad, Lucknow a lead employment provider among Tier II cities and Udaipur as one among the first three employment providers in the Tier III category of cities.

At the institutional level, from each of these cities, it is proposed to draw a representative sample from different categories of educational institutions and employers for a qualitative as well as quantitative analysis. At the individual level, to explore both the demand and supply side angle employers/employees/students/education service providers' perspectives shall be generated to identify their expectations, gaps and challenges. The study thus aims to generate and assess the demand and supply side aspects of employability of Higher Education graduates.

The following Activities have been undertaken so far in the project. The research proposal for the study was developed in 2015. The proposal was sent to the experts and presented in the expert committee meeting held on 26 October 2015. Post approval, Quantitative and qualitative research instruments were developed. A discussion meeting on the research instruments with a group of external experts was organised on May 12 2016. State teams were formulated and team members identified. After finalisation of the Research Instruments, Pilot survey was conducted in Delhi University College to generate students' and College Faculty /administration perspective. Survey was also conducted in Canara Bank in order to generate employers and employees perspectives. In addition to the questionnaires administered, the survey included FGDs and Interviews. The entire activity was completed between August to November 2016. Data entry and analysis of the Pilot survey is under progress. The 1st Methodology workshop was held on Jan 18-19, 2017 in which the 17 State team members participated. The research instruments were thoroughly discussed and shared with them to undertake field survey in their respective states. Second Methodology Workshop was held to discuss the analytical frame. Analysis completed.

Qualitative data analysis being finalised . Draft of five State Reports have been completed and under review. National synthesis report is under preparation. The Final methodology workshop scheduled in April for report finalization.

## OUTCOMES:

- 1) International seminar on related theme conducted jointly with British Council. A special panel on the intermediary findings from the study was organized and paper presented.
- 2) Five Papers drawn from the study published as follows and sixth paper is under finalisation:
  - i) “Employment and Employability of higher education graduates in India – A multistakeholder Perspective” presented in International Seminar on Employment and employability of Higher Education graduates, 19 Feb 2019. IHC, New Delhi.
  - ii) “India: Graduates and Employment”, International Higher Education, Boston College Centre for International Higher Education, Boston University, USA, No.95 , Fall, 2018.
  - iii) “Inter Group Disparities in Graduate Employability Skills” Varghese et al ed India Higher Report 2016 , Sage Publications. 2018
  - iv) “Taking the Skills March Forward in India– Transitioning to the World of Work, (2016) in Matthias Pilz Ed India: Preparation for the World of Work, Springer VS
  - v) Graduate Employability: India's Challenge Post 2015 Development Agenda, in Indian Economic Journal, Dec 2015, pp 97-111.
- 3) The IHER 2020 on the related theme is under preparation drawing few papers from this study. Two author’s meeting have already been conducted for the same.