

Department Advisory Committee

Agenda for the DAC

2018-19

(20-02-2018)



Department of School Non-Formal Education
National Institute of Education Planning and
Administration (NIEPA)
(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi-110016

Department of School and Non formal Education

Agenda for Departmental Advisory Committee Meeting NUEPA, 20 February 2018

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Department of School and Non formal Education
Agenda for Departmental Advisory Committee Meeting
NIEPA, 20 February 2018

Members of the Advisory Committee

1. **Smt. Anita Karwal, IAS**
Chairperson
National Council for Teacher Education Hans Bhawan,
Wing II, 1, Bahadur Shah Zafar Marg,
New Delhi - 110 002
Tel : 011-23370114
Email: cp@ncte-india.org
2. **Ms. Anita Karwal, IAS**
Chairperson
Central Board of Secondary Education Shiksha Kendra,
2, Community Centre
Preet Vihar, Delhi – 110092
Tel: 011-22467263
Email: chmn-cbse@nic.in
3. **Shri. Santosh Kumar Mall**
Commissioner
Kendriya Vidyalaya Sangathan,
18, Institutional Area,
Shaheed Jeet Singh Marg,
New Delhi – 110016
Tel: 011-26512579
Email: commissioner-kvs@gov.in
kvs.commissioner@gmail.com
4. **Prof. Namita Ranganathan,**
Department of Education University of Delhi
33, Chhatra Marg, Delhi-110007
M: +91 9811438706
Email: tcanamita@reiffmail.com
Namita.ranganathan@gmail.com
5. **Prof. M. A. Khader**
Mount Crescent,
Gandhi Road
Kozhikode-673032, Kerala
M: +91 9446464757
Email: maker.edu@gmail.com
6. **Prof. Hom Chaudhary**
A-47/9, Upper Republic
Mizoram-796001
M: +91 9436151293
Email: soumenhom@reiffmail.com
7. **Prof. Gauri Srivastava**
National Council of Educational Research and Training
(NCERT)
Sri Aurobindo Marg
New Delhi -110016
M: +91 9811150115
Tel: 011- 26962590
Email:
gourisrivastava_7@gmail.com

8. **Prof. A. K. Sharma**
C-3 Sector- 48
Uttar Pradesh -201307

M: +91 9810195863
Email aksharma.edu@gmail.com

9. **Prof. K. Ramachandran**
Advisor, IAIEPA,
NIEPA, New Delhi

M: +91 9650409922
Email: kramachandran@nuepa.org

NIEPA Members

1. **Prof. S.M.I.A. Zaidi**
Head, Department of Educational Planning,
NIEPA, New Delhi
2. **Prof. Rashmi Diwan**
Head, National Centre for School Leadership,
NIEPA, New Delhi
3. **Prof. Pranati Panda**
Head, School and Non Formal Education
NIEPA, New Delhi

Department of School and Non formal Education

Name of the faculty

Prof. Pranati Panda, Professor and Head

Dr. Madhumita Bandyopadhyay, Associate Professor

Dr. Rasmita Das Swain, Associate Professor

Department of School and Non-formal Education

Introduction

The Department of School and Non-formal Education focuses on issues relating to school education, non-formal education and adult literacy within a rights-based and inclusive framework. The department covers entire sector of School Education including Early Care and Childhood Education. The major tasks of the department are: Research and Development, Teaching, Training and Consultancy to Central and State Government, International and National agencies etc. covering entire sector of school, ECC, teacher, teacher education.

The department undertakes research studies in diverse areas of school education sector, ECC, teacher and teacher education to provide an empirical base in order to contribute meaningful inputs for developing and improving education in India. The department is also engaged in capacity development programmes for national, state and district-level officials to enhance the knowledge, competencies and skills to achieve quality education for all. In order to establish synergic linkages; the department collaborates with national and international organizations to draw upon their experience and expertise in the area of school education. Besides, it plays an advisory role and extends support to the State and Central government in the formulation and implementation of plans and policies.

Being a core and oldest department of the institute, its professional contributions has substantive in the formulation of National Policy on Education (1986), the Programme of Action (1992), Right to Education Act (2009) and Education for All (EFA). During the year 2007-2011, department as part of the 'The Consortium for Research on Educational Access, Transition and Equity' (www.create-rpc.org) contributed significantly in the area of 'Educational Access'. Another sizeable project completed are the Mid- decade assessment of the *Education for All* in India where a National Report, several thematic studies and State-reviews for each of the six EFA goals on ECCE, primary education, learning and life skills for youth and adults, adult literacy and gender equality have been prepared. The department has also been contributing in policy recommendations for SSA, RMSA and Centrally Sponsored Teacher Education (CSTE).

In the recent years, under the auspices of MHRD, department also supported to institutionalize two national programmes to improve school education sector in India i.e., National Programme on School Standards and Evaluation (Shaala Siddhi) and School Leadership Programme. It also facilitated in establishing 'National Center for School Leadership' and 'School Standards and Evaluation Unit' to develop concept, materials and implement both the programmes in right perspectives.

In this era of education outcomes, the quality of education, improve performance and increase demand for effectiveness at all levels of school education have been emphasized and continuing as center of policy deliberations. Acknowledging the quality of education as the foundation to improve quality of life and critical towards achieving Sustainable Development Goals (SDG), the department proposes to engage in determinants and index of quality of school education, school effectiveness and improvement as long term goal. The department would also focus on ECC as critical area and generate evidence based knowledge for policy and planning.

Major focal areas of the Department:

1. Rights-based and Inclusive Approach to Education

As a focal point for Right to Education Act of Government of India, the department is continuing its endeavour to provide professional support for the extension of the same to pre-school and secondary levels of education within the inclusive framework.

The diversity of learners within RTE framework is also continuing as a critical area of tasks of the department. More specifically learners with disability, disadvantaged and urban deprived will continue as focus area for research, development and training.

2. Early Childhood Care and Education

Acknowledging the significance of early childhood as a crucial period for achieving Education for All and Millennium Development Goals, the department is engaged with exploring planning/management and quality issues in Early Childhood Care and Education; Nutrition and Education with special focus on cognitive development and school participation. As this area has remained one of the weakest links to primary education, the department is expanding the scope of research by addressing law, governance and quality in ECCE sector and revisiting the policy and practices in ECCE.

3. School Quality and Improvement

The critical role of the school, in the changing education context in terms of its effectiveness and improvement is gaining key importance to provide quality education for all children. The quality initiatives in school education sector, thus, necessitate focusing on schools, its quality and improvement. The evidence of low performance of learners is mounting pressure to look at the schools as developmental and improvement perspectives. Therefore, the central focus of the department will continue and shift towards determinants of school quality index, school standards and evaluation framework, school improvement guidelines .It would further focus on school accountability and transparency as key to developmental needs of the schools. As the Department has been continuously extending academic support and consultation for the implementation of SSA and RMSA, the generation of new knowledge and concepts would support the programme with new perspectives.

4. Teacher Management, Effectiveness and Development

Centrality of teacher management and development is considered as one of the key indicators to achieve quality school education and school effectiveness. Recent research in India and globally has shown that teacher effectiveness is the most important school-based predictor of student learning. The teacher quality can be placed in three broader format – supply and demand issues; preparation of teachers; and identifying and retaining teachers with greatest potential. The emerging teacher roles, their pedagogical understanding, practices of teaching, their working context and relationship with educational stakeholders necessitate a careful understating and examination of what we know about the realities of teacher development and management. Acknowledging the need for qualified teachers, department has been engaged with national level discourse and research studies on varied aspects of teacher management issues both at elementary and secondary levels. While continuing with these research agenda, the scope of the research and development would encompass teacher effectiveness and improvement, teacher performance management and evaluation, teacher accountability and code of conduct and continuing professional development of teachers.

5. Governance and Management of Teacher Education

During the last one decade teacher education system is struggling to address and improve the quality of its programme through curriculum reform and implementing legal recommendations on duration, norms and standards etc. In spite of the heightened interest in and concerns for improving teacher education and improving teacher's quality, the system continues to be characterized by several deficiencies.

The department is contributing significantly in the policy formulation and planning of teacher education and development. Department not only contributed in the evaluative study of Centrally Sponsored Scheme of teacher education, but also supported formulation of teacher education policy in different plan periods. The preparation of J. S. Verma Committee report on teacher education and development of reports on National Mission on Teacher and Teaching(Pandit Madan Mohan Malviya Scheme) are significant policy interventions by the department and NUEPA .

The governance, regulation and quality assurance in teacher education has been continuing as neglected zone for research and development. Keeping this perspective in view, department is focusing on research, development and national deliberations to provide right policy viewpoints to transform teacher education.

6. School Leadership

The role of school leadership for managing change and transformation in school quality and enhancing student performance is gaining momentum in India's policy discourse. Accordingly, department was earlier engaged with capturing the existing gap in the leadership development programme and evolving a framework on school leadership to be institutionalized by different states. The department contributed on a UKERI funded project in close collaboration with National College of School Leadership, Nottingham and extended support to establish a Centre for School Leadership in NUEPA. The Perspective Plan for the Centre has been prepared separately. The department, while continuing its endeavour, would focus on 'Educational Leadership' by bringing 'Teacher Leadership' to the center stage.

7. Education in Civil Strife Areas and Safe School

Considering safe school as an important pedagogic tool for school transformation, the department is engaged in developing training materials, capacity development and deliberations to generate renewed understanding amongst different stake holders.

8. Adult Education and Literacy

The department continues to contribute significantly to policy making and planning of literacy and lifelong learning programmes.

The department has drawn these focal areas from the draft 'Perspective Plan' of NUEPA as long, medium and short term strategies. Though department is always following the recommendations given by different international goals like EFA, MDG and SDG, but major programmes are proposed as immediate need of the government and transformative agenda to improve education outcomes and quality education to all learners irrespective of their socio-economic and cultural background.

Research and Training Activities Completed

2017-2018

Training Programmes Completed (2017-18)

1. National Consultation on promoting Convergence and Coordination in ECC in selected States (in collaboration with UNICEF), October 9, 2017.

Prof. Neelam Sood

Introduction

NUEPA in collaboration with UNICEF organized a one-day consultation on 9 October, 2017 for promoting convergence and coordination in ECCE and to highlight the need for setting up sustainable mechanisms for effective coordination. The mechanisms for establishing strong convergence and good practices for greater coordination were discussed. The Consultation addressed the issue of sustainability of such initiatives and how the provisions in the Policy can be translated into actions for children. Adaptation of the National Policy by states and learning from good practices in this area were also the focus of the consultation.

Objectives of the Consultation were:

- To discuss the role of policy in giving impetus to convergence and in promoting better coordination in ECCE
- To share good practice and identify key enabling elements for improved coordination
- To plan way forward for sustainable coordination in selected states

The Consultation had twenty-five participants including State officials, representatives from concerned departments from different sectors, mainly Education and Women and Child Development from the states of West Bengal, Gujarat, Maharashtra, Odisha, Uttar Pradesh, Tamil Nadu and Jammu & Kashmir; UNICEF Field Offices; ECCE experts; ICDS, NCERT and NUEPA; and a few University faculty members from different States. Odisha, West Bengal, Rajasthan, Jammu and Kashmir made presentations sharing the good practices and the challenges faced by them in achieving convergence. Another highlight of the consultation included a session conducted by Maharashtra where a detailed presentation on the process followed by the state of Maharashtra in conceptualizing and formulating the state policy on ECCE was shared. This was followed by a discussion on strategies and tentative action plans for all the states by identifying problem areas and suitable solutions.

The major outcomes or recommendations that arose from the consultation include the following: firstly the need to create a sense of urgency amongst the stakeholders about the convergence and coordination of ECCE. Secondly, the need to facilitate increased participation from State and District leaders was discussed. Further the need to influence the larger public in order to raise

awareness about the importance of ECCE was recommended. Lastly, ensuring accountability and sustaining the change were highlighted as necessary measures to move towards greater coordination and convergence of ECCE.

Training Programmes Approved and not Conducted (2017-18)

Shifted to the year (2018-19)

- 1. Title of the Programme: Workshop on Improving Participation of Children in Elementary Schools in India, 24-27 July 2017, NIEPA funded**

Dr. Madhumita Bandyopadhyay

Reason-Medical ground

Introduction:

During last five years, in view of importance of regular participation of children and improvement in their learning achievement, a series of workshops is being conducted at NIEPA by involving stakeholders who work close to schools in this regard. Currently a Participatory Action Research project is also being to understand the process of improving schools and participation of children in the context of schools. This workshop intends to share the preliminary findings of study with the functionaries involved in this research from six states selected for this study.

The workshop will focus on efficient management of participation of children at the elementary level covering the issues related to absenteeism, repetition, low learning level, lack of transition and dropout in different states of India. It will also discuss how schools are dealing with these problems at their level. It would also discuss the role of school functionaries working not only at the school but also at different other levels i.e. cluster, block, district etc. to implement different programmes for improving schools.

The discussion and deliberation would facilitate to understand different issues involved in non-participation of children in school but also will discuss how similar initiatives can be replicated in other schools and areas. An attempt will also be made to understand the process of improvement of participation of children and the way district, sub district and school level functionaries can collaborate to improve the same within the specific context the school is functioning. This workshop is also linked with an ongoing study on children's school participation in six states namely Himachal Pradesh, Haryana, Madhya Pradesh, Karnataka, Odisha and Mizoram.

Objectives of the Programme:

The main objective of the workshop is to provide forum to the participants:

- to discuss the process of planning and implementation of different activities for improving school as well as participation of children in schools
- to share the report of the ongoing study
- to prepare Action Plan for further improvement and expansion of work for improving participation of children in schools under study.

2. Title of the Programme: Access and Participation of Children in Elementary Schools in the Educationally Backward Blocks in India, November 20-24, 2017, NIEPA funded

Dr. Madhumita Bandyopadhyay

Reason-Medical ground

Introduction:

In recent years, various policy initiatives have been taken for improving access of children to elementary education which have impacted on their enrolment at primary and upper primary level. Most states have witnessed massive increase in enrolment of children. In addition to access to education, the RTE has specially focused on regular participation and learning of children in schools. Many studies have already indicated that effective management of schools can improve the quality of school functioning which in turn influences the access to and participation of children in schools by reducing the problems of lack of schooling space, late enrolment of children, irregular attendance, low achievement and dropout. Although, many states have already witnessed considerable improvement in access, enrolment and participation of children, but the situation is far from satisfactory in some of the blocks which have already been identified as educationally backward blocks (EBBs).

This workshop is being proposed in view of the needs of capacity building of Block Education Officers posted in such educationally backward blocks across the country. It has been experienced that many of these officials are not provided with adequate training and their professional needs are not given priority at the desired level and it is because of this, the educational programmes and schemes are not implemented as it is expected. The majority of children who remain out of school, or school dropout belong to such blocks and required more attention in order to achieve the goal of Universalization of Elementary Education. In this context, it is felt that a workshop needs to be conducted especially for these particular officials who are striving for implementing RTE Act and also for improving access and participation of children in these backward blocks (EBBs).

This workshop intends to share the issues that will be emerging from an ongoing field based research focusing on efficient management of participation of children at the elementary level covering the issues related to absenteeism, repetition, low learning level, lack of transition and dropout in different states of India. It will also discuss how schools are dealing with these problems at their level. It would also discuss the role of school leaders working not only at school but also at different other levels i.e. cluster, block, district etc. to implement different programmes for improving schools. The discussion and deliberation would facilitate how these initiatives can be replicated in other schools and areas. While doing so, special focus will be given to understand the needs of the educationally backward blocks and socially as well as economically weaker section of society living in these blocks. A separate concept paper will also be developed on current educational situation in EBBs.

Objectives of the Programme:

The main objective of the workshop is to provide forum to the participants:

- to discuss ongoing activities that are being implemented for improving access and participation of children in elementary schools in EBBs,
- to discuss different problems and challenges are faced to conduct these activities, and
- to prepare an Action Plan for further improvement in schooling of children in such blocks

3. Title of the Programme: International Conference on School Evaluation for Quality Improvement, January, 2018, NIEPA funded

Prof. Pranati Panda

Dr. Rasmita Das Swain

Reason: To organize state specific workshop on Shaala Siddhi

Introduction: Improving quality and performance of schools have been continuously reaffirmed in all the policy pronouncements. The critical role of schools in the changing education context in terms of its effectiveness and improvement is gaining key importance for providing quality education for all children. The quality initiatives in school education sector, thus, necessitate focusing on school, its performance and improvement. Therefore, to meet the demand for high quality education, a growing emphasis is being placed upon comprehensive school evaluation system as they are central to school improvement initiatives.

In the recent years, internationally and nationally, evaluation, assessment and monitoring of education system, schools, school leaders, teacher and students are gaining momentum for improving quality, transparency, accountability, planning and policy development. 'Results from assessment and evaluation are becoming critical to establishing how well school system are

performing and providing feedback, all with the goal of helping students to do better' (OECD, 2013).

The role of a school in any given society is expected to translate the national ideals and vision. Reflecting on schools as the most important institution of learning in all societies, the EFA Report (2005) has stated, 'The quality of education systems must be seen in the light of how societies define the purpose of education'. The central focus of school effectiveness and improvement concerns the idea that, 'schools matter that schools do have major effects upon the development of children and that, to put it simply, schools do make a difference' (Reynolds & Creemers, 1990: 1).

All the reform policy and practices, internationally, have considered school as the primary unit of improvement. Various studies have shown that weakening of professional support services, inspection and evaluation are among important determinants having a bearing on the school quality. There is evidence available across the countries that high performing schools have school review, evaluation or inspection practices in place. "School reviews or inspections assess the performance of a school against a benchmark set of indicators. School reviews also enable systems to measure some of the more subtle and complex desired outcomes of a school system, which are difficult or impossible to measure in examinations" (OECD, 2007). As a response to the demand for high quality education, a growing emphasis is being placed on comprehensive school evaluation systems as they are central to school improvement efforts, systems of school accountability and school choice (OECD, 2009). The OECD (2013) further states "the effective monitoring and evaluation of schools is central to the continuous improvement of student learning: schools need feedback on their performance to help them identify how to improve their practices ; and schools should be accountable for their performance... The overarching policy objective is to ensure that school evaluation contributes to the improvement of student outcomes through improved school practices".

There are diverse models of school evaluation, monitoring and inspection practiced in different countries for improving school performance. While many countries continue to utilize external inspection as the main source of school supervision, countries are increasingly relying on school's self-review, or a combination of self-evaluation and external inspection. School evaluation or inspections; assess the performance of a school against a benchmark set of indicators or standards. They measure both outcomes and the processes to identify specific areas that are in need of improvement. The performance evaluation is closely linked to school-based management which has substantial implication on the re-conceptualization of school supervision services in England, Australia, and New Zealand etc. China (Shanghai) in 2006 has adopted a multidimensional system for monitoring and evaluating education quality by converging and complementing government inspection, professional survey, national and international assessment and combining formative and summative evaluation under the Shanghai Record for Student Growth. In Korea, the new approach to evaluation is based on the concept of school self

evaluation by each school and external evaluation by Office of Education under the Ministry of Education.

The analysis of international school evaluation practices are based on the following key aspects: School evaluation / assessment practices as an integral part to school education system and school improvement framework; Linking with overall goals of school education of the country ; Strong conceptual understanding with desired objectives to be achieved through school evaluation /assessment; Major shift from mere compliance to improvement of school quality and performances; A sound methodologically developed instrument on agreed criteria for school evaluation; Self Evaluation and external evaluation process as complementary to each other; Institutional mechanism to ensure the systematic follow up for support and improvement; Besides most of the country have clear and strategic guidelines for school improvement and managing change process within schools.

In India, as a major initiative, National Programme on School Standards and Evaluation (Shaala Siddhi) has been implemented to institutionalize school evaluation. Acknowledging the importance of school as an ‘institutional space for learning’ and its critical role in the development, learning and life of the children, Shaala Siddhi aims at evaluating each school as an institution and creating a culture of self progression with accountability. Shalla Siddhi visualizes ‘School Evaluation’ as the means and ‘School Improvement’ as the goal’.

With these perspectives in view, an International conference is proposed to develop broad understanding and strategies followed to institutionalize school evaluation in a sustainable manner.

Objectives of the Programme:

- To understand the school evaluation concept, objectives, models ,practices and innovation of different countries;
- To share the Indian model of school evaluation and deliberate on strategic planning for implementation ;
- To develop an international perspectives and prepare an edited book on ‘School Evaluation for Quality Improvement’.

**Research Studies Approved by
Academic Council
In Progress
2017-18**

1. Research Study: Participatory Action Research for Improvement of School Participation of Children at the Elementary Level in India

Dr. Madhumita Bandyopadhyay

Approved by AC and under progress

Report of Work done during 2016-18

Period: 14 July, 2015 to 13 March, 2017 and 01 June, 2017 to 31st January, 2018 (Under the process of extension)

About the Project:

The project focuses on students' participation in schools encompassing various aspects of participation (beyond access/ meaningful access): regular attendance of students in school, their retention, learning achievement, completion and transition to the next level.

The data were collected from **42** Government schools located in **six** states namely Himachal Pradesh, Haryana, Madhya Pradesh, Odisha, Karnataka and Mizoram. The selected schools are further divided as:

- Focus/ treatment schools (where previously intervention has been taken by BEOs for improving student participation): 22 (52.38%) schools have been covered as Focus Schools.
- Non Focus/ controlled schools (located in the same block but where no intervention has been taken by BEO except implementation of different schemes): 20 (47.62%) schools have been covered as non focus.

During the course of data collection, **42 head teachers, 215 teachers, 103 SMC** members were interviewed. Data on profile of each of **4534 students** enrolled in 42 schools were collected. In addition to these, competency tests were conducted for grade IV, V and VI to assess their basic knowledge of English, mother tongue and Mathematics. **Altogether 502079 entries** are being made in the SPSS spreadsheet after **content analysis** of each questionnaire and interview schedule. In addition, case studies of schools are being developed based on data collected from school along with school as well as classroom observation. At present, data entry is going on and preliminary reports are being prepared for each school based on which reports of states and a consolidated report will be developed in due course of time.

Research Questions:

- What is the present status of children's participation (attendance, learning, retention, completion, transition) in elementary schools?

- Who are the children (socio-economic background) not being able to participate and learn?
- What are different factors determining their participation?
- What are different actions to be taken to promote the participation of these children?
- What are the prescribed and perceived roles of District, Sub-district and school level functionaries in improving school participation?
- How they can be facilitated for playing their role in effective manner for improving their schools and children's participation?

Objectives

- To assess and evaluate the situation of access, enrolment and equity in schools
- To develop contextualized action plans for ensuring regular and meaningful participation of all children in school
- To work with Heads and teachers, to incorporate these action plans in school development plans (SDP) by involving SMC and other stakeholders including CRCs, BRCs, BEOs and DEOs
- To document the initiatives taken by different stakeholders, if any, while improving the functioning of school and promoting children's school participation

Study Area

1. Himachal Pradesh (Shimla and Sirmour Districts); Blocks - Shimla, Kasumpti, Surla
2. Haryana (Bhiwani District); Block - Bawani khera
3. Karnataka (Davangere and Tumkur Districts); Blocks - Harihara, Davangere, Sira
4. Mizoram (Aizwal and Champai Districts); Blocks- Bawngkawn, Chanmari, Champai
5. Madhya Pradesh (Betul District); Blocks -Ghoradongri, Amla
6. Odisha (Cuttack District); Blocks - Dompapa, Baranga

Preliminary Findings

Almost all Block Education Officers took some initiatives along with teachers and school heads in focus schools, ranging from frequent visit to schools, contacting and interacting with community and parents, monitoring attendance of children and informing parents of absent children through WhatsApp, contacting migrant children and their parents, using innovative TLMS, beautification of schools and classrooms, ensuring timely supply of books and other materials as and when required, improving use of library, initiating additional class for English, improving regular management of schools, interacting with teachers and preparation school improvement plan and its implementation involving parents and so on. Some schools also needed to change teaching learning process for attracting children to school. One school in Himachal Pradesh started Pre-primary class to promote early age appropriate enrolment.

Following factors had crucial impact on the participation of children at primary and elementary levels:

1. **Shortage of teachers:** Due to shortage of permanent teachers, guest teachers were appointed in all the states except Karnataka. The non-availability of teachers many times leaves the children without a teacher in classroom. It further leads to multi-grade teaching, affecting their engagement in teaching learning process. Although at the Block level, PTR was not high but few schools had high PTR that has effected teaching learning process.
2. **Children's absenteeism:** in many schools children remain absent during seasonal agricultural and festive seasons due to their engagement in either work or temporary migration. Highest proportion of absenteeism has been recorded in MP on the day of visit as well as in the month of data collection and previous month of data collection.
3. **Multi-grade teaching:** MG teaching was observed in all states and this has great role in participation of children in school. In all the states except Karnataka, it is the shortage of teachers was cited as the main reason for taking up multi-grade teaching, while in Karnataka, however situation is other way around with the practice of '*Nali -Kali Scheme*'. The inadequate number of classrooms allocated for multi grade classes also aggravates the problem i.e. poor participation of children in learning process.
4. **Under-age and Over-age issue-** In the light of RTE, no State is adhering to the suggested age-range norm i.e. 6-14 yrs. Like in Haryana, even the State Education portal accepts children under five to be enrolled in class I, so even in further classes/grades, the age range will tend to be lower or under age.
5. **Inadequate orientation of SMC members:** Most SMC members were not aware of the existence of RTE Act, though they were aware of the schemes like MDM, free education, grant allocated for infrastructure development. In Karnataka, parents were found to be more active in terms of cooperation with the school functioning .
6. **Availability and utilization of TLMs :** During the visits, it was found that, except in the primary level classrooms of Karnataka, no teacher was following any activity based method to teach children. Karnataka state again present a pleasant picture on the display and use of teaching learning material in classrooms.
7. **Inadequate/ineffective in-service teacher training:** Interestingly, in 4 States, except Karnataka, temporary teachers take classes but for training/workshops, only permanent teachers attend these training. In addition, the location of the center and the number of centers offering such trainings affect teacher training. Since number of schools has increased very fast only one DIET seems to be inadequate to address training needs of all teachers specially teachers posted in tribal areas with distance ranging from 50-80 km from DIET. The distance and poor roads and transport facilities affects the number of teachers attending the in-service training sessions.

8. **Quality of Mid Day Meal:** In all the states, schools do have kitchen sheds with cooks (2-10 depending upon the need). The quality of food appeared to be good. Barring Haryana, MDM is a major incentive for bringing children to school. Now, in Karnataka, milk and egg are also being served which again would help in maintaining the enrolment and presence of children in school. It is because most of the children accessing these schools in all the visited States belong to poor economic background, where parents find it difficult to provide adequate nutrition to their children.
9. **Learning Outcome:** On the basis of the assessment taken in class- 4,5 and 6, it was observed that children perform better in subjects taught in their mother-tongue and the level of efforts made by school in other language. It is because of this, the children performed poorly in English in all the states except Mizoram, performance was relatively better in Maths and mother tongue assessment test. The highest proportion of poor performing students were found in all the sample schools of MP.

Policy Implications

1. More attention to be paid on capacity building of BEOs enabling them to handle management of system and schools- development of leadership quality of BEOs.
2. BEOs to be facilitated more to visit schools frequently and work with school heads, teachers, SMCs for holistic improvement of school.
3. Ensuring availability of trained and qualified teachers for each subject and each grade at the primary as well as higher level – more attention on children enrolled in early grades- training teachers to handle multi grade teaching or reducing the possibility of multi grade situation due to lack of adequate classrooms or lack of adequate number of teachers.
4. Ensuring quality pre-school education for all children through formal schooling system.
5. Making school staff fully equipped with skill to deal with learning needs of students with diverse background.
6. More emphasis to be given on attendance and learning level of children as these are interlinked with each other.
7. Early identification of children vulnerable to silent exclusion to prevent low learning level of children.
8. Tracking children regularly and encourage them to participate in various activities other than study.
9. Looking after health, hygiene and nutrition of all children as most children tend to remain absent due to health related reasons.
10. Maintenance of quality of mid-day meal which helps children attending schools comfortably.
11. Making school safe, clean, attractive and resourceful-utilisation of available space to improve school environment as improvement of children's participation depends on improvement of school itself.

2. A Study of Governance, Regulation and Quality Assurance of Teacher Education in India

Prof. Pranati Panda

(Approved by Academic Council and External review comments is awaited)

Context: Ensuring quality teachers and quality teacher education programmes have been persisting as fundamental national concerns over the decades. The teacher education sector in general and teacher education programmes/courses in particular are witnessing series of changes in terms of duration, course structure, dominance of private providers, etc. Whilst the high quality teacher education is considered key to preparing effective and competent teachers, it is also central in laying foundation for developing the teacher as a professional.

There is stiff rise in the number of teacher education institutions during the last one decade constituting around 0.18 million institutions. Similarly, a complex variety of teacher education is being delivered at the beginning of this decade. These include University managed Department of Education, State managed (govt. and private), Centrally funded (548 DIETs, 120 CTEs, 31 IASEs and 21 BIETs) teacher education institutions. 90 percent of the teacher education institutions are in the private sectors and operates through self financing mode. The dominance of commercial entities with little social commitment is raising major concerns towards the quality of the teacher preparation programmes, regulatory mechanism and quality assurance approaches.

The demand for high-quality teachers cannot be met without high-quality teacher education. Empirical evidence have suggested that inadequate preparation to teach has an impact on student achievement outcomes, teaching effectiveness, teacher attrition rates and school collegiality. Cochran-Smith (2001) states, in today's 'outcomes' climate, it is pertinent to know about what teachers and teacher candidates should know and be able to do. In response to this, teacher education programmes need to continually provide evidence that their programmes and procedures are 'accountable', 'effective', and/or 'value-added' (Cochran-Smith, 2001, p.529) to be relevant to meet current and future needs. It has been established that it is primarily through the quality of teaching that effective schools make a difference, and that initial teacher education (ITE) and professional development can have significant effects on teacher quality (Hattie, 2009; Darling-Hammond, 2010).

The National Council for Teacher Education (Act of 1993) clearly articulates the critical role of NCTE as a regulatory body to define standards and norms, provide recognition to institutions and do inspection to ensure quality in the teacher education institutions. The Justice Verma Report clearly states that 'NCTE in consonance with the policy of liberalization and privatization in other sectors, began to allow self financing institutions to play a major role in teacher

education, and the result has been an unprecedented growth of such institutions ,with little quality control.’ The commission further recommended that ‘NCTE should develop a new framework for undertaking inspection of the recognized institutions with enhanced focus on process parameters to ascertain the quality of teacher education institutions...’.Further it emphasizes on the ‘accreditation as a tool of quality assurance’.

The assurance in teacher education sector is viewed in narrow perspectives in the Indian context. The quality assurance and accreditation is done through the National Assessment and Accreditation Council as a routine process without impacting the improved institutional practices and quality improvement. Hence, the NAAC engagement with the accreditation of teacher education institutions is very minimal and limited impact on quality assurance.

The need for quality assurance in teacher education has remained as the weakest zone in the Indian teacher education sector. It is strongly believed over the years that a single agenda of regulatory reform will ensure improvement in teacher education .The major challenge is 'How the quality of teacher education can be assured fostering a quality culture and improved performance of each institution?'

Regulation, Quality Assurance and Accreditation in Teacher Education: Reviews and Practices

The quality assurance in teacher education is perceived as critical to defining measures of effectiveness of teacher education and ensuring improvement of the quality in teacher education sector. Quality Assurance (QA) in teacher education has received growing interest. There is a need for teacher education institutions to seek ways to continually improve its academic staff, programme design and delivery, administrative procedures and support services (Mok, 2005).

The Organisation for Economic Co-Operation and Development (OECD) stresses that the quality of a country’s higher education sector and its definition, assessment and monitoring is not only key to its social and economic well being but is also a critical factor for the education system’s international positioning. The OECD defines quality assurance as “a planned and systematic pattern of all the actions necessary to provide adequate confidence that a product will conform to established requirements” (OECD, 2004; OECD, 2008). It encompasses a review of multiple dimensions of inputs, processes and outcomes that constantly evolve over time. QA is the ‘process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations and measures up to threshold minimum requirements’ (Harvey, 2004–2007). Quality Assurance is an “all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of [teacher] education systems, institutions or programmes” (Eurydice, 2006, p. 74).

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Quality audit is a system of quality assurance procedure .A quality audit is the first step in the procedure of assuring quality and its adequacy .It is often used by the institutions themselves .

Quality assessment consists of carrying out the evaluation (reviewing, measuring, and judging) of the quality of teacher education processes, practices, programmes and services through appropriate techniques, mechanisms and activities. In the process of quality assessment, one has to take into account the context (international, national, regional and institutional), the methods used (self-assessment, external peer review, reporting), the levels being assessed (system, institution, programme), areas of assessment (academic, managerial, output and outcome), and the stakeholders' objectives and priorities.

Accreditation for quality assurance is widely used method of external quality assurance. Accreditation is an endorsement by an external quality-assurance agency that a program is producing graduates who are competent to begin practice and who meet standards for initial or provisional license (TEDS-M, 2013). Although its use for teacher education has remained implicit, as a component of higher education, government agencies concerned with improving quality of teacher education are using it as an explicit approach.

Certification, licensing and registration are endorsement that a *person* has attained the standards necessary to gain full entry to a profession. This endorsement may be given by a government agency (e.g., a statutory authority) or a professional body, often the same agency that is responsible for accreditation of teacher education programs (TEDS-M, 2013).

It may be further visualized from three perspectives: Quality Control (QC), Quality Assurance (QA) and Quality Culture (QC).The preceding deliberations critically reflects the conceptual notions of quality assurance in teacher education, methodology and approach practiced in different countries.

The review of available articles, documents and research studies in the area of Regulation, Quality Assurance and Accreditation on Teacher Education from the international perspectives are varied and complex. These are rooted to teacher education policy, context and socio historical development of teacher education of the respective countries.

The first ever large-scale international study of the preparation of primary and lower-secondary teachers (TEDS-M, 2013) clearly emphasizes the relationship between quality assurance mechanism and quality of graduates from teacher education programme. Though the study is on Mathematics teaching, the Part –II of the report focuses on policies related to assuring the quality of initial teacher education of 17 countries. The findings of this study further reveal that, ‘a strong relationship between the strength of these quality-assurance arrangements and the quality of graduates’..... ‘Quality-assurance policies and arrangements make a difference’.

Maria Teresa Tatto, Joseph Krajcik, and James Pippin from Michigan State University (2013) as part of the larger project analysed the range of institutional mechanisms for teacher preparation program quality, including their intended purposes and uses, and the evidence used for and emerging from such evaluations. The analysis of nine of these countries (Bulgaria, Brazil, China, Finland, Germany, Israel, Italy, South Korea, and Taiwan) reveals that ‘quality assurance mandates and slightly more than half report linkages to laws or regulations. Fewer than half of the respondents identify quality assurance efforts that address teacher preparation programs specifically. Most point to measures that focus on quality assurance of universities in general; teacher preparation programs, housed within universities in most countries, are therefore included in these measures. Of the four countries reporting specific evaluation systems for teacher preparation programs, three are East Asian’. The purpose and intend of quality assurances are related to external monitoring for improving quality of teacher preparation programme and increasing transparency for public awareness and consumption, helping to balance the supply and demand of teachers, and offering financial and administrative support for high-performing institutions.

A study on Quality Assurance in Teacher Education in Europe (2006) reveals that the quality assurance and evaluation of initial teacher education varies from country to country within the Europe. In the majority of countries, general regulations on the evaluation of higher education also apply to the evaluation of teacher education. External evaluation is compulsory or recommended in most of the countries being considered.

Some of the East Asian countries are leading performer in PISA and their performances are contributed to the quality of teacher preparation programme. There are two trends of quality assurance of teacher education in East Asian Countries –Centralized and Decentralized approach. The decentralized practices are in Japan and Taiwan where as centralized practices (e.g., ministries of education) are in South Korea, Hong Kong, and Singapore.

Hong Kong, which is offering teacher education courses in three Universities, engages in a self-evaluation on a routine basis. Yet this evaluation must include feedback from staff, students, external examiners from years past, and past reports with recommendations for improvement (Tripartite Liaison Committee of Hong Kong, 2009).

Thailand is very unique for establishing a self grown 'External Quality Evaluation System' i.e. , National Education Standards and Quality Assessment (ONESQA), which is a public organization. The office assesses every institute offering teacher education programs every five years. Academic freedom, institutional autonomy, and accountability are considered key to innovation and never disturbed by external evaluation.

The teacher education system in Finland has generated considerable international interest in recent years due to its excellent performance in international assessments (e.g., Hargreaves & Shirley, 2009; Sahlberg, 2010). There is a greater consensus that high scores in international assessments and achievement tests are largely the result of the high quality of teachers and teacher education (e.g., Niemi, 2011; Sahlberg, 2011). Finland's high level of education and competence is based on high-quality teacher education. The profession of a teacher is regulated, and the qualifications required from teachers are defined in legislation. There are three level of quality assurance in teacher education .The leading principle of national evaluation policy and quality assurance model is rooted to 'evaluation for improvement in Finish Teacher Education'.

The regulation and quality assurance at National Institute of Education (NIE) ,Singapore, as have three key concepts under grid of quality management programme. The Framework is a systemic approach to investigate teacher quality (Chong and Ho, 200). The Quality Assurance Framework for NIE's initial teacher preparation is adapted from the CIPP Model comprises of four quality components that build the process towards a holistic programme review – Context, Inputs, Process and Product. The QA review takes place at three levels – formative, external and summative. The framework is subjected to continuous review and further development.

Above reviews clearly indicate that regulation and quality assurance in teacher education sector is viewed in narrow perspectives in the Indian context. There is lack of evidence based research in this area to evolve in right perspectives. The Justice Verma Commission Report (2012), identified vast gaps in current perspectives and situation of teacher education institutions. It is very much imperative that teacher education sector need to be studied from the perspectives of governance, regulation and quality assurance in a triangulated manner so as to improve the institutional performance and practices.

The major questions include: What about the quality of teacher education in general and private managed teacher education institutions in particular? How would the society and students of teacher education know what they are getting is laudable to become effective and competent teachers? How would the governments check quality investment in teacher education yielding desired result in preparing quality teachers? Moreover, what kind of regulatory and quality assurance mechanism is to be evolved keeping in view the diversified Indian teacher education system?

Major Objectives

1. To study the current policies and practices of governance of Teacher Education Institutions (TEIs);
2. To explore the role of central regulatory authority and states in managing teacher education programmes and institutions;
3. To understand the mechanism or processes for taking decisions for affiliation and recognition for teacher education ;
4. To study the available institutional framework or guidelines to prepare competent and qualified teachers and quality of teacher education ;
5. To map the current procedures of quality assurance ,its conceptual framework ,model and use of feedback report for improving the quality of teacher education programme;
6. To study the impact of regulation and quality assurance processes on improving the performance of teacher education institutions and courses ;
7. To analyze the policies and practices to monitor and assure that graduates are competent and qualified to gain certification and prepared for full entry to the teaching profession.

Methodology:

The study will cover all the States and UTs of India. The selected case study would be conducted in four States –Maharashtra, Odisha , Tamil Nadu and Delhi. The primary data will be collected by using measurement tools. Policy content analysis and secondary data will be used for further analysis .The qualitative data will be collected through interviews and focus group discussion. Both the qualitative and quantitative data will be triangulated for analysis, interpretation and generalizations.

Timeline:

The research project will be of 18 months duration. The time duration for the research project are as follows:

Review of related literature –	2 months
Field studies -	4 months
Analysis and Interpretation -	6 months
Report writing -	6 months

Budget Estimates

SI. No.	Budgets Estimates	Budgets Expenditures
1.	Project Staff Consultants 1 for 18 months @ 40,000 Junior Consultants 2 for 12 months @ 30,000 Data Entry operator 2 for 6 months @ 17,000	Rs. 7, 20,000 Rs. 7,20,000 Rs. 2,04,000
2.	Field Visits (Travel expenses)	Rs. 2, 50,000
3.	Organization of two workshops on finalization of tools and analysis	Rs. 1, 50,000
4.	Editing and printing of the report	Rs. 50, 000
5.	Miscellaneous expenses (Xeroxing, Binding, Stationary etc)	Rs. 50, 000
	Total	Rs. 21, 44,000 (Twenty one lakh and forty four thousand)

Policy Implications:

The study on Governance, Regulation and Quality Assurance of Teacher Education in India would provide complete perspectives to understand teacher education sector in an in-depth manner. The study would further provide new directions towards policy formulation and implications on practices to rethink about transforming the teacher education sector to prepare quality and competent teachers.

**Research and Training Activities Proposed
2018-19**

Training Programme Proposed for the year - 2018-2019

1. Title of the Programme : Teacher Education Hand Book (Governance, Regulations and Quality Assurance)

Prof. Pranati Panda

Introduction:

Ensuring quality teachers and quality teacher education programmes have been persisting as fundamental national concerns over the decades. Whilst the high quality teacher education is considered key to preparing effective and competent teachers, it is also central in laying foundation for developing the teacher as a professional. Empirical evidences have suggested that inadequate preparation to teach has an impact on student achievement outcomes, teaching effectiveness, teacher attrition rates and school collegiality. Cochran-Smith (2001) states, in today's 'outcomes' climate, it is pertinent to know about what teachers and teacher candidates should know and be able to do. In response to this, teacher education programmes need to continually provide evidence that their programmes and procedures are 'accountable', 'effective', and/or 'value-added'(Cochran-Smith, 2001, pp. 529) to be relevant to meet current and future needs. It has also been established that it is primarily through the quality of teaching that effective schools make a difference, and that initial teacher education (ITE) and professional development can have significant effects on teacher quality (Hattie, 2009; Darling-Hammond, 2010).

The demand for high-quality teachers cannot be met without high-quality teacher education. In India, improving teachers' quality and need to enhance the relevance of teacher education has remained a persisting challenge over the last many decades (NPE, 1968, 1986/1992; NCTE, 1998; NCF, 2005; NCFTE, 2009). The two national policies on education and a series of special commissions and committees have raised issues relating to teaching profession, teaching and teacher education programmes in general and have given array of recommendations to change and transform teacher education sector. The curriculum management, though very significant to prepare the kind of reflective teachers, is considered as panacea to meet the challenges of teacher education programmes. Many a times, teacher education institutions are failing to translate the conceptual notions of new curriculum due to lack of supportive and reference materials and desired preparedness. (Panda, 2014)

As a sequel to National Policy of Education (1986) and entry of federal policy, new pathways for transforming teacher education in India were carved out in governance and management, regulations, diversified teacher education programmes, resource and financing pattern. The governance of teacher education and systemic reforms involves critical role of federal government not only in establishing new form of teacher education institutions through central funding during different plan periods but also pushing the concept of 'teacher education as a continuum'.

A complex variety of teacher education is being delivered at the beginning of this decade. At present 90 percent of the teacher education institutions are in the private sectors and operate through self financing mode. Hence, the diversified teacher education institutions includes Govt. managed (State and Centre), University managed (State and Central) and privately managed. A strait jacket regulatory framework of National Council for Teacher Education (NCTE) is applicable to all the diversified teacher education programmes for recognition, affiliation and inspection. Currently, 0.18 million teacher education institutions are preparing 14 million prospective teachers for different levels of school Education sector.

The regulations and quality assurance in teacher education is perceived as critical to defining measures of effectiveness of teacher education and ensuring improvement of the quality in teacher education programmes . There is a need for teacher education institutions to seek ways to continually improve its academic staff, programme design and delivery, administrative procedures and support services. Therefore, quality assurance is an ‘all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of [teacher] education systems, institutions or programmes’ (Eurydice, 2006,pp. 74).The National Council for Teacher Education (NCTE) with its statutory and regulatory mandate to ensure planned and coordinated growth of teacher education has not yet succeeded to professionalize teacher education programmes .Witnessing the legal directions from Supreme Court of India, the diversified courses have been introduced with longer duration to establish professionalism in teacher education and to discourage the private providers. The Justice Verma Report clearly states that ‘NCTE in consonance with the policy of liberalization and privatization in other sectors, began to allow self financing institutions to play a major role in teacher education, and the result has been an unprecedented growth of such institutions ,with little quality control.’ The commission further recommended that ‘NCTE should develop a new framework for undertaking inspection of the recognized institutions with enhanced focus on process parameters to ascertain the quality of teacher education institutions...’.It also emphasizes on the ‘accreditation as a tool of quality assurance’. In the recent times, NAAC engagement with the accreditation of teacher education institutions is very minimal and limited in nature to ensure quality teacher education programmes. In the recent initiative, The NCTE has signed Memorandum of Understanding (MoUs) with the NAAC and Quality Council of India (QCI) for the Accreditation of Teacher Education Programmes for secondary and elementary levels respectively. However, beyond the professional recognition, the accreditation process should help an institution to reflect on its core goals, functions, and values and become a better learning organization to prepare quality and professional teachers for the country.

There is little debate in education community about the assertion to bring directional and sustainable change in teacher education with evidence based research, policy pronouncements and change management strategies. Efforts need to transcend rhetoric and clearly demonstrate the need for transforming teacher education in coherent and sustainable manner. The major

challenge, therefore, is ‘How the quality of teacher education can be assured fostering a quality culture and improved performance of each institution?’

Objectives of the Programme

1. To develop a hand book on Governance, Regulation and Quality Assurance in Teacher Education;
2. To identify the thematic area as defined chapters and appropriate authors;
3. To organise two author workshops to develop the content outline of chapters.

Theme

- Governance for Quality Improvement: Management of Diversified Teacher Education Institutions ;
- Regulation of Teacher Education: Critical Role of Statutory body for Enforcing Reform for Quality;
- Role of Universities and Higher Education Institutions for Transforming Teacher Education;
- Privatization in Teacher Education :Public or Private Good ;
- Accreditation and Quality Assurance in Teacher Education: Implication on Institutional Performance ;
- Standards and Benchmarking in Teacher Education: Constrains or Catalyst;
- Governance and Curriculum Management ;
- Managing Change in Teacher Education: Autonomy and Accountability.

Participants and Target Group

15 identified writers/authors for different thematic areas

Date and Venue

June 12-13, NIEPA and September 11-12,2018

Budget Estimates

Sl.no	Budget Estimates	Budget Expenditure
1.	TA /DA to authors (15)x2	Rs. 3,50,000
2.	Chapter writers honorarium(Rs.30,000x15)	Rs.4,50,000
3.	Contingency	Rs.1,00,000
4.	Total	Rs.9,00,000

2. Title of the Programme: Workshop on Improving Participation of Children in Elementary Schools in India

Dr. Madhumita Bandyopadhyay

Introduction:

During last five years, in view of importance of regular participation of children and improvement in their learning achievement, a series of workshops is being conducted at NUEPA by involving stakeholders who work close to schools in this regard. Currently a Participatory Action Research project is also being to understand the process of improving schools and participation of children in the context of schools. This workshop intends to share the preliminary findings of study with the functionaries involved in this research from six states selected for this study.

The workshop will focus on efficient management of participation of children at the elementary level covering the issues related to absenteeism, repetition, low learning level, lack of transition and dropout in different states of India. It will also discuss how schools are dealing with these problems at their level. It would also discuss the role of school functionaries working not only at the school but also at different other levels i.e. cluster, block, district etc. to implement different programmes for improving schools.

The discussion and deliberation would facilitate to understand different issues involved in non-participation of children in school but also will discuss how similar initiatives can be replicated in other schools and areas. An attempt will also be made to understand the process of improvement of participation of children and the way district, sub district and school level functionaries can collaborate to improve the same within the specific context the school is functioning. This workshop is also linked with an ongoing study on children's school participation in six states namely Himachal Pradesh, Haryana, Madhya Pradesh, Karnataka, Odisha and Mizoram.

Objectives of the Programme:

The main objective of the workshop is to provide forum to the participants:

- to discuss the process of planning and implementation of different activities for improving school as well as participation of children in schools
- to share the report of the ongoing study
- to prepare Action Plan for further improvement and expansion of work for improving participation of children in schools under study.

Theme: The focus will be on attendance/absenteeism, learning achievement, completion and transition.

Date and Venue:

Three Day Workshop (29-31October, 2018) at NUEPA

Participants/Target Groups:

A team comprising a team of District and Block level officers **who have already** participated in the workshops conducted since January, 2014. The nomination will be accepted on first cum first serve basis. If possible a few selected school heads also will be invited to participate in this workshop,

Expected Outcome:

- It is expected that this workshop will provide an insight into the process of overall development of schools where the participants have already taken different initiatives for improving the participation of the children in schools.
- A consolidated report will be developed based on the deliberations and discussions in the workshop.
- It is also expected that each Block Education Officer will be able to evaluate the work they have done so far and will be preparing a school development plan for further improvement of the schools as well as for expansion of these activities in other schools under their jurisdiction.

Budget Estimates:

SI. No.	Budgets Estimates	Budgets Expenditures
1.	TA to participants	Rs. 8,00,000/-
2.	Lodging	Rs. 32,000/-
3.	Boarding	Rs. 50,400/-
4.	TA/DA to NUEPA Faculty : (if the programme is field-based)	NA
5.	Miscellaneous expenditure :(Like stationary, photocopy, group photo and Official Lunch/Dinner etc.)	Rs. 1,50,000/-
	Total:	Rs. 10, 32,400/-
	Contingency	Rs. 1,03,240/-
	Grand Total	Rs. 11,35,640/-

3. Title of the Programme: Access and Participation of Children in Elementary Schools in the Educationally Backward Blocks in India**Date: 26-30 November, 2018****Introduction:**

In recent years, various policy initiatives have been taken for improving access of children to elementary education which have impacted on their enrolment at primary and upper primary level. Most states have witnessed massive increase in enrolment of children. In addition to access to education, the RTE has specially focused on regular participation and learning of children in schools. Many studies have already indicated that effective management of schools can improve the quality of school functioning which in turn influences the access to and participation of children in schools by reducing the problems of lack of schooling space, late enrolment of children, irregular attendance, low achievement and dropout. Although, many states have already witnessed considerable improvement in access, enrolment and participation of children, but the situation is far from satisfactory in some of the blocks which have already been identified as educationally backward blocks (EBBs).

This workshop is being proposed in view of the needs of capacity building of Block Education Officers posted in such educationally backward blocks across the country. It has been experienced that many of these officials are not provided with adequate training and their

professional needs are not given priority at the desired level and it is because of this, the educational programmes and schemes are not implemented as it is expected. The majority of children who remain out of school, or school dropout belong to such blocks and required more attention in order to achieve the goal of Universalization of Elementary Education. In this context, it is felt that a workshop needs to be conducted especially for these particular officials who are striving for implementing RTE Act and also for improving access and participation of children in these backward blocks (EBBs).

This workshop intends to share the issues that will be emerging from an ongoing field based research focusing on efficient management of participation of children at the elementary level covering the issues related to absenteeism, repetition, low learning level, lack of transition and dropout in different states of India. It will also discuss how schools are dealing with these problems at their level. It would also discuss the role of school leaders working not only at school but also at different other levels i.e. cluster, block, district etc. to implement different programmes for improving schools. The discussion and deliberation would facilitate how these initiatives can be replicated in other schools and areas. While doing so, special focus will be given to understand the needs of the educationally backward blocks and socially as well as economically weaker section of society living in these blocks. A separate concept paper will also be developed on current educational situation in EBBs.

Objectives of the Programme:

The main objective of the workshop is to provide forum to the participants:

- to discuss ongoing activities that are being implemented for improving access and participation of children in elementary schools in EBBs,
- to discuss different problems and challenges are faced to conduct these activities, and
- to prepare an Action Plan for further improvement in schooling of children in such blocks

Theme: The focus will be on various issues pertaining to student's attendance/absenteeism, learning achievement, completion, transition and dropout/ retention in the context of educationally backward blocks.

Date and Venue:

Five-day Workshop (26-30 November, 2018) at NUEPA

Participants/Target Groups:

All together, approximately 40 participants will be invited for this programme. A team comprising BEOs from two backward blocks from one of the backward districts from each state will be invited for this programme. The nomination will be accepted on first cum first serve basis.

Expected Outcome:

- This workshop will provide deeper understanding regarding the issues pertaining to the schooling of children in educationally backward blocks which are mostly inhabited by socially disadvantage community.
- It will also provide an opportunity to discuss about the capacity building needs of the different administrators who are working at the district and sub-district levels for implementing RTE Act. A manual is expected to be developed based on these discussions.
- It will also provide a forum to these officials to share their experiences and views regarding different challenges they face to deal with different problems in such educationally backward blocks.

Budget Estimates:

SI. No.	Budgets Estimates	Budgets Expenditures
1.	TA to participants	Rs. 8,00,000/-
2.	Lodging	Rs. 32,000/-
3.	Boarding	Rs. 50,400/-
	TA/DA and Honorarium to Resource Persons	Rs. 20,000/-
4.	TA/DA to NUEPA Faculty : (if the programme is field-based)	NA
5.	Miscellaneous expenditure :(Like stationary, photocopy, group photo and Official Lunch/Dinner etc.)	Rs. 1,50,000/-
	Total:	Rs. 10, 52,400/-
	Contingency	Rs. 1,05,240/-
	Grand Total	Rs. 11,57,640/-

4. Title of the Programme: National workshop on governance and management of Early Childhood Care and Education (ECCE) in India

Dr. Rasmita Das Swain

Name of Department: School and Non Formal Education

Introduction

Education is basic human right and no child, youth or adult should be excluded from learning opportunities that will allow him or her or to live decently, access and exercise they rights, and engage in civic life. It is critical for expending quality education to provide equitable and relevant learning opportunities to all and children must benefit from quality learning opportunities for sustainable development and peace (UNSECO, 2014-2021, Medium-term strategy). Quality ECE is useful in promoting healthy development, promotes transition in to primary school with positive socio-emotional and academic benefits for learner of all abilities. UNSECO studies have reported that ECE investment have significantly greater positive long term effects on the productivity and returns in later adulthood above and beyond other educational investments (vogel i.e. 2010). Spending per student in low income countries should increase, on average more than 3 times what is currently spent, with prioritization towards ECE (UNSECO report 2007). This financial need requires greater pulling of resources through cross sector committees represented by education, health, family welfare and other ECE related services. It is important for convergence and coordination of all sectors where disadvantage children who most need ECCE programme UNESCO 2007.

The national policy on childhood care and education, India, 2013 seek to provide integrated services for holistic development of all children up to six years of age, and lays down the way forward for a comprehensive approach towards ensuring a sound foundation for survival, growth and development of the child, with a focus on early care and learning of every child. The multi-sectoral ECCE call for improved convergence and coordination between different departments like Ministry of Women and Child Development, Ministry of Human Resources Development, Ministry of Health. The week policy provisions National ECCE policy, RTE Act, SSA, and ICDS led to in adequate services living children to their fate. There are few states how have successfully established ECCE council. Whereas other states still working to make it functional. The governance and management of ECCE policy for effective implementation is crucial for synergetic linkages in various departments.

Objectives

1. To discuss current laws, policies and practices of governance and management of ECCE.
2. To discuss the role and need of regulatory bodies in centre and states for managing quality ECCE.
3. To discuss about enablers quality of ECCE in public and private management.

4. To discuss policies and good practices to monitor quality ECCE in states.
5. To discuss about convergence for sustainable coordination in selected state like Maharashtra, Odisha, J&K, Tamil Nadu, Chhattisgarh

Participant/ Target Group

The workshop would bring together 40 participants including Officials of state ECCE councils , Officials of women and child development department, UNICEF field officers, Experts, academics scholars, Practitioners, Child health and well being practitioners, Educational administrators overseeing ECCE at block and district level.

Expected outcome

It is expected that participants from states other experts would deliberate on the governance structure, processes and management of ECCE program and enablers quality of ECCE in public and private management. The information related to policies and good practices to monitor quality ECCE in states can be generated.

Date and Venue

The workshop will be held on November 14 – 16, 2018 (3 days), NIEPA, New Delhi. Accommodation will be provided in the NIEPA hostel.

SI. No.	Budgets Estimates	Budgets Expenditures
1.	TA	Rs. 400000/-
2.	Venue Charge	Rs. 300000/-
3.	Lodging and boarding	Rs. 500000/-
4.	Conveyance and Honorarium	Rs. 100000/-
5.	Field visit ECCE centre in Delhi	Rs. 100000/-
6.	Reading materials	Rs. 100000/-
7.	Miscellaneous Expenditure (Bags/ Stationary, Banners/ Editing / Printing/ Photocopies)	Rs. 200000/-
	Total	Rs. 1700000 (Seventeen Lac only)

Research Proposals

2018-19

**A Proposal for Study on
Girls' Education in India
A Comparative Study of Himachal Pradesh, Haryana and Madhya Pradesh**

Introduction

India has witnessed considerable improvement in access to and participation of children in school education right from pre-school to higher secondary level. Despite this massive increase in enrolment of students, girls' education has been always a matter of concern in this country as it is infamous for considerable gender inequality in every aspect of life. Drawing upon experiences of different Asia Pacific countries, a UNICEF technical paper (2009, 40) states, "it should be recognised that bringing all girl children to school is not merely an educational action. It transforms attitudes and behavioural dynamics of society, so that gender equality is seen as a value in itself worth pursuing". It has been recognised by extensive researches that gender plays an important role in access and participation of children in schools in many of these countries (King *et al.*, 1999; UNESCO, 2004; Dewan, 2008; Glick, 2008; Govinda, 2008. Lazo, 2008; UNICEF, 2009). Making educational provision for girls has been a challenging task for the countries located in South Asian region (Herz and Gene, 2004; Herz, 2006; Huxley, 2007; Heijnen-Maaltuis, 2008) including India due to various factors (Bandyopadhyay and Subrahmanian, 2011).

Commitments to gender equality in education can be seen internationally, as three (goal 2, goal 4 and goal 5) out of six EFA goals were concerned with gender equality in education. Reducing gender gap has been one of the goals of the Millennium Development Goals (MDGs) as well as Sustainable Development Goals (SDGs). All these goals focus on girls' full and equal access to and achievement in basic education of good quality. MDGs re-affirmed the concerns of gender equality in goal 2 and goal 3. Both, the EFA goals and the MDGs, have stressed at the provision of equal opportunity for quality education to boys and girls. Based on these international commitments, bridging the gender gap in basic education has been a major concern for most developing countries. Ever since MDGs have been introduced, many initiatives have been taken by central and state Governments in India to achieve these goals by 2015. It has been mentioned by a recent report (MDG – India Report 2014), that, "MDGs have helped in bringing a much needed focus and pressure on basic development issues, which in turn led the governments at national and sub national levels to do better planning and implement more intensive policies and programmes..... The 12th FYP (2012-2017) goal is to achieve "Faster, More Inclusive and Sustainable Growth" which is in conformity with the MDGs." However, these goals along with other policy commitments have been guiding principles for major policy initiatives and actions taken for Universalization of Elementary Education with a strong focus on girls' education.

Girls' Education in India: An Overview of Literature

It is widely known that the root cause of gender inequality in Indian society lies in its patriarchy system which is an oppressive and unjust social system that enforces gender roles putting women in subservient position and disadvantaged situation in the society on one hand and causing continuation of male dominance over women on the other. The education system of this country has also been influenced by this gender biasness prevailing in society. It is therefore, the country is striving for achieving gender equity in and through education which has been a long standing goal of the education policy in India (GoI, NPE, 1986). Indian Constitution has envisaged an egalitarian society and made provisions for protecting the interests of disadvantaged groups including women. Following the spirit of the Constitution, the National Policy on Education (NPE), 1986 and its Plan of Action, 1992 explicitly recognised the positive role of education in reducing gender gap and promoting the rights of disadvantaged groups and minorities.

Many studies have shown that extreme poverty and lack of education are also important reasons for women's low status in our society (White et al, 2016). Strong preference for son over daughters is a common phenomenon in India leading to discrimination of girls and denial of their rights to access to various facilities and resources within home and outside. Educating girl child is still not seen as a worthwhile investment due to various reasons (Bandyopadhyay, 2017a, 2017b, 2017c). Many parents send their girls to government schools to avail free education whereas they are ready to pay for educating boys in private schools and also for private tuition. In a recent study, Govinda and Bandyopadhyay (2011a) have explained how the nexus of poverty, location, social inequity and gender discrimination significantly influence patterns of exclusion from educational opportunities and for girls it becomes a situation of double or multiple disadvantages (Bandyopadhyay, 2017d). Gender inequality is also reflected in India's poor ranking in various global gender indices. For example, India's ranking is 127 out of 152 countries in the List of **UNDP's Gender Inequality Index- 2014 and** according to the **World Economic Forum's Global Gender Gap Index- 2014** our country ranks at 114 in the list of 142 countries of the world.

A recent article in a leading news paper (Venkat, Hindu, 2015) mentions, "The Statistical Year Book, brought out by the Ministry of Statistics and Programme Implementation (MoSPI) that is overseeing progress on the MDGs, shows that only six of the 18 targets adopted as part of the eight goals in 2000 have been fully met. Another report brought out by the U.N. Economic and Social Commission for Asia and the Pacific shows that India has met only four of the eight MDGs." Despite substantial progress as mentioned in several government reports and research studies, bridging the gender gap in educational access and participation has always been a challenging task for Indian education system as the gender gap continues to be substantial even after 70 years of independence. While 35% of women still remain illiterate as per the recent census, 2011, a large number of girls particularly from different disadvantaged groups still remain out of school (Bandyopadhyay, 2017d).

The Indian Constitution guarantees equality and social justice in all walks of life including education. Universalisation of elementary education (UEE) has been a constitutional commitment and since independence, it has always been part of Five Year Plans including ongoing 12th Plan. The National Policy on Education (NPE, 1986), with its Programme of Action (1992) have also strong focus on UEE as well as promotion of gender and social equity in education. Based on recommendations of NPE 1986 and its POA, 1992, various Centrally Sponsored Schemes were initiated to promote primary education. Government of India is currently implementing countrywide programme for UEE- *Sarva Siksha Abhiyan* which has been introduced almost at the same time when MDGs were introduced by UN. Subsequently, the Right to Education Act, 2009 has made education up to the grade VIII as fundamental right for children of 6-14 years age-group from the year of 2010 by enforcing 86th Amendment which has given further fillip in the initiatives taken for achieving UEE. As a result of many such initiatives, it is heartening to see that, during last decade India has already witnessed unprecedented expansion of schooling facilities along with massive increase in enrolment.

Literacy and elementary education are essential for human development and have considerable impact on national development. Achieving gender parity in literacy rate is quite crucial for promoting gender equity in education to a large extent. A recent report of UNESCO (2015) also has provided the data showing gradual improvement in adult and youth literacy rates (Figure 1). According to this report, the number of illiterate adults has declined from 287 million in 1991 to 266 million in 2015 but the proportion of females in these adult illiterates has shown substantial increase from 61.5% to around 67% at the same period of time. The number of illiterate youth also has substantially declined during this period of 1991- 2015 from 65.2 million to 23.8 million but the proportion of females in these illiterate youth has marginally declined from 64% to only 62% posing further challenge for country's development agenda. Missing the target of educating young adults particularly women might have an impact on country's initiatives taken for other targets and MDGs in coming years.

The Government, in accordance with its constitutional mandate and policy recommendations of NPE, has taken several initiatives to provide educational facilities to all sections of society. The gender concerns have been brought at the centre stage of policymaking prompting adoption of special measures for girls' education in India (UNICEF, 2009). In addition to this, elementary education has recently become a fundamental right for all children in the age-group 6-14 necessitating that all children must attend full time formal school. The Eleventh Plan (2007-2012), has envisaged that achieving gender equality is intrinsically important in pursuit of the goal of inclusive growth and achieving Universalisation of Elementary Education. All these have resulted in an improvement in financial investment on elementary education. The demand for elementary education and schooling has considerably increased with an increase in female literacy, which was much lower in earlier decades, leading to an upsurge in enrolment of boys as well as girls (Govinda and Bandyopadhyay, 2011a). To address this demand, government is not only providing schools and teachers but also extending incentives that can help poor children particularly girls to continue their education. These efforts may put an end to the vicious circle of

illiteracy of parents and non-enrolment of children and the intergenerational transmission of illiteracy and poverty (Govinda and Bandyopadhyay, 2011a).

Recruitment of female teachers as envisaged by NPE, 1986 is another strategy that can enhance access and participation of girls in schools. It is widely acknowledged that the availability of qualified, trained and motivated female teachers positively impacts children particularly girls' performance in schools (Wu *et al.*, 2006). Parents feel more comfortable to send their daughters to schools having female teachers who act as role models for girls. However, the proportion of female teachers in many schools of India is much less than males because of non-availability of educated women mainly in remote tribal areas where female literacy rate is excessively low (Bandyopadhyay, 2017c). In addition teachers' absenteeism and low status are significant problems in government schools. A study on teachers' absenteeism by Kremer *et al* (2005) has shown that the incidence of absenteeism was higher among men and senior teachers than female and junior teachers in Bihar, the state witnesses higher gender gap at every stage of education. Despite having enabling policies and considerable push made during the last decade, girls in India suffer from widespread prejudices. Boys get preference over girls in many other aspects and even at the time of birth. Data released by Union Health Ministry's National Health Profile 2010 says "that the State of Madhya Pradesh had the highest number of recorded cases of both female feticide and infanticide in 2009. While the figures for Madhya Pradesh said that there were 23 female feticide cases in the State, it also recorded 51 cases of female infanticide – the highest in the country.

In majority of the Indian households, preference is given for the well being and educational needs of boys in contrast to girls because of the "patriarchal social structure with a strong male preference" Wu *et al.*(2006, 119). Under a situation of abject poverty in large number of households, chances are more for parents to decide in favour of boys' education, leaving girls out of school (Colclough *et. al.*2000, Bandyopadhyay and Subrahmanian, 2011). The daughter of a poor and illiterate mother is more likely to be out of school as compared to children of educated mother (Nayar, 1999, Ramachandran, 2004). Many studies (Ramachandran, 2004; Wazir, 2002) have already established close linkage between gender and school participation. Multiple strategies adopted over the years have helped improve the accessibility and participation of girls in schooling at primary and secondary levels. These include free textbooks, scholarships for girls, back-to-school camps and bridging courses, recruitment of female teachers, national programmes to increase demand for schooling among rural and disadvantaged girls and special residential schools such as Kasturba Gandhi Balika Vidyalayas.

The recent most National and Family Health Survey (4th Round) (GoI, 2016) has shown that although gender gap has reduced in case of education of 6-10 years old, this gap is still quite significant for children who are 11-14 years old. The proportion of both boys and girls attending educational institutions declines substantially in the case of those between 15-17 years old, but is much higher for boys as compared to girls specially in urban areas. It has also informed that, 31

percent of females and 15 percent of males have never attended school. Also only 14 percent of females and 20 percent of males completed 12 or more years of schooling.

From preceding discussion, it is understandable that, gender inequality is still persisting despite introducing many gender sensitive policies and initiatives across the country. Many initiatives have also been taken for systemic reform with a gender lens. This includes strengthening education systems so that they work for girls (and boys) and increase their investment in accelerating change in girls' education. Gender analysis is being used more often than earlier in developing education policy at the national and state level policy planning and its implementation. However, despite such initiatives, the research on girls' education needs more attention as girls are continuing to lag behind boys in many respects of school education and after implementation of RTE Act, 2009 for last eight years, many girls are still found not attending schools in many states particularly in educationally backward states and also in those states which are infamous for gender inequality in various aspects. With this backdrop, It is in this context, this study intends to explore the present status of access and participation of girls at the elementary education level and to trace out the major challenges involved in it. An attempt will also be made to assess the disparity in learning outcome and to find out the areas in which further initiatives need to be taken for reducing gender gap in every aspect of school education.

Research questions:

This research will attempt to deal with following questions:

- Why education of girls is important in Indian context?
- What is the present status of girls' education in India as well as in the states under study?
- What kinds of provisions have been made to promote gender equality in school education?
- What are different challenges faced to educate girls in different contexts of states under study?
- Whether intersectionality of different social factors influences girls' education?
- Why are girls lagging behind boys in school education?
- Who are the girls not being able to access to school education and why?
- What are further initiatives to be taken to address obstacles to girls' education and to accelerate progress on girls' education?

Objectives:

Following objectives have been set before the study:

- To find out the present status of girls' education,
- To explore the determining factors (school and family related) for girls' enrollment, retention and learning achievement,

- To examine the impact of different policy initiatives and interventions (innovative and best practices) made by government on education of girls,
- To find out further initiatives to be taken to accelerate the progress of girls' education.

Area of Study

Since this study will be linked with the ongoing study on participation of children, the study area will be selected from the states covered under this ongoing study. In view of girls' school participation in different states it is being proposed the study area will be selected from Himachal Pradesh, Haryana and Madhya Pradesh. While Himachal has witnessed much progress in Universalisation of Elementary Education, Haryana and Madhya Pradesh are grappling with considerable gender gaps in different aspects of school education

Methodology

This study will be based on extensive and detailed analysis of secondary data as well as field investigation. The research design will be both qualitative and quantitative in nature. Available literature which includes various reports, documents of government and non government organizations, research studies etc. will be reviewed to understand the nature, extent and the process of participation of children particularly those who are from the deprived group. A survey method will be adopted to collect data and information from the schools. Interviews and observations and focused group discussions will also be conducted to collect necessary information. Main focus will given on girls already enrolled in the government school located in the village and data will be collected to find out the trend, issues and challenges involved in their schooling as well as learning. Thus the study will be a longitudinal study based on community and school survey both.

Universe of the Study:

One government school and the village in which the school is located will be selected from each of the three states i.e. Himachal Pradesh, Haryana and Madhya Pradesh for this study. While selecting the schools and villages, population and literacy level of disadvantaged groups including the SCs, STs and other minorities will be taken into consideration. It is also worthwhile to consider female literacy rate and girls' enrolment at the same time.

Sampling Frame and Procedure:

This study is linked with an ongoing study on school participation, being conducted in six states. Out of these states, the sample of villages and schools will be selected from three states: Himachal Pradesh, Haryana and Madhya Pradesh for this proposed study as these states are in different status as far as girls' education is concerned. While girls are found considerably lagging behind boys in terms of access and participation in different stages of school education,

Himachal Pradesh is much ahead of these states in terms of various aspects of school education particularly girls' access and retention.

The household survey will be conducted in the sample villages to find out family related factors that determine children's access to and participation in school. In addition, Focus group discussion with community members and interview with selected parents (identified through purposive sampling) will be done for their opinion and to assess their aspiration levels for their son's and daughter's education. The focus of participation of children will be specially limited to the government school (located within the village) which is covered under the above mentioned ongoing study.

Unit of Observation and Sample Size:

Three schools and three villages in which schools are located will be the unit of study. In order to collect data, household survey and school survey both will be conducted in two consecutive years. This will help to understand the issues related to access as well as participation of students attending the schools run by public and private agency. The teachers, parents, VEC and community members will be interviewed using interview schedules and questionnaires. Some information will also be collected through observations and Focus Group Discussion with community members. The perspectives of parents, teachers, principals and administrators will be taken into consideration on issues pertinent to girls' education.

Data Collection and Analysis

Apart from the initial data collected on selected indicators, further information will be collected using interview schedules and structured questionnaires. For different groups of respondents, separate questionnaire and interview schedule will be developed. An observation schedule will also be developed for conducting in-depth observation. Appropriate statistical methods will be used to analyze and interpret the collected data.

Research Team

A team will be engaged to conduct this study. Apart from Research-in-charge, one consultant, three junior project consultants, and two computer operators will be appointed at NIEPA. A few field investigators at the local level will be appointed to interact with the people (community members, teachers, children, parents) in the study area.

Time Frame: Duration: 3 years

- Literature survey and secondary data analysis: six months
- preparation and finalization of Questionnaires: six months
- Field Work (first and second round): six months
- Data cleaning and entry: six months
- Preparation of report: six months
- finalization of report: six months

Total Budget Proposal for the project period of Three Years (36 Months)

Items	Break-up of the budget	No. of personnel at present	Total Amount
Salary for one Project Consultant (for 36 months)	Salary@ Rs.40,000/-	1	Rs.14,40,000/-
Salary for Three Project Junior Consultants (for 36 months)	Salary@ Rs.30,000/-	3	Rs. 32,40,000/-
Salary for Three Project Computer Operator (for 36 months)	Salary@ Rs.17,000/-	3	Rs.18,36,000/-
Total Salary		7	Rs.65,16,000/-
Field work			
Stay arrangements and food for field work	Rs. 1,00,000/	-	Rs. 1,00,000/
Travel of project staff and principal investigator (Flight/Train/Bus)	Rs.1,50,000/	-	Rs.1,50,000/
Hiring vehicle for field work	Rs. 1,50,000/	-	Rs. 1,50,000/
Local Field Investigators	Rs.2,00,000/- (Salary@1,000/-person per day)	-	Rs.2,00,000/-
Total expenditure for Field work			Rs.6,00,000/-
Stationary, photocopy	Rs.75,000/	-	Rs.75,000/
Miscellaneous	Rs.75,000/	-	Rs.75,000/
Total expenditure for Miscellaneous and stationary etc.			1,50,000/
Total expenditure			Rs.72,66,000/-
Contingency	10%		Rs.7,26,600/-
Grand Total			Rs.79,92,600/-

Inclusive Governance, Management and leadership for Quality Early Childhood Education in Public and Private Sector.

Dr.Rasmita Das Swain

Introduction :

Education is basic human right and no child, youth or adult should be excluded from learning opportunities that will allow him or her or to live decently, access and exercise they rights, and engage in civic life. It is critical for expending quality education to provide equitable and relevant learning opportunities to all and children must benefit from quality learning opportunities for sustainable development and peace (UNSECO, 2014-2021, Medium-term strategy). Quality ECE is useful in promoting healthy development, promotes transition in to primary school with positive socio-emotional and academic benefits for learner of all abilities. UNSECO studies have reported that ECE investment have significantly greater positive long term effects on the productivity and returns in later adulthood above and beyond other educational investments (vogel i.e. 2010). Spending per student in low income countries should increase, on average more than 3 times what is currently spent, with prioritization towards ECE (UNSECO report 2007). This financial need requires greater pulling of resources through cross-sector committees represented by education, health, family welfare and other ECE related services. It is important for convergence and coordination of all sectors where disadvantage children who most need ECCE programme (UNESCO 2007).

The National policy on Childhood Care and Education, 2013, India, seek to provide integrated services for holistic development of all children up to six years of India, age, and lays down the way forward for a comprehensive approach towards ensuring a sound foundation for survival, growth and development of the child, with a focus on early care and learning of every child. The multi-sectoral nature of ECCE call for improved convergence and coordination between different departments like Ministry of Women and Child Development, Ministry of Human Resources Development, Ministry of Health and other agencies. The week policy provisions National ECCE policy, RTE Act, SSA, and ICDS led to inadequate services leaving children to their fate. There are few states have successfully established ECCE council. Whereas other states still working to make it functional. The governance and management of ECCE requires for synergetic linkages in various departments.

Governance is a decision-making process that gets more people and stakeholders involved. The aim is to come up with common good decisions that satisfy the majority. Inclusive governance, through citizens' involvement, favours the overall acceptance and makes implementation easier. Taking all dimensions into account promotes the emergence of multiple stakeholders and multi-level governance that is better able to take on challenges. The involvement of citizens enables governance to gain greater acceptance and tackle new issues. In order to reach the most satisfactory decision, a three-step decision-making process can be implemented: • Information: informing citizens • Consultation: asking their opinion on an issue • Dialogue: Based on the

results of the consultation, dialogue can be initiated to take the most satisfactory decision for everybody. Citizens can get involved at every level of governance to make the world they want to see a reality. Leadership for quality ECCE refers to transformation of system for public service delivery with effectiveness.

Quality education is seen as encompassing access, teaching and learning processes and outcomes in a ways that are influenced both the context, processes and outcomes (Global Monitoring Report,2005). Inclusive governance, management and leadership are interrelated for quality of education.

Objectives

1. To study current laws, policies and practices of Inclusive governance and management of ECCE.
2. To study the role of leadership in centre and states for managing quality ECCE.
3. To study the governance, management and leadership for quality of ECCE in public and private management in different states and UTs.
4. To study policies and good practices for quality ECCE in different states and UTs.
5. To study the effect of Inclusive governance, management and leadership for quality ECCE.

Methodology

Sample

The study would be exploratory in nature and use primary and secondary data. The primary data would be both quantitative and qualitative. Multi-level mixed method research and stratified random would be used for data generation. Participants would be system level leaders, bureaucrats, practioners, parents, community and other agencies engaged for ECCE.

Tool

Public Leadership questionnaire

Inclusive Governance processes –assessment

Management teachers, centre of ECE, provisions, system effectiveness, Service delivery, other agencies, parents and community participation

ECCE quality (MEYERS, 2004) both processes and structural dimensions

Timeline for completion of the Project

Review of Literature--3

Tool construction -----3 months

Collection of primary data-----6 months

Data processing: coding, tabulating and sorting-----4 months

Analysis of data and result output-----3 months

Writing report, discussion about findings, editing, typing, binding---5 months

TOTAL---24 Months (2 Years)

Budget:

1	Non recurring grant		Books, Patent tools and journals etc.	2,00,000/-	TOTAL 2,59,000/-
			Voice recorder (5)	50,000/-	
			Hard-disk (3)	9000/-	
2	Recurring grant	1 Senior consultant	2 Years	40,000*24	9,60,000/-
		4 Junior Consultants	2 Years	30,000*24 =7,20,000/-X4 persons	28,80,000/-
		4 Project Computer operators cum clerks	2 Years	17,000*24=4,08,000/- X 4 persons	16,32,000/-
		TOTAL	Salary for 2 years		54,72,000/-
		FIELD WORK			
		Workshops for Tool finalisation, Training for data collection by experts, Refreshments			3,00,000/-
		Travel, Food & accommodation			4,00,000/-
		Investigators	Rs.1000/- per day or per person		3,00,000/-
		Total			10,00,000/-

3. Miscellaneous	
Postage Charges, Telephone calls	15,000
Stationary, Questionnaire Print tools(questionnaire and others)	50,000
Photo-copy and Print Report ,editing, binding, Publications	50,000
Workshop for finalisation of reports with stake holders	50,000
Contingency 10%	6,89,600/-
TOTAL	8,54,600/-

Total= 2,59,000/-+54,72,000/-+10,00,000/- + 8,54,000/--=68,96,000/-

(INR : SIXTYEIGHT LACS AND NINTYSIX THOUSAND ONLY)



Department of School Non-Formal Education
National Institute of Educational Planning and Administration (NIEPA)
17-B, Sri Aurobindo Marg, New Delhi-110016 (INDIA)
EPABX Nos. : 26565600, 26544800
Fax: 91-011-26853041, 26865180
Website: www.nuepa.org