

# Department Advisory Committee

Agenda for the DAC

**2021-2022**

(10.03.2021)



**Department of School and Non-Formal Education**

**National Institute of Educational Planning and Administration (NIEPA)**

*(Deemed to be University)*

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



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## Contents

<b>Title</b>	<b>Page Number</b>
Members of the Advisory Committee	5-6
NIEPA Faculty	7
Faculty of Department of School and Non-Formal Education	8
Introduction to Department of School and Non-Formal Education	9-12
Status of Training Activities (2021-2022)	13-18
Research Studies Approved by Academic Council Completed and In-Progress (2020-21)	19-23
Training Activities Proposed (2021-22)	25-50
Proposed Research Project (2021-22)	51-68



## Department of School and Non-Formal Education

### Agenda for Departmental Advisory Committee Meeting

#### NIEPA

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## **Department of School and Non-Formal Education**

### **Name of the Faculty Members**

**Prof. Pranati Panda**, Professor and Head

**Prof. Madhumita Bandyopadhyay**, Professor

**Dr. Rasmita Das Swain**, Associate Professor

**Mr. A. N. Reddy**, Assistant 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 Childhood Care and 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, ECCE, teacher, teacher education.

The department undertakes research studies in diverse areas of school education sector, ECCE, 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](http://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 centre 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 has aligned its focus areas keeping in view the NIEPA Perspective Plan (2020-2030) and National Education Policy, 2020.

**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.

**2. *Early Childhood Care and Education***

Acknowledging the significance of Early Childhood Care and Education 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 improvement perspectives more critically. 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.

**4. *Standard-setting and Accreditation for School Education***

Standard setting for evaluation and accreditation of school performance are now increasingly being considered as potential levers of change. Standards setting are critical part of school education discourses and identifies criteria for measurable expectations within the broad framework of school key performance areas. The standards formulate measurable expectations, setting benchmarks for quality, and provide a common basis for assessment, evaluation and accreditation of school performance. Thus, standards can be used as a yardstick or as a measuring point. The value of having national set of standards that all schools throughout the country must use is based on the argument that national standards would: 1. Raise the level of

expectations for all students in a class, school, or education system; 2. Assure that all students meet national and global levels of achievement 3. Ensure better accountability through improved teaching learning process and schooling practices. The National Programme on School Standards and Evaluation (Shaala Siddhi) has made significant efforts in this direction. Hence, it would continue as one of the main focus areas of the department.

#### **5. *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.

#### **6. *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 NIEPA.

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.

### **7. *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 NIEPA. 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.

### **8. *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.

The department has drawn these focal areas from the 'Perspective Plan' of NIEPA as long, medium- and short-term strategies and New Education Policy 2020. 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.

**Status of Training Activities  
2020-2021**





## Status of Training Activities, 2020-2021

Sl. No.	Programme	Programme Coordinator	Completed/ In-Progress/ Reschedule	Status
1.	Teacher Education Handbook Governance, Regulation and Quality Assurance	Prof. Pranati Panda	In-Progress	<p>One author workshop has been conducted to develop and deliberate thematic areas and content outline of the respective chapters.</p> <p>Following chapters are received and few are awaited</p> <ol style="list-style-type: none"> <li>1. Governance and Management of Centrally Sponsored Scheme of Teacher Education- H K Diwan</li> <li>2. Case Study (Best Practices) of a Centenarian Teacher Education Institution- V Sudhakar</li> <li>3. University and Teacher Education- Santosh Panda</li> <li>4. Role of Affiliating University for Quality Management- Saroj Sharma &amp; Pradeep Kumar Mishra</li> <li>5. Regulation and Quality Assurance in Teacher Education- Pranati Panda</li> <li>6. Envisioning Quality in Teacher Education: Pedagogical and Curricular Perspectives- Namita Ranganathan &amp; Alka Behari</li> <li>7. Curriculum and Change Management- Mythili Ramchand</li> <li>8. Pedagogical and Process Management in Teacher Education: Special Focus on Internship- Sybil Thomas</li> <li>9. Management of Language and Communication in Teacher Education- Minati Panda</li> <li>10. ICT Policy and Teacher Education- Harjit Kaur Bhatia</li> <li>11. Quality Assurance and Governance in Teacher Education through ODL- Saroj Pandey</li> </ol>

Sl. No.	Programme	Programme Coordinator	Completed/ In-Progress/ Reschedule	Status
				<p>12. Regulatory Mechanism and Role of NCTE in Teacher Education- Amrut G.</p> <p>13. Competency Development of Teacher in Higher Education: The Evolving National Perception - Anthony Mathew</p> <p>14. Political Economy Labour Market and Employability- Aarti Srivastava</p> <p>15. Financing of Teacher Education- J.B.G Tilak &amp; Pradeep Choudhary The editorial board will review the chapters from April, 2021 onwards and will be sent for publication by July, 2021.</p>
2.	Development of Training Modules on School Evaluation for Improvement	Prof. Pranati Panda	In-Progress	<p>A two-day workshop was conducted for deliberation and discussion on the structure nature and themes of the modules. First Draft of the Modules has been developed.</p> <p>The training package includes following modules which is being under process:</p> <ol style="list-style-type: none"> <li>1. School Quality, Effectiveness and Improvement</li> <li>2. School Performance Management and Evaluation</li> <li>3. Standards Setting for School Evaluation and Accreditation</li> <li>4. Approaches and Methodology for School Evaluation and Accreditation focuses on key performance areas/ domain <ol style="list-style-type: none"> <li>4.1 Enabling Resources of School: Availability, Adequacy and Usability</li> <li>4.2 Teaching-Learning and Assessment</li> <li>4.3 Learners' Progress, Attainment and Development</li> </ol> </li> </ol>

<b>Sl. No.</b>	<b>Programme</b>	<b>Programme Coordinator</b>	<b>Completed/ In-Progress/ Reschedule</b>	<b>Status</b>
				<p>4.4 Managing Teacher Performance and Professional Development</p> <p>4.5 School Leadership and Management</p> <p>4.6 Inclusion, Health and Safety</p> <p>4.7 Productive Community Participation</p> <p>5. School Performance Analytics for Transforming Schools</p> <p>6. Evidence Based School Quality Improvement</p> <p>7. Improved Governance and Management of School Education</p> <p>Editorial Meeting will be organized to finalise the module</p>
<b>3.</b>	International Conference on School Evaluation for Quality Improvement	Prof. Pranati Panda, Dr. Rasmita Das Swain, Mr. A.N. Reddy	Shifted	Due to Pandemic (Covid-19)
<b>4.</b>	Gender Equity in School Education: Challenges and Opportunities	Prof. Madhumita Bandyopadhyay	Would be completed	The workshop is scheduled from March 8-11 in March 2021
<b>5.</b>	Orientation cum Workshop on Governance and Management of Quality Early Childhood Care and Education (ECCE) in India	Dr. Rasmita Das Swain	Shifted	Due to Pandemic (Covid-19)

<b>Sl. No.</b>	<b>Programme</b>	<b>Programme Coordinator</b>	<b>Completed/ In-Progress/ Reschedule</b>	<b>Status</b>
<b>6.</b>	Workshop on Management of Quality Early Childhood Care and Education (ECCE) in Northeastern States	Dr. Rasmita Das Swain	Shifted	Due to Pandemic (Covid-19)
<b>7.</b>	National Workshop on Education SDGs: Current status and Emerging Challenges	Mr. A. N. Reddy	Shifted	Due to Pandemic (Covid-19)
<b>8.</b>	Training Programme on Using Indicators in Framing Public Policies in School Education	Mr. A. N. Reddy	Shifted	Due to Pandemic (Covid-19)

**Research Studies Approved by Academic Council  
Completed and In-Progress  
2020-21**



Sl. No.	Research Studies	Principal Investigator	Completed/ In-Progress/ Reschedule	Status
1.	Participatory Action Research for Improving the Participation of Children in Elementary Schools in India	Prof. Madhumita Bandyopadhyay	Completed and Submitted the report on 3 <sup>rd</sup> September, 2019	<p>Major finding are as follows</p> <p><b>1. More stress on attendance and learning of children:</b> More focus should be given to regular attendance of children. Schools need a continuous support and encouragement from the higher authorities to improve the teaching learning process and other activities.</p> <p><b>2. Capacity building of Stakeholders:</b> Training of teachers, head teachers and block level officials can ensure school participation of children by not just monitoring but also taking up suitable actions at the school level for making a school functional &amp; effective.</p> <p><b>3. Transfer Policy hampers Sustainability of Innovative and Best Practices:</b> It is required to review the policy of transferring teachers as well as administrators in states, as it has considerable impact on teaching learning process and sustainability of innovative actions or best practices.</p> <p><b>4. Use of TLMs and appropriate teaching strategies:</b> In order to improve the teaching-learning environment, schools need more thrust on sensitizing and training teachers for the use of localized teaching learning materials, as per the grades.</p>
2.	A Comparative Study on Girls' Education in Himachal Pradesh, Haryana and	Prof. Madhumita Bandyopadhyay	In-Progress	<p>Tools are being developed in the form of:</p> <p>Household survey (Being finalized),  School survey (being finalized),  Questionnaires and Individual interview schedules for – parents, students and teachers (under</p>

Sl. No.	Research Studies	Principal Investigator	Completed/ In-Progress/ Reschedule	Status
	Madhya Pradesh.			preparation) Relevant literature reviews are being collected by the research team for the study. Fieldwork is being planned and it will start soon.
3.	A Study of Governance Regulation and Quality Assurance of Teacher Education in India	Prof. Pranati Panda	In-Progress	<p>The review of available articles, documents and research studies in the area of governance regulation and quality assurance in teacher education from the national and international perspectives are completed.</p> <p>Based on the deliberations of National Consultative Meet on teacher education, a detailed draft questionnaire has been developed.</p> <p>As a part of development tool a preliminary questionnaire on governance, regulation and quality assurance of teacher education has been prepared, to gather responses and deeper insights with regard to policy and practices in teacher education.</p> <p>Report has been developed on the basis of secondary sources. The following chapters have been drafted:</p> <ol style="list-style-type: none"> <li>1. Changing perspectives on teacher education in India</li> <li>2. Management of teacher education in India</li> <li>3. Governance and regulation of teacher education in India</li> <li>4. Quality assurance and teacher education in India</li> </ol> <p>Due to Covid-19, data has not been collected physically from the field. It is scheduled to be collected from April, 2021 onwards</p>



<b>Sl. No.</b>	<b>Research Studies</b>	<b>Principal Investigator</b>	<b>Completed/ In-Progress/ Reschedule</b>	<b>Status</b>
4.	Governance, Management and Leadership for Quality Early Childhood Education: A Comparative Analysis of Odisha, Punjab and Kerala	Dr. Rasmita Das Swain		Received feedback on Research proposal from Internal research Committee on 18th February 2021
5.	Critical Assessment of Participation of Children in Education in Urban Slums in India	Dr. Sunita Chugh	Completed (September 2020) (Preparation of the synthesis report is in progress.)	Major findings are follows: 1. School going status of children show that except Lucknow all cities have participation rate more than 80 percent. 2. Dropped out children in the age group of 6-17 years in all the cities are in the range of 5-17 percent, Lucknow slums are having largest percentage of dropouts which also has highest percentage of Muslim population. 3. Economic status and educational attainment level of parents are the significant contributing factors in the participation of children. 4. In Bhubaneswar, Raipur, Mumbai, Delhi and Kanpur higher percentage of children from the selected slums are attending government schools whereas in Hyderabad, Bhopal and Lucknow higher percentage of children are attending private schools.

<b>Sl. No.</b>	<b>Research Studies</b>	<b>Principal Investigator</b>	<b>Completed/ In-Progress/ Reschedule</b>	<b>Status</b>
6.	School Management Committees: A Move towards Open Government in Education in India	Dr. Sunita Chugh	Completed	<p>Major findings are as follows:</p> <ol style="list-style-type: none"> <li>1. Both all-India and micro researches on functioning of school management committees, the study applauds the initiatives in the field of open education in India in a rights-based framework.</li> <li>2. However, more sustained and meaningful involvement of school-based management structures in school improvement have to still reach an optimum level of operation as stipulated in educational policy and programmes of Indian education system.</li> </ol>

**Training Activities Proposed  
2021-22**



**1. Title of the Programme: International Conference on School Standards and Evaluation for Quality Improvement, February, 2022.**

**Programme Coordinator: Prof. Pranati Panda, Dr. Rasmita Das Swain and Mr. A. N. Reddy**

**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. School effectiveness may be the extent to which a school can adapt to internal and external constraints and achieve its multiple goals in the long run. In other words, to achieve school effectiveness, school must adopt school performance management as a continuous process of identifying, measuring and developing performance in schools by linking each individual's performance and objectives to the school's overall mission and goals. It is designed to provide a comprehensive view of school performance; to create tools to support continuous improvement; to identify academic gaps and opportunities for improvement for all students; and to identify top-performing schools to replicate best practices. 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, standards setting became a critical part of school education discourses. It identifies criteria for measurable expectations within the broad framework of School Performance Standards, Teacher Professional Standards, and Teaching Learning Standards. Standards, on other hand formulate measurable expectations towards schools, schooling processes and practices, and therefore, make schools more accountable for their achievement. It can also be used as measures or benchmarks, and, thus, as a tool for decision-making, indicating the distance between actual performance and the minimum level of performance required to be considered competent. 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). Therefore, standards were formulated as measurable expectations, setting benchmarks for quality, and provide a common basis for assessment, evaluation and accreditation.

There is evidence available across the countries that high performing schools have school review, evaluation or inspection practices in place. They measure both outcomes and the processes to identify specific areas that are in need of improvement. 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. Shaala 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.

### **Learning Objectives:**

The objectives of the Conference are to:

- provide platform for knowledge sharing about research, policy and practices on school Evaluation and improvement of developed and developing countries.
- explore context specific conceptual, methodological and evaluation related experiences
- explore performance based educational policies for future of developing countries especially South Asian countries.

Themes will be focus on the critical areas of school education such as school quality, performance management, accreditation, transparency and accountability, standard setting, regulation and governance, quality improvement etc.

### **Target Participants:**

It is designed to create a platform for policymakers, researchers and education practitioners to have deliberations upon various types and nature of school evaluation, school practices and how school evaluation can be leveraged at scale to ensure equity and quality in education. 15 International and 25 National experts who have extensively work in the area of quality education and school improvement will be deliberating on different thematic area. Along with this, 50 participants having expertise in the area of school education, quality education and

school improvement from educational institution like IASE, NCERT, SCERT and state officials will be participating on invitation.

**Expected Outcomes:**

The intended outcomes from the deliberation in this conference will be transformed in the form of chapters in book. Chapters will be contributed by 15 each International and Indian author (total 30) who have extensive work in the area of school quality and school improvement.

**Venue and Stay:**

The conference will be hosted by National Institute of Educational Planning and Administration (NIEPA), New Delhi at India Habitat Centre.

**Budget Estimates**

<b>Items</b>	<b>Break-up of the budget</b>	<b>Number of personnel</b>	<b>Total Amount</b>
TA to International participants	Rs.70,000/- per participant	15 participants	Rs. 10,50,000/-
TA to National participants	Rs.20,000/- per participant	25 participants	Rs. 5,00,000/-
TA/DA and Honorarium to Resource Persons	-	-	Rs. 50,000/-
Boarding and Lodging and invited participants	-	-	Rs. 10,00,000/-
Preparation of resource materials, stationery, photocopies etc.	-	-	Rs. 25,000/-
Hiring venue/Working Lunch/Tea/Snacks/VC Dinner	-	-	Rs. 12,75, 000/-
Miscellaneous expenditure	-	-	Rs. 75,000/-
<b>Total</b>			<b>Rs. 39,75,000</b>

**2. Title of the Programme: Development of Training Modules on School Evaluation for Improvement.**

**Programme Coordinator:** Prof. Pranati Panda

**Tentative Date:** April-July 2021

**Introduction**

Improving quality and performance of schools have been continuously reaffirmed in all the policy pronouncements. The school education system in India is witnessing speedy expansion coupled with increasing diversity of student population. The complexity of diversified context (rural, urban and tribal), composition of schools (large and small) and conditions (provisioning)

are major challenges to achieve equitable quality education for all children in India. Rights Based Approach to elementary education through enactment of Right to Education Act (2009) has emphasized accountability of schools. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) clearly visualizes “decentralizing school management and accountability” as a means to improving school performance. Policy documents continue to emphasize access to schooling and concurrently aim to achieve quality in school education.

As a result, holistic school quality improvement has taken centre stage in the educational reform. Towards this, there is a need for monitoring how our schools are performing and whether our learners are meeting standards that are required at different stages of learning process. It has fuelled evidence-based decision making for continuous school quality improvement. School performance evaluation aims to understand factors within schools and educational systems that are affecting learning outcomes of students in both academic and social areas. These knowledge bases can further be related to processes within schools and classrooms to improve learning outcome. School finds difficult to articulate for itself, but through school evaluation, they gain insightful information regarding their school and can plan the path for school improvement incrementally. The evaluation of students, teachers, schools and education systems is the central focus leading to school improvement. Thus, school evaluation is the means and school improvement is the goal.

There is a strong demand to upgrade the skill in the area of assessment. The modules shall be developed in partnership with industry, to help meet the global demand for skilled assessors. The purpose of this module development is to provide aspiring and practicing educators, educational leaders and others invested in schools with the practical knowledge and skills needed to engage in valid and ethical assessment practices that guide decision making to inform teaching practices and school/district policies. Given the recent changes in educational policy at the national level, schools and districts need to provide ongoing evidence of student learning and achievement. This means that all members of school/district communities need to become versed in a variety of assessment activities, multiple methods for interpreting and summarizing data, and constructing sound educational policy and practices that are supported by the local evidence provided in schools. The development of modules is designed to prepare educators for using assessment data to inform instruction.

The New Education Policy 2019 has emphasised that “an effective quality regulation or accreditation system will be instituted to cover all preschool education (private, public and philanthropic) to ensure compliance”, keeping this as a premise it can be asserted that school evaluation and accreditation is necessary for the quality enhancement of school education. Therefore, the modules are used to train critical mass of human resources who are accountable and responsible to extend support to school for quality improvement. The developed material, strategies will be tested through face to face modality.

The proposed operationalisation process involves capacity development of state officials for preparedness and effective implementation. NIEPA, as part of *Shaala Siddhi* endeavour, is developing the training modules on standards setting, school evaluation and accreditation. This



training package will be used to train critical mass of human resources who are accountable and responsible to extend support for school evaluation and accreditation.

### **Learning Objectives:**

The development of modules aims at:

- developing a perspective on school performance and evaluation for quality improvement;
- building capacity of professionals in school evaluation;
- creating a cadre of school assessors with requisite knowledge, attitude and competencies;
- facilitating effective implementation for institutionalization of school evaluation for improvement;
- reaching out to critical mass through modules for wider reach.

### **Progress:**

A two-day workshop was conducted for deliberation and discussion on the structure nature and themes of the modules. First draft of the modules has been developed.

The training package includes following modules which is being under process:

1. School Quality, Effectiveness and Improvement
  2. School Performance Management and Evaluation
  3. Standards Setting for School Evaluation and Accreditation
  4. Approaches and Methodology for School Evaluation and Accreditation focuses on key performance areas/ domain
    - 4.1 Enabling Resources of School: Availability, Adequacy and Usability
    - 4.2 Teaching-Learning and Assessment
    - 4.3 Learners' Progress, Attainment and Development
    - 4.4 Managing Teacher Performance and Professional Development
    - 4.5 School Leadership and Management
    - 4.6 Inclusion, Health and Safety
    - 4.7 Productive Community Participation
  5. School Performance Analytics for Transforming Schools
  6. Evidence Based School Quality Improvement
  7. Improved Governance and Management of School Education
- Editorial Meeting will be organized to finalise the modules

### **Expected Outcomes:**

- Modules will be developed for school assessors to facilitate the process of school evaluation and improvement;
- The modules shall act as an enabling tool to conduct self and external-evaluation with defined competencies and skills;

- The module shall identify the appropriate criteria and methodology for school evaluation and improvement.

**Budget Estimates:**

<b>Items</b>	<b>Number of workshops</b>	<b>Amount</b>
1. Workshops for Content Development of Modules	8	Rs. 1,50,000 X 8 = 12,00,000
2. Workshops for Editing of Modules	8	Rs. 1,50,000 X 8 = 12,00,000
3. Printing of Modules		Rs. 10,00,000
4. Contingency		Rs. 5,00,000
	<b>Total</b>	<b>Rs. 39,00,000</b>

**3. Title of the Programme: Teacher Education Handbook Governance, Regulation and Quality Assurance**

**Programme Coordinator:** Prof Pranati Panda

**Introduction:**

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., 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' to be relevant to meet current and future needs. The assurance in teacher education sector is viewed in narrow perspectives in the Indian context. Teacher education sector in India is continuing as a fundamental national concern for preparing quality teachers. Whilst the high quality teacher education is regarded key to preparing effective and competent teachers, it is imperative to understand the governance and quality assurance mechanism in this sector.

There is little debate in education community regarding the need for directional and sustainable change in teacher education with evidence-based research, policy pronouncements and change management strategies. Efforts are needed to transcend rhetoric and clear demonstration of change. The major challenge therefore is, 'How can the quality of teacher education be assured and a quality culture and improved performance fostered in each institution?'

### **Learning Objectives:**

- To develop handbook on ‘Teacher Education: Governance, Regulation and Quality Assurance’.
- To establish a 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.

### **Progress:**

- One author workshop has been conducted to develop and deliberate thematic areas and content outline of the respective chapters.
- Following chapters are received and few are awaited
  1. Governance and Management of Centrally Sponsored Scheme of Teacher Education- H K Diwan
  2. Case Study (Best Practices) of a Centenarian Teacher Education Institution- V Sudhakar
  3. University and Teacher Education- Santosh Panda
  4. Role of Affiliating University for Quality Management- Saroj Sharma & Pradeep Kumar Mishra
  5. Regulation and Quality Assurance in Teacher Education- Pranati Panda
  6. Envisioning Quality in Teacher Education: Pedagogical and Curricular Perspectives- Namita Ranganathan & Alka Behari
  7. Curriculum and Change Management- Mythili Ramchand
  8. Pedagogical and Process Management in Teacher Education: Special Focus on Internship- Sybil Thomas
  9. Management of Language and Communication in Teacher Education- Minati Panda
  10. ICT Policy and Teacher Education- Harjit Kaur Bhatia
  11. Quality Assurance and Governance in Teacher Education through ODL- Saroj Pandey
  12. Regulatory Mechanism and Role of NCTE in Teacher Education- Amrut G.
  13. Competency Development of Teacher in Higher Education: The Evolving National Perception - Anthony Mathew
  14. Political Economy Labour Market and Employability- Aarti Srivastava
  15. Financing of Teacher Education- J.B.G Tilak & Pradeep Choudhary
- The editorial board will review the chapters from April, 2021 onwards and will be sent to publication by July, 2021

**Budget Estimates:**

Items	Number of participants	Amount
TA /DA to authors for two workshops	22 X 2=44	Rs.10,00,000x2= Rs. 20,00,000
Chapter writers Honorarium	22	Rs.30,000x22 = Rs. 6,60,000
Editing (language and content)		Rs. 2,00,000
Printing of the Handbook		Rs. 3,00,000
Contingency		Rs. 5,00,000
	<b>Total</b>	<b>Rs. 36,60,000</b>

**4. Title of the Programme: Consultative Meet on Girls' Education in Aspirational Districts and Blocks in India from the Perspective of New Education Policy, 2020****Programme Coordinator:** Prof. Madhumita Bandyopadhyay**Programme Duration, Date and Venue:** 23 - 25 November, 2021 (*Three-day Programme*) at NIEPA, New Delhi**Introduction and Background:**

It is widely acknowledged that India has witnessed considerable increase in girls' enrolment in recent years. This increase in girls' enrolment in schools shows that parents have acknowledged the importance of educating girls in present societal context. This is the result of the government's thrust over facilitating her access to government schools by offering a number of financial incentives besides making education free till elementary level through Right to Education Act, 2009. But, when we consider the State wise educational status of girls, it is observed that there are considerable interstate disparities in the female literacy rates across the country. On one side, states like Kerala (92.07%), Mizoram (89.27%) and Lakshadweep (87.95%) have literacy rate above 80 percent, on the other side there are states like Rajasthan (52.66%), Jharkhand (56.21%), Bihar (53.33%) and Jammu and Kashmir (53.33%) which have female literacy rates lower than the national average.

The educational status of girls thus requires more attention in terms of region-specific efforts that would generate attitudinal change reflected in the improved literacy rate, enrolment and more specifically in the attendance and learning achievement for girls. Some of the recent initiatives to encourage girls' education include making education free for girls till Post graduation in Karnataka and till Ph.D in Punjab and distributing bicycles to teenage and adolescent girls in Bihar and Odisha for easy transportation from home to school. Many studies have already indicated that incentive-based approach has improved the enrolment, regular attendance and minimized drop-out of girls from school education, but still there are many areas and pockets within these states require more attention to improve the scenario. In this

context, especially during this ongoing medical emergency caused by COVID-19 across the country which itself has raised many concerns for education due to long closure of schools. Many children have been impacted by such situation due to increasing incidences of child labour, child marriage, and lack of facilities in home for online education and so on.

Recently, Niti Aayog, Government of India, has identified 117 aspirational districts across the country, which requires special interventions to match up with the socio-economic indicators, related to basic infrastructure, education and health, with the best district in the state. In this regard, there has been constant effort in ensuring the convergence of central and state development schemes. With the release of National Education Policy, 2020, state governments are simultaneously expected to work on its implementation process as well. With this backdrop, this consultation meet is being proposed to provide a forum to the state, district and sub-district level officials to discuss on states preparedness for implementing NEP, 2020 in the context of aspirational districts/blocks in general and to achieve gender equity in education in particular by ensuring proper implementation of different programmes and schemes as envisaged by NEP, 2020. The discussion and deliberation would facilitate participants in understanding the issues pertaining to girls' education and initiatives undertaken in the context of aspirational blocks and districts in different states. It will help them to address similar issues in their own state.

**Theme:** The focus will be on various issues pertaining to girls' participation in school like attendance/absenteeism, learning achievement, completion, transition and dropout/ retention which prevent her accessing equal educational opportunities in different states, with a special focus on aspirational districts.

#### **Learning Objectives of the Meet:**

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

- to discuss about the status of girls' education in different States/Districts/Blocks;
- to know about the preparedness of different states to implement NEP, 2020 in general and the ongoing activities to improve girls' education in particular;
- to discuss various challenges faced by the administrators to bridge the gender gap in general and specially during pandemic
- to identify the targeted strategies needed in aspirational districts of states to promote gender equity in elementary education

#### **Expected Outcomes:**

- This Programme is expected to provide deeper understanding regarding the issues pertaining to the status of girls' education in different states and their aspirational districts and blocks.

- It will also provide an opportunity to discuss about the ongoing best practices which may be learning experiences for all other states and helpful for replicating these practices in other contexts
- 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 different states.

**Participants/Target Groups:** A team comprising of State, District and Block level officers will be attending this Consultative Meet. Altogether, approximately **40 participants** from different states will be attending this Consultative Meet.

**Programme Management Team:**

Prof. Madhumita Bandyopadhyay (madhumita@niepa.ac.in) from the Department of School and Non-formal Education will be managing this Programme with support of team of researchers and project staff working with Prof. Bandyopadhyay.

**Budget Estimates: Rs, 13,49,480/-**

**5. Title of the Programme: Orientation cum Workshop on Governance and Management of Quality Early Childhood Care and Education (ECCE) in India**

**Programme coordinator:** Dr. Rasmita Das Swain

**Tentative date:** November 2021

**Venue:** NIEPA, New Delhi

**Mode: Off – line**

**Introduction**

The National Education Policy 2020 emphasizes universal provisioning of quality early childhood care, development and education to be achieved by 2030 while ensuring school readiness. The expansion of ECCE is proposed through four pronged strategies: a) standalone Anganwadis; b) Anganwadis collocated with primary schools; c) pre-primary sections co-located with primary schools; and d) standalone pre-schools (NEP 2020, p.7). Current situation is there are nearly 30 million children in the 3 to 6 age group who are out of the ECCE system, UNICEF Report, 2017. There are 13.4 lakh Anganwadis catering to 37.0 million children. More than 6.3 lakh Anganwadis are co-located with primary schools and 2.4 5 lakh primary schools have pre-school sections. The pre-school education is primarily provided by the private sector. Now, how the public investment and public provision of ECCE facilities can be improved is a major concern of NEP. For operationalisation of ECCE at field level, the assessment of the number of children are to be covered progressively to universalize ECCE based on the available data projections is required. The effective implementation of policy also necessitates mapping exercise to analyse the availability of ECCE facilities by

regions/blocks/districts and clusters. It also required strategic decisions about institutional arrangements for the delivering provisions for children by identifying location with dominant presence of marginal groups for creating better facilities. The guideline has to be prepared for coordination and convergence of inter-ministerial engagements in diverse activities relating to ECCE. This would provide support for coordination of inter and intra departmental functions and for integration of Anganwadis with primary schools. The capacity development of education officials, school and cluster heads, and staff from other ministries are required to operationalize universal access, planning for identifications of location for institutionalizing four models of ECCE, school availability norms and developing registration system for ensuring minimum universal standards. The aim is to no child, youth or adult should be excluded from learning opportunities. The early years are the foundation for the future learning and the children who attend quality early childhood programs do better in school, are less likely to become involved in the juvenile justice system, are more likely to have life and career skills. UNSECO studies have reported that Early Childhood Education (ECE) investment have significantly greater positive long-term effects on the productivity and returns in later adulthood. James Heckman, Nobel Laureate in economics (2000) have emphasised the early childhood Development is a smart investment. UNSECO, 2007 emphasized on average spending per student in low-income countries should increase, more than 3 times what is being currently spent, with prioritization towards ECE. This financial need requires greater pulling of resources through cross sector committees represented by education, health, family welfare, tribal affair and other ECE related departments. The convergence and coordination of all sectors are critical, where disadvantage children who most need the quality facilities. Though, there has been visible improvement in enrolment at pre-primary but not without substantial disparity across and within states on quality. Ministry of Women and Child Development (MWCD) has developed eight Quality Standards which recognizes the synergistic and interdependent relationship between health, nutrition, psycho-social, emotional and educational needs of the child. Given the multi-sectoral nature of ECCE, linkages and coordination are needed among various ministries and departments both vertically i.e., national to local level and horizontally in line departments.

In this connection, 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. There are few states who have successfully established ECCE council whereas other states still working to make it functional. The weak implementation of policy provisions and flagship programmes like RTE Act 2009, National ECCE Policy and this sector as a whole is lacking inter-sectoral and inter-ministerial convergence and finally leading to poor services. Basic facilities for organizing ECCE such as infrastructure, health facility, competent and child friendly teachers, their orientation and training, curriculum as well as assessment, monitoring and supervision of ECCE activities continues to pose challenges for facilities. The quality standards tend to get compromised at various levels. There are huge variations in the quality of provisioning ECCE services by the government due to inadequate monitoring and lack of

clear accountability resulting low accessibility. The private sector has gradually occupied the space of government because of deficient services in the sector. The systemic challenges like paucity of resources, lack of trained personnel make the constraints facing ECCE more stubborn. Today, only 1 in 5 children is enrolled and others are outside of social security net.

Union Budget (2018-19) proposed **Samagra Shiksha** - an overarching programme for the school education sector extending from pre-school to class XII treating holistically without segmentation. The program was prepared with the broader goal of improving school effectiveness and can be measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumed the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). It was implemented as a centrally sponsored scheme by the department of education through a single State Implementation Society (SIS) at the state level. The states have been reorganizing the school education to meet the mandate of Samagra Shiksha. States are at different phase of organizing ECCE in the school education i.e., from pre-nursery to Class XII and achieving universal access to ECCE. With this backdrop, the orientation cum workshop is designed to explore the current status and develop a workable framework for effective governance and management of quality ECCE in states and UTs.

**Objectives:**

1. To deliberate the New Education Policy 2020 and its implication for governance and management of quality in different ECCE models;
2. To discuss the key processes that are needed to create quality pre-primary education in school;
3. To discuss the strategies and roadmap for better governance and management by ensuring convergence and coordination among different ministries in different ECCE models;
4. To generate the knowledge, skills and attitude that are required for effective governance and management in ECCE models;
5. To discuss the effective practices and develop a management framework of the enabler of quality ECCE across different models.

**Target Group:**

The workshop would bring together 40 participants including state ECCE coordinators, members of ECCE councils, officials of Women and Child Development Department, National Institute of Public Cooperation & Child Development (NIPPCD), Tribal Welfare Officials, Ministry of Health, SCERT, DIETS, World Bank, UNICEF, Experts from National Commission for protection of Child rights (NCPCR) and Protection of Children from Sexual Offences (POSCO), Academics and Scholars.



**Expected Outcome/ Deliverable:**

The participants and practioners would become familiar with NEP 2020 and strategic preparedness for implementation of NEP by ensuring effective delivery of quality ECCE. It would also provide a platform for sharing and showcasing the best practices of states relating to governance and management of quality education in different type of ECCE models. It also aims to broaden the skills in how to expand services based on projected data in their states and key processes that are needed to create and integrate pre-primary education to school. It would create awareness for ‘behaving professionally’ which would include the dedication, commitment, managerial skills, standards of behavior and strong service ethics. The orientation cum workshop also aims to encourage participants to reflect upon how to support the implementation of programmes with available organizational arrangements for mainstreaming early childhood education into school education to help and give all children the best start in life. The policies, effective practices, innovations and experiences of states can be shared and documented.

**Date and Venue:**

The orientation cum workshop will be held on November 2021. NIEPA, New Delhi.

**Budgets Estimates**

<b>Sr. No.</b>	<b>Budgets Estimates</b>	<b>Budgets Expenditures</b>
1.	TA (40 participants)	Rs. 3,00,000/
2.	Boarding	Rs. 4,00,000/
3.	Lodging	Rs. 3,00,000/
4.	Venue Charge	Rs. 1,00,000/
5.	Special Lunch	Rs. 1,00, 000/
6.	Conveyance and Honorarium	Rs. 1,00,000/
7.	Field visit to ECCE centre	Rs. 20,000/
8.	Miscellaneous Expenditure (Bags/ Stationary, Banners/ Editing / Printing/ Photocopies Reading materials) Contingency 10%	Rs. 3,00,000/
	<b>Total</b>	<b>Rs. 16,20,000/-</b>

**Sixteen lakh and twenty thousand only.**

**6. Title of the Programme: Workshop on Management of Quality Early Childhood Care and Education (ECCE) in Northeastern States**

**Programme coordinator:** Dr. Rasmita Das Swain

**Tentative Date:** September 2021

**Venue:** Guwahati, Assam

## **Introduction:**

Northeastern states have special significance. This region's development is impeded by certain inherent difficulties such as inadequate infrastructure, adverse climatic conditions and mountainous landscape. The region's peace and social life is often disturbed by border clashes and ethnic tensions. However, the region is endowed with rich biodiversity and natural resources. The literacy rate in many of these states is above the rest of the country. Skilled human resources to exploit the local resources, if developed, such as tea, timber, tourism, oil, coal and bio-resources, offer immense potential for the economic progress of the region. It is needless to mention that quality higher education is pre-requisite for creation and development. The Northeastern States (NES) have some exclusive characteristics defined by tribal concentration, hill area, high rurality, predominance of agriculture, industrial backwardness etc. North-East Region is one of the backward regions of India characterized by low per-capita income, lack of private investment, low capital formation, inadequate infrastructure facilities, geographical isolation, and inadequate exploitation of natural resources. Its own tax collection and internal resources are quite inadequate, so the region is dependent on central devolution. Governance in these states is quite weak and reflected in the educational development of the region. The under 5 years early childhood mortality rate are fairly high in Assam and Arunachal Pradesh even it is higher than the average mortality rate of the country as reported in National Family Health Survey and State of World's Children Report. The school dropout rates in Arunachal Pradesh are 61.7 percent, Assam 77.4 percent, Manipur 45.3 percent, Meghalaya 77.4 percent, Mizoram 53.7 percent, Nagaland 75 percent, Sikkim 69.9 percent, Tripura 58.4 percent as compared to all India 49.3 percent (Basic statistics of North Eastern Region, 2015, Government of India, Ministry of Development of North Eastern Region). The boys school dropout rates are higher than girls in these states. Government of India has taken several initiatives through policies and programmes for the educational development of this region. Recently, the National Education Policy 2020 emphasizes universal provisioning of quality early childhood care, development and education to be achieved by 2030 though ensuring school readiness. Universalisation of pre-primary education which has become a national priority as it is foundation for human development and educational progress. It is also mandated by Sustainable development Agenda in its programme of Action. The expansion of ECCE is proposed in NEP as public services through four pronged strategies: a) standalone Anganwadis; b) Anganwadis collocated with primary schools; c) pre-primary sections co-located with primary schools; and d) standalone pre-schools (NEP 2020, p.7). Current situation is there are nearly 30 million children in the 3 to 6 age group who are out of the ECCE system, UNICEF Report, 2017. There are 13.4 lakh Anganwadis catering to 37.0 million children. More than 6.3 lakh Anganwadis are co-located with primary schools and 2.45 lakh primary schools have pre-school sections. The pre-school education is primarily provided by the private sector. Now, how the public investment and public provision of ECCE facilities can be improved is a major concern of NEP. For operationalisation of ECCE at field level, the assessment of the number of children are to be covered progressively to universalize ECCE based on the available data projections is required. The effective implementation of policy also necessitates mapping exercise to analyse the availability of ECCE facilities by regions/ blocks/districts and clusters.

It also required strategic decisions about institutional arrangements for the delivering provisions for children by identifying location with dominant presence of marginal groups for creating better facilities. The guideline has to be prepared for coordination and convergence of inter-ministerial engagements, monitoring, regulation, accreditation, transparency and accountability relating to ECCE. This would provide support for coordination of inter and intra departmental functions and for integration of Anganwadis with primary schools by professionalising the sector. The capacity development of education officials, school and cluster heads, and staff from other ministries are required to operationalize universal access, planning for identifications of location for institutionalizing four models of ECCE, school availability norms and developing registration system for ensuring minimum universal standards. The aim is to no child, youth or adult should be excluded from learning opportunities. The early years are the foundation for the future learning and the children who attend quality early childhood programs do better in school, are less likely to become involved in the juvenile justice system, are more likely to have life and career skills. UNSECO studies have reported that Early Childhood Education (ECE) investment have significantly greater positive long-term effects on the productivity and returns in later adulthood. James Heckman, Nobel Laureate in economics (2000) have emphasised the early childhood Development is a smart investment. UNSECO, 2007 emphasized on average spending per student in low-income countries should increase, more than 3 times what is being currently spent, with prioritization towards ECE. This financial need requires greater pulling of resources through cross sector committees represented by education, health, family welfare, tribal affair and other ECE related departments. The convergence and coordination of all sectors are critical, where disadvantage children who most need the quality facilities. Though, there has been visible improvement in enrolment at pre-primary but not without substantial disparity across and within states on quality. Ministry of Women and Child Development (MWCD) has developed eight Quality Standards which recognizes the synergistic and interdependent relationship between health, nutrition, psycho-social, emotional and educational needs of the child. Given the multi-sectoral nature of ECCE, linkages and coordination are needed among various ministries and departments both vertically i.e., national to local level and horizontally in line departments.

In this connection, 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. There are few states who have successfully established ECCE council whereas other states still working to make it functional. The weak implementation of policy provisions and flagship programmes like RTE Act 2009, National ECCE Policy and this sector as a whole is lacking inter-sectoral and inter-ministerial convergence and finally leading to poor services. Basic facilities for organizing ECCE such as infrastructure, health facility, competent and child friendly teachers, their orientation and training, curriculum as well as assessment, monitoring and supervision of ECCE activities continues to pose challenges for facilities. The quality standards tend to get compromised at various levels. there are huge variations in the quality of provisioning ECCE services by the government due to inadequate monitoring and lack of clear

accountability resulting low accessibility. The private sector has gradually occupied the space of government because of deficient services in the sector. The systemic challenges like paucity of resources, lack of trained personnel make the constraints facing ECCE more stubborn. Today, only 1 in 5 children is enrolled and others are outside of social security net.

Union Budget (2018-19) proposed **Samagra Shiksha**-an overarching programme for the school education sector extending from pre-school to class XII treating holistically without segmentation. The program was prepared with the broader goal of improving school effectiveness and can be measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumed the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). It was implemented as a centrally sponsored scheme by the department of education through a single State Implementation Society (SIS) at the state level. The states have been reorganizing the school education to meet the mandate of Samagra Shiksha. States are at different phase of organizing ECCE in the school education i.e., from pre-nursery to Class XII and achieving universal access to ECCE. With this backdrop, the orientation cum workshop is designed to explore the current status and develop a workable framework for effective governance and management of quality ECCE in states and UTs.

**Objectives:**

1. To deliberate on the New Education Policy 2020 and its implication for management of quality in different ECCE models.
2. To discuss the key decisions and processes that are needed to create quality pre-primary education in school
3. To discuss the strategies and roadmap for regulation, accreditation, monitoring, accountability and transparency in different ECCE models
4. To find out mechanisms for ensuring convergence and coordination among different ministries
5. To generate the knowledge, skills and attitude that are required for effective management in different ECCE models
6. To discuss the effective practices and to develop a management framework of the enabler of quality ECCE across different models.

**Target Group:**

The workshop would bring together 40 participants including state ECCE coordinators, members of ECCE councils, officials of Women and Child Development Department, National Institute of Public Cooperation & Child Development (NIPPCD), Tribal Welfare Officials, Ministry of Health, SCERT, DIETS, World Bank, UNICEF, Experts from National Commission for protection of Child rights, Academics and Scholars.

**Expected outcome/ Deliverable:**

The participants and practioners would become familiar with NEP 2020 and strategic preparedness for implementation of NEP by ensuring effective delivery of quality ECCE. It would also provide a platform for sharing and showcasing the best practices of states relating management of quality education in different type of ECCE models. It also aims to broaden the skills in how to expand services based on projected data in their states and key processes that are needed to create and integrate pre-primary education to school. It would create awareness for ‘behaving professionally’ which would include the dedication, commitment, managerial skills, standards of behavior and strong service ethics. The Orientation cum workshop also aims to encourage participants to reflect upon how to support the implementation of programmes with available organizational arrangements for *mainstreaming early childhood education into school education to help and give all children the best start in life*. The policies, effective practices, innovations and experiences of states can be shared and documented.

**Date and Venue:**

The workshop will be held on September 2021(Four days), Guwahati, Assam

**Budgets Estimates:**

Sl. No.	Budgets Estimates	Budgets Expenditures
1.	TA for NIEPA faculty & Resource persons (4 persons)	Rs. 1,00,000
2.	T.A. for Participants (40 persons)	Rs. 1,50,000
3.	Lodging Charges (NIEPA Faculty and Resource Persons and Participants) (6 days and 44 persons)	Rs. 6,60,000
4.	Boarding Charges for NIEPA Faculty and Staff and Participants (6 days and 44 persons)	Rs. 1,50,000
5.	Honorarium to Resource Persons Support Staff Contingency Expenses	Rs. 1,00,000
6.	(Stationery, including 32 GB Pen Drives, Reading Material Folders, Banner, Local conveyance. Group Photograph, Daily programme tea (twice) and Photocopying Expenses etc.,)	Rs. 1,00,000
	<b>Total</b>	<b>Rs. 12,60,000/</b>

**Twelve lakhs and sixty thousand only.**

## **7. Training Programme on Using Indicators in Framing Public Policies in School Education**

**Programme Coordinator:** Mr. A. N. Reddy

**Programme Duration, Date and Venue:** One week; December 2021: NIEPA

### **Introduction:**

The last more than two and half decades have witnessed a number of large scale interventions to expand and universalize elementary and secondary education. The interventions were target oriented, time bound and require up-to-date data and indicators for policy making, planning, implementation and monitoring. The personnel involved in making policies, planning, implementation and monitoring of these interventions and also those in collection and dissemination of data need to be equipped with latest knowledge and skills in using data and indicators to discharge their tasks. Further, the Education SDG adopted recently that aim at ensuring ‘all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes’ has brought the question of quality and measuring quality to make informed decisions to the forefront. Against this background this training programme designed to equip the state personnel with relevant skills to understand data, calculate and use various indicators on school education. The programme intends to go beyond conventional indicators like participation rates, internal efficiency indicators, parity indicators and cover indicators relating to quality and matrices to measure quality.

### **Theme:**

The following themes would be covered in the training programme

- Importance of universal elementary and secondary education in the emerging context and SDG 4
- Importance of data, and data requirements in planning and monitoring of different initiatives including *Samagra Shiksha* and different sources of data on school education including on quality
- Using different indicators in planning and monitoring of progress towards universal elementary and secondary education
  - Access and Participation
  - Internal efficiency
  - Projection of population, enrolment and estimating of teacher requirement
  - Quality Indicators-Minimum Levels of Proficiency, Learning Poverty
- Education SDG and Indicators
- Using Data and Indicators for Bench Marking, Setting Targets

### **Learning Objectives:**

- To inculcate an appreciation and disposition to use data in policy making, decision making, planning, implementation and monitoring

**Competencies to be developed:**

- Familiarizing the participants with various sources of data on elementary and secondary education;
- Equipping the participants with competencies and skills to calculate various indicators including Education SDG indicators that can be used in planning and monitoring of elementary and secondary education at state and district levels

**Expected Outcomes:**

- The participants will be able to display greater receptivity towards data, favorably disposed to use data and indicators to examine alternative scenarios in planning, policy and decision making. They shall be able to familiarize the participants with various sources of data on elementary and secondary education;

**Participants/ Target Group:**

Directors/Joint Directors or senior officers dealing with policy making, planning and statistics of elementary and secondary education from State and Central Governments, MIS and planning coordinators of *Samagra Shiksha*, etc.

**8. Title of the Programme: Webinar Series on School Education in India**

**Programme Coordinator:** Prof. Pranati Panda & Mr. A. N. Reddy

**Introduction:**

The school education system has witnessed massive reforms and interventions during the last nearly three two decades. Beginning with DPEP and to *Samagra Shiksha* and to STARS, the reforms and interventions have taken different shapes and forms. External assistance, decentralised planning framework, focus on marginal groups and areas, increasing role of NGOs and CSOs in provision and advocacy are some of the hallmarks of these reforms. The Right to Education Act was also enacted during period. Consequently, school education has indeed vastly expanded, school infrastructure has improved, access and enrolment. Access to education across all levels of school education is now nearly universal. Enrolment at elementary stage is universal and at secondary and higher secondary stage it increased manifold. Notwithstanding these achievements, data from multiple sources point out poor learning levels, high absence rates of children and also teachers are very high. The accountability in and management of public education system is weak at many levels. Private sector is increasingly becoming critical in school education. Nearly a third to half of children are in private schools in different levels of school education according to latest data. The achievements as well as persistent low level of learning achievement of children, and issues related management and accountability in school education along with contemporary changes and aspirations for the 21<sup>st</sup> Century raise several challenges in reforming school education.

Indeed, the National Education Policy adopted in 2020 (NEP 2020) sets agenda for major transformation of school education to meet these challenges. It envisages 'the revision and

revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21<sup>st</sup> century education including SDG 4 while building upon India's traditions and value systems'. The policy lays down a few fundamental principles for education that include among others uniqueness of child, foundational literacy and numeracy, flexibility, removing integration of different disciplines of knowledge including curricular and extracurricular, vocational and academic, etc., light but tight regulatory approach, etc. The NEP 2020 underlines the need to see the entire spectrum of school education from early child education to higher secondary education as one single integrated continuum. Accordingly, it emphasises structural transformation of school education, expansion of right to education, school complexes, teacher development and management, etc. Keeping in view the emerging challenges in school education and the priorities of NEP 2020, the Department of School and Non-Formal Education proposes to organise a series of webinars on different thematic areas during beginning with April 2021. The Webinar Series proposes to cover but not confining to the following overlapping thematic areas.

1. Universal Enrolment and Completion of School Education-Access, Equity and Quality dimensions
2. Expanding Right to Education
3. Structural Transformation of School Education (Integration of Early Child and Preparatory Stage of Education)
4. Improving Learning Levels of Children
5. Foundational Numeracy and Literacy
6. Early Childhood Education
7. School Standards and Accreditation
8. School Complexes, Sharing of Resources
9. Accountability, Management and Governance of School Education (including regulatory and monitoring structures)
10. Teacher preparation and Professional Development
11. Teacher Deployment and Management
12. Public Financing of School Education
13. Private Sector, Public-Private Partnerships in School Education
14. External Collaborations in School Education
15. Language of Instruction in School Education
16. Professional Standards for School Teachers
17. Centre and States in School Education
18. Outcomes based planning and resource allocation
19. Data and Indices in Planning School Education

## **Objectives**

The objectives of the webinar series are:

1. To provide the platform to deliberate on various aspects of school education.



2. To discuss the processes and practices that are needed to create a culture that ensure quality improvement in school education in the context of implementation of NEP 2020.
3. To discuss the strategies and roadmap for standard setting, regulation, accreditation, monitoring, accountability and transparency of school education

### **Methodology**

The Webinar Series consists panel discussions, Key note speeches with discussants. Each webinar would be focused on particular theme and a brief concept note would be prepared for wider circulation. A set of 3-4 key note speakers/panelists/discussants would be identified for each webinar. Key note address and panel discussions would be followed open discussion. The key note speakers/panelists would also be asked to provide a brief overview of their presentation.

### **Target Participants:**

It is designed to create a platform for policymakers, researchers and education practitioners to have deliberations upon various aspects of school education to ensure equity and quality in education. Participants having expertise in the area of school education, quality education and school improvement from educational institution like IASE, NCERT, SCERT and state officials will be participating on invitation.

### **Expected Outcomes**

The discussion and deliberations from the webinar series will be developed into handbook on school education.

### **Budgets Estimates:**

<b>Sr. No.</b>	<b>Number of Webinar</b>	<b>Expenditure per Webinar</b>	<b>Budgets Expenditures</b>
1.	10	Rs. 15, 000/-	15,000 x 10 = Rs. 1,50,000/-
<b>Total</b>			<b>Rs. 1,50,000/-</b>

## **9. Title of the Programme: Development of National Professional Standards for Teachers**

**Programme Coordinator:** Prof. Pranati Panda

### **Indian Teachers: Identity and Professionalism**

Over the decades, the demand for quality schooling and quality teachers are continuing as central to policy pronouncements, debates and discourses. The two earlier policy cycles at the national level (1968, 1986, 1992, POA) had acknowledged the quality, competence and character of teachers as prerequisite qualifications to build destiny within the classroom. The

current new education policy 2020 dialogues at different forums are not only echoing the same concerns relating to teacher professionalism and quality. The NEP 2020 envisages that the teacher must be at the centre of the fundamental reforms in the education system. Reiterating the centrality of teachers, New Education Policy 2020 envisions “Life Cycle Approach” towards teaching profession from entry to teacher education courses to recruitment, deployment, service conditions, continuing professional development and career management and progression. The Policy aims to restore the status of teaching profession to inspire the best to enter the teaching force.

The ‘Teacher’ and ‘Teaching Profession’ is continuing as a matter of concern over the last many decades. It is important to locate conceptions of teacher professionalism in relation to changing historical, political and social contexts because multiple meanings have changed and developed over time. The concept of professionalism is used in different senses and somewhat difficult to define. **Teacher professional identity, therefore,** is defined as the beliefs, values, and commitments an individual holds toward being a **teacher. Hence,** teachers with positive professional identity and teachers with negative professional identity has evolved over a period of time.

In this vein, New Education Policy (NEP) 2020 has proposed a comprehensive National Professional Standards for Teachers (NPST) to be developed by 2022 by the professional standards setting body (PSSB), encompassing all levels of school education by subject and other areas. The professional standards for teachers would be developed by analysing teacher professional standards of other countries, consultation with other stakeholders, teacher unions and others. Teacher Professional standards shall provide a policy mechanism to regulate the profession and enhance its status. A key policy consideration involves the use of professional standards as tools for extending professional learning and/or for credentialing and appraisal.

Many countries in the world have Teacher Professional Standards Frameworks in place. The larger purpose of using these frameworks is to convey a collective vision of professionalism that guides the daily practices of teachers and clarify the professional characteristics that a teacher should be expected to maintain and to build on at their current career stage. They define professional identities, dispositions and career paths for teachers and professional development of teachers. International examples of professional standards also claim the right of teachers to monitor their own profession through standards frameworks. The common standards in teacher professional standards frameworks are : professional knowledge and understanding, ethical code of conduct professional attributes and development, commitment to student learning etc.

Most of the developing South Asian countries do not have an established professional standards framework for teachers. Specially in the Indian context, the debate around teacher professional standards have been absent from the educational discourse and policy pronouncements. The teaching profession has been till date guided by transformations outlined in the National curriculum framework, (NCF) 2005 and national curriculum framework for teacher education (NCFTE) 2009. These transformations in the teaching profession are approached through the medium of changes in the curriculum and content outline. The profession has been devoid of a

holistic approach encompassing criteria and standards related to teacher's development as a professional.

The NEP 2020 envisions teachers as the true nation builders of the future. To fulfil these aims extensively NEP proposes to develop National Professional Standards for Teachers.

The major objectives to develop a National Professional Standards for Teachers are:

- to develop a common set of guiding principles for the teaching profession:
- to determine performance appraisal for each career stage
- to determine all aspects of teaching management and continuous professional development,
- to inform teachers professional self-assessment and self- reflection and to contribute to professionalisation of the teaching profession.

The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

To attain above stated objectives, the framework must be based upon, commitment to professional development, inculcating ethical codes and values ultimately leading to quality improvement and professional enhancement of teachers.

The salient characteristics of the framework shall include measurability, specificity, time-bound approach, and mission oriented, context based be. The framework may consist of common standards for various stages of the teaching profession; however, the focus areas or criteria shall vary according to the specific career stage beginning from pre service, in-service to continuous professional development.

The preparation of a standards framework for teachers can have the following significant stages:

- **Identifying and defining the core areas:** this step includes explaining and marking the most prominent areas to be dealt with while establishing the framework.
- **Identifying the existing research and literature:** the existing body of literature and frameworks of other countries shall be explored and analysed in-depth in order to extract the best practices from them.
- **Specifying the professional criteria for each career stage:** this will mark the detailed descriptors of criteria of a 'professional' educator, and further explains what a teacher should be prepared and aspire to achieve in the different career stages.

- **Empaneling stakeholders and leaders:** a panel of leaders and stake holders shall be established to evaluate information and provide recommendations regarding professional role of teachers.
- **Development of the framework:** various webinars, meetings and seminars will be conducted to critically analyse the requirements of the framework.
- **Outlining the standards:** to develop, implement the framework for evaluation and documentation.

### Objectives of the Programme

- To identify and define the core areas of professional standards for teachers
- To outline the detailed descriptors and criteria of professional standards for teachers
- To develop the methodology and approaches for assessment of pre-defined professional standards

### Expected Outcomes

This programme is expected to unfold may unanswered question and issues of teacher community and their professional development. It will lead to the development of national framework on professional standards for teachers

### Budget Estimation

S. No.	Items	No. of Workshop	Amount
1.	Workshop for Content Development of National Framework on Teachers' Professional Standards	15	Rs. 1,00,000 X 15 = 15,00,000
2.	Workshop for Editing National Framework on Teachers' Professional Standards	10	Rs. 1,00,000 X 10 = 10,00,000
3.	Printing of Framework		Rs. 5,00,000
4.	Contingency		Rs. 5,00,000
<b>Total</b>			<b>Rs. 35,00,000</b>

**Proposed Research Project  
2021-2022**



# **1. Inter-linkages of Social Capital, Social Exclusion and Education of Children: A Comparative Study of Rajasthan, Madhya Pradesh, Chhattisgarh and Haryana**

**Principal Investigator:** Prof. Madhumita Bandyopadhyay

## **Introduction**

Indian society has been highly hierarchical and stratified on the basis of caste, class, gender, religion and regional variations due to developmental initiatives. This has resulted in socio-economic inequalities across different communities. Education has thus been considered as one of the tools to bring social change and improving social mobility for the marginalized population in the country. Realizing this, Indian government has taken a number of steps to educate masses along with intensifying the development process in the country. The education policy documents (Kothari Commission, 1966; NPE, 1986 and now NEP, 2020) reflects the political will to improve the educational status of the population and thus achieving the Sustainable Development Goal-4, by 2030, set by the United Nations. It is acknowledged that if children of marginalized Indian population, like SC, STs, girls, migrants engaged in informal sector and Muslims, who generally remains in the periphery of developmental benefits, are facilitated with equal educational opportunities, the community would actively participate in bringing harmonious and sustainable development for all in the society.

In this direction, Green and Preston (2001) stated that social capital is the flexible conceptual tool that can be used to explain a wide array of social problems like education. Here, the term-social capital, draws its reference from James Coleman's (1988) conception of 'social capital' originating from family as the first social capital provider, followed by the community around, that includes- neighbourhood and local level associations, which all forms a support network for the family to ensure the successful completion of children's education. During the last 3-4 decades, since the implementation of National Policy of Education, 1986, and then RTE, in 2010, the country has witnessed tremendous growth in the access of school education, but equally concerning situation has been about the quality of education being offered to the population in remote areas, especially in rural India. Researchers suggest critical role of family's socio-economic conditions- like parental educational and occupational background, and neighbourhood/community, which contributes in the formation of conducive learning environment at home. Indian society is witnessing a positive change in terms of sending children for education and their performance in studies as 'prestigious' issue, however with some apprehensions involved due to the stratified system of schooling.

The proposed study thus aims to understand how family as the primary social capital provider and community around as the secondary social capital provider facilitate in accessing educational opportunities for children studying in elementary and secondary grades. It will also focus on role of schools in developing, strengthening and utilising this social capital and providing quality education to the children particularly those who are vulnerable to social discrimination and social exclusion.

Recently the researches on social capital and its impact on developmental activities are gaining importance across the world. It has gained attention of international agencies and many of them are citing examples of social capital and its contribution to socio-economic development while in many countries now public policy has started focusing on development and utilization of social capital for implementing various government programs as the researchers suggest that, the social capital has potential to promote the collective action of people. Although, the term social capital originated in 1916 but it became popular through the works of Pierre Bourdieu (1986), James Coleman (1988) and Roberts Putnam (1993).

While Bourdieu considered social capital as sum of “resources and assets” and tried to understand the relationship with other economic and cultural resources, Coleman focused on the social capital in creation of human capital and how it gives people the ability to work together for common purposes. In opinion of Putnam, social capitals are features of social organization such as trust, norms and networks that can improve the efficiency of society by facilitating coordinated actions (Putnam, 1993, 167). World Bank has defined social capital as the “institutions, relationships, and norms that shape the quality and quantity of a society's social interactions. Increasing evidence shows that social cohesion is critical for societies to prosper economically and for development to be sustainable. Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together.” Thus, from these definitions, it is understandable that social capital can be considered as an important ingredient for societal development by strengthening social network within and across communities which has far reaching impact on education of children.

## **Rationale**

In view of the potential of social capital to bring people together to form a group for collective action, the concept of social capital has captured the attention of educational researchers and policymakers too. It is experienced the educational development significantly depends on collective action of all stake holders- government officials, teachers, students, parents and community. Already some researchers have been conducted using Bourdieu’s approach that related social capital with cultural capital. Coleman himself tried to establish a correlation between social capital and school dropout rate. Similarly, Putnam insisted that the regions with high social capital witness better institutional performances as it promotes collective actions of people to assert their socio-political as well as economic rights. It can be applicable in case of improvement of educational institutions. It has been widely experienced that, parental and community participation can be valuable part of an overall plan for school improvement (World Development Report, 2004, 111). Problem of non-enrollment, drop out, low achievement level of children cannot be solved unless teachers, parents and community are not involved in educational programs. The policy makers in India have already understood this and special emphasis is being given to develop a ‘sense of ownership’ among community members and also to bring school closer to community.



School education in India has experienced considerable changes during post Independence era that has witnessed several important commissions expressing their concerns for development of national system of education with main objectives of achieving national integration, reduction of regional imbalances and elimination of social injustice and disparities. It has been realised that without proper education, the achievement of economic and social development of country is not possible. Special efforts are being made to improve the access of education to all mainly after introduction of the NPE 1986, followed by efforts to universalize secondary school education and now the recent introduction of Samagra Shiksha in 2018, encompassing all levels of school education and also the implementation of National Education Policy, 2020. Studies in the past have shown greater surge in terms of access of schooling but also highlighted the challenges in ensuring effective schooling and learning outcomes. So, National Education Policy, 2020, stresses on improving the foundational stage of schooling, i.e. the initial five years, which greatly influence the learning in later grades.

Despite these developments, research experiences (ASER, 2017) in the past, while universalizing elementary education, have shown that learners' performance in basic learning competencies has largely remained poor. Under this situation, it is not surprising to see that the children from poor communities, backward sections of society (SC, ST, OBC and Minorities), and disadvantaged groups (migratory, disabled) are not attending school and a large share of them are girls. In this context, India's goal of ensuring quality education to all remains unfulfilled and points to three main challenges: provision of equitable access to schooling facilities, improving learning achievement, and reducing gaps in education outcomes across states and among groups (based on caste, class, gender). These challenges can be met through concerted efforts for context specific and situation specific strategic interventions with a pro-poor attitude. Many of these strategies are to be decided at the local level and also by the people those affected by these strategies.

Following the decentralization approach can however be one of the powerful tools in facilitating the decision making process at local level and much closer to those affected by it. It is one of the major political decisions with an intention of increasing efficiency, flexibility and responsiveness in education system in accordance with the needs of socio-economic development of any country. A generally accepted view of educational decentralization is that it signifies 'A wider representation of legitimate interests' in the school system (Mc. Lean and Lauglo, 1985, p.5). The NPE, 1986 and POA, 1992 have specifically recommended for decentralization of elementary education. Following the recommendations of NPE, 1986 and POA, 1992; efforts are being made under the educational programmes at the national level as well as state levels for developing partnership between various agencies like government, Civil Society and Community within the framework of decentralization and involvement of all stakeholders including parents in educational activities and day-to-day functioning of schools. However, it has been experienced that the nature of the partnership and degree of people's participation vary considerably from one place to another. It is more challenging to ensure people's participation in a society that is divided along the lines of caste, class, gender and also rich and poor.

It is in this context, it is felt, that it would be worthwhile to study the role of social capital in accessing educational opportunities at home and in school and thereby promoting social inclusion of the children those have been denied schooling facilities and hence remained out of school so far. Thus, in view of social and cultural diversity and existing development challenges, four states are being selected for the proposed study- Haryana, Rajasthan, Madhya Pradesh and Chhattisgarh. This is being done in the light of poor sex ratio like in Haryana despite meeting other development parameter and the extent of poverty and socio-cultural discrimination in the hierarchical societies of earlier called- BIMARU states- Rajasthan, Madhya Pradesh and Chhattisgarh.

This study will probe the following research questions -

- What is Social Capital and how the social capital is impacting social inclusion in the larger society?
- Whether and how the social capital promotes the inclusive education?
- What are the different policies and programme that are being implemented to develop and strengthen social capital in general and in the context of the areas under study in particular?
- What are further initiatives to be taken for establishing a strong linkage between social capital and education?

### **Objectives**

Following objectives have been set before the study:

- To study the nature and the process of social capital formation existing in the society;
- To explore the factors that influence social capital formation and its use especially in the states under study;
- To study how social capital influence school education and the role of schools in formation and strengthening of social capital;
- To examine how people from different communities are using social capital for ensuring schooling and learning of their children enrolled at the elementary as well as at secondary stages;
- To study how use of social capital and education together promote social inclusion and its policy implications for educational development.

### **Earlier Researches: Brief Overview of Literature**

A growing body of literature of interdisciplinary in nature is now available to understand various dimensions of social capital and its impact on societal development. The works of Bourdieu, Coleman and Putnam have given the base of the understanding about social capital and other researchers from different disciplines have followed their works. Portes (2000) notes that, “The concept of social capital arguably one of the most successful ‘exports’ from sociology to other social sciences and to public discourse during the last two decades” (p:1).

Nowadays, social capital is increasingly being mentioned in the documents of different international agencies and it has been considered as important catalyst of development (a section on 'social capital' is given in World Development Report (WDR), 2004 in p: 202). The user groups are developed to run the programmes implemented by government, donors and NGOs and success has been experienced in many countries to some extent. A review of safe water projects in Central Java, Indonesia, associates success with greater social capital (WDR, 2004, 29).

While dealing with the concept of social capital all the researchers have tried to redefine it in the light of their research. Definitions given by Bourdieu, Coleman and Putnam have been mentioned earlier. From these definitions it is understandable that like other capitals, social capital in forms of values, trust, ties, network etc. as Francis stated, "is essential to the accomplishment of all human activities, including economic ones". He added more that, "A distinguishing feature of social capital is that it inheres in relationship rather than in individuals of objects." At the same time, like other capitals, it needs to be created and maintained and this requires resources (in particular time and labour)" (Francis, 2002, 77). This nature of social capital justifies the investment made for group formation for maintaining social ties and networks, development of institutions for promoting collective actions. These all are necessary to obtain information, coordinating actions and making collective decisions. In his opinion, "In general, the application of the concept of social capital to development policy has probably contributed to the broadening of its agenda beyond the narrowly economic, allowing increased recognition of the importance of social institutional factors (Francis, 2002, 88)." In similar way, Riddell and Wilson stated, "Whilst it is recognized that, global capitalism appears to have triumphed (Castell, 2000), social capital appears to offer a way of humanizing an essentially brutal economic system" (Riddell, S. & Wilson, A, 2001, 3). Thus, in their opinion, "Social capital is currently a very popular idea in social science (Riddell, S. & Wilson, A., 2001, 3)." This concept has gradually become popular in the field of education too.

Already there are numerous research articles and studies available on the topic of social capital and its association with educational development. A critical synthesis regarding applications of social capital in educational literature has been prepared by Sandra L. Dika and Kusum Singh and published in Review of Educational Research (Spring 2002, Vol. 72. No. 1, pp: 31-60). The authors have provided an overview of literature regarding approach, historical development of concept, its influence on educational research, research trends since 1990, link of social capital with educational attainment, achievement, and education related psychological factors etc. They have also discussed methodological issues and gaps, measurement of social capital and its analysis and provided a complete understanding about the possibility of academic use of concept in educational researches. According to the information shared by these authors, a series of researches have been conducted based on the approach of Bourdieu including language in class room, career decision making, academic discourse and family school relations (Green fell & James, 1998). They have enlisted large number of contributions of researchers those contined Bourdieu's theory like socio-linguist Basil Bernstein and James Cook Gumperz (1986), Bernstein (2000), Lareu and Horvat (1999), Stanton Salazar (1997). Coleman's work has influenced educational research since the

publication of “Equality of Educational Opportunities” in 1966. In 1988 he used High School and Beyond (HSB) data to show that greater amount of social capital lead to lower incidence of dropping out of children. One of the researches that followed Coleman’s approach was the National Educational Longitudinal Study (NELS) conducted in 1988. It has been observed that while some studies focused on parental contribution for education of children some attempted to relate the educational outcomes with the social capital used by the students themselves.

Apart from these studies, it is also necessary to mention some other researches that have been conducted in specific educational context. As for example, in the area of lifelong learning, Sheilla Riddell and Alstair Wilson mentioned “Social capital is seen not simply as a means of reproducing human capital, but also nurturing inclusive societies which are themselves essential to market growth” (Riddell, S. & Wilson, A, 2001, 3). They suggested for incorporation of range of social variables in the discussion that can lead to development of better understanding about the way in which the civic engagement is structured differently for different groups affecting their access to other social benefits including cultural, political and economic capitals. Eva Gamarnikow and Anthony Green in their article entitled “Social Justice, Identity Formation,”

### **Methodology**

This study will be based on secondary information as well as on field investigation. The study will be a mixture of qualitative and quantitative in nature. Survey method and PRA techniques both will be used to collect the data. Following steps will be adopted to conduct the research:

- Available literature including various reports, documents, Govt. Orders, ordinances, notifications etc. of the states will be reviewed to understand the nature, extent and the process of using social capital in educational development;
- The policy makers, planners and implementers involved at all levels i.e. state (Directorate, Board etc.), districts, block and panchayat will be interviewed using structured questionnaires to understand the recent interventions have been taken to improve the educational situation at elementary level; the problems and constraints they are facing while implementing those strategies and the remedial measures that are being taken;
- Questionnaires will be developed to conduct field work in some selected schools to see the impact of social capital in accessing secondary education;
- Focus-group discussions will be conducted with functionaries (including grass-root level), teachers, community members and parents to understand their roles in school management and the nature of their involvement in school activities;
- Questionnaires also will be developed to conduct a house to house survey in 10% sample households from selected villages to examine to what extent children are attending school; to identify the children having problems in attending school and the reasons for not attending school etc.

- The focus group discussions with various functionaries and actors at different levels will be conducted based on semi-structure questionnaire to understand the process of making education system an inclusive one.
- Based on secondary information as well as field level data, comparative analysis will be done to identify the gaps between policy and practices that affect school attainment of children and facilitate/ deny their *right* to be educated.
- Finally based on all above analysis, future policy directions towards development and use of social capital by ensuring effective participation of people and also for achieving the goal of universal *access* to elementary education, followed by their educational attainment at secondary level will be identified and explained.

### **Coverage**

The study will be conducted in four Indian states - Haryana, Madhya Pradesh, Chhattisgarh and Rajasthan. For the study, two districts from each state will be selected. Again, from each district, one block would be selected and two villages with two schools (one Government/Government aided and one private school) will be selected from each selected block. Altogether 16 villages and 32 schools will be selected from eight blocks for this study.

### **Anticipated Impact**

This study will give an insight into the policy and practices that promote using social capital for collective action of people in educational process of children at the secondary level in the state selected for study. An empirical as well as comparative study of the experiences of the select districts as well as the communities would provide valuable insights into the extent to which children (in general and deprived groups in particular) are accessing the schools and nature of the problems that have been encountered by them. It would also facilitate to identify the measures that need to be taken to improve the access situation. It is expected that the findings of this study will provide further input in deciding policies for reforms in governance of secondary education at the local (village, panchayat, and district) and state level for achieving the SDG goal-4 of inclusive and quality education to all.

### **Research Team**

A team will be developed to conduct this study. Apart from Research-in-charge (myself), a project consultant, three junior project consultant and three data entry operators will be appointed in NIEPA. In addition, few field investigators will be appointed at the local level to interact with the people (community members, children, parents) in the villages.

### **Time Frame:**

The study will be completed within two and a half years.

- Literature survey, preparation and finalisation of Questionnaires: Six months

- Field Work and data entry/processing: One year
- Preparation and finalisation of report: One year

## **2. Research Project: Governance, Management and Leadership for Quality Early Childhood Education across Odisha, Punjab and Kerala**

### **Principal Investigator: Dr. Rasmita Das Swain**

(Received feedback from the Internal Committee and the proposal has been updated accordingly)

The National Education Policy 2020 emphasizes universal provisioning of quality early childhood care, development and education to be achieved by 2030 while ensuring school readiness. The expansion of ECCE by government is proposed through four pronged strategies: a) standalone Anganwadis; b) Anganwadis collocated with primary schools; c) pre-primary sections co-located with primary schools; and d) standalone pre-schools (NEP 2020, p.7). Current situation tells us there are nearly 30 million children in the 3 to 6 age group are out of the ECCE system (UNICEF Report, 2017). There are 13.4 lakh Anganwadis catering to 37.0 million children. More than 6.3 lakh Anganwadis are co-located with primary schools and 2.4 5 lakh primary schools have pre-school sections. Earlier, pre-school education is extensively provided by the private sector and the monopoly of NGOs were quite noticeable. With this system only children from affluent backgrounds used to get the access where as the poor children have been out of the ECCE ambit. Currently, how the public investment and public provision of ECCE facilities can be improved is a major concern of NEP 2020. UNESCO studies have reported that ECCE investment have significantly greater positive and long-term effects on the productivity and returns in later adulthood above and beyond other educational investments (Vogel i.e., 2010). It is important for convergence and coordination of all sectors where disadvantage children most need ECCE programme (UNESCO, 2007). The Sustainable Development Goal 4 out of 17 identified goals, encapsulates that *‘All girls and boys complete affordable and high-quality early childhood development programs, and primary and secondary education to prepare them for the challenges of modern life and decent livelihoods. All youth and adults have access to continuous lifelong learning to acquire functional literacy, numeracy, and skills to a living through decent employment or self-employment’ (SDSN, 2014: An Action Agenda for Sustainable Development).*

The Government of India approved the National ECCE Policy and, inter alia, notified the National Curriculum Framework and Quality Standards for ECCE in 2013. The Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha - an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. The Ministry of Women and Child Development (MWCD) as the nodal department for ECCE and Integrated Child Development Services (ICDS) programme, which is a centrally sponsored and State administered ECCE programme, covering around 38 million children through a network of almost 1.4 million anganwadi centres became

the delivery vehicle. ICDS includes delivery of an integrated package of services such as supplementary nutrition, immunization, health check-up, preschool education, referral services and nutrition & health education. The delivery of preschool education is also carried out by community-based child development support through Accredited Social Health Activists; and the Rajiv Gandhi National Creche Scheme. There has been visible improvement in enrolment at pre-primary, primary level and retention in primary grades but not without substantial disparity across and within Indian States on quality. Ministry of Women and Child development has developed 08 Quality Standards as it recognizes the synergistic and interdependent relationship between health, nutrition, psycho-social, emotional and educational needs of the child. Given the multi-sectoral nature of early childhood care and education, linkages and coordination are needed among various Ministries and Departments both vertically i.e. national to local level and horizontally in line Departments. The weak implementation of policy provisions and flagship programmes including RTE Act, National ECCE Policy and ICDS lacking inter-sectoral and inter-Ministerial convergence, leave children without adequate services. Basic facilities for organizing ECCE such as infrastructure, health facility, competent and child friendly teachers, their orientation and training, curriculum as well as assessment, monitoring and supervision of ECCE activities continues to pose challenges. The quality standards tend to get compromised at various levels. Therefore, documentation and adoption of good practices in ECCE, research-based intervention and making ECCE mandatory in all primary schools and rigorous monitoring would be essential for achieving the goals of quality ECCE by 2030 of Incheon Declaration adopted by World Education Forum 2015.

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 weak policy provisions National ECCE policy, RTE Act, Samagra Shiksha and ICDS, the poorest of poor children are not receiving the services. There are few states how have successfully established ECCE council. Whereas other states are still working to make it functional.

The governance and management of ECCE is crucial for synergetic linkages in various departments. States have increasingly sought to develop new governance structures that consolidate authority, programs and services under one roof. Because current systems of early childhood governance are typically dispersed through multiple agencies and departments. The international practices have highlighted that effective model of governance can create coherence, transparency, foster accountability, improve quality and accessibility. The quality ECCE must ensure encompassing access, teaching- learning processes and outcomes in a way that are influenced the context, processes and outcomes (Global Monitoring Report, 2005). A competent system in early childhood education should address issues at four different levels: the individual, institutional, inter-institutional and governance levels to improve

quality. The goal of ECCE is to enhance the school readiness of children at risk especially due to economic disadvantage, so they can begin formal schooling on a more equal footing with their peers.

### **Governance, Management and Leadership for Quality Early Childhood Care and Education- Learning from International and National Practices**

Governance refers to cohesive policies, consistent management, guidance, processes and decision. It involves responsibility, and accountability. Governance also comprises the traditions, institutions and processes that determine how power is exercised, how citizen are given voice and how decisions are made on issues of mutual concern to an array of stakeholders. Governance is the process of decision-making and the process by which decisions are implemented (or not implemented). Good governance has 8 major characteristics. It is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law. It assures that corruption is minimized, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of society. Good governance can ensure that ECCE services attain quality standards, are affordable, meet local demand, promote cost-effectiveness and achieve equity goals (UNESCO, 2007). a competent system in early childhood education should address issues at four different levels: the individual, institutional, inter-institutional and governance levels (Urban, Vandebroek, Lazzari, Peeters, & van Laere, 2011). At the individual and institutional levels, leadership qualities and effective management strategies play vital roles to improve educational quality. As Siraj-Blatchford & Manni, 2006 and Siraj-Blatchford & Hallet, (2014) found that effective leaders of ECCE institutions develop visions for the organisation and work towards “leading learning”— learning processes involving all the people: children; parents; and professionals. While, in addition effective management of the equipments and resources further improves the structural quality of ECCE institutions and the pedagogical quality by ensuring good learning opportunities to the students (Strehmel, 2016). The type of governance structure— split or integrated— adopted says much about how early childhood is understood in a country, and the relative value given by governments to policy-making, funding and regulation in this field (Bennett, 2011), thereby, strongly influencing the coverage and quality of early childhood education. However, the early childhood development community faces challenges-pertaining to framing and governance— in advancing global political priority, which render them unable to leverage the multiple opportunities available: an increasingly favorable political environment, advances in ECD metrics, and the existence of compelling arguments for investment in ECD (Shawar and Shiffmann, 2017). The educational leadership, visionary, reflective and pedagogical leadership are also required to cater to the internal and external (socio-political) influences on the ECCE centers.

Governance of ECCE is the strategic task of setting the organisation's goals, direction, limitations and accountability frameworks whereas management" is the allocation of resources and overseeing the day-to-day operations of the organisation. One way to think about this is that Governance determines the "What?" - What the organisation does and what it should



become in the future. Management determines the "How?" - How the organisation will reach those goals and aspirations. Governance to indicate the coordination of cross-sectoral, inter-organizational networks to supply social services. Leadership is the process of influencing change to improvement and innovation. Strehmel, 2016 attempted to point out the dimensions of leadership skills required for quality ECCE and the various activities performed by the systemic leaders and institutional leaders are macroscopically related to organisation (quality, HR management, finances); pedagogy; and public relations (networking, cooperation in the community). Leadership can play a critical role in transformation of system by making the structure more effective for public service delivery. In Indian context, Leadership roles are defined by state's organizational structure and the placement of authority and accountability on positions of officials for program implementation decisions for public interest which are publicly funded. To provide ECCE of equitable quality to all children NCF-2005 has identified six basic dimensions of quality to be addressed namely : (i) Development of appropriate curriculum, (ii) Trained and adequately rewarded teachers, (iii) Appropriate teacher child ratio, (iv) Infrastructure support of children's need (v) Encouraging Supervision and monitoring and (vi) Improvement in learning level. UNICEF's report (2000) emphasizes desirable dimensions of quality in broad frame work of Learners, environment, content, processes and outcomes. Adequate teacher preparation, Development of age appropriate play based and culturally responsive curriculum for overall school readiness, partnership with stakeholders are needed in India for quality ECCE (Mathur 2018; Mishra 2017; Malik, Taneja, 2015; Singh and Mukherjee, 2018; Sanap, 2010; Chaudhary and Kaul 2019; Bandyopadhyay & Khandari, 2018, Kaushal 2018 ; Duggal et.al 2014 and Swain 2018).

The literature highlights that the **first** requisite pertains to the restructuring of governance styles and structures according to the recent developments in the field. This calls for extensive theoretical and field level engagement with sector. As, Rodd, 1997 notes that, early childhood professionals are often engaged in activities that demand leadership skills, such as decision making and goal setting however, the relative lack of research activity on leadership in the field and by association the absence of leadership development programmes would seem to be a major oversight given the growth and the importance of the EC sector (Mujis et.al, 2004). Therefore, the **second** requisite is related to the professional development of directors/head and staff of early childhood institutions so that they embrace effective leadership and management roles.

### **Current Status and Challenges**

3.7 crore children enrolled in ECCE centres and 14 lakh Anganwadi centres sanctioned but 13.4 lakh are functional. Number of government primary schools are 9 lakh and number of government primary schools with co-located Anganwadis 3.73 lakh (42%). Government schools having pre-primary section is 2.48 lakh in which 42 lakh children enrolled (UNICEF, 2019). Only 1 in 5 children is enrolled and others are out of social security net. There are 7,01,537 primary schools are to be covered for pre primary sections or preparatory class. ASER 2018 report highlighted there are large proportion of over aged and under aged children enrolled in pre schools and primary class.

### Status of ECCE in India: Some Key Statistics

Data	Nos.	Source
Total no. of Anganwadi Centres operational	13,77,595	ICDS report updated as on 30th June 2019
Total child population of 6 months to 3 years age cohort	3,82,03,017	ICDS report updated as on 30th June 2019
Total Child population of age 3-6 years	3,05,09,301	ICDS report updated as on 30th June 2019
Total no. of Anganwadi workers/ teachers	13,77,595	ICDS report updated as on 30th June 2019
Total number of schools	11,68,292	UDISE (2018-19) (Provisional)
Total Schools with Primary sections	8,26,842	UDISE+ 2018-19 (Provisional)
Total primary schools with pre-primary sections	1,94,768	UDISE+ 2018-19 (Provisional)
Total No. of Schools to be covered for preparatory class	7,01,537	Schools excluded having already pre-primary sections
Total no. of children enrolled in the attached pre-primary section	29,94,751	UDISE 2017-18 (Provisional)

Source: NCERT, 2020 & ICDS 2020

### MODELS for provisioning of ECCE in India in 2019

<b>Model 1</b>	ECE through ICDS <i>Anganwadis</i>
<b>Model 2</b>	ECE through Pre-primary Sections in Government Primary Schools
<b>Model 3</b>	ECE through <i>Samagra Shiksha Abhiyaan</i> : convergence between MHE and MWCD Model a: Co locating <i>anganwadi</i> in primary school under the <i>Samagra Shiksha Abhiyaan</i> Model b: Establishing pre-primary sections in Primary Schools under the <i>Samagra Shiksha Abhiyaan</i>
<b>Model 4</b>	ECE through Private Schools
<b>Model 5</b>	ECE through NGO Sector
<b>Model 6</b>	Home-Based Model for Children in Difficult Circumstances, such as those with disabilities, those in geographically remote locations and children of migrants

The challenges provide an impetus for more researches in the area. The *mainstreaming early childhood education into school education to help and give all children the best start in life*. In India, one of the major challenges was that there were overlap as regards to age of admission in class 1 (RTE provides for 6 to 14 years children). 2. Holistic ECCE – care, development and education. 3. Duration of the programme- 4 hours/6 hours / day care in pre-primary classes in primary schools. 4. Infrastructure – meeting basic standards of safety, hygiene and sanitation. 5. developmentally appropriate Curriculum, activity /enquiry based; thematic; in continuum with curriculum of 1 and 2 class. 6. Teachers and other staff – Pupil-adult ratio; professional qualifications; preschool teacher and Professional development including academic support and mentoring – AWTC/DIET/BRC/CRC. 7. Challenges relating to Systemic support – administration by WCD and School Education, Governance: role of WCD and School Education departments, regulatory mechanism. 8. There are problems relating to Community level – School Management Committees/ Panchayat 9. Financial support– ICDS/School Education.

### **Significance of the Study**

Odisha, Kerala and Punjab states have been selected for the present study. These states have unique demographic characteristics. The state Odisha constitutes 22.1 per cent scheduled tribe population of total population which is 9.7 per cent of the total tribal population in the country. Whereas Punjab has the highest percentage of scheduled caste population 32 per cent in the country. Kerala has significant majority of Muslim population 26.56 per cent of total population of the state. The states would provide an understanding of how the states are managing the education of children belong to different disadvantaged communities. Kerala and Punjab have low per capita income as compared to Maharashtra but they are better in HDI index. Punjab and Haryana have lowest 0-6 years sex ratio. The mortality rate of 0-5 years children is varying across states depending on the HDI. The states with low per capita income and low participation rates in school education are Odisha, Bihar, Meghalaya, Nagaland, Assam, Rajasthan, Jharkhand, Uttar Pradesh, West Bengal, Arunachal Pradesh etc. The states with high per capita and high participation are Puducherry, Chandigarh, Delhi and Himanchal Pradesh. States with low per capita and high participation are Kerala, Tamil Nadu, Goa, Uttarakhand. (UDISE 2018-19). The states from different categories would help to understand the ECCE model and their effectiveness. This can help to develop a holistic / comprehensive framework of good governance index in ECCE sector and its applicability across all states and UTs can be verified. Educational development programmes can be designed for SC, ST and minority children based on these experiences of ST populated Odisha, SC populated Punjab and minority populated Kerala.

## **Research Objectives**

1. To analyse the policy pronouncements regarding Governance, Management and Leadership in ECCE in India
2. To study the prevalent practices of Governance, Management and Leadership in ECCE sector.
3. To study the regulation and role of regulatory bodies for managing quality ECCE.
4. To compare the state specific practices and innovations in Odisha, Kerala and Punjab.
5. To develop a holistic framework or model of convergence and coordination for effective governance, management and leadership at all levels of ECCE.

## **Methodology**

The study would be exploratory in nature and use primary and secondary data. The primary data would be both quantitative and qualitative in nature. Multi- stage random sampling would be used to select ECCE centres under different management of only government sector. To explore quality of ECCE services/ Performance of each ECCE centres in different management system tools would be developed. The secondary data of UDISE Plus would be used to analyse the all-India scenario. The researcher would include system level leaders like educational administrators overseeing ECCE at different levels, practioners and others such as parents, community and other agencies. The officials of state ECCE councils, technical partners like Universities, SCERT, DIETS, state ECCE coordinators, members of ECCE councils, officials of Women and Child Development Department, National Institute of Public Cooperation & Child Development (NIPPCD), Tribal Welfare officials, Ministry of Health, SCERT, DIETS, District Development Project Officers, World Bank, UNICEF, Experts from National Commission for protection of Child rights (NCPCR) and protection of children from sexual offences (POSCO), Academics and Scholars would be part of the research to build a holistic perspective.

## **Sample**

The research is intended to cover 1080 ECCE centres of government across 3 states. In each state 2 improved districts and 2 aspirational districts would be covered by considering Human Development Index and Education Development Index. From improved districts 2 urban blocks and 2 rural blocks would be covered. In each block, Anganwadis, Pre-primary section with Primary school, Co- located Anganwadis in primary school and stand- alone preschools would be covered through multi-stage random sampling. The performing and award winning Anganwadis and least performing Anganwadis would be covered.

## **Tool**

The questionnaire would be developed to capture the governance structure, processes and regulatory system. The management, systemic and institutional leadership in delivering quality standards would be captured. Tool would be constructed and standardized to assess

quality of ECCE based on their institutional performance. The good governance index of ECCE would be developed in Indian context.

### **Timeline for completion of the Project-24 Months (2 Years)**

Review of Literature - 3 months

Tool construction, Expert workshop- 3 months

Pilot study- 2months

Collection of primary data - 6 months

Data cleaning, coding, tabulating and sorting- 4 months

Analysis of data (Quantitative and Qualitative) - 2 months

Writing report, Discussion about findings, Workshops in states, Expert workshop, Editing, winding up- 4 months

### **3. Title of the Programme: A Study of Governance Regulation and Quality Assurance of Teacher Education in India**

**Principal Investigator: Prof. Pranati Panda**

**Duration:** The re -scheduling of the research project time line (April 2021 –December 2021)

#### **Introduction:**

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. A straightjacket regulatory framework of National Council for teacher education is applicable to all the diversified teacher education programs for recognition affiliation and inspection. Governance, regulation and quality assurance are perceived as critical to teacher education. To enable these measures of effectiveness, teacher education sector has to redefine the conceptual framework, methodology and mechanism for improving the quality and institutional performance.

The quality assurance and accreditation is done through the National Assessment and Accreditation Council (NAAC) as 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 has limited impact on quality assurance. The need for quality assurance in teacher education has remained as the weakest zone in the teacher education sector. It is strongly believed over the years that a single agenda of regulatory reforms will ensure improvement in teacher education. The major challenge is ‘how the quality of teacher education can be assured fostering the quality culture and improved performance of each institution?’

#### **Major Objectives:**

- To study the current policies and practices of governance of teacher education institutions (TEIs)
- To explore the role of central regulatory authority and states in managing teacher education programmes and institutions.
- To understand the mechanism and processes for taking decisions for affiliation and regulation of teacher education
- To study available institutional framework and guidelines to prepare competent and qualified teachers and quality of teacher education.
- To map the current procedure of quality assurance its conceptual framework model and use of feedback report for improving the quality of teacher education programme.
- To study the impact of regulation and quality assurance processes on improving the performance of teacher education institutions and courses.

**Progress:**

The review of available articles, documents and research studies in the area of governance regulation and quality assurance in teacher education from the national and international perspectives are completed. Based on the deliberations of National Consultative Meet on teacher education, a detailed draft questionnaire has been developed. As a part of development of tool a preliminary questionnaire on governance, regulation and quality assurance of teacher education has been prepared, to gather responses and deeper insights with regard to policy and practices in teacher education. Report has been developed on the basis of secondary sources. The following chapters have been drafted

1. Changing perspectives on teacher education in India
2. Management of teacher education in India
3. Governance and regulation of teacher education in India
4. Quality assurance and teacher education in India

Due to Covid-19, data has not been collected physically from the field. It is scheduled to be collected from April, 2021 onwards.

**Proposed Timeline:** The proposed time line for collection of Data and completion of study is from July 2021 -December 2021.



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