DIPLOMA IN
EDUCATIONAL PLANNING AND ADMINISTRATION
(October 1, 2009 – March 31, 2010)

DEPA-XXX

CURRICULAR GUIDE

Department School and Non-Formal Education

**National University of Educational Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi-110016**

CONTENTS

Introduction

Since 1982, NUEPA has been conducting professional Training Programme leading to Diploma in Educational Planning and Administration (DEPA). It was initially designed as a pre-induction course for District Education Officers of various States and Union Territories of India. However, over the period of time, the course has undergone changes and has been suitably modified so as to be useful for serving district level educational administrators and faculty members of SCERT/SIEs dealing with planning and management aspects of education. The programme is also useful for the personnel engaged in Sarva Shiksha Abhiyan.

The National University of Educational Planning and Administration (NUEPA) has been organizing orientation programmes in the past for District Education Officers, the duration of which varied from one to three weeks. On the basis of this experience, it was felt that adequate opportunities for practical work and field visits could not be provided through these short-term courses which are necessary to equip the newly promoted/recruited DEOs with the knowledge and skills in the new concepts and techniques of educational planning and management so as to enable them to solve the intricate problems that they encounter in the field while discharging their multifarious responsibilities.

It was felt that while short-duration orientation courses may continue to be organized for experienced DEOs in order to impart them new concepts of educational planning and administration, a long-term course of six-months duration leading to Diploma in Educational Planning and Administration may also be conducted every year as a pre-induction training programme for newly promoted/recruited DEOs and for those who are in the zone of promotion to the post of District Education Officer. The idea of starting such a course was also endorsed by the State Education Ministers Conference held in June 1982. After completion of twenty-nine such programmes, the current programme now has been modified to capture the recent developments in educational planning and administration. This applies both to the target group of training as well as content of the courses.

The present programme is thirtieth in the series. It will be conducted in three phases as indicated below:

Phase I   Three months of intensive curricular work at the University
              (October 1, 2009 - December 31, 2009)

Phase II   Three months of a supervised project work in the field
              (January 1, 2010 – March 31, 2010)

Phase III   Workshop at NUEPA based on project work - April/May, 2010
              (5 days -dates to be announced later)

The intensive three months curricular work at the University aims at sensitizing the participants to the goals and objectives of education; national policy on education, 1986 and revised policy formulation 1992; new trends and development; formulation, implementation, monitoring and evaluation of educational plans, particularly at the district level; modern techniques of personnel, financial and educational management; and computer applications in educational planning and management.

The curricular work at the University will be followed by on-the-job training which would include supervised project work in the district of the appointment of the participant for a period of three months. Selection of topic for the project, the design and the methodology, the tools for data collection and the format for data analysis etc. will be finalized by each individual participant in consultation with his/her faculty adviser during the three months curricular work at the University.

The curricular work has been divided into 12 Courses, Participants' Seminar and Project Work with credit ratings as indicated below:

Course		*Credits*
101	Societal Context of Education in India	1.5
102	Current Issues in School Education	1.5
103	Educational Administration	1.5
104	Educational Management for Organisation Development	1.5
105	Developmental Administration and Management in Education	1
106	Educational Planning: Concept, Types & Approaches	1.5
107	Quantitative Aspects of Educational Planning	2
108	Educational Planning in India	2
109	Financial Planning and Management in Education	1
110	Research Methodology in Education	1
111	Statistical Methods in Education	1.5
112	Computer Applications in Educational Planning and Management	1
113	Participants' Seminar	1
	Project Work and Viva-Voce	6

Participants' Seminar

Participants' seminar is visualized as an opportunity given to each participant to express his/her own views based on his/her experience about the themes related to educational planning and administration. During the seminar, efforts will be made to cover some major issues related to educational planning and administration.

Project Work

Evaluation of the second phase will be based on the project report prepared by each participant. Reports will be independently evaluated by the internal examiner, a faculty member who has guided the participant in preparing the project design and an external examiner duly appointed by the Vice-Chancellor, NUEPA. If both examiners approve of the project report, the participant will be required to appear at a viva-voce during the third phase of the programme.

Inter-State Study Visit

An inter-state study visit will be arranged between **23 - 27 November, 2009** to give the participants a first hand experience of innovative practice in education and to carry out a simulation exercise in micro-planning at village level.

Methodology

In the instructional methodology to be followed in the course, more emphasis will be laid on learning than on teaching. Instructional methodology will be based on lecture-discussions, case studies, simulation exercised, role play, in-basket method, and group discussions on the various themes of the programme. Sufficient time will also be devoted to practical exercises, library-based assignments, field visits and visits to some important educational institutions. Each participant will have to complete the assignments strictly according to the schedule.

This volume contains curricular details of each of the above mentioned 12 courses and participants' seminar. It contains details in respect of the title of the course, objectives of the course, lecture themes, practical exercises, instructional methodology, mode of evaluation and essential and suggested readings.

We hope that the participants will go through the course details carefully and take maximum advantage of the Curricular Guide.

Course No. : **101**

Course Title : Societal Context of Education in India

Course Credit : 1.5

Contact Sessions : 15

Course Incharges : Pramila Menon
Neeru Snehi

Associate faculty : Guest Speakers

Introduction

Universalisation of elementary education has been a national priority since independence. However, as it has been widely acknowledged the socio economic conditions in rural India have constrained the process of primary education and the social inequality of caste, class and gender have been identified as the major causes of educational deprivation among children in India. A large proportion of the children from the economically poor and socially disadvantaged groups and particularly girls, are either denied access or even failing to complete five years of primary education.

The goal of universal elementary education therefore remains a challenge to achieve even after five decades of independence. The societal context of education refers to the various facets of the socio economic environment in which a person or group lives. They include the family, the caste hierarchy, the economic conditions and class relations, the religious beliefs and practices and the social demography of the region. The social context is extremely relevant to the subject of elementary education in India, mainly because the educational decisions of children are family /household decision and are governed by it. As Jean Dreze puts it aptly "literacy achievement in India depends crucially on the social context: the gender division of labour, the kinship system, caste related norms economic entitlements and so on". It is evident that the social cultural, religious, economic and demographic factors play a vital role in enhancing or diminishing the educational chances of the children. This course is therefore an attempt to introduce the district level officers to the context of educational endeavour in the country, with a view to deepening their sensitivity to and understanding of the educational problems.

Objectives

The major objective of this course is to sensitize the participants to the social processes and to build sensitivity to social responses so that it will further enable them to take planning and administrative decisions on the basis of an understanding of the complex issues. More specifically the objectives of the course are as follows:-

- To enable the participants to understand the process of reform in the Indian context.
- To sensitize the participants to some of the problems and issues in Indian education.
- To enable the participants to appreciate the dimensions of the problem of equity in education

Methodology

Lecture/Discussion /Panel discussion

Course Content and Details

The course aims to familiarize the participants with the framework within which educational reforms have been introduced from time to time. The origin of the reform process in the Indian context lies mainly in the policy pronouncements which have provided the direction keeping in view the overall ethos of the country. One of the strongest trends in educational reform has been a move to shift authority to the level of local school. The themes presented in this course will attempt to understand this process and also to identify the disparities in education. Educational disparities contribute a great deal to the persistence of inequalities in the system. The issues of religion and caste dynamics will also be examined. The course will further provide an understanding of the centre-state relations in school education and also the role of centrally sponsored schemes, with a view to understanding the issues in Indian education.

Course Design

Themes

Education Reform Process in India

In recent years education has been a major focus of Government policy in many countries. In India, the government has legislated and attempted changes in many aspects of education provision, including curriculum, governance, finance, teaching methods and teacher training. This theme focuses on the sources of reform, the policies and their adoption and implementation and their outcomes in an attempt to examine their possibilities for bringing about educational reforms.

Regional Disparities in Education

This theme will be discussed in view of the education disparities which contribute a great deal to non-participation of children specially from disadvantaged groups and will be based on an analysis of macro level data base.

Basic Education and Poverty

This theme refers perhaps to the most disturbing feature in Indian education system i.e. the lack of equity in access to education over different economic classes of people. Despite increased access to education, the poor-disproportionately women, socially disadvantaged groups, the physically disabled, persons in remote regions are often deprived of basic education. When basic education facilities are available, the poor are unable to avail of it because the direct and opportunity costs attached to it are quite high form them. The relationship between education and poverty reduction is this quite straight and linear as education is empowering and it enables the person to participate in the development process and also inculcates the knowledge and skills needed to improve the income earning potential, and in turn the quality of life.

Education and Nutrition

India is home to the greatest population of severely malnourished children in the world. Alleviating hunger and reducing the prevalence of malnutrition have been a common goal in many national plans and is also now a part of the internationally accepted development goals, drawing from the millennium declaration. From a human development perspective good health and nutrition are inherently valuable, contribute to both physical and cognitive development, facilitating educational attainment and overall well being and expanding human capabilities for present and future development. The National Programme of nutritional support to primary education was started with prime aim of providing nutrition to the children and also attaining the goals of enrolment and retention. Following the Supreme Court Order in 2004, all States in the Indian Union are now providing a cooked nutritious meal to children belonging to primary level and now to the upper primary level. The impact of this scheme has been evident in the improved regularity of children coming to school, and increased percentage of attendance in classrooms.

Literacy Development and School Education

In this theme an attempt will be made to understand the conceptual contours of the term "Literacy and Development". The changing trends of literacy and their impact on primary education will be significantly emphasised. The overall impact of literacy on development will also be covered.

Center-State relations in Indian Education

Some of the major initiatives undertaken subsequent to the National Policy on Education will be the major strand of discussions under this theme. Their role in providing support to the system of elementary education in the country in various dimensions will also be highlighted.

School and Community

This theme will analyse the concepts of both school and community in basic education with a view to understanding the relationship between the two. The theme will further explore the relationship between school and community and the influence of this partnership on understanding school issues, teaching and enhancing the environment for learning. It will also discuss the role of community in basic education with an emphasis on the processes, and the extent to which communities are able to participate in different aspects of school development. The areas of collaboration will also be identified followed by an analysis of the benefits at both individual and community level.

Education of Tribals

The scheduled tribes have been historically disadvantaged socially, economically and educationally and have lower school participation in terms of enrolment and retention compared to the general policy. The data available from census and surveys clearly pointed out that scheduled tribe children have lower school attendance and higher drop out rates compared to the general population.

Policies and Programmes for Education among Minorities

Equalisation of educational opportunities is one of the prime concerns of the Government of India. The National Policy on Education (NPE)1986 , and Programme of Action (POA) examine the position with regard to minority groups and resolved that "some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and social justice. As part of the effort of equalization the Government have initiated many programmes for the educationally backward minorities. This theme will attempt to examine the constitutional safeguards for minorities as well as some of the centrally sponsored schemes schemes for minorities.

Education and Gender

The gender gap in India has persisted in primary school since independence. Though, the situation continues to improve, girls still have lower enrolments, lower attendance rates as well as higher drop out rates compared to boys. This theme will be addressed at two levels: the problems faced by women and resultantly the lower participation of girls in primary education and more particularly in the upper primary stage.

Education of children with special needs

The education of children with special needs finds a place of importance in the scheme for Sarva Shiksha Abhiyan. This theme will try to analyze the special needs of physically handicapped children, the importance of identifying such children and the need to plan for their integration into the formal system through the provision of special support for them.

Education in the Emerging Context

Education is considered as one of the important tools for development of society. Over the years, the education process and its content has been significantly influenced by the changing demands in the job market and technological advancements. With the opening up of economy in 1990s in India, education system in the country has experienced the changes brought about by liberalization and globalization. Vast expansion in provisions for education in all sectors and initiatives for quality improvement are ongoing. Apart from State and Central Government, number of other players has started contributing in the field of education. This has led to creation of wider choices and increased opportunities in education. On the other hand, greater challenges have emerged due to privatization, commercialization and commodification of education. Advancement in information and communication technology today is also shaping the education immensely. Thus education systems are in continuous process of adaptation to the emerging challenges.

Course Evaluation

The participants will be evaluated on the basis of their participation in the course, and also through the preparation of a **Term Paper**. The relative weightage for each of these will be 30% and 70% respectively. The themes for the Term Paper will however be drawn jointly covering courses 101 and 102.

SUGGESTED READINGS

EDUCATIONAL REFORM

Tilak, Jandhyala B.G, "Knowledge Society, Education and Aid", *Compare*, Vol.32, No.3, 2002.pp.297-310.

Tilak, Jandhyala B.G, "Education and Globalisation: The Changing Concerns in Economic of Indian Education", *Perspective in Education*, Vol.17, Special Issue, 2001.

Reddy, Sujata, *The Social Context Of Elementary Education in Rural India*, Azim Premji Foundation, October 2004.

Ramachandran, Vimala, "Elementary Education In India", *Sesame Workshop*, October 2004.

Ramachandran G, "Education is India's Edge" in *Business Line*, August 30, 2003.

Naik. J.P., *The Education Commission and After*, Allied Publishers Private Limited, New Delhi, 1982.

Ministry of Education, *Report of the Education Commission 1964-66:Education And National Development*, Government of India Press, Delhi, 1966.

MHRD, Programme of Action: *Draft Proposal, National Policy on Education (1986)*, Department of Education, MHRD, Government of India, 1992.

MHRD, *National Policy On Education 1986*, Department of Education, New Delhi.

Majumdar, Manabi, "The Educational Challenge before the 'Knowledge Economy': Implications for Planning and Financing", *Perspective in Education*, Vol.17, Special Issue, 2001.

Levin, Benjamin, *Reforming Education: From origins to outcomes*, Rutledge Falmer, London, 2001.

Department of Education, *DPEP Guidelines*, MHRD, New Delhi, 1997.
Bajpai, Nirupam, "Primary education: Low coverage, poor quality" in *Business Line*, June 09, 2004.

POVERTY

Tilak, Jandhyala B.G, "Education Poverty in India", *Review of Development and Change*, Vol. VII, No.1, Jan-June 2002.pp.1-44.

Tilak, Jandhyala B.G, "Education And Poverty in South Asia", *Prospects*, Vol.XXIX, No.4, December 1999. pp.517-531.

Sen, Amartya, "Beyond Liberalization: Social Opportunity and Human Capability", A Talk Delivered at Institute of Social Sciences, 1994.

Sen, Amartya, "Poverty As Capability Deprivation" in *Development As Freedom*, Oxford University Press, 1999.

Sen, Amartya, "Poverty And Affluence" in *Inequality Reexamined*, Oxford University Press, 1992.

Reimers, Fernando, *Educational Chances Of the Poor At The End of The Twentieth Century*, Prospects, Vol.XXIX, No.4, December 1999,pp.481-491.

Ravallion, Martin, "Growth, Inequality and Poverty: Looking Beyond Averages", *World Development*, Vol.29, No.11, pp.1803-1815, 2001.

Collier, Paul and Dollar, David, "Can the World Cut Poverty in Half? How Policy Reform and Effective Aid Can Meet International Development Goals", *World Development*, Vol.29, No.11, pp.1787-1802, 2001.

Blackburn, McKinley L, "International Comparisons of Poverty", *AEA Paper Proceedings*, May 1994.

Bhola, Harbans S, "Adult Education for Poverty Reduction: Political Economy Analysis from a Systems Theory Perspective", *Adult Education And Development* (62), 2004,pp.13-25.

Aturupane, Harsha and etal, "Poverty, Human Development, and Growth: An Emerging Consensus?", *AEA Paper Proceedings*, May 1994.

GENDER

Wijitilleke, Sujatha, Critical issues in Women's Literacy in South Asia, Retrieve from http://www.literacyonline.org

Vaid, Divvya, "Gendered Inequality in Educational Transitions", *Economic and Political Weekly*, August 28, 2004. pp.3927-3938.

Turksma, Riet, "Women's Employment and Literacy", Retrieve from http://www.literacyonline.org

Shukla, Manju, "Importance of Women's Literacy for Effective Implementation of Population Education Programme", Retrieve from http://www.literacyonline.org

Shu, Xiaoling, "Education and Gender Egalitarianism: The Case of China", *Sociology of Education*, Vol.77 (October), 2004, pp.311-336.

Sen, Amartya, "Many Faces of Gender Inequality" in *Frontline*, Vol.18-Issue 22, Oct 27-Nov.09, 2001.

Schltz, Paul T, "Why Governments Should Invest More to Educate Girls", *World Development*, Vol.30, No. 2, pp.207-225, 2002.

Rehman, Shaheen Attiqur, "Female Functional Literacy", Retrieve from http://www.literacyonline.org

Premi, Mahendra K, India's Literacy Panorama, Retrieve from educationforallinindia.com

Nagarajan.N, "Progress of Women's Literacy in India: Challenges for 21st Century", Retrieve from http://www.literacyonline.org

MHRD, Gender Related Index: Selected Educational Statistics 2002-2003, GoI, New Delhi, 2004.

Kingdon, Geeta Gandhi, "The Gender Gap in Educational Attainment in India: How Much Can Be Explained?" *The Journal Of Development Studies*, Vol.39, No.2, December 2002,pp.25-53.

Building "Strategic Partnership Alliance, Influencing Partners" Retrieve from http://www.undp.org.in/REPORT/Gstrat/strat-10htm

Alshi, Sushma D, "Women Literacy and Development Challenges for the 21st Century" Retrieve from http://www.literacyonline.org

MINORITIES

Akhter, Andalib, HRD ministry' committee for minorities' education: Special Report Retrieve from http://www.milligazette.com/contact_us.htm

Lall, Marie, "The Challenges for India's Educational System", Retrieve from http://www.riia.org/pdf/research/asia/BPindiaeducation.pdf,

Groff, Cynthia, Multilingualism in India's Census, Constitution and Educational Policy: The Context for Linguistic Minorities in India, Retrieve from cgroff@dolphin.upenn.edu

Groff, Cynthia, "Status and Acquisition Planning and Linguistic Minorities in India" Retrieve from http://www.sil.org/asia/idc/parallel/cynthia_groff.pdf. April 2005.

Course No. **:** **102**

Course Title : Current Issues in School Education

Course Credit : 1.5

Course In charges : Nalini Juneja
Avinash K. Singh
Madhumita Bandyopadhyay

Contact Sessions : 15

Evaluation : Based on participation in discussions

Objectives of the Course

✸ To sensitize the participants to the critical areas and issues in school Education in India

✸ To enable the participants to appreciate the problems of implementing the priority programs of Education in the Indian context; and thereby,

✸ To increase the competencies of the participants for coping with the problems of implementation of the priority programs.

Course Methodology

This course provides an opportunity to the participants to discuss the critical issues related to a number of current concerns in school education today. It will not only acquaint participants to the topic under discussion but also enable them to critically examine the different facets of the issues involved Resource persons will interact with participants to discuss diverse themes.

Evaluation of participants shall be on the basis of the quality of a) their attendance and interaction in the sessions (30%), b) a term paper assignment (70%). The themes of the term paper will be drawn jointly from the topics covering both courses – 101 and 102.

Themes

The issues selected for discussion this year are:

1. Education for All
2. Child's Right to Education
3. ECCE in India
4. School Quality
5. Professional development of Teachers
6. Learner Evaluation
7. School and Higher Education Linkages
8. Management of Teachers
9. Education in Urban Areas
10. Secondary Education & Boards of School Education
11. Curriculum and Text books
12. Decentralised Management of Education, School & Community
13. SMC and School Development Planning
14. ICT in Education
15. Vocational Education

Brief Outline of Sessions:

Education For All

The programme of Education for All – Jomtien Declaration – goals, framework of Action, programmes, strategies – Dakar meet – the India report – monitoring for EFA – present status and future plans.

Child's Rights to Education

Concept of rights; Convention on Child Rights; significance of International treaties and conventions to India; International treaties and national laws, importance of right to education; meaning of right to education; the steps to right to education; the right to education in practice. This session will also include Concept of compulsory education; concept of compulsory education and right to education; state legislation on compulsory education; 86th Constitutional Amendment Act; and the follow up Act on Right of Child to Free and Compulsory Education.

Early Childhood Education

Policy, Role, Impact on School Education, Present Scenario, Global and National Trend, Future Perspectives.

School Quality: Concept Indicators and Improvement

What is `Quality' of education? Why it is important, Equity and Quality-Interdependence, Trend and Factors, Indicators of quality in education, policy implications.

Professional Development of Teachers

Major policy initiatives for professional development of teachers; Major concerns and issues in education of teachers; Role of teacher support institutions i.e.- DIET, BRC & CRC.

Learner Evaluation

Understanding approaches to assessment of learners; Policy and practices of evaluation; School's role in learner's achievement.

School and Higher Education Linkages

This session will cover the issues related to role of higher education in improvement of school education, teacher preparation, quality of overall education, knowledge development in language, science and social science and researches in the areas of elementary education.

Management of Teachers

Teachers- Social Status -selection, recruitment, posting transfer, salary, performance assessment and accountability.

Education in Urban Areas

Why we need to focus on education in urban areas and on education of the urban poor today. City governance and education - why different from the rest of the state? Implications -Effect of multiplicity of educational providers -Concerns and politics of land in the city. The city master plan – how does it affect the provision of educational facilities in cities? The poor and the vulnerable – who are they, and why is access to education a problem for them?

Secondary Education & Boards of School Education

Development of secondary education; moving towards the demand for USE; Access, equity and quality; Emerging needs and future challenges for achieving USE. Role and functions of Boards and its impact on quality of secondary education will be discussed.

Curriculum and Textbooks

Management of curriculum, and learning material; Text book production problems and issues Management of curriculum development processes at national and at state levels – role of NCERT and SCERTs in curriculum development and textbook preparation –role of text book boards/corporations – research related to curriculum, textbooks and teaching learning materials - place of NGOs.

School & Community Linkages: Decentralization, SMC and School Development Plan

Discussions on this issue will be devoted to developing an understanding of the linkages between the community and the school in both structural and functional terms; the session will deal with Indian and global experiences in decentralization of educational governance; the 73rd and 74th Constitutional amendment; the role of VECs in school management and supervision.

The session will also deal with implications of `the Right of children to Free and Compulsory Education Act, 2009' for the functioning of School Management Committee, in preparing School Development Plan and its implementation.

Vocational Education

This session will address the current and emerging issues related to education and livelihood/employment. The session will highlight the nature and different forms of vocational education and the growing significance of skill based education besides examining the relationship between education and employment, the session will also highlight initiatives taken with regard to vocationalization of education at different levels of education. The session will further deal with vocational aspect of technical and professional education, and challenges put forth by globalization, liberalization and privatization.

Role of ICT in Education

This session will discuss the role of Information and Communication Technology (ICT) in education. It will explain the prevailing practice, problems and prospect of the use of ICT in education at all levels. It will also illustrate the innovative use of ICT in classroom teaching and learning, and possible alternative ways of integrating ICT (including internet and multimedia) with general educational activities. The session will also highlight the possible misuse of the technology and its harmful effects. It will highlight the future implication of this technology and necessary guidelines for the policy makers who are embarking on ICT programme for education and use of computers and multi media in schools and other educational institutions.

Select Readings

Apart from the readings suggested below, sets of readings related to each workshop shall be distributed to the participants.

Education For All

Education for All- National Plan of Action, MHRD, GoI, 2003

Aggarwal Y.P and Premi K. (1996) (ed) *Reforming School Education: Issues in Policy Planning and Implementation.* NIEPA.

Ahmad Manzoor et.al. (1991): Basic Education and National Development, UNICEF

Ayyar, Vaidyanathan R.V. (1993): "Educational Planning and Administration in India: Retrospect and Prospect", *Journal of Educational Planning and Administration*, Vol. 7. 2, pp 197-214.

Bhattacharya, S. (1998): The Contested Terrain: Perspective on education in India, Orient Longman, New Delhi.

Bray Mark (1989): Multiple Shift Schooling: Design and Operation of Cost Effectiveness. London, Commonwealth Secretariat.

Coombs, P.H. (1981): *Future Critical Issues in Education: A Professional Report of Findings.* Sussex: international Council for Educational Development.

Naik, J.P. (1977): Elementary Education in India: A Promise to Keep. Indian Council of Social Science Research, New Delhi. 1975.

Raza M. et.al. (1990): School Education in India, NIEPA.

Vaidyanathan (2001): *Elementary Education in Rural India: A Grassroot View.* Sage, Delhi.

Education in Urban Areas

Govinda R. (1995) Status of Primary Education of the Urban Poor in India: An Analytical Review. Paris: UNESCO, IIEP Research Report No.105.

Govinda, R. and Varghese, N.V. *District Level Plan Implementation Strategy with Particular Reference to School Improvement,* International Institute for Educational Planning, Paris, 1994.

Hallak, J. (1990): *Investing in the Future: Setting Educational Priorities in the Developing World. Paris: IIEP.*

Mehta, A.C. Elementary Education in India: Analytical Report, 2005, NIEPA.

Varghese, N.V. and Mehta A.C. (1999) Universalisation of Upper Primary Education in India- An Analysis of Present Status and Future Prospects, NIEPA, New Delhi.

Desai, Armaity S. 1989. Education of the child in urban slums: an overview of factors affecting learning and responsive action through social work. *The Indian Journal of Social Work,* Vol.L. No.4. October, 1989.

Juneja, Nalini 2001. *Primary education for all in the city of Mumbai, India: the challenge set by local actors.* IIEP: Paris. 2001.

Juneja, Nalini 2001b. *Metropolitan cities in India and education of the poor: case studies of education of the poor in ten metropolitan cities in India.* Research Report. NIEPA, (Mimeo).

Juneja, Nalini (2003b). Education of the poor in metropolitan cities - an issue for concern. *Perspectives in Education;* Vol.19 (2) 2003.

Juneja, Nalini 1998. *Issues and challenges in the education of the poor in the mega city of Delhi.* Paper presented at the Seminar cum Workshop on Indian Mega Cities and Primary Education of the Poor. (September 2-4), 1998, NIEPA New Delhi.

Juneja, Nalini and Nandi, N. 2001a. *The city of Indore: an educational profile.* Research report presented at the Seminar on Implementation Strategies for Achieving Universalisation of Elementary Education in Metropolitan Cities; January, 4-6, 2001, NIEPA, New Delhi.

Juneja, Nalini and Nandi, N 2001b *The city of Nagpur: an educational profile.* Research report presented at the Seminar on Implementation Strategies for Achieving Universalisation of Elementary Education in Metropolitan Cities; January, 4-6, 2001, NIEPA, New Delhi.

School Quality: Concept Indicators and Improvement

Alexander, Robin (2000): Culture and Pedagogy, Blackwell, London.

Davis Reynolds (ed) (1985): Studying School Effectiveness, The Falmer Press.

Dyer Caroline (2000): Operation Black Board: Policy Implementation in Indian Elementary Education, Symposium Books, New Delhi.

Quality Education in Global Era, Country Paper: India 14th Conference of Common Wealth Education Ministers, Halifax, Nova Scotia, Canada.

Gupta S.P. ed. *India Vision 2020, Report of the Committee on India Vision 2020,* Planning Commission, Government of India, Academic Foundation, New Delhi.

Chapman David W. (1997): From Planning to Action: Government Initiatives for School level Practice, Permagaon.

Kothari Brij et al. (2003): *Innovations in Lifelong Literacy*, Sage, India.

Mukhopadhyay Marmar & Tyagi, R.S. ed. (2001): *Governance of School Education in India.* NIEPA.

Naik, J.P. (1977): *Some Perspectives on Non-formal Education: Alternatives in Development Education*, Indian Council of Social Science Research, New Delhi.

Curriculum and Textbooks

Rampal, Anita (2002): Texts in Context: Development of Curricula, Text books and Teaching Learning Materials in *India Education Report: A Profile of Basic Education*, Edited by R. Govinda, NIEPA, OUP, New Delhi.

Decentralized Management of Education, School & Community

Chapman, R. (1973): "Decentralisation: Another Perspectives." *Comparative Education*, 9(3), 127- 134.

Dhar, T.N. "Decentralized Management of Elementary Education: The Indian Experience." In Govinda, R. *Decentralization of Educational Management: Experiences from South Asia.* UNESCO International Institute for Educational Planning, Paris, 1997.

Govinda,R. (2003): "Dynamics of Decentralized Management and Community Empowerment in Primary Education: A comparative Analysis of Policy and Practice in Rajasthan and Madhya Pradesh." In R.Govinda and Rashmi Diwan, *Community Participation and Empowerment in Primary Education: Indian Experience,* Sage Publishers, New Delhi

Lauglo, J. and Mc Clean, M. (1985): The control of education: International perspectives on the centralization-decentralization debate, Heinamann, London.

Majumdar Manabi (2003): "Decentralisation Reform and Public Schools: A Human Development Perspective" in *Journal of Educational Planning and Administration* , Vol. XVII No. 4, October, pp 449- 480.

Mathew and Namibiar (2002): Primary Education and Panchayati Raj Institutions-An Overview in Participation & Governance, PRIA, Vol.8, No 25. November 2002. pp: 3-5.

Rondenelli, D.A. and Nellis, J.R. (1986): "Assessing Decentralisation Policies in Developing Countries: A Case for Cautious Optimism" in *Development Policy Review*, 4 (1), pp: 3-23.

Rondenelli D.A. et.al (1989): "Analysing Decentralisation Policies in Developing Countries: A Political Economy Frame Work", in *Development and Change* 20(1), pp: 57-87.

Rose, Pauline (2003): "Community Participation in School Policy and Practice in Malwi: balancing local knowledge, national policies and international agency priorities" in *Compare*, Vol.33. No.1. pp: 47-64.

Weiler H, N. (1990): "Comparative Perspectives on Educational Decentralisation: An Exercise in Contradictions:", *Educational Evaluation and Policy Analysis*, 12 (4), pp: 433-448.

Mythili. N. (2002): "Community Pressure for Higher Quality of Education Rural Primary Schools in Karnataka", *EPW*, June 15, P. 2349-2355.

Secondary Education & Boards of School Education

Dean Joan (1985): *Managing the Secondary School*, Croom Helm, London & Sydney, Nichols Publishing Company. P-239.

Ghilani J.S.& Khan, S.A (2004): "Quality of Secondary Education and Labour Market Requirement" in *Journal of Service Research*, Volume 4 No. 1 . April – September, p.127-138.

Jacobs, Garry (2004): "Towards a Knowledge Society: Vision 2020" in Gupta S.P. ed. *India Vision 2020, Report of the Committee on India Vision 2020,* Planning Commission, Government of India, Academic Foundation, New Delhi.

Jonathan P, Don and Teegen Hildy (ed) (2003): *Globalisation and NGOs: Transforming Business, Government and Society.* Praeger, London,

Mukhopadhyay, M. (2002): *Focus Secondary Education,* NIEPA.

Mehta. A.C. (2003): Universalisation of Secondary Education: Can it be achieved in the Near Future? *JEPA Vol. XVII, No.4.*

Clarke Prema (2003): "Culture and Classroom Reform in India" in *Comparative Education*, Volume 39, Number 1, February 2003.

Professional Development of Teachers

Joshi J.N. & Ahuja, M. (2001): Pre- Service education of Teachers" in *Experiences in School Education,* NCERT.

Rajput, J.S. & Dewal, O.C. (2001): "Systems Management of In-service Teacher Training through Open and Distance Learning" in *Experiences in School Education,* NCERT.

Shardendu (2001): Towards Effective Inservice Teacher Education in *Experiences in School Education,* NCERT.

Child's Rights to Education

Bholashetty S. et al. (2004): Fundamental Human Right to Free and Compulsory Elementary Education in India Origin, Progress and Present Status. *JEPA,* Vo. XVIII, No.1. pp. 57-82.

Government of India (2004). The Free and Compulsory Education (Draft) Bill, 2004. Ministry of Human Resource Development.

India (1960). *Delhi Primary Education Act, 1960.* Govt. of India Press.

Juneja N. (2003). Constitutional amendment to make Education a fundamental right: issues for a follow up legislation. *NIEPA Occasional Paper 33,* March 2003. Juneja, N. (1998). Constitutional Commitments. *Seminar* No. 464, April 1998.

Juneja, N. (1997). Right of Child to Education and issues in Implementation of Compulsory Education. *New Frontiers in Education.* Vol. 27, No. I; January-March, 1997.

Juneja, N (1997). *Compulsory Education in India: the policy in practice.* National Institute of Educational Planning and Administration (Mimeo).

Juneja, N (1997b): `Right of the Child to Educational and Issues in Implementation of Compulsory Education: perceptions of educational administrators', *New Frontiers in Education,* 27(1), pp.1-12.

Kaur, Kuldip (1985): *Education in India (1781-1985): Policies, Planning and Implementation.* Arun & Rajive Pvt. Ltd., Chandigarh.

Kumar, Krishna, (1991). *Political Agenda of Education: A Study of Colonist and Nationalist Ideas,* New Delhi: Sage*.*

Jois, M.R. (2001): Rights of the Child: The Obligations of Parents, Teachers, Society and the Government in *Experiences in School Education,* NCERT.

Naik, J.P. (1982). *The Education Commission and After*, New Delhi: Allied Publication.

Saiyidian, K.G., Naik, J.P. and Husain, S.A. (1966). *Compulsory Education in India,* Delhi: Universal.

Sharma R. (1998): Universal Elementary education: the Question of How? *Economic and Political Weekly*. Vol. 33; No. 26.

Tomasevski, K. (2001). Governmental Human Rights Obligation in Education. Right to Education Paper No. 3. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.

Weiner, Myron (1991): *The Child and the State in India.* Princeton University Press.

Chavan, Madhav. 2000. Building societal missions for universal pre-school and primary education: the Pratham experience. IIEP research and Studies Programme. Paris, UNESCO.

Reports

Government of India (1986): National Policy on Education, MHRD, New Delhi.

Government of India (1992): Program of Action, MHRD, New Delhi.

Government of India (1966): Education and National Development Report of the Education Commission (Kothari Commission), 1964-66.

World Bank (1997): Primary Education in India. Development in Practice Series. Washington.

World Conference on Education for All – Meeting Basic Learning Needs- Jomtein Thailand. 5-9 March.

Public Report on Basic Education in India, Oxford University Press, New Delhi.

Report of the CABE Committee on Decentralization in Education, Ministry of Human Resource Development, Government of India, New Delhi, 1995

Course No. **:** **103**

Course Title : Educational Administration

Course Credit : 1.5

Course Incharges : Bijoy Kumar Panda
Vineeta Sirohi

Associate Faculty : From NUEPA & Guest Faculty

Introduction

The federal character of Indian polity envisages a pattern of inter-relationships between the centre and the states in different spheres of activity. Education, as a sub-system, reflects the perspectives, problems and trends of these relationships arising out of the multi-level functioning of the system. In order to facilitate the system to functioning effectively – there is a need for efficient administration with a built in mechanism of enabling role to play. This enabling role of the administration becomes the interface between the centre-state, state-district, district- block, and block-school facilitating all the actors in these sub-systems to function in coordination and unison with each other, the efficacy of the system of administration is further strengthened by a proper governance system in place.

The organizational network for management at different levels and connected subjects and issues, is of vital importance to educational administrators. It is necessary to understand the crux of actual functioning of the system of educational administration at the sub-national levels ranging from the state to the institution.

The course is also intended to acquaint the participants with the processes of developing strategic educational administration in order to make not only the administration at the higher levels function effectively but also to make the schools perform efficiently by undertaking school improvement programmes, which is viewed as an activity to function and perform from within. There is also a need for timely action to remove dysnomia in the system as well as monitor and evaluate the strategies adopted in the administration- giving impetus to revitalization. The course will also look into the methods and modern concepts of supervision with an emerging tendency towards academic support and professional development of the educational functionaries, school heads and teachers.

Objectives

- to acquaint the participants with the multi-level character of educational administration in India;

- to familiarize the general perspective, processes linkages – vertical and lateral of the organizations for smooth functioning of educational administration at various levels in India;

- to help the participants gain an insight into the various problems and issues which needs to be resolved so as to develop and adapt need based approaches in educational administration;

- to enable the participants to acquire skills for development of strategic educational administration, school improvement planning and the interface between community and schooling through SDMCs/PTAs/VECs;

- to enable the participants to analyze the changing trends in supervision at different levels; and

- to enable the participant to comprehend the relationship between supervision and professional development at various levels and evolve opportunities within the sub-systems of administration to understand the various entitlements.

Methodology

The course methodology includes lecture discussions; group activities, and role-play methods, followed by presentations and panel discussions.

LECTURE DETAILS

Sessions 1-5: Educational Administration in India

Development of Educational Administration at Federal and State levels - A Historical Perspective – A review of Colonial Legacy; A comparative perspective of educational administration in other countries; Decentralized Educational Administration and Emerging trends in Educational Administration; and administrative machinery at national, state, regional, district, block, village and institutional levels.

Sessions 6-8: Strategic Educational Administration

Understanding the organization and institution; Developing strategies of educational administration for effective administration; ascertaining problems/dysfunction/dysnomia in educational administration through diagnosis of administrative culture; monitoring and evaluation of strategies in educational administration and evolving strategies of governance.

Sessions 9-12: School Improvement Planning

Facilitating institutions in developing goal and objective based plans; evolving school plans from within; designing capacity building programmes for institutions/schools; staff/teacher development and quality improvement; sharing and utilization of institutional resources – inter and intra sharing of resources; and effective utilization of resources.

Sessions 13-15: The Changing Trends of Supervision – Academic Supervision

Objectives of supervision – past and present; Role of Supervisor – As a Facilitator; Supervision and professional development; Effective supervision – BRC/CRC/SDMC/VEC/PTA/Schools; Contemporary Programmes – SSA etc; Facilitating supervision from within the institution; Institutional self evaluation; Importance of organizing effective recruitment and promotion opportunities for staff.

Evaluation

As part of the course, the participants will be required to write a paper on any one of the selected topics/case study preparation preferably based on their field experience. On the basis of the assignment the participants will be evaluated. 80% weightage would be given for written assignment. 20% weightage will also be given for participation in lecture discussions including discussion and presentations in panel discussion.

SUGGESTED READINGS

Aggarwal, R. D., 1982, **Law of Education and Educational Institutions** (Three Volumes), Allahabad, Law Block Co.

Barth, R.,1990. Improving Schools From Within. San Francisco: Jossey-Bass.

Mohd. Sharif Khan, 1983, **School Administration,** New Delhi, Jackson Publication.

Shukla, P. D., 1983, **Administration of Education in India**, New Delhi, Vikas Publishing House, Pvt. Ltd.,
Sankhdher B. M., 1999, **Education System from 1988 to End of 19th Century**, New Delhi, Deep and Deep Publication.

Constitution of India (latest edition).

Educational Policy Resolution (1968). by Ministry of Education, New Delhi.

Education & National Development - Report of the Education Commission -1964-66.

Gabriel Carron & Anton De Grauwe, 1997, **Trends in School Supervision – Current Issues in   Supervision: A Literature Review**, Paris, IIEP-UNESCO.

Gadgil, A.V., 1982, **Supervision in Education**, New Delhi, Shubhadra.

Gibson, Jane Whitoney, 990, **Supervisory Challenges: Principles and Practices**, Coloumbus,   Merrill.

Gore M. S., 1995, **Indian Education : Structure and Process**, New Delhi, Rawat Publications.

Govinda, R. and Varghese, N. V., 1993, Quality of Primary Schooing in India: A Case Study of   Madhya Pradesh, Paris, IIEP-UNESCO & NIEPA.

Govinda, R., 1997, **Decentralisation of Educational Management: Experiences from South Asia**, Paris, IIEP-UNESCO.

Govinda, R., 2002, **Role of Head teachers in School Management in India, Case Studies of   Six States**, New Delhi, ANTRIEP & European Commission.

International Institute for Educational Planning, 1998, **Trends in School Supervision –   Supervision and support services in Asia, National Diagnosis**, Vol. II, Paris, IIEP-   UNESCO.

Kochhar, S.K., 1981, **Successful Supervision and Inspection**, New Delhi, Sterling.

Panda B. K., 2000, **Nothing But the School – What the School Head Can Do!**, New Delhi,   Anamika.

Samier A. E., (eds.), 2003, **Ethical Foundations for Educational Administration**, London,   Routledge Falmer.

Sergiovanni T. J., Burlingame M., Coombs F. S., & Thruston P. W., 1999, **Educational Governance & Administration**, USA, A Viacom Company.

Starratt R. J., 2003, **Centering Educational Administration: Cultivating meaning community, responsibility**, New Jersey, Laurence Erlbaum Associates, Inc., Publishers.

Sujatha K., 1994, **Educational Development among Tribes: A Study of Sub-Plan Areas in   Andhra Pradesh**, New Delhi, South Asian Publishers.

Travers, Alfred W., 1988, **Supervision: Techniques and new Dimensions**, New Jersey, Prentice Hall.

Tanner, Daniel., 1987, **Supervision in Education: Problems and Practices**, New York, Macmillan.

Vonder Embse, Thomes J., 1987, **Supervision: Managerial Skills for a new Era**, New York, Macmillan.

Right of Children to Free and Compulsory Education Act – 2009

Some Basic Facts about Educational Administration in India, NUEPA, New Delhi (1980).Educational Administration : Structures, Processes and Future Prospects (Mizoram, Goa, M.P., Karnataka, Sikkim, Arunachal Pradesh, Punjab, Haryana, Chandigarh, Lakshadweep, Kerala) NIEPA, New Delhi, Vikas (1994 & 1995).

Course No. : **104**

Course Title : Educational Management for Organisation Development

Course Credit : 1.5

Contact Sessions : 15

Course Incharges : Najma Akhtar
Rashmi Diwan
Manju Narula

Associate faculty: Rasmita Das

Objectives

- To enable the participants to understand the importance of management techniques and its usage in the institution building.

- To improve managerial competence of participants by increasing their sensitivity and receptivity towards critical management issues.

- To provide the participants with managerial skills to enable them to meet the day to day challenges at workplace effectively.

- To analyse the decision making process through participative culture and managerial components.

- To facilitate the participants to analyse their behaviour and adopt new techniques to improve their managerial skills.

Lecture Themes

1. *Organisational Communications*
- Verbal and non-verbal communications
- Oral and written communication
- Effective Communication
- Role of Communication in organisational effectiveness

2. *Leadership in Education*

- Styles of Leadership
- Core Issues of Leadership
- Leader Vs Manager

3. Decision Making

- The process of decision making
- Impact of wrong decision in government educational institutions
- Corrective measures for wrong decisions
- The criticality in making right decision

4. Self Empowerment : Overcoming Barriers

- What kind of situations can make one weak
- Ways of overcoming barriers within oneself and organizations at the time of adversaries
- Defining Empowerment
- Imbibing self empowerment through live examples (case studies/profiles of self-empowered people).

5. Total Quality Management in Education

- Defining the Concept
- Planning and implementation of T.Q.M.

6. Management of Change

- Reflection and Assessment of Success and Failure in Personal, Office/department, Institutional/Organizational settings
- Anticipate changes
- Anticipate resistance
- Managing diverse changing situations

7. Transactional Analysis

- TA as a social interaction
- Analysis of Human Relations
- Variety of transactions: sources and responses

8. Time Management (1 Session)

- Principles of Time Management
- Managing time in different situations at workplace

9. SWOT Analysis

- Tools of Assessment
- Technique of SWOT Analysis
- Use of Assessment data

10.   Emotional Intelligence at Work

- Understanding E.Q as different from I.Q
- The key attributes of Emotional Intelligence
- Assessing personal EQ
- Assessing EQ at work

Evaluation and assessment of Participants

Evaluation of participants will be based on an assignment given at the end of the course. This assignment basically will attempt to understand how much the participants were attentive to the themes addressed to the course, how much were able to reflect on the work situations they are placed in what lessons have they learnt and how do they to apply in their work situations in future. The overall basis of their assessment is as follows:

Active participation   : 20 %

Reflecting and thinking   : 20%

Application of lessons drawn in the assignment provided   : 40%

SELECTED READINGS

1. Paton, Robert A. (2000) Change Management A guide to effective implementation. 2nd Edition, New Delhi : Response

2. Connor, Patrick E (2003) Managing Organisational Change, London : Praeger

3. Storey, John (2004). Leadership in Organisations : Current issues and key trends, London : Routledge Falmer

4. Standford Barbera (1998) Charting School Change, Improving the odds for successful School Reform, California : Corwin Press, Inc.

5. Kepner, Charles H. and Tregoe, Benjamin B. (1965) The Rational Manager, A Systematic Approach to Problem Solving and Decision Making, New Delhi and Bombay : Tata McGraw Hill Publishing Company.

6. "Teacher Teaming in Middle Schools: Dilemmas for a School Wide Community," by Sharon D. Kruse and Karen Seashore Louis, Educational Administration Quarterly, Vol. XXXIII, No. 3, August 1997, 261-289.

7. "Development in schools A Systems approach based on Organizational levels", by David Tuohy and David Coghlan Educational Management and Administration, Vol. 25(I), 1997, 65-77.

8. "Coping with Stress in the Principalship", by Donald G. Allison Journal of Educational Administration, Vol. 35, No. 1, 1997, 39-55.

9. "Conflict Management", by K.G. Virmani Module prepared for Management Handbook for Kendriya Vidyalaya Principals,.NIEPA, New Delhi.

10. "Group and their Operational Dynamics", by M. Mukhopadhyay NIEPA, New Delhi.

11. "Effective Educational leadership", by K.G. Virmani and Rashmi Diwan Module prepared for Management Handbook for Kendriya Vidyalaya Principals, NIEPA, New Delhi.

12. "Ten steps to "TQM" plus", by Kaufman, Roger; Hirumi, Atsusi Educational Leadership.

13. "New frame for managing schools: Total Quality Management (TQM).", by Murgatroyed, Stephen, School Organization.

14. "A Framework of Teachers' Coping Strategies for a Whole School Stress Management Policy", by Jack Dunham Educational Management and Administration Vol. 22. No. 3, 1994.

15. "Information utilization of beginning principals in school restructuring", by Peggy C. Kirby and Ira Bogotch Journal Educational Administration Vol. 34. No. 2, 1996.

16. "Problem-solving Teams and the Improvement of Organizational Performance in Schools", by Alan B. Henkin & Carolyn L. Wanat, School Organization, Vol. 14. No. 2, 1994.

17. "Planning the quality of education: different information for different levels of decision-making", by Kenneth N. Ross and T. Neville Postlethwaite.

18. "Expertise in Principals' Problem Solving", by Kenneth A. Leithwood and Mary Stager" Educational Administration Quarterly Vol. 25, November 2, May 1989.

19. "Administrators' Perceptions of Policy Influence: Conflict Management Styles and Roles", by Frederick M. Wirt and Leslie Christovich Educational Administration Quarterly Vol. 25, Number 1 February 1989, 5-35.

20. "The Key to Success in Strategic Planning Is Communication", by Mary Nebgen, Educational Leadership, April, 1991.

21. "Trouble in Paradise: Teacher Conflicts in Shared Decision Making", by Carol II. Weiss, Joseph Cambone and Alexander Wyeth, Educational Administration Quarterly Vol. 28, No. 3, August, 1992.

22. "62 Ways to Save Time", by Tod A. Anton From Here's How, The Education Digest, March, 1994.

23. "The Quality Revolution: Role of School Leaders in Meeting the Challenge", by Rashmi Diwan, National Institute of Educational Planning and Administration, New Delhi-110 016, 1996.

24. "Coping with Multiple Innovations in Schools: An Exploratory Study", by Mike Wallace, School Organization, Vol. 11, No. 2, 1991.

25. "Leadership, Headships and Effective Primary Schools" by Geoff Southworth, School Organization, Vol. 10, No. 1, 1990.

26. "Personnel Management Strategies for Head teachers", by Neil Johnson, School Organization, Vol. 10, No. 1, 1990.

27. "Administrators and Their Talk", by Peter Gronn, Educational Management and Administration Vol. 21, No. 1, 1993.

28 "Decision Making: Rational, Non-rational, and Irrational", by Herbert A. Simon, Educational Administration Quarterly, Vol. 29, No.3, August 1993, 392-411.

29. Management of Communication Skills", by K. Sudha Rao, Module developed for Reading Material for Diploma in Management, I.G.N.O.U, New Delhi.

30. Self-development must for Transformational Leadership, by Rashmi Diwan, Indian Management, Vol. 39, No. 9, September 2000.

Course No. : **105**

Course Title : Developmental Administration and Management in Education

Course Credit : 1

Contact Sessions : 10

Course Incharges : Najma Akhtar
Yazali Josephine
Rasmita Das
R.S. Tyagi
Manju Narula

Introduction

Since 1990 in India, made tremendous changes in the education sector in the area of planning, management, and administration to meet the global challenges. As a result the scope and functions of education have undergone radical changes. The traditional functioning of educational administrational education has give place to modern managements system. In this particular course we will try to make the participants to understand mainly the changes in the system of education and shift from the traditional administrative methods to modern flexible administrative structures. Educational reform continues to remain an elusive goal and no significant breakthrough could be achieved in bringing about fundamental changes in the system and making it an effective instrument of national reconstruction. Therefore any meaningful effort at educational reform needs to concentrate changes on the following areas:

- Reforms in Administrative Functions
- Uniform Structure of Education System
- Public partnership in Physical, Financial and other Management issues
- Effectively handling development related functions and centrally sponsored schemes.

Objectives of the Course

1. To acquaint the participants with the emerging issues in Development Administration and management;

2. To orient them on different issues like role of PRIs and development administration, major issues of educational administration in respect of Rashtriya Madhyamik Shiksha Abhiyan;

3. To develop their capacities in the aspects e-governance in administration; and

4. To acquaint them with the issues of private-public partnership in secondary education, national system of education and school boards, right to information and administration of secondary education.

Methodology

The course will be transacted through presentation, discussion, sharing of experiences and group work.

Evaluation

The participants will be given assignments on different topics to widen their insight and learning regarding the course of Development Administration.

The 10 major Themes to be covered in the course are discussed below:

1. *Role of Panchayati Raj Institutions and Development Administration*

Development administration can be referred as an instrument of providing service delivery to all citizens in quantity, quality and in a timely manner with the participation of all the stake holders. In India the administration of school education has rapidly marched towards development administration and witnessed a major transformation in its approaches, structures and functions (NUEPA Studies 1991-2001). Emphasis on structural changes has made administration more responsive to the educational needs of the people at the grassroots (Tyagi, 2006). Efforts have been made to decentralize planning and management of education to the local level so as to make the delivery of educational programmes more effective (Sarva Shiksha Abhiyan, 2002). It is in this context that the establishment of grassroots level democracy through local self-governance, that is panchayati raj institutions in rural areas has become significant. The National Policies on Education on the role of PRIs, the CABE Committee on PRIs and 73rd and 74th Constitutional Amendments envisaged that powers need to be devolved to the local bodies at district, block and panchayat levels. Development administration emphasized the need for local specific strategies which necessitate decentralization in decision-making to identity and bring those children to schools who at present are not with

the system. Since the introduction of DPEP and later on Sarva Shiksha Abhiyan the development administration has brought about a much- needed shift in the delivery mechanism, increased investment in basic education, in expenditure pattern specifically from staff-salary oriented budget to infrastructure development oriented budget.

References

National Institute of Educational Planning and Administration (NIEPA), *Studies on Educational Administration in Different States and UTs 1991-2001* New Delhi.

Tyagi, R. S. (2006), *Institutional Reforms in Educational Management—The Issue of Sustainability,* Review of Development and Change, Volume XI, Number 1, January- June, 2006.

Government of India, Ministry of Human Resource Development, Department of Education (1992), *National Policy on Education and Programme of Action 1986 & 1992*, New Delhi.

Department of Education, (2001) *Sarva Shiksha Abhiyan (SSA)*, New Delhi.

Department of Education, (*1993) Report of the Central Advisory Board of Education (CABE) Committee on Decentralized Management of Education,* New Delhi.

2. *Educational Administration and Rashtriya Madhyamik Shiksha* **Abhiyan**

Administration of school education would require a complete overhaul of the structures, processes and systems since educational administrators are confronting several issues of managing secondary education today. Some of them are: routine bureaucratic structure, obsolete rules and regulation, ineffective personal management etc. Much emphasis has been given so far to the bifurcation of educational administration into different sectors for focusing on sector-wise programmes and decentralization of functions. As the National Policy on Education advocated a good governance of school education, its implementation would need coordinated efforts of all sectors of educational administration along with decentralization of authority and participatory approach of management. So far there is no block level set-up, for secondary education. Rashtriya Madhyamik Shiksha Abhiyan has given emphasis on administrative reforms in secondary education. These include: reforms in school governance, improve school performance by decentralizing their management and accountability, adopting a rational policy of teacher recruitment, deployment and training, undertaking reforms in educational administration including modernization, e-governance and delegation/decentralization, provision of necessary professional and academic inputs. Structural reforms in administration are the need of the hour especially in

respect of universalization of secondary education under Rashtriya Madhyamik Shiksha Abhiyan.

NUEPA (2001) Organization and Administration. In Marmar Mukhopadhyay and R. S. Tyagi (Eds.) *Governance of School Education in India*, New Delhi: NUEPA.

NUEPA (2002) Educational Administration—State of Art. In Marmar Mukhopadhyay and Manju Narula (Eds.) *Secondary Education: The Challenges Ahead*, New Delhi: NUEPA.

Planning Commission, (2007) *Secondary Education and Vocational Education for XI Five-Year Plan (2007-2012)-Report of the Working Group.* New Delhi: Government of India, Planning Commission.

Government of India (2009) *Rashtriya Madhyamik Shiksha Abhiyan- A Scheme for Universalization of Access to and Improvement of Quality at the Secondary and Higher Secondary Stage*, New Delhi: Ministry of Human Resource Development.

3. **e-governance in education**

The e-administration or paperless administration is a way of government reform as well as state building. This integrated electronic service, information sharing, is an application of state of the art technology (i.e. computing) into administration, and integrating organizations and information resources within government is a critical area for the further development of the country. Some studies conducted on the impact of e-governance have shown positive results in india.In this context it is utmost important to discuss :

- What are the major differences between traditional models of government and a web-based paradigm?

- What kind of impact would be most obvious in educational organizational structures and administrative processes?

- Does Weberian bureaucracy change to virtual bureaucracy?

- How to utilize the role of ICT in educational organizational change and development?

- How much would it affect government structures in terms of workforce, education processes, and efficiency?

The suggested readings

1. Thomas B. Riley, "electronic governance: living and working in the wired world," Stylus Publishing, LLC.

2. http://www.cvc.nic.in

3. The riley report, "E-Democracy in the future: Will We See Significant Change?" The Riley Report, August, 2002

4. http://egov.mit.gov.in

5. "Electronic Governance - A key issue in the 21st century," an article on web site http://mit.gov.in by Renu Budhiraja, Additional Director, Electronic Governance Division, Ministry of Information Technology, Govt. of India.

Public private Partnership in education

The country is currently moving towards an exciting phase of economic development and growth. In this, development of physical and social infrastructure is a critical factor. While better physical infrastructure augments productivity (and lowers production costs), *it is no guarantee to sustainable development in the absence of investment in human capital.* In order to meet the need for expansion of the infrastructure, the existing public resources have proved to be inadequate. Therefore, the need for private participation in conceptualization, development, monitoring and delivery of the services and facilities has become essential. In India different Ministries under Government of India in recent years have been implementing various schemes through PPP.

Public-Private-Partnership or PPP is a mode of implementing government Programmes/schemes in partnership with the private sector. The term private in PPP encompasses all non-government agencies such as the corporate sector, voluntary organizations, self-help groups, partnership firms, individuals and community based organizations, PPP, moreover, subsumes all the objectives of the service being provided earlier by the government, and is not intended to compromise on them. *Essentially,the shift in emphasis is from delivering services directly, to service management and coordination.* The roles and responsibilities of the partners may vary from sector to sector. While in some schemes/projects, the private provider may have significant involvement concerning all aspects of implementation; in others s/he may have only a minor role.

Suggested readings

1. National Knowledge Commission, Report to the Nation 2006, Sam Pitroda, Govt. of India, www.knowledgecommission.jov.in

2. Stella Antony, Widening access to higher education: Combining the quality imperative with high growth rates: Oman, International Institute for Educational Planning, Paris,

3. private   public   participation   in   education   in   India,   of   India, Planningcommision(2004)

4. Muralidharan Karthik, Public private partnership for universal quality education.

5. *Right to Information & Administration of School Education*

Conceptualisation of right to Information,Historical perspective of Right to Information, Right to information & its objectives ,Right to information policy: The legal frame work, Legislation of Right to information, Role of School Administrator in implementing RTI ,Role and Responsibilities of Information officer under RTI Act, Role of centre, state, legal bodies, Challenges in implementing RTI, Role of RTI in empowering educational stake holders

References

1. Citizens' Report on Governance & Development 2008-09,National social Watch Coalition (NSWC) Daanish Books ,Delhi-96

2. EFA Global Monitoring Report, Overcoming inequality: Why Governance Matters,2009, UNESCO Publishing, Oxford Press, pg138-143,177.

3. Public education in Mumbai: Rhetoric or Right? A report by Indian people's Tribunal on Environment and Human Right, Nov 2008, Mumbai-400 009, New age printing press.

4. www.nbtindia.org.in

5. www.rtiindia.org

6. http:righttoinformation.gov.in

6. *Personnel Management in School Education*

Teacher qualification and recruitment procedures, Teachers management issues, training, attendance of teachers, Teacher preparation and classroom transaction, efforts in supply of teachers, recruitment of Para teachers, innovative interventions in teacher recruitment: shikha karmi, volunteer teacher, Teacher management in secondary education, Role of support institutions DIET/BRC/CRC/VEC/SCERT/NCERT

References

1) Ramachandran,Vimla.(2003).Getting children Back to School: Case Studies in Primary Education, Sage publication, N Delhi

2) Govinda,R and Josephine,y. (2005).Review of Para Teachers in India-Dialouge

3) MHRD (2005).Report of the CABE Committee on Universalisation of Secondary Education, GOI, India.

4) Mukhopadhyay,Marmar&Tyagi,R.S(2005).Governance of School Education in India, NIEPA,N Delhi

5) Management of school Education in India NIEPA, 1998, N Delhi

7. National System of Education (NSE), School Boards

The concept of National System of School Education in context of the recommendations by different Commissions and Committees will be discussed. Further need for uniformity in standards of education in spite of various diversities that exist in the country at regional, district, block and village level and need for establishing comparable standards at the school level through out the country will be discussed. Emphasis will be made on four aspects, viz.: (i) Establishing structural harmony in the country; (ii) Adoption of National Curriculum Framework across the country; (iii) National pattern of learners Evaluation System; and (iv) to implement National system of Education need of national data base on access, participation of children, teachers at various levels of school education, so that proper planning and management of education can be effectively made in the country to make National system of Education successful.

Suggested Readings

- Chauhan, P. R. (2002). Secondary education in India: A Perspective of Changes, in Mukhopadhyay, Marmar and Narula Manju (Eds) (2002). *Secondary Education: The Challenges Ahead*, NIEPA, New Delhi.

- MHRD (2005). *Report of the CABE Committee on Universalisation of Secondary Education*, GOI, New Delhi.

- Narula, Manju (2006). *Quality in School Education: Secondary Education and Education Boards*, NIEPA, New Delhi.

- NCERT (2005). *Report of the Focus Group on Examination Reforms*, National Curriculum Framework Review, March, New Delhi.

8. Role of Support Institutions in Education

In this session Role and functions of various support institutions established at the national and state level for the planning and administration of education will be discussed such as:-

- National Council of Teacher Education(NCTE)

- National Council of Education Research and Training(NCERT)

- National University of Educational Planning and Administration (NUEPA)

- National Institute of Open Schooling (NIOS)

- CIET

- SIEMAT

- SCERT

- SIET

- DIET

9. ***Developmental Programmes in Education – Focus on Minorities***

The Policy of India towards the educational development of Minorities is inferred from the Constitution of India, various Commissions and Committees reports, National Policy of Education 1968, 1986 and programme of Action 1992 and five-Year plans of Government of India. The session will deal with the short term, medium term and long term programes with respect to education of the minorities that have been suggested by them.

Suggested Readings

- Sachar Committee Report (2006), Social, Economic and Educational Status of Muslim Community of India: A Report, Government of India

- Ahmad, I (2000), Educational Development of Minorities in India, in Tilak, JBG (Ed.) Education Society and Developmemt, National and International Perspectives, APH Publishing Coorporation, New Delhi.

- Mandal, S.R. (1997) Educational Status of Muslims: Problems Prospects and Priorities, Inter India Publication, New Delhi.

- Commission for Minorities (1998), Studies in Educational and Socio Economic Problems of Minorities in India, New Delhi.

*10. **Grading of Educational Institutions***

Education plays a vital role in the history of any developed nation. Therefore, there is a premium on both Quantity and Quality of education at all levels. The growing awareness about value for money among stakeholders and aspiring for goods and services of international standards encourage grading system of educational institutions. The grading is evaluation of performance by assigning a grade or score. The grading is holistic, systematic, objective, data based, transparent and shared experience for institutional improvement. In this discourse of grading system the high lights will be conceptualisation of grading system of educational institutions, historical perspectives, Foundations of Quality assurance, the national assessment and accreditation council, instrument and methodology of Quality assurance, implementing Quality assurance: Challenges and solutions, Impact of assessment and accreditation, Independent rating agencies NBA, CRISIL, ICRA or CARE, other statutory bodies for grading, future Directions for strengthening assessment and accreditation.

Reference

- NAAC: A decade of dedication of Quality Assurance, Oct. 2004 published by

- Grading Education: Getting Accountability Right By <u>Richard Rothstein</u> <u>Rebecca Jacobsen</u> <u>Tamara Wilder</u> October 20, 2008 October 2008 | Teachers College Press and EPI Book

Course No.	**:**	**106 (final)**
Course Title	:	Educational Planning: Concept, Types and Approaches
Course Credit	:	1.5
Contact Sessions	:	15
Course Incharges	:	S.M.I.A. Zaidi
		N. K. Mohanty

Introduction

This is the introductory course on Educational Planning in the Diploma programme. Generally macro-issues of educational planning will be covered in this course and emphasis will be on various approaches to educational planning. However, the methodology of planning as well as issues involved in the educational planning process will also be discussed during the course.

Objectives

More specifically, following are the main objectives of this course :

- To familiarise the participants with   conceptual framework of planning and discuss its various types;

- To acquaint them with the three main approaches of educational planning and their implications for plan formulation;

- To discuss the methodology and various issues involved in educational planning.

Methodology and Evaluation

The methodology of the course will be based on lecture-discussion, practical exercises and group work. Various themes relevant to the course will be discussed through these methods. The course will be covered in 15 sessions of one and a hour duration each. In order to discuss various themes, resource persons will be invited from NIEPA as well as from outside the Institute.

At the end of the course all participants will be evaluated. The evaluation will be based on (i) participation in classroom discussion, practical exercises and group work and (ii) written assignment given to all participants at the end of the course. However, for awarding grades to the participants in this course, the assignment given will have 50 per cent weightage and the 50 per cent weightage will be given to participation in classroom activities during the sessions of the course. However, in the end of the course participants will be given a proforma so as to evaluate the course by them.

Course Contents

Various themes relevant to the course will be covered in various sessions. The following are themes that will be discussed during the various sessions of this course.

1. Educational Planning : Origin, Concept and Types

2. Methodology of Planning

3. Approaches to Educational Planning

4. Planning for Secondary Education

5. Issues involved in planning for education

6. Institutional Planning

7. Education Employment Linkage

8. Planning for Education in Cities/Urban areas

Lecture Outlines

Session-wise brief write-ups on the above themes are as follows;

Session 1: Educational Planning: Concept and Types

Planning is a useful tool for public authorities to intervene and direct the course of development in any economy. It attempts to develop a design for a future course of action to attain a set of commonly agreed objectives. Educational development is closely linked to developments taking place in the economy. Educational planning essentially deals with prioritizing investment decisions and optimizing the resource use. In other words, educational planning emphasizes achieving efficiency in allocation and utilization of limited resources. The most recent trend in many developing countries is a movement towards decentralization of educational planning and management. It is expected that decentralization make plans more realistic, local specific and increases efficiency in operation and improves equity in achievement. One of the first steps in decentralization is related to the identification of a unit for decentralized planning and decision-making.   It also implies

identification of areas and functions that can legitimately be brought under the purview of decentralized planning. Unlike a centralized planning system, the planning process under a decentralized framework will essentially be participatory in nature. Participatory process ensures wider consultations to draw realistic plans. Decentralization attempts to create local level planning machinery and to develop planning competencies at the local level. In other words, capacity building at the local level becomes a necessary condition for developing and implementing decentralized plans. This session will elaborate on these dimensions of educational planning and also discuss various types of planning that are undertaken in various countries.

Session 2: Methodology of Planning

Planning is a blue print for future activities. Developing of a plan necessarily involves various steps. The first step in plan preparation process is to make an objective assessment of the existing levels of educational development in a country. This step is referred to as diagnosis of the educational situation. The next stage in planning is to set the targets to be achieved during the plan period. This is followed by the stage of developing interventions and strategies to achieve the set targets. Each strategy may consist of a number of programmes/projects and implementation of these programmes lead to successful achievement of the plan targets. Each programme can be further seen as an aggregation of various activities and each activity involves inputs – financial and non-financial inputs. Specification of such inputs and working out their cost implications become an essential part of the planning methodology.   This lsession will elaborate these necessary steps associated with the planning methodology.

Sessions 3-8: Approaches to Educational Planning

One of the major issues in educational planning is related to efficiency in the allocation of resources. There are three approaches to decide on the efficiency of allocation of resources. They are (i) social demand approach; (ii) cost-benefit analysis approach; (iii) manpower requirements approach. The social demand implies aggregate household demand for education. The cost benefit analysis treats expenditure on education as an investment similar to investment in any other profitable venture. The rate of returns decides the extent of investment to be made in education. The manpower requirements approach considers the primary function of educational system as to produce qualified manpower for the production sectors of the economy. The nature and type of manpower development through the educational system depend upon the requirements derived from the production activities in the economy. These sessions will elaborate on these three approaches to plan education.

Session 9: Planning for Secondary Education

Secondary education is the crucial stage of the schooling system in India. It serves as

a gateway to higher education and the labour market. Throughout the world, secondary education is becoming mass education, and educational expansion has changed the types and ability levels of students served by this stage of schooling. In India too, the impact of the reform programmes initiated in the elementary education sector in 1990s is being reflected in higher demand for secondary school places. But at the same time, a large number of children having lower socio-economic status and physically challenged children have no access to secondary schooling facilities. There is large geographical disparity in the distribution of provisions for secondary education; the obvious bias is in favour of the urban areas. There is no rationalization of provisions in secondary schools, both in the government-managed secondary schools and between the government and private managed schools. Such a distributional pattern of educational provisions has been primarily responsible for creation of a dual market for secondary education. The present structure of secondary education has differential access patterns, which are facilitating the process of reproduction of socio-economic inequality in our society. This lecture session will focus on the issues relating to access, enrolment, retention and quality in planning for secondary education particularly in the context of the success of Sarva Shiksha Abhiyan programme at elementary level.

Sessions 10-12: Issues Involved in Planning for Education

There will be three sessions devoted to this theme. There will be discussion on identification of problems and issues relating to planning for development of education at primary, upper primary and secondary level. Discussions will also focus on how to find out alternative interventions and strategies (local specific) to solve the problems at the above levels. The sessions will be based on group work and the participants will be divided into three groups. Each group will work on the problems and issues relating to the development including suggesting alternative strategies for improvement of the specific level of education (Primary/Upper Primary/Secondary) and prepare a brief report. Each group will present their group report which will be followed by a general discussion on the issues relating to planning for education at all the above three levels.

Session 13: Institutional Planning

Like economic theory and economic planning, educational planning may also be approached either at macro or micro levels. Like macro-economic planning, educational planning at the macro level deals with broad entities and aggregates relating to the education system taken as a whole. But micro-educational planning, unlike micro-theory, refers to the spatial rather than the behavioural units. Spatial units like village, block, district and state as against the nation as a whole, may constitute the basic units of micro-models of educational planning. Micro-educational planning may also refer to the planning of education at the level of individual institution by the authorities of the given institution within the given policy frame of the government for the realization of the general objectives of the macro-educational planning as well as on achieving specific objectives that an individual institution may choose for itself. This session will focus on all the above issues

relating to educational planning at the institution level, i.e., institutional planning.

Session 14: Education-Employment Linkages

This session will focus on the different theoretical explanations (Neo-classical and Institutional) of education and employment relationships such as the Human Capital Theory, the Screening Model, the Signaling or Sorting Model, the Job Competition Model, the Dual Labour Market Theory and the Radical Theory of Segmented Labour Market. Discussions will also be on the linkage between education and employment in India in the context of changing labour market mechanisms and the impact of changes in the macro-economic policies initiated due to structural adjustment programmes and the globalisation process.

Session 15: Planning for Education in Cities/Urban Areas

Under the primary/elementary education programmes such as DPEP and SSA district education plans are formulated. However, it has been found that in these district plans the issues and problems of elementary education faced in the cities and urban areas are generally not addressed properly and focus remains on villages and rural areas. However, it is desired that problems faced in cities related to access, participation and quality of elementary education may be addressed in these district plans or otherwise there should be separate plans for cities, atleast for the mega cities, as has later been perceived to be undertaken under Sarva Shiksha Abhiyan programme. This session will focus on discussing the problems faced in order to plan for elementary education in cities and urban areas specially to ensure participation of children from slum dwellers, street and working children as well as the children from migratory population.

SUGGESTED READINGS

Caillods, F. (1990) Ed. *The Prospects for Educational Planning, Paris, IIEP.*

Cook, W. D. (1982) *Planning Process in Developing Countries : Techniques and Achievements,* N.Y. Norht Holland Pub.

Coombs, P.M. (1968) *What is Educational Planning, Paris, IIEP.*

Govinda R. (1997) *Module on Institutional Planning,* Module No. 12, in Varghese, N.V. (Ed.) Modules on District Planning in Education, NIEPA, New Delhi.

Hallack, J. (1990) *Investing in the Future,* Pergamon (for IIEP), New York.

Mohanty, N.K. (2006) Secondary Education in India: Present status, Emerging Demand and Implications for Planning, New Delhi, NUEPA, 2006

Nanjundappa, D.M., *Concepts, Approaches and Techniques of Decentralised Planning,* NIEPA, New Delhi, (Mimeo).

Parnes, S.H. (1964) *Forecasting Educational Needs for Economic and Social Development,* OECD, Paris.

Prakash, S., *Planning : Economic, Educational and Manpower : Concepts, Approaches and Philosophy,* NIEPA, New Delhi, (Mimeo).

Prakash S., Types *of Educational Planning,* NIEPA, New Delhi, (Mimeo).

Prakash, S., *Social Demand Approach to Educational Planning,* NIEPA, New Delhi, (Mimeo).

Psacharopoulos, G. & Others (1983) *Manpower Issues in Educational Investments : A Consideration of Planning Processes and Techniques,* Washington, The World Bank.

Psacharopoulos, (1985) *Planning of Education : Where Do We Stand,* Washington, The World Bank.

Sanyal, B.C. (1988) *Estimation of Manpower Demand and Supply* in Sanyal B.C., B. Prakash and N.V. Varghese, *Intensive Training Course on Education, Employment and Work: Report,* IIEP, Paris.

Tilak, J.B.G. (1977) *Approaches to Educational Planning and their Applications in India.* Indian Economic Journal Vol. 24 No. 3.

Tilak, J.B.G. (1993) *Investment Decision-Making in Education and the Internal Rate of Retun, Indian Journal of Industrial Relations,* Vol. 16 No. 3.

Tilak, J.B.G. (1987), *The Economics of Inequality in Income,* Sage Publication, New Delhi.

UNESCO (1984) *Economic and Social Aspects of Educational Planning,* Paris, UNESCO.

UNESCO (1985) *Reflections on the Future Development of Education,* Paris,UNESCO.

Varghese, N.V. (1981) Some *Conceptual Problems in Manpower Planning, Manpower Journal,* Vol.17, No. 1.

Varghese, N.V. (1997) 'Educational Planning at the District Level : Meaning and Scope', Module No. 1, in Varghese, N.V. (Ed.) Modules on District Planning in Education, NIEPA, NEW Delhi.

World Bank (2003) Secondary Education in India, Report No. 2 Discussion Series, SASHD The World Bank, November 2003

World Bank (2005) Expanding Opportunities and Building Competencies for Young People: A New Agenda for Secondary Education, The World Bank 2005

Youdi, R.V. and K. Hinchliffe (1985) *Forecasting Skilled Manpower Needs: The Experience of Eleven Countries,* Paris, IIEP.

Zaidi, S.M.I.A. (1999J *Planning at Institutional Level : Process and Methodology,* NIEPA, New Delhi, November, 1999, (Mimeo).

Out of the above list of material some selected papers/articles will be distributed to all the participants as background reading material for the course.

Course No.	:	107
Course Title	:	Quantitative Aspects of Educational Planning
Course Credit	:	2
Contact Sessions	:	20
Course Incharges	:	Arun C. Mehta Savita Kaushal

Introduction

In educational planning, quantitative as well as qualitative information plays an important role. Even to measure the qualitative aspects, efforts are made to develop certain indicators. Without knowing the basics of quantitative techniques neither can the targets be properly set out nor strategies to attain the targets be evolved. For this, knowledge of basic techniques and understanding of concepts and definitions of a variety of demographic and educational indicators is essential. Population and its age and sex structure play an important role in setting out reliable targets. However, in most of the states, projected population at the micro level is rarely available, and even if available, not reliable. Similarly enrolment projection techniques and estimation of out-of-school children do not form part of the planning exercises. Hence, planners equipped with basic projection and forecasting techniques have an upper hand especially when disaggregated target setting exercises are to be undertaken.

Objectives

The course has the following objectives:

- o To introduce participating officers to the methodology and database of educational planning;

- o To acquaint them with projection and forecasting techniques of planning of education; and

- o To upgrade their skills in applying techniques to educational planning in practice.

Themes

1. *Educational Management Information System (EMIS) : Three Sessions*

For successful implementation of any programme concerning education, effective monitoring framework and efficient EMIS is essential without which neither the programme can be implemented efficiently not they can be efficiently monitored. This part of the course deals with EMIS, data requirements for educational planning

at disaggregated levels, gaps and limitations in educational statistics and District Information System for Education (DISE).

2. *Stock and Flows Indicators : Two Sessions*

The raw data in its original form cannot be used to draw inferences. Therefore, once the basic set of information is available, the next important task is to analyze the data to derive meaningful indicators. The indicators are used to analyze different aspects of educational planning, which can answer a variety of questions. System's level of development, accessibility and children taking advantage of educational facilities are some of the questions, which relate to coverage of an education system. Similarly, information on number of children who enter into the system and complete an education cycle, those who drop out from the system in between and number of children who reach to the next higher level can be obtained, if flow rates are computed. The inequalities in the system, if any, can also be detected and disadvantaged group(s) be identified with the help of indicators. Simple indicators like Gross, Net and Age-specific enrollment ratios and flow rates such as entry, promotion, drop-out and repetition rates will be covered in this session. The session will be followed by practical exercises & group work.

3. *Use of Sample Survey Techniques : One Session*

In this session participants will be exposed to various sample survey techniques.

4. *Efficiency of Education System : Two Sessions*

Though the origin of efficiency lies in economics, it has relevance in every sphere of life. In simple terms, efficiency can be defined as an optimal relationship between input and output. An activity is said to be performed efficiently if a given quantity of output is obtained with a minimum input, or a given quantity of input yields maximum output. The best system is the one which uses minimum input and produces maximum output. Efficiency can be internal and external. However, this session will deal with internal efficiency of the education system and will focus more on indicators such as input/output ratio, wastage ratio and average number of years the system takes to produce a graduate. Wastage on account of repetition and dropout will also be covered. The session will be followed by practical exercises & group work.

5. *Measures of Inequalities in Education System : Two Sessions*

Educational facilities in most of the developing countries are provided either by the Government or by Private agencies. However, these are not evenly distributed across population and regions. Some of the glaringly evident inequalities or disparities are gender disparities, spatial disparities and social disparities. This session will focus on basic methods of measuring inequalities and disparities, such as Coefficient of Equality, Sophers Index of Disparity, Coefficient of Variation and Ginni Coefficient. The session will be followed by practical exercises & group work.

6. *Projection & Forecasting Techniques: Enrolment, Population and Teacher Projections and Scenario-Building and Simulation : Concept & Techniques : Five Sessions*

Demographic Projections

Planned economic development requires data on various aspects of socio-economic conditions for areas smaller than the whole country or even smaller than a province. While various types of data are available at local levels, preparation and implementation of plans require information about many more variables. It is therefore of paramount importance to know about various aspects of the size and structure of population to plan for education in general and Universalisation of Elementary Education in particular. If the population base of the planning is not reliable, the entire planning exercise may be rendered meaningless and futile. Therefore, basic techniques of population projections will be covered in this session. The session will be followed by practical exercises & group work.

Enrolment Projections

Once the projected population is available, the next important task is to project enrollment. Enrollment projections are one of the most important requirements of educational planning as they form the backbone of practically every single task involved in provision of facilities. Whether it is a question of opening new schools or upgradation of existing schools or projection of teachers required in future, data on number of students entering the system and their transition to various grades are important. Therefore, it is important to know total enrollment at all levels of education, as well as enrollment in different grades to facilitate realistic and reliable planning. Techniques based on '*Student-Cohort'* model will be discussed in this session. Once the population and enrolment is projected, the next important task is to estimate out-of-school children and enrolment that would be required in the target year to achieve the goal of universal enrolment. The session will be followed by practical exercises & group work.

7. *Group Work on DISE Data : Five Sessions*

Participants will be divided into groups to work on DISE data. Each group will work on a particular state. The basic objective of the group work would be to undertake diagnosis study of the status of elementary education in a select state. The group work will also provide participants an opportunity to learn group dynamics where in participation of all group members will be ensured. The outcome of the group work will be presented in a plenary session.

Training Methodology

The course will be conducted through lecture-cum-practical exercises/group work using real life data. Invariably all theoretical sessions will be followed by practice sessions.

Evaluation of Participants

Participants will be evaluated on the basis of their performance in the practice sessions.

Reading Material

Background reading material will be provided to participants on all topics.

SUGGESTED READINGS

<u>***BOOKS***</u>

Mehta, Arun C. (1995), "Education For All in India - Myth and Reality". Kanishka Publishers, Delhi.

Mehta, Arun C. (1996), "Population Projections: Sub-national Dimensions", Commonwealth Publishers, Delhi.

Mehta, Arun C. (1998), "Education For All in India: Enrolment Projections," Vikas Publishing and NIEPA, New Delhi.

Varghese N. & Mehta, Arun C. (2001), "Investment Priorities & Cost Analysis: A Study of Upper Primary Education in India", Vikas Publishing & NIEPA, New Delhi.

<u>***REPORTS***</u>

Mehta, Arun C. (2004), "Elementary Education in India – Where do we Stand: Analytical Report : 2002-03."

Mehta, Arun C. (2005), "Elementary Education in India – Where do we Stand: Analytical Report : 2003-04"

Mehta, Arun C. (2006), "Elementary Education in India – Where do we Stand: Analytical Report : 2004-05"

Mehta, Arun C. (2007), "Elementary Education in India – Where do we Stand: Analytical Report : 2005-06"

<u>***ARTICLES***</u>

Blaug; Mark (1981), `Planning Education for Reducing Inequalities', Paris: UNESCO.

Carron, Gabriel and Chau Tangoc (1981), `Reduction of Regional Disparities: The Role of the Educational Planning', IIEP, Paris.

IIEP (1982), `Inequalities in Educational Development', papers presented at an IIEP Seminar, Paris.

Govinda, R. (2002) : India Education Report : A Profile of Basic Education, NIEPA, UNESCO & Oxford University Press, New Delhi.

Mehta, Arun C. (1986), Population of Rajasthan in 2001 A.D.", Vol. X, No. 1, January, Rajasthan Economic Journal, Jaipur.

Mehta, Arun C.(1991). "District-wise Population Projections for Rajasthan and 1991 Census Count: A Note", Rajasthan Economic Journal, Vol. XV, No. 1, January.

Mehta, Arun C. (1992). "Student Flow Analysis as a Base to Enrolment Projections", NIEPA, New Delhi.

Mehta, Arun C. (1993). A Note on Educational Statistics in India", Journal of Educational Planning and Administration, Vol. VII, No. 1, Janurary, New Delhi.

Mehta, Arun C. (1993). "EFA lin India - Myth and Reality", Journal of Education and Social Change, October-December 1992, Vol. VI, No.3, Pune.

Mehta, Arun C. (1993). "A Survey of Estimates of Under-age and Over-age Children at the School Level", Journal of Education and Social Change, Number 2, Volume VII (July- September, 1993), Pune.

Mehta, Arun C. (1994), "Bharat Mai Sabi Key Liey Siksha", Paripakshey, NIEPA, New Delhi, No. 2, Volume 1, January.

Mehta, Arun C. (1994). "Education For All : Enrolment Projections in India", Journal of Educational Planning and Administration, No. 1, Vol. VIII, January, NIEPA, New Delhi.

Mehta, Arun C.(1994) "Efficiency and its Coorelates : A Cross-State Analysis", Journal of Perspectives in Education. Vol. 10, No. 2, April, Baroda.

Mehta, Arun C. (1994), "Demographic Projections at the Micro-level", Journal of Man and Development, September, Chandigarh.

Mehta, Arun C. (1995). " A Note on Educational and Demographic Scenario in India", Journal of Progressive Educational Herald, New Delhi.

Mehta, Arun C. (1994), Enrolment Projections in the Context of DPEP Programme", Journal of Indian Educational Review, July-October, NCERT, Vol. XXIX, No. 3 & 4, New Delhi.

Mehta, Arun C. (1995). "Reliability of Educational Data", National Herald (Sunday Herald), December 31, New Delhi.

Mehta, Arun C. (1995). "Status of Education for All" Yojana, Volume 40, No. 6, June, New Delhi.

Mehta, Arun C. (1997). "Module on Enrolment and Teachers Projection Techniques", NIEPA, edited by N.V. Varghese New Delhi.

Mehta, Arun C. (1997). " Reliability of Educational Data in the Context of NCERT Survey", Journal of Educational Planning and Administration, July (1996), Vol. IX, No. 3, NIEPA, New Delhi.

Mehta Arun C. (1997), "Data Requirements for Educational Planning : Limitations and Gaps in the Existing Inspection System", (Mimeo), NIEPA, New Delhi.

Mehta, Arun C. (1998), " Indicators of Educational Development". NIEPA, New Delhi.

Mehta, Arun C. (1999), 'Status of UEE in the Light of NCERT Sixth All India Educational Survey, NIEPA Occasional Paper 27, New Delhi.

Mehta, Arun C. (2000) : EFA in India with Focus on Elementary Education: Present Status, Recent Initiatives and Future Prospects, NIEPA, New Delhi.

Mehta, Arun C. (2001) : Impact of Primary. Education on Literacy: An Analysis of Census 2001 Preliminary Data, NIEPA, New Delhi.

Mehta, Arun C. (2002): Status of Secondary Education in India, NIEPA, New Delhi.

Mehta, Arun C. (2002) :   Unversalisation of Secondary Education; Can it be Achieved in the Near Future, NIEPA, New Delhi.

Mehta, Arun C. (2002) : Can there be Alternative Indicators of Enrolment : A Critical Review of Frequently Used Indicators, Journal of Educational Planning, October, 2002, NIEPA, New Delhi.

Mehta, Arun C. (2004) :Primary Education and Literacy :An Analysis of Census 2001 Data, Man & Development, Volume XXVI No. 1, March 2004, Chandigarh.

Mehta, Arun C. (2005) : Elementary Education in Unrecognised Schools in India : A Study of Punjab based on DISE 2005 Data, NIEPA & Government of India, New Delhi

NIEPA & MHRD (2003, 2004 & 2005):Elementary Education in India : Where do we stand? District Report Cards, New Delhi (Arun C. Mehta)

NIEPA & MHRD (2003, 2004 & 2005):Elementary Education in India : Where do we stand? State Report Cards, New Delhi (Arun C. Mehta)

Premi, M.K. (1972): Educational Planning in India: Implications of Population Trends, New Delhi: Sterling Publisher (P) Ltd.

UNESCO (1986): Estimating Future Enrolment in Developing Countries : A Mannual of Methodology: by Bangee, A. Lin. Population Studies No. 40, New York: United Nations.

UNESCO (Paris) (n.d.): EDSTATS: Programme for Analysis of Statistics on Education, Division of Statistics on Education, Paris, Office of Statistics.

Varghese N. V. & Mehta, Arun C. (1998) : Upper Primary Education in India (Two Volumes), NIEPA, New Delhi

Website   : Education For All in India : http://www.educationforallinindia.com

DISE : http://www.dpepmis.org

1 Million + Report Cards http://www.schoolreportcards.in

Course No. : **108**

Course Title : Educational Planning in India

Course Credit : 2

Contact Sessions : 20

Course In-charges : K. Biswal
S.M.I.A. Zaidi

Associate Faculty : Neeru Snehi
N.K. Mohanty

Objectives of the Course

The course has the following specific objectives:

i) To introduce the participants to the concept of decentralized planning and the methodology of district level educational planning;

ii) To train the participants in drawing up district level educational plans;

iii) To introduce the participants to the concept and methodology of school mapping; and

iv) To sensitize the participants to the concept and methodology of micro planning in education.

Methodology

The course methodology will include lecture-discussions and group work. As the course is skill oriented, a major portion of the contact hours will be devoted for group work.

Content and Details Course

The following themes will be covered in the course:

(i) Educational Planning in India: An Overview

(ii) Educational Planning: Machinery and Process

(iii) Education Under Five-Year Plans, with focus on Tenth Five-Year Plan

(iv) Educational Planning at the District Level

(v) School Mapping: Concept and Methodology

(vi) Micro Level Planning: Concept and Methodology

Session-wise brief write-ups on the above themes are as follows:

Session 1: Educational Planning in India: An Overview

Educational planning in India is an integral part of the overall economic planning. In the initial stages, educational planning exercises were confined to the central level only. Over the years efforts are being made to decentralize educational planning in India. The priorities and concerns of educational planning have changed over the years. In the fifties, expansion of the system and evolving a uniform pattern of education were the major concerns. By the late sixties and seventies, regional disparities emerged as a major area of concern. Later the emphasis shifted to micro level planning process. In the present context, institutional performance and accountability is a major concern. Bridging gender and social disparity in basic education became one of the major concerns of educational planners in the 1990s. Moreover, with the recent economic changes the role of public sector and thereby the planning in education is getting redefined.

Further Readings

Cailloids, (1990) ed. *The Prospects for Educational Planning,* Paris: IIEP

Naik, J.P. (1965) *Educational Planning in India,* New Delhi: Allied.

Chakravarthy, S. (1987) *Development Planning: The India Experience,* Oxford: Clariction.

Tilak, J.B.G. (1977) "Approach to Educational Planning and their Applications in India". *Indian Economic Journals,* Vol. 24, No. 3.

Department of Elementary Education and Literacy (2001J *Working Group Report on Elementary and Adult Education in Tenth Five-Year Plan, 2002-2007.* New Delhi: Ministry oh Human Resource Development, Government of India.

Session 2: Educational Planning: Machinery and Process

India has a multi-level planning framework. Under this framework, planning is carried out at the national, state and district levels. At the national level, the Planning Commission and Department of Education, Ministry of Human Resource Development provides leadership and guidance for educational planning. At the state level, the Ministry of Education and its Directorates in consultation with State Planning Boards develop the plan documents. There is no such clearly defined planning machinery exists at the district level. There was a proposal in the National Policy on Education, 1986 to set up District Boards of Education (DBE) to coordinate educational planning activities. The DBEs are yet to be constituted. The District Education Officer carries out the planning activities at the district level.

India has Perspective Plans, Five-Year Plans and Annual Plans. The process of plan formulation and discussions start at various levels. There is always an effort to ensure that the educational planning becomes more a regular feature than one time effort. Under the recently launched Sarva Shiksha Abhiyan, it is envisaged to decentralize the planning process up to the habitation level. Lack of efficient planning machineries at various decentralized levels makes it very difficult formulate local specific educational plans. The Annual Plan exercises, if carried out carefully, help making planning an integral part of our educational activities at all levels.

FURTHER READINGS

Mathur, M.V. (1980) *Multi-level Educational Planning and Administration.* New Delhi: NIEPA.

Mukherjee, S.N. (1970) *Administration of Education, Planning and Finance: Theory and Practice.* Baroda: Acharya Book Depot.

Prasad, K. (1988) *Planning at Grassroots,* New Delhi: Sterling.

UNESCO (1984) *Diagnostic Studies on Educational Management, Country Studies, India,* Bangkok: UNESCO (PROAP).

Mukhopadhyay, Marmar and Tyagi, R.S., ed. (2001) Governance of *School Education in India.* New Delhi: NIEPA.

Session 3:   Education Under Five-Year Plans

Educational progress made in India is a result of the efforts made under different five-year plans. The priorities accorded to education vis-a-vis other sectors and the relative importance given to different layers of education can be analyzed from the changes in priorities and plan allocation. Moreover, the concerns articulated in the education policy get translated into action through the plans. An assessment of educational development under the plans may help in understanding the progress made, the problems faced and the directions for future changes in education. Specifically, it is important to analyse the strategies, targets, and achievements of the ninth five-year plan and the proposed intervention strategies in the tenth five-year plan to make the required progress towards achieving universal elementary education in the country by the year 2010.

Further Readings

Planning Commission (various years) *Five-Year Plans,* New Delhi: Government of India.

Planning Commission (2001) Approach *Paper to the* 10"' *Five-Year Plan, 2002-2007.* New Delhi: Government of India.

Department of Education (1986) *Programme of Action* 7992. New Delhi: Ministry of Human Resource Development.

Department of Education (1993) *Education for All: The Indian Scene.* New Delhi: Ministry of Human Resource Development.

Shah, Parth J. (1998) "New Education Policy: Choice and Competition". In *Agenda for Change,* eds. Debroy, B. and Shah, Parth. Centre for Civil Society, Rajiv Gandhi Institute for Contemporary Studies, New Delhi.

Session 4:   Educational Planning at the District Level

There are various efforts initiated in India to decentralize the educational planning process. At the present level of development of planning machinery and competency, district is treated as the lowest viable unit for planning. What are the characteristics of a decentralized planning process? Who should plan at the district level? How the planning process is to be initiated? What are the competencies required at the district level to initiate the planning process? These are issues of immediate concern to facilitate decentralized planning in India, particularly in planning and implementing the Sarva *Shiksha Abhiyan.* The effort here is to introduce the concept and elaborate on the methodology of district planning in education. This lecture will be followed by practical exercises on district planning.

Sessions 5-11:   Group work on District Level Educational Planning

Further Readings

Mundal, Sudipto (1985) *District Planning.* New Delhi: Allied.

Prasad, K. (1988) *Planning at the Grassroots.* New Delhi: Sterling.

Yugandhar, B.N. and Mukherjee, A. (1991)   *Readings in Decentralised Planning.* New Delhi: Concept.

Tilak, J.B.G. and Varghese, N.V. (1985) "Educational Planning at the District Level: An Exercise on Gurgaon District (Haryana)". *Margin.*

Varghese, N.V. (1994) *Decentralization of Educational Planning in India: An Assessment of Training Needs.* New Delhi: NIEPA.

Varghese, N.V. (1994a) *Module on Decentralized Planning in Education.* New Delhi: NIEPA (mimeo).

Varghese, N.V. (1995) "Public Initiatives in Primary Education". *New Frontiers in Education,* Vol. 25, No. 2, pps. 160-173.

Varghese, N.V. (1997) "Educational Planning at the District Level : Meaning and Scope (Module-1)". In *Modules on District Planning in Education,* ed. N.V. Varghese, New Delhi : NIEPA.

Varghese, N.V. (1997) "Diagnosis of Educational Development (Module-2)". In N.V. Varghese, ed. op.cit; New Delhi: NIEPA.

Varghese, N.V. (1997) "Plan Formulation (Module-3)". In N.V. Varghese, ed. op.cit; New Delhi: NIEPA.

Varghese, N.V. & Biswal, K. (1997) "Planning for Implementation (Module-4)". In N.V. Varghese, ed. op.cit; New Delhi: NIEPA.

Varghese, N.V., Mohanty, N.K., and Biswal, K. (2001) *Handbook on District Planning in Education.* New Delhi: NIEPA, (mimeo).

Zaidi, S.M.I.A. (1997) "Indicators of Educational Development (Module-6)". In N.V. Varghese, ed. op.cit; New Delhi: NIEPA.

Mehta, A.C. (1997) "Enrolment and Teacher Projections (Module-7)". In N.V. Varghese, ed. op.cit; New Delhi: NIEPA.

Department of Elementary Education and Literacy (2000) *Sarva Shiksha Abhiyan: The Framework for Implementation.* New Delhi: Ministry of Human Resource Development, Government of India.

Session 12: School Mapping: Concept and Methodology

School mapping is a very useful analytical tool to incorporate spatial aspects into the educational planning process. More specifically school mapping technique helps us to eliminate the existing inequalities in the distribution of educational provisions across different regions. It attempts to priorities location of educational facilities and rationalize educational provisions across formal schools and their alternatives so that more number of pupil/children can be benefited from the same level of educational investment. In countries like India, where education facilities are already provided to majority of the habitations, this technique may be useful both to prioritize provision of schooling facilities in the remaining unserved habitations and also to equalize facilities in the existing schools. This lecture will be followed by practical exercise on school mapping.

Sessions 13-16:   Group Work on School Mapping

Further Readings

Hallak, J. (1977) *Planning Location of Schools,* Paris: IIEP.

NIEPA (1986) *School Mapping.* New Delhi: NIEPA.

Varghese, N.V. (1986) *Mpdule on School Mapping.* New Delhi: NIEPA, (mimeo).

Varghese, N.V. (1997) "School Mapping (Module-8)" In *Modules on District Planning in Education,* ed. N.V. Varghese. New Delhi: NIEPA.

Varghese, N.V., and Biswal, K. (1999) *School Mapping: An Analysis of Educational Facilities in Denkanal District, Orissa.* New Delhi: NIEPA, (mimeo).

Biswal, K. (2001) *Practical Exercise on School Mapping.* New Delhi: NIEPA, (mimeo).

Session 17: Micro Planning in Education: Concept and Methodology

Provision of facilities forms only a necessary condition for educational development. Effective utilization of the facilities provided is one of the major concerns in the present day context of the educational planning. Micro planning exercise helps us to evolve strategies to ensure better and efficient utilization of educational facilities by improving institutional effectiveness of schools. In the context of elementary education, micro-planning exercises, if undertaken at the village level, will ensure identifying households, which are not sending their children to school, or those households where children drop out from the school, and also help developing local level monitoring mechanism to ensure children come to the schools and schools function effectively. This session will be followed by practical exercises on micro planning.

Sessions 18-19:   Group Work on Micro Planning in Education

Further Readings

Aram, A. (1989)   *Micro Planning at Village Level.* New Delhi : NIEPA.

Varghese, N.V. and Zaidi, S.M.I.A. (1997) "Micro Planning in Education (Module 9)". In *Modules on District Planning in Education,* ed. N.V. Varghese. New Delhi: NIEPA.

Session 20:   Course Evaluation

In this session, participants will be required to evaluate the course, and their comments and suggestions will be considered to revise the course for the next programme.

Criteria for Awarding Grades

Assignments will be given to participants, on the basis of which grades will be awarded. However, the specific criteria for awarding grades will include the quality of assignments (40 per cent weightage); participation and performance in group work (40 per cent weightage); and classroom observation (20 per cent weightage).

Course No : **109**

Course Titles : Financial Planning and Management in Education

Course Credit : 1

Contact Sessions : 10

Course Incharge : Jandhyala B.G. Tilak
Geetha Rani

Objectives

The course has two-fold objectives:

- to orient the participants to the current patterns of and problems and policy issues in financing education and

- to acquaint the participants with techniques of financial planning an management in education

Course Methodology

Accordingly, the course concentrates on concepts, theory, methods and practices in Indian and other countries and lessons than can be drawn for India. The course methodology includes lectures discussions and practical.

Course Contents

Economic Development and Financing of Education

Introduction to concepts: investment, human capital, public good, etc,: Relationship between investment in education and economic development: Contemporary economic reform policies and their effects on financing of education: Lessons from Southeast Asian countries.

Analysis of costs of Education

Taxonomy of costs including individual and institutional costs, recurring and non-recurring costs, etc,: Unit costs, cost functions, marginal and average costs, optimum size of institutions.

Public Financing of Education

Introduction to principles of resource allocation: Inter-sectoral and intra-sectoral allocation of resources in the Five -Year Plans, annual plans, etc,: Center-state relations in financing education: Public subsidies to the education sector; Centrally sponsored schemes – Sarva Shiksha Abhiyan.

Mobilisation of Resources

Sources of finances for education: public and private, including fess, student loans, special taxes, cess, community resources, private finances, external aid, etc,: Scope for raising additional resources for education.

Utilisation of Resources in Education

Current patterns of utilization of resources: Better methods of efficient utilization of resources

Budgetary Methods and Auditing and Accounting Methods in Education

Different types of budgets, including line-term budget, Planning, Programming, and Budgeting System (PPBS), Zero-based budgeting, Outcome Budget: Preparation of an educational budget estimation of financial requirements.

Financial Ratio Analysis

Liquidity ratios - Cash inflows and outflows, planning and managing the assets through cash inflows – outflows, Asset Usage or Activity ratios.

Reading Material

1. Bray, Mark (1987). Raising Resources in *New Resources for Education,* London, Commonwealth Secretariat

2. Chowdhary H. (2006), Outcome Budgeting: Moving Beyond Rhetoric, Economic and Political Weekly, June, 24.

3. Levin, Henry M. (1983). Introduction to Cost Analysis in *Cost-effectiveness: A Premier*, New Delhi, Sage

4. Robert, N. Kratz; Charles, A. Scott and Harry, T. Zechman (1998) Planning a Budget Development Process: Theoretical Bases in *A Premier on School Budgeting,* Lancaster, Technomic

5. Jagannathan, Shanti and Mervi Karikorpi: EC - India Collaboration in Primary Education: Sector - Wide Approaches to Development Co-operation *Prospects* Vol. 30(4) December 2000

6. Majumdar, Tapas: Learning, The Elementary Way in *The Telegraph*, Thursday 25 February 1999 Vol. XVII No 231

7. Sipahimalani-Rao, Vandana: What is the Role of the Various State Governments in Financing Elementary Education? in *Financing of Elementary Education in India in the 1990's*, South Asia Education Sector: Technical Working Paper No 2 , World Bank, New Delhi, 2000

8. Tilak, Jandhyala B. G. (1997). Analysis of Finance for Education: Modules on Educational Planning, Module 10, New Delhi, NIEPA

9. Tilak, Jandhyala B. G. (1997). Analysis of Costs of Education: Modules on Educational Planning, Module 11, New Delhi, NIEPA

10. Tilak, Jandhyala B. G. (2002). Financing Elementary Education in India in R. Govinda (Ed.) *India Education Report: A Profile of Basic Education*, New Delhi, Oxford for UNESCO and NIEPA

11. Tilak, Jandhyala B. G.: Public Expenditure on Education in India: A Review of Trends and Emerging Issues in Jandhyala B. G. Tilak (Ed*.) Financing Education in India*, New Delhi, Ravi Books for NIEPA, 2003.

12. Geetha Rani, P. (2007) "Every Child in School; The Challenges of Attaining and Financing Education for All in India" in *Education for All : Global Promises, National Challenges,* (Ed.) Alex Wiseman and David Baker, International Perspectives on Education and Society, Vol. 8, Elsevier, March, 2007, pp. 207-267.

Course No. **:** **110**

Course Title : Research Methodology in Education

Course Credit : 1

Contact Sessions : 10

Course Incharges : Neelam Sood
Pranati Panda
Savita Kaushal

Evaluation : Presentations, assignments and reviews

Lecture Themes

- Introduction to educational Research
- Methods of educational Research
- Action Research
- Qualitative research
- Review of literature
- Sampling techniques
- Developing research instruments- 2 sessions
- Collection and processing of data
- Report-writing and presentation

Introduction to Educational Research

Educational managers need to be acquainted with methods of acquiring knowledge and solving problems in a scientific manner. This theme will deal with a detailed understanding of what forms a scientific method and how educational research is unique.

Methods of Educational Research

Different approaches to quantitative research will be discussed to enhance an understanding of various types of educational research viz. descriptive, experimental, correlational research. Action research will also be discussed.

Qualitative Research

Different methods of qualitative research will be discussed.

Review of Literature

Skills required in reviewing relevant research literature will be developed. Participants will be exposed to reviewing different types of research literature and writing the same.

Sampling Techniques

Various types of sampling methods used in quantitative research will be discussed.

Developing Research Instruments

Construction of research instruments will be discussed. Practical exercises will be done to develop skills in collecting data with the help of different research instruments such as questionnaire, interview schedule etc.

Collection and Processing of Data

Data-cleansing and methods of processing data will be discussed.

Report-writing and Presentation

Key aspects of a good research report will be identified and discussed. Participants will be exposed to different steps involved in preparing draft and final research report.

SUGGESTED READINGS:

Bryan Alan. Quantity and Quality in Social Research, London: Unwin Hyman

Mertens, D. M. (1998). Research Methods in Education and Psychology Integrating Diversity with Quantitative & Qualitative Approaches. New Delhi: Sage.

Ellis, L. (1994). Research Methods in Social Sciences. Madison: Brown & Benchmark.

Hadin. C. (1987). Research Design: Strategies and Choices in the Design of Social Research. London: Allen & Unwin.

Van, M. J. (1983). Qualitative Methodology. Beverly Hills: Sage.

Keevis, J. (1988). Educational Research Methodology: An International Handbook. Oxford: Pergamon.

Best, J. W. (1983). Research in Education- (4th ed.). New Delhi: Prentice Hall.

Richard, P. Philosophy of Educational Research.

Srivastava V. K. (2001). Methodology and Field Work, Oxford in India Readings in Sociology and Social Anthropology, Oxford University Press*.*

Course No. **:** **111**

Course Title : Statistical Methods in Education

Course Credit : 1.5

Contact Sessions : 15

Course Incharges : Sudhanshu Bhushan
Neelam Sood
Aarti Srivatava
Neeru Snehi
N K Mohanty

Introduction to the Course

The course on Statistical methods is an introductory course meant for educational administrators working at various levels. The course provides the participants with basic knowledge of statistical methods which are useful for the analysis of educational and allied data. The participants would also find the course useful in analysing the data collected for their project work. The participants would be provided with practical exercises, the basic objective would be on learning, on use of statistical methods rather than the theoretical exposition and derivation.

Lecture Topics

- Introduction to Educational Statistics

- Data: Collection of Data, Classification and Tabulation of Data

- Measurement: Scales and Measurements

- Descriptive Statistics: Measures of Central Tendency
  and Measures for Variation

- Graphic Presentation

- Correlation and Regression

Introduction to Educational Statistics

Nature and sources of educational statistics in India will be covered. In addition some of the important source for statistics on International education scenario will be discussed.

Data: Collection, Classification, Tabulation, Coding, Cleansing and Storage

This Session deals with understanding the concept of data, different types of data available in educational research, and the data preparation processes, The procedure of coding the data, preparation of a codebook, and transcribing the data would be discussed in detail. The methods of data cleansing process along with consistency checks and treatment of missing data would also be discussed. The concept of data storage and contemporary method of data storage would also be covered in this session.

Measurement: Scales of measurement

Meaning of measurement, Nature of measurement, Scales of measurement, Use of nominal scale, ordinal scale, interval scale and ratio scale in educational research will be covered.

Methods of Sampling

Sample, Universe, Population, Census study, Methods or techniques of drawing a representative sample, Determination of sample size in educational research, Errors involved in drawing a sample. Advantages and disadvantages of using a sample survey compared to a census survey.

Descriptive Statistics: Measures of Central Tendency and Measures of Variation

Descriptive statistics, Measures of central tendency: Mean, Median, and Mode and its applicability in educational research; Measures of dispersion: range and standard deviation; its applicability in educational planning and administration.

Correlation and Regression

Nature of relationship, Concept of correlation and Regression, Linear relationship, Measurement of linear relationship, Computation of correlation coefficient between two variables. Assumptions of using Karl Pearson's correlation coefficient. Use of correlation coefficient in educational research.

Course Evaluation

The course evaluation consists of two parts. First, the classroom interaction and participation in group work; practical exercises and written assignment. . The second part of the evaluation is more formal through the end-term written examination.

References

Aggarwal, Y., and Thakur, R.S.   (2002). *Concepts and Definitions in Educational planning: A Guide Book*, New Delhi: NIEPA

Allen, R.G.D (1949)   *Statistics for Economists,   London: Hutchinson University Library*,   331.21 ALL-S   2967

Alterman, H (1968).   *Introducing Statistics, London: Faber and Faber,*

Chakravarti, I. M   (1967).   *Handbook of Methods of Applied Statistics : Techniques of Computation, Descriptive Methods, and Statistical Inference.* Vol. I. New York: John Wiley & Sons, Inc, 311.02 CHA-H 4754

Elhance, D.N. (1975).   *Practical Problems in Statistics. Allahabad: Kitab Mahal*, 311 ELH-P   9341

Ferguson, G. A   (1959).   *Statistical Analysis in Psychology and Education*, NewYork: McGraw-Hill Book Company, .311.23 FER-S   1603

Goon, A. M., Gupta, M. K. and Gupta, D.B. (1968).   *Fundamentals of Statistics.* Vol. I Calcutta: World Press, 310 GOO-F 4857

Gupta, C.B. (1972).   *An Introduction to Statistical Methods, Seventh Edition*, New Delhi: Vikas, 310 GUP-I 6382

Hamburg, M. (1979).   *Basic Statistics: A Modern Approach, Second Edition.* New York: Harcourt Brace, 496p. 310 HAM-B   13848

Healey, J. F.   (2002). *Statistics: Tool for Social Research.*—Sixth Editions,. Australia: Wadsworth,. 519.5   HEA-S 27486

Johnson, P.O. (1961).   *Statistical Methods in Research*, New Jersey: Prentice Hall,. 311 JOH-S 4853

Kendall, G.M. (1982).   *Dictionary of Statistical Terms*, London: Longman, 310 DIC-18095

Kish, L.(1967).   *Survey Sampling.*—New York: John Wiley,. 10.21 KIS-S   5051

Korin, B. P. 1977). *Introduction to Statistical Methods,* Cambridge: Intrhrop Pub, 519.5 KOR- I 14406

Kurtz, A. K (1980). *Statistical Methods in Education and Psychology.* New Delhi: Narosa Publication. 370.212 KUR-S   15902

Levin, R.I. (1978). *Statistics for Management.*, New Jersey: Prentice Hall, 310 LEV-S   11976

McCall, R. B. (1970). *Fundamental Statistics for Psychology*, New York: Harcourt Brace Jovanovich, Inc, 150.212 MCC-F 14405

Nagar, A.L. (1981). *Basic Statistics, Bombay: Oxford*, 1981. 299p. NAG-B   9793; 16609

Siegel, S. (1965). *Non-Parametric Statistics for the Behavioral Sciences*, Tokyo: McGraw Hill, 312p.

Som, R. K. (1996). *Practical Sampling Techniques,* Second Edition, New York: Marcel Dekker, 001.433 SOM-P 26485

Course No	**112**
Course Title	Computer Applications in Educational Planning and Management
Course Credit	01
Sessions	10
Course Incharge	K.Srinivas
Associated Faculty/ Resource Persons	Drawn from NUEPA & Outside

Introduction:

Information technology is a broad term covering all aspects of managing and processing information Computer Hardware, Software and Internet and key to these systems that are designed, developed, supported or managed by IT. Computers have come to be widely used as data processing machines in many professional spheres of activity. Their capacity in storing, processing and retrieving data/information have been proved to be of immense use. Computers are already meaningfully employed in the fields of railways and air reservations, banking, insurance etc thereby, reducing the drudgery of work and increasing the productivity and efficiency.

Education is one of the sectors that have taken earliest advantage of computers, in the areas of higher and technical education and research where the use of Information Technology has brought considerable efficiency and effectiveness in its operations. In the recent past, there have sporadic applications in terms of enrolment analysis, school local models, institutional management etc. Despite various efforts in the recent years, many large-scale applications are yet to be evolved at the state and national level.

Objectives

The course is aimed at giving a general background about basics of computers and basic use of tools and techniques in Educational Planning and Management- Operating a Computer, Storing, retrieving and managing data, using a computer to achieve basic word and data processing tasks, Connecting to the Internet, Using e-mail and web surfing, using search engines, keeping the computer updated and virus free, Operating and managing content from external devices (sound recorders, digital cameras, scanners etc).

The course is also aimed to introduce to the participants' project planning and management softwares to equip with the necessary skills to apply project management softwares for scheduling, monitoring and evaluation of educational projects.

Methodology

The course is designed to facilitate capacity building in information technology and computer applications in Educational Planning and Management. It emphasizes participatory and interactive mode of learning. Discussion related to each of the themes identified for the course will aim primarily at imparting knowledge, information and skills in emerging areas of computer applications in educational planning and management. As a part of group work activity, the participants will be divided in to groups and each group is required to prepare a brief report on the identification of activities, time schedules resource inputs necessary for completing the educational project using Project Management software.

Lecture Themes

Various themes relevant to the course were selected for various sessions. The following themes will be covered during the various sessions of this course.

1 Use of Computers in Education

2. Applications Software and Productivity tools for Educators

3. Communications, Networks, the Internet and World Wide Web

4. Introduction to Project Management Software

Lecture Outlines

Use of Computers in Education

Computers play an essential role in how individuals work, live and learn. Organizations of all sizes- even the smallest schools and businesses- rely on computers to help them operate more efficiently and effectively. A computer is a high-speed electronic device capable of performing arithmetic and logical operations and of solving and executing a set of instructions, which will enable it to perform a series of such operations without manual intervention. The ability to do different jobs on the same machine distinguishes computers from other machines. Computers can do a job exactly as per the instructions given but they cannot do a job unless they are told how to do it.

Application Software and Productivity Tools for Educators

The Application Software and Productivity tools are an integrated package of S/W applications that lets to do our job more easily and raises level of productivity. It sets a new standard for productivity with tools that work the same way in each office products (Productivity). It lets you use the products together to get our work done quickly and easily (Integration). Productivity software is designed to make educators more effective and efficient while performing daily activities. Productivity software includes applications such as word processing software, spreadsheet software, and presentation software.

Word Processing Software

Word Processing Software creates and edits a word processing document. It includes formatting individual characters with font, style and size alteration, formats paragraphs by changing line spacing, indents and margins, sets the tab stops to aid in making tables. It also quickly searches for and replaces specific text. It helps to paginate document correctly, also incorporate to edit graphs, copy text between two documents, save and print files.

Spreadsheet Software

Spreadsheet software is one of the most useful tool based S/w, especially for educational planners and managers, is spreadsheet programme. Because once a model has been built up with needed data and set of relationships linking these data, the modification of a part the data is automatically reflected in all other data linked to it. It can produce any statistical table by entering necessary data based on a given educational problem and to represent these data on a chart.

Presentation Graphics Software

Presentation graphics software is designed to produce the most effective presentation possible with minimal effort. When we create a presentation we choose the template with the look we want. Then for each new page we choose a page layout and fill in the blanks with text or graphics. One template set has many page layouts like Title, Bulleted list, two column bullets etc. We can also insert a video clip, a sound or music. We can also play a video, sounds or music in power point presentation.

Communications, Networks, the Internet and World Wide Web

The Internet is a network of networks consisting of thousand of networks spanning the entire globe. The process of Internet connectivity began in 1989 as a tool scientists used for collegial communication, and then gained mass appeal in 1994 after a breakthrough made it simple to use. The World Wide Web is a subset of Net, consisting of certain computers that have agreed to talk to each other using a specialized high-level protocol. The WWW is most popular site today is it allows the

trainees to display all their creativity on screen. Although the history of the Internet is relatively short, its growth has been explosive.

Today, more than 500 million users around the world connect to the Internet for a variety of reasons. To perform various activities Internet provides a variety of services, such as the World Wide Web, electronic mail (Email), File Transfer Protocol (FTP), newsgroups, and message boards, mailing lists, instant messaging, short message service, and chat rooms.

Project Management Software

A project management software program is designed to assist project managers in developing plans, assigning resources to tasks, tracking progress, managing budgets and analyzing workloads. It controls simple or complex projects by scheduling and tracking all the activities so that one can stay on top of their progress.

Suggested Readings

Aggarwal, Yash (1997), Educational Management Information System: Planning Management and Monitoring Strategies for DPEP, NIEPA, 1997.

Ahituv, N. (1990) , Principles of Information System Management Wm. C. Brown Publishers, Boulevard.

Davis, G.B and M.H. Olson (1985), Management Information Systems: Conceptual Foundations, Structure and Development, McGraw Hill, New York.

Adams, Dennis M. Computers and Teacher Training: A Practical Guide. New Delhi, Haworth, 1985.163p.

Bill. Using World Wide Web . 2nd ed. Indianapolis, Que Corporation, 1996,. 1098+ CD-Rom.

Ennals, Richard, Gwyn, Rhys, Zdravcher, Levcho. Information Technology and Education: The Changing School. New York, John Wiley, 1986.235p.

Kinzer, Charles K., Sherwood, Robert D., Bransford, John D. Computer Strategies for Education: Foundations and content-area Application. London, Merrrill, 1986 385p.

Mehta, Arun C. Micro Computers in Education: An Application Lotus 1-2-3, New Delhi, NIEPA, and 1992.85p.

Scanlon, Eileen: O'shea, Timed. Educational Computing, New York, John Wiley, 1987, 340p.

Unesco. Computer Managed Learning: A Case Study. Paris, Unesco. 1983. 40p.

Weidlein, James R., Cross, Thomas B. Networking Personal Computers in Organizations. London, Kogan Page, 1986.186p.

Computer and Common Sense 3rd edition New Delhi, Prentice Hall, 1984.

Power Point, MS-Word, Ms-Excel by Ron Mansfield, Tata McGraw Hill Publishing Co.Ltd.

Computer Fundamentals, Concepts, Systems and Applications, P.K.Sinha, BPB Publications

Berkun, Scott (2005). Art of Project Management. Cambridge, MA: O'Reilly Media. ISBN 0-596-00786-8.

Brooks, Fred (1995). The Mythical Man-Month, 20th Anniversary Edition, Adison Wesley. ISBN 0-201-83595-9.

Heerkens, Gary (2001). Project Management (The Briefcase Book Series). McGraw-Hill. ISBN 0-07-137952-5.

Kerzner, Harold (2003). Project Management: A Systems Approach to Planning, Scheduling, and Controlling, 8th Ed., Wiley. ISBN 0-471-22577-0.

Lewis, James (2002). Fundamentals of Project Management, 2nd ed., American Management Association. ISBN 0-8144-7132-3.

Meredith, Jack R. and Mantel, Samuel J. (2002). Project Management : A Managerial Approach, 5th ed., Wiley. ISBN 0-471-07323-7.

Project Management Institute (2003). A Guide To The Project Management Body Of Knowledge, 3rd ed., Project Management Institute. ISBN 1-930699-45-X.

Stellman, Andrew and Greene, Jennifer (2005). Applied Software Project Management. Cambridge, MA: O'Reilly Media. ISBN 0-596-00948-8.

Thayer, Richard H. and Yourdon, Edward (2000). Software Engineering Project Management, 2nd Ed., Wiley-IEEE Computer Society Press. ISBN 0-8186-8000-8.

Whitty, S. Jonathan (2005). A Memetic Paradigm of Project Management. International Journal of Project Management, 23 (8) 575-583.

Pettee, Stephen R. (2005). As-builts – Problems & Proposed Solutions. Construction Management Association of America.

Verzuh, Eric (2005). The Fast Forward MBA in Project Management, 2nd, Wiley. ISBN 0-471-69284-0 (pbk.).

Supplementary Readings

Internet Unleashed Everything needs to unleash the Power of the Internet, India polis snos nets publishing.

Inside Microsoft Office for Windows 95, Hollbeg Bruce.

Road Ahead, Bill Gates.

Information System and Networks, Samulson K.

Implementation of Computers in Educational Planning and Management, Mellor, Warren.

Computers in Education, Merril, Paul F.

The ABCs of the Internet by Christian Crumlssl, BPB.

Course No. : **113**

Course Title : Participants' Seminar

Course Credit : 1

Course Incharges : Sunita Chugh
V.P.S. Raju
Kausar Wizarat
S.K.Mallik

Participant's seminar has been designed to give an opportunity to each participant to share her experience and valuable thoughts in the field of educational planning and administration. Participants are expected to prepare five to seven pages of seminar paper on different topics as indicated below. Participants are requested to present their papers in the presence of fellow participants, as this would give an opportunity to give a thought to the topic more extensively and accommodate valuable suggestions given by their fellow colleagues. The seminar papers will be documented and circulated to the participants at the time of their departure.

Suggested Themes

1. Planning in school education

2. Financial Management in schools

3. School Governance (VEC/PTA/Ward Committee/SMC/SDMC/Panchayats)

4. Quality of school education

5. Implementation of centrally sponsored schemes,

6. Education of disadvantaged (SC, ST,OBC, Minorities, Girls education, Special Education)

7. Contribution and Role of Private sector in Education

8. Leadership issues in Managing schools/Institutions

9. Rural/urban education Problems/issues

10. Teacher Management