



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



22 - 24 July 2024

GOOD GOVERNANCE

in School Education:

Prospects and Innovative Practices

National Centre for School Leadership
National Institute of Educational Planning and Administration

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A Study on Good Governance on School Education: Prospects and Innovative Practices

22 - 24 July 2024



India Habitat Centre, New Delhi

National Centre for School Leadership
National Institute of Educational Planning and Administration

INTRODUCTION

The government is often described as the “formal and legitimate institution of the political economy” and is used interchangeably with the state (Nag 2018). The government is thus, a more formal, tangible and defined aspect of the state. However, as nations have progressed and democracies become more institutionalized, the notion of government is gradually being understood in a broader sense of ‘governance’ that indicates a more porous role of the government, an ‘institution’ that now includes people, economy and civil society for development enterprises and achievement of goals. In this line, good governance encompasses the institutions, processes and conventions in a society which determine a more collaborative exercise of authority and decision-making that affect the people (Nag 2018, Khaparde 2002). The notion of good governance is seen as instrumental in promoting human rights, sustainable development and social justice. Broadly, good governance comprises of participation, rule of law, equity and inclusiveness, transparency, responsiveness, consensus and legitimacy, effectiveness and efficacy and accountability. In the framework of ethical government, UNESCO has defined the concept of ‘open government’ that reflects two main components: transparency and citizen participation. Further, the main objective for opening access to public information is fostering government accountability and responsibility to act in the public interest (UNESCO 2020). Good governance in education system promoted effective delivery of education services and offers constitutional and legal frameworks that support education and address issues of education equity, standard of accountability and transparency, participation and supervision for the public services (Marwein et.al. 2019).

The concept of efficiency in the context of good governance also covers the sustainable use of resources and greater accountability through transparency. Good governance in terms of providing access to resources, planning and accountability as well as participatory and informed decision making is a major factor for improving the quality of education. Additionally, good governance in education systems promotes effective delivery of education services. In this context, school governance includes a wide range of aspects such as: management strategies; formulation of policies; plans and budgets; accountability and reporting mechanism; allocation, utilization and generation of resources; stakeholder participation, etc. The crucial elements for good governance include clear vision and goals, accountability mechanisms, stakeholders’ engagement, resource allocation and management, professional development, data-informed decision making, all of which support implementation. Good Governance is required to ensure that the public policies have their desired effect. Today, ‘governance’ not only occupies centre stage in the development discourse but is also considered as a crucial element to be incorporated in the development strategy seeking attention from researchers, policy makers and international development community.

The National Education Policy 2020 proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India’s traditions and value systems. The governance structures in school education involve multiple levels of authority and administration such as central government, state government, local administrations, autonomous institutions and School Management Committees. Improving governance structures in school education is crucial for ensuring quality education delivery and student outcomes. There is a need to realign the regulatory functioning so as to promote autonomy of institutions with accountability fixed. Moreover, good governance practices are essential for ensuring the effective utilization of budgets to achieve desired development outcomes.

In this context, the National Centre for School Leadership, NIEPA has been entrusted with *A Research Study on Good Governance in School Education: Prospects and Innovative Practices*, by the Department of School Education and Literacy, Ministry of Education, Government of India in the F.Y.2024-2025. The study has progressed in terms of conducting an extensive review of literature on various thematic areas related with the study, such as governance models, governance in developmental context, governance and leadership, policy implementation, strategies in good governance, impact studies under governance, policy into practice, governance and inclusive/quality education, effective school governance, NEP 2020 and governance, e-governance, education delivery mechanisms, improving public sector management at scale, using technology as a means of analytical tool, roles and responsibilities of stakeholders, financial governance and open governance. The review of literature has been done around various parameters of the 5 objectives as outlined in the proposal.

Objectives of the Study

1. Examine the roles, responsibilities, and interactions of various stakeholders
2. Evaluate the effectiveness of accountability mechanisms in promoting transparency, integrity and performance in education governance.
3. Examine how resources (e.g., funding, staffing, facilities) are allocated and managed within education governance structures
4. Investigate the translation of education policies and mandates into practice, including the alignment of governance structures with policy objectives, implementation, and the impact on educational outcomes.
5. Identify promising practices and innovations from education governance structures in different contexts.

About the Workshop

As part of the Study, the National Centre for School Leadership, NIEPA is organizing a National level Workshop on Good Governance in School Education from 22nd- 24th July 2024 where representatives from 8 States/UTs are invited. The workshop aims to examine and investigate various factors for promoting good governance in school education structures across the following variables: roles and responsibilities, transparency and accountability, stakeholder engagement, institutional capacity, resource allocation and utilization, collaboration across different levels of school education, alignment of governance structures with policy objectives and impact on educational outcomes. By learning from successful experiences and identifying systemic challenges, the Centre will attempt to develop a workable model of good governance in school education that is effective, transparent, responsive and achieves educational goals.

Coverage

The following 8 States/UT have been selected for Good Governance Study: Assam, Bihar, Gujarat, Jammu and Kashmir, Karnataka, Madhya Pradesh, Mizoram and Tamil Nadu

Collaborators and Participants of the Workshop

The workshop invites dignitaries and experts from the Department of School Education and Literacy, Ministry of Education, GoI, National Council for Educational Research and Training, National Institute of Educational Planning and Administration, National Centre for Good

Governance (Department of Administrative Reforms and Public Grievances), Centre for Public Policy and Governance, Institute of Social Sciences, Ministry of Social Justice and Empowerment and Innovation Cell- All India Council for Technical Education. The participants of the workshop include officers from State/UT Education Departments, Samagra Shiksha, and other stakeholders at State/UT level along with representatives from District level, whose practices have exhibited good governance. The workshop aims to understand the challenges and best practices of governance models as existing in the States/UTs and document best practices at each level- State/District/School level. This workshop will mark an important milestone in the road map of good governance on school education in trying to understand prospects and innovative practices.

Organization of the workshop

The National Centre for School Leadership, NIEPA is organizing the Workshop in the leadership and guidance of Prof. Shashikala Wanjari, Honourable Vice Chancellor, NIEPA, and Head, National Centre for School Leadership. Dr Santwana G Mishra, In charge of the Office of NCSL has provided support to the organization of the Workshop. The Workshop coordinators are Dr Charu Smita Malik, Assistant Professor and Dr Shadma Absar, Assistant Professor, NCSL. The programme management and academic team for the workshop consists of Dr Gyaneshwari Longjam, Assistant Professor, Ms Tripti Singh, Assistant Professor, Dr Shivakumar Kandekar, Assistant Professor, Dr Neetu Sharma, Assistant Professor, Dr Pooja Singh, Senior Consultant and Dr Nivedita Singh, Academic Consultant. The design, logistic and administrative support to the Workshop is provided by Mr Siddharth Soni, Graphic Designer, Ms Gurmeet Kaur, Administrative Assistant, Mr Tarun Kumar, Administrative Assistant, Ms Jyoti and Shri Ram Pukar Singh.

Expected Outcomes of the Workshop

The workshop will have the following expected accomplishments and main outcomes.

1. Comprehensive understanding of the current state of educational governance structures and their relevance
2. Identify best practices and innovative approaches from varied contexts that can inform strategies for enhancing good governance in school education
3. Developing a framework and criteria for good governance in school education
4. Derive strategies and recommendations for enhancing good educational governance across all levels - state, district, sub-district and school level

It is envisaged that the deliberations will provide a contribution to the discussions of all the stakeholders by giving an analytical summary capturing best practices and lessons learned through the policy implementation of good governance in the States/UT under study. The workshop outcomes will lead to actionable suggestions and follow-up actions for the relevant stakeholders in the States/UT in the overall context of governance, its implementation and achieve desirable development outcomes of education. The workshop plan is aspirational and it is hoped that it will provide a clear roadmap for research study demonstrating its potential impact and value.

National Workshop on a Research Study on Good Governance in School Education: Prospects and Innovative Practices

(22- 24 July 2024)

Workshop Schedule

Venue: Tamarind Hall, India Habitat Centre

Day 1: 22nd July 2024, Monday				
0850-0920 hrs	Registration			
0920-0930 hrs	Participants to be seated			
0930-1015 hrs	Inaugural Session			
0930-0935 hrs	Welcome and Felicitation of Dignitaries			
0935-0945 hrs	Research Study: Conceptual Dimensions, Design and Methodology- Dr Charu Smita Malik, Assistant Professor, National Centre for School Leadership			
0945-1000 hrs	Good Governance in School Education: Premises, Issues and Prospects <i>Keynote Address by the Chief Guest</i> Chief Guest: Prof Shashikala G Wanjari, Vice Chancellor, National Institute of Educational Planning and Administration and Head, National Centre for School Leadership			
1000-1005 hrs	Vote of Thanks: Dr Shadma Absar, Assistant Professor, National Centre for School Leadership			
1005-1015 hrs	Group Photo			
Session 1: Context Setting				
Time	Session	Method	Facilitators	Expected Outcomes
1015-1115 hrs	Getting to know the Study- Scope, Objectives and Workshop Outline	Power Point Presentation and Open House Discussion	Dr Charu Malik Dr Shadma Absar	Participants are provided an understanding on the study, workshop proceedings and expected outcomes
1115-1130 hrs	Tea/Coffee			

1130-1300 hrs	Compiling the Administrative Structures of Education System in States/UTs	Graphical Representation of administrative structures in Group Work (according to States/UTs)	Dr Charu Malik Dr Neetu Sharma	NCSL and Participants develop a clear understanding on administrative structures of the education system of participating States/UTs
1300-1400 hrs	Lunch			
Session 2: Examining the roles, responsibilities and interactions of various stakeholders				
Time	Session	Method	Facilitators	Expected Outcomes
1400-1530 hrs	Outlining Roles and Responsibilities at different levels of School Education Structure; Prescribed versus Practiced Roles	Individual Questionnaire followed by discussion in small groups (designation-wise) across States/UTs; large group sharing	Dr Shadma Absar Dr Gyaneshwari Longjam	Participants outline their roles and responsibilities; identify gaps and opportunities between prescribed and practiced roles and its impact on interactions with others and outcomes
1530-1545 hrs	Tea/Coffee			
Session 3: Accountability Mechanisms in Promoting Transparency, Integrity and Performance				
Time	Session	Method	Facilitators	Expected Outcomes
1545-1730 hrs	Assessing the Current Accountability Mechanisms inbuilt within different levels of school education across States/UTs	SGOC (Existing Strengths, Gaps, Opportunities and Challenges) Analysis in Small Groups (designation-wise) within each State/UT	Dr Charu Malik Ms Tripti Singh	Participants share existing mechanisms for ensuring accountability in structural and processual aspects of administrative system in their States/UTs and explore new areas where accountability must be ensured

1730-1800 hrs	Assigning presentations to the Groups for Day Two			
Day 2: 23rd July 2024, Thursday				
Session 4: Initiatives in E-Governance in School Education				
Time	Session Name	Method	Facilitators	Expected Outcomes
0900-1000 hrs	Innovations in e-Governance	Audio-Visual/ power point presentations by Participating States/UTs	Chair: Ms Tripti Singh	Cross sharing of Innovative Practices in e-Governance
Panel Discussion I: A Multidisciplinary Approach to Good Governance in Education: Lessons and Insights				
1000-1145 hrs	<p>Chair: Prof Mona Khare, Professor and Head, Department of Educational Finance, Director, UGC-MMTTC, National Institute of Educational Planning and Administration</p> <p><i>Vidya Samiksha Kendra and Its Relevance to strengthening Good Governance</i> Prof Amarendra Behera, Joint Director, Central Institute of Educational Technology, National Council of Educational Research and Training</p> <p><i>Contours of Good Governance in Administrative Reforms: Lessons for the Education Sector</i> Dr Himanshi Rastogi, Associate Professor, National Centre for Good Governance, Department of Administrative Reforms and Public Grievances, Ministry of Personnel, Public Grievances and Pensions, GoI</p> <p><i>Innovative Principles and Practices of School Education and Governance in India Today</i> Prof Rumki Basu, Senior Fellow and Head, Centre for Public Policy and Governance, Institute of Social Sciences, New Delhi</p> <p><i>Good Governance through Efficient Financial Management at Systemic and School level</i> Prof Mona Khare, Professor and Head, Department of Educational Finance, Director, UGC-MMTTC, National Institute of Educational Planning and Administration</p>			
1145-1200 hrs	Tea/Coffee			

Session 5: Examining Resource Allocation and Management within Education Governance Structures

Time	Session Name	Method	Facilitators	Expected Outcomes
1200-1300 hrs	Examining fund flow mechanism, Resource allocation and Utilization across different levels of School Education	Preparing a real-time flow chart on resource allocation, release of funds and utilization (small groups) within each State/UT	Dr Charu Malik Dr Shivakumar Kandekar	Participants discuss and identify the current status of resource allocation and utilization, identify roadblocks and provide suggestions to ease financial governance
1300-1400 hrs	Lunch			
1400-1530 hrs	-contd...	Large group sharing	Dr Shadma Absar Dr Shivakumar Kandekar	Participants discuss and identify the current status of resource allocation and utilization, identify roadblocks and provide suggestions to ease financial governance
1530-1545 hrs	Tea/Coffee			

Session 6: Governance Structures and Implementation of Policies: Impact on Educational Outcomes

Time	Session Name	Method	Facilitators	Expected Outcomes
1545-1800 hrs	Alignment of Governance Structures with Policy Objectives, Implementation of Policies and Impact on Educational Outcomes	Focus Group Discussions (FGD) in small groups of 8 States/UTs followed by sharing and consolidation in the open house	Dr Shadma Absar Dr Gyaneshwari Longjam	Participants assess the alignment of governance structures with Policy Objectives, gaps in implementation and impact on educational outcomes

Day 3: 24th July 2024

Session 7: Identifying Promising Practices and Innovations from School Education Governance Structures

Time	Session Name	Method	Facilitators	Expected Outcomes
0900-1000 hrs	Sharing of Innovative Practices in School Education Governance	Power Point Presentation by Participating States/UTs- Karnataka Madhya Pradesh Assam Bihar	Chair: Dr Neetu Sharma	Participants benefit from cross-sharing of promising practices and Innovations in School Governance

Panel Discussion II: Educational Practices that Strengthen Good Governance

1000-1130 hrs	<p>Chair: Prof Rasmita D. Swain, Department of School and Non-formal Education, National Institute of Educational Planning and Administration</p> <p><i>Equity and Inclusion in Education Governance Structures</i> Shri Parveen Ambastha, Deputy Chief Commissioner of Persons with Disabilities, Ministry of Social Justice and Empowerment, GoI</p> <p><i>Enhancing Good Governance through Innovation in Schools and in the System</i> Dr K Elangovan, Assistant Innovation Director, Innovation Cell, Ministry of Education, GoI</p> <p><i>Skills Development in the Framework of Good Governance</i> Dr Divya Nambiar, Principal Consultant, Oxford Policy Management Ltd.</p>			
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1130-1145 hrs	Tea/Coffee			
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Session 7: Identifying Promising Practices and Innovations from School Education Governance Structures

Time	Session Name	Method	Facilitators	Expected Outcomes
1145-1300 hrs	Sharing of Innovative Practices in School Education Governance	Power Point Presentation by Participating States/UTs- Gujarat Jammu & Kashmir Mizoram Tamil Nadu	Chair: Dr Shadma Absar	Participants benefit from cross-sharing of promising practices and Innovations in School Governance

1300-1400 hrs	Lunch			
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Session 8: Setting Benchmarks for Good Governance in School Education

Time	Session Name	Method	Facilitators	Expected Outcomes
1400-1530 hrs	Consolidation of the Workshop	Large Group Discussion and Consolidation	Dr Charu Malik NCSL Faculty	1.Updated framework on Good Governance in School Education 2.Developing a Criteria for Good Governance 3.Taking stock of Data Collection from the three days proceedings 4.Comprehensive Inventory: Essential Tools for Good School Governance – State, District, Sub-district and School level
1530-1600 hrs	Tea/Coffee			
1530-1700 hrs	Valedictory Session			
1530-1540 hrs	Welcome and Felicitation of Dignitaries			
1540-1550 hrs	Highlights of the Workshop on Good Governance in School Education: Prospects and Innovative Practices: Dr Charu Smita Malik, Assistant Professor, NCSL			
1550-1620 hrs	Certificate Distribution			
1620-1640 hrs	Valedictory Address by the Chief Guest: Good School Governance: Impact on Educational Outcomes Chief Guest: Shri Vipin Kumar, Additional Secretary, Department of School Education and Literacy, Ministry of Education, GoI			
1640-1650 hrs	Chairperson's Remarks Chair: Prof. Shashikala Wanjari, Vice Chancellor, NIEPA			
1650-1700 hrs	Vote of Thanks: Dr Shivakumar Kandekar, Assistant Professor, National Centre for School Leadership			

Dignitaries from Department of School Education and Literacy, Ministry of Education, Government of India



Shri Sanjay Kumar, IAS

Secretary

Department of School Education and Literacy
Ministry of Education
Government of India



Shri Vipin Kumar, IAS

Additional Secretary

Department of School Education and Literacy
Ministry of Education
Government of India

Experts from National Institute of Educational Planning and Administration



Prof. Shashikala Wanjari

Honourable Vice Chancellor, NIEPA
Head, National Centre for School Leadership

Prof. Shashikala G Wanjari is Vice Chancellor, National Institute of Educational Planning and Administration (NIEPA), New Delhi, a Deemed to be University under Ministry of Education, Government of India. Prior to this, she was Vice Chancellor of SNT Women's University, Mumbai, Maharashtra, the first Women's University of South East Asia. She is currently also holding the position of member of UGC. Prof Wanjari has extensive experience in the area of both Higher Education and School Education, spanning 35 years of academic contribution, university administration and management. Her academic career constitutes of 29 years of teaching experience and 16 years of research experience with 44 research papers and articles to her credit. Apart from being invited to several international and national conferences, Prof Wanjari has to her credit over 250 academic lectures, contributing to the policy landscape of education in India. She has mentored over 16 students for Ph.D. in Education during her academic career. As a testament to her exceptional capabilities, Prof Wanjari has been widely acknowledged by the Ministry of Education, Government of India on various fronts. She led as the Chairperson of Syllabus cum Textbook Development Committee for the development of National Curriculum Framework for Foundational Stage during 2021-2023. She has authored books such as Understanding Early Childhood Education (2021) and Education in Emerging India (2008) codifying her extensive research as an academic and a practitioner. Prof Wanjari has been the recipient of prestigious awards, noteworthy being, the Commonwealth Council for Educational Administration and Management (CCEAM) in 2014 and Madam Marie Curie Award from Swadeshi Vidhyn, Bangalore. In 2024, she received the Award of Eminence in Teacher Education by the Indian Association of Teacher Education for her contribution to the field of teacher education. Prof Wanjari is a coveted member of different academic and professional bodies in the field of Educational Administration and Management.



Prof. Mona Khare

Head, Department of Educational Finance and Director, UGC-MMTTC, NIEPA

Dr. Mona Khare is Professor & Head , Department of Educational Finance and Director of University Grants Commission – MMTTC at National Institute of Educational Planning and Administration, New Delhi, India. Member 15th Finance Commission for Education sector funds estimation, Govt. of India. Consultant and expert with various international forums like UNESCO, UNICEF, Asian Productivity Organisation, British Council, Commonwealth, SAARC, World Bank and Govt. bodies. She was member of the Commonwealth Education Ministers Drafting Committee of post secondary forum for SDGs and Member signatory to the Declaration of Research between India and Germany. Invited speaker and Policy Analyst across the world. Technical Expert for Child Budget Committee, Gender Budgeting, Govt. of Karnataka among many others. Twice been conferred with the 'Young Economist Award' by the Indian Economic Association and awarded by Madhya Pradesh Govt. for their Distance Education Programme (EDUSAT). Her latest book on "Sustainable and Dynamic Graduate Employability: A comparative overview across geographies" is published by Routledge. She is co-author of The INDIA HIGHER EDUCATION REPORT 2020 on Employment and Employability. She holds advisory position in different committees of Universities and colleges, acts as advisor UPSC and as resource person in training programmes for Central , State Govt. Officers, banking and teaching professionals across the country and abroad. She has organized innumerable academic programmes, supervised about 15 doctoral (Ph.D) and more than 50 M.Phil dissertations. Her current areas of research include employability skills of educated youth, Financing of Education, educational internationalization and regional and spatial disparities in educational development



Prof. Rasmita Das Swain

Professor, Department of School and Non-formal Education
NIEPA

Rasmita Das Swain, Professor at the National Institute of Educational Planning and Administration, New Delhi. Her master Degree in Psychology from Delhi University, M Phil. and Ph. D. (Psychology of Education) from the Jawaharlal Nehru University, New Delhi. She obtained M. Ed. degree from University of Jammu. She was a faculty in Jammu & Kashmir Police Training Academy at Udhampur. A regular faculty in Department of Psychology, University of Jammu. Visiting Fellow in Management and Leadership in Education in Birmingham City University, Birmingham, UK. Worked as Associate Research Fellow in Centre for Developmental and applied Research in Education (CeDARE), University of Wolverhampton, Birmingham. A Senior Research Fellow in NTPC School of Business, Power Management Institute, Noida. Her main research interests are related to Psychology of Education, Educational Management and Leadership, Human Resources Management and Development in Education, School Governance, School Accreditation, Organizational Behaviour for Continuous Professional Development, and Psychometry for tool construction & standardization.



Dr. Santwana G. Mishra

Associate Professor

Department of Educational Planning, NIEPA

Dr. Santwana G. Mishra is an educator and researcher with a remarkable journey marked by academic excellence and dedicated contributions to the field of education. She is Associate Professor at the Department of Educational Planning and Faculty-In charge for the National Centre for School Leadership (NCSL) at National Institute of Educational Planning and Administration (NIEPA). Possessing a Master's degree in Physics and Education, coupled with a Ph.D. in Education, Dr. Mishra has eighteen years of diverse and enriching experience in the field. She embarked on her academic journey as a distinguished faculty member at the Department of Education, Dr. B.A.M. University, Sambhajinagar, Maharashtra. Dr. Mishra's research interests encompass educational psychology, educational planning, and the enhancement of the teaching-learning process. This intellectual curiosity has translated into more than 50 research papers published in national and international journals and books, establishing her as a significant contributor to the academic discourse. Proficient in research methodology, quantitative techniques, and educational psychology, she actively contributes to the academic community by serving on review committees for various esteemed national and international journals. Driven by a commitment to transformative education, her significant contributions to teacher education, secondary education, and the study of personality attributes underscore her dedicated pursuit of excellence in education, both nationally and globally. Currently, Dr. Mishra is actively involved in training initiatives for outcome-based district school educational planning in Samagra Shiksha, further solidifying her impact on the educational landscape.

External Resource Persons



Prof. Amarendra Behera

Joint Director, Central Institute of Educational Technology,
NCERT

Currently Dr. Behera is Professor and Heads the ICTs and Training Division at Central Institute of Educational Technology (CIET) a constituent of NCERT (Since 2011). Dr. Behera is currently working as Joint Director of CIET, NCERT. His major contributions include development of audio-video programmes, management of school broadcasts- UMANG through All India Radio Stations, development of media materials (about 200 radio and TV programmes) design and organisation of Courses and Training in different aspects of Educational Technology (ET) – especially in Script writing, production techniques, instructional design for multimedia programmes, Research Methodology for ICTs in Education, use of ICTs in Education and development of ICT curriculum for schools, associated faculty in Development of National Repository of open Educational Resources (NROER), launching of Online development of National Repository of Open Educational TV programmes on 24x7 DTH Channel SWAYAM PRABHA etc.



Prof. Rumki Basu

Senior Fellow and Head,
Centre for Public Policy and Governance,
Institute of Social Sciences, New Delhi

Rumki Basu is currently Senior Fellow & Head, Centre for Public Policy and Governance in the Institute of Social Sciences, New Delhi. Formerly, she was Head & Professor of Public Administration in Jamia Millia Islamia (2005-2021). She was also the Director of the Centre for Jawaharlal Nehru Studies and the Sarojini Naidu Centre for Women's Studies in Jamia. She has published 13 books, 31 articles in journals and 20 book chapters on issues of Public Policy & Governance, International Organization, and the Political Economy of Development in India. She has presented papers in the World Congress of Political Science in Poznan (2016), Madrid (2012), Santiago (2009), Seoul (1997) and Berlin (1994) besides participating in International Workshops in South Asia and the Pacific Region. Her latest three books, Democracy and Public Policy in the Post Covid-19 World: Choices and Outcomes (2021), She has received the Indian Council of Social Science Research Teacher Fellowship Award and the Bharat Jyoti Award in 2013 by the India International Friendship Society. She has also been a recipient of the Mary Hamilton Award - 2021 as recognition for the major contributions made to the field of International Public Administration by the American Society for Public Administration.



Dr. Himanshi Rastogi

Associate Professor, National Centre for Good Governance,
Department of Administrative Reforms and Public Grievances

At present, she is working as Associate Professor, National Centre for Good Governance, DARPG, Government of India.

Before this she was associated as Faculty/ Director at Sushma Swaraj Institute of Foreign Service, Ministry of External Affairs, Govt. of India. She has a Ph.D. in Psychology from University of Delhi.

She has been a consultant with UNICEF and have worked with Ministry of Women and Child and Education Department, Government of Rajasthan from 2018-2022. She had taught at 3 prestigious universities (University of Rajasthan, IGNOU, VMOU) and possess a teaching experience of 12 years. As faculty of Psychology, she taught the Undergraduate, Postgraduate and M.Tech. courses. Along with teaching she has been a part of curriculum designing, evaluating and many other administrative roles. She worked as a Mentor for Atal Tinker Labs program designed by NITI Ayog, Government of India.

Additionally, in her career she has worked in different profiles with IIM Ahmedabad, Delhi High Court, and World Bank.

She had developed two standardized Psychological Assessment tools and have published 6 research papers in national and international journals.



Dr. K. Elangovan

Assistant Innovation Director, Innovation Cell, Ministry of Education Government of India

In his current assignment, he is involved in promoting the culture of innovation in School and Higher Education Institutions. He obtained his Full-Time Ph.D Degree in Mechanical Engineering from Anna University Chennai in 2006. He has seven patents to his credit (four Patent granted and 3 Patent Published). He has published over 60 + papers in National and International Journals. Six scholars completed and awarded Ph.D under his guidance. He had received funds for carrying out research projects from various funding agency like, DST, INDO-UK, DRDO, ARDB, VGST, ISRO, Royal Academy of Engineering, UK etc He received three National Awards and One International Award from the Royal Academy of Engineering, UK, and was awarded the Young Scientist Award from the Department of Science and Technology, Government of India. Countries Visited: He has visited countries like Austria, France, Greece, Germany, Malaysia, Singapore, Srilanka, Switzerland, Scotland, Spain, Sweden USA and UK. He has delivered several lectures in various podiums to both researchers and practitioners in India and abroad.



Praveen Prakash Ambashta

Dy.Chief Commissioner
Chief Commissioner of Person's with Disabilities,
Ministry of Social Justice and Empowerment, GOI

He has a vast experience in the sector, beginning from Assistant Director in the Defence Hqrs Training Institute, Assistant Director (OM) in the Institute of Secretariat Training & Management, DOPT, Deputy Director in the Institute of Secretariat Training & Management, DOPT and Dy. Chief Commissioner for Persons with Disabilities from 11 April 2023 Assumed additional charge of CVO (PT), O/o the CCPD wef 01.01.2024.

Areas of Expertise include CCS (Conduct) Rules, CCS (CCA) Rules, Vigilance Matters, Administrative Law, Constitution of India, Handling Litigation/CAT cases, Parliament Procedure, Reservation in Services and other issues related to Establishment Rules, Disability Law and related issues, Sexual Harassment at Workplace Act, POCSO Act, Behavioural Issues. He has provided academic support at all premier training institutions of the country, viz. LBSNAA, SVPNPA, NADT, FSI, IIPA, ISTM, NIPUN, CBI Academy -Coordinated and took sessions in three batches of Induction Courses for CVOs (At ISTM and SVNPA) and over 10 batches of Dy. CVO level officers at the behest of the CVC. Taken over 5000 training sessions at various training institutes and other establishments including at ISTM, DHTI, CBI Academy, UPSC, AIIMS, Safdarjung Hospital, MNRE, IIT Mumbai, IIT Patna, NTRO, FSSAI, NPCIL, C-DAC, Delhi Transco, Govt. of Goa, Govt. of Mizoram, UT of Andaman & Nicobar, Lakshadweep, Dadra & Nagar Haveli, Daman & Diu, Chandigarh, POWERGRID, POSOCO, MMTTC, ICAI, BSF, CRPF, etc. Consultancies given to many central govt departments and nationalised banks on the preparation of reservation rosters for Persons with Disabilities. Consultancy given to the Ordnance Fy Board, Kolkata on DPC and Review DPC Proceedings, Design of Cadre Training for the Joint Cadre of MSJ&E, NCSC & NCST. 12th Professional Development Programme for promotion to the grade of Joint Director in MoD which included one week's overseas component in UK with interaction with the Armed Forces organisations and the MoD of the UK.



Dr. Divya Nambiar

Principal Consultant at Oxford Policy Management

She currently leads and manages several international projects within the OPM's education practice and contributes to skills work across OPM's global portfolios including health, public sector governance, and climate change and energy.

As one of the founding members of the Ministry, Divya was tasked with providing evidence-based policy advisory support to the Ministry's Union Secretary; formulating and designing national policy and programme initiatives on skills development (including India's National Policy for Skill Development and Entrepreneurship 2015 and the National Skill Development Mission 2015); managing the Indian government's bilateral and multilateral skill development partnerships; designing and coordinating key strategic partnerships across government ministries, and industry established Sector Skills Councils.

Divya has previously consulted for the World Bank, international think-tanks, development research centres, and the private sector, on themes including poverty reduction, livelihoods, gender and collective action, and skills development. She has also taught politics and area studies at the University of Oxford.

Divya holds Doctor of Philosophy (DPhil) and Master of Philosophy (MPhil) degrees in Development Studies from Oxford University and a Master of Arts (MA) in Sociology from Jawaharlal Nehru University. Her doctoral thesis entitled 'Skill Development and Youth Aspirations in India', was based on 16 months of ethnographic research in the state of Tamil Nadu, in southern India. It examined the changing aspirations and skills requirements of youth - particularly young women, as they enter new industrial workplaces for the first time. Her thesis also provides insights into the changing role of the Indian state and documented the complex relationship between the state and private sector, as the two actors collaborate to deliver skills training programmes to India's rural poor.

In her personal capacity, Divya serves on the Board of Directors of Changes for Humanity, a South Africa based NGO. She is also a Member of the Tamil Nadu Skill Development Corporation's (TNSDC's) High Level Advisory Committee on Skill Development, where she provides policy advisory on skills development to the state government.

Internal Resource Persons



Dr. Charu Smita Malik

Assistant Professor
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