

Meeting of Departmental Advisory Committee

Agenda for Discussion (Academic Year 2019-20)
28 February 2019



Department of Educational Policy

National Institute of Educational Planning and Administration

17-B, Sri Aurobindo Marg, New Delhi-110 016

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Faculty of Department of Educational Policy

The Department of Educational Policy has the following faculty members with diverse academic and professional background.

Prof. Avinash Kumar Singh, Head

M.A, M.Phil (JNU), Ph.D (London)

Area of Specialization: Policy Analysis and Programme Evaluation in Education, Decentralized Educational Management and Tribal Education

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Dr. Veera Gupta, Associate Professor

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PhD (London School of Economics, London)

Area of Specialization: Educational Policy, Political Economy of Policy Reforms in School and Higher Education, Urban Marginality and Social Protection 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*', optional courses on, '*Community Participation in Education*', '*Equity and Multi-cultural Education*, etc; Courses on '*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 Millennium 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 Engagement (2018-19)

The current engagement of the Department includes research, teaching, training and advocacy on policy reforms, and on key thematic educational sub-sectors. There is a strong focus on equity issues. Besides educational needs of 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 also deals with the foundational aspects of the educational policies, by deliberating upon the application of educational ideas of the Indian thinkers, such as Vivekananda, Gandhi and others. Further more, Department of Educational Policy promotes policy research and advocacy in education by providing financial support to the universities and voluntary agencies in conducting research and organising seminars and conferences. (*Annexure-IV: Grant in Aid Scheme*)

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

- 1. Long Term Perspective (2019-2030):** 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 Platform at the Department on Education Policies

- 2. Medium Term Perspective (2019 -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.

3. Short Term Perspective (2019 -2021)

Teaching: Besides continuation of the on-going teaching activities under M.Phil/Ph.D 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), NCPCR, etc.

**DEPARTMENTAL ACTIVITIES
2018-19**

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

S.No.	Name of Programmes	Co-ordinator	Date
Orientation Programmes, Workshop and Seminars/ Discussion Meet			
1	Orientation Workshop on ' <i>Qualitative Research Methods in Education</i> ' held at NIEPA, New Delhi	Dr.Naresh Kumar	December 17-28, 2018
2	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> ' held at Imphal, Manipur	Dr. S. K. Mallik	September 10-14, 2018
3	National Workshop on ' <i>Policy and Planning in Inclusive Education with focus on CWSN</i> ' held at NIEPA, New Delhi	Dr. Veera Gupta	July 2-6, 2018
4	National Seminar on ' <i>Urban Marginality, Social Policy, and Education in India</i> '	Dr. Manisha Priyam	28-29 March, 2019
5	National Seminar on ' <i>Inclusive Education, Reservation Policy and Backward Classes in India</i> '	Dr. S. K. Mallik	rescheduled for 2019-20
6	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 & Deptt. faculty members	rescheduled for 2019-20

**Completed
&
On Going Research**

Research Study Completed

- i. Evaluation of the Implementation of the Scheme for Providing Quality Education in Madrasas (SPQEM)

Prof. Avinash Kumar Singh

Dr. Manju Narula

Dr. S. K. Mallik

Dr. Naresh Kumar

- ii. A Study on Policy and Practices for Inclusion Of children with ‘Specific Learning Disability’ in Schools

Dr. Veera Gupta

Ongoing Research Studies

- a. 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

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

Dr. Manisha Priyam

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

Dr. Manisha Priyam

- d. A Critical Assessment of State Level Capacity Building Institutions in Education

Dr. Veera Gupta

Dr. Savita Kaushal

- e. Revisiting Equity under RTE: Policy Perspective and Social Perceptions

Dr. Naresh Kumar

- f. Government Aided Schools: A Case Study of Selected Schools in Varanasi

Dr. Naresh Kumar

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

Dr. S.K. Mallik

Evaluation of the Implementation of the Scheme for Providing Quality Education in Madrasas (SPQEM)

Prof. Avinash Kumar Singh

Dr. Manju Narula

Dr. S. K. Mallik

Dr. Naresh Kumar

1. Background

The Scheme for Providing Quality Education in Madrasas (SPQEM) is a centrally sponsored scheme of the Government of India to provide modern formal education through religious educational institutions like Maktabas and Madrasas. The main objectives of the SPQEM include: a) to encourage Madarsas and Maktabas to introduce formal subjects i.e. Science, Mathematics, Soci;al Studies, Hindi and English; b) to enable the children studying in Madarsas and Maktabas to achieve academic proficiency for classes I to XII; c) Madarsas/Maktabas/Dar-ul-Uloom to become accredited study centers with National Institute of Open Schooling (NIOS); d) to provide opportunities of vocational training to the children in Madarsas/Maktabas/Dar-ul-Uloom aged above 14 years; and e) to strengthen Madarsas Board for monitoring and generating awareness. The scheme started during the XIth Five Year Plan in 2009-10, is currently in implementation in 18 states in the country. So far under SPQEM, over 21000 Madarsas spread over different states have been covered and given financial assistance to the tune of Rs. 1138 crores. An evaluative study of the implementation of the scheme has been conducted in four states (Chhattisgarh, Madhya Pradesh, Tripura and Uttar Pradesh)

2. Objectives of the Study

The main objectives of the study were as follows:

- To study the implementation of SPQEM in selected Madarsas and Maktabas receiving financial assistance under the scheme;
- To find out the nature and extent of the coverage in the states where the scheme is in operation and financial help has been provided continuously since its inception;
- To study the mechanism for the disbursement of funds including teacher's honorarium from state to district level and time lag in the disbursement of honorarium;

- To study the effective utilization of funds for components such as pedagogical support for teaching modern subjects, strengthening libraries, teaching learning material, establishment of science/computer lab, etc.
- To suggest suitable measures for improvement in the implementation and monitoring of the scheme.

3. Methodology

The evaluative study was based on the collection of both secondary and primary data. While secondary data were collected from documents, Progress Reports, Guidelines, etc., primary data were collected through semi-structured interview schedules/Questionnaires and informal interactions with the concerned stakeholders (such as Students, Teachers, Members of the Madrasa Boards and Madrasa Management Committee, and other concerned functionaries, State Nodal Officer in Charge, District Minority Welfare Officer, and others.)

4. Findings of the Study: Status, Issues and Concerns

- While the programme is being implemented in 18 states, the nature and extent of the coverage of the scheme varies from state to state. The Madrasas under the SPQEM are focused mainly on Junior Basic or elementary education. The coverage of higher levels of education under the scheme is very limited.
- In the four states, as reported 20,20,816 children are being provided education in 10,680 Madrasas spread over 4 states (Chhattisgarh, Madhya Pradesh, Tripura and Uttar Pradesh). As per the latest available data, among the four states keeping in mind the size of the Muslim population in the states, Uttar Pradesh has reported the highest coverage of highest coverage (i.e. 18,27,566 children in 8584 Madrasas), Tripura has reported coverage of 8,914 children in 129 Madrasas.
- It is also to be noted that girls' enrolment is either equal or more than the boys' enrolment in the Madrasas. The gender composition of enrolments in the Madrasa over three years indicates increase trend in the girl's enrolment.
- After the introduction of modern education into the Madrasa system, the number of students has increased, leading to over-crowded classrooms in many Madrasas. During the visit, in a few Madrasa, the students of two to three classes were found sitting in one room. The students were sitting on the mat. In some Madrasas, there was lack of

proper ventilation and lighting. Except Tripura, where the Government has constructed buildings for the SPQEM Madrasas, in most of the states the Madrasas are running mostly in rented buildings and rooms.

- As provided, usually up to three teachers have been appointed in the Madrasas under the scheme. The salary provisions for the teachers appointed under the scheme vary from state to state in terms of their qualification.
- Although most states have been paying salaries to the teachers as per the norms prescribed under the scheme, some variations were also noticed among the states. Keeping in mind the needs and demands from the teachers, some of the states have added additional amount into the SPQEM provision in Uttar Pradesh and Tripura. It is to be noted that Tripura has increased the salaries of the SPQEM teachers at par with the salaries of the regular teachers, from the state funds.
- The recruitment and appointment of teachers in the Madrasas is an internal affair. The teachers under the scheme have been recruited by the Madrasa Management Committee. Only a few Madrasa Management Committees (MMC) advertise the vacant post of teachers in local newspapers.
- Most of the teachers appointed under the scheme have academic qualification in Humanities and Language. The appointment of Science and Maths teachers is much less than the required numbers. Further only a few teachers have pre-service professional qualifications such as, DEl.Ed, BEd and MEd degrees. Very often the teachers with academic qualification in humanities and languages were found teaching science and maths, as there was no teacher with the requisite qualification and experience in teaching these subjects.
- The students were seen using the conventional method of learning used in learning Quran and Islamic subjects, for the modern subjects such as science, social studies etc. The teachers were also seen following the conventional method of teaching, 'Chalk and talk' in teaching modern subjects. This may be due to lack adequate training and sensitization, as most of them were not trained on teaching methodologies.
- As far as the curriculum and syllabus of the Madrasas under the scheme is concerned, while for Deeniyat or religious education, there is no standard curriculum for modern school education, the Madrasas follow mostly the curriculum and syllabus of the State curriculum except in Uttar Pradesh, where NCERT textbooks are prescribed. While

Islamic books available in limited numbers at the Madrasas are kept inside the Madrasas for use within the classroom, the school textbooks as per the arrangement within the states are supplied to the children.

- As far as computers, Science Kits and Library facilities are concerned, the Madrasas admitted having these items once, but also pointed out that no additional money for maintenance specified in the scheme were provided to them. Consequently, most of the computers were found not functioning and out of use. One of the reasons also might be lack of teachers/instructors who could operate them. The Science Kits and Library were found not much in use.
- The Madrasa Boards which usually look after registration of Madrasas, curriculum and examination, have been constituted and are functional in three states (Uttar Pradesh, Madhya Pradesh and Chharrisgarh). In Tripura, the roles usually assigned to the Madrasa Boards, are being performed by Tripura Board of Secondary Education, Agradala.
- Some of the Madrasa Boards, such as UP and MP Madrasa Boards have moved ahead by installing on-line system for the registration of Madrasas and updating of records. The Uttar Pradesh Madrasa Board (earlier called Arabi Pharasi Board) has designed and installed a separate web portal dedicated to Madrasa Board (madrasaboard.upsdc.gov.in) for electronic profiling of all Madrasas registered in the state. This is expected to make things transparent. This is a welcome initiative and may be replicated in other states.
- As reported, there is often delay in supply of textbooks to the children in the Madrasas. Even if supplied, the books reach late to the Madrasas. The teachers and parents often manage with the last year's books. It was also reported that the not all children get the books, as the number of books supplied is less than the number of children enrolled in the Madrasas. Moreover not books of all subjects are supplied.
- The Flow of funds to the Madrasas under the scheme has been an area of major concern in almost all the states, as the Madrasas reported non-receipt of grants on time. The grants have been irregular and inadequate, leading to closure of the scheme in Madrasas. There are backlogs in release of funds in most states. Uttar Pradesh reported the amount of Rs. 470.92 crores as funds pending for release. It was also

pointed out that delay is also due to the delayed submission of Utilization Certificates by the states to the Centre.

- As far as the distribution of incentives such as uniforms Mid Day Meals and Stipends are concerned, the situation varied from state to state. While children and teachers in the Madrasas in Tripura and Chhattisgarh admitted receiving MDMs, uniforms and other items regularly, the Madrasas in Uttar Pradesh and Madhya Pradesh admitted either not receiving these incentives, or receiving at regular intervals.
- With regard to regular compliance of incentives which otherwise under RTE would have become entitlements, many of the Madrasa functionaries urged to bring the SPQEM Madrasas under RTE Act. According to them, this will solve most of their problems.
- Despite provisions under the scheme, the linkage of Madrasas with NIOS under the SPQEM in terms of certification and vocational education has yet to evolve properly. While the SPQEM coverage has been mainly focused on primary and upper primary education, the NIOS initiatives have been mostly on secondary education in terms of admission, accreditation and vocational education. There is lack of awareness among the Madrasa officials and teachers regarding the provision of such grants for accreditation with NIOS under the scheme. Among the four states selected under the study, the situation is better in Madhya Pradesh which has reported upgrading and mainstreaming of children into higher levels of education after completion of the Madrasa education. In other states, this needs to be given further and due attention.

A Study on Policy and Practices for Inclusion Of children with ‘Specific Learning Disability’ in Schools

Dr. Veera Gupta

Introduction

Specific Learning Disability (SLD) is related to processing of information by neurons in the brain. It is understood that SLD was present in the humans from the very beginning of evolution of mankind. Yet the causes of SLD are not known with certainty because the definition of SLD is not standardized. So far SLD has been researched based on the variety of symptoms. The study of developmental SLD started in the beginning of 1895. In 1950 to 1970 clinical studies were taken up on SLD and finally from 1970 onwards many theories have been developed on which, our current knowledge is based. The breakthrough in knowledge of SLD came after one physician suggested that each specific part of the brain has precise function. This knowledge came through the clinical study of accidental cases that had problems in learning after a brain injury. In the beginning it was called ‘Word blindness’. In the beginning the causes of SLD were understood as brain structural defects, developmental delay and neurological cause. The word dyslexia (for SLD) was introduced by child psychiatrist Ombredane in 1937. He established the heritability nature of SLD. Earlier SLD was an exclusive field for neurologist later psychologist; sociologist and now educationists have also started studying SLD. Due to these developments, new theories about environmental causes are also established which propagated multi factorial phenomena regarding the origin of SLD. The research with respect to causes is still not final and is continual. However, it is an established fact that SLD can be remediated. The person with SLD is also called right brain person having higher order of perceptual ability but lower level of symbol recognition or symbol association ability. As a result, a child with SLD is found lagging behind in the education system which is made of symbols of language or arithmetic. It is believed that twenty percent population is having SLD. However a child having SLD can be helped with different types of pedagogy and testing provisions. Therefore it is now included as one of the disability in the latest Right of Persons with Disability Act (RPwD) 2016 and also in many educational schemes of the country.

The status of enrollment and participation of Children with Disabilities (CwD) indicates that ninety percent children are not able to complete elementary level of education in spite of centrally sponsored schemes. Therefore it has significance for educational planners.

Objectives:

The Study was undertaken with the objectives:

- to ascertain the nature and magnitude of the problem of SLD vis a vis programme interventions pursued in terms of policies and practices;
- to study state and district level policies and practices for identification, referral and educational intervention for SLD in five states in India;
- to study the impact of programme interventions on the learning outcomes of SLD and document best practices available in the field if any;
- to provide input for policy formulation on SLD for assessment, diagnosis, teaching strategies and programme provisions.

Methodology:

The study was based on a combination of both field based empirical data and analysis of secondary documents at BRC and school level. It analyzed guidelines, circulars and orders issued by the concerned state governments to districts, BRC and schools for the identification, assessment and interventions provided to SLD. Besides that, empirical data was collected and analysed in order to ascertain operational realities. The school based empirical data was collected from selected schools. The 5 states, 2 districts in each state, 2 BRC in each district and 2 schools in each BRC were selected based on the highest number of children with SLD (LD) identified under DISE data. Tools were designed for teachers, counselors and students.

The field data led to the understanding of the process of:

- Identification of SLD: method, number and gender
- Practice of preparation of Individualized Educational Plan,
- Providing provision and use of aids and appliances during learning and for the assessment.
- Teacher training,
- Resource support,
- Research studies at school and CRC level
- monitoring of the progress of children with SLD

Findings:

- The percentage of SLD to total population varies from 2.44(2012-13, Lakshadweep) to 0.03(2010-11, Chandigarh) percent.
- The enrollment of SLD is highest in the class III in all the years. The finding corroborates the theory that SLD can only be identified when a child starts reading and writing.
- The enrollment starts declining from the class IV onwards. The decline ranges from 50% to 70% of the SLD from class III to VIII. It means out of four SLD only two or one is retained up to class VIII.
- Out of 100 enrolled SLD only four SLD are able to progress up to class XII.
- It was found that only Kerala and Chandigarh have maintained records of SLD at school level in other states these are maintained at cluster level only.
- It was found that there are approximately 56 policy documents of various types at state level but only nine policy documents in the form of circulars could reach the school. And these circulars are related to funds distribution or examination provisions.
- There is no comprehensive manual, file, folder with functionalities to refer to. A few functionalities at school level have not even seen any circular related SLD/CWSN.
- Out of 22 schools the assessment tools for identification could be found available in only two schools.
- In most of the sample states, MBBS Doctor was found to be certifying the SLD except in the state of Chandigarh where clinical psychologist had issued the certificate.
- The data on aids and appliance shows that there exists dearth of appropriate learning aids and appliance. Most of the aids and appliance are related to medical condition. The learning aids were found at BRC level and not in schools.
- Out of 22 schools only 3 schools are using classroom strategies for the children with SLD. Rests of the school were found ignorant about these strategies.
- It was found that 14.2 % of the schools are aware about the provision of extra time and writer. Rest of the provisions with regard to response method, use of devices, use of technology are practically absent from the classrooms. Schools having CBSE curriculum were aware of the provisions due to circular issued from the CBSE Board regarding the same subject.

- Resource persons are trained but teachers are not trained on inclusive education. The circulars regarding training have reached up to BRC level and not to school.
- Funds in general are insufficient for inclusive education. SLD are not covered in funds allocation specifically.
- No NGO has been roped in to provide services for SLD .

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 ninth 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 evaluative 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.

Objectives

The main objectives of the 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 educationfunctionaries; and
- f) to suggest suitable measures to make the planning and implementation of the RTE provision of reservation in private schools more effective.

Current Status

The project is at 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, Rajasthan, Madhya Pradesh, Maharashtra, Jharkhand, Bihar, Assam, The following tools have been designed.

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

Very recently, a pilot field work was conducted in Jharkhand where the tools designed were given field trial. In the light of the field experiences the tools of data collection are being revised and finalised. Further along side the finalisation of the tools time schedules of the field work in all the ten states are being worked out in consultation with the state project functionaries.

A Critical Assessment of State Level Capacity Building Institutions in Education*

Dr .Veera Gupta
Dr. Savita Kaushal

The assessment study is progressing as per schedule. The research study has been extended to study SCERTs and SIEMATs as part of educational capacity building institutions in the all states in India. Following are the work done till the month of September-

Literature Review – An essential part of literature review has been done; literature has been collated from online resource/websites and NIEPA documentation centre and Library. Related literature is being looked at for analysis.

Tool Development - Questionnaire for the collection of data has been developed including functions, structure and processes of SCERT and SIEMAT. Request for expert's comments on questionnaire was sent to selected states. Responses were received from two states Uttar Pradesh and Uttarakhand in terms of some essential additional aspects to be included in the questionnaire such as hostel staff recruitment, training need Assessment, sustainability, training policies inter-related to SIEMAT functions. **Pilot Study** – One workshop in Uttar Pradesh and questionnaire finalization has been done and nodal officer identified. Follow up of visits of research team is scheduled.

Data Collection- Questionnaire after the experts' review were sent through post and email to SCERTs and SIEMATs, of thirteen states namely Andhra Pradesh, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Karnataka, Maharashtra, Rajasthan, Uttarakhand, Uttar Pradesh, Chattisgarh, Kerala, Chhattisgarh. Continuously sending requests for data to remaining States. Request for related Institutional reports (with a brief outline of report) are sent to those States, data from both the Institution (if both are present) has been received from. State coordinator has been identified.

Data received and processing – Filled in questionnaires has been received from 8 states from their respective SCERTs and SIEMATs. Requested reports have been received from one state. Remaining Institutes are continuously communicated for the requested data.

Received data is being fed in the format prepared for the analysis.

Two reports of Uttarakhand and Uttar Pradesh have been submitted

****Note: The project was transferred to Dr. Veera Gupta as Prof. Najma Akhtar retired from NIEPA office in the month November 2018.***

Political Economy of Higher Education Reform in India: Comparative Perspective

Dr. Manisha Priyam

This Project has formally commenced on June 20, 2018, following appointment of Junior Project Consultant. Preliminary visit have been made by myself (PI) to the University of Mysore to familiarize myself with the context, draw up a list of persons to meet, formulate the interview schedule in the desired area, and prepare a bibliography for the same

I have completed interviews with the following:

- Key functionaries of the University of Mysore and of the Maharaja's College which was the nucleus institution for the foundation of the University.
- Old teachers and alumni of the University of Mysore and of the Maharaja's College.
- I have also collected official documents of the University of Mysore, and some publications on the history and functioning of the University of Mysore
- I have also collected data on enrolments in Maharaja's College—by social caste category. This data is being analysed to see the nature of enrolments, variations if any, state policy schemes which support equity issues in student access.

The interviews have helped me put together the historical background in which the University was set up as a part of the state of Mysore's efforts to impart modern education, and at the same time counter colonialism. It has helped me understand the nature of knowledge imparted at the moment of foundation, faculty characteristics, alumni diversity and activities in college.

The following substantive reflections came out from the preliminary field work:

1. The University of Mysore has traditionally been a hub of liberal art and humanities, whereas the University of Bangalore specializes in the Science.
2. The Maharaja of Mysore has had an important role in setting up the University. It had started as Maharaja's free School, then become Maharaja's College, and is now the Manasa Gangotri Campus of the University of Mysore.

3. The University faculties of Philosophy, Psychology, Sociology, Kannada Literature, and Oriental learning (Sanskrit) Centre has received critical acclaim nationally or internationally.
4. The University today is a centre for scholarly learning in the Kannada medium
5. The University Professors include Padma Awardees and Gyan Peeth awardees.
6. I am currently reading the History of the University of Mysore, written by Professor Sheikh Ali, and published by Prasaranga—the University Press.

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

Dr. Manisha Priyam

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: Under process

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

Dr. S. K. Mallik

Introduction

Following the Constitutional directives (Article-46) of promoting educational and economic interests of the disadvantaged and weaker sections including the Scheduled Caste and Scheduled Tribe children, both the Central and State Governments have launched several educational programmes and schemes for improving the educational conditions of these groups. Among the disadvantaged groups, the educational conditions of the SC is far from satisfactory, as they are still behind other groups in terms of literacy, school and higher education. Despite several programmes and schemes, the participation and performance of the SC students at the school and higher education, very limited number of students are able to reach up to the higher education level. It is therefore critical to find out the effectiveness of educational programmes and schemes meant for enhancing the participation and performance of these groups.

The proposed research, therefore, intends to examine the effectiveness of the scholarship schemes among the SC students in successful completion of the school education at the secondary level and their mobility to the higher level. It has been reported that there is lack of awareness among the SC children and parents regarding different scholarship and other educational schemes. Even among these groups those who avail the scholarship find the incentives inadequate and not available for the whole period. There are lapses in terms of regular disbursements to the beneficiaries, only a very limited number of them are able to use effectively.

Equalisation of educational opportunity has become the public policy of the government for the disadvantaged sections of the society since independence. The Scheduled Castes (SC) and Scheduled Tribes (ST) are the two most disadvantaged groups and they constitute one fourth of India's population. Punjab has the highest proportion of SC population. Among the larger states, (barring the North Eastern, where high tribal concentrations exist) Gujarat has the smallest percentage of Scheduled Caste population. Both the SC and ST groups suffer from low levels of literacy and high rate of drop outs ' and low levels of achievements. The

nutritional status of the school going SC and ST children is very low as it adversely affects their intellectual development. The main reasons of low levels of educational attainment of dalits population is due to the thousand years of oppression by the higher caste groups and the social sanction behind the caste system. The Indian caste system is based on rigid social stratification. Lower the level of caste, lower the level of economic condition and low level of education. In other words low status of SC is reflected in their economic condition and educational development.

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:

The present study is being conducted in the state of Odisha. There are thirty districts. The literacy rate is 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 were selected to conduct the study. Out of two selected districts, two blocks from each district were be selected on the basis of high enrolment of Scheduled Caste children at the secondary level. From each block, 5 Government secondary schools were selected having high enrolment of Scheduled Caste children at the secondary level. The respondents of study are 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 feeding work is under process

Preliminary Observation of the Study:

The teachers and the head masters of schools are not aware of disbursal of amount to the SC students. The teachers are not able to tell the exact amount paid as stipend to the SC students. The amount is electronically transferred to the bank account of SC students directly by the District Welfare office. Neither the school nor the District Education Office informed about the release of stipend by the DWO office. Some of students are not able to tell the exact amount deposited in their bank account. Parents are not aware of the stipend amount. All the children said that they would continue their study after completion of matriculation. Maximum number of students would opt for arts subjects. Those who have completed the matriculation are studying in junior colleges i.e senior secondary schools. The maximum numbers students that too girl students said that they would opt for teaching as a career. There is no such discrimination in schools towards the SC children by the teachers and classmates. Since the maximum parents are illiterate, they do not help children in their studies. Most of children face difficulties in mathe subject. Almost all the children go for tuition and pay on and average Rs.500 per month. The stipend amount is very low as mentioned by the parents and students and suggested that amount may be hiked from Rs.3000/- to Rs.7000/ per annum. The parents do not face difficulty in getting the income and caste certificate from the Tehsil office in the district of Khordha. But in case of Jagatsinghpur district, maximum number of parents complain that there is inordinate delay in collecting the income and caste certificate from the Tehsil office. Despite the repeat request made by headmaster regarding the submission of caste certificate, some of the parents of SC children fail to produce the caste certificate in the school. As a result the payment of scholarship is being delayed. Both the parents and students said that transfer of stipend amount to bank account is the best methods. The maximum number of parents do not have the agricultural land and work as labourer with annual income within the range of Rs.35,000 to Rs.50,000/-. Most of the parents have studied upto primary level.

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 urges 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.

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

Dr. Naresh Kumar

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?

Status: The study is yet to be started

DEP Action Plans: 2019-20

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 2019-20 in the light of the educational developments so far, to engage proactively with focus on 'equity and inclusion' as significant policy concerns in education.

Training Programmes, Workshops and Seminars/Conferences: 2019-20

S.No.	Name of Programmes	Co-ordinator	Date
Workshops/ Orientation Programmes/ Policy Seminars and Discussion Meet			
1	National Workshop on 'Qualitative Research Methods and Policy Analysis in Education'	Dr.Naresh Kumar	July 22- Aug 02, 2019.
2	Autonomy in Higher Education: Workshop on Policy Perspectives and Emerging Issues in Implementation	Dr. Manisha Priyam	Kochi, Kerala August/ September 2019
3	Orientation workshop on 'Functioning of Local Authority and Autonomous District Councils under sixth schedule of the Constitution in Management of Elementary Education in the North Eastern States'	Dr. S. K. Mallik	September, 2019
4	Workshop on Emerging Issues in University Governance: Management of Student Welfare Issues	Dr. Manisha Priyam	Hyderabad – Osmania University/ Central University Hyderabad, July 2019
5	Orientation Workshop on ' <i>Education of Disadvantaged under RTE: Policy Issues and Programme Interventions</i> '	Prof. Avinash K. Singh Dr. S. K. Mallik	August, 2019 Field based Kerala/ Karnataka/ Jharkhand
6	Orientation Program on "Professional Public Policy making: Use of evidences for policies for inclusive education"	Dr. Veera Gupta	May 2019 NIEPA
7	National Conference on Education, Work and Rural Development-Gandhian Educational Ideas in Policy Perspective	Prof. A. K. Singh	3-4 October 2019

Rescheduled Programmes

1	National Seminar on Inclusive Education, Reservation Policy and Backward Classes in India	Dr. S. K. Mallik	December 2019
2	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 & Deptt. Faculty Members	November/ December 2019

**Conference, Policy Seminars
and
Discussion Meet**

**National Conference
on
Education, Work and Rural Development - Gandhian Educational Ideas in
Policy Perspective**

Prof. Avinash Kumar Singh

Background

Mahatma Gandhi is one of the few thinkers, social reformers and political activists who not only propounded new ideas, but also put them into institutional practice. Although his whole life and work is educational in nature, he did make specific contribution to the area and discipline of education, in term of ideas, policy and institutional practice. Highlighting its holistic nature, Gandhi gave a very broad definition of education, *'By 'education' I mean, 'an all – around drawing out of the best in child and man – body, mind and spirit.'*(Gandhi, 1933:55). He was highly critical of excessive emphasis on 'literacy' component in the existing education system, as reflected in his remark, *'Literacy is not the end of education, not even the beginning. It is only one of the means whereby man and woman can be educated. Literacy in itself is no education'.* He emphasized the character building component of education. In fact, his experiment with education was a part of his experiments with truth. According to him, the school must be an extension of home. There must be concordance between the impressions which a child gathers at home and at school, if the best results are to be obtained.

Gandhi's experiments on education started from Africa, with his engagements in various activities in Tolstoy Farm and his working together with his companion and friend, Mr. Kallenbach. While emphasizing the significance of vocational training, he once gave a recount about his initiation into skill based training, *'It was my intention to teach every one of the youngsters some useful manual vocation. For this purpose Mr. Kallenbach went to a Tappist monastery and returned having learnt shoe-making. I learned it from him and taught the art to such as were ready to take it up. Mr. Kallenbach had some experience of carpentry, and there was another inmate who knew it, so we had a small class in carpentry. Cooking almost all the youngsters knew.'*

At Champaran, Gandhi made two experiments: Satyagraha and Buniyadi Shiksha. Alongside launching Satyagrah movement to free the Indigo planters/farmers from the exploitative condition, he also established a number of Buniyadi schools in the area to generate awareness and develop critical consciousness to fight against injustice and secure one's own livelihood. These schools in some cases later became the trend setting schools. The Gandhian philosophy of education is based on his ideas and scheme of basic education. The scheme of basic education is based on the following principles:

- Education means all-around development; it is best obtained through action.
- Education has to be through a craft, not merely through books and abstractions.
- The basis of true education is character building; an educated person should become an ideal citizen.
- Education should be self-supporting as far as possible and also equip the pupil to better his own economic conditions.
- Education should be based on non-violence and should work for communal harmony.
- The medium of instruction should be the mother-tongue, not English.
- Primary education should be free and compulsory for all children and should last for at least seven years.
- All educational planning should be undertaken with the rural Indian masses in mind; in other words, education should not be elitist, but popular in its character.

During freedom struggle and public discourse on education, Gandhi played a significant role in emphasizing the need to universalize basic education or elementary education and Right to Education. His unrelenting pressure on basic education to a certain extent was responsible for the incorporation of Universal Elementary Education (UEE) as constitutional goal in the form of Article-45.

Although almost all the major policies (1968, 1986 and others) formulated since Independence have recognized the importance of Gandhian perspective and approach of education, but in terms of outcomes not much has happened either in terms of expansion of Buniyadi Shiksha and pedagogic enrichment in terms of methods of teaching and learning. The Kothari Commission (1964-66) which argued the concept of linking education with work, later got extended to the idea of Socially Useful Productive Work (SUPW) in schools, but 'work' got relegated to a few allocated time slots in the school day. Later the National Policy on Education (1986) created two distinct streams at the secondary level-the vocational and the academic. The NCF (2005) in its position paper also tried to reposition some of Gandhian Ideas in terms of pedagogic practices, has not materialized as yet. On the whole, the policy initiatives of integrating education and

work had limited impact. Consequently, the general education system has become more literary, examination oriented, memory based, dominated by English language medium, with disdain for manual work and rural life. Moreover, the condition of the Buniyadi Vidyalayas established by Gandhi is pitiable. It is often argued that the modern formal education, due to its colonial legacy and linkage with globalizing forces, has not given due recognition and emphasis on imbibing the context specific knowledge and skills. The remark made by Gandhi about the existing education system, '*The greatest evil of the present educational system is that it has broken up the continuity of our existence*', holds good even today.

However in recent years, with growing unemployment among the educated and eroding moral values reflected in youth delinquency, there have been revival of interest in Gandhian educational ideas. The current emphasis on skilling India, which talks about skill and value based education, takes us back to the core educational ideas of Gandhi. On the whole, there is growing realization about the systemic malaise in the education system and the need to examine the current and emerging educational problems and issues in the light of some of the seminal ideas and paths shown by great education thinkers and social activists, like Mahatma Gandhi.

To commemorate 150th Birth Anniversary of Mahatma Gandhi, the Department of Educational Policy, proposes to organise a Conference on '*Education, Work and Rural Development: Gandhian Educational Ideas in Policy Perspective*' at New Delhi, on 3-4 October, 2019.

2. Objectives of the Conference

The main objectives of the seminar are as follows:

- To develop an understanding of relevance of the Gandhian Ideals in Education in the current and emerging socio-economic context, and their implication for revitalizing skill and rural education;
- To identify problems and constraints faced in the implementation of Basic Education Scheme through sharing of its institutional practices;
- To share innovative practices of education and work followed in different educational institutions; and
- To reformulate strategies and pathways for incorporating Gandhian Ideals into the existing and emerging educational programmes and schemes .

3. Tentative Themes:

Keeping in mind the objectives of the Seminar, presentation and deliberations may include following themes:

- Gandhian Philosophy of Education: Meaning, Approach and Perspectives
- Gandhi's Experiments with Education in Africa and India: Tolstoy Farm, Nai Talim and Buniyadi Shiksha
- Role of Gandhi in Universalization of Elementary Education
 - Functioning of Experimental Schools based on Gandhian Educational Ideals
 - Relationship between Education and Work : Traditional Craft and Modern Skill Development Programmes
- Functioning of Buniyadi Vidyalayas – Problems and Prospects
- Education, Agriculture and Rural Development
 - Curricular Reforms based on Gandhian Educational Ideals
- Implications of Gandhian Ideals for Higher Education
- Education of the Disadvantaged from Gandhian Perspective
- Alternative Schooling and Alternative Pedagogy
- Gandhi and Other Educational thinkers/reformers: Paulo Freire/Tagore
- Language Medium and Schooling:
 - Shiksha evam Swachhta : Education, Health and Sanitation

Venue: National Institute of Educational Planning and Administration (NIEPA), New Delhi
(in collaboration with Gandhi Smriti Sansthan, Rajghat, New Delhi)

Duration: 2 Days (3-4 October, 2019)

Participants: 40 Resource Persons with expertise and experience on Gandhian Perspectives, Basic Education, Nai Talim, State Representatives, NGO representatives and other local participants concerned with the theme /Principals /Teachers of Buniyadi Vidyalaya.

Note: *This programme is proposed on the request of the Ministry of Human Resource and Development, New Delhi, vide Joint Secretary's letter (DO.No.13-3/2016-PN-I(Pt) dated 30th Oct, 2018) to commemorate 150th Birth Anniversary of Mahatma Gandhi.*

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

Dr. S. K. Mallik

Reservation policy is known as affirmative action or positive discrimination or protective discrimination. The system of Reservation in India comprises a series of affirmative action/ measures taken up by the government to uplift the weaker sections of the society by setting them in government jobs and higher educational institution. 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 on education of the scheduled caste and scheduled tribe in the Constitutions of India.

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 Britishers appointed Simon Commission to assess the Indian Society and suggest reforms. One for their recommendations was the need to safeguard the minorities and socially politically depressed classes of people. The depressed classes demanded a separated electorate, but the commission did not favour this. However the commission was not against reserving seats for them. In 1923

the government decided not to give grants to those aided schools that refused admission to the children of depressed classes.

Dr. Ambedkar had proposed the idea of separate electorate for Dalit and untouchables in the first Round Table Conference, which the congress boycotted. The demand of Ambedkar for separate electorate for depressed class was accepted by the British Premier Ramsay Macdonad and he bestowed upon Ambedkar the Communal award. This followed the separate electorate for Muslims, Jains, Sikhs, Indian Christians, Anglo Indians and Europeans and Dalits. As per provision of the Award, the depressed classes were granted separate seats in the provincial Assemblies and the right of double vote under which they were to elect their own representatives and to vote also in general Constituencies. The Communal Award created a great political crisis. Mahatma Gandhi informed the British Cabinet from Yervada jail from Pune that he would resist with his life the separation of the untouchables Hindus from caste Hindus. And when the Communal Award was declared, granting separates to the untouchable, he declared his resolve to fast unto death if the separate electorates for the Depressed Classes were not abolished. In a letter to Prime Minister Ramsay MacDonald in September 1932 Gandhiji wrote: in establishment of separate electorates at all for the Depressed classes, I sense the injection of poison that is calculated to destroy Hinduism. But he had no objection in granting the separate electorates to Christian, Muslims and Sikhs. Pandit Madan Mohan Malviya, the leader of Hindu Maha Sabha mediated and finally the matter was settled with reservation for the dalit community.

After independence of the country, we formulated our own constitution and Ambedkar became the chairman of the drafting committee of the Indian Constitution. Ambedkar believed that any quota for depressed cannot help them but will marginalise them, isolate them and give them separate identity and it will not work for their betterment. He felt that even if they come up, the stigma will be attached to it. So Ambedkar opposed it to tooth and nail for incorporation of reservation policy in the Constitution.. So the Constitution didn't have the mention anything about the reservation. But there were other leaders like Nehru who believed that the reservation is the only way to uplift the untouchables to the position of equality. As soon as India became republic in 1950's, the 1st amendment to the constitution was made where we gave special privileges in the form of reservation for certain community and certain castes. At the time when the constitution was framed, constitution mention like 1108 caste as

being the untouchable class in this country. These castes were noted down in the schedule of the Indian Constitution. With a result they came to be called as scheduled caste in the post-independent India. Word like untouchables, harijans or anything else which were used during the freedom movement was considered as undignified for them as a human being.

When Country became a Republic, the SCs and STs constitute 15% and 7.5% respectively of the total population of the country. The reservation is provided on the basis of their population. The political reservation at state assembly and parliament was meant for ten years. This was a temporary measure. After 10 years they will have some check or survey to see whether this is serving the purpose or not. If it is done well, we will get rid of this provision. If not it will continue for another 10 years. This was the conditional provision in the Constitution. Dr. Ambedkar believes that keeping reservation for certain section of the population and keeping away other sections from it is not democratic. It goes against the basic philosophy of equality and egalitarianism.

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 the most 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.

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. The

Commission recommended that caste should be the basis for the reservation and there should be 27% for reservation in central and state services public undertakings and Educational institutions. 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.

On 7 th January, 2019, the present government declared that 10% seats will be reserved for economically weaker sections among the upper castes. The policy of creamy layer will be adopted for upper castes like OBC for availing the benefits of reservation facility in government jobs and educational Institutions. Both the upper and lower houses of the Parliament have passed the bill for 10% reservation to the economically weaker sections among the upper castes. The new quota proposal seeks to benefit the economically backward among those castes that do not fall under the quota meant for socially backward. This means that people who do not benefit from the 50 per cent existing quota and are below the EWS (Economically Weaker Section) criteria, will benefit from this proposal. The government has earmarked ceiling to avail the reservation facility for the upper castes in government jobs and educational institutions. A person with an annual income of below Rs 8 lakh and those with agricultural land below five acres are eligible for the quota. Those who have a residential property below 1,000 sq ft will also be able to avail the benefits of this quota. Those with residential plot below 109 yards in a notified municipality or a residential plot below 209 yards in a non-notified municipality area may also benefit from this move.

In view of the above context, the Department of Educational Policy, NIEPA proposes to hold two days National Seminar on Inclusive Education, Reservation Policy and Backward Classes in India at NIEPA, New Delhi, on 28-29, December, 2019.

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 in Private Schools under RTE Act

Globalization, Education and Weaker Sections

Dalit Perspectives on Education and Reservation policy

Implementation of Reservation Policy for the OBCs

Legal implications for 10% Reservation for Economically Weaker Sections among upper castes

Date and Venue: December 28-29, 2019, NIEPA, New Delhi

Participants/ Target groups: 50 Participants

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

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

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 and Policy Analysis 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

Module 2: Understanding Equity through Research Methods

Module 3: Presentation by participants

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.

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 4: Identification of the Research issues and preparation of the proposal

Module 5: Report Writing

Date and Venue of the Workshop: 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.

Autonomy in Higher Education: Workshop on Policy Perspectives and Emerging Issues in Implementation

Dr. Manisha Priyam

Introduction:

In idea terms, the university is considered a site of knowledge—a definition invariant over time. The notion of autonomy of the liberal modern university is an elaboration of this core relationship—of knowledge and the University as a site of its practice. This affirmation has implications both for the idea of the university and its practices: its pursuit of knowledge must be the pursuit of truth upheld by research methods; its relationship with the state must be at a healthy arm’s length; as globalization and for-profit investments in tertiary education reshape its architecture, the principle of arms length must extend to newer forms of control; and in research and in teaching the university must be subordinate to none other than the principles of knowledge. Besides, there is somewhere the hope that approximating the idea of autonomy in universities in liberal democratic societies has is a realization of the promise of freedom, as expression, and as fullest development of the human potential.

In policy practice, these ideas are translated into, or at least discussed as having more tangible features—embodying academic, institutional, and financial autonomy. This distinction is by no measure a yardstick of what must be achieved, but allows for a useful classification of a variety of practices, and for more directed academic and policy deliberations. In India, the idea remains at the core of discussions on reforming public universities—a number of federal directives and schemes intend to achieve this lofty ideal in the country’s variegated institutional terrain of higher education. Policy discourse at the state and federal level promises autonomy, but partners it with quality and call for greater accountability. Stakeholders and collective actors offer their own arguments against erosion of the same, and argue as to how the university must be reconstituted by its own practitioners. As yet unheard remain the voices of students, and less discussed is the issue of community engagement and embeddedness as “responsibilities” of the knowledge project. So, we are at a crossroads, where there is an underlying consensus on the idea, but a diversity of practices at different levels of the federal hierarchy, plural understanding of different actors, and as yet unheard voices.

Goals and Objectives:

The goal of this workshop is to advance these rich debates, that exist ideationally amongst academics, policy makers, institutional leaders, and stakeholders, including policy makers, academic leaders, students and collective actors, and address simultaneously the idea as well as the practice of autonomy in India. On a more general plane, it intends to broad base at once the debate on autonomy, currently constricted within the narrow confines of a “scheme” that can grant autonomy to an affiliated college in its relationship with a university, or as a management tool with identifiable metrics, that can be supplemented by technical measures of “quality assurance”. In a more specific way, it limits itself to academic and institutional autonomy matters, on the assumption that financial provision is (or will be) adequate, and that technical competence of a different nature is required to discuss fund-flows within a federal system, or judge resource parity issues between advanced institutions an newer and weaker ones, or for-profit and public providers. The additional benefit of remaining confined to these two areas is also that ideas on autonomy, discussed in its diversity is in the nature of a common good for the eco-system of universities in India.

Themes:

The specific objectives are:

1. To share the academic and policy work on the idea of autonomy with a community of practitioners
2. To share and review the current implementation practices of autonomy among institutional actors at the state and federal level
3. To share and review the current practices of academic and curricular autonomy
4. To identify bottlenecks in achieving academic quality on account of restrictive or techno-managerial conceptions of autonomy
5. To bring diverse stake-holders on a common platform—academics, policy makers, collective actors, students
6. To understand the challenges with respect to policy implementation of autonomy in Higher education, with a special emphasis on institutional, regulatory, and quality aspects

As practical policy goals, the workshop will seek to:

- To sensitize Autonomous Colleges on emerging policy perspectives on Autonomy in Higher Education
- To understand and synthesize implementation issues at the level of University-College relationships, and College-NAAC issues, and University Governance issue on Autonomy
- Curricular Challenges to Autonomy,
- Collate Issues in Examination, Certification, and Degree Granting
- To prepare a policy monograph on the theme of “*Autonomy in Higher Education: Policy Perspectives and Emerging Issues in Implementation in India*”

Participants: Participants will include Higher Education Policy Makers and Implementers, Senior University Functionaries, Principals and Senior Functionaries of Autonomous Colleges, Functionaries working in the Area of Quality Control, Academics working in the area of Autonomy in Higher Education.

Date and Venue: Kochi, Kerala August/ September 2019

Workshop on Emerging Issues in University Governance: Management of Student Welfare Issues

Dr. Manisha Priyam

Introduction

Student development and welfare is among the core missions of university developmental activities. Appropriately therefore, the University Grants Commission considers this to be an important objective to be achieved via its development grants assistance to universities and affiliated institutions eligible for public funds. The governing structure of universities recognise the significance of student management and welfare as the Office of the Dean Students Welfare is an integral part of University governance. Among its envisaged and challenging functions are:

- To arrange for boarding, studying, playing, entertainment, and security of the boys/girls living in hostels
- To oversee and assist student financial needs via scholarship programmes of the Centre, state, and the university, and in procuring part time jobs
- To ensure achieving the objectives of equity objectives via special scholarship programmes and residential facilities for disadvantaged social castes and tribes
- To maintain stakeholder relationships via relation with students and parents
- Disciplinary and assistive functions of counseling

Globally, the reform of student welfare systems has been an important agenda of reforms in public universities, such as the Bologna process in Europe. Apart from guidance, counseling, tutoring, financial aid, and welfare—these issues have been directly dealt with by the reforms—there are emerging issues that link student welfare with key university outcomes of learning and the labour market. The notable overall gains of focused interventions on students have been reducing students dropping out or falling behind, improved completion rates, and better employability. Alongside, there is increasing awareness of the need for greater research and understanding of student needs and experience, including that of understanding the diversification of student population, new motivations, student experience in universities, and of differentiating demands from needs.

This workshop is an engagement with public university system in India, in understanding the challenges of student welfare and management, as also sensitizing administrators, and stakeholders of the global experience on student welfare.

Objectives of the Programme:

- To understand the challenges with respect to University Governance with respect to Student Welfare—with special emphasis on the role of university/College functionaries such as the Office of the Dean of Students Welfare
- To understand the challenges with respect to student needs on scholarship and financial support, residential support, counselling issues, other emerging issues
- To sensitize administrators on emerging policy perspectives on student management
- Curricular and teaching learning challenges specially with respect to students from disadvantaged backgrounds, learning in regional languages, and examinations
- Need for greater research based on student experience, needs, motivations, and challenges

Participants: Dean Students Welfare and Senior University officials directly concerned with student welfare activities, Senior Academics concerned with research issues on University Management and Student Issues, Other Stakeholders from University and Colleges

Date and Venue: Hyderabad –Osmania University/ Central University Hyderabad, July 2019

(Programme in to be conducted in Consultation and Collaboration with Department of Higher Education, NIEPA)

Orientation Workshop
On
‘Functioning of Local Authority and Autonomous District Councils under sixth schedule of the Constitution in Management of Elementary Education 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 dropout 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

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

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

Theme 4: SMC and School Development Plan

Theme 5: Special Training for Inclusive education

Theme 6: Teacher Management and RTE

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

Date and Venue: February 2020 (Field Based: Mizoram/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
Dr. S. K. Mallik

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
- II. Provisions of reservation of seats for EWS Children in private schools
- III. Girls Education
- IV. Minority Education
- V. Special Training for Out of School Children
- VI. Education for Children With Special Needs
- VII. Right Based Approach to Incentives as Entitlements for the Disadvantaged Children

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.

Participants: State and District Level Officials

Venue: Field based (Kerala/Karnataka/Jharkhand)

Date: August 2019

Orientation Programme on “Professional Public Policy making: Use of evidences for policies for inclusive education”

Dr. Veera Gupta

Introduction:

In the context of international and national legal frameworks such as SDG goals, RPwD Act 2016, RTE Act, and Samagra Scheme it is imperative to provide education to CwDs in regular schools. However in this top down approach, policy implementation is a challenge. To align administrative tools and state policies to achieve common quality goal amid diverse environments is the challenge before the policy makers and implementers in the country at state level. The course is designed to help overcome these challenges.

Objective of the Programme

- To develop proper understanding of the concept of inclusive education in India.
- To understand processes and structures of policy making in India.
- To understand characteristics of professional policy making.
- To formulate sub policies at state level and implementation tools as per policy making principles such as use of evidence, stake holder consultation and characteristics of a good policy.

Themes

- Policy making processes
- Policy Implementation models
- Concept of Inclusive Education
- Use of evidences and types of evidences
- Stake holder consultation: who are stake holders and methods of consultation

Characteristics of a good policy: joined up, forward looking etc.

Date and Venue: Five days in May 2019, NIEPA

Participants: 30 IE coordinators of the Samagra Scheme/ officers of Directorates of education of states.

New Research Proposals

A Study on Improving Role of Resource Teacher for CwD in Inclusive School

Dr. Veera Gupta

A. Introduction

It is one of the policy directives in India to conduct household surveys and special surveys every year by all states to identify children with disability (CwD). It is estimated that 27.79 million children are CwD. Out of that 25.03 million CwD (90.07% of those identified) are enrolled in schools and 01.85 million are being provided home-based education in 31 States/ UTs and 12946 CwD are being covered through School Readiness Programme. In this way, 97.19% of the identified CwD have been covered through three educational strategies (MHRD, 2015).

The MHRD claim is substantiated by the UDISE data on enrollment. It shows that it is increasing every year. The analysis of data shows that though enrollment is increasing, completion of education is not more than five percent (Gupta Veera 2016). This finding clearly provides direction for future action to educational policy planners that mere access to education, (for CwDs), is not sufficient and concrete action is required to ensure retention of CwD in the inclusive schools so that they have fair chance of achieving appropriate educational outcomes.

Government of India has adopted inclusive education for CwDs in the mainstream schools (RTE 2009 and RPWD 2016 Acts). A child can study in a mainstream school provided that conducive physical, social and attitudinal environment are ensured. Special education teachers/ resource teachers are deployed in the school under educational programmes namely SSA and RMSA to facilitate learning, to provide assistance, guidance, support and cooperation to the general teachers to teach children with disabilities. In addition, they are also supposed to ensure need based individualized educational planning, monitoring the learning progress and also coordinate between specialized staff, such as allied health professionals (ST, OT PT) and parents of the child with disability.

Review of research studies related to the issues of education of CwDs such as lack of genuine/insufficient data on CwD, effects of policies and programmes on learning of

CwD , teacher preparation, etc. were conducted by both the government agencies and independent researchers. These studies are presented in brief in the next section titled review of related literature to identify areas for further researches.

Review of Related Literature

Related literature is reviewed on two themes. The first section is on policies related to education of CwD and second section is on researches on various issues for the education of CwD.

1. Policies:

NCF 2005, (MHRD 2009) has suggested collaborative form of assessment for CwD. The collaborative assessment is based on an ecological model, it focuses on abilities, strengths, and needs, the assessment procedures are related to the curriculum and context of learning, assessment is a continuous process, student is viewed as active participant and collaborator, its focus is on the learning process and parents and other relevant people are consulted and involved in the assessment and all team members are seen as equal without any administrative or academic hierarchy.

UNCRPD (2006) the Conventions on the Right of Persons with Disabilities guarantees that Persons with Disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability; Persons with Disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.

Kalpana, K. (2009) found that the Indian Constitution prohibits discrimination per se, but it does not explicitly prohibit discrimination on grounds of disability. However the articles 14, 15 and 16 of the constitution allow for affirmative action for persons with disabilities. Therefore, it provides conducive environment for specific laws and policies that upholds fundamental rights for disabled individuals. She has also discussed the policy provision and definition of disabilities given by PWD Act in 1995 and National trust Act of 1999. The National Policy for person with disabilities 2006 recognizes the existence of barrier in the social environment which is contrary to the definition of disability from medical

model of 40 per cent and more.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, implies that every child has a right to full time elementary education *of satisfactory and equitable quality* in a formal school which satisfies certain essential norms and standards.

The RPWD Act (2016), replaces the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Instead of seven disabilities specified in the PwD Act (1995), the RPWD Act (2016), covers 21 conditions of disabilities, namely *Autism spectrum disorder, low vision, blindness, cerebral palsy, deaf blindness, haemophilia, deaf, hard of hearing, leprosy cured person, intellectual disability, mental illness, locomotor disability, muscular dystrophy, multiple sclerosis, Specific learning disability and speech disability, sickle cell disease, thalassaemia, chronic neurological conditions and multiple disability and any other. Persons with at least 40% of a disability are entitled to certain benefits such as reservations in education and employment, preference in government schemes; etc.*

CBSE (2009) has provided many provisions to a CWD at the time of examination. A CWD is permitted to use amanuensis and is also allowed additional time during examinations. They have been given exemption from studying two compulsory languages.

Sarv Shiksha Abhyan (SSA) (2001), funds activities such as assessment camps for identification of CWD, provides aids and appliances, appoints resource persons, provides training to teachers, celebration of disability day, training to parents, awareness activities etc.

Rashtriya Madhyamik Shiksha Abhyan (RMSA) (2009) was launched in March, 2009 with the objective to enhance *access* to secondary education and to improve its quality. The implementation of the scheme started from 2009-10. As the first objective, it envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage of implementation of the scheme by providing a secondary school within a reasonable distance of any habitation. Just like SSA, RMSA also supports education of CWD through Inclusive Education for Disabled at the Secondary Stage (IEDSS). At present all the schemes and abhiyans (SSA & RMSA etc.) has been subsumed in the Samagra Shiksha.

As noted in the above mentioned review of policies, the Government of India has not only accepted the concept of inclusion but is also making efforts towards institutionalization of the concept of inclusion, in the existing system of education at all levels. The steps taken include defining roles and responsibilities for functionaries, facilitating the work of functionaries and institutions with adequate resources, mentoring their activities and providing feedback and incentives.

However the studies on assessing the effects of implementation are not very encouraging. It can be deduced from the review of related literature that education of CWD in regular school setting, in other words Inclusive Education, calls for team approach. Despite receiving support from policies and provisions for funding by the central Govt., for appointment of resource teachers and other required resources for implementation of inclusive education, the studies mentioned above have pointed absence of resource teacher and absence of resources. Under the circumstances it cannot be said with certainty that the CWD's are receiving quality of education in the absence of resource teacher and appropriate resources. Therefore there is a need to study in detail the efforts made under inclusive education, the quality of education received by CWD, the opportunities available to CWD within the school, and also the preparedness of teachers and other functionaries in school, regarding inclusive education. Though it is recommended in all policies and schemes, but provision in itself may not be sufficient as it requires the services of a professional or the knowledge and skills of educational management, in the existing teacher to achieve the desired results of providing equitable quality of education to CWD in the existing set up. Therefore this study is designed to study the role of resource teacher as inclusive educational manager in the existing system of school education .

Rationale

The philosophy of inclusive school recognizes and accepts the –on heterogeneity in the learners. It is a departure from the perceived homogeneity based practices being followed in schools, till date. Besides, recognizing and accepting the heterogeneity of learners,– the approach of inclusive education also recommends addressing the individual special education needs through the provision of multiple types of input to be provided to the learner in the school such as medical care, physical access, emotional comfort and variety

of provisions in academic and evaluation settings—the researches reviewed have pointed towards gap between the recommendations and actual practices of education, at school level. Further, the literature review also indicated lack of defined roles for regular teachers and resource teachers in the inclusive education settings, collaborative approach being practiced, educational initiatives involving allied health professionals such as ST, PT & OT, and no study could be located which reveals the challenges faced by a resource teacher cum inclusive education manger and how to overcome those challenges? Hence the present study is proposed.

Statement of the Problem

Inclusion of CWD is neither very technical nor very simple. More so, it is a departure from the philosophy of homogeneity to heterogeneity in the education system. Inclusive education calls for departure from many existing paradigms of education. It is enrollment vs participation, incentive vs right, assessment vs evaluation, it is capability vs curriculum, lesson plan vs Individualized Plan, blackboard vs Information Technology, Teacher vs Facilitator, detention vs no detention, teacher centric vs learner centric, information vs constructivism, text book vs learning material, and many more. As a result, teacher is being equipped with required knowledge and skills to deal with these changes. These changes are involving greater effort on part of teacher with respect to CWD. The appointment of resource teacher is made keeping this in mind in the school system. Therefore this study is designed to study role of resource teachers as inclusive educational manger. The study would detail out the kind of challenges being faced by resource teachers and strategy to overcome the challenges.

Objectives

- To study the role of resource teachers as inclusive education-mangers in the inclusive school.
- To develop understanding of the knowledge and skills of regular teachers, regarding 'inclusive education' and associated policies and programmes for inclusive classroom with the help of resource teacher.
- To provide policy recommendations to make inclusive education a doable concept to the administrators. Provide appropriate recommendations to the educational administrators for effective implementation of inclusive education

Methodology

It would be experimental design. An interventional strategy would be adopted for the inclusive classroom. As part of research, a module on inclusive educational management would be developed. This module would be consisting of all the information related to incentives and facilities required and being made available for CWD in the government and aided schools. Resource teachers, subject (regular) teachers and other professionals available in the school like sports teacher, educational administrators, support staff, counselors would be trained on the module, with the expectation that the trained human resource would be infusing the knowledge gained during the training into their day to day professional work. Say for example the regular teachers would be following inclusive pedagogy practices during transaction of curricular content, educational administrators would be conscious of needs of CWD while procuring the resources for school and also designing school policies and activities. The school and classes in the control group would be compared with the experimental group on academic performance of the learners, and also on degree of inclusiveness in the schools. The pre-post intervention collaboration in the experimental schools would also be studied. The intervention would be for the CWDs of studying in class third, fifth and eight. The sample schools, both control and experimental, for the study would be selected from the IE Model Schools located in the states of Delhi and Haryana. The experimental schools would receive intervention in the form of training in the school, Special learning aids (disability wise), examination provision to CWD in the formative and summative assessments. The progress of the CWD would be noted, analyzed and studied. Besides that, the experiences of the teachers, CWD, and parents would be collected regarding educational experiences. The data would be collected with the help of identified resource person in the school. The data would be collected with the help of information schedules, interview schedules and interventions checklists. Data thus collected will be analyzed quantitatively as well as qualitatively.

Outcome

1. Module for educational managers
2. Policy brief for functions of RPs and monitoring progress of CWD
3. Report on experiment

A Study on Management of Elementary Education under Local authority and Autonomous District Councils in North East States

Dr. S. K. Mallik
Prof. Avinash Kumar Singh

Introduction

The governance and management of school education in India comes under different bodies such as Government, recognized private and private aided and Panchayats and Municipalities across the country. In addition to these management, in north east states the school education is being managed by the District Autonomous Councils. The District Autonomous Councils has its long history since independence of the country. A sub-committee under the chairmanship of Shri Gopinath Bardoloi was set up to look into the problems of governance in the north east region and states. The Committee recommended the creation of Autonomous District Councils in the hilly areas of Assam. The recommendations of the Bardoloi Committee formed the basis of Sixth Schedule of the Constitution. The idea behind formulating 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'*, without 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 the state and the central governments. Under the Sixth Schedule of the Constitution, there are special provisions for the administration of tribal areas in the states of Assam, Meghalaya, Tripura and Mizoram. At present there are ten different District Councils in the North-East India under the Sixth Schedule in Assam (*Karbi Anglong, Dima Hasao & Bodo Territorial Council*), Meghalaya (*Khasi, Jantia and Garo*), Mizoram (*Chakma, Lai & Mara*) and Tripura (*Tripura Tribal Area Autonomous District Council*). The Government of Manipur created six autonomous councils under the State Act which is neither under the purview of Sixth Schedule of the Constitution nor under 73rd and 74th Constitutional Amendment Act. Out of ten ADCs, three ADCs of Meghalaya state are not managing primary and Upper primary schools because of adverse remark about functioning of school by the Dutta Committee and recommended for entrustment school education with the state

government.

Under the Sixth Schedule, the ADCs have been given specific powers and responsibilities. These powers and functions are legislative, executive, judicial and financial in nature. For example, the District/Regional Councils are empowered to make laws with respect to land, forest, agriculture, social customs, appointment or successions of chiefs and village administration. However, the bills passed by the Council require assent of the Governor to be formally recognized as law. Under Judicial Functions, the ADC can constitute village councils or courts for the trial of suits and cases between Scheduled Tribes, with certain exceptions. It can appoint members and presiding officers of such village councils, and are also empowered to act as, or constitute separate courts of appeal. Under the Executive Functions, the ADC may establish, construct or manage primary schools, dispensaries, markets, cattle pounds, ferries, fisheries, roads, road transport and waterways in the district.

There is co-existence of three types of management such as Government, Autonomous Council and Panchayats and Municipalities in some districts of states like Manipur, Assam and Tripura. There is no Panchayats in states namely Meghalaya, Mizoram and Nagaland and while whole of states like Meghalaya and Mizoram under the governance of Autonomous District Councils. The traditional institution Village Council exists in Nagaland and Arunachal Pradesh. The Panchayati Raj system is operational in Arunachal Pradesh, Sikkim, Assam, Tripura and Manipur. The Panchayati Raj Institutions would cover as many as 29 subjects within their jurisdiction without having the state control whereas the autonomous councils have several regulatory powers subject to state control. So far the school education is concerned, the Panchayats are empowered to manage from primary to secondary education under the item no. 17 of the 11th Schedule of the Constitution. But in case of district councils the power is limited only to establish, construct or manage primary schools.

Educational Scenario in North East States

The north-eastern states have different types of problems they face as compared to rest of the states of the country. The central government has launched special financial packages for the development of north eastern states. The central government has created a separate department to look after the overall development of North Eastern states. The literacy rate of six north eastern states is very high and above national average. But the literacy rate of two states namely Arunachal Pradesh (67%) and Assam (73%) are below national average. The average

dropout rate at the national level is 4.13% for primary level and 4.03% at the upper primary level. But in the six north east states the average dropout rate is very high at the primary level and upper primary level. The dropout rate is very low in Tripura being 1.28% and 1.99% at the primary and upper primary level respectively followed by Sikkim being 2.27% at primary level and 1.57 at upper primary level. The average number of teachers in all government schools at the national level is 4.3. The average number of teachers is highest in Sikkim being 12.5 among all north east states and lowest is in Meghalaya (3.0) followed by Assam (4.1). The professional trained teachers at the elementary level in north-eastern states are below national average (87.91%) and it is a matter of exception in case of Mizoram where 99.41% of teachers are trained above national average. The lowest trained teachers are found in Nagaland being 38%. 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 primary and upper primary level.

Objectives of the study

- To trace the history of local authority structures especially Autonomous District Councils in North East states,
- To find out structure and composition of the Autonomous District Council in the North East States,
- To examine the roles and functions of the Autonomous District Councils with regard to management of elementary education,
- To examine the relationship between the education officers of Autonomous District Councils with Government department of school education, and
- To find out the problems and constraints faced by the ADC functionaries in discharging their duties and responsibilities,
- To suggest suitable measures for improving the functioning of the ADC in the management and supervision of elementary education.

Research Questions

- What has been the background and rationale of establishing Autonomous District Councils in North East states?

- What are the roles and functions of Autonomous District Councils in management of elementary education?
- Whether the relationship between the education officers of Autonomous District Councils with Government department of school education is cordial or not?
- Whether there is no bottleneck in fund flow to Autonomous District Councils?

Methodology

There are ten ADCs under 6th schedule of the Constitution in four states namely Assam, Meghalaya, Mizoram and Tripura and in addition to this there are six ADCs in Manipur created by State Act which is neither covered under the 6th schedule nor 11th schedule of the Indian Constitution. Twenty five primary schools will be selected from each ADCs. The respondent of the study will be the teachers, headmasters, parents and educational administrators.

Duration of Project: Two years

Annexures

**Participation of Department Faculty Members in Courses
(PGDEPA, IDEPA and M.Phil/Ph.D)**

M.Phil/Ph.D

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.)

Supervision of M.Phil/Ph.D

S.No.	Title of M.Phil/Ph.D	Name of Scholar	Faculty Supervisor	Current Status
1	A Study of the Dynamics of Exclusion in the School and Community in Bihar	Mr. Ajay Kumar Chaube Ph.D (Part Time)	Prof. A. K. Singh	Submitted
2	Education, Culture and Livelihood among Nomadic Pastoralists : A Case Study of the Bakarwals in Jammu and Kashmir	Mr. Sajad Ahmad	Prof. A. K. Singh	Submitted
3	Participation of Disadvantaged Groups in Elementary Education and its Governance: A Study of the Pahari Korba Tribe in Chhattisgarh	Ms. Laboni Das Ph.D (Part Time)	Prof. A. K. Singh	Continued
4	The Interface of Ethnicity and Participation in higher education: an Exploratory Study of Northeast Tribal in Delhi	Ms. Dalsie Gangmei	Prof. A. K. Singh	Continued
5	A Study of the Tribal Agency and Governance of Higher Education in Jharkhand	Ms. Nilanjana	Prof. A. K. Singh	Continued
6	Equality of Educational Opportunity and School Progression among the Socially Disadvantaged Groups: An Ethnographic Study of the Scheduled Caste Children	Ms. Khushbu Singh	Prof. A. K. Singh	Submitted
7	'Policy and Practices of Decentralization of Education with reference to Right to Education Act in West Bengal'	Laboni Das	Prof. A. K. Singh	M.Phil Degree Awarded
8	Language and Schooling among Tribal Children in Odisha: A study of Munda children's Participation in Multilingual Education programme in Selected Schools of Mayurbhanj District	Kshirod K Das	Prof. A. K. Singh	Degree Awarded
9	Ideology, Leadership and Institutional Development in Higher Education: A Case Study of Higher Education	Archana Singh MPhil	Prof. A. K. Singh	Degree Awarded 2016
10	Policy Analysis of Mid Day Meal Programme: From Governance Perspectives	Sangita Dey Ph.D	Dr. Veera Gupta	Ongoing

11	Policies and Practices for Children with Special Needs in an Inclusive Classroom	DeepinderSekhon (Ph.D. part-time)	Dr. Veera Gupta	Ongoing
12	A Study on the Use of Assistive Devices for Children with Learning Disabilities in Delhi Schools	FouziaKhursheed Ahmad	Veera Gupta	Ongoing
13	A study on the concept of Disability in India with special Emphasis on the Assessment Procedures of Children with Special Needs (CWSN)	NiveditaSahni	Dr. Veera Gupta	Ph.D ongoing
14	The (Dis) Ability as Difference: the Experiences of Students with Disabilities in the Higher Education Spaces	Pawar Amar Maruti	Dr. Veera Gupta	M.Phil ongoing
15	Social Justice, Gender and Educational Participation: An Ethnographic Study of Girls' from Urban Margins	S. Arokia Mary (Part Time)	Dr. Manisha Priyam	Ongoing (Ph.d)
16	Impact of Ethnicity in Access to Higher Education in Manipur	Lakpachui Siro	Dr. Manisha Priyam	Ongoing (Ph.d)
17	Urban Marginality, Social Policy and Educational Aspirations: An Ethnographic Inquiry	Naomi Prachi Hazarika	Dr. Manisha Priyam	Ongoing (M.Phil)
18	Stakeholders' Understanding of Policy Intent: A Study of Section 12 (1) c of Right to Education Act (2009) in Selected Private Unaided Schools of Delhi	Ms. Vandana Tiwari	Dr. S. K. Mallik	M.Phil Awarded in 2018
19	Community participation and Accountability: A case of School Management Committees in School of New Delhi	Ms. Kavya Chandra	Dr. S. K. Mallik	M.Phil Ongoing
20	'Gender and Language in secondary education: A Study of the Language Classroom'	Ms. Isha Sharma	Dr. Naresh Kumar	M.Phil Ongoing
21	'Education and Modernization: A Case Study of Madrasa System, Mahatma Gandhi Antarrastriya Vishwavidyalaya, Wardha, Maharashtra	Ms Shamima Ansari	Dr. Naresh Kumar Co-Supervisor	Ongoing (Ph.d)

NIEPA Colloquium

Department of Educational Policy is also organizing popular lecture series known as NIEPA Colloquium to generate policy discourse of many important themes. Under the colloquium series, until now the department has completed over 100 lectures on policies related issues. The colloquium lectures organised during 2018-19 are as follows:

Coordinator: Dr. Naresh Kumar

List of the Lectures

- | | |
|----------------|---|
| 2018, Jan 25- | Colloquium on 'Indian Migration to US' Dr. Neil G. Ruiz, Associate Director, Global Migration & Demography, Pew Research Center, Washington, DC |
| 2018, April 17 | Colloquium on ' <i>World Development Report 2018: Learning to Realize the Promise of Education</i> ' by Dion Filmer & Halsey Rogers, Co-Directors of the World Development Report 2018, the World Bank. |
| 2018, July 30 | Colloquium on 'Change Based Leadership in School: Strategies and Impact, Bhavna Narula, Principal, Blach Intermediate School, Los Altos, California, United States of America |
| 2018, Aug 09 | Colloquium on 'Field and Fieldwork in Closed Feudal Himalayan Societies, Prof. Awadhesh C. Sinha, Formerly with Department of Humanities and Social Sciences, IIT Delhi, New Delhi. |
| 2018, Sept 12 | Colloquium on 'Challenges of Internationalization for developing Countries' by Alma Maldonado, Department of Educational Research CINVESTAV |
| 2018, Sept 27 | Colloquium on ' <i>Diagnosis and Prevention of Health Diseases</i> ' by Dr. Vikas Chopra, Department of Cardiology and Cath Lab, VPS Rckland Hospital, New Delhi. |
| 2018, Oct 01 | Colloquium on ' <i>The Relevance of Gandhi's Experiments with Education A Policy Perspective</i> ' by Prof. Avinash K Singh, Department of Educational Policy, NIEPA, New Delhi. |
| 2018, Oct 08 | Colloquium on ' <i>Inclusive model for addressing diverse behaviour needs of children with disabilities: Pathways for Policy</i> ' by Santoshi Halder, Deptt of Education, University of Calcutta. |
| 2018, Nov 15 | Colloquium on ' <i>The University as a Site of Resistance: Identity and Student Politics</i> ' by Gaurav J. Pathania, Visiting Scholar, University of Massachusetts, Amherst, USA. |

Grant-in-Aid**Scheme of Studies, Seminars, Evaluation, etc. for Implementation of Education Policy****Background**

Since 2007, NIEPA has been entrusted with the responsibility of implementing GOI Grant-in-Aid Scheme to provide financial assistance to deserving institutions and organisations, on the merits of each proposal so as to admit of financing a variety of activities having a direct bearing on the management and implementation aspects of the Education Policy. This includes sponsoring of seminars, conduct of impact and evaluation studies, make consultancy assignments in order to advise the Government on the best alternatives and models for making the system more effective. While the monitoring and evaluation of various schemes sanctioned under the NPE, is being undertaken under the relevant schemes themselves, however, in case, where no provision exists for conduct of monitoring and evaluation studies such studies will be financed under the scheme. The implementation of the various parameters of the National Policy on Education (NPE) including its further elaboration in the Programme of Action (POA), 1992 requires wide dissemination of its objective as also a close association with the agencies working in the field of education including nongovernmental and voluntary agencies and social activist groups. With a view to promoting greater coordination in implementation of the Policy, it is necessary to develop inter-disciplinary approach with support systems at the national as well as local levels.

Objectives

- to generate wider awareness of educational policies and Programmes in the country, to facilitate review of NPE and POA;
- to initiate policy oriented studies and seminars enabling mid-course corrections, modifications and adjustments of policy interventions;
- to involve associations of teachers, students, youth and women as well as media in the process of formulation of various programmes through sponsored seminars on related themes and topics;
- to facilitate dissemination of innovative and good practices as well as successful experiments in the field of education.

Procedure

The guidelines are available on the NIEPA Website (www.niepa.ac.in) . The ceiling for providing assistance is limited to (upto Rs. 5.00 lakh. Only) to a single impact study/evaluation; for National Conference/Seminars to Rs.3.00 lakh only and for International Conferences (or with substantial International participants/ members) will be Rs.5.00 lakh.