National University of Educational Planning and Administration (NUEPA), New Delhi

POST GRADUATE DIPOMA IN EDUCATIONAL PLANNING AND ADMINISTRATION (PGDEPA)

HANDBOOK

Department of Training and Capacity Building in Education

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Department of Training and Capacity Building in Education
National University of Educational Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi - 110 016

POST GRADUATE DIPLOMA IN EDUCATIONAL PLANNING AND ADMINISTRATION (PGDEPA)

Introduction

The mission of NUEPA is capacity development in educational planning and administration in India. The university achieves this mission through its teaching, training and research activities, and support to central and state governments. Needless to add, those already employed and engaged in educational planning at the multi-layers of the government are the prime target group for training. Every year, NUEPA organizes several short duration and one long duration training programmes for national administrators. The long- term programme is of six months duration which leads to a Diploma in Educational Planning and Administration (DEPA).

The DEPA is the first long -term educational training programme in India and its main objective is to develop planning and administration capacities at the decentralized levels. The DEPA, which started in 1982, has two phases – face-to-face training phase and dissertation phase. The face-to- face phase is for duration of three months while the dissertation phase, which follows the face-to-face phase, is also for three months. The DEPA is a flagship programme of the university and it has been successful in training a large number of administrators at the decentralized levels. Over a period of three decades, nearly 1000 district- level administrators were trained under this programme.

The contents of the programme are revised periodically taking into account the changing educational planning context and orientation in India. The feedback from the former participants and discussions with the state and district level officers has helped effect changes in the content of the programme.

Post Graduate Diploma Programme in Educational Planning and Administration (PGDEPA) – A New Dimension

When the DEPA was introduced, NUEPA was a national Institute. It became a University in 2006. The discussions on upgrading the DEPA into a full- fledged Diploma programme for duration of nine months was under discussion from the 1990s when the Institute did not have the authority to award a PG Diploma unless affiliated to a university. The demand to upgrade the DEPA to PGDEPA became stronger ever since the Institute (NIEPA) became a university (NUEPA).

The university has been thinking of moving towards a PGDEPA since it provides an opportunity to make the course content broad- based and the course transaction more intensive. Although periodic revisions have been taking place on an incremental basis, the DEPA programme has not been subjected to a thorough revision and up-gradation for several years. The transition from DEPA to PGDEPA gives an opportunity to effect fundamental changes in the nature and content of the programme.

Over a period, the clientele for the programme has changed. While in the initial years, the participants were mostly district- level administrators like DEOs, later the DIET staff, especially from the department of planning and management, joined the course. At present, a majority of the participants are state- level functionaries and, at times, from the SCERTs. The course content has been revised to suit the change in the nature of participation.

One of the constraints in offering a long- term programme was that the primary target group for the programme cannot be relieved from duties for a longer duration than the present period of three months. However, thanks to the more widespread penetration of computer technology and its use among educational administrators, possibilities of extending the duration of the programme through distance mode has become more realistic and pragmatic in recent years. Therefore, it opened opportunities for extending the duration of the programme without the officers necessarily being compelled to stay in Delhi for more than three months of face-to-face interactions.

Another important change is the entry level qualifications of the participants. All participants have at least an undergraduate degree from university; indeed, most of them possess a Master's degree as well. The participants attach a greater value for a Post Graduate (PG) Diploma certification than a mere Diploma that is offered at present. Many of them feel that such a PG Diploma may help them in getting a promotion or assume higher responsibilities. They are also willing to put in additional efforts if the provision for such transition can be made.

PGDEPA with a Difference

One of the important considerations for redesigning the programme is the changed profile of those attending the programme as also the requirements of the Department that they represent such as SCERTs/ SIEMATs/DIETs and DEOs/BEOs of Directorates of Education of the State Governments. The PG Diploma programme envisages transforming the present DEPA into an intensive long- duration programme to ensure creating a cadre of professionally trained educational administrators in the country.

A basic concern while designing the PGDEPA programme was to ensure that the participants do not have to stay in NUEPA for a period longer than three months and they learn at their own pace. The PGDEPA is envisaged as a one year programme leading to a Post Graduate Diploma. However, keeping in view the difficulty of many of the education departments to deputing their officials for a long-duration programme, the PGDEPA has been planned in such a way that though the programme is for duration of one year, the face-to-face and residential component of the programme does not exceed **three** months. To facilitate this proposed PGDEPA involves varying course modalities. It involves preparatory phase, face-to-face phase at NUEPA, project phase at workplace, distance mode and presentation of project work in a Seminar- cum- Workshop mode at NUEPA.

Programme Objectives

The overall objective of the programme is to promote professional competency and capacity of the education functionaries in the areas of educational planning and administration. The specific objectives of the programme are:

- To upgrade and enhance the knowledge of the participants on educational policies and programmes in India;
- To deepen the understanding on educational planning process and administration;
- To develop skills and abilities to formulate plans, design programme and manage implementation of programmes;
- To train the participants to elaborate on educational programmes, prepare monitoring plans and evaluation reports on the educational programmes.

The Structure of the Programme

The one year Post- Graduate Diploma in Educational Planning and Administration (PGDEPA) programme is envisaged in six phases comprising face-to-face course transaction, involving basic curricular transaction, project work, presentation of project work and advanced course work in the form of distance mode courses.

Phase 1: Preparatory Course Work (Four weeks at workplace)

This will begin immediately after the nominations are received and the candidates are accepted for the programme. NUEPA will be sending self- learning material to the participants and they will be provided with guidelines to study this material. This phase will be completed before they come to NUEPA for the next phase of the programme. The first week of their stay in NUEPA will be devoted to a face-to-face workshop of the self- learning phase (Phase 1) that took place prior to their arrival in Delhi.

Phase 2: Face-to-Face Course Transactions (Twelve weeks at NUEPA)

During this phase, the participants come to NUEPA, New Delhi for face-to-face interaction for course work. The main task during their stay will be an in-depth study of basic techniques and methods of educational planning and administration theories and practices. The courses offered during this phase are indicated in the section on course outline. This phase will also equip the participants to undertake and carry out a project work.

Phase 3: Project Work (Twelve weeks at workplace)

The participants in the PGDEPA are expected to prepare a project report during this phase. The topic for the project may be identified by the participants based on its utility for their future professional development on the job. The participants will be oriented towards the nature of the project work and what is expected from them. During this phase, a faculty member will be assigned to each participant for guiding

the project work which is assigned to the participant during Phase 2 of the programme.

Phase 4: Assessment of the Project Work and Preparation for the Advanced Course Work (Two weeks at NUEPA)

At the end of the project work period, the participants will be returning to NUEPA for project work presentation in a Seminar- cum- Workshop Mode. Based on the assessment, which includes internal as well as external experts, the participants will be awarded DEPA. This provides an exit point for those who do not want to pursue PGDEPA. Those who do not continue the advanced course will stay for a period of one week.

Those who plan to pursue the advanced course for the PGDEPA will continue to stay in NUEPA for an additional week where they will be oriented to the next phase of the programme.

Phase 5: Advanced Courses Phase (Eight weeks at workplace)

The advanced courses are designed to provide an in-depth understanding and specialization in educational planning. These courses are offered through distance mode. This phase offers two optional courses. The details of the courses offered during this phase are provided in the section on course work.

Phase 6: Final Evaluation and Award of PGDEPA (One week at NUEPA)

The distance mode courses will be assessed from time to time at the end of each course. A one week face-to-face workshop will be organized at the end of the PGDEPA wherein the participants will present their work in a 'Seminar' organized in workshop mode. On successful completion of the programme, the participants will be awarded PGDEPA.
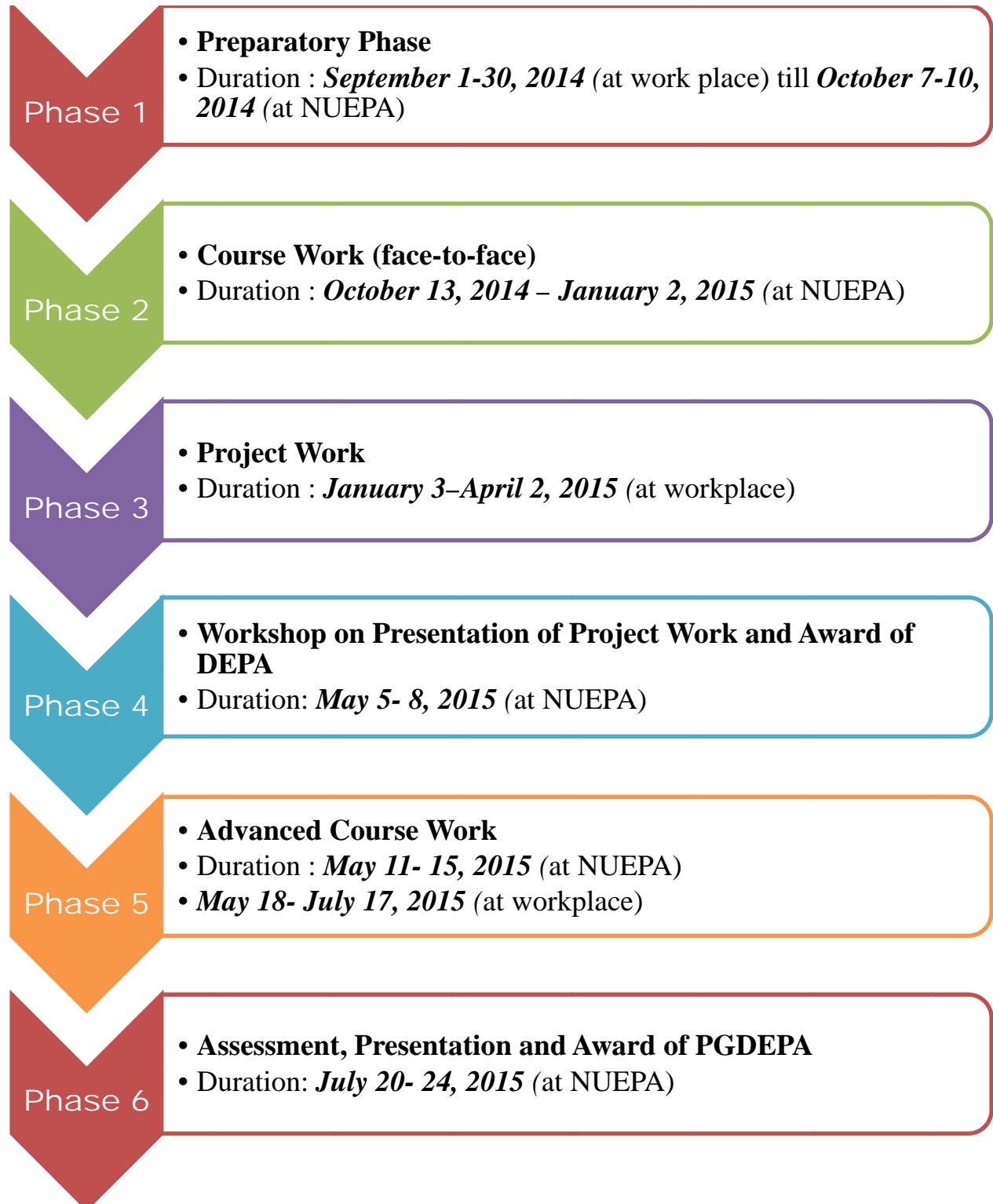
Evaluation Procedure

Participants' will be evaluated through various modes. They will be evaluated on the basis of interactions, participation and presentation made on reflective exercises. They will also be evaluated on the basis of written assignments/term paper/project work, group work, seminar presentation.

Eligibility

The minimum requirements are:
  i) A university degree from any Indian or foreign university.
  ii) Age below 50 years.
  iii) Nominated by the state government or appropriate authority.
  iv) It is desirable that participants should have at least two years' work experience in areas related to educational planning and administration.

PGDEPA: THE PROGRAMME STRUCTURE[*]

Phase 1
- **Preparatory Phase**
- Duration : *September 1-30, 2014 (*at work place) till *October 7-10, 2014 (*at NUEPA)

Phase 2
- **Course Work (face-to-face)**
- Duration : *October 13, 2014 – January 2, 2015 (*at NUEPA)

Phase 3
- **Project Work**
- Duration : *January 3–April 2, 2015 (*at workplace)

Phase 4
- **Workshop on Presentation of Project Work and Award of DEPA**
- Duration: *May 5- 8, 2015 (*at NUEPA)

Phase 5
- **Advanced Course Work**
- Duration : *May 11- 15, 2015 (*at NUEPA)
- *May 18- July 17, 2015 (*at workplace)

Phase 6
- **Assessment, Presentation and Award of PGDEPA**
- Duration: *July 20- 24, 2015 (*at NUEPA)

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[*] The details of the programme are provided in Annexure I.

PARTICIPANTS

The programme is expected to be attended by 38 participants from 18 states. (Annexure III)

TIME SCHEDULE

A tentative time schedule has been drawn for the programme and is given in Annexure II of the Handbook. Every effort will be made to follow this schedule. However, a few changes may occur to accommodate day-to-day operational requirements. The actual Time Table followed during the programme will be provided in the *Report* at the end of the Programme.

VENUE OF THE PROGRAMME

Most of the deliberations of the PGDEPA will be held in the Lecture Hall on the Second Floor (Room No. 212) in NUEPA. The Programme will also include a number of educational field visits in and around Delhi.

REGISTRATION

The trainees will register themselves at the University in the Lecture Hall Room No. 212 on the opening day i.e., Tuesday, October 7th, 2014.

STEERING COMMITTEE

The programme will be conducted with the cooperation and help of the delegates. A salient feature of the managerial approach adopted in the Programme is the spirit of self-management by the delegates themselves. For translating this spirit into action, a Steering Committee will be constituted to look after the day-to-day activities, smooth running and successful execution of the Programme. This Committee, mostly elected by the trainees themselves, will also nominate Field Advisors for each field visit indicated in the tentative time schedule, facilitate and edit their reports and provide guidance wherever necessary, during the proceedings of the programme.

PROGRAMME 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 exercises, role play 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.

PROGRAMME EVALUATION

There will be an individual course evaluation for each course transacted and the methodology to be followed is mentioned in the course outlines. The grading will be done on a scale of A to C (consisting of A+=9; A=8; A-=7; B+=6; B=5; B-=4; C+=3; C=2; C-=1). The course convenors will be employing various modes of evaluation for their respective courses.

The evaluation process may cover several criteria ranging from written assignments to the level of participation in practical exercises, structured and unstructured discussions, presentation of assignments; reporting on observations etc., depending on the requirement of individual course. And the final assessed grades in all the courses and project work will be aggregated and a cumulative grade will be awarded.

PROGRAMME MANAGEMENT TEAM

Faculty

Prof. Najma Akhtar	Prof. B. K. Panda
Head of the Department	Professor
Programme Director	Senior Programme Coordinator
Dr. Savita Kaushal	Dr. Mona Sedwal
Assistant Professor	Assistant Professor
Programme Coordinator	

Support Staff

Ms. Harpreet Sambhi	Project Assistant
Ms. Usha Arora	Secretarial Support
Mr. Suresh Kumar	Secretarial Support

BOARDING AND LODGING SERVICES

The University provides boarding and lodging facilities at the NUEPA Hostel situated within the campus, as per NUEPA rules for PGDEPA trainees. PGDEPA being essentially a residential course, it is compulsory for all trainees to stay in the NUEPA Hostel. Spouses and other near and dear ones are not permitted to stay with the trainees in the NUEPA hostel during the programme.

OTHER RELEVANT INFORMATION

Location

The National University of Educational Planning and Administration is situated within the NCERT Campus on Shaheed Jeet Singh Marg opposite Technology Bhawan, and Qutub Institutional Area. It is about 20 kilometers from Old Delhi Railway Station, 22 kilometers from Inter-State Bus Terminus, and 14 kilometers from New Delhi Railway Station. It is connected by DTC bus service to Old Delhi Railway Station, New Delhi Railway Station, Central Secretariat, ISBT, Dhaula Kuan, Shadipur Depot and Connaught Place. The nearest Metro Stations are Hauz Khas and Malviya Nagar on the yellow line.

Hostel

The University hostel has a seven-storied building with 60 double occupancy furnished rooms. The participants are not allowed to bring their spouses, family members or guests while coming to attend the programme.

Library and Documentation Centre

The University has a well-stocked fully automated library having about 50,000 books and 20,000 documents on educational planning, and educational administration and allied subjects. About 230 Journals are received regularly. Library maintains a computerized database and is connected through DELNET which provides on-line access to 2000 libraries in 32 states in India and in seven other countries. Electronic mail facility is also available to access National Network and INTERNET.

MISCELLANEOUS SERVICES

T.V./Recreation Room

A special room fitted with multi-channel T.V. will be made available exclusively to the delegates on the first floor of NUEPA Hostel. Facilities for indoor games like table tennis, chess, carom etc. and gym will also be made available to the trainees during their free time.

Weather Expectations

The average temperature in New Delhi for the month of December will be around 20° C (Maximum) and 10° C (Minimum). Woollens and winter garments will be necessary. The temperature for the month of October and November will be around 30° C (Maximum) and 21° C (Minimum). Light woollen clothes will be practical.

Valediction

The Face-to-Face Phase of the PGDEPA Programme will close with a Valedictory Session in the last week of the programme.

Certification

Workshops and assessment session will be organized during phase 4 and phase 6 wherein the participants on their successful completion of entire programme will be awarded the DEPA and PGDEPA respectively. In addition, a certificate showing grades obtained in the curricular work, terminal evaluation and project report will also be issued to the successful participants.

Course Outline

Phase-1: Preparatory Course Work

1.1 Introduction

The preparatory phase has been designed in such a way so as to provide the participants with an overview of educational planning and administration as followed in the country. The Phase 1 provides a foundation for the face- to- face courses to be transacted covering themes of higher dimensions of educational planning and management when they come to NUEPA for three months. Thus, the proposed preparatory course will act as a foundation for all the courses to be transacted in the other phases.

The selected/nominated participants will be provided with a set of articles and other related material pertaining to educational planning and management. Thus, the course on "Basics in Educational Planning and Administration" will provide an overview of the Indian education system, policy, planning processes and issues related to administration. In addition the participants are required to collect the data (in the prescribed format provided to them preferably from the district where they are posted or of their choice for making a short presentation in the workshop in the first week of Phase 2 at NUEPA.

1.2 Learning Objectives

- To provide an overview of education in India; and
- To acquaint the participants with the basics of educational planning and administration.

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COURSE CODE: 901

Course Title	:	Basics in Educational Planning and Administration
Course Credit	:	02 Home Study 2 Presentations in Workshop at NUEPA
Sessions	:	10 Sessions (9 Workshop sessions + 1 session for course Evaluation)
Course Convenor	:	Mona Sedwal
Associated Faculty	:	Najma Akhtar
		B. K. Panda
		Savita Kaushal

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Introduction

The course work during the preparatory phase will be an introduction to educational developments in India, educational planning and administration. Soon after their selection to the programme, the participants will be provided with self-learning training materials. This course will enable the participants to understand the education system, policy and the planning processes as well as the issues related to administration. During this phase, the participants would be required to collect the data from the district of their posting on the prescribed format provided to them to be presented in a workshop in the Phase 2.

Learning Objectives

- To provide an overview of education in India; and
- To acquaint the participants with the basics in educational planning and administration.

Course Content

Unit 1 Education in India: An overview
A note on Present Status of School Education will be provided to the participants.

Unit 2 Educational Administration in India
A note on educational administration in India will be sent to the participants.

Unit 3 Educational Planning in India
Readings on educational planning process, through various policies like the five-year plans etc. in India, will be provided to the participants.

Unit 4 Understanding the Educational Development in a District
Participants will be sent format to collect data and prepare a brief write- up on the status of education in the district selected for the course.

Course Transaction

The participants will be sent reading materials on the following themes:
1. Education in India: An overview
2. Educational Administration in India
3. Educational Planning in India

Course Evaluation

The assessment of the preparatory phase will be conducted when the participants come to NUEPA, New Delhi, for face-to-face in a workshop. This phase involves a one- week sessions in revisiting and subsequent assessment on the guided self - learning phase (Phase 1) that took place prior to their arrival and a write- up of a selected district. The participants will be evaluated on the basis of the interactions, participation and presentation made on reflective exercises on the study material provided to them.

2.1 Introduction

There will be an in-depth study of basic techniques and methods of educational planning and administration theories and practices. This phase will also equip the participants to undertake and carry out project work. The courses offered during this phase are presented in the following Table.

S.No.	Course Title	Credits	Duration
1.	Indian Education- A Perspective	4	Two Weeks
2.	Educational Planning	4	Two Weeks
3.	Educational Administration	4	Two Weeks
4.	Project Work and Writing	4	Two Weeks
5.	Participants Seminar	2	One Weeks

2.2 Learning Objectives

- To sensitize the participants about the critical areas and issues in education system in the country;
- To acquaint the participants with the contemporary approach and challenges in development, administration and management;
- To acquaint the participants with the techniques of planning and management applied in education; and
- To develop skills in undertaking project work and preparing reports.

2.3 Course Transaction

In the instructional methodology to be followed during the course work, more emphasis will be laid on learning than on teaching. Instructional methodology will be based on lecture-discussions, case studies, simulation exercises, role play and group discussions on various exercises, library-based assignments. Field visits and visits to some educational institutions will also be organized. Each participant will have to complete the assignments strictly according to the schedule.

In continuation with the training, the participant will be required to prepare a project report on a particular area related to educational planning and administration. Each participant will be required to undertake a project work in order to develop the analytical skills in the subject/area identified.

During the course of the project work, participant will be required to undertake data collection and further analyze the data using appropriate techniques, draw conclusions and make recommendations. The participant will also be required to submit a written project report and make a presentation in Seminar- cum- Workshop.

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 during the three months' curricular work at the university, under the supervision of the faculty member assigned to the participant.

Other Activities-   Field Visits to a few Educational Institutions
              Participant's Seminars

2.4 Course Evaluation

The participants will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, seminar presentation etc., will be most commonly used for evaluation.

COURSE CODE: 902		
Course Title	:	Indian Education- A Perspective
Course Credit	:	04
Sessions	:	40 Sessions (34 for contact sessions + 5 sessions for Seminar + 1 session for Course Evaluation)
Course Convenor	:	Madhumita Bandyopadhyay
Associated Faculty	:	A. K. Singh
		Neeru Snehi
		Mona Sedwal

Introduction

This course intends to develop an in-depth understanding of participants on the societal context of educational development in India. The course traces the story of Indian educational development during the pre-independence era, particularly in the colonial period, and also offers an in-depth insight into issues, challenges and opportunities during the post-independence phases, with special focus on committees, commissions, policy interventions and different schemes introduced for school education.

Learning Objectives

- To familiarize the participants with context and process of educational development in India with special reference to school education.
- To discuss policies and programmes implemented over different phases of development.
- To develop an understanding of participants regarding different issues and challenges in education.

Course Content

Unit I: School Education in the context of Societal Development: An Indian Perspective (Ten sessions)

This section will provide a broad understanding of the Indian education system, while linking with its societal as well as national development process. The session will cover the country's socio-political and economic development scenario and how it is linked with educational development in India. It will focus on Literacy Development and School Education, Basic Education and Poverty and Child Labour, Education and Nutrition, Education of SC, ST, Minorities; Regional Disparity in Education, Rural and Urban Differences in Educational Development, Gender Equity in Education.

Unit II: Historical Perspective of Educational Development in India (Six sessions)

- **Colonial Educational Policy and Development (Three sessions)**

These sessions will briefly discuss the development of school education during late colonial period starting with Charter Act, Macaulay's Minute of Education, Wood's Despatch, Hunter Commission, Hartog Committee, Sargent report and CABE report and their contribution to developing Indian education system and policy planning for school education. The contributions of Indian educationists like Gokhale, Gandhi, Tagore and Maulana Azad and others will form part of the discussion at these sessions.

- **Post- Independence Educational Development and Reforms (Three sessions)**

The commissions, committees and documents impinging on the development of National System of Education; Importance of the Articles of the Constitution and their bearing on the National System of Education; National Education Commission (1964-68); National Policy on Education (1986) on core elements and its Plan of Action (1992) etc. will be covered.

Unit III: Milestones and Major Shifts in Educational Policy Decisions (Five Sessions)

This section will include discussion on Decentralised governance and Community Participation, School Development Planning, Increased Access, Curriculum development, Implementation of RTE Act, 2009, and also other Acts (Child Labour Act, PRI Act etc) and Programmes (OB, DPEP, SSA, RMSA and Mahila Samakhya). It will also discuss on Education for All Movement and other international initiatives for educational development, involvement of international NGOs and Civil Society Organisations in India.

Unit IV: Issues for Educational Development at Different Levels- Pre- School, Elementary and Secondary Education (Fifteen sessions)

This section will include 10 sessions to discuss various issues pertaining to Access and participation in school education in India, with special focus on ECCE, Elementary and secondary education, Quality in School Education, Professional Development and Management of Teachers, Learners' Evaluation, Education in Urban Areas, Secondary Education, Vocational Education, Education and ICT development, Importance of Media in Education and School and Higher Education Linkages, Impact of Labour Market on Education and so on.

Course Transaction

The course will be transacted using multiple approaches such as class- room lectures, readings and reflection on key articles and documents, group discussions, seminar etc.

Course Evaluation

Assessment and evaluation in the course will be made on the basis of students' performance in writing a short seminar paper and its presentation and also their day-to-day participation in class in group work and presentation etc.

Activities	Weightage
Term Paper	60 %
Presentation of seminar paper	20%
Participation in class	20 %

Suggested Readings

Unit I
- Govinda, R. (2011): *Who goes to school? Exploring Exclusion in Indian Context,* Oxford, New Delhi.
- Naik, J.P (1975): *Equality, Quality and Quantity. The Elusive Triangle in Indian Education.* Bombay: Allied
- Kumar, Krishna and J.Oesterheld(eds.) (2007): *Education and Social Change in South Asia* Orient Longman, Hyderabad
- Ramachandran, Vimala (2003): Gender equality in education in India, Background paper prepared for the Education for All Global Monitoring Report 2003/4 *Gender and Education for All: The Leap to Equality,* UNESCO 2004/ED/EFA/MRT/PI/59, accessed in http://ddp-ext.worldbank.org/EdStats/INDgmrpap03d.pdf on July 26, 2012
- Tilak, Jandhyala B.G. (2002):, "Education Poverty in India", *Review of Development and Change*, Vol. VII, No.1, Jan-June 2002.pp.1-44.

Unit II
- Basu, Aparna (1972): *Essays in the History of Indian Education.* New Delhi: Concept.
- Khandelwal, B. P. and M.Bandyopadhyay(2001): Policy Issues in School Education, in *Experiences in School Education*, NCERT, New Delhi

Unit III
- 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
- Juneja, N (2003): Constitutional amendment to make Education a fundamental right: issues for a follow up legislation. *NIEPA Occasional Paper 33,* March 2003.

Unit IV

- Govinda, R. (2011): *Who goes to school? Exploring Exclusion in Indian Context*, Oxford, New Delhi
- Govinda, R (ed.) (2002): *India Education Report*, Oxford University Press, New Delhi
- Govinda R (1995): *Status of Primary Education of the Urban Poor in India: An Analytical Review,* UNESCO: IIEP Research Report No.105, Paris.
- Rampal, Anita (2002): Texts in Context: Development of Curricula, Text books and Teaching Learning Materials in R.Govinda (ed.) *India Education Report: A Profile of Basic Education*, NIEPA, OUP, New Delhi.
- Sen, Amartya(1992): "Poverty and Affluence" in Inequality Reexamined, Oxford University Press, 1992.
- Sinha, Shantha: Monitoring Children's Rights: National Commissions for Protection of Child Rights- India, available at http://www.ohchr.org/Documents/Issues/ViolenceAgstChildren/Shanta_Sinha_NCPCR_India.pdf
- Tilak, J. B.G. (1994): *Education for Development in Asia.* New Delhi: Sage Publications.

Additional Readings

- Alexander, Robin (2000): *Culture and Pedagogy*, Blackwell, London.
- Bandyopadhyay, M (2012): Gender equity in educational access in India, *Southern African Review of Education (SARE),* Volume 18, Number 2, 2012 pp: 9-24.
- Bandyopadhyay, M(2012): "Social Disparity in Elementary Education", Seminar, October, pp: 21-25.
- Mathew, A. and J.B.G.Tilak(2014): *Literacy and Adult Education*, NUEPA and Shipra, New Delhi
- Govt. of India(2008): Education for All: Mid-Decade Assessment: Reaching the Unreached
- Ghosh, S. C. (1997): *History of Education in Modern India,* Orient Longman, New Delhi
- Juneja, Nalini (2001): *Primary education for all in the city of Mumbai, India: the challenge set by local actors.* IIEP: Paris. 2001.
- Kumar, Krishna(1991):. *Political Agenda of Education: A Study of Colonist and Nationalist Ideas,* New Delhi: Sage.
- Mehrotra, Santosh, P.R. Panchamukhi, Ranjana Srivastava and Ravi Srivastava,
  (eds.) (2005): *Universalising Elementary Education in India: Uncaging the 'Tiger' Economy,* New Delhi, Oxford.
- McGinn, Noel (1998): Who Should Govern Education? Experiments with Three Perspectives on Decentralisation, *Journal of Educational Planning and Administration* 12 (3) (July): 249-69.

- NCERT (2005): *National focus group on ECE*, Position paper, New Delhi: NCERT.
- Sen, Amartya(1999): "Poverty As Capability Deprivation" in *Development As Freedom,* Oxford University Press.
- UNESCO(2009): *Overcoming inequality: why governance matters?* Global Monitoring Report, UNESCO, Paris available at http://unesdoc.unesco.org/images/0017/001776/177683e.pdf
- UNESCO (2005): *Global Monitoring Report, Quality Imperatives,* UNESCO, Paris
- Varghese, N.V. and A.C.Mehta(1999): *Universalisation of Upper Primary Education in India- An Analysis of Present Status and Future Prospects,* NIEPA, New Delhi.
- Weiner, Myron (1991): *The Child and the State in India.* Princeton University Press.

Reports
- MHRD,Report of National Policy on Education(1986): Government of India, New Delhi.
- MHRD,Report of Program of Action(1992):Government of India, New Delhi.
- Public Report on Basic Education in India, Oxford University Press, New Delhi.

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│                    COURSE CODE: 903                          │
│  Course Title         :    Educational Planning              │
│  Course Credit        :    04                                │
│  Sessions             :    40 Sessions                       │
│  Course Convenor      :    N. K. Mohanty                     │
│                            Yazali Josephine                  │
│  Associated Faculty   :    S. M. I. A. Zaidi K. Biswal, Arun C. Mehta, │
│                            Geetha Rani, V. P.S. Raju, A. N. Reddy │
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Introduction

The course has been designed with the objective of familiarizing trainees with the basic concepts, approaches and techniques of educational planning, in general, and in India, in particular. The course also aims at providing an overview of the changing landscape of educational planning in India and financing trends and methods in education. Enabling the participants   understand the shifting approaches, policies and programme priorities across five-year plans in India is also another objective of the course.

To begin with, the course would introduce the changing development priorities of educational planning in India and related programmes and interventions over the last six decades (through readings and discussion sessions in the preparatory phase). The basic idea is to prepare the participants for induction into the core and advanced course on educational planning and financing, given their diverse backgrounds and fields of engagement.

In the course work phase, the course will deal with the fundamentals and key techniques of educational planning and sources and methods of financing, mostly generic, to educational planning practices in all types of country settings. India-specific educational planning and financing practices will also be covered in this segment of the course. This segment of the course is core to educational planning and financing as well as to the restructured DEPA and the proposed PGDEPA. This segment of the course would provide the threshold level of knowledge and skills required of the participants to understand and participate in educational planning activities in India.

The advanced educational planning segment of the course would be much more practice oriented, focusing primarily on the planning practices in education in India. This segment is designed to be transacted through distance mode. Participants may be required to choose from among a set of options for engaging themselves in detailed simulations on planning techniques and/or review and appraise the existing planning and financing practices.

Learning Objectives

At the end of the PGDEPA, the participants would have acquired basic knowledge and skills on the following aspects of educational planning and financing:

- Changing education development priorities and programmes and budgetary allocations in the macro level medium-term plans in India (i.e. five-year plans) over the last six decades;
- Concepts and approaches to educational planning and institutional arrangements for educational planning in India (i.e. planning machinery and process);
- Current issues relating to planning and financing, in general, and in India, in particular, including educational decentralization;
- An overview of the changing trends and methods of financing of education in India;
- Concepts and techniques of strategic planning in education;
- Application of strategic planning techniques in educational planning practices in India, particularly at the district and institutional levels;
- Appraisal of education development plans; and
- Methods and indicators for monitoring implementation and outcomes of education development plans.

Course Content

The course covers both the theoretical and practical aspects of educational planning and financing. It also gives appropriate weightage to the understanding of educational planning and financing practices in India. Designed in three phases, the course primarily aims at making the participants understand the fundamentals of educational planning, its theoretical foundations, educational decentralisation, strategic planning concepts and methods, cost- analysis and financing methods in education and their applications in modelling educational planning at macro, meso and local levels in India. It also aims at making the participants acquire basic planning skills to enable them to participate in educational planning activities in their work settings. The 'sources and methods of financing education,' including budgeting techniques happen to be a key component of the course. Making the participants aware of the appraisal and monitoring techniques and tools for effective planning and programme implementation is the concluding component of the course.

Given the brief description of the course design, the phase-wise distribution of key thematic areas and allocation of sessions to these themes and related basic readings are as follows:

The course component in this phase is essential, skill- oriented and core to educational planning and financing. At the end of the course work, the participants would be in a position to understand and analyse educational planning and

financing methods, in general, and their application in the India context, in particular. This segment of the course would cover the following thematic areas:

Unit I: Concepts, Approaches and Institutional Arrangements for Educational Planning and Education Development Concerns

- Education and development
- Education and employment
- Concepts and types of educational planning
- Educational planning machinery and planning process in India
- Approaches to educational planning (Social Demand, Manpower Requirements, Rate of Returns and Rights- Based Approaches)
- Educational decentralization in India
- District planning in elementary education and RTE
- Database for district planning and monitoring school education in India
- Sources and methods of financing of school education in India
- Sector-wide approaches to educational planning (SWAps) and the medium-term expenditure framework

Unit II: Techniques of Strategic Planning in Education

- Concept and methodology of strategic planning in education
- Education sector analysis and identification of development priorities, including the analytical approaches and key indicators for education sector diagnosis
- Projection and forecasting techniques in educational planning
- Cost- analysis in education
- Techniques for prioritizing plan interventions SWOT analysis and contractions of the Problem Tree.
- Setting plan targets
- Designing plan interventions and the use of Logical Framework Matrix (LFM)
- Budgeting techniques and district planning in education
- Budgeting techniques and district planning in education
- Plan appraisal and monitoring tools

Unit III: Educational Planning in India

- Application of strategic planning techniques in district and institutional planning in education in India
- Local level planning techniques and district planning in education – i.e. school mapping, micro planning and school improvement planning
- District planning in SSA and RMSA
- Planning for higher education in India
- Trends in public expenditure on education in India

Suggested Readings

- Carron, Gabriel (2010): *Strategic Planning: Concept and Rationale*. IIEP Working Paper 1, IIEP, Paris.
- Carron, Gabriel (2010): *Strategic Planning: Techniques and Methods*. IIEP Working Paper 3, IIEP, Paris.
- Colclough, Christopher and Anuradha De(2010): The Impact of Aid on Education Policy in India. *RECOUP Working Paper No. 27*, RECOUP Research Consortium on Educational Outcomes and Poverty, University of Cambridge. Available at http://recoup.educ.cam.ac.uk/publications/WP27-CC_ADfinal.pdf
- Coombs, P.H. (1969): *What is Educational Planning*?International Institute of Educational Planning (IIEP), Paris.
- De, Anuradha and Tanuka Endow(2008): *Public Expenditure on Education in India: Recent Trends and Outcomes.* Collaborative Research and Dissemination (CORD), India.
- Higgins, Jane, Karen Vaughan, Hazel Phillips,and Paul Dalziel(2008): *Education-Employment Linkages: International Literature Review.* AERU Research Unit of Lincoln University, New Zealand. Available at http://www.eel.org.nz/documents/EELReport02.pdf
- IIEP (n.a.): *Projections and Scenario Building (Module 5),* Distance Education Programme on Education Sector Planning.Paris:UNESCO-IIEP, Available at: http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/T5.pdf
- Kim, Yong Jin and Akiko Terada-Hagiwara (2010): A Survey of Relationships Between Education and Growth with Implications for Developing Asia. *ADB Economics Working Paper Series.* Metro Manila, The Philippines. Available at http://www.adb.org/sites/default/files/pub/2010/Economics-WP236.pdf
- Nanjundappa, D.M. (1995): "Concept, Approaches and Techniques of Decentralized Planning", in B.N. Yugandhar and Amitabh Mukherjee (eds.) *Readings in Decentralized Planning,* New Delhi: Concept.
- Pritchett, Lant and Varad Pande(2006):, Making Primary Education Work for India's Rural Poor: A Proposal for Effective Decentralization*. Social Development Papers No. 95*. Washington, DC:The World Bank. Available at http://www.teindia.nic.in/Files/Articles/Articles_23feb12/pritchett_pande_decentralization_education_india.pdf
- Tilak, J.B.G. (2012): *Financing of Higher Education: Traditional versus Modern Approaches.* NUEPA,NewDelhi.Available at http://www.yuksekogretim.org/Port_Doc/YOD_2012001/YOD_2012001005.pdf
- Tilak, J.B.G. (1988): "Costs of Education in India", *International Journal of Educational Development*, 8 (1): 25-42.
- UNESCO (2007): *Education Sector-Wide Approaches (SWAps): Background, Guide and Lessons*. Paris. Available at http://unesdoc.unesco.org/images/0015/001509/150965e.pdf
- UNESCO (2013): *Education Micro Planning Toolkit*. UNESCO, Bangkok.

- Varghese, N.V. (ed.) (1997): *Modules on District Planning in Education*, New Delhi: NIEPA.
- Varghese, N.V. and K.Biswal(1999): *School Mapping: An Analysis of Educational Facilities in Dhenkanal District, Orissa* (mimeo). New Delhi: NIEPA.

Course Transaction

The methodology of curricular transaction would include lecture-discussion and practical exercise/group work, group discussions and seminar presentations.

Course Evaluation

The course evaluation will be done on the performance term paper and end-of-the course examinations.

<table>
<tr><td colspan="3" align="center">**COURSE CODE: 904**</td></tr>
<tr><td>Course Title</td><td>:</td><td>Educational Administration</td></tr>
<tr><td>Course Credit</td><td>:</td><td>04</td></tr>
<tr><td>Sessions</td><td>:</td><td>40 Sessions</td></tr>
<tr><td>Course Convenor</td><td>:</td><td>R. S. Tyagi
V. Sucharita</td></tr>
<tr><td>Associated Faculty</td><td>:</td><td>K. Sujatha, Najma Akhtar, B. K. Panda,
Rashmi Diwan, Pranati Panda Vineeta Sirohi,
Kashyapi Awasthi, Subita Menon, Manju Narula</td></tr>
</table>

This Course will consist of three units i.e. Educational Administration, Organisational Management and School Leadership.

Unit I of the course will cover various issues and themes of educational administration, including its concept and theory. It will attempt to familiarize the participants with the multi-level structure and practices of educational administration and management in elementary, secondary and higher secondary education in India. Since educational administration has experienced a shift towards decentralized school management and governance, therefore unit will also focus on the functioning of the system of educational administration at the sub-national level, ranging from state to the institution. Policy responses to various issues of educational development and their impact on educational administration will also be transacted.

Unit II on 'Organisational Management' intends to transact issues related to organizational management. While administration lays down the rules, regulation, statutes and acts, management is responsible for nurturing the processes and achieving the goals of the organization. The unit intends to acquaint the participants with concepts of organizational behavior and its application in managing people and applying the different approaches to organizational behavior and enhancing the human relationships within the organization.

Unit III on 'School Leadership' will transact the issues related to school leadership. The Unit on School Leadership focuses on the significance of school administrators in institution building and school transformation with the objective that all schools excel and all children learn.

Learning Objectives

- To acquaint the participants about theory and concept of educational administration as well as structural arrangements for educational administration at the national, state and sub-state levels for all sectors of education

- To give them knowledge about internal management structures and processes that characterize educational administration at different levels and sectors and also on some critical issues in contemporary educational administration
- To develop an understanding of the issues and practices related to human resource management for organizational development
- To acquaint the participants with issues related to school administration in institution building and school transformation
- To acquaint the participants with new changes and challenges in leadership for school education

Unit I: Educational Administration

1. *Educational Administration: Concepts, Theories and Comparative Perspectives*

   Concept of educational administration and educational management, theories and approaches in educational administration

2. *Historical Development of Educational Administration in India*

   Development of educational administration at federal and state levels- a historical perspective and a review of colonial legacy and after Independence

3. *Structure, Functions and Emerging Trends of Educational Administration in India*

   Structure of educational administration at national, state, regional, district, block and institutional levels; Changes in structure, functions and processes of educational administration effected by the 73th and 74th constitutional amendments; SSA, RTE etc; emerging problems and challenges of educational administration; Educational Administration and harmonization with SSA, Management of private- aided and un-aided institution, RTE implications to private institutions.

4. *Local Governance and Community Participation in Management of Elementary Education*

   Education and local governance a historical development, Panchayati Raj Institutions, SMCs/PTAs/SMDC, local authority, RTE and grievance redressal

5. *Administration and Management of Development Projects*

   Structure of administration and delivery of educational progrmmes and schemes for disadvantaged groups at the centre, state and sub-state levels; Administration and management of centrally sponsored projects and schemes (SSA, RMSA, teacher education schemes and programmes, area- specific programmes and special programmes for girls, SC/ST and minorities)

6. *Academic Management*

   In-service education and professional development policies, programmes and practices, welfare schemes.

7. *Personnel Management*

   Teacher recruitment policies and practices covering transfer, posting and deployment

8. *Monitoring and Supervision-Concepts, Scope, Issues and Challenges*

   Structural arrangements for administering and monitoring education – objectives, priorities (regulatory, supervisory and academic resource support arrangements, NCERT, SCERT, IASE, DIETs, IGNOU, State Institutes of Educational Technology etc.; BRC/CRC/SMC/VEC/PTA; Boards of school education; International Boards; Board of Teacher Education, Text Book Corporation), institutional linkages and networking.

9. *Innovations in Educational Administration*

   Understanding the concept of innovation within the context of educational administration, identifying broad areas for innovation in educational administration, challenges in introducing innovations and strategies to overcome them.

10. *E-Governance & Convergence of Resources*

    E-governance- its emergence, concept, history and current status. What are the barriers, its significance in bringing change?

Unit II: Organizational Management

1. *Organizational Communication*

   Conceptual understanding of communication, process of communication, methods and structures of formal and informal communication activity, direction and patterns of organizational communication, barriers to effective communication and roles of a leader as a communicator. It also discusses why communication, good or bad, between staff and management affect the work environment.

2. *Team Building*

   Characteristics and conditions of team- building and role of leadership in creating synergy in individuals, barriers to team- building.

3. *Conflict Management*

   Concept of organizational conflict, types of organizational conflicts, stages in the process of conflict and conflict management techniques, etc.

4. Time Management

Principles, skills, tools and techniques of time management, overcoming barriers to effective time management

5. Organizational Diagnosis

Importance and need of the organizational diagnosis, techniques

6. Decision-Making

Various processes of decision- making like: recognizing, diagnosis and analyzing, development of alternative, selection, implementation, evaluation and feedback

7. Safety Management in Schools

Safety management plans and policies; practices adopted by the institutions

Unit III: School Leadership

1. Perspective on School Leadership

Concept and significance of School leadership, Leadership types and styles with emphasis on transformational, instructional and distributed leadership; Understanding school as a learning organization Understanding the perspective of 'Child First'; Leading schools towards transformation- guiding through vision-building.

2. Developing Self

Understanding self, self- awareness, self- reflection and self- development, with focus on transforming self for transformation of school; Dealing with conflicting expectations and multiple role perception; Self in the context of school- circle of influence and circle of concern; Working and relating with people.

- ### Academic Leadership for School Transformation
  Building effective teaching -learning environment; Planning, and organization of child centric teaching-learning practices; Quality assurance through assessment of student learning, school assessments; Coaching and mentoring; Observation, feedback and supervision; Management of data on student achievement and analysis for improvement of learning outcomes.

- ### Leading Innovations
  Innovations at school and classroom level; Ensuring adequate resources and academic support for bringing in a culture of innovation in school

- ### Building Effective Partnerships
  Dealing with differing perceptions and expectations of parents and teachers; creating professional learning communities

Course Transaction

The methodology of units include lecture discussions and group activities followed by presentations and panel discussions, group work, case studies, role play, video clips, etc.

Course 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 based preferably on their field experience. On the basis of the assignment, the participants will be evaluated and 80% weightage would be given for written assignment. Apart from this, 20% weightage would be given to the participants for their participation in the classroom discussions and interactions.

Suggested Readings

Unit 1.1
- Ludenberg, Fred C. and Allan C.Orenstein(1991): *Educational Administration: Concepts and Practices.* Belmont, Wadsworth Publishing Company
- Samier, A. E. (ed.) (2003): *Ethical Foundations for Educational Administration.* London: Routledge Falmer

Unit 1.2
- Ghosh, S. C. (1997): *History of Education in Modern India*, Orient Longman, New Delhi
- Shukla, P. D.(1983): *Administration of Education in India.* New Delhi: Vikas Publishing
- Mathur, S.S.(1990): *Educational Administration and Management*, The Indian Publications, India

Unit 1.3
- Gore, M. S. (1995): *Indian Education: Structure and Process*, New Delhi: Rawat Publications
- MHRD(2011): *Sarva Shiksha Abhiyan: Framework for Implementation*, Department of School Education and Literacy, Govt.of India, New Delhi
- Mahajan, Baldev and K.K.Khullar(2000): *Educational Administration in Central Government: Structure, Processes and Future Prospects.* New Delhi: NIEPA

Unit 1.4
- Govinda, R (1997): *Decentralisation of Educational Management: Experiences from South Asia.* Paris: IIEP-UNESCO
- Report of the Anil Bordia Committee on Implementation of RTE and the Resultant Revamp of SSA—Chapter-X: Role of Civil Society Organizations in

Operationalising RTE, 2011

Unit 1.5
- MHRD(2010): *Sarva Shiksha Abhiyan: Framework for Implementation*, Department of School Education and Literacy, Govt.of India.
- MHRD: *Elementary Education, Sub-Group Report of the 12th Plan,* Department of School Education and Literacy, Govt. of India
- Narula, Manju (2010): Mainstreaming the Marginalised: Indian initiatives, *International Journal of Education Economics and Development,* Vol. 1, No. 3, 2010 259

Unit 1.6
- Olaniyan, D. A. (2008): Staff Training and Development: A Vital Tool for Organisational Effectiveness, *European Journal of Scientific Research*, ISSN 1450-216X Vol.24 No.3, (pp.326-331)
- Oribabor, P.E. (2000): Human Resources Management, A Strategic Approval, *Human Resources Management*, 9 (4) 21 – 24

Unit 1.7
- MHRD(2009): Teacher Development and Management, Discussions and Suggestions for Policy and practice, Govt.of India.
- Panda, Pranati and G.L.Arora(2002): *Fifty Years of Teacher Education in India*. National Council of Educational Research and Training. (*http://www.teindia.n*ic.in/js/50Years_TE_Devp.pdf)

Unit 1.8
- Carron, Gabriel and Anton De Grauwe(1997): *Trends in School Supervision - Current Issues in Supervision: A Literature Review.* Paris: IIEP-UNESCO
- Gibson, Jane Whitoney(1990): *Supervisory Challenges: Principles and Practices*, Columbus: Merrill
- Tanner, Daniel (1987): *Supervision in Education: Problems and Practices.* New York: Macmillan

Unit 1.9
- Benveniste, Luis A. and Patrick J.McEwan(2000): "Constraints to Implementing Educational Innovations: The Case of Multigrade Schools, *International Review of Education*, Vol. 46: 1/2, (pp. 31-48)
- Chand, Vijay Sherry et al (2011): *Learning from Innovative Primary School Teachers of Gujarat,* Gandhinagar: Gujarat Educational Innovations Commission
- Westera, Wim (2004): On Strategies of Educational Innovation: Between Substitution and Transformation, *Higher Education,* Vol. 47: 4, (pp. 501-517)

Unit 1.10

- Riley,Thomas B.: Electronic Governance: Living and Working in the Wired World, Stylus Publishing, LLC. http://www.cvc.nic.in
- The Riley Report(2002): E-Democracy in the Future: Will We See Significant Change?, The Riley Report, August, (http://egov.mit.gov.in)
- Budhiraja, Renu:, Electronic Governance - A key Issue in the 21st century, (http://mit.gov.in)

Unit 2.1

- Mumby, Dennis K. (2013): Organizational Communication: A Critical Approach. New Delhi. Sage Publications India Pvt. Ltd
- Zelter ,(Zagan-Zelter) Christine- Diana Organizational Communication – A Premise For Organizational Efficiency And Effectiveness , doctorat.ubbcluj.ro/sustinerea/ZELTER_ZAGAN%20Christine_EN.pdf

Unit 2.2

- Henkin,Alan B and Carolyn L. Wanat(1994): Problem-solving Teams and the Improvement of Organizational Performance in Schools, *School Organization*, Vol.14.No.2
- Developing Effective Teams Workbook, British Columbia, Canada, www.unice.fr
- Stewart, R(2003): *Handbook of Team Working: Understanding and Managing Teams*. New Delhi, Infinity Books

Unit 2.3

- Alper, S, D.Tjosvold, and K.S. Law(2000): Conflict management, efficacy, and performance in organizational teams, *Personnel Psychology*, 53, 625-642
- Baron, R. A. (1997): "Positive effects of conflict: Insights from social cognition", in C. K. W. DeDreu & E. Van de Vliert (Eds.) *Using conflict in organizations* (pp. 177-191). London: Sage
- Behfar, K. J., R.S.Peterson, E.A.Mannis and W.M.K. Trochim(2008):The critical role of conflict resolution in teams: A close look at the links between conflict type, conflict management strategies, and team outcomes. *Journal of Applied Psychology*, 93, 170-188

Unit 2.4

- Drucker, Peter F. (2008): *Managing Oneself* , Harvard Business School Press
- Centre for Good Governance:Handbook on Time Management Skills for Public Managers(www.c99.gov.in)

Unit 2.5

- Salvatore, Vand D. Falletta (Eds.)(2005): *Organizational Diagnostic Models: A Review & Synthesis*, Leadersphere, Inc. (www.iei.liu.se)
- SWOT Analysis (2011): www.mindtools.com

Unit 2.6

- Denhardt, Robert, B. Denhardt, V.Janet and Maria P.Aristigueta(2013): *Managing Human Behaviour in Public and Non-profit Organizations.* New Delhi. Sage Publications.
- Pareek, Udai (1997): "Institutional Building: The Framework for Decision Making", In Ravi Mathai, Udai Pareek and T.V. Rao (ed.)*Institutional building in education and Research from stagnation to self-renewal book,* All India Management Association, New Delhi (pp 1-11)

Unit 2.7

- National Disaster Management Division, Ministry of Home Affairs (2004):School Safety: Handbook for Administrators, Education Officers, Emergency Officials, Principals and Teachers, Govt.of India, New Delhi
- Tomar, Shivanjali: "Learning Over Education: Democratizing Education Through The Internet", Umeå Institute of Design, Umeå University, Umeå, SE-90187, Sweden (cse.chalmers.se)

Unit 3.1

- Ackerman, R.H. and Ostrowski P.Maslin(2002): *The Wounded Leader. Jossey-Bass Toronto*
- Bass B.M. (1998): *Transformational Leadership: Industrial, Military and Educational Impact,* Mahwah, NJ: Lawrence Erlbaum Associates.

Unit 3.2

- Gandh*i,Mahatma(2010): The Story of my Experiments with Truth, Jaic*o Publishing House, Mumbai
- Quinn, Robert E. and Gretchen M. Spreitzer(2005): Entering the Fundamental State of Leadership: A Framework for the Positive Transformation of self and others, *Working paper Series,* Michigan Ross School of Business

Unit 3.3

- Fullan, M (2007): *The New Meaning of Educational Change*, 4[th]edn., London, Routledge/Falmer
- Senge,Peter M(1999): *The Fifth Discipline: The Art & Practice of the Learning Organisation,* Random House Audio

Unit 3.4

- Leithwood K., D.Jantisand R.Steinback(1999): *Changing leadership for changing times.* Philadelphia, P.A.: Open University Press
- Leithwood K. and Louis K.Seashore(1999): *Organizational Learning in Schools.* Lisse: Swets and Zeitlinger

Unit 3.5

- Peter M. Senge, Nelda Cambron-McCabe, Timothy Lucas, Bryan Smith, and Janis Dutton (2012), *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education.* Crown Business;New York.
- Blank, Martin J., Reuben Jacobson and Atelia Melaville (2012): "Achieving Results through Community School Partnerships: How District and Community Leaders Are Building Effective, Sustainable Relationships"

Additional Readings: Unit III

- Adams, H.P. and G.D.Frank(1953): *Basic Principals of Supervision.* New York: American Book Co.
- Ackerman, R., G.A.Donaldson Jr., and R. van der Bogut (1996): *Making sense as a school leader*, Jossey-Bass, San Francisco
- Aggarwal, R. D. (1982): *Law of Education and Educational Institutions* (Three Volumes). Allahabad: Law Block Co
- Baker, M. Abu (1976): *The Union and the States in Education.* New Delhi: Shabd Sanchar
- Bono, Edward de (1999): *Six Thinking Hats*, Penguin Books
- Gadgil A.V. (1982): *Supervision in Education.* New Delhi: Shubhadra
- MHRD(1995): *Report of the CABE Committee on Decentralization in Education*, Govt.of India,New Delhi
- MHRD(1997): *Remodeling of School Education Boards: Report of the Task Force on the Role & Status of Boards of Secondary Education,* Govt. of India,New Delhi
- Levi, Daniel J (2014): *Group dynamics-Teams* , 4th Edition, Sage Publications
- National Institute of Educational Planning & Administration (1980): *Some Basic Facts about Educational Administration in India,* New Delhi
- National Institute of Educational Planning & Administration (1994-2009): *Reports of All India Survey of Educational Administration (Reports of different states),* New Delhi
- Mathur, M.V. (1980): *Multi-level Educational Planning and Administration.* National Institute of Educational Planning & Administration, New Delhi
- Narula, Manju (2006): *Quality in Secondary Education: Role of Education Boards*, Shipra Publication, New Delhi
- Organization for Economic Co-Operation and Development. (2005). Teachers Matter: Attracting, Developing and Retaining Effective Teachers. Paris: OECD Publishing.
- Papagiannis, George J.,Steven J. Klees and Robert N.Bickel(1982): Toward a Political Economy of Educational Innovation, *Review of Educational Research*, Vol. 52: 2, pp. 245-290

- Ross, Kenneth N. and T.Neville Postlethwaite:Planning the quality of education: different information for different levels of decision-making(www.greenstone.org)
- Quinn, R (2004): *Building the Bridge as you walk on it: A Guide for Leading Change,* San Francisco, CA: Jossey-Bass
- Rait, E (1996): "Schools as learning organizations" in S.B. Bacharach and B. Mundell (Eds.) *Images of Schools*. Thousand Oaks, C.A.: Corwin Press
- Rebore, Ronald W (1985): *Educational Administration: A Management Approach.* New Jersey: Prentice Hall
- Stewart,Roger(2013): *Handbook of Team working, Understanding and Managing Teams,* Infinity books
- Notman,Ross(2007): "Connecting with the self: How we might Assist the personal development of school leaders",Paper presented at Conference
- Sergiovanni, T. J. et al(1999): *Educational Governance and Administration*. USA: Viacom Company
- Starratt, R.J.(2003): *Centering Educational Administration: Cultivating meaning community, responsibility.* New Jersey: Laurence Erlbaum Associates Publishers
- Wise, Christine (2013): *Leading professional practice in Education*, Sage Publications, U.K.
- Pollard, Andrew (2008): Teachers as reflective practitioners-, Reflective teaching. London, UK.

<table>
<tr><td colspan="3" align="center">COURSE CODE: 905</td></tr>
<tr><td>Course Title</td><td>:</td><td>Project Work and Writing</td></tr>
<tr><td>Course Credit</td><td>:</td><td>04</td></tr>
<tr><td>Sessions</td><td>:</td><td>40 Sessions</td></tr>
<tr><td>Course Convenor</td><td>:</td><td>Savita Kaushal</td></tr>
<tr><td></td><td></td><td>Suman Negi</td></tr>
<tr><td>Associated Faculty</td><td>:</td><td>Neelam Sood</td></tr>
<tr><td></td><td></td><td>Sudhanshu Bhushan,</td></tr>
<tr><td></td><td></td><td>Mona Khare</td></tr>
</table>

Introduction

The course aims at training the participants to review schemes and programmes in their respective States and identify issues and challenges that they face while implementing them in the context of their specific areas. The course comprises two parts, Part I deals with Basic Statistics, an introductory course on basic statistics meant for educational administrators and planners working at various levels. The course would enable the participants to undertake activities related to educational planning and evaluation of projects/schemes by using simple statistical methods. The participants are expected to develop skills in interpreting and analysing the data for their project work. The participants would also find the course useful in analysing and representing the data collected by them for their project work.

Part II of the course primarily aims at training the participants to review schemes and programmes implemented in their district/block for preparing a project report. The basic procedures involved in conducting a review of schemes or programmes would be illustrated.

Learning Objectives

The course has the following specific objectives:
- To train the participants to elaborate on programmes/schemes implemented in their respective areas and prepare a report.
- To familiarise the participants with available educational statistics and basic statistical methods.
- To develop skills among participants to prepare tools and use the same for collecting the information..

Course Content

Part I: Basic Statistical Methods

Unit I: Introduction to Educational Statistics
- Nature and sources of educational statistics in India
- Important sources for statistics on International education scenario
- Uses of large scale data in educational research
- Indicators of Educational Development

Unit II: Data Collection, Classification and Tabulation and Graphic and Diagrammatic Representation

- Methods of Data Collection: Sampling and its types
- Classification and Tabulation of Data
- Nature of graphic and diagrammatic representation of data
- Techniques of graphic and diagrammatic representation of data

Unit III: Descriptive Statistics

- *Measures of Central Tendency* : Mean, Median, and Mode
- *Measures of Variation:* Measures of dispersion: Range and Standard Deviation

Unit IV: Understanding and Measuring Relationships

- Nature of relationships
- Simple Bivariate Correlation

Part II: Project Work and Report Writing

Unit I: Conceptualizing Problems for Conducting Project

The participants will be oriented towards conceptualizing problems for conducting projects by studying already implemented projects/programmes/schemes in terms of aspects such as relevance and level of achievement of project objectives, effectiveness, efficiency, impact and sustainability. Brainstorming exercises will be conducted to sharpen the skills in conceptualization of problems.

Unit II: Review of Researches Documents

Participants will be exposed to different sources of related literature. Skills required in reviewing relevant research literature will be developed.

Unit III: Development of Project Proposals

The participants will be acquainted with the format of a project proposal and a project report.

Unit IV: Different Data Sources

The participants will be acquainted with different types of possible sources of data and they would identify potential methods, approaches and techniques. They will be able to identify stakeholders, such as the community, local government, and their requirements that may provide them with important information, which could make the evaluation more relevant.

Unit V: Development of Tools

Different types of tools and their construction will be discussed. Practical exercises will be done to develop skills in collecting data using different tools such as questionnaire, interview schedule and observation schedule etc..

Unit VI: Report-Writing and Presentation

The participants will be given a tentative structure/ template on project evaluation / monitoring and will be trained to conduct evaluation of ongoing projects in their

area of work or on the possible projects that can be undertaken by them such as action research project, study of innovations, monitoring mid-day meals etc..The participants will be oriented towards preparing a report and a tentative structure/ template on the type of the report to be prepared will be provided to them.

Transaction Strategy

The course methodology will be mostly in the form of discussions and practical exercises for Part I. Each session will deal with the basic theoretical facts followed by a greater emphasis on the practical applicability of statistical methods in educational research. Practical exercises will be given in each session, mainly on computers, to acquaint the participants with the use of different levels of basic statistical techniques. Practical exercises will also be given in groups to the participants.

For part II, the sessions will be a combination of lectures, group discussions and presentation. Participants will also be given an exercise to analyse and interpret data/information and use of reference materials. In statistics, each session will deal with the basic theoretical facts followed by a greater emphasis on the practical applicability of statistical methods in educational research. Practical exercises will be provided in each session to acquaint the participants with the use of different levels of basic statistical techniques. Practical exercises will also be given in groups to the participants.

Criteria for Evaluation and Grading

For Part I of the course, evaluation will consist of three parts with different weightage assigned for each. The first part gives 30 percent weightage to classroom interaction. The second part gives 30 percent weightage for participation in group work and practical exercises given during the course sessions. The third part gives 40 percent weightage to the final evaluation, which is more formal through written examination, wherein one session will be devoted.

For Part II of the course, participants will be evaluated on the basis of quality of written work (assignments: 40%) and presentation in the class (40%). Remaining 20% weightage for evaluation will be given to classroom observation for active participation.

Suggested Readings
Part I
- Aggarwal, B.L.(2009): *Basic Statistics,* Fifth Edition, New Age International, New Delhi.
- Das, R. K. and A.L.Nagar(1996): *Basic Statistics,* Oxford University Press, New Delhi
- Gupta, C.B. (1972): *An Introduction to Statistical Methods,* Seventh Edition, New Delhi: Vikas, 310 GUP-I 6382

- Gupta, S.P. (2010): *Statistical Methods,* Sultan Chand, New Delhi
- Healey, J. F.(2002):*Statistics: Tool for Social Research.*—Sixth Edition. Australia: Wadsworth.
- Korin, B. P. (1977): *Introduction to Statistical Methods,* Cambridge: Winthrop Publishers.
- Mangal, S. K. (2002): *Statistics in Psychology and Education*, PHI Learning Pvt. Ltd. New Delhi
- Nagar, A.L. (1981): *Basic Statistics,* Bombay: Oxford, 1981. 299p.
- Som, R. K. (1996): *Practical Sampling Techniques,* Second Edition, New York: Marcel Dekker.

Part II

- Govinda,R (ed.) (2003): *India Education Report: A Profile of Basic Education.* NIEPA. New Delhi

- Jha, J, N.Ghatak, S.Chandrashekaran,S.Mahendiran,P.Minni,S.Bakshi, and R.Thyagrajan(2013): *Challenges in Implementing the Right to Education: The Karnataka Case.* CBPS, Bangalore.
- Kaul, V and D.Sankar(2009): "Early Childhood Care and Education in India". *Education for All Mid-Decade Assessment.* NUEPA, New Delhi.
- Nandan, D, K.S.Nair,V.K.Tiwari,L.Piang,T.P.S.Raj, and P.Kumar(2010): *Evaluation of MAMTA scheme in national capital territory of Delhi: report.* National Institute of Health and Family Welfare, New Delhi.
- Ramachandran, V(2005): "Reflections on ICDS Programme ". The India Seminar. New Delhi.
- Sood , N (1992): *Pre-school Education in ICDS: An Appraisal.* NIPCCD, New Delhi.
- Sen, R(2008):*Education for Women's Empowerment: An Evaluation of the Government run Schemes to educate the girl child.* Centre for Civil Society, New Delhi.
- Varghese, N. V., R.Agarwal,A.Tripathi, &Y. Josephine(1998): "Trends in Activities of Utilization of Financial Resources under the DPEP: A study of Assam, Kerala & Madhya Pradesh".

COURSE CODE: 906

Course Title	:	Participants' Seminar
Course Credit	:	02
Sessions	:	20 Sessions
Course Convenor	:	Kausar Wizarat
Associated Faculty	:	Sunita Chugh
		S. K. Mallik
		Sangeeta Angom

Introduction

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 and would be linked to themes related to the area of work of the participants. Participants will be expected to prepare five to seven pages of seminar paper on different topics. Participants will be 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.

Course Evaluation

After receiving the considered views of those present in the seminars, each trainee will suitably amend his/her draft. The final paper will be submitted for grading, based on both the presentation as well as the written paper.

Phase-3: Project Work

3.1 Introduction

The participants in the PGDEPA are expected to prepare a project report during this phase. The topic for the project may be identified by the participants on its relevance to their professional field. The participants will be oriented towards the nature of the project work and what is expected from the project work during their stay at NUEPA.

3.2 Learning Objectives

- To upgrade the skills in constructing the tools, data collection, data analysis and report writing; and
- To develop necessary skills to undertake research work relevant to their local context;
- To acquaint them to put study in the format of a project report.

3.3 Course Transaction

Based on their experience, each participant will develop a project proposal. The participants will be assigned a faculty supervisor to provide them the required guidance in finalizing the project proposals during their stay at NUEPA. They will also be provided guidance in completing the project work and submitting the report to NUEPA.

3.4 Course Evaluation

Evaluation will be based on the project report prepared by each participant. The participant will be required to make a presentation for evaluation during Phase 4 of the programme.

Phase-4: Project Work Presentation in Seminar- cum- Workshop Mode

4.1 Introduction

At the end of the project work, the participants will come to NUEPA for presenting their project work in Seminar- cum -Workshop Mode for evaluation. Assessment will involve internal evaluation as well as external evaluation. This provides an exit point for those who do not want to continue and pursue further to get a PGDEPA.

4.2 Learning Objectives

- To present the project work conducted by the participant on the identified topic during the Phase 3; and
- To orient the participants on the options of Advance Courses for Phase 5.

4.3 Presentation Methodology

Presentation in workshop mode on the project work done by the participants in Phase 3 will be conducted. After the presentation, there will be one- week orientation programme for those participants who opt for PGDEPA on Advanced Courses in Educational Planning and Administration.

4.4 Course Evaluation

Four credits will be earmarked for the written work assessed by the internal as well as the external expert on the topic selected by the participant. During the workshop, each participant will make a presentation of the completed project work. Two credits will be allocated for presentation. A mid-course certificate of "Diploma in Educational Planning and Administration" will be awarded to participants on successful completion of Phases 1-3.

The evaluation is done at two levels, i.e. one by the faculty supervisor and the other by an external examiner, based on the project work presentation, and the grades will be awarded.

Phase-5: Advanced Course

5.1 Introduction

The advanced courses are designed to provide a more in-depth understanding and specialization in Educational Planning and Administration. These courses will be offered in distance mode or in blended mode. Two courses, one each in Educational Planning and Educational Administration, will be offered. Each course will be of duration of 4-5 weeks.

1. Educational Planning - Advanced Course (907)
2. Educational Administration - Advanced Course (908)

5.2 Learning Objectives

- To provide in-depth knowledge in the concept of Educational Planning and Administration; and
- To equip them with advanced themes in Educational Planning and Administration.

5.3 Course Transaction

The participants, who will plan to pursue PGDEPA, will stay on at NUEPA for one more week after the workshop. During this week, they will be oriented towards the Phase 5 for advanced course. The course will be transacted through distance mode and blended means of communication.

First one week of this course will be transacted through face- to- face interactions at NUEPA. Both the courses will be introduced to the participants and some of the techniques will be taught during the face- to- face interaction. The participants will be following up face- to- face interactions with distance mode of learning.

Specially prepared material will be provided to them during the face to face interactions. At the end, there will be a one -week workshop.

Course Evaluation

As a part of the course evaluation, participants' workshop will be conducted during Phase 6 by making presentations on selected themes from the specialized courses. Participants will also be evaluated on the basis of written assignments given during the course.

<table>
<tr><td colspan="3" align="center">**COURSE CODE: 907**</td></tr>
<tr><td>Course Title</td><td>:</td><td>Educational Planning</td></tr>
<tr><td>Course Credit</td><td>:</td><td>04</td></tr>
<tr><td>Sessions</td><td>:</td><td>10 at NUEPA and rest at Place of Work</td></tr>
<tr><td>Course Convenor</td><td>:</td><td>K. Biswal</td></tr>
<tr><td>Associated Faculty</td><td>:</td><td>SMIA Zaidi, Mona Khare, Suman Negi, NK Mohanty</td></tr>
</table>

Introduction

The course component in this phase is much more applied in nature. In other words, the learnings from the course component transacted in Phase 2 would be applied in the forms of simulations and group works to understand planning models and practices in education in India. Particularly, simulations on district planning in elementary and secondary education, local level planning techniques like school mapping and micro planning, institutional development planning like school improvement planning and college/university development planning and other techniques like enrolment and teacher projections, development scenario building in secondary education, etc. would be used to get a deeper understanding of the planning techniques and their contextualisation in the Indian setting. A participant in this Phase might be asked to opt for a particular simulation exercise, depending on his/her interest and expertise, while getting acquainted with other simulations and group works related to educational planning. The engagement of the participant in a key area/simulation exercise would become the basis for evaluating his/her performance in the advanced course on educational planning. This component of the course is designed to be transacted through distance mode using appropriate IT platforms.

Course Content

The outline of the course component in this phase is as follows:

Thematic Areas

- Simulation exercise on projection techniques and development of alternative scenarios for expansion of school education in India
- Simulation exercise on estimating wastage in school education and their implications for educational planning
- Simulation exercise on formulation of district elementary/secondary education development plan
- Simulation exercise on school mapping at elementary/secondary level
- Simulation exercise on micro planning in education
- Simulation exercise on school improvement planning
- Simulation exercise on college/university development planning

Note: @ Please note that the number of sessions assigned to various simulation exercises would change depending on an individual participant's interest to work intensives on a given thematic area. For example, if a participant is interested in working on school improvement planning, the number of sessions assigned to this thematic area for this particular participant would increase substantially to around 15 sessions (instead of 4 sessions) to enable him/her to demonstrate a deeper understanding of the area/technique in his/her assignment. This is how this component would be highly flexible and provide individual choices for engagement in a given planning technique.

Suggested Readings

- MHRD(2009):*Rashtriya Madhyamik Shiksha Abhiyan: A Framework for Implementation.* Department of School Education and Literacy, GOI, New Delhi.
- MHRD (2011): *Sarva Shiksha Abhiyan: A Framework for Implementation.* Department of School Education and Literacy, GOI, New Delhi.
- Zaidi, S.M.I.A., K.Biswal,N.K.Mohanty, and A.A.C.Lal(2012): *Secondary Education Planning and Appraisal Manual.* New Delhi: NUEPA. Available at<http://www.nuepa.org/Download/Publications/1-Secondary-20Education-20Manual(Prof-20Zaidi-20).pdf>

The final list of simulation exercises developed by the NUEPA faculty for this component of the course would be provided while finalising the course curriculum.

Course Title	:	Educational Administration
Course Credit	:	04
Sessions	:	10 at NUEPA and rest at Place of Work
Course Convenor	:	Kumar Suresh
Associated Faculty	:	K Sujatha, RS Tyagi, Vinita Sirohi, Manju Narula, V Sucharita

Introduction

The advanced course on educational administration will be focused on organisational development and leadership dimensions of educational administration. The participants of the course will be exposed to various dimensions of organisational development and leadership in mould of blending theoretical knowledge with applied aspects of organisation development. The main intent of transacting the course would be to provide specialised exposure to participants about the aspects of organisational development and leadership with the help of prepared course materials, case studies and simulation exercises. Since the participants will be well acquainted with the most of the aspects of educational administration during their face- to- face transaction phase of the programme, this phase will focus more on applied dimensions.

Course Content

The major themes to be transacted during this phase of the course will include Organisational Development and Leadership: Conceptual and Theoretical issues; Organisational Leadership and Leadership Styles; School Leadership and its Transformative Role; Organisational Diagnosis and development; Decision-making; Team-building; Problem-solving etc..

Complete outline of the advanced course on educational administration will be made available to the participants in due course

Evaluation

Performance of the participant in the advanced course will be evaluated on the basis of their quantum of engagement and successful completion of assignments. The component of the advanced course in educational administration will be transacted through distance mode with the help of various means of information technology and communication.

Phase-6: Final Evaluation and Award of PGDEPA

6.1 Introduction

Courses will be assessed at the end of each course; a one- week summing up workshop will be organized by the end of PGDEPA. After the presentations made by the participation in the workshop and based on the assignments/term paper etc., successful candidates will be awarded the PGDEPA.

6.2 Learning Objectives

- To share the areas of advanced learning made during the course work; and
- To present and discuss the use of the advanced course of learning during the workshop.

6.3 Course Evaluation

One -week workshop and assessment session will be organized towards the end of the Phase 6 wherein the participants will be provided an opportunity to express his/her own views on the basis of term paper about the themes related to educational planning and administration. In addition to this, the course will also be evaluated on the basis of exercises and assignments attempted by them.

6.4 Certification

The participants, on their successful completion of all the phases, including the advance course work, will be awarded the PGDEPA.

PGDEPA: Programme and Course Structure

Phase	Activities	Credits	Number of Weeks with Dates
Phase 1 **Preparatory** **Phase**	Basics in Educational Planning and Administration On select Course Material	4 credits	September1-30, 2014 October 7-10, 2014 (Four Weeks)
Phase 2 **Course Work**	**Course One:** Indian Education – A Perspective	4 credits	October 13,2014 – January 2, 2015 (Twelve weeks)
	Course Two: Educational Planning	4 credits	
	Course Three: Educational Administration	4 credits	
	Course Four: Project Work and Writing	4 credits	
	Course Five: Participants' Seminar	2 credits	
	Total Credits	**22 Credits**	
Phase 3	Project Work	**4 Credits**	January 3–April 2, 2015 (Twelve weeks)
Phase 4	Workshop on Project Work Presentation	2 Credits	May 5- 8, 2015 (One weeks)
Phase 5 Advanced Course Work	**One:** Advanced Course in Educational Planning **Two:** Advanced Course in Educational Administration	4 credits 4 credits	May 11- 15, 2015 (One week) May 18- July 17, 2015 (Four weeks)
Phase 6	Workshop on Advanced Courses	8 Credits	July20- 24, 2015 (One week)
	Total	36 Credits	

TIME SCHEDULE
Phase 2: Course Work (Face to Face)

Month	Day	Date	TIME						
			0900 - 0945	0945 - 1115	1130- 1300	1300 - 1400	1400 - 1530	1545 - 1715	After 1715hrs
October	Tues	07	103/106	101	102	Lunch	102	102	103/106
	Wed	08	103/106	901	901	Lunch	901	901	103/106
	Thur	09	103/106	901	901	Lunch	901	901	103/106
	Fri	10	103/106	901	901	Lunch	901	901	103/106
	Sat	11							
	Sun	12							
	Mon	13	103/106	901	901	Lunch	901	901	103/106
	Tues	14	103/106	901	901	Lunch	104	104	103/106
	Wed	15	103/106	902	902	Lunch	903	903	103/106
	Thur	16	103/106	903	903	Lunch	902	902	103/106
	Fri	17	103/106	903	903	Lunch	902	902	103/106
	Sat	18							
	Sun	19							
	Mon	20	103/106	902	902	Lunch	903	903	103/106
	Tues	21	103/106	902	902	Lunch	903	903	103/106
	Wed	22	103/106	903	903	Lunch	105	105	103/106
	Thur	23	**Diwali**						
	Fri	24	103/106	904	904	Lunch	903	903	103/106
	Sat	25							
	Sun	26							
	Mon	27	103/106	904	904	Lunch	902	902	103/106
	Tues	28	103/106	904	904	Lunch	902	902	103/106
	Wed	29	103/106	902	902	Lunch	904	904	103/106
	Thur	30	103/106	904	904	Lunch	902	902	103/106
	Fri	31	103/106	904	904	Lunch	903	903	103/106
November	Sat	01							
	Sun	02							
	Mon	03	103/106	905	905	Lunch	903	903	103/106
	Tues	04	**Muharram**						
	Wed	05	103/106	902	902	Lunch	905	905	103/106
	Thur	06	**Guru Nanak's Birthday**						
	Fri	07	103/106	905	905	Lunch	904	904	103/106
	Sat	08							
	Sun	09							
	Mon	10	103/106	904	904	Lunch	905	905	103/106
	Tues	11	**Inter-State Field Visit**						
	Wed	12							
	Thur	13							
	Fri	14							
	Sat	15							
	Sun	16							

Month	Day	Date	TIME						
			0900 - 0945	0945 - 1115	1130-1300	1300 - 1400	1400 – 1530	1545 - 1715	After 1715hrs
	Mon	17	103/106	905	905	Lunch	906	906	103/106
	Tue	18	103/106	904	904	Lunch	905	905	103/106
	Wed	19	103/106	902	902	Lunch	105	105	103/106
	Thur	20	103/106	904	904	Lunch	903	903	103/106
	Fri	21	103/106	902	902	Lunch	906	906	103/106
	Sat	22							
	Sun	23							
	Mon	24	103/106	903	903	Lunch	906	906	103/106
	Tue	25	103/106	904	904	Lunch	905	905	103/106
	Wed	26	103/106	903	903	Lunch	905	905	103/106
	Thur	27	103/106	902	902	Lunch	905	905	103/106
	Fri	28	103/106	903	903	Lunch	906	906	103/106
	Sat	29							
	Sun	30							
	Mon	01	103/106	903	903	Lunch	906	906	103/106
December	Tue	02	103/106	902	902	Lunch	905	905	103/106
	Wed	03	103/106	904	904	Lunch	105	105	103/106
	Thur	04	103/106	903	903	Lunch	904	904	103/106
	Fri	05	103/106	902	902	Lunch	905	905	103/106
	Sat	06							
	Sun	07							
	Mon	08	103/106	903	903	Lunch	906	906	103/106
	Tue	09	103/106	902	902	Lunch	905	905	103/106
	Wed	10	103/106	904	904	Lunch	905	905	103/106
	Thur	11	103/106	107	107	Lunch	107	107	103/106
	Fri	12	103/106	903	903	Lunch	905	905	103/106
	Sat	13							
	Sun	14							
	Mon	15	103/106	902	902	Lunch	906	906	103/106
	Tue	16	103/106	904	904	Lunch	905	905	103/106
	Wed	17	103/106	903	903	Lunch	105	105	103/106
	Thur	18	103/106	107	107	Lunch	107	107	103/106
	Fri	19	103/106	902	902	Lunch	905	905	103/106
	Sat	20							
	Sun	21							
	Mon	22	103/106	902	902	Lunch	906	906	103/106
	Tue	23	103/106	904	904	Lunch	905	905	103/106
	Wed	24	103/106	903	903	Lunch	904	904	103/106
	Thur	25							
	Fri	26	103/106	904	904	Lunch	905	905	103/106
	Sat	27							
	Sun	28							
	Mon	29	103/106	903	903	Lunch	906	906	103/106
	Tue	30	103/106	904	904	Lunch	905	905	103/106
	Wed	31	103/106	902	902	Lunch	904	904	103/106
January, 2015	Thur	01	103/106	905	905	Lunch	906	906	103/106
	Fri	02	103/106	108	108	Lunch	105	105	103/106

Phase 5: Advanced Course Work

Month	Day	Date	TIME						
May, 2015			0900 - 0945	0945 - 1115	1130- 1300	1300 - 1400	1400 – 1530	1545 - 1715	After 1715hrs
	Mon	11	103/106	907	907	Lunch	908	908	103/106
	Tue	12	103/106	908	908	Lunch	907	907	103/106
	Wed	13	103/106	908	908	Lunch	907	907	103/106
	Thur	14	103/106	907	907	Lunch	908	908	103/106
	Fri	15	103/106	908	908	Lunch	907	907	103/106

Course Code

901- Basics in Educational Planning and Administration

902- Indian Education- A Perspective

903- Educational Planning

904- Educational Administration

905- Project Work and Writing

906- Participants' Seminar

907- Advanced Course in Educational Planning

908- Advanced Course in Educational Administration

Activities Code

101 - Registration

102 – Introduction to NUEPA

103 - Library

104 – Introduction to Courses by NUEPA Faculty

105 - Programme Management

106 – Computer Lab

107- Field Visit

108 – Valediction

LIST OF THE PARTICIPANTS

i) **Andhra Pradesh**
1. Mr. T. Joseph, CMO, Sarva Siksha Abhiyan

ii) **Arunachal Pradesh**
2. Mr. Biren Dutta, Principal, District Institute of Education and Training

iii) **Assam**
3. Ms. Ajanta Brahma, Reader, SCERT
4. Mr.Bobby Ronghangpi, Lecturer, District Institute of Education and Training,
5. Mr. Junish Patir, Lecturer, District Institute of Education and Training
6. Ms. Subhalakshmi Rajkumari, Inspector of Schools

iv) **Bihar**
7. Mr. Surendra Kumar, Lecturer, SCERT
8. Mr. Rajendra Prasad Mandal, BES/OSD, BSEIDC
9. Mr. Benkat Gopal, Principal, District Institute of Education and Training
10. Mr. Premranjan Upadhyaya, Lecturer, District Institute of Education and Training,
11. Mr. G. Shankar, Principal, District Institute of Education and Training

v) **Haryana**
12. Mr. Amar Nath Kaushik, Lecturer (Teacher Educator), District Institute of Education and Training,

vi) **Himachal Pradesh**
13. Mr. Ravinder Singh Ranpatia, Principal, Govt. Senior Secondary School
14. Mr. Daleep Kumar Verma, Lecturer/ Planning coordinator(RMSA)
15. Mr. Rakesh Kumar, Lecturer, District Institute of Education and Training

vii) **Jammu and Kashmir**
16. Ms. Jaswinder Kour, Lecturer, DIET, Reasi

viii) **Karnataka**

17. Mr. Rajashekara A.G., Lecturer, District Institute of Education and Training

ix) **Madhya Pradesh**

18. Mrs. Uma Shrivastava, Senior Lecturer, Govt. College of Teacher Education
19. Mr. Rakesh Kumar Pandey, District Project Coordinator, Sarva Sikhsha Abhiyan
20. Mr. Ashish Narayan Mathur, Senior Lecturer
21. Mr. Pradeep Kumar Jain, APC, District Institute of Education and Training

x) **Maharashtra**

22. Mr. Balaji Digambar, Lecturer, District Institute of Education and Training

xi) **Manipur**

23. Ms. M. Indira Devi, Lecturer, District Institute of Education and Training
24. Mr. Ksh. Birmangol Singh, Assistant State Coordinator, Sarva Siksha Abhiyan
25. Ms. Kamlalakshmi Chongtham, State Inclusive Education Incharge, Sarva Siksha Abhiyan

xii) **Nagaland**

26. Ms. Yangerjungla, Research Associate, SCERT
27. Mr. Thebi Joseph Shupao, Research Associate, SCERT

xiii) **Odisa**

28. Mr. Binod Singh, Block Education Officer Malkangiri

xiv) **Punjab**

29. Ms. Adarsh Sharma, Lecturer, District Institute of Education and Training

xv) Tamil Nadu

30. Ms. Uma, Lecturer, District Institute of Education and Training
31. Ms. Mythili, Lecturer, District Institute of Education and Training
32. Mr. Peter, Lecturer, District Institute of Education and Training
33. Ms. G. Bhavani, AEEO, Assistant Elementary Educational Office (Nursery)
34. Mr. Sivakumar, Additional Assistant EEO, Assistant Elementary Educational Office

xvi) Uttarakhand

35. Mr. Dharm Singh Rawat, BEO

xvii) West Bengal

36. Mr. Asis Kumar Dandapat, Assistant Professor, Vidyasagar Teachers' Training college

xviii) Air Force

37. Sqn Ldr Keshwan, Senior Education Officer, Air Force Station
38. Sqn Ldr A K Arya, Senior Education Officer, Air Force Station

NUEPA Faculty and Administration

> Prof. R. Govinda
> Vice-Chancellor

DEPARTMENT OF TRAINING AND CAPACITY BUILDING IN EDUCATION
Akhtar, Najma, Professor & Head
Panda, B.K., Professor
Kaushal, Savita, Assistant Professor
Sedwal, Mona, Assistant Professor

DEPARTMENT OF EDUCATIONAL PLANNING
Zaidi, S.M.I.A., Professor & Head
Khare, Mona, Professor
Biswal, K. K., Professor
Mohanty, N.K., Assistant Professor
Negi, Suman, Assistant Professor

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Sujatha, K., Professor & Head
Kumar Suresh, Professor
Sirohi, Vineeta, Associate Professor
Tyagi, R.S., Associate Professor
Narula, Manju, Assistant Professor
Sucharita,V., Assistant Professor

DEPARTMENT OF EDUCATIONAL FINANCE
Tilak, J.B.G., Professor & Head
Josephine, Y., Professor
Rani, P.Geetha, Associate Professor
Raju, Vetukuri P.S., Assistant Professor

DEPARTMENT OF EDUCATIONAL POLICY
Singh, Avinash K., Professor & Head
Gupta, Veera, Associate Professor
Priyam, Manisha, Associate Professor
Mallik, S.K., Assistant Professor
Kumar, Naresh, Assistant Professor

DEPARTMENT OF SCHOOL AND NON-FORMAL EDUCATION
Juneja, Nalini, Professor & Head
Sood, Neelam, Professor
Panda, Pranati, Professor

Diwan, Rashmi, Professor
Bandopadhyay, Madhumita, Associate Professor
Chugh, Sunita, Associate Professor
Kashyapi, Awasthi, Assistant Professor

DEPARTMENT OF HIGHER AND PROFESSIONAL EDUCATION
Bhushan, Sudhanshu, Professor & Head
Srivastava, Aarti, Associate Professor
Snehi, Neeru, Assistant Professor
Wizarat, Kausar, Assistant Professor
Angom, Sangeeta, Assistant Professor

DEPARTMENT OF EDUCATIONAL MANAGEMENT INFORMATION SYSTEM
Mehta, Arun C., Professor & Head
Reddy A. N., Assistant Professor

NATIONAL CENTRE FOR SCHOOL LEADERSHIP
Diwan, Rashmi, Professor
Chugh, Sunita, Associate Professor
Kashyapi, Awasthi, Assistant Professor
G. V. Subhita, Assistant Professor
Mythili, N., Assistant Professor
Tiwari, Shreya, Assistant Professor

CENTRE FOR POLICY RESEARCH IN HIGHER EDUCATION
Varghese, N. V., Director
Khare, Mona, Professor
Sabharwal, S. Nidhi, Associate Professor
Pachauri, Anupam, Assistant Professor
Malik, Garima, Assistant Professor
Panigrahi, Jinusha, Assistant Professor

MAULANA ABUL KALAM AZAD CHAIR
Habib, S. Irfan, Professor

RAJIV GANDHI FOUNDATION CHAIR ON TEACHER MANAGEMENT AND DEVELOPMENT
Ramachandran, Vimala, Professor

NATIONAL FELLOWS
Mathew, A., Professor
Sudharshan, Ratna M., Professor

ADVISOR (IAIEPA PROJECT)
Ramachandaran, K., Professor

LIBRARY AND DOCUMENTATION CENTRE
Singh, Puja, Librarian
Thakur, D.S., Documentation Officer

Sharma, Sulbha, Professional Assistant
Rajasekhar, Reeta, Professional Assistant

PUBLICATION UNIT
Rawat, Pramod, Deputy Publication Officer
Singhal, Amit, Publication Assistant

COMPUTER CELL
Bhatia, Naveen, Computer Programmer

HINDI CELL
Sharma, S.C., Hindi Editor & Assistant Warden

CARTOGRAPHY AND TRAINING CELLS
Tyagi, P.N., Training Officer

REGISTRAR
Swamy, Basavaraja

ADMINISTRATION AND FINANCE
Veerabahu, G., Administrative Officer
Thyagarajan, Usha Finance Officer
Prakash, Chander, Section Officer (Finance)
Pahwa, B.R. Section Officer I/C (Personnel Admn.)
Saxena P. P., Section Officer (Academic Admn.)
Dhami J.P., Section Officer (General Admn.)
Asija, Sushma, PS to Vice-Chancellor