

# INTERNATIONAL DIPLOMA IN EDUCATIONAL PLANNING AND ADMINISTRATION

IDEPA - XXXI

1 FEBRUARY - 30 APRIL, 2015: At NUEPA  
1 MAY - 31 JULY, 2015: In Home Country

## Handbook



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

# **INFORMATION GUIDE**

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## **XXXI IDEPA**

**1 FEBRUARY - 30 APRIL, 2015: At NUEPA**  
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The International Diploma in Educational Planning and Administration (IDEPA) is envisaged at fostering cooperation among countries and an understanding of the changing role of present day educational administrators in meeting the challenges of education. This programme looks at broader aspects of educational planning and administration and creating the requisite knowledge among the trainees to enable them to meet the global challenges vis-a-vis challenges of their country for its development. For the Thirty First IDEPA Programme we have trainees from Southern Asia, South-eastern Asia, Western Africa Southern Africa, Western Africa Eastern Africa, Middle East and Oceania. It is expected that the participants will be able to share information and experiences with their colleagues from different countries and explore possibilities for future collaboration. The programme will enable them to keep abreast of recent developments in the field of educational planning and administration. We hope to provide an intellectually stimulating and rewarding experience during their three months stay at NUEPA in India.

### **NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION (NUEPA)**

The National University of Educational Planning and Administration (NUEPA) established by the Ministry of Human Resource Development, Government of India, is a premier organization primarily concerned with the capacity building and research in planning and administration of education, not only in India but also in South Asia. In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Government of India has empowered it to award its own degrees by way of conferring it the status of Deemed to be University in August 2006.

NUEPA has its origin dating back to 1962, when UNESCO established the Asia Regional Centre for Educational Planners, Administrators and Supervisors, which later became the Asian Institute of Educational Planning and Administration (AIEPA) in 1965. In 1973, the Institute was taken over by the Government of India and merged in the National Staff College for Educational Planners and Administrators as its Asian Programme Division. Subsequently, with the increased roles and functions of the National Staff College, particularly in capacity building, research and professional support services to governments, in 1979 it was again renamed as the National Institute of Educational Planning and Administration (NIEPA).

### Objectives of NUEPA:

- To organize pre service and in service training programmes in the area of educational planning, administration and allied disciplines.
- To organize training, conferences, workshops, seminars and briefing sessions for educational personnel of central government, state government and union territories.
- To offer on request consultancy services to governments including state government, educational institutions/organizations in India and abroad.
- To act as a clearing house of ideas and information on research, training and extension in educational planning and administrative services and other programmes.
- Promoting regional co-operation and international understanding in the field of human resource development is a major goal of NUEPA. Sharing of experiences and resources, and the exchange of expertise and information are some ways in which NUEPA tries to achieve collective self-reliance among the developing countries. Both national and international delegates are encouraged to visit the University. Study visits, regional seminars, workshops and short and long term training courses in educational planning and administration are organized for them. In the past, foreign trainees have come from a wide array of regions including South, East and West Asia; Far East; Latin America; the Pacific; East, West and Southern Africa; Canada; Australia; USA and UK. NUEPA has also organized special custom-made courses for the benefit of international delegates e.g., from Afghanistan, Bangladesh, Bhutan, China, Nepal, Papua New Guinea, Sri Lanka etc.

Considering the objectives and mandate of the University, NUEPA has developed diverse training courses for educational planners and administrators at various levels, viz., heads of schools, principals of colleges, district education officers, registrars and finance officers of universities, state education planning and administration officers, and key personnel and functionaries involved in the national system of education. For coordinating such varied functions, the University has demarcated eight academic Departments viz., Educational Planning, Educational Administration, Educational Finance, Educational Policy, School and Non- Formal Education, Higher and Professional Education, Training and Capacity Building in Education and Educational Management Information System. In addition NUEPA has two Centres namely: *National Centre for School Leadership* and *Centre for Policy Research in Higher Education*.

The University is equipped with a well-stocked Library and Documentation Centre. There is a wide collection of 55,671 volumes on educational planning and management including books, documents, government publications, annual reports, UNESCO, International Institute of Educational Planning (IIEP), World Bank and International Monetary Fund (IMF) publications. There are

over 54,174 titles on educational planning and administration and interdisciplinary subjects at present, making it one of the richest library in Asia. The library subscribes to nearly 240 Indian and Foreign Journals. In addition, video and audio cassettes, compact discs, microfilms and microfiches are also available in its multi-media resource centre.

NUEPA leads in using information technology in day-to-day activities, both academic and non-academic. Academic Department provide support for training, research, quantitative data analysis, system level management issues and other activities. Publication Unit of the University caters to various in-house publishing jobs of the University by preparing them in pre-press format. Some of the important publications are: *Journal of Educational Planning and Administration*, *ANTRIEP Newsletter*, *Annual Report*, etc.

The computer centre backs up the information technology needs of the University and provide better computational and network services extending data analysis, network sharing, internet and e-mail services to all the faculty, staff and training participants at NUEPA. Majority of the systems of NUEPA are using Microsoft Windows XP operating system. Some of the software packages being used are MS Office 2007, SPSS Release 19 for Windows, MS Project 2007. The Local Internet Setup supports more than 200 nodes with almost every room of the University, and has accessibility to print server and utilize the various Application Software packages from different locations.

## **THE INTERNATIONAL DIPLOMA IN EDUCATIONAL PLANNING AND ADMINISTRATION (IDEPA)**

The Indian National Commission for cooperation with United Nations Educational, Scientific and Cultural Organization (UNESCO) held a sub-regional meeting in New Delhi in 1983 for Asian countries, in which it was proposed that National University of Educational Planning and Administration (NUEPA) extend its training facilities to South Asia and other developing countries on a regular basis. The International Diploma in Educational Planning and Administration (IDEPA) was an answer to this felt need.

This Diploma Programme is aimed at helping countries in building their national capacities in educational planning and administration. The trainees for IDEPA programme are senior level educational planners and administrators who in due course serve as experts in their respective countries in this specialized field, or as facilitators of similar training programmes in Africa, Asia and other Developing Countries.

The IDEPA programmes have been carried out in active collaboration with a number of national and international organizations. These organizations act as funding agencies for sponsoring trainees to enable them to participate in the programme at NUEPA.

The premier national organization sponsoring IDEPA Programmes is the Ministry of External Affairs (MEA), Government of India under schemes like the Indian Technical Economic Cooperation (ITEC), the Special Commonwealth African Assistance Plan (SCAAP) and the Colombo Plan. The international

organizations which support IDEPA Programmes include the Commonwealth Fund for Technical Cooperation (CFTC), the Swedish International Development Agency (SIDA), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children’s Education Fund (UNICEF), the United Nations Development Programme (UNDP), the World Bank, Danish International Development Agency (DANIDA) and the World University Service. In certain cases the governments of the country also sponsor as well as provide the funds to the respective trainee of their nation.

### OUTREACH OF IDEPA PROGRAMME

NUEPA introduced the IDEPA Programme in 1985. Since that year, the University has had Thirty IDEPA programmes, on annual basis, with the number of trainees remaining in the range of 20 to 45. A total of 787 delegates from 90 countries of Africa, West Asia, South and South-East Asia, South West Asia, Middle Asia, Eastern Europe, Latin America, Arab States, Central Asia the Caribbean and the Pacific regions have participated in the thirty programmes so far. The details are as follows:

**Table 1: IDEPA Participants from 1985-2014**

S. No.	Country	No. of Participants (1985-2014)
1.	AFGHANISTAN	22
2.	BANGLADESH	19
3.	BELIZE	1
4.	BHUTAN	35
5.	BOTSWANA	11
6.	BURKINA FASO	2
7.	BURUNDI	2
8.	CAMBODIA	9
9.	CAMEROON, REPUBLIC OF	3
10.	CHILE	1
11.	COMOROS ISLANDS	2
12.	COSTA RICA	1
13.	CUBA	9
14.	COMMONWEALTH OF DOMINICA	1
15.	DJIBOUTI	1
16.	ECUADOR	2
17.	EGYPT	1
18.	EI SALVADOR	2
19.	ERITREA	23
20.	ESTONIA	2
21.	ETHIOPIA	10
22.	FIJI	4
23.	GAMBIA,THE	4
24.	GEORGIA	3
25.	GHANA	26
26.	GUYANA	13
27.	GUINEA	2
28.	GUINEA BISSAU	4
29.	INDONESIA	7
30.	IRAN	9
31.	IRAQ	10

32.	IVORY COAST	8
33.	JAMAICA	4
34.	JORDAN	3
35.	KAZAKHSTAN	6
36.	KENYA	13
37.	KUWAIT	1
38.	KOREA, North	2
39.	KYRGYZSTAN	4
40.	LAOS	13
41.	LEBANON	1
42.	LESOTHO	2
43.	LIBERIA	2
44.	LITHUANIA	1
45.	MACEDONIA	2
46.	MADAGASCAR	14
47.	MALAWI	12
48.	MALAYSIA	8
49.	MALDIVES	14
50.	MAURITIUS	44
51.	MEXICO	2
52.	MONGOLIA	6
53.	MOLDOVA	1
54.	MOROCCO	1
55.	MOZAMBIQUE	2
56.	MYANMAR	18
57.	NAMIBIA	11
58.	NEPAL	22
59.	NIGER	9
60.	NIGERIA	19
61.	OMAN	5
62.	PALESTINE	3
63.	PAPUA NEW GUINEA	9
64.	PANAMA	2
65.	PHILIPPINES	9
66.	RUSSIA	5
67.	RWANDA	2
68.	SENEGAL	9
69.	SEYCHELLES	7
70.	SIERRA LEONE	4
71.	SOUTH AFRICA	7
72.	SRI LANKA	56
73.	SUDAN	8
74.	SOUTH SUDAN	1
75.	SYRIA	5
76.	TAJIKISTAN	6
77.	TANZANIA	33
78.	THAILAND	10
79.	TRINIDAD AND TOBAGO	1
80.	TUNISIA	1
81.	TONGA	2
82.	TURKEY	1
83.	UGANDA	24
84.	URUGUAY	1

85.	UZBEKISTAN	11
86.	VENEZUELA	1
87.	VIETNAM	32
88.	YEMEN	6
89.	ZAMBIA	31
90.	ZIMBAWBE	9
	<b>TOTAL</b>	<b>787</b>

### THIRTY FIRST IDEPA TRAINEES

The programme is expected to be attended by 31 participants from 17 countries. Participating countries are illustrated in the world map in Annexure I. A tentative list of the trainees is provided in Table 2.

**Table 2: Tentative List of Participants**

S. No.	Name	Country
1	Ms. Saima Rahman	Bangladesh
2	Ms. Sharmin Sultana	Bangladesh
3	Mr. Palik Md Noorul Islam	Bangladesh
4	Mr. Mohammad Nasir Hossain	Bangladesh
5	Ms. Souk Sophal	Cambodia
6	Mr. Mesfin Haile Tegegne	Ethiopia
7	Mr. Liranso Gereyohannes Selamu	Ethiopia
8	Mr. Sanjay Rohit Kumar	Fiji
9	Ms. Mereoni Rokosoro Tabaiwalu	Fiji
10	Mr. Obed Kwabena Agyakwa	Ghana
11	Mr. Dacosta Ofouhene	Ghana
12	Mr. Ravichand Goburdhun	Mauritius
13	Ms. Enkhmanlai Sukhee	Mongolia
14	Ms. Htwe Htwe Kyi	Myanmar
15	Mrs. Wai Wai Thinn	Myanmar
16	Ms. Cho Cho Win	Myanmar
17	Ms. Zin Zin Htwe	Myanmar
18	Mr. Surendra Amgai	Nepal
19	Mr. Moumouni Adamou	Niger
20	Mrs. Hama Hourera Albadja	Niger
21	Mr. Habibu Garo Lawan	Nigeria
22	Mrs. Golu Hewagw Roshini Thushari	Sri Lanka
23	Mr. Sampath Sri Sujeewa Basnayaka Mudiyansele	Sri Lanka
24	Mr. Ibrahim Membe	Tanzania
25	Mr. Abdallah Ahmed Suleiman	Tanzania
26	Ms. Genoveva Chuchuba	Tanzania
27	Ms. Hajer Hanchi	Tunisia
28	Mr. Afif El Kefi	Tunisia
29	Mr. Otabek Safarov	Uzbekistan
30	Mr. Mukhtar Hassen Hamood Muhammed	Yemen
31	Mr. Trophence Hankombo	Zambia

### TENTATIVE 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* of the Programme.

### **VENUE OF THE PROGRAMME**

Most of the deliberations of the Thirty First IDEPA 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 and a study tour outside Delhi.

### **REGISTRATION**

The trainees will register themselves at the University in the Lecture Hall Room No. 212 on the opening day i.e., Monday, February 2<sup>nd</sup>, 2015. Trainees who arrive late due to international flight connections or other reasons beyond their control may register themselves subsequently.

### **INAUGURATION**

The inauguration of the programme will be held on 4<sup>rd</sup> February, 2015 at 10.00 hrs.

### **STEERING COMMITTEE**

The programme will be conducted with the cooperation and help of the trainees. A salient feature of the managerial approach adopted in the programme is the spirit of self-management by the trainees 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**

The programme tries to strike a balance between theory and practice. Each Course In-charge, following the logic of the course contents, will select methods, details and techniques relevant to the course. Broadly, these are in the form of lecture-discussions, panel discussions, simulation and practical exercises, role-plays, case-discussions, management games, search conferences, demonstrations and group exercises. Panel discussions encourage trainees to take part in discussion forums which is a special feature of the course methodology.

### **PROGRAMME EVALUATION**

There will be one or two mid-term/final evaluation of the programme by the trainees. They will also be requested to evaluate each course separately, sometimes on a designed proforma. The evaluation will assess several things ranging from written assignments to the level of participation in practical

exercises, structured and unstructured discussions, reporting on observations etc., depending on individual course organisers.

## **PROGRAMME MANAGEMENT TEAM**

### ***Faculty***

Prof. Najma Akhtar  
Head of the Department  
Programme Director

Prof. B. K. Panda  
Senior Programme Coordinator

Dr. Mona Sedwal  
Assistant Professor  
Programme Coordinator

### ***Support Staff***

Ms. Ria Bhoral  
Ms. Deena Upreti  
Mr. Naresh Kumar

Project Assistant  
Secretarial Support  
Programme Aide

## **BOARDING AND LODGING SERVICES**

The University provides boarding and lodging facilities at the NUEPA Hostel situated within the campus, as per NUEPA rules for IDEPA trainees. IDEPA 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.

**Trainees are not permitted to travel alone out of Delhi for tourism or religious purposes due to security reason.**

## **MISCELLANEOUS SERVICES**

### ***Medical Care for Minor Ailments***

Medical care will be available to the trainees for minor ailments like cold, cough, fever etc. (excluding eye testing, spectacles and dentures) during the programme, in the NUEPA Hostel from 1700 to 1900 hrs. (except Sundays and National Holidays) on the Ground Floor. Chemist shops are located on the main Mehrauli Road, just outside the Campus, where trainees can purchase the medicines prescribed by the NUEPA doctors.

For persisting ailments participants are encouraged to take up an adequate travel and medical insurance at their own expense. A copy of the insurance policy may be deposited with NUEPA for information.

**No medical expenses will be reimbursed by NUEPA. It has to be borne out of trainee's stipend.**

### ***Banking and Postal Facilities***

Syndicate Bank operates on the Ground Floor of the NUEPA Hostel. The facility for encashing foreign currency/traveller's cheques is available at the bank for the benefit of foreign trainees. The trainees can avail this facility from 1000-1400 hrs. on weekdays and from 1000-1200 hrs. on Saturdays'. The bank will be closed on Sundays and other gazetted holidays. The trainees can also independently go to banks like 'American Express' or 'Thomas Cook'.

### ***T.V./Recreation Room***

A special room fitted with multi-channel T.V. will be made available exclusively to the trainees 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 February will be around 24° C (Maximum) and 10° C (Minimum). Woollens and winter garments will be necessary. The temperature for the month of March and April will be around 35° C (Maximum) and 21° C (Minimum). Light cotton clothes will be practical.

### **VALEDICTION**

The Contact Phase (Study in India) of the Programme will close with a Valedictory Session in the last week of April, 2015.

### **CERTIFICATION**

On the satisfactory completion of the three-month course work at NUEPA during the Contact Phase, an interim certificate will be issued to the trainees. The Diploma will be awarded after six months, on the acceptance of the trainee's Field Research Project dissertation (In Home Country Study through his or her own efforts, for another three months).

# **CURRICULUM GUIDE**

## **THE ACADEMIC PROGRAMME**

### **MISSION OF THE PROGRAMME**

The IDEPA endeavours to promote a spirit of international cooperation and understanding, especially among the countries of the Developing World, through the exchange of innovations and experiences gained in the field of educational planning and management in different national settings, in a comparative perspective.

The Programme intends to help the participants to understand the structures and processes of educational planning – micro, meso and macro – on the one hand, and educational supervision, administration, management and leadership on the other. Exchange of ideas in seminars, as equals on subject matters and issues important to the field of human resource development serves as the strength of the programme.

### **PROGRAMME OBJECTIVES**

The international diploma programme has gained its uniqueness over the years by continual updating of its objectives and course structures in order to accomplish the mission stated above and to keep pace with the changing scenario. These objectives broadly aim at sharing experiences in the field of educational planning and administration among the neighbouring Developing Countries with a view to:

- Understand educational developments in the developing countries with particular reference to policy, planning and management, especially on quality and equity issues relating to school, vocational and higher education. The Programme in general strives to understand educational developments in the developing countries with particular reference to policy, planning and management, especially on quality and equity issues relating to school, vocational and higher education.
- IDEPA encompasses the principles, concepts and techniques of educational planning, supervision, administration, management and leadership for fulfilling the national goals and meeting local requirements of various countries to develop skills of analysis, statistical interpretation, forecasting, project preparation for macro and micro level educational planning, on the one hand, and effective managerial leadership skills in educational administration, project management and programme implementation on the other.

### **CONCEPT OF THE PROGRAMME**

In devising the outline of the programme, an attempt is made to strike a balance between theory and practice. The main fields of reflection will be educational policy, planning, management and administration. The broad form of the agenda includes lectures and group-work, practical exercises, educational and cultural field visits and a research project on a selected aspect of

educational development, policy, planning, management, administration, supervision and leadership. All these are organized using the state-of-the-art training methodologies. A brief overview of the programme is described in the following paragraphs.

Two opening courses are covered under *Education and Development* in developing countries. The courses are: (1) *Education and Development: International Perspective* and (2) *Critical Areas of Education in Developing Countries*. These courses aim at sensitizing the trainees to problems and issues of development, particularly educational development, in an international, comparative and global context.

The second major area of course work will be *Educational Planning and Management*. Educational planning includes in its ambit four courses: (1) *Educational Planning: Concepts, Types and Approaches*, (2) *Methodology and Techniques of Educational Planning*, (3) *Use of Quantitative Techniques in Educational Planning* and (4) *Project Planning and Monitoring*. All the courses are interrelated and complementary to each other. These courses are designed to portray and furnish a comprehensive view of the concepts, approaches and methods of educational planning in a broad and non-technical fashion.

Limitations on financial mobilization impose a severe strain in the growth and development of the educational system in developing countries. The course on *Financial Planning and Management Education* is designed specifically to deal with issues like the financing pattern, resource allocation and its effective utilization, improved methods of budgeting, and managerial skills. These become essential for developing countries which are in the process of building and organizing their educational systems.

The courses in the major area of educational planning and finance also covers relevant quantitative techniques in the domain of diagnostics and projections, aimed at achieving the objectives of sound educational planning.

Information systems are usually complex with a dynamic environment, and aim to support the operations, management and decision-making functions of an organization. A proper information system can provide most cost-effective resource for an organization. The course on *Educational Management Information System (EMIS)* will address to the issues of evolving an effective information system essential for planning and management process.

Computerization is another rapidly growing discipline/science in the present day world. Computerized analysis is fast occupying a prominent slot in the academic planning, management, and administrative structures. In order to keep trainees abreast of modern developments in the world of computers, a course on *Computer Applications in Educational Planning and Administration* is also included in the programme. This course aims at giving a general background about computers, information technology and software relevant for educationists, including computer models on educational planning. An introduction to the broad areas of computer applications in educational planning and administration, including training in the skills necessary to use

computers for efficient management, is also attempted in the course. Hands-on practice for those interested intensely in this course is an added attraction.

Expansion and growth of educational institutions and organizations in Developing Countries, and the diverse nature of their activities, relations, operations, goals and objectives raise certain crucial questions on the awareness and skills of management as a discipline: general and personnel management, supervision, management of academic activities, institutional management, etc. For this, educational managerial skills assume great importance. The courses on Educational Management: (1) *Educational Management: Structures and Functions* and (2) *Education Management* deals with such issues. The courses stress the importance of educational functionaries in the system as well as at the regional and institutional levels, and the need to be adequately familiar with such skills/issues/areas. While management is seen as a function of inter-relationships and operations between structures, human processes and resources, yet the optimization of each and synchronization with each other is a dominant requirement of managerial skills. All these aspects of management, which are important and relevant to educational administration in developing countries, form the crux of the courses on educational management.

Further, field research project is given prominence in the programme. The course on *Research Methodology and Statistics* has been designed primarily to inform and prepare the trainees for their "Field Research Project". This is done to enable them to use systematic reasoning and methods for increased professional competence, as well as for scientifically discovering solutions to educational problems of relevance.

A note-worthy feature of the programme is the adoption of field based and inter-disciplinary approach. That is, it not only engulfs various disciplines in the areas of educational planning, management and administration, but also combines theoretical knowledge with practical experience and observation. In order to link theory and practice, applied work occupies a notable place in the *Programme Schedule*. This consists of (i) *Country and Seminar Paper Presentations* (ii) Field Visits Programme covering field observations of various educational innovations being planned and managed in India and (iii) Working out the Research Design for a *Field Research Project*. Some more details on these and other enriching curricular and co-curricular activities are given in ensuing paragraphs.

## **COUNTRY PAPER PRESENTATIONS**

In the applied work on Country Paper Presentations, each trainee (or group of trainees from one country) will present a short paper pertaining to different aspects of educational planning and administration in their respective country based on documents like educational policy or reforms, reports of the educational commissions, and data on demographic, economic and educational variables of his/her country which the trainees were requested to bring with them.

## PARTICIPANT'S SEMINAR PAPER PRESENTATION

Each trainee (or group of trainees from one country) will present a paper on a selected theme. This year the theme for the seminar will be "*Teacher Management*" in respective countries.

## EDUCATIONAL FIELD VISITS

In the Educational Field Visits Programme, the trainees will visit schools and supra level educational institutions in the country to observe and report on different aspects of planning and management of education at the grassroots. This involves around a week of sometimes strenuous travel by air or rail to distant and interior areas of the country, besides within and around Delhi.

## COURSE STRUCTURE

The course structure consists of two major components:

- (i) From: February 1, 2015 to April 30, 2015: Three months' intensive curricular work at NUEPA, New Delhi
- (ii) From: May 1, 2015 to July 31, 2015: Three months' Field Research Project (guidance for which is provided during Contact Phase of the Programme) in the trainee's home country, through his/her own effort.

Brief on the structure of the courses during Contact Phase of three months intensive curricular work in India is as follows: (the detailed structure of each course is given in the curricular guide section of this Handbook)

### Course Code: 201

Course Title	: Participant's Seminar
Credit(s)	: 02
Sessions	: 20
Course Incharge(s)	: Sangeeta Angom S. K. Mallik Kausar Wizarat

### Course Code: 202

Course Title	: Education and Development: International Perspective
Credit(s)	: 01
Sessions	: 10
Course Incharge(s)	: Naresh Kumar K. Ramachandran

### Course Code: 203

Course Title	: Critical Areas of Education in Developing Countries
Credit(s)	: 01
Sessions	: 10
Course Incharge(s)	: Mona Sedwal A. K. Singh

**Course Code: 204**

Course Title : Educational Planning: Concepts, Types and Approaches  
Credit(s) : 02  
Sessions : 20  
Course Incharge(s) : N. K. Mohanty  
S.M.I.A. Zaidi

**CODE: 205 & 207**

Course Title : Methodology and Techniques of Educational Planning  
Credit (s) : 02  
Sessions : 20  
Course Incharge(s) : Suman Negi, K. K. Biswal  
Associated Faculty : S.M.I.A Zaidi, Mona Khare, N. K. Mohanty

**Course Code: 206**

Course Title : Use of Quantitative Techniques in Educational Planning  
Credit(s) : 01  
Sessions : 10  
Course Incharge(s) : A. N. Reddy

**Course Code: 208**

Course Title : Financial Planning and Management in Education  
Credit(s) : 02  
Sessions : 20  
Course Incharge(s) : P. Geetha Rani  
J. B. G. Tilak

**Course Code: 209**

Course Title : Educational Management: Structures and Functions  
Credit(s) : 02  
Sessions : 20  
Course Incharge(s) : B. K. Panda  
K. Sujatha

**Course Code: 210**

Course Title : Education Management  
Credit(s) : 02  
Sessions : 20  
Course Incharge(s) : Rashmi Diwan  
Najma Akhtar

**Course Code: 211**

Course Title : Educational Management Information System  
 Credit(s) : 01  
 Sessions : 10  
 Course Incharge(s) : Arun C. Mehta  
 Naveen Bhatia

**Course Code: 212**

Course Title : Research Methodology and Statistics  
 Credit(s) : 02  
 Sessions : 20  
 Course Incharge(s) : Neeru Snehi  
 Madhumita Bandhopadhyay

**Course Code: 213**

Course Title : Computer Applications in Educational Planning  
 and Administration  
 Credit(s) : 01  
 Sessions : 10  
 Course Incharge(s) : Vetukuri P.S. Raju  
 K. Srinivas  
 Naveen Bhatia

**Activities Code**

<b>Code</b>	<b>Activity</b>
101	Registration
102	NUEPA Services
103	Expectancy Session
104	Library
105	Meeting with NUEPA Faculty
106	Election of Steering Committee
107	Country Paper Presentation
108	Visits to High Commission/Embassies
109	Introducing India
110	Meeting with Faculty Supervisor
111	Hands-on Practice
112	Programme Management
113	Inauguration
114	Valediction

## THE COURSE OUTLINES

Following are the details of each of the courses to be covered during the Phase I of the Programme in NUEPA.

<b>COURSE CODE: 201</b>	
Course Title	Participant’s Seminar
Course Credit(s)	01
Sessions	10
Course Incharge(s)	Sangeeta Angom S.K. Mallik Kausar Wizarat

### ***Rationale and Objectives***

The Thematic Seminar as an integral part of the training programme provides opportunity to each participant or a group of participants from one country to share his/her/their views based on factual data and experience on the themes pertaining to educational planning and administration in his/her own country. This year the theme for the Participants’ Seminar will be “*Teacher Management*”. The academic aim is to enable each trainee to understand the growing importance of role of training and capacity building institutions for training educational personnel and the nature of such institutions in their respective countries as well as to review the National Policies and programmes for training Educational Personnel in their country.

It is expected that on the basis of the knowledge obtained, trainees would be able to go deep into specific issues and prepare a 7 to 8 page typed paper dwelling on different aspects of the theme. Thereafter, each trainee will be required to present his/her first draft of the paper in a wider academic gathering consisting of his/her fellow trainees and NUEPA faculty members for critical appraisal. Each presentation will be of about 20 minute’s duration and will be followed by a discussion across the floor.

After receiving the considered views of those present in such seminars of equals, each trainee will suitably amend his/her draft. The final paper will be graded and circulated later.

The Thematic Seminar is prepared while pursuing the curriculum work at NUEPA. The guidelines are provided for collecting the references in home country.

A brief outline for preparing the paper for submission:

- Country specific policies on Training and Capacity Building Institutions for Training Educational Personnel.
- Issues, challenges and innovative or best practices in Training and Capacity Building Institutions for Training Educational Personnel.

- How is it linked to the education and what are its outcomes.
- At what level Training and Capacity Building Institutions for Training Educational Personnel is introduced to children/youth
- Provider of Training and Capacity Building Institutions for Training Educational Personnel.

**COURSE CODE: 202**

Course Title	:	Education and Development: International Perspective
Course Credit(s)	:	01
Sessions	:	10
Course Incharge(s)	:	Naresh Kumar K. Ramachandran
Associated Faculty	:	Will be drawn from NUEPA and outside

***Introduction***

This course is intended to provide an overview of the two-way relationship between education and development outcomes. It highlights the importance of education for promoting economic growth, poverty reduction and human development, and for achieving the global development Goals such as the Millennium Development Goals (MDGs) and Education for All (EFA) goals and for transforming the long-term prospects of people and societies in a rapidly changing world. The course would also deal with the key education outcomes that are likely to have the most powerful impact on economic, social and political development, determinants of education outcomes, the process of diagnosing education sector performance, and the policy responses and programmatic interventions that would help improve education outcomes. It would also focus on the importance of education quality for socio-economic development and the policy responses and programmatic initiatives that would help enhance education quality and student learning outcomes. The course would also provide an overview of the progress towards the global MDG/EFA goals/targets; unfinished agenda in terms of MDGs and EFA goals, emerging challenges relating to education sector development and the education agenda for a post- 2015 development context.

***Expected Learning Outcomes***

After going through the course, the students should be able to:

- explain, by using data and research findings, the two-way relationship between education and development outcomes and the contribution of education to economic and social development;
- analyse the situation in regard to the major education outcomes that are likely to have the most powerful impact on socio-economic and political development in a given country context; explain, by using data and research findings, the importance of education quality and improved student learning outcomes, including skills for employability, for enhanced socio-economic development; and formulate the policy responses and programmatic interventions that would help enhance education quality and improve student learning outcomes and employability in a given country context;

- Assess progress towards the MDG/EFA goals/targets in a given country and global contexts; identify the emerging challenges that are expected to dominate the education agenda for a post- 2015 development context and formulate strategies required for addressing these challenges.

### ***Course Units/Themes***

#### *Two-way Relationship between Education and Development*

Domain of education; Meaning of development; Development benefits of education; Education and economic growth, Education and productivity, Education as a key dimension of human development, Education and poverty reduction; Female education and development; Education for sustainable development (ESD); Global development goals and initiatives: Millennium Development Goals; Education for All (EFA) goals.

#### *Education Outcomes that Impact National Development*

Education outcomes that are most directly related to economic, social and political developments; Determinants of education outcomes; Diagnosing education sector performance; Education quality, student learning outcomes and development; Challenges of improving education quality and student learning outcomes; Policy responses and programmatic initiatives for improving education quality for improved education outcomes in general and student learning outcomes and employability in particular.

#### *Accelerating Progress towards Global Development Goals and Initiatives*

Progress towards the global MDG/EFA goals/targets; Unfinished agenda in terms of MDGs and EFA goals; emerging education sector-related challenges and education agenda for a post- 2015 development context.

### ***Suggested Readings***

Deneulin, Séverine and Lila Shahani. 2009. *An Introduction to the Human Development and Capability Approach: Freedom and Agency*. Ottawa: International Development Research Centre.

Hanushek, Eric A and Ludger Wößmann. 2007. *Education, Quality and Economic Growth*. Washington, DC: The World Bank.

UN (United Nations). 2012. "The Millennium Development Goals Report 2013". <http://www.un.org/millenniumgoals/pdf>.

UNDP-Human Development Report 2010. "The Real Wealth of Nations: Pathways to Human Development." New York. [http://hdr.undp.org/en/media/HDR\\_2010\\_EN\\_Complete\\_reprint.pdf](http://hdr.undp.org/en/media/HDR_2010_EN_Complete_reprint.pdf), .

UNESCO (United Nations Educational, Scientific and Cultural Organization). 2012. "EFA Global Monitoring Reports", <http://unesdoc.unesco.org>.

UNESCO (United Nations Educational, Scientific and Cultural Organization). 2009. "Education for Sustainable Development 2009", <http://www.unesco.org/education/justpublished/desd2009.pdf>, .

World Bank. 2002, 'A Sourcebook for Poverty Reduction Strategies', Volume 2. Washington D.C.

World Bank. 2011. *World Development Report 2012. Gender Equality and Development*, Washington, D.C.

**COURSE CODE: 203**

Course Title	:	Critical Areas of Education in Developing Countries
Course Credit(s)	:	01
Sessions	:	10
Course Incharge(s)	:	Mona Sedwal A. K. Singh
Associated Faculty	:	Will be drawn from NUEPA and outside

***Introduction***

This course intends to develop an understanding of Critical Areas of Education in Developing Countries among the participants. Although the nature and extent of educational development varies from country to country as per its national contexts, there are certain region and context specific educational problems and issues which need to be understood within international framework. The course focuses on critical areas of education, which are of concern to the developing countries.

***Expected Learning Outcomes***

At the end of the course, the participants would be able to:

- Identify and explain the critical areas and issues in education in developing countries based on reports and studies;
- Explain trend and issues, using data and research findings, in planning and implementation of 'Education for All' in developing countries;
- Analyze the right based approach to education in terms of policies and practice in the international context;
- Explain different dimensions of internationalization in education with examples from the national and international contexts;
- To describe the trend and issues related with technical and vocational skill development and public private partnership in education in developing countries.
- Explain quality related problems and issues in education developing countries with reference to teacher management, curriculum and learner's evaluation; and
- To explain the inclusive approach to education in terms of diversities and disparities within the context of developing countries.

***Session Themes***

203.1-2	Education for All: Access, Equity and Quality
203.3	Rights Based Approach to Education and Development

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- 203.4 Technical and Vocational Skill Development (TVSD)
  - 203.5 Internationalization of Education: Shifting Paradigms
  - 203.6 Role of Non State Providers in Education (Public – Private Partnerships)
  - 203.7 Teacher Management and Development
  - 203.8 Curriculum and Learners' Evaluation
  - 203.9-10 Inclusive Approach to Education: Addressing Diversities and Disparities

### *Content Outline*

#### *Education for All: Access, Equity and Quality (two sessions)*

Provision of basic education to all children is an important area engaging the attention of all developing countries. Even though the magnitude of the problem differs from one country to another, the nature of issues involved such as enrolment, attendance and quality of learning cut across national boundaries. The session will highlight the current status of providing education for all in different countries of the world and analyze the problems involved from both quantitative and qualitative perspectives.

The second session will deal with policy framework, present status trend and factors, specific interventions to meet the needs of children to promote their participation in school, future perspectives and critical issues in school education across the globe. This will focus mainly on who goes to school- who does not? Who stays in school? Who passes out? Finally it will discuss the issues in making education a reality for all.

#### *Rights Based Approach to Education and Development (one session)*

This session will discuss right based approach adopted in formulating educational policies/programmes nationally and internationally. It will trace the evolution and spread of human rights in the form of UNCHR and its adoption in different countries. It will further discuss key factors such as, *availability, accessibility, acceptability* and *adaptability* involved in right based approach to education. This theme will include the importance of *Child Rights Convention* to shape EFA movement; International and National Experiences; perspective on compulsory education in India and other developing countries.

#### *Technical and Vocational Skill Development (TVSD) (one session)*

Technical and vocational skill development is an important area of education that affects employment and development scenario. In recent years, increasing emphasis is being laid on TVSD in developing countries to enhance employability of the educated youths. It is in this context that innovative models of providing technical and vocational education in select developing countries will be discussed. The session will discuss some of the successful cases from different developing countries.

*Internationalization of Education: Shifting Paradigms (one session)*

Internationalization is a process whereby knowledge is produced and disseminated in the realm of market. While developed country has monopoly in the creation of knowledge, developing countries endowed with human resource face a challenge to turn the benefits emerging from internationalization into favour. The education policy reform in developing countries like India along neo-liberal line is considered a suitable strategy to reap the benefits. However, there are serious contradictions in achieving the goal of turning internationalization in favour of developing countries. It would be interesting to know the dynamics of internationalization in the context of centre and periphery divide.

*Role of Non State Providers in Education (Public - Private Partnerships) (one session)*

Interest in non state providers in education defined broadly as education services provided by NGOs, faith based organizations, private schools, community schools and philanthropic schools to reach EFA goals have grown in recent years. The session will broadly cover definitional issues and perspectives in understanding the importance of partnerships of non state providers and civil society in ensuring that all children have access to quality educational opportunities. The issues of outreach, funding, legitimacy in the developing world will be dealt in greater depth. Besides, selected cases of public and private partnership in education will also be covered to understand the current and emerging scenario.

*Teacher Management and Development (one session)*

Teacher is the core of all education processes. In this session, teacher management and development related problems and issues with instances from developing countries will be discussed. Under teacher management, issues related to teacher recruitment, deployment and transfer will also be discussed in terms of policies and practices. Besides how the teachers are prepared to carry on their tasks and what organizational arrangements are made in the developing countries to meet the teacher training needs will also be discussed. The session will attempt to bring in a comparative picture of the situation in some developing countries and also highlight the characteristics of some effective teacher education programmes already under implementation.

*Curriculum and Learners' Evaluation (one session)*

Quality improvement in education is a continuous process and needs to be understood in its holistic context. Curriculum and learner's evaluation plays an important role in the quality improvement in education. Although each country prepares its curriculum framework and system of learner's evaluation as per its national contexts, there is need to understand the principles on which these frameworks/systems are designed and implemented. Organizing learner's evaluation has come to occupy the entire stage of discussions on quality improvement in all countries. This is partly because of the integral relationship between teaching and evaluation and partly because of the increased falling of

quality outputs from the school education system. What kinds of reforms are needed to improve examinations in school education? What is the place of internal and external evaluation mechanisms in this? Are national specifications of learning outcomes and conduct of national examinations useful? Some of these issues will be examined in this session.

*Inclusive Approach to Education: Addressing Diversities and Disparities (two sessions)*

Faced with increasing diversity and disparities in education, 'Inclusive Education' is posing a challenge for schools in the coming years. The concept implies school reform approach. This session will discuss the global policy for inclusive education including UN policies and local initiatives and practices across countries. The session will also cover education needs of various disadvantaged children, the importance of identifying such children and the need to plan for their integration into the formal system through the provision of special support for them.

***Method of Evaluation***

The academic performance of the students in this course will be evaluated in terms of participation and assignments

1. Attendance and Participation: Fifty per cent
2. Assignments: Fifty per cent

The assignments will be written as well as in the form of group work that will be integrated after the completion of every theme.

**Suggested Readings**

Hallak, Jacques (1999) Globalization, Human Rights and Education. UNESCO: IIEP Contributions no. 33 IIEP Contributions no. 33, UNESCO, Paris.

Knight Jane (2007) Internationalization: Concepts, Complexities and Challenges in J F Forest and Philip G Altbach (eds.) International Handbook of Higher Education, 207-227, 2007 Springer.

Knight, J. (2004) "Internationalization Remodeled: Rationale, Strategies and Approaches" in Journal for Studies in International Education. 8 (1) 5-31.

UN (United Nations). 2014. "The Millennium Development Goals Report 2014". <http://www.un.org/millenniumgoals/pdf>.

UNDP, 2014. Human Development Report 2014: Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience. New York, United National Development Programme.

UNESCO (2014): EFA Global Monitoring Report 2014. Paris, UNESCO.

UNESCO (2012): World Inequality Database on Education (WIDE). The State of Education in Developing Countries. Data set prepared for EFA Global Monitoring Report 2012. Paris, UNESCO.

UNESCO. 2015. 'EFA Global Monitoring Report-Education for All 2000-2015: Achievements and Challenges'. [Heep://unesdoc.unesco.org](http://unesdoc.unesco.org)

World Bank (2015) World Development Report 2015: Mind, Society, and Behavior . Washington, DC, World Bank'

### **Related Readings**

Altbach Philip G (2007) Foreign Study: Changing Patterns and Competitive Challenges. International Higher Education the Boston College Center for International Education.

Amnesty International Report 2007: The State of the World's Human Rights. London: Amnesty International, 2007.

Andreopoulos, George J. and Claude, Richard Pierre (eds.) (1997) Human rights education for the twenty-first century. Philadelphia: University of Pennsylvania Press.

Becker, Maria S and Schneider, Julia N. Ed (2008) Human Rights Issues in the 21st Century. New York.

Bhushan Sudhanshu (2006) Foreign Education Providers in India: Mapping the Extent and Regulation Observatory on Borderless Higher Education, 2006 March 2006.

Bhushan Sudhanshu (2010) Is There a Role for Foreign Providers in India? Past Challenges and Current Developments in a book Ed. By Rajika Bhandari, 2010, International India: A Turning Point in Educational Exchanges with the US, Institute of International Education, New York.

Clements, Luke and Thomas, Philip A. ed (2005) Human Rights Act: A Success Story? United Kingdom: Blackwell.

Gordon, Neve (ed.) (2004) From the Margins of Globalization: Critical Perspectives on Human Rights. London: Lexington Books.

Kabeer et al (edited) Child Labour and the Right to Education in South Asia: Needs versus rights? Sage, New Delhi.

Knight Jane (2007) Internationalization: Concepts, Complexities and Challenges in J F Forest and Philip G. Altbach (eds.) International Handbook of Higher Education, 207-227, 2007 Springer.

Sutton, Rebecca (1999) 'The Policy Process: An Overview', ODI Working Paper No 118, Overseas Development Institute (ODI), London.

UNDP – Human Development Report 2010. "The Real Wealth of Nations: Pathways to Human Development." New York. [http://hdr.undp.org/en/media/HDR2010\\_EN\\_Complete\\_reprint.pdf](http://hdr.undp.org/en/media/HDR2010_EN_Complete_reprint.pdf)

UNICEF, 2012. The State of the World's Children 2012: Children in an Urban World. New York, UNICEF.

**COURSE CODE: 204**

Course Title	:	Educational Planning: Concepts, Types and Approaches
Course Credit(s)	:	01
Sessions	:	10
Course Incharge	:	N. K. Mohanty S.M. I. A. Zaidi
Associated Faculty	:	K. Biswal

***Introduction***

The course has been designed with the objective of familiarizing trainees with the conceptual framework of planning in general and educational planning in particular. The trainees will also be oriented about different approaches of educational planning.

***Objectives***

Following are the objectives of the course

- To familiarize the trainees with the conceptual framework of educational planning and its various types;
- To acquaint them with the main approaches of educational planning; and
- To discuss the machinery and mechanism of educational planning in India and the participating countries.

***Lecture Themes***

204.1	Educational Planning: Concept, Types and Scope
204.2	Decentralisation of Educational Planning
204.3	Educational Planning: Machinery and Mechanism
204.4	Aid and Basic Education in Developing Countries
204.5 – 204.6	Machinery and Mechanism of Planning for Education: Experiences of Participating Countries
204.7 – 204.10	Approaches to Educational Planning

***Lecture Outlines******Educational Planning: Concept, Scope and Machinery***

Planning is a useful tool for public authorities to intervene and direct the course of development in any economy. It attempts to develop a design for a future course of action to attain a set of commonly agreed objectives. Educational development is closely linked to developments taking place in the economy. Therefore, progress of education and the direction of change are related to the desired pattern of economic development. To start with, production and consumption were household based and training was associated with learning by doing. Over a period of time production was separated from

households. Firms became units specializing in production and skill development became a part of the production process. Subsequently, skill development became a separate activity and schools came into existence as institutional arrangements to facilitate education and skill formation. Education became a public funded activity and hence public intervention became essential to ensure equality of educational opportunities. Public intervention was in terms of prescribing policies, providing funding and ensuring management of the educational institutions. Educational planning essentially deals with prioritizing investment decisions and optimizing the resource use. In other words, educational planning emphasizes achieving efficiency in allocation and utilization of limited resources.

### *Decentralisation of Educational Planning*

The most recent trend in many developing countries is a movement towards decentralization of educational planning and management. It is expected that decentralization makes plans more realistic, local specific, increases efficiency in operation and improves equity in achievement. One of the first steps in decentralization is related to the identification of a unit for decentralized planning and decision-making. It also implies identification of areas and functions that can legitimately be brought under the purview of decentralized planning. Unlike a centralized planning system, the planning process under a decentralized framework will essentially be participatory in nature. Participatory process ensures wider consultations to formulate realistic plans. Decentralization attempts to create local level planning machinery and to develop planning competencies at the local level. In other words, capacity building at the local level becomes a necessary condition for developing and implementing decentralized plans. These sessions will elaborate on these dimensions of educational planning.

### **Suggested Readings**

- Caillods, F. (1990) Ed. The Prospects for Educational Planning, Paris, IIEP
- Cook, W.D. (1982) Planning Process in Developing Countries: Techniques and Achievements, N.Y. North Holland Pub.
- Coombs, P.H. (1968) What is Educational Planning, Paris, IIEP.
- Hallack J. (1990) Investing in the Future, Pergamon (for IIEP), New York
- Varghese, N.V. (1997) Set of Modules on District Planning in Education, NIEPA, New Delhi

### *Educational Planning: Machinery and Mechanism*

Most of the developing countries practice educational planning in one form or the other. In some countries Five Year Plans and Annual Plans are regular features. It is important to notice who is actually responsible for preparing educational plans in the developing countries. In some of the countries there are planning commissions/committees as separate bodies. In some countries planning units or departments are associated with the Ministry of Education. Even when educational planning is carried out in all developing countries, the

machinery responsible for carrying out the planning process vary across countries. In various countries the planning exercise in the field of education is carried out at various levels. Specially in the big countries planning is undertaken at 3 or 4 levels and thus there is a multi level planning framework in these countries. However the machinery available and the mechanism undertaken to plan for education may vary from country to country. It is therefore important to share the experiences of various countries (participating in the course) on how the planning is undertaken and what institutional mechanism have been created in these countries at various levels to take decisions in the field of education. In these sessions, an effort to discuss the organizational arrangements to carry out planning tasks and the mechanisms and processes involved in preparing educational plans in developing countries.

### *Aid and Basic Education in Developing Countries*

The 1960s brought the emergence of three clearly defined but not mutually exclusive strands which provided the framework for educational planning exercises and for funding justifications at the national level. They were the social demand approach, the manpower requirements approach, and cost-benefit analysis. During the 1960s and 1970s, much educational planning took the country as the unit of analysis and policy orientation. The 1980s brought a shift towards decentralization, which was maintained in the 1990s and 2000s and which brought into focus provinces, districts and schools as units for planning. At the same time, national plans have remained important, especially within the international context of the advance towards Education for All.

In the past decade there has been a shift among many donors from project- to programme-based approaches, often using sector or general budget support to deliver finances more efficiently. The most important is the emphasis on the global agenda of the Education for All (EFA) movement, which has been fuelled by international agency support and the two world conferences in Jomtien, Thailand (1990) and Dakar, Senegal (2000). It is interesting to examine how national and donor perceptions have varied. When the national governments have focused on national macro-plans, many funding agencies have supported the project mode of funding. Funding agencies at this stage did not intervene in policy matters and preferred to remain at the project level. When the priority accorded to EFA increased, the donor interest and number of projects in primary education increased. The multiplicity of agencies operating projects in the same sub-sector in the same country created difficulties in developing a holistic picture of educational development. Educational plans in the process of implementation were seen as a number of projects following the varying formats and reporting arrangements of the donor agencies. More specifically, the resolutions of the 2000 World Education Forum in Dakar stressed the importance of 'credible' written plans as a component in the machinery for delivering financial aid (UNESCO, 2000: 37).

This session will focus on how international aid has affected the approach to planning for basic education in developing countries.

### *Machinery and Mechanism of Planning for education in Various Countries*

In various countries the planning exercise in the field of education is carried out at various levels. Specially in the big countries planning is undertaken at 3 or 4 levels and thus there is a multi level planning framework in these countries. However the machinery available and the mechanism undertaken to plan for education may vary from country to country. It is therefore important to share the experiences of various countries (participating in the course) on how the planning is undertaken and what institutional mechanism have been created in these countries at various levels to take decisions in the field of education.

### *Approaches to Educational Planning*

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

### *Criteria for Evaluation*

At the end of the course, all participants will be evaluated. The participants' evaluation will be based on (i) participation in the classroom discussion (25% weightage); and (ii) One term paper (around 1500-2000 words) with a choice of two relevant themes (75% weightage). At the end of the course, participants will be given a term paper which they will have to submit within the stipulated time before the completion of the first phase of the programme. Besides, the participants will be given an evaluation proforma so as to evaluate the course by them.

(Out of the list of suggested readings, some selected papers/articles will be distributed to the participants as background reading material for the course).

### **Suggested Readings**

Blaug, M. (1967), Approaches to Educational Planning, Economic Journal  
Bouattour, S.Z. (1987), Manpower Planning: A Simulation Exercise – The case of Sri Lanka, Document prepared for the regional Training/Seminar on Education, Employment, Employment and Work, New Delhi, 1-17 Sept., 1987.  
Guidelines for Education Sector Plan Preparation and Appraisal , UNESCO IIEP ( 2012)

- IIEP (2010), Strategic Planning: Techniques and Methods. Working Paper 3, Paris. Available at: <http://unesdoc.unesco.org/images/0018/001897/189759e.pdf>, last accessed on 05/07/13.
- National Skills Development Corporation, Human Resource and Skill Requirements in the Education and Skill Development Services Sector Study on mapping of human resource skill gaps in India till 2022, New Delhi, India .
- Parnes, H. (1964), Forecasting Educational Needs for Economic and Social Development, OECD, Paris.
- Psacharopoulos, G. & Others (1983) Manpower Issues in Educational Investments: A Consideration of Planning Processes and Techniques, Washington, The World Bank
- Psacharopoulos, G. (1985) Planning of Education: Where Do We Stand, Washington, The World Bank
- Sanyal, B.C. (1988) "Estimation of Manpower Demand and Supply" in Sanyal, B.C., B. Prakash and N.V. Varghese, Intensive Training Course on Education, Employment and Work: Report, IIEP, Paris.
- Tilak, J.B.G. (1977) Approaches to Educational Planning and their Applications in India, Indian Economic Journal, Vol. 24, No.3
- Tilak, J.B.G. (1993) Investment Decision-Making in Education and the Internal Rate of Return, Indian Journal of Industrial Relations, Vol. 16, No.3
- UNESCO (1984) Economic and Social Aspects of Educational Planning, Paris, UNESCO
- UNESCO (1985) Reflections on the Future Development of Education, Paris, UNESCO
- Varghese, N.V. (1981) 'Some Conceptual Problems in Manpower Planning, Manpower Journal, Vol.17, No.2
- Youdi, R.V. and K. Hinchliffe (1985), Forecasting Skilled Manpower Needs: The experience of Eleven Countries, Paris, IIEP.

**COURSE CODE: 205 & 207**

Course Title	:	Methodology and Techniques of Educational Planning
Course Credit(s)	:	02
Sessions	:	20
Course In-charges	:	Suman Negi K. Biswal
Associated Faculty	:	S.M.I.A Zaidi Mona Khare N. K. Mohanty

***Introduction***

Most of the developing countries today have externally funded educational projects especially at the compulsory levels of education. However, many a time the educational functionaries in the developing countries do not have competencies to develop educational projects and very often they depend upon funding agencies for this purpose. This course attempts to orient the trainees about the methodology and various techniques of educational planning such as project planning, school mapping and micro planning in education. The participants will also be introduced to the key aspects of designing monitoring and evaluation frameworks in school education. The specific objectives of the course are:

***Course Objectives***

- To familiarize participants to the analytical framework and techniques of education sector diagnosis;
- To orient participants about the methodology of decentralized planning for school education and related techniques; and
- To introduce participants to the key features of designing monitoring and evaluation frameworks for education development programmes/projects.

***Lecture Themes***

**Course No. 205: Methodology and Techniques of Educational Planning**

205.1	Data requirement for educational planning
205.2	Methodology of strategic planning in education
205.3 - 205.5	Analytical framework and techniques for education sector diagnosis
205.6-205.12	Techniques of decentralized planning in education

**Course No. 207: Project Planning and Monitoring**

207.1- 205.5	Project planning in education
207.6- 205.10	Designing the framework for monitoring and evaluation of education development programmes/projects

## *Lecture Outlines*

### *Data Requirements for Educational Planning*

Planning changes the basis for decision-making. Decision-making becomes more information based than experience based. Therefore, any planning exercise requires information and data. A reliable data base is an essential element to initiate any realistic planning exercise. Educational planning requires data on education-related sectors and education specific activities. For example, it requires data on demographic trends, employment opportunities, settlement pattern, information on social and economic development etc. It requires education specific data on institutions, enrollments, teaching staff, buildings, and teaching- learning materials and on educational processes and school efficiency. Many developing countries have systematic collection, collation and publication of educational data on a regular basis. However, in many countries the databases are rather weak. This session will discuss the data requirements and source of data in different countries.

### *Suggested Readings*

Reddy, Anugula (2008), School Education Statistics in India: Changing Status and Emerging Issues, NUEPA (mimeo).

### *Methodology of Strategic Planning in Education*

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

### *Suggested Readings*

Lauglo, Jon (1995) "Forms of Decentralization and their Implications for Education". *Comparative Education* 21 (1): 5-30.

Mankoe, Joseph and Maynes, Bill (1994) "Decentralization of Educational Decision-making in Ghana", *International Journal of Educational Development* 14(1) : 23-34.

IIEP (2010), *Strategic Planning: Techniques and Methods*. Working Paper 3, Paris. Available at: <http://unesdoc.unesco.org/images/0018/001897/189759e.pdf>, last accessed on 05/07/13.

Varghese, N.V. (1997), Module on Plan Formulation, Module No. 3 in Varghese, N.V.(1997) op.cit.

### *Analytical Framework and Techniques for Education Sector Diagnosis*

Given the wide variations in the baseline status of school education across and within countries, sector analysis is critical for contextualizing formulation of education development plan. This step in the plan formulation assumes critical importance as it helps identify the development priorities and constraints in education. Suggested strategies to deal with the development concerns in the education sector can also flow from the sector analysis. These sessions will make use of different techniques for estimating key performance indicators of access, participation, internal efficiency and quality for diagnosis of the status of education at the national and sub-national levels, besides looking into the socio-economic and institutional settings. Particular emphasis will be on estimation methods of education indicators and their interpretation. These sessions will focus on techniques of diagnosis in order to plan for education.

### ***Suggested Readings***

UNESCO Institute for Statistics (2009), *Education Indicators: Technical Guidelines*. Montreal, Canada. Available at

<http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf>

Varghese, N.V. (1997), Module on Diagnosis of Educational Development, Module No. 3 in Varghese, N.V.(1997) op.cit.

Zaidi, S.M.I.A. (1997), Module on Indicators of Educational Development, Module No. 3 in Varghese, N.V.(1997) op.cit.

### *Techniques of Decentralised Planning in Education*

These sessions will deal with the planning techniques like school mapping, micro planning and project planning which are used to translate major concerns of educational policy and plans into the local level activities. School mapping is a useful technique to rationalize distribution of schooling facilities across different geographical locations. It attempts to provide more equitable provision of educational facilities. Micro planning ensures optimum utilization of educational provisions.

School mapping is a useful technique used in the context of decentralized planning to rationalize the geographical distribution of school places. It helps in leveling out inequalities in public provision of educational facilities and resources. The methodology of drawing up school maps involves various steps. First step is to assess the pattern of geographical distribution of provision of schooling facilities. The next step is to develop and finalize the norms and criteria for school catchment area and school size. The next step is to decide on the norms for floor size and type of construction. The final step involved is projection of school requirements by geographical locations which identifies location of schools.

Micro-planning denotes planning that is carried out at the lowest level of implementation of a programme. The lowest unit can be a village or a cluster of

villages. Micro-level planning exercise helps in drawing up decentralized plans and implementing them. The focus in micro-planning is to ensure optimum utilization of educational provisions. Micro-planning is initially a participating process of local monitoring of educational performance.

These sessions will be followed by practical exercises or group works on school mapping and micro planning.

### *Suggested Readings*

Bray, Mark (1985) "Education and Decentralization in Less Developed Countries: A Comment on General Trends, Issues and Problems, with Special Reference to Papua New Guinea". *Comparative Education* 21 (2): 183-195.

De Grauwe, A., Lugaz, C., Baldé, D., Diakhaté, C., Dougnon, D., Moustapha, M., & Odushina, D. (2005). "Does decentralization lead to school improvement? Findings and lessons from research in West-Africa." *Journal of Education for International Development*, 1(1). Retrieved from <http://www.equip123.net/JEID/articles/1/1-1.pdf>

Hallak, J. (1977), *Planning the Location of Schools: An Instrument of Educational Policy*, Paris: UNESCO, IIEP.

Varghese, N.V. and Zaidi, S.M.I.A. (1997) *Module on Micro-Planning in Education*, Module No. 9 in Varghese, N.V.(1997) op.cit.

Varghese, N. V. (1997) *Module on School Mapping*, Module No. 9, in Varghese, N.V. (1997) op.cit.

Varghese, N.V. and Biswal, K. (1999) *School Mapping: An Analysis of Educational Facilities in Dhenkanal District, Orissa*, Mimeo, op. cit.

Varghese, N.V. (1997) ed. *Modules on District Planning in Education*, NIEPA, New Delhi.

### *Project Planning in Education*

Most of the developing countries today have externally funded educational projects especially at the compulsory levels of education. However, it has often been found that the educational functionaries in the developing countries do not have competencies to develop educational projects and very often they depend upon funding agencies for this purpose. Besides, developing countries also lack negotiation skills. These sessions will focus on these aspects of project planning in education.

A project is a set of investments aimed at achieving specific objectives within a specified time frame and budget. A project normally focuses on a limited number of activities in a given layer of education. The education sector very often has many projects funded by external agencies. However, educational projects do not imply funding only by external sources. A project cycle involves various stages: (i) identification of the project; (ii) preparation of the project document; (iii) appraisal of the project; (iv) project negotiations; (v) project implementation; and (vi) monitoring and evaluation of the project implementation. In the successive stages, the project gets further and further elaborated and specifically defined.

This lecture will be followed by practical exercises on project preparation.

### ***Suggested Readings***

Chambers, F. and Forth, I (1995) " A Recipe for Planning a Project: A Novice Manager's Guide to Small Project design". International Journal of Educational Development 15(1):61-70.

Magnen, A (1991) Education Projects: Financing, Primary and Management, IIEP, Paris.

Rondinelli, D.A, Middleton, J and Verspoor A.M. (1990) Planning Education Reforms in Developing Countries: The Contingency Approach, Duke University Press, London.

UNESCO (1996): Specific Information about Primary education in Tarasia in The Design of Programming Projects in Basic Education, IIEP-NIEPA, New Delhi.

Varghese, N.V. and Biswal, K. (1997) Module on Planning for Implementation, Module No. 4, in Varghese, N.V. (1997) op.cit.

### ***Designing the Framework for Monitoring and Evaluation of Educational Development Programmes/Projects***

Monitoring and evaluation (M&E) can be effective tools to enhance the quality of project planning and management. Monitoring is the systematic collection, analysis and use of information from projects and programmes for three basic purposes including learning from the experiences acquired (learning function), accounting internally and externally for the resources used and the results obtained (monitoring and function) and taking decisions (steering functions). Evaluation is assessing as systematically and objectively as possible an ongoing or completed project, programme or policy. The object is to be able to make statements about their relevance, effectiveness, efficiency, impacts and sustainability. Monitoring and evaluation are complementary. During an evaluation, as much use as possible is made of information from previous monitoring. In contrast to monitoring, where emphasis is on the process and results, evaluation is used to provide insight into the relationships between results (for example, the strengthened capacity of an organization), effects (for example, improved services / products) and impact (for example, improved living conditions for the ultimate target group).

These sessions will focus on the basic purposes and scope of M&E, difference between monitoring functions and evaluation functions, components of an M&E plan, identification and differentiation between conceptual frameworks, results frameworks and logic models and how frameworks are used for M&E planning.

### ***Suggested Readings***

Australia Government (2005).AusGuideline: Associated guidance on Programme Strategies. AusAid.

Asian Development Bank (2007), Project Performance Management System: Guidelines for

Preparing a Design and Monitoring Framework, July 2007, Second Edition

Bastia, T. (2000), Qualitative and Quantitative indicators of the ILO Gender Mainstreaming Strategies. Available:

[www.womeng.net/wp/library/Methodology%20Indicators.pdf](http://www.womeng.net/wp/library/Methodology%20Indicators.pdf)

Chottepanda, M. (2011). A Guide to Development of Performance Management Plan (PMP) for Training the Ministry of Education Staff.

MCA-N.(2011). Guidance for MCA-N Grantees' M&E Plans. Windhoek.

Meyer, M. (2002). Managing Human Resource Development: an outcomes-based approach (2<sup>nd</sup> Ed). Durban: LexisNexis Butterworths.

Necesito, Miriam, Santos, Romeo B., Fulgar, John Ian, A Results-Based Monitoring and Evaluation Framework to Determine Performance and Success of ESD in TVET: The Case of the Philippines

Rossi, P. H., Freeman, H. E. & Lipsey, M. W. (1999). Evaluation: A Systematic approach. Thousand Oaks: Sage.

UNESCO (2010). Assessing Education Data Quality in the Southern African Development Community (SADC): A Synthesis of Seven Country Assessment. Windhoek: Solitaire Press

### *Criteria for Evaluation*

At the end of the course, all participants will be evaluated. The participants' evaluation will be based on (i) One term paper (around 2500-3000 words) with a choice of four relevant themes (50 per cent weightage); and (ii) Group work, participation in group presentations and related exercises given to all participants (50 per cent weightage). Besides, the participants will be given an evaluation proforma so as to evaluate the course by them.

(Out of the list of suggested readings, some selected papers/articles will be distributed to the participants as background reading material for the course).

**COURSE CODE: 206**

Course Title	:	Use of Quantitative Techniques in Educational Planning
Course Credit(s)	:	01
Sessions	:	10
Course Incharge	:	Anugula N. Reddy

***Introduction***

In educational planning, quantitative information plays an important role. Without knowing the basic quantitative techniques neither targets can properly be set or strategies to attain the targets be evolved. For this, knowledge of basic techniques and understanding of concepts and definitions of a variety of demographic and educational indicators is essential. Population and its age and sex structure play an important role in setting out reliable targets. The need to project population at the micro level requires no further justification. Similarly enrolment projection exercises are an integral part of the planning exercises. Hence, planners need to be equipped with ability to and conceptualize, calculate and use indicators on various aspects of education, to identify data requirements and sources, etc. Further planners are need to be equipped with basic projection and forecasting techniques in the context of disaggregated target setting.

***Objectives***

- ▶ To familiarize the participants with basic indicators used in educational planning and to identify data requirements and sources of data,
- ▶ To equip the participants with the projection and forecasting techniques of that are used in planning education in decentralized framework, and
- ▶ To enable the participants to apply skills and techniques acquired in educational planning.

***Lecture Themes***

206.1 - 206.2	Indicators of Educational Development;
206.3 - 206.4	Indicators of Internal Efficiency in Education
206.5 - 206.6	Measures of Inequalities in Education
206.7 - 206.10	Projection and Forecasting of Educational Data: Population and Enrollment

***Lecture Outlines***

***Indicators of Educational Development***

It is common that any discussion and description of education often use data and a variety of indicators relating to access and participation in education. This is absolutely essential in planning and monitoring the progress of educational development. Indicators are used to analyze gauge current situation and to get a glimpse of future to answer many questions that arise at

different stages of planning. System's level of development, accessibility and household's decision to take advantage of educational facilities are some of the questions, which relate to coverage of an education system. How many children enter school? How many are completing a particular level of education and how many are promoted to next level of education? And how many have dropped? These issues can be addressed computing flow rates. The inequalities in the system between various social, economic groups can also be detected and disadvantaged group(s) can be identified with the help of indicators. Simple indicators like gross, net and age-specific enrollment ratios and flow rates such as entry, promotion, drop-out and repetition rates and indicators of inequality will be covered in this session.

#### *Indicators of Internal Efficiency in Education*

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

#### *Measures of Inequalities in Education*

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

#### *Projection and Forecasting of Educational Data: Population and Enrollment*

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

Once the projected population is available, the next important task is to project enrollment. Enrollment projections are one of the most important requirements

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

### **Suggested Readings**

- Reddy, Anugula N. (2012) Indicators of Educational Development: A Manual for Users, Mimeo
- Reddy, Anugula N. (2012) A Primer on Educational Data, mimeo
- Ross, Kenneth N. & Postlethwaite T.N. (1991), Indicators of the Quality of Education: A Summary of a National Study of Primary Schools in Zimbabwe, IIEP, Paris.
- UNESCO (1982), Quantitative and Financial Aspects of Educational Planning (Book III), Basic Training Programme in Educational Planning and Management, UNESCO Regional Office for Education in Asia and the Pacific, Bangkok.
- UNESCO (1986), 'Estimating Future School Enrollment in Developing Countries: A Manual of Methodology', By Bangee, A. Lin, Population Studies No. 40, New York: United Nations
- Windham, D.M. (1988), Indicators of Educational Effectiveness and Efficiency, IEES. Learning Systems Institute, Florida Sate University, Tallahassee, (Fla.).
- UNESCO Institute for Statistics (2012), ISCED 2011, UIS Montreal, Canada
- UNESCO Institute for Statistics (2009), Education Indicators: Technical Guidelines, Montreal, Canada
- UNESCO Institute for Statistics (2014), Towards indicators for a post-2015 education framework: Post-2015 Education Indicators Technical Advisory Group of the EFA Steering Committee

**COURSE CODE: 208**

Course Title	:	Financial Planning and Management in Education
Course Credit(s)	:	02
Sessions	:	20
Course Faculty	:	P. Geetha Rani J. B. G. Tilak

***Objective***

The following are the main objectives of the Course:

- To orient the participants on the problems and policy issues of educational finance including scarcity of resources for education, their utilization patterns and need for mobilization of additional resources for education, and
- To impart important skills and methods of financial planning and management in education.

***Course Methodology***

The course methodology includes lecture-based discussions and the skill based lectures includes practical exercises.

***Course Evaluation***

Participants will be evaluated based on their performance in the assignments given to them.

***Lecture Themes***

- Investment in Education and Development
- Financing Education in Developing Countries
- Allocation of Resources in Education
- Mobilization of Resources for Education:
- Innovative Methods and Models in Financing Education
- Cost Analysis in Education
- Utilization of Resources in Education
- Budgeting in Education
- Methods and Techniques in Financial Management

Note: Some of these themes may be covered in more than one lecture/practical session.

***Lecture Outlines***

### *Investment in Education and Economic Development*

Introduction to concepts: investment, human capital, public good, merit good, etc.; Relationship between investment in education and economic development will be discussed.

### *Financing Education in Developing Countries*

It is intended to provide a broad perspective of the patterns of financing education, focusing on developing countries and occasional comparisons with advanced countries. Provision of Public Subsidies to the Education Sector in developing countries is essential. The rationale for public subsidies, distribution of educational opportunities and distribution of income will also be discussed.

### *Allocation of Resources to Education*

Questions relating to resource allocation in the context of educational planning include (i) how much public resources of an economy should be allocated to education; (ii) what should be the pattern of intra-sectoral resource allocation within education and (iii) what should be the intra-sectoral pattern of allocation of resources among different items of expenditure at a given level of education.

### *Mobilization of Resources for Education*

Mobilization of additional resources from governmental and non-governmental sources is important. Governmental sources include tax and non-tax revenues. The non-governmental sources include (a) Fees, (b) Student loans, (c) Industry-institution linkages, (d) Community contributions etc. (e) external aid for education.

### *Innovative Methods in Financing Education*

The resource austerity in education coupled with rapid social demand for education at all levels of education across countries has led to innovate methods and instruments of financing education. The lectures will focus on the most prominent among them such as the PPP mode in education, introduction of vouchers, Student loans, etc.

### *Utilization of Resources for Educational Development*

An important question is how effectively the resources in education are used. Cost effectiveness analysis is a method that helps in measuring the effectiveness of investments made in education. The lecture will discuss the method of cost-effectiveness analysis in education.

### *Analysis of Costs in Education*

The study of costs of education is of particular significance in educational planning. It helps us in optimal allocation of resources and efficient costing of educational plans. A detailed unit cost analysis helps in identifying how and where economies of scale can be affected in the use of resources. Costs of education include not only governmental costs but also student/family costs.

Each group in turn consists of several other components. Further, several concept 'unit' costs, average costs, marginal, and total, fixed and variable costs etc. will also be discussed.

### *Budgeting in Education*

A proper budgeting method is essential for efficient financial planning and management in education. Traditional types of budgets include (i) Line-item budget, (ii) Performance budget, (iii) Programme budget, and (iv) Zero-base budget, some of which will be discussed in the lectures.

### *Methods and Techniques in Financial Management in Education*

Financial management in education is concerned with the use of resources, man and materials, as well as time by which the educational system carries on its activities. With the increasing austerity in the available finances for education, the methods that are handy in financial management in education include financial ratio analysis, cash flow analysis, etc. Some of these methods form the discussion in the lectures.

### **Suggested Readings**

P.H. Coombs and J. Hallak: *Cost Analysis in Education*, John Hopkins University Press, 1988.

A. Mingat and Tan: *Analytical Tools for Sector Work in Education*. Johns Hopkins University Press, 1988.

M. Woodhall, *Cost Benefit Analysis in Educational Planning* UNESCO, IIEP, 1992

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

Levin, Henry M. (2002), *A Comprehensive Framework for Evaluating Educational Vouchers*, *Educational Evaluation and Policy Analysis*, Fall 2002, Vol. 24, No. 3, pp. 159-174

LaRocque, Norman (2008) *Public-Private Partnerships in Basic Education: An International Review*, CfBT, UK.

J.B.G. Tilak, *Analysis of Finances for Education (Module 10, Modules on District Planning in Education)*. New Delhi: National Institute of Educational Planning and Administration, 1997

J.B.G. Tilak, *Analysis of Costs of Education (Module 11, Modules on District Planning in Education)*. New Delhi: National Institute of Educational Planning and Administration, 1997

J.B.G. Tilak, "External Debt and Public Investment in Education in Sub-Saharan Africa," *Journal of Education Finance* 15 (4) (spring 1990): 470-86

Lene Buchert, *Recent Trends in Education Aid : Towards a Classification of Policies*, Paris : Unesco : IIEP, 1995

George Psacharopoulos & Maureen Woodhall, *Education for Development - An Analysis of investment choices*, Oxford University Press, 1985

Financing Education : Overcoming Inefficiency and Inequity (Walter W. McMahon & Terry G. Geske), University of Illinois Press, 1992

J.B.G. Tilak, "External Financing of Education: Review Article," *Journal of Educational Planning and Administration* 8 (1) (January 1994): 81-86.

J.B.G. Tilak, "The Recession and Public Investment in Education in Latin America". *Journal of Inter-American Studies and World Affairs* 31 (1-2) (Spring-Summer 1989): 125-46

J.B.G. Tilak, "Economic Showdown and Education Recession in Latin America". *IDS Bulletin (Sussex)* 20 (1) (January 1989): 31-40

J.B.G. Tilak, "Building Human Capital: what others can learn?" World Bank Institute working paper, 2001.

**COURSE CODE: 209**

Course Title	:	Educational Management: Structures and Functions
Course Credit(s)	:	02
Sessions	:	20
Course Incharge(s)	:	B. K. Panda K. Sujatha
Associated Faculty	:	Will be drawn from NUEPA and outside

***Introduction***

The crux of dealing with educational systems depends upon effective educational administration. It is on the basis of the present structures, processes and functions that diagnosis of the current situation could be attempted. The course would enable the trainees to conceptualize the changes and improvements desirable for further development of the administrative system in their countries. Besides understanding the intricacies of educational administration, the trainees can be equipped with certain new skills enabling them to understand the performance of their organizations and diagnose it for further efficient functioning. The course is also intended to acquaint trainees with the processes of linkage and coordination between different levels and agencies, which are crucial to the functioning of the system and for the attainment of the objectives it seeks to achieve. It will also help to understand the concept and methodology of inspection and supervision and alternative strategies for the same.

***Rationale and Objectives***

- To enable the trainees to have a general perspective of the process and organizational set-up of educational administration at various levels in the developing countries,
- To help the trainees to acquire a clearer understanding of various problems and issues particularly in the context of the multi-level character of educational administration adapted in the developing countries, and
- To acquaint the trainees with the concept and procedures of inspection and supervision at different levels

***Lecture Themes***

- 209.1. Reforms in Educational Administration : International Experience
- 209.2. Educational Administration: Structures and Functions
- 209.3. School Management and Decentralization
- 209.4. Alternative Approaches of Inspection and Supervision
- 209.5. Teacher Management Issues
- 209.6. Ethics and Accountability of Education Stakeholders

Note: Some of these themes may be covered in more than one lecture session

### ***Lecture Outlines***

#### ***Educational Administration in Developing Countries***

Reforms on Educational Administration in the developing countries  
System of Educational Administration in the developing countries  
System and process of coordination at various levels

#### ***Educational Administration: Structures and Functions***

Organizational structures at the regional and sub-regional levels  
Decentralization of process of Educational Administration  
Administrative machinery at various levels

#### ***School Management and Decentralization***

School as a learning organization  
Decentralisation of the Management of the School  
School Managing Committee  
Village Education Committee

#### ***Alternative approaches of Inspection and Supervision***

Changing perspectives in Inspection and Supervision  
Comparative perspective of inspection and supervision in different countries  
Monitoring and Evaluation for effective education system  
Functioning of school complexes

#### ***Teacher Management issues***

Social, professional status of teachers  
Recruitment and deployment policy  
Working and service conditions of teachers.

#### ***Ethics and Accountability of Education Stakeholders***

Professional ethics of teachers  
Accountability of education stakeholders

### **Suggested Readings**

- Adams, H.P. & Frank G.D., Basic Principals of Supervision, Chapter-I  
Gadgil, A.V., Supervision in Education, New Delhi, Shubhada, 1982  
Gibson, Jane Whitney, Supervisory Challenges: Principles and Practices, Columbus, Merrill, 1990  
Kochhar, S.K. Successful Supervision and Inspection, New Delhi, Sterling, 1981  
Mohd. Sharif Khan, School Administration, Jackson Publication, New Delhi (1983)  
P.D. Shukla, Administration of Education in India, Vikas Publishing House Pvt. Ltd., New Delhi (1983)  
Tanner, Daniel, Supervision in Education: Problems and Practices, New York, Macmillan, 1987  
Travers, Alfred W., Supervision: Techniques and New Dimensions, New Jersey, Prentise Hall, 1988  
Vonder Embse, Thomas J. Supervision: Managerial Skills for a new Era, New York Macmillan, 1987

**COURSE CODE: 210**

Course Title	:	Education Management
Course Credits(s)	:	02
Sessions	:	20
Course Incharge(s)	:	Rashmi Diwan Najma Akhtar
Associated faculty	:	Will be drawn from NUEPA and outside

***Introduction***

Education and Management are looking for faster change and more effective leadership across the global world. Today management and leadership are becoming extremely critical to education institutions. In the emerging scenario, School heads and systemic administrators are facing huge challenge to achieve desired results due to limited preparedness to combat change, especially when often they do not have the support and development they need on how to lead. The time demands dynamic and effective leaders equipped with right **skills** to manage and lead, particularly those related to **leading change** and **leading people**. This call for motivating themselves and others, while at the same time are able to maintain the **relationships** they need to make their work rewarding for themselves and others. They require support through a well thought out course that helps them to chalk out strategies for managing schools and leading human resource to drive energies to achieve desired results.

***Rationale and Objectives***

The course is expected to provide platform to the participants to

- ▶ reflect and discuss methods to improve managerial capabilities by increasing their sensitivity and receptivity towards critical management issues at workplace
- ▶ analyse their behavior and enhance managerial competence in managing schools
- ▶ critically and analytically examine current practices and exploring new techniques to improve their managerial skills required for managing transition in educational Institutions.

***Lecture Themes***

210.1. Understanding Education Management and its application to school as organization

210.2. Leadership in Educational Organizations

210.3. Vision Building and Goal Setting

210.4. Strengthening Interpersonal Relations

210.5. Improving Internal Management of Schools: Learning from Global Experiences

210.6. Workshop on Managing Risks and Emergency in Education: Illustrating through International Case Studies

- 210.7 Managing Stress in Educational Institutions
- 210.8 Making Best Use of Time
- 210.9. Decision-making
- 210.10. Minimizing Institutional Conflicts: Exchange of Mutual Experiences
- 210.11. Organizational communication:
- 210.12. Management of Change: The Emerging Scenario in Education
- 210.13. Readings in Education Management: Drawing Lessons

***Brief Outline of Sessions***

*Understanding Education Management and its Application to School as Organization (one session)*

Efficiency in management leads to effective schools. It is the knowledge of management practice that the Head can improve the efficiency and effectiveness of the school one belongs to. A well informed head becomes effective in producing expected results in a school by maximizing utilization of its human, physical and financial resources. In the management of education, it is important that the school head understands that a school as an organisation has a specific purpose. An organisation is thus the result of the grouping of work and the allocation of duties, responsibilities and authority to achieve specific goals. This session examines and explains on the role of management in education and school as an organisation. The principles of management introduced in this session helps people in various positions in the organisation with School Head as manager providing enough opportunity to examine whether a school 'works properly' to clarify its purpose as an organisation.

**Suggested Readings**

- Griffin, R.W. (1993). Management (4th ed.). Boston: Houghton Mifflin.  
 Bush Tony (2007) Educational leadership and Management: theory, policy, and practice South African Journal of Education, E A S A, Vol 27 (3) 391-406.

*Leadership in Educational Organizations (two sessions)*

School leadership has a wider connotation than administration and management. All schools can not be treated alike and therefore the way these need to be managed and led also differs. There is therefore a need to explain at length the concept and theories of leadership and its application on practical situations faced by School leaders in day to day school management. The sessions give insights into how real school leadership practices have influenced theories from time to time, where do schools stand now, what changes are happening in the arena of school education, the gaps observed today between theories and actual practices The sessions, more interactive are hoped to provide opportunities for reflecting on schools today and analyzing situations and theories, setting the tone towards what leadership will work best in the coming years.

### Suggested Readings

Thomas J. Sergiovanni (2001) *Leadership: what's in it for schools*, Routledge/Falmer

Spillane, J. (2005). Primary School leadership Practice: How the Subject matters. In *School Leadership and Management*, 24 (4), pp. 383-397.

Fullan, M.(2005). Turnaround leadership. *The Educational Forum*, 69(2), 174-181. doi: 10.1080/00131720508984681

Thomas J. Sergiovanni (2007) *Rethinking Leadership: A Collection of Articles*, Corwin Press

Northouse, Peter Guy (2009) *Leadership: Theory and Practice*, Sage Publications

Paul Hershey and Kenneth H Blanchard(2007) *Management of Organizational Behaviour*, Englewood Cliffs, N.J: Prentice Hall.

#### *Vision Building and Goal Setting (one session)*

Any organization can not go on endlessly without a direction or vision on what to change towards and how ultimate goal is to be achieved. There is a need to give space to School managers and leaders to look upon the organization not as it is...but as it can be. This indicates to the skills and resources, which allows them to translate vision into real school practices, as stated by Warren Bennis, "Leadership is the capacity to translate vision into reality". The session explains what and how vision and mission statements needs to be formulated and articulated towards achievement of goals which schools have set for themselves with time targets.

### Suggested Readings

Fred C. Lunenburg and Beverly J. Irby (2006) *the Principalship: Vision to Action*, Belmont, CA: Thomson Wadsworth

Exploring Five Core Leadership Capacities Setting Goals: The Power of Purpose Ontario Leadership strategy Bulletin #4 • Winter 2010/11

<http://www.edu.gov.on.ca/eng/policyfunding/leadership/ideasintoaction11.pdf>

#### *Improving Internal Management of Schools: Learning from Global Experiences (two sessions)*

Diversity in schools across the globe calls for differential management strategies. This diversity is seen in size, location, working conditions etc in the schools and the nature of problems seen in managing such schools. A straight jacket policy which fits all schools does not work here. Therefore there is a need to address seriously the ways by which each school taken as a separate entity should have a roadmap to follow as per the requirements of a school.

Managing each school in a different manner is the core function of a School manager to determine causes to enable them to plan solutions and set a direction for development of schools as a whole and each individual in the school for school transformation. The session involves the participants to

understand that each school is different and therefore needs to be managed differently. The participants are exposed to practical beginnings of school as an organization to be seen as a strategic and holistic approach for development of individuals ultimately leading to whole school development.

### **Suggested Readings**

- Everard, K. B. (1986) *Developing management in schools*, London: Basil Blackwell, pg 264.
- Paisey, Alan (1981) *Organization and management in schools*, London: Longman, pg 149.
- Hoyle, Eric and McMahon, Agnes (1986) *World year book of education 1986: The management of schools*, London, Kogan Page, pg 368.
- Baron, G. and Howell, D. A. (1974) *Government and management of schools*, London: Athlone press, pg 246.
- Blandford, Sonia (1997) *Resource management in schools: Effective and practical strategies for the self managing school*, London: Pitman, pg 246.
- Middlewood, David and Lumby, Jacky (1998) *Human resource management in schools and colleges*, London: Paul, Chapman, pg 98.
- Blandford, Sonia (1997) *Middle management in schools: How to harmonise managing and teaching for an effective school*, London: Pitman, pg 256.
- Shuttleworth, Vic (2000) *Middle management in schools manual: A practical guide to combining teaching and management roles*, London: Financial Times, pg 333.
- Paisey, Alan (1981) *Organization and management in schools: Perspectives for practicing teachers and governors*, London: Longman Group UK Limited, pg 179.

### *Strengthening Interpersonal Relations (one session)*

Cordiality in relationships among individuals inside and outside schools matter in today's world when the boundaries of schools are not restricted to four walls. We have extended walls of schools today with greater partnerships and participation of those who do not belong to inside schools. Here it is the teams that makes difference to the momentum with which the entire process of change in schools should be initiated. Strengthened interpersonal relationships have always been asset to the organizations for implementing changes and helping schools achieving targets. School managers have always shown great concern on building teams for ensuring they make real contributions to the success of school. Research in Management has found that teams are more flexible and responsive to change than other forms of groups. Team members form sync in thinking together, capability to assemble, deploy, refocus and disband. Management scientists define group as maintaining stable pattern of relationship who share common interests and goals. The session will provide an opportunity to share how strengthening of interpersonal relations has brought changes in schools, define team, approaches, determines the importance of teams in organizations of today, share examples to show impressive results of working in groups and teams, role of leadership in creating synergy among individuals.

### Suggested Readings

- Selman, Robert. L. (1980) Growth of interpersonal understanding, New York: Academic, ross, pg 343.
- Cooper, Cary L (1981) Improving interpersonal relations, England: Gower Publishing Co. Ltd., pg 129.
- Patton, Bobby R; Giffin, Kim (1978) Decision making group interaction, New York: Harper & Row, pg 260
- Critical Issue: Building a Committed Team (Available: [www.ncert.org](http://www.ncert.org) )
- Hodgetts, Richard M. (2001) Modern Human Relations at Work, Orlando, F.L: Dryden Press

#### *Workshop on Managing Risks and Emergency in Education: Illustrating through International Case Studies (three sessions)*

Countries across the globe have witnessed emergency situations and events such as floods, fire, cyclone, terrorism. These have adversely affected schools in major ways with medium- to long-term effects. Because they do not occur very often and schools are not prepared to overcome such situations. Emergency and risk management helps in strengthening schools to make them safe, sustainable and resilient, helping them to avoid emergencies or minimise and recover from their effects fast. The workshop introduces to the emergency situations that adversely affect education, provides platform for sharing experiences in managing emergencies and risks in education, readiness of schools in handling emergencies.

### Suggested Readings:

- “School Safety: Handbook for Administrators, Education Officers Emergency Officials Principals and Teachers”, Ministry of Home Affairs, Government of India, National Disaster Management Division, 2004, New Delhi
- Emergency Management in Higher Education in Washington, D.C.  
<http://www.ed.gov/policy/gen/guid/fpco/brochures/postsec.pdf>.

#### *Stress Management in Educational Institutions (one session)*

The individuals in organizations are exposed to a number of stressful situations. It is also well known that impact of stress is greater on performance of individuals. The session centers round discussions and sharing of experiences on roots, types and practical strategies to cope with personal and organizational stress.

### Suggested Readings

- Allen, David. (2003) Getting Things Done: The Art of Stress Free Productivity, New York: Penguin Books
- Sala, Harold J. (2009) Making Your Emotions Work for You: Coping with Stress. Avoiding Burn out, Overcoming fear ----- and More, Oregon: Harvest House Publishers.

#### *Making Best Use of Time (one session)*

Time management is pre requisite to success of individuals in completing assignments with a time frame, eventually contributing to increased

performance of educational institutions. Effective time management is indispensable to any well organised establishment such as the school. There could be differences in the ways time is balanced among personal and professional commitments and one may tend to give more time to tasks which may not matter much. The session, more in discussion mode, guides on how to identify time wasters and the ways by which time wasters can be converted into time tactics, the need for time management by administrators and practitioners, essentials of time, management, techniques for time management in educational settings.

### **Suggested Readings**

LeBoeuf, Michael; ed. *Essence of time management*. Bombay, Jaico, 1995. 375p. 658.4022 LeB-E. 24924.

Pandian, Cynthia. *Time management of Principals of Higher Secondary School* New Delhi, NIEPA, 1998. 64p.

Blanchard, Ken and Oncken, William. (1989) *Managing Management Time - The one Minute Manager Meets the Monkey*, New York: Blanchard Family Partnership .

#### *Decision - Making (one session)*

Wrong decisions and indecisiveness at any level of management, the administrators and practitioners can jeopardize the entire functioning of schools. In order to facilitate identifying factors influencing decision making processes in different school settings, the session, interactive throughout, examines particular case studies of situations to discuss at length on processes involved in making rational decisions.

### **Suggested Readings**

Pareek, Uday (1997), *Institutional Building: The Framework for Decision Making*, In *Institutional Building in Education and Research from Stagnation to Self-Renewal Book*, 9ed.) Ravi Mathai, Uday Pareek, and T.V. Rao (pp 1-11). All India Management Association, New Delhi.

Murnighan, J. Keith (1981) "Group Decision Making: What Strategies Should you use?" *Management Review*, 70: 55-64. (DECISION MAKING)

Barker, Alan. (1998) *How to be a better decision maker*. New Delhi, Kogan Page., 144p. 658.403 BAR-H. 25859.

#### *Minimizing Institutional Conflicts: Exchange of Mutual Experiences (two sessions)*

Intra and inter departmental conflicts, sometimes between a few individuals, between groups if not solved on time can lead to catastrophe, bringing the system actually to a standstill. The session discusses on understanding of conflicting situations in schools, major approaches of analyzing the conflict situations and effectively handling conflicts through a real case studies on specific school situations. Beyond this, the session also proposes a model for conflict management through two distinct approaches, structural and process models.

### Suggested Readings

Girard, Kathryn; Koch, Susan, J. Conflict resolution in the schools: A manual for educators. Sanfrancisco, Jossey-Bass, 1996. 187p. 371.2 GIR-C. 25484.

Oreg, S. (2003). Resistance to change: Developing an individual differences measure. *Journal of Applied Psychology*, 88 (4), 680-693.

Covey, Stephen R. (2004) *The 7 Habits of Highly Effective People: Powerful lessons in Personal Change*, New York: Simon and Schuster.

#### *Organizational Communication (one session)*

Verbal and non-verbal and oral and written communication contributes in several ways in strengthening interpersonal relationship among members in any organization. Grapevine plays a counter part in communication in most ineffective ways. Therefore role of communication in school effectiveness cannot be undermined. It is the communication skills that can make difference in acceptance of change, bringing positive change towards improved school performance. The session takes the participants through journey of communication from sender to the recipient through a management game like chinese whisper to demonstrate how miscommunication can create a hurdle in school progress. The decision generates a process leading to a vast repertoire of communication skills helpful in school management.

### Suggested Readings

Hergie, Owen ed. (2006) *The Handbook of Communication Skills*, U.K.: Taylor and Francis

Mc kay, Mathew, Devis, Martha, and Fanning, Patrick (2009) *Messages: The Communication Skills Book*, C.A.: New Harbinger Publications, Inc.

Greenbaum, H. H. (1980) *Organizational communication: Abstract, analysis and overview*. Vol. 5-9, London: Sage, pg 383.

Goldhaber, Gerald M (1983) *Organizational Communication*, Dubuque: Wm. C. Brown, pg 510.

Aggarwala, Dharma Vira (1989) *Organizational communication management: Concepts, practices, techniques*, New Delhi: Deep and Deep, pg 296.

Mumby, Dennis K (2013) *Organizational Communication: Critical approach*, Los Angeles, Sage Publications, Pg. 411.

#### *Management of Change: The Emerging Scenario in Education (one session)*

Several challenges and expectations from schools are often faced by the School Practitioners and Administrators in the management of schools. Schools are seen in societal contexts today and society is in constant flux and so are schools. There is a need for schools to come upto the expectations placed on them. Managing change requires expertise in anticipating uncertainties, fostering a creative mindset across the workplaces to unleash powerful ideas drive results. As one begins imagining today about what schools should do in the changing world, one may start working by understanding developments happening around the world. Say for example the information age, one can shape a future

brighter for our children and ourselves. This is where the secret of creativity lies. The session provides a platform for putting minds together to understand the nature of change, to analyze what works while understanding the root sources at societal, individual and school level. . The definition and understanding of different kinds of changes helps participants to draw few answers to the ways workplaces need to address change and by understanding the factors that should be considered in selecting the best solution to given change that could have implications of different kinds to the nature of change and the way it should be managed. . One needs to bring core changes in the way schools are to be managed. The world is looking at the educational leaders as “miracle workers” (Fullan 1998) with great expectations. The session will take the participants through journey of applying the process for deciding among various alternative solutions to several problems, say emerging from technology, greater expectations on curriculum, teaching and learning faced by them today and bound to come in future.

### **Suggested Reading**

Mukhopadhyay M. : Management of change, New Delhi; NIEPA, pg 371.

Basil, Douglas. C. (1974) Management of change, London: McGraw- Hill, pg 658.

Basil, D. C. and Cook, C. W. (1974) Management of change, London: McGraw-Hill, pg 658.

Desai, D (1979) School management and change, Baroda: University of Baroda, pg 286.

Marx, Gary (2006) Sixteen Trends, Their Profound Impact on Our Future: Implications for Students, Education, Communities, Countries, and the Whole of Society, Educational Research Service (May 1, 2006). ISBN-13: 978-1931762489

Sanders, Ethel (ed.) (2011) Leading a Creative School: Initiating and Sustaining School Change (Creative Teaching/Creative Schools), Routledge

Leithwood, K., Begley, P., & Cous, B. (1994) Developing Expert Leaders for Future Schools, London: Falmer.

### *Readings in Education Management: Drawing Lessons (two sessions)*

The sessions will be highly interactive providing a platform for sharing lessons drawn from reading books on Management and about the practical applications of management techniques in day to day functioning at school and systemic levels. The collection of select books will be provided to participants in the beginning of the Course and towards the end, each participant would have gone through at least two-three books which will become a rich resource for them to find answers to ardent problems faced by them in their workplaces and also share with others on what has been learnt and how these can be applied in practical situations.

### **Evaluation and Assessment**

- |               |               |
|---------------|---------------|
| 1. Attendance | : 40 per cent |
| 2. Assignment | : 60 per cent |

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### General Readings

- Soren Kierkegaard, Swenson, David (1967) *The Art of Understanding Yourself*, Grand Rapids MI: Zonderuan, 217.
- Fullan, M. (2000). The return of large-scale reform. *Journal of Educational Change*, 1(1), 5-28. doi: 10.1023/A:1010068703786
- Coch, L., & French, J.R.P., Jr. (1948). Overcoming resistance to change. *Human Relations*, 512-532. (GROUP)
- Fullan, M. (2006). The future of educational change: Systems thinkers in action. *Journal of Educational Change*, 7, 113-122. doi: 10.1007/s10833-006-0007-2
- Kotter, J. P. 1996. *Leading change*. Boston: Harvard Business School Press.
- Murphy, Joseph and Datnow, Amanda (2002) *Readership Lessons From Comprehensive School Reforms*, Thousand Oaks, CA: Corwin Press.
- Murphy, J., & Forsyth, P. B. (1999). A decade of change: An overview. In J. Murphy & P. B. Forsyth (Eds.), *Educational administration: A decade of reform* (pp. 3-38). Thousand Oaks, CA: Corwin.
- Hall, V, Mackay, H, & Margan, C. (1998). Management roles in Education in T Bush, DMiddlewad (Eds.), *Managing people in Education*. London: Paul Chapman
- Fullan, M. (2013). *Startosphere: Integrating Technology, Pedagogy and Change Knowledge*, Pearson

**COURSE CODE: 211**

Course Title	:	Educational Management Information System (EMIS)
Course Credit(s)	:	01
Sessions	:	10
Course Incharge(s)	:	Arun C. Mehta Naveen Bhatia

***Background***

For successful implementation of any program concerning education, effective monitoring framework & efficient EMIS is essential without which the program cannot be implemented efficiently nor can it be efficiently monitored. The course deals with EMIS with following as its main objectives:

***Objectives***

- To sensitize the participating officers about the role of information systems in decision-making process;
- To examine various types of information systems in education; and
- To demonstrate use of information systems in educational planning and management.

***Lecture Themes***

- 211.1 Introduction to Information Systems: An Overview
- 211.2 Country-specific EMIS
- 211.3 Country-specific EMIS
- 211.4 Developing DCF for EMIS
- 211.5 Developing DCF for EMIS
- 211.6 Strengthening EMIS in participating countries
- 211.7 Group Work
- 211.8 Unified District Information System for Education (U-DISE)
- 211.9 School Report Cards

***Lecture Outlines******Introduction to Information System (one session)***

The field of information systems is inter-disciplinary in nature and is vital to the operation and management of every modern organization. Information systems are usually complex with a dynamic environment, and aim to support operations, management and decision-making functions of an organization. If properly developed, managed and used, information systems can provide the most cost-effective resource for an organization. The main purpose of the session will be to introduce the trainees to the basic concepts and role of information systems, foundations of the information systems and factors contributing to its success or failure.

*Country Specific EMIS (two sessions)*

In sessions on country-specific EMIS; each country will undertake a review of EMIS in its country and make a presentation in plenary.

*Developing Data Capture Format (DCF) for EMIS (two sessions)*

The DCF is the base of any MIS through which data is collected. In this session participating countries will be asked to design DCF for their country and present the same in the plenary.

*Group Work (two sessions)*

In the group work, the participants will be asked to develop plan for a computerized EMIS. Depending upon the number of participants, they will be divided into groups to work on EMIS. Each group will make its presentation.

*District Information System for Education and School Report Cards (three sessions)*

In this session, the participating officers will be introduced to District Information System for Education (DISE) developed by NUEPA. The session would be lecture-cum-demonstration in nature.

**Suggested Readings**

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

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

Data Collection & Education Management Information System (EMIS), Chapter 34, in *Guide Book for Planning Education in Emergencies and Reconstruction*. IIEP, Paris (2006), ISBN; 92-803-1288.

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

Mehta, Arun C. (2011), *Elementary Education in India: Analytical Report 2009-10*. NUEPA & MHRD, New Delhi.

User's Manual, *District Information System for Education*. NUEPA, 1998

[www.dise.in](http://www.dise.in), [www.schoolreportcards.in](http://www.schoolreportcards.in), [www/udise.in](http://www.udise.in)

**COURSE CODE: 212**

Course Title	:	Research Methodology and Statistics
Course Credit(s)	:	02
Sessions	:	20
Course Incharge(s)	:	Neeru Snehi Madhumita Bandhopadhyay

**Introduction**

The course on Research methodology and statistics is an introductory course meant for educational administrators working at various levels. The course provides the participants with basic knowledge of Research and statistical methods which are useful for the analysis of educational and allied data. In education there is an increased emphasis on the use of research as a basis for generating new knowledge and also for guiding programmes planning and policy making processes. This course would equip the trainees in developing research skills, which would also help them in their field research project work. The participants would be provided with practical exercises, the basic objective would be on learning, on use of research and statistical methods. The basic objectives of the course are:

- To familiarize trainees with various approaches of educational research
- To introduce them to the principles concepts and methods of conducting educational research and evaluation
- To provide a perspective of the overall field of research methodology for increased professional competency.
- To assist in attaining skill in conducting and understanding research in social sciences in general and education in particular.

**Course Outline**

1. Introduction to Educational Research
2. Conceptualization of Research Problems
  - Basics of Educational Research Designs
  - Review of Literature
3. Types of Research
  - Qualitative and Quantitative Research Methods
  - Descriptive, experimental, co relational Research
4. Sampling
5. Tools of Data Collection
  - Primary and Secondary Data
  - Survey, Questionnaires
6. Different Qualitative Research Methods
  - Observation, Case Study, Narratives , Biography, Content Analysis, Interviews, Action research
7. Data Analysis
  - Index number and its uses in educational research

- Time series analysis
  - Descriptive Statistics: Measures of Central Tendency and Measures of Variation & its practical use.
  - Correlation and Regression- The concept of best fit, least square method etc. and its use in educational research.
8. Proposal writing, Report writing and Presentation.
  9. Graphic representation of Data.
  10. Triangulation

### *Introduction to Educational Research*

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

### *Conceptualization of Research Problems*

This session will be providing an understanding of basics of educational research designs. It will also develop skill of literature review and exercises will be done to sharpen the skills in conceptualization of research ideas and framing research questions, hypothesis and objectives.

### *Types of Research*

Different types of quantitative research viz. descriptive, experimental, quasi-experimental and correlation etc. will be discussed in addition to different qualitative research methods.

### *Sampling and Its Use in Educational Research*

Samples, universe, population, Census study, methods or techniques of drawing a representative sample, Determination of sample size in educational research, Errors involved in drawing a sample. Advantages and disadvantages of using a sample survey compared to a census survey.

### *Tools of Data Collection*

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

### *Different Qualitative Research Methods*

The session will deal with various qualitative research methods Observation, Case Study, Narratives, Biography, Content Analysis, Interviews and so on.

### *Data Analysis*

Measures of central tendency: Mean, Median, and Mode and its applicability in educational research: Measures of dispersion: range and standard deviation: its applicability in educational planning and administration, nature of relationship, concept of correlation and regression, linear relationship,

measurement of Linear relationship, Computation of correlation coefficient between two variables, assumptions of using Karl Pearson's correlation coefficient. The session will also discuss the use of correlation in educational research.

### *Proposal Writing, Report Writing and Presentation*

Key aspects of a good research report will be identified and discussed. Participants will be exposed to different steps involved in preparing a research report including styles of writing references.

### *Graphic Representation of Data*

This session will develop the understanding of participants for data analysis through different figure and diagrams like pie chart, bar graph and line graph etc.

### *Triangulation*

This session will discuss triangulation of different methods while conducting educational research and report writing.

## **References**

- Aggarwal, Y., and Thakur, R.S. (2002). Concepts and Definitions in Educational planning: A guide Book, New Delhi: NIEPA
- Alterman, H (1968). Introducing Statistics, London: Faber and Faber.
- Best, J.W. (1983). Research in Education (4<sup>th</sup> ed.). New Delhi: Prentice Hall.
- Chakravati, I. M. (1967). Handbook of Methods of applied statistics: Techniques of Computation, Descriptive Methods, and Statistical Inference. Vol. I. New York: John Wiley and Sons,
- Elhance, D.N. (1975). Practival Problems in Statistics. Allahabad: Kitab Mahal, 311 ELH-P 9341
- Ellis, L. (1994). Research Methods in Social Sciences. Madison: Brown & Benchmark.
- Ferguson, G.A (1959). Statistical Analysis in Psychology and Education, New York: McGraw Hill Book Company, 311.23 FER.S 1603
- Hadin. C. (1987). Research Design: Strategies and Choices in the Design of Social research. London: : Allen & Unwin.
- Johnson, P.O. (1961). Statistical Methods in Research, New Jersey: Prentice Hall, 311 JOH-S 4853
- Keevis, J. (1988). Educational Research Methodology: An International Handbook. Oxford: Pergamon
- Kurtz, A.K (1980) Statistical Methods in Education and Psychology. New Delhi: Narosa Publication. 370.212 KUR-S 15902
- Srivastava V.K. (2001). Methodology and Field Work, Oxford in India Readings in Sociology and Social anthropology., Oxford University Press.

**COURSE CODE: 213**

Course Title	:	Computer Applications in Educational Planning and Administration
Course Credit	:	01
Sessions	:	10
Course In-charge	:	Vetukuri P.S. Raju K. Srinivas Naveen Bhatia

***Introduction***

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

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

***Objectives***

The course is aimed at giving a general background about computer applications and use of tools and techniques in Educational Planning and Management- use of computer simulation models, statistical package for social sciences (SPSS), Moodle: Open source learning management system, MS project management, Connecting to the Internet, Using e-mail and web surfing, using search engines, keeping the computer updated and virus free, Operating and managing content from external devices (sound recorders, digital cameras, scanners etc).

***Teaching Methods***

Lectures/Hands-on-Practice/Group/Work/Presentations

***Teaching and Learning Activities***

The course will be based on the following teaching and learning activities:

Class lectures and learning resources are designed to achieve the course objectives. The participants should read the assigned learning resources before class, complete assignments on time, participate in class. The participants are responsible for all material covered in the class. Please communicate any concerns or issues as soon as practical either in class, or by Email.

The university's **Moodle Learning Management System** ( [moodle.nuepa.org](http://moodle.nuepa.org)) web page is a primary communication vehicle. All learning resources pertaining to the **course 213** will be available before each class. It will contain homework assignments, study material, and other important instructions.

### ***Course Assessment Methods***

Presentations /Assignments/ Practicals /Group Work/Class room activity. Participants are required to submit all assignments related to course 213 using Moodle LMS online system. Other modes of submission such as Email/offline will not be considered.

### ***Lecture Themes***

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

- Teaching Online Course using Moodle MOOC
- Computer Applications in Educational Planning & Administration: An Overview
- Open Source Software for Education Administrators
- Productivity tools for Educators
- Computer Applications in Project Management

### ***Lecture Outlines***

#### ***Computer Applications for Educational Planners and Administrators: An Overview***

Leadership is an important component in guiding the teaching-learning process. Principal as school leaders have a major responsibility for initiating and implementing school change through the use of Information and Communication Technology (ICT) and can facilitate complex decision to integrate it into learning, teaching and school administration ICTs stand for Information and Communication Technologies and are defined, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. Information and Communication Technologies consist of the hardware, software, networks, and media for collection, storage, processing, transmission and presentation of information (voice, data, text, images), as well as related services.

#### ***Open Source Software and Productivity Tools for Educators***

A wide variety of OSS is available for download, most for little or no cost. OSS applications exist for a wide range of operating systems including commercial

platforms such as Windows and the MacOS as well as Linux, the nonproprietary flagship of OSS and a capable desktop alternative. Further, the comprehensive variety of functions afforded by OSS applications, which include everything from office suites to Web editors to graphic programs, is comparable to those afforded by commercial applications currently used in schools.

#### *Computer Applications in Project Management*

The main purpose of the course was to give an orientation to the participants as how to use and design projects using Microsoft Project 2007. The Microsoft Project 2007 comes with a rich collection of features especially designed to enhance the ability to schedule, collaborate with resources, track progress and communicate status on the projects. The Microsoft project includes the essential features to support project management at the workgroup level; task scheduling, resource management, tracking, reporting, work group collaboration, customization and flexibility.

#### *Moodle: Open Source Learning Management System*

A learning management system (commonly abbreviated as LMS) is a software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events, e-learning programs, and training content.

#### *Communications, Networks, the Internet and World Wide Web*

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

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

#### **Suggested Readings**

- Aggarwal, Yash (1997), Educational Management Information System: Planning Management and Monitoring Strategies for DPEP, NIEPA, 1997.
- Ahituv, N. (1990), Principles of Information System Management Wm. C. Brown Publishers, Boulevard.
- Davis, G.B and M.H. Olson (1985), Management Information Systems: Conceptual Foundations, Structure and Development, McGraw Hill, New York.
- Adams, Dennis M. Computers and Teacher Training: A Practical Guide. New Delhi, Haworth, 1985.163p.

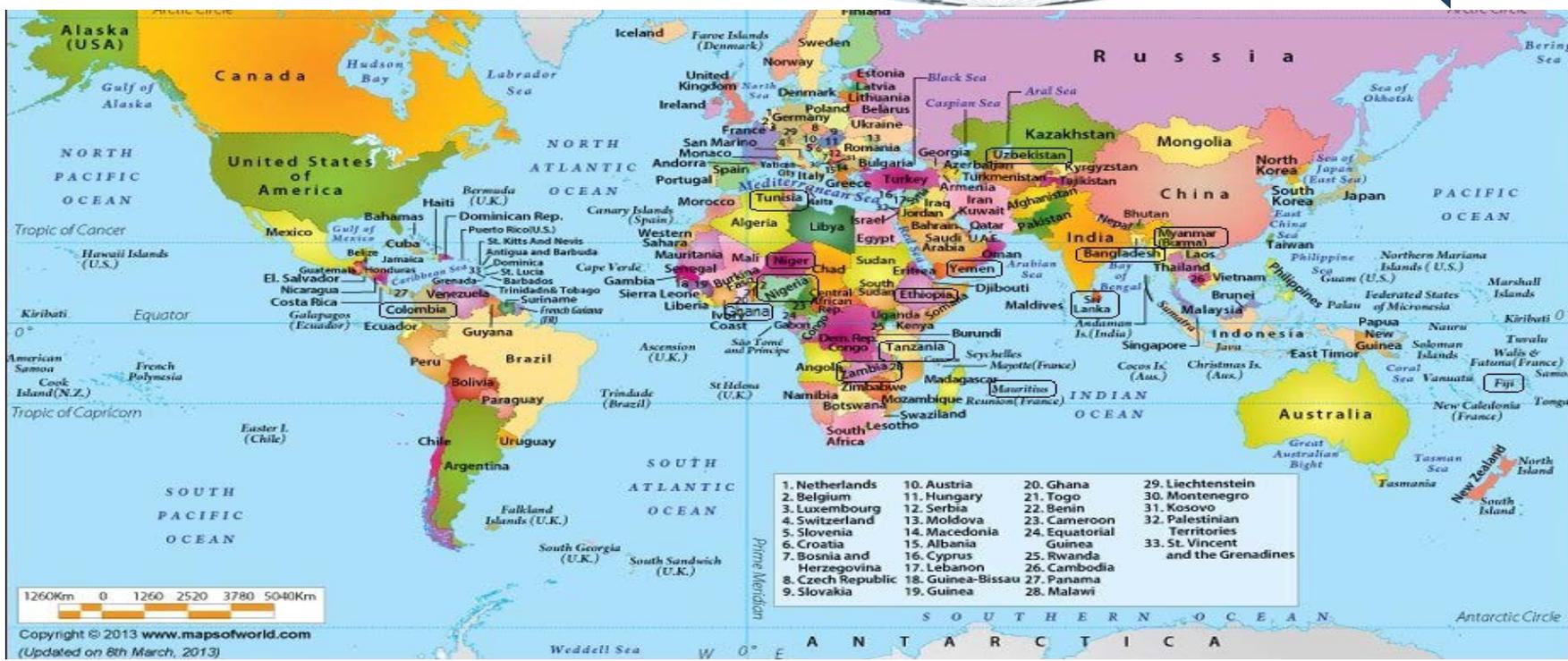
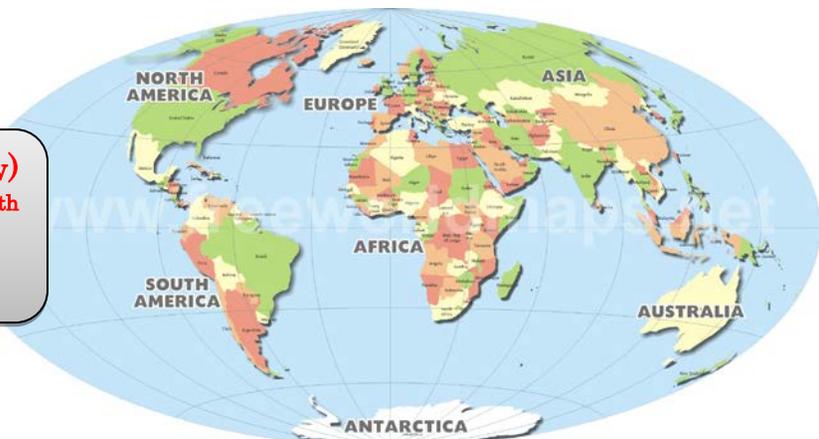
- Bill. Using World Wide Web. 2nd ed. Indianapolis, Que Corporation, 1996., 1098+ CD-Rom.
- Ennals, Richard, Gwyn, Rhys, Zdravcher, Levcho. Information Technology and Education: The Changing School. New York, John Wiley, 1986.235p.
- Kinzer, Charles K., Sherwood, Robert D., Bransford, John D. Computer Strategies for Education: Foundations and content-area Application. London, Merril, 1986 385p.
- Mehta, Arun C. Micro Computers in Education: An Application Lotus 1-2-3, New Delhi, NIEPA, and 1992.85p.
- Scanlon, Eileen: O'shea, Timed. Educational Computing, New York, John Wiley, 1987, 340p.
- Unesco. Computer Managed Learning: A Case Study. Paris, Unesco. 1983. 40p.
- Weidlein, James R., Cross, Thomas B. Networking Personal Computers in Organizations. London, Kogan Page, 1986.186p.
- Computer and Common Sense 3rd edition New Delhi, Prentice Hall, 1984.
- Power Point, MS-Word, Ms-Excel by Ron Mansfield, Tata McGraw Hill Publishing Co.Ltd.
- Computer Fundamentals, Concepts, Systems and Applications, P.K.Sinha, BPB Publications
- Berkun, Scott (2005). Art of Project Management. Cambridge, MA: O'Reilly Media. ISBN 0-596-00786-8.
- Brooks, Fred (1995). The Mythical Man-Month, 20th Anniversary Edition, Adison Wesley. ISBN 0-201-83595-9.

#### **Supplementary Readings**

- Internet Unleashed Everything needs to unleash the Power of the Internet, India polis snos nets publishing.
- Inside Microsoft Office for Windows 95, Hollbeg Bruce.
- Road Ahead, Bill Gates.
- Information System and Networks, Samulson K.
- Implementation of Computers in Educational Planning and Management, Mellor, Warren.
- Computers in Education, Merril, Paul F.
- The ABCs of the Internet by Christian Crumlssl, BPB.

# **ANNEXES**

World Map (above) and the map (below) showing all the participating countries in 30<sup>th</sup> IDEPA Programme, 2015 at NUEPA  
 (Source: www.mapofworld.com Map Not to



**TENTATIVE TIME SCHEDULE**

1 February – 30 April 2015

Month	Day	Date	TIME						
			0900 - 0945	0945 - 1115	1130- 1300	1300 - 1400	1400 - 1530	1545 - 1715	After 1715hrs
<b>February</b>	Sun	01							
	Mon	02	101	101	102	Lunch	103	103	104/111
	Tues	03	104	105	105	Lunch	202	202	104/111
	Wed	04	104	113	113	Lunch	213	213	104/111
	Thur	05	106	202	202	Lunch	109	109	104/111
	Fri	06	104	202	202	Lunch	213	213	104/111
	Sat	07							
	Sun	08							
	Mon	09	104	203	203	Lunch	213	213	104/111
	Tues	10	104	203	203	Lunch	213	213	104/111
	Wed	11	104	108	108	Lunch	202	202	104/111
	Thur	12	104	202	202	Lunch	203	203	104/111
	Fri	13	104	213	213	Lunch	203	203	104/111
	Sat	14							
	Sun	15							
	Mon	16	104	203	203	Lunch	107	107	104/111
	Tues	17	104	204	204	Lunch	107	107	104/111
	Wed	18	104	212	212	Lunch	209	209	104/111
	Thur	19	104	204	204	Lunch	209	209	104/111
	Fri	20	104	212	212	Lunch	204	204	104/111
	Sat	21							
	Sun	22							
	Mon	23	104	209	209	Lunch	212	212	104/111
	Tues	24	104	204	204	Lunch	209	209	104/111
	Wed	25	104	212	212	Lunch	204	204	104/111
	Thur	26	104	209	209	Lunch	212	212	104/111
	Fri	27	104	212	212	Lunch	209	209	104/111
	Sat	28							
<b>March</b>	Sun	01							
	Mon	02	104	212	212	Lunch	209	209	104/111
	Tues	03	104	209	209	Lunch	212	212	104/111
	Wed	04	104	212	212	Lunch	209	209	104/111
	Thur	05	104	209	209	Lunch	212	212	104/111
	Fri	06	<b>Holi</b>						
	Sat	07							
	Sun	08							
	Mon	09	<b>Inter State Field Visit</b>						
	Tues	10							
	Wed	11							
	Thur	12							
	Fri	13							
	Sat	14							
	Sun	15							
	Mon	16	104	112	112	Lunch	110	110	104/111

## Annexure - II

Month	Day	Date	TIME						
			0900 - 0945	0945 - 1115	1130- 1300	1300 - 1400	1400 – 1530	1545 - 1715	After 1715hrs
	Tue	17	104	207	207	Lunch	206	206	104/111
	Wed	18	104	205	205	Lunch	206	206	104/111
	Thur	19	104	207	207	Lunch	205	205	104/111
	Fri	20	104	206	206	Lunch	110	110	104/111
	Sat	21							
	Sun	22							
	Mon	23	104	205	205	Lunch	207	207	104/111
	Tue	24	104	205	205	Lunch	206	206	104/111
	Wed	25	104	207	207	Lunch	206	206	104/111
	Thur	26	104	205	205	Lunch	207	207	104/111
	Fri	27	104	201	201	Lunch	110	110	104/111
	Sat	28	<b>Ram Navmi</b>						
	Sun	29							
	Mon	30	104	210	210	Lunch	211	211	104/111
	Tue	31	104	211	211	Lunch	201	201	104/111
<b>April</b>	Wed	01	104	210	210	Lunch	201	201	104/111
	Thur	02	<b>Mahavir Jayanti</b>						
	Fri	03	<b>Good Friday</b>						
	Sat	04							
	Sun	05							
	Mon	06	104	211	211	Lunch	210	210	104/111
	Tue	07	104	110	110	Lunch	201	201	104/111
	Wed	08	104	211	211	Lunch	210	210	104/111
	Thur	09	104	201	201	Lunch	211	211	104/111
	Fri	10	104	210	210	Lunch	208	208	104/111
	Sat	11							
	Sun	12							
	Mon	13	104	208	208	Lunch	210	210	104/111
	Tue	14	104	112	112	Lunch	208	208	104/111
	Wed	15	104	210	210	Lunch	208	208	104/111
	Thur	16	104	210	210	Lunch	208	208	104/111
	Fri	17	104	210	210		110	110	104/111
	Sat	18	<b>Holiday- Good Friday</b>						
	Sat	19							
	Sun	20							
	Mon	21	104	210	210	Lunch	208	208	104/111
	Tue	22	104	208	208	Lunch	112	112	104/111
	Wed	23	104	112	112	Lunch	208	208	104/111
	Thur	24	104	208	208	Lunch	110	110	104/111
	Fri	25	104	208	208	Lunch	112	112	104/111
	Sat	26							
	Sun	27							
	Mon	28	104	112	112	Lunch	110	110	104/111
	Tue	29	104	110	110	Lunch	110	110	104/111
	Wed	30	104	114	110	Lunch	110	110	104/111

Course Code

- 201- Participant's Seminar
- 202- Education and Development: International Perspectives
- 203- Critical Areas of Education in Developing Countries
- 204- Educational Planning: Concepts, Types and Approaches
- 205- Methodology and Techniques of Educational Planning
- 206- Use of Quantitative Techniques in Educational Planning
- 207 – Project Planning and Management
- 208- Financial Planning and Management in Education
- 209 – Educational Management: Structure and Functions
- 210- Education Management
- 211- Educational Management Information System
- 212- Research Methodology and Statistics
- 213 – Computer Applications in Educational Planning and Administration

Activities Code

- 101 – Registration
- 102 – Introduction to NUEPA
- 103 – Expectancy Session
- 104 – Library
- 105 – Introduction to Courses by NUEPA Faculty
- 106 – Election of Steering Committee
- 107 – Country Paper Presentation
- 108 – Visit to High Commission/Embassies
- 109 – Introducing India
- 110 – Meeting with Faculty Supervisor
- 111 – Computer Lab
- 112 – Programme Management
- 113 – Inauguration
- 114 – Valediction

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