

Department of School and Non-formal Education

The Department of School and Non-formal Education focuses on critical issues relating to entire array of school education, non-formal and adult literacy within the broad rights-based and inclusive framework. The department undertakes research studies in the diverse areas to provide an empirical base in order to contribute meaningful inputs for developing and improving school education in India. This department is also engaged in capacity development programmes for national, state and district-level officials to enhance the knowledge, competencies and skills to achieve quality school education for all. In order to establish synergic linkages, the department collaborates with national and international organizations to draw upon experience and expertise in the area of school education. Besides, it plays an advisory role and extends support to the state and central government in formulation and implementation of plans and policies.

Being a core department of the university, its professional contribution in the past in the formulation of the National Policy on Education 1986, the Programme of Action, 1992 and Right to Education Act, 2009, has been substantive. Organization of the Diploma in Educational Planning and Administration, a flagship programme of the university, for over three decades has been another significant function of the department.

The major focal areas of the department are as follows:

Rights-based Approach to Education

The core premise of the department in improving school education is based on rights-based perspective. Accordingly, the department as a focal point for Right to Education Act of the Government of India, played an important role in drafting and formulation of *Right to Education Act, 2009*. The department is continuing its endeavour to provide professional support for the extension of the same to pre-school and secondary levels of education.

Early Childhood Care and Education

Acknowledging the significance of early childhood as a crucial period for achieving Education for All and Millennium Development Goals, the department is engaged with exploring planning/ management and quality issues in Early Childhood Care and Education; Nutrition and Education with special focus on cognitive development and school participation. As this area has remained one of the weakest links to primary education, the department is expanding the scope of research by addressing ECCE and inclusion and revisiting the policy and practices in ECCE.

Universalization of School Education

Universalisation of Elementary Education is one of the important national goals in India. The department has been continuously contributing towards achieving this goal by extending academic support and consultation for the implementation of Sarva Siksha Abhiyan, the flagship programme of the country during the last decade.

Several large research projects have been conducted and published by the department in recent years. These include, for instance, the project on school access and quality undertaken in collaboration with University of Sussex, UK under the aegis of 'The Consortium for Research on Educational Access, Transition and Equity (CREATE). A country analytic review and a large number of

thematic papers, monographs, and an edited book "Who goes to School: Exploring Exclusion in Indian Education" have been brought out. Another sizeable project completed recently is the Mid-decade assessment of the Education for All in India where a national report, several thematic studies and state-reviews for each of the six EFA goals on ECCE, primary education, learning and life skills for youth and adults, adult literacy and gender equality have been prepared. Currently, the research in the department is focused on critical aspects of school education such as schooling context (urban, rural); school size; decentralised governance and community participation; at exclusion; meaningful participation; and quality, equity and diversity. Equity and diversity being the corner stone of an inclusive school, the department undertakes research on gender issues and urban disadvantaged. The department also organizes capacity development programmes for the education officials, teacher educators and head-teachers on critical dimensions of school education.

Teacher Management and Development

Centrality of teacher management and development is considered as one of the key indicators to achieve quality school education and school effectiveness. Acknowledging the need for qualified teachers under RTE, department is engaged with national level discourse and research studies on varied aspects of teacher management issues both at elementary and secondary levels. Besides looking at teacher preparation programmes in the country through a national study of District Institutes of Education and Training, the department continues to contribute in the policy formulation and planning of teacher education and development.

School Leadership

The role of school leadership for managing change and transformation in school quality and enhancing student performance is gaining momentum in India's policy discourse. Accordingly, the department is engaged with capturing the existing gap in the leadership development and evolving a framework on school leadership to be institutionalised by different

states. Currently, the department is working on a UKERI funded project in close collaboration with National College of School Leadership, Nottingham and extending support to establish a Centre for School Leadership in NUEPA.

Education in civil strife areas and safe school

In the recent years, the influence of civil strife, natural and man made disaster, school violence are affecting the school building, teaching learning processes and students and teachers. Considering safe school as a learning matter and a pedagogic tool for school transformation, the department has developed training material and engaged with capacity development and round table discussion to generate renewed understanding amongst different stake holders.

Adult Education and Literacy

Adult education and literacy being one of the focal areas, the department continues to contribute significantly in policy making and planning of literacy and lifelong learning programmes.

Faculty Names with Specialisation

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