

DRAFT

**Meeting of the Departmental Advisory Committee
21st February 2018**

**Agenda for Discussion
(Academic Year 2018-19)**



Department of Educational Policy
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Department of Educational Policy

Vision, Mission and Perspectives

Introduction

The Department of Educational Policy is committed to the study of educational policy—a challenging terrain in its own right. The process of educational policy-making in the Indian federal system involves several actors in its three-tiers of governance, and the ideas for change emanate from an ever-globalizing world, focused on the knowledge economy. The Department—through its academic and policy engagements, tends to keep abreast of the emerging and new directions of the complex policy process. While its core focus is on analysis and understanding of policy making in the Indian context, the department stimulates discussions on policy issues from the wider gamut of practices on educational development. The objective is to generate a knowledge base for use by policy makers, practitioners and other stakeholders in the educational arena.

The three main activities of the Department are teaching, research, and training. It currently discharges these by way of direct engagement with educational policy makers, administrators, and planners in orientation workshops and training programmes on key thematic, conducting policy research and analysis, and dissemination of educational policies and practices in the form of publications. Besides, the faculty members are involved in teaching of various courses at the M.Phil and Ph.D. level.

Vision

- To act as the centre of excellence in developing and enhancing knowledge and understanding of the public policy in all sectors of education.

Mission

- To contribute to the generation, sharing and application of knowledge and understanding of the principles of policy evolution and implementation at all levels of education;
- To promote evidence based policy analysis initiatives in education at various levels of the Indian federal system

- To provide policy feedback by identifying critical barriers facing access, equity, relevance and quality in education.
- To provide opportunities for effective policy advocacy and discourse; and

Core Functions

The Department conducts research and programme evaluations to provide feedback on the implementation of on-going policies and generate field based evidence for purposes of reflection on actual implementation, or as inputs for reformulation or redesign. It conducts orientation programmes on the policy issues for the capacity-building of, policy makers, educational planners and administrators serving at the State, District and sub-District levels. The Departmental thrust on multi-level governance of policy, with focus on grassroot participatory structures, can be seen through the ongoing researches on decentralized management of education and role of community as main stakeholders in education.

The Department undertakes teaching of M.Phil and Ph.D students in the core courses on '*Perspectives on Education*', '*Education Policy*', '*Research Methodology*', etc; '*Education and Society*' '*Education in Developing Countries*' in PGDEPA and IDEPA programmes. In these courses, theoretical frameworks of policy-making across sectors are discussed. Many of the insights drawn from our field-research and programme evaluation also serve as inputs for teaching of research scholars. The Department also responds to State Governments with respect to a) institution development and b) capacity enhancement. The faculty is currently equipped in academic work relating to policy-sociology, and political economy, and has considerable experience in public policy work with educational administrators and implementers.

The Changing Perspective of the Department:

The nature and scope of activities performed in the 'Education Policy' Department is reflective of changes in the direction, as also specific elements of educational policy. As a starting point within the NIEPA's predecessor institution—ie prior to its being granted the status of a *Deemed to be University*, the NIEPA, this Department was concerned

mainly with the education of the disadvantaged sections. The topics of research and training were related to *universalization of access*, retention and universal achievement. In this context, it had reviewed at the Post Matric Merit Scholarship Scheme; education of Scheduled Castes and Tribes, minorities and working children. This work made to the policy ideas incorporated in the District Primary Education Programme, and the Sarva Shiksha Abhiyan, launched in the wake of the Jomtien and Dakar conferences on Education For All—both initiated considerable government and donor convergence on Education For All initiatives.

Following the Millenium Development Goals and now the Sustainable Development Goals, the Department today has a much broader spectrum of engagements—sub-sectoral, inter-disciplinary, and all aspects of educational policy. Some of the current engagements of academic and policy work include:

- Right to Education
- Education for the Youth
- Policy Reforms in School and Higher Education
- Education with respect to Disadvantaged and Marginal sections of the population—Scheduled Tribes in 5th and 6th Schedule Areas
- Urban social policy and education

Current Engagment (2017-18)

The current engagment of the Department includes a broad focus on policy reforms, and on key thematics in educational sub-sectors. There is a strong focus on equity issues. Besides disadvantaged groups, the department has also been conducting orientation programmes for education functionaries of the North-east region, on issues relating to the implication of 6th Schedule for education, the functioning of schools in Autonomous District Council areas. The department has also covered the foundational aspects of the educational polcies, by deliberating upon the application of educational ideas of the Indian thinkers, such as Vivekananda, Gandhi and others.

The Future – Need for Envisioning Change

The future is a challenge that the Department of ‘Education Policy’ needs to envision and anticipate by way of its engagement with the policy ideas gaining currency at the global/international level. As has been observed, there are fundamental shifts in the policy discourse concerning educational policy on account of globalization. While on the one level, there are concerted efforts to achieve the SDGs—education and its quality being an important one among them, there are concerns with dramatic structural changes initiated by urbanization. The recently concluded World Social Forum has argued that realistic efforts at achieving the SDGs must include a focus on emerging sub-urbanism, and indeed with a comparative focus. Structural and demographic changes are not neutral processes—they deepen inequalities and create new marginalities. In turn, the possibilities for realizing quality education for the poorest becomes an ever more challenging task. Techniques of educational planning need re-visioning, provision of education may need to be merged with a ‘basic needs’ or ‘multiple vulnerabilities approach’ to social protection. There is thus an ever pervasive, and persisting concern in policy circles of achieving quality, with a continued focus on equity and diversity.

The second most important challenge is on account of the competitiveness introduced by globalization. There is a transnationalism in policy, advocating benchmarking and assessment. Learning achievements and quality testing is accorded an unprecedented priority. Aspects of institutional redesign, specially of regulatory bodies, university governance, and for envisioning action on rights based approach to education, legal inputs are also required to the current efforts of the Department. As befits its policy ‘think tank’ role, the Department should anticipate these aforementioned new policy directions, initiate critical and informed dialogue on select themes, and disseminate ideas for wider policy use.

Perspective Building for the DEP: Long term, Medium term and Short term

- **Long Term Perspective (2018 -2030):** The long-term perspective of the Department stems from its vision and mission of acting as the apex academic body to develop and disseminate ideas and knowledge relating to public policies in education. The main long term objectives of the department are

A - Developing a Post Graduate Degree Course

MA in Public Policy in Education: The Inter-disciplinary course will prepare the students with social science background to gain adequate knowledge and skills to work in complex policy environments in education. The course will equip the students to be the future policy makers and work in the challenging working environment. The course will also serve as the feeder course to the on-going MPhil/PhD programmes of the University.

(Duration: Two years; Credits: 60 Credits)

B - Establishing Policy Research Lab with focus on the longitudinal researches with implication for generating/consolidating research evidences for policy making.

C – Setting up Interactive Web Portal of the Department on Education Policies

• **Medium Term Perspective (2018 -2025)**

A. Establishing Centres or Working Groups within the Department on

- a) Equity and Inclusion in Education
- b) Law and Governance in Education
- c) Policy Reforms in Higher Education
- d) North-East Region Education centre
- e) Vocational Education and Skill Development
- f) Urban Social Policy and Education

B. Conducting short term orientation programmes on 'Policy Research and Programme Evaluation in Education' with exposure to both qualitative and quantitative research methods and aptitudes for the faculty, administrators and research scholars.

C) Organising Policy Seminars on the current and emerging educational problems and issues;

D) Organising Policy Advocacy academic events, colloquiums to deliberate upon policy issues

Teaching: Teaching Core and Elective Courses in MA in Public Policy in Education; MPhil/PhD, PGDEPA, IDEPA

Research

- Conducting Policy Researches and Programme Evaluations
- Social Survey of Education with focus on social parameters of education to be conducted through Household Survey, Skill Mapping,
- Education of the Disadvantaged
 - a) Groups: Dalits, Tribals, Minorities, Children With Special Needs
 - b) Areas: 5th & 6th Schedule Areas, Urban slums, Conflict Zones
- Policy ethnography and archives

Publication and Advocacy

Publishing Policy Briefs and monographs on important educational problems and issues. These include: Teacher Management Policies; Urban Marginality and Education; Tribal education in Vth and VIth Schedule areas and Issues of Autonomy in Higher Education.

- **Short Term Perspective (2018 -2021)**

Teaching: Besides continuation of the on-going teaching activities under MPhil/PhD Programme, PGDEPA and IDEPA, the Department will initiate the following academic activities:

- Curriculum Development Workshop of MA in Public Policy in Education (inter-departmental activity) in
- Development and Preparation of the Core and Elective Courses by individual faculty members

Research

- Completion of the on-going research projects on
- Study of the Implementation of Right to Education Act in Selected States
- Political Economy of Higher Education Reforms in India: A Comparative Perspective
- Urban Marginality and Education of Disadvantaged

Policy Advocacy

- Policy Seminars on current and emerging educational problems and issues
- Policy Advocacy Workshops on New Education Policy document
- Networking with academic institutions such as, the IIMs, NLUs (National Law Universities), etc.

DEPARTMENTAL ACTIVITIES 2017-18

Training Programmes, Workshops and Seminars/Conferences: 2017-18

S.No.	Name of Programme	Co-ordinator	Date
1	Orientation National Workshop on <i>'Qualitative Research Methods in Education'</i>	Dr.Naresh Kumar	18-29 December, 2017
2	National Seminar on <i>'Urban Marginality, Social Policy, and Education in India'</i>	Dr. Manisha Priyam	12-13 January, 2018
3	National Workshop on <i>'Engaging with Public Universities in India: Autonomy as an Idea and its Practice'</i>	Dr. Manisha Priyam	March, 2018.
4	Orientation Programme on <i>'Education of Disadvantaged Children and Economically Weaker Sections at the Elementary Level: Policy Issues and Programme Interventions'</i>	Dr. S. K. Mallik	21-25 August, 2017
5	Orientation Workshop on <i>'Functioning of Local Authority and Autonomous District Councils under Sixth schedule of the Constitution in Management of Elementary Education in the North Eastern States'</i>	Dr. S. K. Mallik	11-15 September, 2017.
6	Orientation Workshop on <i>'Strengthening of School Management Committees under RTE'</i> scheduled to be held at Institute for Social and Economic Change (ISEC), Bangalore	Prof. A. K. Singh & Dr. S.K. Mallik	20-23 March, 2018
7	National Discussion meet cum Workshop on <i>'Gandhian Educational Ideas in Policy Perspective'</i> (Centenary of Champaran Satyagrah Movement)	Prof. Avinash K. Singh	3-5 Oct, 2017
8	National Discussion Meet on <i>'Implementation of the Right to Education Act: Progress, Issues and Way Forward'</i> scheduled to be held at National Law School of India University (NLSIU)	Prof. Avinash K. Singh & Prof. Nalini Juneja	26-28 March, 2018.

On Going Research

Ongoing Research Studies

- a) Evaluation of the Implementation of the Scheme for Providing Quality Education in Madrasas (SPQEM) August 2017-February, 2018

Prof. Avinash Kumar Singh
Dr. Manju Narula
Dr. S. K. Mallik
Dr. Naresh Kumar

- b) Study of the Constitutional Provision of 25 per cent seats to the Children of the Disadvantaged Groups and Weaker Sections in Private Schools under RTE Act in selected states: Policy and Practices

Prof. Avinash Kumar Singh

- c) The Political Economy of Higher Education Reform in India: Comparative Perspective on the Principles, Policies, and Institutions for Reform, (1991-2012).

Dr. Manisha Priyam

- d) Revisiting Equity under RTE: Policy Perspective and Social Perceptions

Dr. Naresh Kumar

- e) A Study of Scholarship Scheme and Educational Mobility among the Scheduled Caste Children at the Secondary Level in Odisha

Dr. S.K. Mallik

Research Project

Study of the Constitutional Provision of 25 per cent seats to the Children of the Weaker Sections and Disadvantaged Groups in Private Schools under RTE Act in selected states: Policy and Practices

Prof. Avinash K. Singh

Background and Objectives

With the implementation of *The Right to Free and Compulsory Education (RTE) Act*, the states under Section 12 (1)(c) of the Act have begun to provide 25% free seats for children belonging to weaker sections and disadvantaged groups (EWS) in private unaided elementary schools. Although, the Act is in its fourth year of implementation, there is not much clarity among the functionaries with regard to how the rules and regulations relating to the provisioning are being implemented. For example, how eligibility criteria for identification and selection of the children are being followed? How private schools are following the rules and regulations in fulfilling the constitutional commitments and provisions in different states? What problems and constraints are being faced by the parents and children in securing these rights? Both inter and intra-state variations have been reported in implementation of the RTE provision. It is in this context, an exploratory study is being conducted to develop an understanding of the policy and practices of education of the disadvantaged children under Right to Education Act-2009 in selected 10 states spread over 5 different zones of country. The main objectives of the current study are: a) to assess the nature and extent of the implementation of the reservation provision under RTE Act in different states in terms of policy and practices; b) to find out the level of awareness about the reservation provisions among the children and parents belonging to the categories of disadvantaged and economically weaker sections; c) to examine the issues related to the adjustment of the children from diverse socioeconomic backgrounds in the school and classroom; d) to identify the innovative practices regarding the implementation of the reservation provisions in schools in different states; e) to identify problems and constraints faced in the implementation of the RTE provisions by different stakeholders, parents, children, teachers and education

functionaries; and f) to suggest suitable measures to make the planning and implementation of RTE provision of reservation in private schools more effective.

Current Status

The above research project is still under early stage of implementation involving collection of secondary data and review of literature related to the theme and development of research tools. Under literature review, profiles of the selected states and compliance of RTE norms in the states, based on secondary official data are being prepared. The 10 states selected on the criteria devised under study include: Kerala, Karnataka, Delhi, Uttar Pradesh, Madhya Pradesh, Maharashtra, Jharkhand, West Bengal, Assam, Meghalaya. The following tools have been designed.

Household Information Schedules

School Information Schedule

Schedule for the Head Teacher and other Teachers

Schedule for the Children (Disadvantaged Groups and Weaker Sections)

Schedules for Parents of those Children and other Community Members

Schedules for the members of the school governing committees

Checklists for Education Functionaries at different levels (Cluster, Block, District/State)

It is expected that the tools of data collection will be adapted, further developed and finalized. Before the workshop, necessary preparatory activities related to state-level research designs will be made ready. The process for the identification of state level resource institutions and state research coordinators is on, the list will be finalized shortly.

The research project was delayed due to problems in the recruitment of research staff. The research project is going to be revived shortly with new timeline through the Project Research Advisory Committee.

**The Political Economy of Higher Education Reform in India: Comparative
Perspective on the Principles, Policies, and Institutions for Reform, (1991-2012)**

Dr. Manisha Priyam

Abstract

Higher education in India is a story of enormous growth of participation, institutions, and 'man-power'. It's development for more than half a century has been an intrinsic, indeed a priority project, of the building of a new nation state. Scholars note that in sheer terms of institutional size and participation, India ranks third after China and the United States of America. This story of growth however, masks more than it can tell. The sector is faced with several dilemmas and challenges, and if future institutional growth has to be sustained, especially in view of the rising expectations, the first necessity is for these issues to be articulated well. This needs to be followed up by a detailed examination of how state level Universities work as embedded social actors, implementing policy reforms.

Review of literature tells us that what is left out from this policy gaze is the issue of reforms of existing publically funded state universities, that have been the priority of Central interventions in the area of education since independence. There is little systematic examination of the challenges and constraints facing these universities, as also why their quality continues to remain so poor. The attempt of this proposed research is to evolve policy relevant knowledge, and a blueprint for change, in place of a simple reiteration of structural constraints of interests and institutions, lobby groups and vested interests preventing change.

Status:

This research proposal has been duly approved by the Academic Council, reviewed by external examiners, and received the sanction of the competent authority in December 2017. Research project staff is still to be appointed.

Proposed for this Year

1. Completion of Review of Literature

2. Two field visits to University of Mysore, and completion of a draft on the background and context of the University, Interviews with key functionaries and envisioning of data collection formats for further field work and writing.
3. Two field visits to Patna University, and completion of a draft on the background and context of the University, Interviews with key functionaries and envisioning of data collection formats for further field work and writing.
4. Written Outputs for the Year 2018-19:
 - Literature Review and Background
 - Two Written Reports on field work in Patna and Mysore
 - Work proposal for 2019-20

A Study of Scholarship Scheme and Educational Mobility among the Scheduled Caste Children at the Secondary Level in Odisha

Dr. S. K. Mallik

Objectives of the study:

1. To find out the nature and extent of implementation of the scholarship schemes for promoting education of the SC children at the secondary level;
2. To examine the effectiveness of the scholarship scheme for the SC children on the school completion and their mobility to higher levels of education;
3. To find out the problems and constraints faced by the students in availing and utilizing the scholarship for their studies;
4. To find out problems and constraints faced by the government and school administration authorities in implementation of the schemes and ;
5. To explore and identify suitable measures for effective implementation of the schemes.

Methodology:

After establishing state level and district wise scenario of SC students receiving scholarship the cohort period will be ascertained for the collection of data related to the utilization of scholarship by the SC students. Five schools will be selected in each block. In the selected schools the numbers and identity of the SC students who received the scholarship will be ascertained. After ascertaining the number of SC students who received the scholarship in the first year of the cohort, their progress and transition from one class to another will be verified from the school records. Following this method, three groups of SC students will be selected for the indepth study: a) those completed the study and b) those who could not complete their study, and c) those completed the study and enrolled in higher education. Separate semi structured interview schedule will be prepared for those three groups of students and their parents.

The present study is being conducted in the state of Odisha. There are thirty districts. The literacy rate will be the basis of selection of district for the purpose of the study. Out of present thirty districts, two districts with having highest literacy rate of Scheduled

Caste population will be selected to conduct the study. Out of two selected districts, two blocks from each district will be selected on the basis of high enrolment of Scheduled Caste children at the secondary level. From each block, 5 Government secondary schools will be selected having high enrolment of Scheduled Caste children at the secondary level. The respondents of study will be teachers including headmasters, students, ex-students, administrators and parents.

Current Status of Research Study

1. Review of Literature Completed
2. Fieldwork and Data Collection completed
3. Data Analysis and report writing under process

Revisiting Equity under RTE: Policy Perspective and Social Perceptions

Dr. Naresh Kumar

Various section under RtE Act deals exclusively with different dimensions of elementary education, to make it more just and equitable. It has certainly aroused aspirations and provoked criticisms as the earlier experience to make our school system equitable has remained failure, with few achievements. By envisaging legal equality as a means for achieving 'equality of opportunity', RtE Act has made an extraordinary advance in the fight for achieving UEE for all. But somehow, the equality granted by legal enactment needs to come to an agreement with the equality in social and economic conditions for its full realization. Research studies have shown that 'disparities in social circumstances have survived the abolition of legal privileges and disabilities, and continued to affect unequally the chances of success in competition of individuals belonging to different social classes' (Betellie 1983:167). The high rate of dropout, less enrolment, student absenteeism and low school participation of children from disadvantaged communities are few of the examples to make out. Again, the less learning achievement and segmentation of students in the public and private schools has maintained the social gaps. The present research study examines the working of schooling in one of the area inhabited by historically marginalized communities. While examining the functioning of the different provisions under RtE Act, the work also understand the functioning of the schools and school choices of the marginalized.

Research Questions:

1. Does making class-room '*composite*' enables RtE Act to achieve equitable education?
2. Does *neighbourhood schooling* under RTE constitute an important equity dimension for poor people from weaker sections?
3. How poor and marginalized choose school?
4. How low-fee private schools work in the area inhabited by marginalized people?

Methodology:

The research study has been conducted in *Mehmoorganj* area of Varanasi. The area is inhabited by historically marginalized communities including Muslims and Dalits. Extensive fieldwork was conducted in the area and every government and low-budget school was visited. Detailed interviews were conducted with the parents, teachers, students and the community members to understand the functioning of the schools.

Present Status:

The project is at the verge of its completion and will be submitted in a time of one month. The study presents a detailed description of the field area and the visited schools. The Study also informs in detail about the working of the schools in coherence with the community. The study points out major reason for the failure of the government schools are the 'Deficit Social Trust'. There is no way of trust building mechanism and the private school system, mainly LBS has realized this- and therefore they are utilizing this for taking leverage. The study urge to relook into private school system. Until now we have been arguing against the private school system (especially LBS) but we never tried to understand this system. Field insights inform me if there are 10 LBS in a locality –each school would try to exhibit different quality. Because of competition each school runs in a survival mode, therefore tries to expertise in some areas which can impress the parents. The study shows that to a great extent private schools are able to establish a close relation with the parents than the government schools. This way LBSs have come up as an epiphenomenon in the Indian history- which could create vibrant 'public sphere' where children from diverse background participate.

DEP Action Plans: 2018-19

Equity and Inclusion as Policy Concerns in Education

The word 'EQUITY'; in general means 'equality with justice'. It is a provision based on legal and ethical principles, and aimed at reducing or eliminating disparities or disadvantages towards achieving equality. The concerns for Equity in Policy Making in Education arise out of the requirements of meeting the educational needs of the disadvantaged or deprived groups. The Indian social and educational system is characterized by a high degree of diversities and disparities. The disparities in educational system can be viewed in terms of geographical areas and social groups. While the area specific disparities may be viewed in terms of educationally backward regions, states, districts, blocks, clusters, villages, habitations, etc., group specific disparities in terms of social groups such as, Scheduled Castes, Scheduled Tribes, girls, minorities, disabled, etc.

The disparity in education in the country is of persistent nature, as the regions and groups which had lagged behind in the past; continue to remain so even today. As there is also of overlapping of areas and groups, disadvantaged groups are circumscribed differentially in different situations. On the one hand while there are educationally backward groups in backward areas, there are educationally backward groups in educationally advanced areas (states, districts and blocks) as well. Since Independence, education of the disadvantaged has been the main concerns of policy makers and planners in the country. Article 46 of the Constitution of India, under Directive Principles of State Policy specifies promotion of educational and economic interests of the weaker sections i.e. *'The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes.'* Following constitutional directives, constant efforts have been made to launch and implement programmes and schemes for educational development of these groups. However despite these efforts, the educational needs of these groups have not been met. Disadvantaged Groups comprise of the Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority groups which still continue to lag behind due to their social and economic backwardness. With the implementation of Right to Education Act, the education system in India has entered into a distinctive phase of educational

development, which seeks departure from other educational policies. The Department of Educational Policy, NIEPA has prepared its academic programmes for 2018-19 in the light of the educational developments so far, to engage proactively with focus on 'equity and inclusion' as significant policy concerns in education.

Policy Seminars and Discussion Meets

Background

There is an integral relationship between policy makers and policy making process, as they play a critical role in the formulation and implementation of policies. If one reviews the history of policies formulated, one cannot fail to notice the proactive role played certain individuals (thinkers, activists, reformers, administrators, etc.) who have not only contributed to the making of innovative policies but have also illuminated the process of policy making with their distinctive approach and style. The situation is not unique to the field of education. It is with this background in mind, three Anil Bordia Memorial Policy Seminars were held on the following themes:

- Education and Social Empowerment: Principles, Policies and Practices (2015)
- People's Participation and Decentralized Educational Governance (2016)
- Right based Approach to Education: Policy and Practices (2017)

Out of the three seminars held, one seminar volume has been published and two are under process. Besides the seminars, two discussion meets were also held on the following themes:

- Indigenous Knowledge System and Youth Empowerment
- Gandhian Educational Ideas in Policy Perspective – Relevance, Challenges and Prospects

Training Programmes, Workshops and Seminars/Conferences: 2018-19

S.No.	Name of Programmes	Co-ordinator	Date
Policy Seminars and Discussion Meet			
1	National Seminar on ' <i>Urban Marginality, Social Policy, and Education in India</i> '	Dr. Manisha Priyam	November/December 2018
2	National Seminar on Inclusive Education, Reservation Policy and Backward Classes in India	Dr. S. K. Mallik	January 2019
3	National Discussion Meet on ' <i>Finding Pathways from Policy Intent to Programme of Action in relation to New Education Policy</i> '	Prof. Avinash K. Singh Dr. Manisha Priyam Dr. S.K. Mallik Dr. Naresh Kumar	July/August 2018-19 (Dates to be decided)
Workshops and Orientation Programmes			
4	Orientation Workshop on ' <i>Qualitative Research Methods in Education</i> '	Dr. Naresh Kumar	July 30- Aug 10, 2018
5	Orientation Workshop on ' <i>Functioning of Local Authority and Autonomous District Councils under Sixth schedule of the Constitution in Management of Elementary Education in the North Eastern States</i> '	Dr. S. K. Mallik	11-15 September, 2018
6	Orientation Workshop on ' <i>Education of Disadvantaged under RTE: Policy Issues and Programme Interventions</i> '	Prof. Avinash Kumar Singh	August, 2018
7	Orientation Programme on Public Policy Making in Education	Dr. Veera Gupta	Dates to be decided...
8	Orientation Workshop on Responsibilities of educational institutions to provide inclusive education to students with disabilities	Dr. Veera Gupta	Dates to be decided...

Policy Seminars and Discussion Meet

**National Seminar
on
'Urban Marginality, Social Policy, and Education in India'**

Dr. Manisha Priyam

Introduction

The “urban question” is now at the frontline of India’s transformation as a social democracy— a republic committed to the idea of achieving equality and justice for its citizens. The recently concluded World Social Forum also confirms that the focus on sub-urban transformation will be critical to achieving the SDGs, important as development goals. As structural and demographic changes in the coming decades (2010-50) place India foremost among the countries that will add the highest absolute numbers to their urban population.¹ What is significant however is that, notwithstanding the scale and proximity of this challenge (of increasing urbanization and consequent marginality of the urban poor), gaps in policy and existing academic tools pose important challenges in evolving a comprehensive understanding of its level, spread, location or indeed the multi-dimensionality of the problem at hand. As a consequence, state priorities of social policy, including that for education of the urban marginal, operates in a somewhat fuzzy terrain.

Challenges of Urban Marginality

Urban marginality poses interesting challenges for those engaged in conceptualizing and formulating appropriate social policies:

1. Spatial location of the urban poor in geographical clusters, as opposed to an evenly spread-out population has implications for targeting of social and educational policies. No longer can the process of defining and/or identifying the urban poor, be a mechanical exercise of random sampling and quantifying the bottom-most slice on income parameters. Geographical targeting becomes a must. However, this also is not an easy exercise, given definitional problems and illegality of slums, and squatter settlements.

¹According to the U.N.'s (2014): “World Urbanisation Prospects' Report”, India will add the largest absolute numbers to its urban population—404 million urban dwellers, followed by 292 million in China, and.(Available at<http://esa.un.org/unpd/wup/Highlights/WUP2014-Highlights.pdf>. Accessed on January 16, 2016)

2. While sharply poised inequality coexists with spatial segregation, there are likely inequalities within—so not all residents of a slum cluster can be classified as “poor”. For example girls fare much worse than boys in educational access and retention. So how do we identify inequalities within, and accordingly create robust public services, many of which go a long way in enhancing greater access and retention of girls in education?
3. Within such spatial locations, the institutional constraints to access of education, along with other social policies, need to be found ethnographically. Random surveys describing average effects may not be enough. Most academic work and policy approaches now focus on using a mix of qualitative and quantitative approaches, and identifying the multidimensionality of the problem.
4. The challenges for planning come from the fact that categorical identification of poverty by policy defined parameters may exclude marginal citizens on criteria such as year of migration, residence proof, difficulty of securing identification papers in a situation of insecure housing, occupational and social vulnerability resulting in precarious living conditions.
5. There are institutional constraints as well, the most important being the very weak urban local institutionalization, multiplicity of planning and service delivery authorities, and division of responsibilities for different levels/ areas of education.
6. Given the thrust on urban planning and infrastructure as the reigning paradigms for improving the urban, the question of marginality receives a low priority in urban debates. However, in terms of numbers and intensity, it is marginality and urban exclusion that require a serious and specific focus and engagement.

The proposed seminar is the second in a series to advance the deliberations on urban marginality, and specifically look at local institutional mechanisms of the Urban Local Body as a tool strengthen the social policy objectives of education for the urban poor.

Objectives and Themes of the Seminar

The objective of the seminar is two-fold:

- i. To facilitate a multi-disciplinary dialogue between scholars and policy practitioners of urban social policy, in order to advance the methodological debate on urban marginality, and
- ii. To assist the process of policy planning for education of the urban marginal

The key themes discussed will include:

- i. Methods of understanding urban poverty and marginality—both in research and in policy
- ii. Issues in urban social policy, with a special focus on barriers on access to education
- iii. Local institutional capacity including urban decentralization

Participants:

Institutions that have emerged as institutional partners in round one of the urban marginality seminar—the Indian Institute of Management, Ahmedabad, The Indian Institute of Technology, Gandhinagar, the JawaharLal Nehru University, the National Institute of Urban Affairs, the Tata Institute of Social Sciences, Mumbai, and TISS Patna, The University of Pune, Centre de Science Humaines, Delhi, the Centre for Policy Research, Delhi, and the Indian Institute of Habitat Studies Bengaluru, the Ambedkar University Delhi—scholars on urban marginality, social policy, and education from these institutions will be participants . The NIEPA’s role would be to further sharpen the academic focus on educational policy and planning for the urban poor. Participants will include policy makers and scholars engaged in urban social policy in India. Total number of participants will be about 20.

Outcomes:

1. Sharpen the academic understanding of urban marginality
2. Share findings of collaborative and comparative research work on urban local bodies and education for the urban poor across Indian cities
3. **Date and Venue:** IIT Gandhinagar or TISS Mumbai, November/December 2018

National Seminar
on
Inclusive Education, Reservation Policy and Backward Classes in India

Dr. S. K. Mallik

Introduction

Reservation policy is known as affirmative action or positive discrimination or protective discrimination. The term affirmative action is widely used by the western world. Reservation policy for the dalits, tribals and other backward classes was incorporated under the Constitution of India to bring these groups who have been neglected for thousands of years at par with the advanced sections of the society. Though the term “Backward Classes” is popularly used by sociologists it is not defined properly. Justice K. Subba Rao, former Chief Justice of India, defined ‘backward classes’ as — “an ascertainable and identifiable group of persons based on caste, religion, race, language, occupation and such others, with definite characteristics of backwardness in various aspects of human existence — social, cultural, economic, political and such others.” In other words, it can be understood as a social category which consists of all the socially, educationally, economically and politically backward groups, castes, and tribes. According to 2011 census, the Scheduled Caste and Scheduled Tribe population constitute 16.8% and 8.2 % respectively of the total population of the country. Special provisions were consciously made for the socially disadvantaged groups with special focus with the education of scheduled caste and scheduled tribe in the Constitutions of India.

The Directive Principle of State Policy under article 46 of Constitution of India says: “The state shall promote with specific care the educational and economic interest of the weaker section of the people and in particular, of scheduled castes and scheduled tribes, and shall protect them from social injustice and all form of exploitation”. There are several provisions for socially disadvantaged groups under Articles 15, 16, 17, 164, 330, 332,334, 335, 338, 340, 341,342, & 366 of the Constitution. In addition to this, the special provisions have also been made for the religious minority communities.

During the British period some efforts were made for the education of depressed classes. Shahu, the Maharaja of the princely states of Kolhapur is the first person who introduced reservation in favour of non-Brahmin and backward classes, much of which came into force in 1902. He provided free education to everyone and opened several hostels to make it easier for them to receive it. He also tried to ensure that people thus educated were suitably employed, and he appealed both for a class-free India and the abolition of untouchability. The famous Poona Pact of 1932 discussed about the separate electorate for Muslims, Jains, Sikhs, Indian Christians, Anglo Indians and Europeans. Ambedkar pressed for separate electorate for the depressed classes. Mahatma Gandhiji objected for separate electorates for dalits and went on fast. Pandit Madan Mohan Malviya, the leader of Maha Sabha mediated and finally the matter was settled with reservation for the dalit community. This is the beginning for introduction of such policy in India. Ambedkar said that any quota or reservation will not help the dalit rather it will attaché the stigma to them. So he opposed it in tooth and nail. But Nehru and other leaders favoured the reservation for dalits to mainstream them in the society. In the first amendment to the constitution special provisions were made in favour of SCs and STs. After three years of formulation of Constitution, a separate commission was set up by the Government of India under the chairmanship of Kaka Kalekar in 1953 for Other Backward Classes. The Kaka Kalekar Commission was appointed to satisfy the Article 15(4) and 340(1) of the India Constitution. It had prepared a list of 2,399 backward castes or communities for the entire country and of which 837 had been classified as the 'most backward'. Due to difference of opinion of members of commission, the recommendations could not be implemented. After a gap of 25 years the Janata Government in 1978 had appointed the second All -India Backward Class Commission under the chairmanship of B.P. Mandal which had submitted in its report in 1980. The Mandal commission identified 3734 castes comprising of 52 percent of the population. The commission has based its report on conjectures and dubious statistics by extrapolating caste figures from 1931 census. It recommended several things along with 27 percent reservation of jobs for socially and educationally backward class in central government and public sector undertakings. The Congress Government did not implement the Mandal Commission Report.

The National Front Government headed by V.P. Singh implemented the Mandal Commission Report. The report was neither discussed in the Union Cabinet nor on the floor of the Parliament. The total reservation for SC, ST (22.5%) and OBC (27%) constitute 49.5 percent. As per the verdict of Highest Court of India, reservation should not exceed more than 50 percent. The court upheld that decision of V.P. Singh Government' decision to implement the Mandal Commission report is valid. The court further observed that the creamy layer among the OBCs should not be covered to avail the reservation facility. At present, 27 per cent quota in government jobs and educational institutions is given to OBCs, provided the annual income of the family is up to Rs six lakh. Those with higher earnings i.e above six lakhs are referred to as the 'creamy layer' and are not eligible for reservation. The Sachar committee has also recommended the reservation for the most backward minorities like Muslims in India. In view of the above context, the Institute proposes two days National Seminar on Inclusive Education, Reservation Policy and Backward Classes in India.

Objectives of the Seminar

- To assess the impact of reservation policy for disadvantaged groups
- To examine the reservation of 25 percent for EWS children in private unaided recognized schools
- To discuss about the state wise implementation of the policy
- To examine the policy adopted for minority communities
- To study the implementation of policy in employment in Government and public sector undertakings

Themes:

- Genesis of Reservation Policy: Indian Context
- Affirmative action for Disadvantaged Groups: International Context
- State specific implementation of Reservation Policy in India
- Education and Reservation Policy for Minority groups
- Reservation of seats for EWS and disadvantaged groups in recognized Private unaided Schools under RTE Act
- Globalisation, Education and Weaker Sections

- Dalit Perspectives on Education and Reservation policy
- Implementation of Policy for OBCs

Participants/Target groups: 50 Participants

State representatives, research scholars of the university and NGOs working for the disadvantaged groups

National Discussion Meet
on
‘Finding Pathways from Policy Intent to Programme of Action in
relation to New Education Policy’

Prof. Avinash Kumar Singh
Dr. Manisha Priyam
Dr. S.K. Mallik
Dr. Naresh Kumar

Background

After over thirty years since the last National Education Policy -1986 was formulated, India is on the anvil of having New Education Policy. In this direction, already some initiatives have been made, in the form of *‘National Policy on Education – 2016: Report of the Committee for the Evolution of the New Education Policy’*. The draft Report is an outcome of the extensive consultations conducted at different levels ranging from Gram Panchayat level to block, district, state and national levels, on 33 themes identified (13 themes on School Education and 20 themes on Higher Education). A new Committee is currently engaged in bringing out the final blueprint of the New Education Policy. As often a new policy is formulated on the basis of the follow ups on the implementation of earlier policies, the on-going initiative is also focused on the steps taken over last three decades, which include various centrally sponsored programmes/schemes (such as, APPEP, DPEP, SSA, RMSA, RUSA, etc) and Central Act (RTE Act). Further as the subject ‘education’ falls under the Concurrent List, the NEP in its major recommendation calls upon both the Central and State governments to improve ‘Quality’ in education at all levels without compromising on ‘Access’ and ‘Equity’. It is with this background in mind that a three days National Discussion Meet on *‘Finding Pathways from Policy Intent to Programme of Action in relation to New Education Policy’* is proposed to generate policy discourse based on the latest policy texts as a follow towards developing insights into formulating a new Programme of Action.

Objectives:

The main objectives of the Meet are as follows:

- To develop a shared understanding of the policy intents and provisions of the New Education Policy in terms of continuity and change;
- To chalk out pathways and strategies in terms of strategies and activities to achieve the policy goals and objectives;
- To identify gaps to be filled and targets to be achieved in relation to policy provisions;
- To prepare sector wise thematic background notes to generate policy discourses;
- To consolidate inputs in the form of a discussion document 'Programme of Action' as inputs into the implementation of the New Education Policy.

Themes:

I. - The Concept and Practice of Policy Making in Education

II. - The Evolution of New Education Policy

III. - New Education Policy 2018 – Policy Intents/Texts and its current predicaments

IV. - Current and Emerging Directions in Policy Discourses

- Equity and Inclusion
- Quality and Excellence
- Educational Governance and Autonomy

V. – Pathways from Policy Intents to Programme of Action

Venue & Duration: NIEPA: Three days (July-August, 2018)

Participants/Resource Persons:

40 Participants including Policy Analysts/ Academicians/ Administrators/ NGO functionaries and State representatives (Core Group of theme leaders comprising NIEPA faculty and External Resource Persons)

Workshops and Orientation Programmes

National Workshop on 'Qualitative Research Methods in Education'

Dr. Naresh Kumar

Introduction

Research Methods have gained enormous importance in the field of educational studies by providing an in-depth understanding of the processes giving way to inequity. Although research studies have pointed out various levels of educational inequalities; but these studies have brought into focus only the end results in the form of access, enrolment, retention and achievement etc, thereby, not providing enough understanding of the processes involved. Research studies have explored factors which contribute to educational inequities and policy makers have sought to target these, however, stark educational inequities persist. Evidence suggests the de-contextualised nature of many policy reforms has undermined their ability to challenge inequities in real-world settings. Achieving 'equity' therefore remains a major challenge within the education systems. In this vein, the value of research methods is paramount in providing nuanced picture of the underlying principles inhibiting educational equity across groups and communities.

The orientation workshop will draw upon the tradition of *Qualitative and quantitative research methods* to equip the researcher in developing a deep insight about the equity issues in education. Its focus on understanding equity issue in education through various research methods will make the workshop distinctive. Two-week long workshop on 'Research Methods in Education' with thematic focus on *Equity in education* will be organized by the Department of Educational Policy, NIEPA. It will orient the participants with the approach, methods and techniques of conducting research to study equity issues in education and its policy implications. The participants will be familiarized with the processes of preparing research design and its implementation in the field. This orientation workshop will introduce the participants to different methods in educational research. It seeks to involve them in an intellectual setting within which they can continuously subject ideas (their own and others) - to critical reflection and constructive reconsideration.

Objectives of the workshop:

On one hand the workshop aims at providing students with a theoretical outline of the current equity concerns for education and on the other hand it aims at providing practical tools to conduct research in the field. The workshop will provide epistemological and methodological framework of research to study equity in education. The workshop will be constituted in three parts: Epistemology-Methodological-Practical. The main objectives of the Workshop are:

- To understand the epistemological and philosophical basis of the research methods.
- To provide detailed understanding of various research methods.
- To provide critical knowledge and skills of research methods for advancing equity Studies in education.

At the end of the workshop participants will be able to:-

- Know the critical approach of equity as a framework in which to carry out research in education.
- Feel confident in leading a research on equity issues in education by using various research methods.

Themes of the Workshop:

Equity is a very illusive category and subject to many interpretations. Everyone would like to be a part of an equitable society but our principles of an equitable society may differ, so does the nature of an equitable society vis-à-vis education system. 'Equity in education' has been widely discussed by political philosophers but sociologists have mostly remained concerned about the equality in education- a very tangible and visible outcome of the principles of equity.

Principle of equal representation which we usually derive from the idea of a democratic society has been the source of our definition about equality in general and equality in education per se. One can identify number of research studies; primarily seeing equity and equality in terms of representation of groups and communities in proportion to their population. This very idea of democratic representation in terms of the number and participation has also remained the fundamental governing principle of our educational

policies and research studies conducted by scholars over the period of time. On the one hand major educational policies have recommended explicit provisions for the inclusion of disadvantaged children in the school premises; and on the other hand research studies fed to the educational programmes and schemes by studying the participation level of disadvantaged communities in terms of access, enrolment and retention. There is no doubt that this has helped in increasing the participation level of children at all the levels of school education to a great extent, but the problem still persist, and the existing principle of equity and equality deriving its rationale from the working of a democratic society is unable to provide solution to the all pervasive problem of achieving equitable education system. John Dewey has pointed out in his 'Democracy and education' that democracy is more than a form of government and representation. It needs internal mechanism to achieve order and equality, and education is one of the means to achieve this order, but it would demand much more nuanced understanding of the actual working of the education system beyond numbers and representation.

In order to carry forward this debate and understanding of equity beyond number, the proposed workshop will engage to understand the philosophical, epistemological, methodological and practical part of equity in education through research methods. The workshop will provide an opportunity to the participants to critically envisage and debate the principle of equity beyond archaic norms of number within and outside the school through the prism of research methods.

The sessions will be arranged in a manner to build comprehensive understanding of equity in education starting from epistemology to methodological to practical part where participants will be given chance to put hands into practice and study equity in a field setting.

Methodology and Assessment:

The nature of the proposed workshop will remain participative in nature. It will involve classroom lecture, group discussion, practice sessions and school visit to the selected schools and presentations by the participants. The proposed workshop will adopt the below mentioned module to develop an in-depth understanding of the equity in education through research methods.

Module 1: Enquiry into Research Methods

- Major issues which will be discussed here include fundamental premises of research methods, theoretical, methodological, epistemological and ontological concerns.

Module 2: Understanding Equity through Research Methods

- Participants will be made aware about the concept of equity in education; underlying principles of equity in education; equity concerns inside and outside the school. While dealing with equity issues in education, the sessions will help to understand the importance of research methods.

Module 3: Presentation by participants

A. On the methodology of their ongoing research work

Participants will present their ongoing research work and its methodology. It will be a mutual learning process for all the participants as well as resource persons

B. On the research Study

The main purpose of this exercise is to get critical reflection by the participant on the methodology used by various research studies on equity in education. A set of articles in the form of a reader will be provided to the participants in advance for reading and presentation.

Module 3: Identification of the Research issues and preparation of the proposal

- From day one all the participants will be involved in identifying a research problem around equity in education. All the lecture sessions, group work and presentations by the participants will be aligned to achieve this target. This exercise will develop inquisitiveness, sensitivity and criticality towards research methods in studying equity in education. It will include: preparation of the research proposals, identification of the methods and tools in discussion with resource persons, group work on 'Identifying research issues' to be studied

through research methods. Each participant has to identify research issue and prepare a research proposal/write-up on the same by using research methods.

- While identifying the research issues it will be taken into consideration that each research proposal remain the part of a broader theme of the workshop i.e. *Equity in education*. It will help us to remain focused and avoid too many themes.

Module 4: Report Writing

- Research ‘report writing’ by the participants. Participants will be involved in mutual learning under the supervision of resource persons.
- Presentation by each participant on the ‘research report’.
- Final submission of the ‘research report’.

Date and Venue of the Workshop: July 30- Aug 10, 2018, NIEPA, New Delhi.

Resource Persons:

Resource persons for this programme shall mainly be from amongst NIEPA faculty with some experts from outside NIEPA.

Participants/Target Groups:

Around 40 young faculty members and research scholars with a social science background mainly in the area of social sciences will constitute the participants. These participants will be belonging to different research Institutes and Universities, NGOs and professionals engaged in education across the country.

Orientation Workshop
On
‘Functioning of Local Authority and Autonomous Councils in
Management of Elementary Education under RTE in the North Eastern
States’

Dr. S.K. Mallik

Introduction

The responsibility for implementation of the RTE Act has been vested in “appropriate government” (mainly state governments and UT Administrations) and the local authority. These functions are spelt out in section 8 and 9. In addition the local authority is to consider and redress the grievances relating to the right of the child as stated in section 32. Local authority is defined under Section 2(h) as “local authority” means a Municipal Corporation or Municipal Council or Zila Parishad or Nagar Panchayat or Panchayat, by whatever name called, and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village. In the north eastern states several bodies have been declared as local authority. The Panchayati Raj Institutions ;function in Arunachal Pradesh and Sikkim, but PRI and autonomous council functions in Assam, Tripura and Manipur. The autonomous council functions in entire Meghalaya. In Mizoram, both Village and autonomous Council functions while in Nagaland only Village Council exists.

The recommendations Bardoloi Committee formed the basis of Sixth Schedule of the Constitution. The idea behind the scheme contained in the sixth Schedule was to “provide the tribal people with simple and inexpensive administration of their own, which would safeguard their tribal customs and ways of life, and assure them maximum autonomy in the management of their characteristically tribal affairs”, at the same time in no way affecting the unity and integrity of the state. Seventy eight per cent of the areas of the north east region are managed by indigenous, self-governing institutions of the tribals. These traditional villages and community based institutions have been retained and legitimized as local institutions for all the purposes by most of the state governments. The functioning of ADC is independent of state government and central government. The

powers and functions of the District Autonomous Council are legislative, executive, financial and judicial. Under the executive function of the District Autonomous Council, it is empowered to establish, construct and manage primary and middle schools. The District Autonomous Council also prescribes the medium of instruction in primary education under its jurisdiction. So the nomenclature of local authority in north east states varies from state to states. The district administration, Panchayats, Municipalities, Autonomous District Council, Village Council are declared as local authority in north east states.

The north- eastern states have different types problems they face as compared to rest of the states of the country. The central government has launched special financial package for the development of north eastern states. The central government has created a separate department to look after overall development of North Eastern states. The literacy rate of all the eight north eastern states except states two states namely Arunachal Pradesh (67%) and Assam (73%) are above national average. The drop out rate is very high in the states like Assam, Meghalaya, Mizoram and Sikkim from 60% to 70% whereas national average is 43%. The professional trained teachers in north-eastern region states are below national average (81%), and even in case Arunachal Pradesh and Nagaland it is only 26%. The teacher-pupil ratio is excellent when it is compared at all India level. So, the major problems are drop out of children and large chunk of untrained teachers at the elementary level.

Objectives of the Programme:

- To orient the participants towards the current and emerging roles of local authorities in implementations of Educational policies, programmes and schemes in north east states
- To develop a shared understanding of role and functions of Autonomous District Councils and Village councils in implementation educational programmes and schemes in tribal areas.
- To share the best practices of the local village or school based management practices, such as ‘Communitization of Elementary Education in Nagaland’
- To discuss the role of School Management Committee (SMC) in smooth functioning of schools.

Themes of the Orientation Workshop:

Theme 1: Community Participation in Education at the local Level

The post Independence era has witnessed the involvement of community participation in education. After the formulation of new education policy in 1986, the community played the significant role at the village /local level to manage the school education. The DPEP programme was launched and the VEC was created to oversee the functioning of the school. The management of school education was further moved from the Village level to school level by creating the PTA/ SDMC. The Right to Education Act 2009 has made mandatory to set up the School Education Committee at the primary and upper primary schools. The research findings of study conducted by NUEPA on functioning of VEC/ PTA/ SMC/ SDMC in 14 states will be discussed.

Selected Reading:

Singh, A.K. (2011): Study of the Role of VEC/ PTA/ SMC/ SDMC/Urban Local Bodies in School Management and Supervision in the Context of SSA – A Research Report, NUEPA, Delhi

Theme 2: Local Bodies in Education and 73rd & 74th Constitutional Amendment Acts

The 73rd Constitutional Amendment being in respect of rural areas and 74th pertaining to urban areas provide a legal framework for Constitution and functions of local self governance institutions. These amendments are, however, in the nature of enabling measures for the states to create these bodies and entrust them with authority and resources, which they consider appropriate and adequate. Apart from making it obligatory for the states to constitute these bodies and entrust them with authority and resources, the amendment make it obligatory to states to hold elections to them, prescribes quotas for representation of women and scheduled castes/tribes and to constitute a finance commission to review the financial position of the panchayats. The Eleventh Schedule to the Acts indicates that education, including primary and secondary schools, technical training, vocational education, adult education and non-formal

education will constitute the areas of responsibility of these institutions. Under the Act provisions of the Section 243G are not mandatory, giving enough flexibility to the states to take decisions in their prevailing situations. While the Panchayati Raj legislation provides the national commitment for delegating power to PRIs, the National Policy on Education reiterates this commitment. The Programme of Action, 1992 suggested that the Ministry of Human Resource Development should prepare model statutory provisions for the guidance of states when they formulate their provisions under the Panchayati Raj Act. The Central Advisory Board of Education (Ministry of Human Resource Development) constituted a Committee in February 1993, to formulate guidelines on decentralized management of education in the context of 73rd and 74th Constitutional Act covering district, sub-district and village levels.

Theme 3: Evolution of The Right of Children to Free and Compulsory Education Act, 2009

The participants will be acquainted with the stages of development of Right to Education Act. How and why this Act has been enacted by the Parliament. The Act was passed by the Parliament in August 2009, and after receiving Presidential assent immediately thereafter, it was notified for implementation from April 1, 2010. The 86th Amendment that provides children of India, in the age group 6 to 14 years, a fundamental right to free and compulsory education was simultaneously notified the same day.

Selected Reading:

UNICEF—RTE, Frequently Asked Questions

The Right of Children to Free and Compulsory Education Act, 2009 and Model Rules of RTE—2010

Theme 4: SMC and School Development Plan

The participants will be acquainted with the stages of development of Right to Education Act. How and why this Act has been enacted by the Parliament. The Act was passed by the Parliament in August 2009, and after receiving Presidential assent immediately thereafter, it was notified for implementation from April 1, 2010. The 86th Amendment

that provides children of India, in the age group 6 to 14 years, a fundamental right to free and compulsory education was simultaneously notified the same day. This section will specifically cover the role local authority and SMC in management of School education. Every local authority shall—(a) provide free and compulsory elementary education to every child: Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school; (b) ensure availability of a neighbourhood school as specified in section 6; (c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds; (d) maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner as may be prescribed; (e) ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction; (f) provide infrastructure including school building, teaching staff and learning material; (g) provide special training facility specified in section 4; (h) ensure good quality elementary education conforming to the standards and norms specified in the Schedule; (i) ensure timely prescribing of curriculum and courses of study for elementary education; (j) provide training facility for teachers; (k) ensure admission of children of migrant families; (l) monitor functioning of schools within its jurisdiction; and (m) decide the academic calendar.

Theme 5: Special Training for Inclusive education

The RTE Act makes specific provision for Special Training for age appropriate admission for out-of-school children. A majority of out-of-school children belong to disadvantaged communities: scheduled castes, scheduled tribes, Muslims, migrants, children with special needs, urban deprived children, working children, children in other difficult circumstances, for example, those living in difficult terrain, children from displaced families, and areas affected by civil strife, etc need Special Training. Special Training for never enrolled children or those who dropped out before completing

elementary education would require an authentic identification of children who must be enrolled. For this the State Government, Local Authority and School Management Committee will need to undertake a community level school mapping exercise. The school mapping exercise will be followed by (i) immediate enrolment in school (ii) organisation of Special Training of flexible duration to enable the child to be at par with other children, (iii) actual admission of the child in the age appropriate class on completion of Special Training, and his/her participation in all class activities, (iv) continued support to the child, once admitted to the regular school, so that the child can integrate with the class socially, emotionally and academically. The RTE Act also provides that such children shall continue to be provided free and compulsory elementary education even after they cross 14 years of age.

Selected Reading:

Report of the Committee on Implementation of RTE and the Resultant Revamp of SSA—
Relevant Chapters.

Theme 6: Teacher Management and RTE

The teacher training one of the grey areas in north eastern states. The RTE Act attaches immense significance to the role of teachers in reforming elementary education. Section 23 highlights the need for making available professionally trained teachers for the school system; however it also recognises that some States may not have the capacity for professional training of teachers in the numbers required and provides that the Central Government may relax the requirement of professional training for a period not exceeding five years, within which period all teachers would need to acquire the prescribed qualifications. Section 24 specifies the academic duties of teachers, including *inter alia* timely completion of curriculum, providing additional support to children, where required, and maintaining contact with the parents of children. Section 26 lays down that the prescribed pupil teacher ratio shall be maintained for each school. The enforcement of RTE Act will ensure that more and more children from diverse backgrounds enter the elementary education system. The teacher education challenge therefore will be to work towards a heterogeneous and democratic classroom, in which all

children participate in the learning process as equal partners. Teacher education programmes will need to prepare teachers to address socio-cultural diversity and handle inclusive classrooms.

Theme 7: Governance of Autonomous District Council and Sixth Schedule of the Constitution

This session will cover up the origin and development of Autonomous District Councils and incorporation of Sixth Schedule in the Indian Constitution. The compositions, powers, roles and functions of Autonomous District Councils and more specifically the management of Elementary Education will be discussed.

Date and Venue: February 2019 (Field Based: Manipur/Tripura)

Participants and Target Group: Officials working under Local Authority of the state governments

No. of Participants: 35-40

**Orientation Workshop on
'Education of the Disadvantaged Under RTE: Policy Issues and
Programme Interventions'**

Prof. Avinash Kumar Singh

Background

Since Independence, education of the disadvantaged groups has been the major policy concerns for the states as they constitute major sections of the Indian population deprived in educational and economic terms. The Education Policies 1968 and 1986 highlighted the education of disadvantaged groups in general and SC, ST in particular. Historically speaking, the Scheduled Castes (SC) and Scheduled Tribes (ST) are the two most disadvantaged sections of the Indian society. These groups have been at the bottom of the Indian society in terms of their educational and economic development. The Directive Principle of State Policy under article 46 of Constitution of India says: "The state shall promote with specific care the educational and economic interest of the weaker section of the people and in particular, of scheduled castes and scheduled tribes, and shall protect them from social justice and all form of exploitation". There are several provisions for socially disadvantaged groups under Articles 15, 16, 17, 164, 330, 332,334, 335, 338, 340, 341,342, & 366 of the Constitution.

The RTE Act has also given adequate focus on the education of the children belonging to the disadvantaged and weaker sections. The act has also specified criteria for identification of these groups. The Right to Free and Compulsory Education Act, 2009 defined the disadvantaged groups are those that belong to "*the SC, ST, socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender, or such other factor as may be specified by the appropriate Government by notification.*". And 'Weaker Sections' are defined as those "*belonging to such parent or guardian whose annual income is lower than the minimum specified by the appropriate Government by notification*".

Further, the Act has entrusted the appropriate government and concerned local authority with the responsibility to “*ensure that the child belonging to weaker sections and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds*”. The exclusion of dalits, tribes, minorities by the teachers and peer groups have been highlighted in several studies. The children of under-privileged groups include child labour, particularly bonded child labour and domestic workers; children in ecologically deprived area where they are required to fetch fuel, water, fodder and do other household chores; children in very poor slum communities and uprooted urban habitations; children of families of scavengers; children of itinerant or seasonal labour who have mobile and transient lifestyle like construction workers, road workers and workers on large construction sites; Children of landless agriculture labour; Nomadic communities and pastoralists; Forests dwellers and tribals in remote areas and children residing in remote desert hamlets and children in area affected civil strife. Recommendations have also been made by the Bordia Committee report for inclusion of disadvantaged children at the school level (2010). The six days Orientation Programme will intensively discuss the education of disadvantaged children at the elementary level.

Objectives of the Programme:

- To develop a proper understanding of criteria adopted for the identification of disadvantaged and weaker sections under RTE in different states;
- To share the state level experience of planning and implementation of strategies adopted for the education of disadvantaged children;
- To share the best practices of the implementation of the RTE provisions adopted for disadvantaged children;
- To identify problems and constraints faced by the educational functionaries in implementation of the RTE provisions for education of the disadvantaged children; and
- To explore alternative strategies for effective implementation of RTE provisions for the disadvantaged and weaker sections.

Themes of Programme:

I. Identifications of Disadvantaged: Definition and Criteria

The Right to Free and Compulsory Education Act, 2009 has defined the disadvantaged groups are those that belong to “the SC, ST, socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender, or such other factor as may be specified by the appropriate Government by notification.” Weaker Sections are defined as those “belonging to such parent or guardian whose annual income is lower than the minimum specified by the appropriate Government by notification”. Besides identification criteria, this session will cover the education of SC and ST children. What policies have been for the education of SC and ST children? The section will present educational status of these children. What are the problems the children of SC and ST community face at the school level?

II. Provisions of reservation of seats for EWS Children in private schools

One of the strategies for dealing with marginalization of disadvantaged communities within the Act is to provide for 25% reservation in private and unaided schools. This provision has generated a lot of debate and discussion amongst educationists as well the public at large. While those in favour of private provision of education see this as a potential spoiler of quality within private schools, many proponents of the reservation see it as a sort of “prize” now available to children from disadvantaged backgrounds. Within this discourse on universalization of quality education it is important to discuss both these perspectives, and state the intent of this provision in terms of the true spirit of the Act. By reserving the specific number of seats in private schools, it has raised many questions. Is tuition fee adequate to meet the education of EWS children? Who will bear the extra money if the state government’s reimbursement of tuition fee is lower than the actual fee of private school? What are the parameters used to identify the EWS children? What will be the fate of children after completing eight years of schooling in private school?

III. Girls Education

This section will cover provision for education of girls and it will highlight the girls from the disadvantaged section of the society. The RTE in different sections makes reference to gender and girls education both explicitly and implicitly. Some of the relevant provisions are- no discrimination against children from ‘disadvantaged groups and ‘weaker sections’ on any grounds (including gender); inclusion of women in school monitoring committees; provision of good quality education that includes equity issues, curriculum development in conformity with constitutional stipulations, training, enrolment in age appropriate classes (which will largely apply to girls, especially from disadvantaged communities).

IV. Minority Education

Among the minority communities, large chunk of population is from Muslim community. This community is the most disadvantaged community. There is enough evidence that educationally Muslims are an extremely disadvantaged community. There is need to draw them into educational and social mainstream through necessary measures, including that concerned State Governments be advised to notify them as disadvantaged groups under section 2(d) of the Act.

V. Special Training for Out of School Children

The out of school children those who have never been enrolled, have dropped out of school or has his or her name on the school rolls but is not attending regularly. A majority of out-of-school children belong to disadvantaged communities – scheduled caste, scheduled tribes, Muslims, migrants, children with special needs, urban poor, working children, children in other difficult circumstances (e.g., those living in difficult terrain, displaced families, areas affected by civil strife, etc). Girls comprise a bulk of out-of school children. One of the major components of RTE act is to enroll the out of school children in the age appropriate classes by providing special training to these children.

VI. Education for Children With Special Needs

The types of provisions made for the children of Disabled children at the school level is to be discussed. The organization of special training for CWSN adds one more dimension to this challenge. The heterogeneity of the CWSN, need for individualized attention, and special equipments are a few issues to be addressed. The sensitivity towards CWSN is a major goal to be achieved. The SSA scheme covers *all* children in 6-14 years age group. The SSA Framework of Implementation explicitly states: “SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA will adopt ‘zero rejection’ policy so that no child is left out of the education system”.

VII. Right Based Approach to Incentives as Entitlements for the Disadvantaged Children

This session will cover both financial and non financial incentives provided under different schemes and highlight the need for change in approach towards the incentives to the disadvantaged section under RTE. As all incentives are entitlements under RTE. Therefore all the stakeholders should be sensitized towards the shift in approach towards education of the disadvantaged.

Methodology:

The programme will be based on lecture discussions, open discussion, school visit and group work on selected themes etc. Participants are expected to make a brief presentation on status of implementation of RTE Act with regard to disadvantaged groups. To enrich discussion the participants will be provided the reading material during the programme.

Orientation Programme
on
‘Public Policy Making in Education’

Dr. Veera Gupta

Introduction

Policy is an important political instrument at the hands of the state to bring desirable transformation in society. The effective implementation of a policy depends upon proper understanding of the cycle through which policies undergo different processes, i.e. agenda setting, formulation, implementation, monitoring, evaluation, and reformulation among all the stakeholders. Despite being a well established sub-discipline, a commonsensical approach is adopted by most of functionaries involved in policy making. Moreover with changing role of the state, shift in policy making is becoming increasingly evident through the policies introduced by it from the 1990s onwards. The regulatory functions of the state have undergone several transformations. Moreover the effective policy implementation requires adequate understanding of all dimensions of policy ;making. Therefore there is need to learn lessons from different policies implemented so far.

The process of policy making in education in India needs to be understood in terms of the context in which it is being operationalized. The policy initiatives, therefore of regulation would be of great interest to scholars and policy makers of education today because of the dynamic nature of the state’s position with regard to its own regulatory authority and a simultaneous exertion on it of multiple forces from outside. At present, studies in the area of regulation of education in India are limited and so are opportunities to examine this critical theme. It is reported in most of the studies that educational policy which is very impressive on paper fails to deliver in the field. It is difficult to count successful policy interventions whereas the list is very long of the contrary. Policy analysis shows that targets of the schemes and programs are elusive because of pitfalls in the policy formulation process itself.

Seeing the ineffectiveness of various educational schemes and programs, World Bank through its institute located in Washington has initiated a course on policy and planning

to sharpen the skills of educational policy practitioners. UNESCO conducts training workshop on education policy formulation and monitoring. The OECD and UNESCO Paris have brought number of publications on the subject. The Cabinet of UK even has issued a white paper on policy formulation practices to all secretaries of Government. Nearly all Universities in the USA offer a course in educational policy in the departments of education. But it is very negligible in India.

This short course is designed to orient and inculcate skills of educational public policy making. It will enable the participants to understand role of government and stake holders in policy formulation processes, implementation and evaluation. The objective of the course is not only to sensitize the participants about the new thinking on the subject but also to gather information on policy making and researches being conducted by their respective organizations.

Objectives:

1. To develop indepth understanding of the process of policy making in education in India.
2. To identify the stakeholders of policy and the degree of participation of different stakeholders in policy formulation.
3. To explore different types of evidences to be used in policy formulation and develop key competencies to use them.
4. To understand implementation of policy and its variation in terms of place, people and pace.
5. To understand the use of research findings in policy formulation, implementation, and monitoring .

Tentative Themes:

The course is designed around the steps of policy cycle. Any policy has five major steps. These are called emergence of issue, choices, policy formulation through stake holder consultation and with the use of evidences, policy implementation and policy analysis. Accordingly the course has five major themes.

I. Policy: Concept, Nature and Types (Statutory and non statutory policies)

The first theme is about the **concept of policy and its genesis**. The word 'policy' connotes different meanings. The word policy is used for vision documents such as National policy of Education and Five Year Plans, Recommendations of committees, Acts and Bills, Rules and regulations, Judgments of the courts, Schemes and programmes, office orders, action plans, financial allocations, monitoring proformas etc. The general agreement is that the policy denotes official dictum or may be termed as regulatory policy and it could be in any form. There are policy making bodies at national, state, district and institutional level. These bodies formulate policies on variety of issues.

II. Contexts and environments of Policy

The policy making bodies formulate policies on the issues arising out of geographic, demographic, economic, social, cultural, political and legal contexts. The core political, social or legal values are transmitted to educational policy thereby impacting the society.

III. Evidence based policy making

The policy making processes is all about making choices. The content of any policy is not of linear kind. It is like fish bone which goes in multiple directions from multiple origins. It has direct bearing on the same sector and also influences number of other sectors. The cost of left out choice could be greater than the advantage of the choice made. A good policy making process involves methodical processes to choose or omit an option. It is an activity to be done in conjunction. Consultation among the stake holders is one of the evidences to be used in the policy making. Use of research evidences is critical in making a choice. Evidences are of various types and of deviating values. The use of evidences in policy formulation process is a new shift and a move to take away policy formulation process from the opinion and knowledge of experts. The **evidence based policy making** is a professional approach to policy formulation.

III. Implementation

The implementation of policy consists of communication of the policy, supporting the functionaries and putting policy options in real world. The implementation of policy requires deeper understanding of how policies travel up and down the various

intermediary levels between the centre and school/institution. The fidelity model of policy formulation expects uniformity but variation is the rule at implementation stage with respect to goals, people, pace and place of implementation. Policy implementation is dependent on policy instruments such as mandates, incentives, capacity building, and system changes. At the time of policy formulation policy travel - path and policy - instruments are not devised. The modern policy formulation exercises include these into formulation ambit for smooth and seamless transition.

IV. Policy analysis

The educational research is used as a input to provide evidences for the policy formulation. It is not different from fundamental research. But research specifically carried out to assess policy alternatives, mid term corrections in the implementation and find out impact of the programme are termed *policy research*. The policy research is also of different types. The first kind if policy research is termed as *Policy scholarship*. It is traditional form of intellectual analysis which can serve to inform thinking about policy but may not seek to offer clear prescriptions. The other two types of research on *process* and *impact* are context specific or programme specific. The findings of the process research are utilized for the improvement of the service or delivery. The impact studies are concerned with social change due to introduction of an intervention after removing the chances of natural change i.e. contra factual.

Duration: The course is of five days duration

Target group:

The target group could be mix of government and non government functionaries, policy makers, trainers and young scholars who may be interested in policy making.

Demonstrable output: Knowledge module

Orientation Workshop
on
**‘Responsibilities of Educational Institutions to provide Inclusive
Education to Students with Disabilities’**

Dr. Veera Gupta

Introduction

The Government of India has been making sincere efforts to educate people with disabilities since independence (NPE 1986, POA 1992, RCI 1992, PWD Act 1995, DPEP 1997, SSA 2004, NCF 2005, IECYD 2005, RTE 2009 and 2010.). Yet only 1.38 lakh children are enrolled (SSA report) out of approximately 6 lakh. There are many reasons for this situation. The first and foremost reason is the categories of disability have also been increasing. The revised PWD 2012 has covered 18 categories where as in PWD 1995, there were only 7 categories mentioned. The census of India conducted in 2001 and 2011, covered only 5 and 8 types of disabled respectively. The DISE data covers 10 types of children with disabilities.

The definition, assessment and provisions required for different category of disability was not clearly mentioned in any one policy. The policy of Inclusive education dovetailed on category of disability as per PWD 1995. The Program of education for all i.e SSA also declared PWD 1995 as base document but included developmental disorders in its ambit which were not the part of PWD 1995. The Right to Children ACT 2010 included CWSN but details are left to the states to be work out.

Under the circumstances states are groping in dark as to number and categories of CWSN, method of assessment, and disability wise provisions required in the school. The PWD 2012 bill is comprehensive in nature w.r.t to categories of disability. It has identified 18 types of disabilities. It also lays down responsibilities of educational institutions and government functionaries for providing education to disable. So far Non Governmental Organizations were providing education to disable children. But under RtE and PWD Bill it is mandatory for the government to take onus on themselves, may be with the help of NGOs. The functionaries are required to set up inclusive school and provide inclusive education. The role of functions of both government and non

government organizations will have to undergo a change. Therefore the workshop will be organized with the following objectives:

Objectives:

1. To sensitize educational institutions and government functionaries to the need of imparting effective inclusive education to students with disabilities from **right** perspectives in terms of accountability and responsibilities;
2. To develop ability to establish and monitor inclusive schools;
3. To develop conditions for inclusive education in the schools; and
4. To prepare action plan with benchmarks for the inclusive school and inclusive education

The programme aims to help educational administrators to clarify concepts on various disabilities, inclusive education and inclusive school. It would also help them in establishing and monitoring an inclusive school.

Themes:

The main themes of the workshop are as follows:

1. Policies on Inclusive Education

The knowledge of **policies on inclusive education** is very important to build the perspective and concepts of inclusion. There are various Acts, schemes that have been designed and implemented for persons with disabilities in India, for their education, employment and rehabilitation. A few important one are The National Education commission (1964-66) and National Policy 1968, National Policy on Education, (1986), Programme of Action(1992,MHRD), Project Integrated Education for the Disabled(PIED) 1987, Centrally sponsored scheme of Integrated Education for the Disabled, Children 1974 (Revised 1987,1989 and 1992), The Mental Health Act 1987, Rehabilitation Council of India Act 1992, Persons with Disabilities (Equal opportunities, Protection of rights and full participation),Act 1995, District Primary Education Programme (DPEP), National Trust Act (1999), Action Plan for Inclusive Education Of Children and Youth with Disabilities (IECYD) 2005, Sarva Shiksha Abhiyan (Education

for All Campaign), m) National Policy for Persons with Disabilities 2006, The Rights of Persons with Disabilities Bill, 2012.

2. Special education vs Inclusive education

There is quite confusion with respect to meaning of Inclusive School/ special/ integrated school. Special schools are created specifically for the education of students with disabilities, or in completely separate classrooms for students with disabilities. Segregated education pinpoints the child as the problem in the system, the impediment to learning, and as a result, these students will often receive a completely different curriculum and different methods of testing, rather than being taught the same curriculum as their peers. This separation in school often creates separation within other areas of life as well.

Integrated education is similar to inclusive education, but without any ideological commitment to equity. Integration places students in a mainstream classroom with “some adaptations and resources. However, students are expected to fit in with pre-existing structures, attitudes and an unaltered environment. Integration is often mistaken for inclusion because students are placed in a mainstream classroom, which is a step towards inclusion.

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality. For a school to be inclusive, the attitudes of everyone in the school, including administrators, teachers, and other students, are positive towards students with disabilities. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment (LRE).

3. Responsibilities of local authorities

As per PWD 2010 bill appropriate governments and local authorities shall ensure that all educational institutions funded or recognized by them, provide inclusive education. They would admit students with disabilities without discrimination and provide them education as also opportunities for sports, recreation and leisure activities on an equal basis with others. They would make their building, campus and various facilities

accessible to students with disabilities, provide reasonable accommodation of the individual's requirements, provide necessary support – individualised and otherwise - in environments that maximize academic and social development, consistent with the goal of full inclusion, ensure that education to persons who are blind, deaf or deafblind is delivered in the most appropriate languages and modes and means of communication for the individual, specific learning disabilities in children are detected at the earliest, and suitable pedagogical and other measures are taken to enable the children to overcome them, and monitor participation, progress in terms of attainment levels, and completion of education, in respect of every student with disability.

4. Responsibilities of educational Institutions

Similarly educational institution heads and management committees are suppose to conduct surveys of children of school-going age, provide especially for identifying children with disabilities, and ascertaining their special needs and the extent to which these are being met. Train and employ teachers, including teachers with disabilities, who are qualified in sign language and Braille. Train professionals and staff to support education of persons with disabilities at all levels. Establish an adequate no. of resource centres at appropriate locations to support educational institutions in their vicinity, by way of special teachers, teacher trainers, educational aids, equipment and material etc. Promote the use of appropriate augmentative and alternative modes, means and formats of communication, including Braille and Sign Language. Promote the use of educational techniques and materials to support the education of persons with disabilities. Provide to students with benchmark disabilities, books, other learning material and appropriate assistive devices, free of cost, upto the age of 18 years, and either free or at affordable cost, thereafter provide transport facilities or transport allowance, and scholarships, in appropriate cases, to students with benchmark disabilities, make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities e.g. extra time for completion of examination paper, facility of scribe/amanuensis, exemption from second and third language courses, etc., and promote research aimed at improvement of learning by students with disabilities and equalising educational opportunities for them.

Types of disabilities:

There are eighteen types of disabilities as listed by PWD Bill. These are autism spectrum disorder, blindness, cerebral palsy, chronic neurological conditions, deafblindness, hemophilia, hearing impairment, intellectual disability, leprosy cured, locomotor disability, low vision, mental illness, muscular dystrophy, multiple sclerosis, specific learning disability, speech and language disability, and thalassemia and multiple disabilities.

Diagnosis and certification for disabilities:

It is necessary that school functionaries are aware of right diagnosis and certification, treatment and educational provisions for various disabilities. A few disabilities are such that school may have to seek help of professional therapists, counselor or special educator in the education of the child. Rehabilitation council of India has brought manuals for each disability.

Provisions for disabilities:

It is essential that curricular adaptations are made for children with disability. Accommodations are instructional adaptations that enable the student to have access to and benefit from the general education curriculum **without** fundamentally altering the standards or expectations of the course. Examples of accommodations are extra time on an assignment, large print, note taker, scribe, books on tape, graphic organizers, frequent breaks, test separately, responses dictated, and adaptive furniture.

Modifications are instructional adaptations that **fundamentally change** the standards or expectation of a course. requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems), reducing assignments and assessments so a student only needs to complete the easiest problems or items revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four) or giving a student hints or clues to correct responses on assignments and tests.

The teaching of disable children includes preparation of Individualized lesson Plan (IEP). The IEP consists of mention of strengths of the child and areas to be developed. It clearly

mentions targets, strategies, provisions, success criteria and status of achievement. Teachers need to undergo training in preparation of IEP along with lesson plans.

Disability wise provision of aids and appliance:

Teaching aids are integral part for adaptation and provision in learning and assessment. There are variety of aids available to be chosen as per need. A few aids for reading are: Book adapted for page turning (e.g. page flutters, 3-ring binder), Changes in text size, spacing, color, background color, Use of pictures with text (e.g. Picture It, Writing with Symbols), Highlighter, 3x5 card to use for tracking while reading, Colored lenses or overlays, Illustrations/graphics, Large print books, Screen enlarging software, Textbooks/Books on tape, E-Text (printed text on a CD in Adobe format of the textbook). Then use Read Aloud., Print enlargers, Computer software (e.g., *Read Aloud*), Talking electronic devices/software to pronounce challenging words (e.g. Franklin Bookman, American Heritage Dictionary), Commercial reading programs, Adaptive switch devices, Scanning options, Reading software, Scanner with OCR and talking work processor etc. similarly there are assistive aids for writing. These could be Pencil grip, Wrist grip for support, Slant boards, Raised-line paper or wide-lined paper, Dictionary/Thesaurus, Keyboard or word processing device, Assess to computer, Screen magnifier, Computer software (e.g., *Write Out Loud*), Writing organizational software (e.g., *Inspiration*), Typing tutorial software (e.g., *Mavis Beacon Typing Tutor*), Word prediction software, Graphic organizers, commercially or teacher prepared, Voice dictation software and hardware, Electronic Speller/Dictionary/Grammar Check, Electronic keyboard/note taker, *Type N Speak*, Keyboard enhancement, Writing software etc.

Financial provisions and entitlements:

There are financial provisions of Rs. 3000 per child per annum available for the CWSN children under SSA. This amount is to be spent on engaging special educator, aids, escort, transport and other need of the CWSN. There is approximately 300 crore outlay for the education of CWSN under SSA.

Duration: The course is of five days duration

Target group

The target group could be mix of Government and nongovernment functionaries involved with education of children with special needs.

Demonstrable output: Knowledge module

New Research Proposals

1. Collaborative Pilot Research on ‘Urban Local Bodies, Education, and Public Services for the Poor: A Review of Institutional Mechanisms and Constraints’

Dr. Manisha Priyam

2. Government Aided Schools: A Case Study of Selected schools in Varanasi

Dr. Naresh Kumar

Collaborative Pilot Research
on
‘Urban Local Bodies, Education, and Public Services for the Poor: A
Review of Institutional Mechanisms and Constraints’

Dr. Manisha Priyam

Note for Discussion

The challenges of demographic transition towards the urban are at the forefront of structural change in India. Among the most significant of these changes is the rise in both of urban inequality, and poverty. In addressing these, social policy must gear up to both—addressing basic needs as also providing for developmental opportunities by way of education. Urban Local Bodies are an important node to provide the same. In India’s federal context, there is considerable diversity both in design and institutional capacity of these bodies to provide for education and social protection.

Unlike rural decentralization by way of Panchayats, wherein the 11th Schedule lists Education including primary and secondary schools as a responsibility of the Panchayat, the 74th Amendment Act 1992 providing for urban decentralization, does not make a specific mention of Education as a subject under municipalities. However, it does state that “**Promotion of cultural, educational and aesthetic aspects**” (Entry 13, Schedule XII) is the responsibility of ULBs. Besides, many Municipal Corporations, such as that of Delhi—the Municipal Corporation of Delhi (MCD)—and the Bombay Municipal Corporation (BMC), continue to be engaged in direct delivery of Primary Education in their respective cities by virtue of their respective Acts.

Besides, the provision of reservations for Economically Weaker Sections under in the RTE Act in many urban locations is routed through the local municipal authorities, mainly for the purposes of certification and authorization of eligibility. There is also the issue of co-ordination with the office of the DEO for real access. The first roundtable on urban marginality, held at the NIEPA on February 12-13, 2018, has emphasized the need for examination of these institutional mechanisms requiring convergence of services and identification of factors impeding access. Besides, constraints in access, and poor quality

of educational services, along with other benefits of social protection is a new and emerging dimension of social exclusion, that which appropriate social policy needs to address.

The proposed pilot study will study the institutional design of the ULB, implementation of educational responsibilities of the ULB, and community perceptions of the working of the ULB in one selected ward, proposed in the following identified cities—Pune, Patna, Gorakhpur, Baroda, Fareedabad, Asansol/Howrah—each city is in six selected states of Maharashtra, Bihar, Uttar Pradesh, Gujarat, Haryana, and West Bengal. It will be a short duration study, to be conducted by six different researchers. Mostly from amongst participants in the first roundtable held at the NIEPA.

The methodology will be that of comparative case study, with a descriptive case on institutional design, and interviews and ethnography at the ward level. The theoretical approach to be followed will draw upon the World Development Report 2004—“Making Services Work for the Poor”.

The findings will promote an understanding of ground-level constraints in achieving SDGs, along with a comparative understanding of sub-urbanism, where avowedly the real challenges lie. The research findings will be placed before the next roundtable of Urban Marginality, Social Policy, and Education, 2018-19.

Status: Research Proposal is being formulated and will be placed before the Academic Council.

Government Aided Schools: A Case Study of Selected schools in Varanasi

Dr. Naresh Kumar

Note for Discussion

There exists a panorama of schools in Varanasi and some of them are the oldest school institutions in India. In the recent development of last few decades, mushrooming of private schools have also surfaced in the area. These new institutions in the form of private schools are said to have posed a great challenge to the existence of the government institution. In fact the emergence of private schools is not something new. Besides recently established private schools, there is huge list of schools in Varanasi which were once established as a private school and are now receiving government-aid. A field survey shows that many private schools were established in Varanasi in around 1960s & 70s and gradually most of them are now turned into government aided schools. These schools are the best example of individual initiatives to set up institutions, and most of these schools are now receiving government aid called as Government-aided (sometime private aided). The proposed study is an attempt to understand the ‘emergence’ and ‘present functioning’ of the government-aided schools which were once started as a private initiative. Observation shows that some of the government-aided schools are very successfully running even today and some of them have decayed & in a miserable situation. Therefore the proposed study will make an attempt to understand the intricacies in the development and decay of school institution in reference to the government aided schools.

Methodology:

The sample of the schools will be selected from the list of existing aided schools in Varanasi. Around 10 Cases will be selected for the in-depth study. Therefore the ‘Case Study Method’ is the proposed guiding methodology for the study. It will involve in-depth interviews with the teachers, staff, parents and community members. Historical documents including policy guidelines issues by the state government will also be taken into account.

Objectives:

The main objectives of the proposed study are:

1. To understand the motivating factors for the emergence of government aided schools.
2. To understand the reason for the successful functioning of some of the government aided schools.

Research Questions:

1. What were the motivating factors for the emergence of private schools which are now turned into aided schools?
2. What make some of these aided schools to survive and function successfully?

**Participation of Department Faculty Members in Courses
(PGDEPA, IDEPA and MPhil/PhD)**

M.Phil/PhD

1. Core Course on 'Perspectives on Education'
2. Core Course on 'Education Policy'
3. Optional Course 'Community Participation and Local Governance in Education'
4. Optional Course 'Equity and Multi-cultural Education'
5. Field attachment

PGDEPA (Post Graduate Diploma in Educational Planning and Administration)

- a. Education and Society: Context and Issues
- b. Participants Seminar
- c. Supervision of PGDEPA dissertations Critical Issues in School Education, DEPA

IDEPA (International Diploma in Educational Planning and Administration)

- a. Education and Development, IDEPA
- b. Critical Areas of Education in Developing Countries (IDEPA)
- c. Participants' Seminar
- d. Supervision of IDEPA dissertations

(Note: Besides regular academic activities, the Department faculty members have also been guiding students of Diploma Courses and MPhil/PhD degree courses in their dissertations/thesis.)