



ANNUAL REPORT 2014-15



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2014-15



**National University of Educational
Planning and Administration**

17-B, Sri Aurobindo Marg, New Delhi-110016

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1 AN OVERVIEW





AN OVERVIEW

The National University of Educational Planning and Administration (NUEPA) occupies a unique position in the network of educational institutions in India, with its functions covering a broad spectrum of academics having both domestic and international ramifications.

The genesis of NUEPA's evolutionary journey dates back to February 1962 when the Asian Regional Centre for Educational Planners, Administrators and Supervisors was established by UNESCO under an agreement signed by the UN Agency and the Government of India. The principal functions of the Centre were to conduct research on the problems related to educational planning, administration and school supervision as well as conduct short-term training programmes for educational planners, administrators and school supervisors in Asia and offer technical assistance to member states.

Subsequently, with effect from April 1, 1965, the fledgling Centre was rechristened as the Asian Institute of Educational Planning and Administration. The taking over of the Asian Institute by the Government of India at the end of a 10-year agreement between it

and the UNESCO paved the way for its transformation into the National Staff College for Educational Planners and Administrators in 1970. This college was restructured and re-registered as National Institute of Educational Planning and Administration (NIEPA) on May 31, 1979, with an expanded mandate.

In recognition of the important work being done by it in the area of educational policy, planning and administration, NIEPA was conferred in 2006 the status of a 'deemed to be university' under Section 3 of the University Grants Commission Act, 1956 and was renamed as National University of Educational Planning and Administration with the power to award degrees. Hereinafter also referred to as the National University, NUEPA, like any other Central University, is fully maintained by the Government of India.

NUEPA VISION AND MISSION

The National University envisions “a humane learning society through advancement of knowledge”. In line with this vision, a key mission of the National University has been to serve as a centre of excellence in the areas of educational policy, planning and management by promoting advanced level teaching, research and capacity building in national and global contexts.

The National University envisions “a humane learning society through advancement of knowledge”. In line with this vision, a key mission of the National University has been to serve as a centre of excellence in the areas of educational policy, planning and management by promoting advanced level teaching, research and capacity building in national and global contexts. The key strategic objectives of the National University are:

- strengthening institutional capacity at the national and State/UT levels to formulate and implement effective policies, plans and programmes to ensure achievement of education sector development goals and targets and to institutionalise a responsive, participatory and accountable system of educational governance and management at the school, community, district, State/UT and national levels;
- expanding the pool of specialized human resources, including young professionals and scholars, in the areas of educational policy, planning and administration, equipped with the knowledge and skills required to support educational reforms and to promote effective planning, design, implementation and monitoring of education sector development programmes;
- enhancing the knowledge base relating to the areas of educational policy, planning and administration and allied disciplines in order to promote the formulation of evidence-based policy responses and effective programmatic initiatives required to address the current and emerging education sector-related challenges;
- improving access to and sharing of information and knowledge, including research results, best practices and innovations, relating to educational planning and management practices to promote adoption of improved education policies and effective educational planning and management practices to facilitate achievement of education sector development goals and targets;
- promoting inter-disciplinary inquiries that shape education policy formulation, educational planning and management practices/techniques at all tiers of education system and structures, and strategic approaches to improving educational planning processes, educational governance and management, and monitoring and evaluation of education programmes; and as a leader in inter-disciplinary inquiries that shape education policy formulation and educational planning and administration practices in the country.



CORE FUNCTIONS

In fulfilling its mission, the National University carries out the following core functions:

- Providing leadership in reforming educational policy, planning and management at all tiers of education systems and structures;
- Developing and organizing advanced level interdisciplinary programmes of teaching, including pre-doctoral, doctoral and post-doctoral programmes, and professional development programmes to build a cadre of well-trained educational planners and administrators and to ensure sustainable institutional capacity for design, implementation, monitoring and evaluation of educational policies, plans and programmes;
- Shaping the research agenda and undertaking, aiding and promoting research and evaluation to facilitate the generation of new knowledge required to support capacity development programmes and the formulation of evidence-based policy options and improved educational planning and management practices/techniques required to ensure achievement of education sector development goals and targets;
- Providing technical support to Central and State Governments as well as national and state-level institutions to meet their educational planning and management-related capacity building and research needs and to help them improve the design, implementation, monitoring and evaluation of educational policies, plans and programmes;
- Extending consultancy services to national and international agencies to help them formulate and evaluate education sector development programmes;
- Functioning as a clearing house of ideas and information for providing accessibility to existing and new knowledge in the field of education, in general, and education policies, planning and administration, in particular; providing a forum for exchange of ideas/experiences and policy dialogue among policy makers, educational planners and administrators and academics for identifying effective policies and educational planning and management techniques/practices required to address education sector-related challenges and achieve education sector development goals/targets;
- Networking and collaboration with national and international institutions and organizations, including the agencies, funds and programmes of

the United Nations system, for promoting joint initiatives/programmes and research studies to improve educational planning and management; and

- Assessing and analyzing emerging trends in education sector development, identifying emerging challenges in educational planning and management, and assessing progress towards education sector development goals and targets in order to facilitate the formulation of appropriate policy options and programmatic interventions to achieve education sector development goals/targets.

The above functions of the National University are carried out in close Coordination and association with governments and institutions at both the Central and State/UT levels. While pursuing high level scholarship, the National University continues to be actively engaged in matters related to planning and administration of the education system and programme implementation and evaluation. A key aspect of the University is its engagement with the field as a two-way process. The University has been trying to enrich its knowledge base by researching field reality and interacting with field functionaries at various levels – from schools and colleges to State and Central Government departments. Being a national institution, the University has been striving to meet the educational planning and management-related capacity building requirements of States/UTs by training resource persons, maintaining close linkages with State governments and State institutions, undertaking critical studies of their education systems, policies and programmes and giving them professional advice and technical support. Through its large number of capacity building programmes, the University has, in a sustained manner, been trying to transfer its expertise, experience and insights to field-based education practitioners. By assuming such a function, the University continues to act as a think-tank in the areas of educational policy, planning and administration. This dual role has enabled the University to bring greater authenticity into its academic work of teaching and research.

ACADEMIC STRUCTURE AND SUPPORT SERVICES

The academic structure of the University comprises Departments, Centres, Special Chairs, dealing with special aspects of education, and Technical Support Units/groups and academic support system, which are responsible for the development and execution of activities relating to their respective programmatic thrust areas. The University faculty consists of Professors, Associate Professors, Assistant Professors and National Fellows, representing expertise drawn from various disciplines relevant to the areas of educational policy, planning and administration. Every Department is organised on an inter-disciplinary basis, and brings together knowledge, scholarship and other resources to offer programmes of studies and research covering a range of areas relating to education, in general, and educational policy, planning and management, in particular. Each Department has core faculty assigned to it in addition to research/project associates and secretarial staff. The Academic Departments are headed by Professors. The Departments are responsible for the development and execution of various training and research programmes, and consultancy and advisory services in the areas entrusted to them.

During the year under report, the academic programmes of the University were conducted by the following eight Academic Departments and Special Chairs, Unit on School Standards and Evaluation and Project Management Unit, and India-Africa Institute of Educational Planning and Administration (IAIEPA) besides two Centres, supported by the administrative and academic support service units.

ACADEMIC ORGANISATION

DEPARTMENTS

- Educational Planning
- Educational Administration
- Educational Finance
- Educational Policy
- School & Non-Formal Education
- Higher and Professional Education
- Educational Management Information System
- Training and Capacity Building in Education

CENTRES

- National Centre for School Leadership
- Centre for Policy Research in Higher Education

UNITS

- School Standards and Evaluation Unit

IAIEPA

- India-Africa Institute of Educational Planning and Administration.

SUPPORT SYSTEMS

- Library and Documentation Centre
- Computer Centre
- Publication Unit
- Project Management Unit
- Digital Archives

CHAIRS, AND NATIONAL FELLOWS

- Maulana Abul Kalam Azad Chair
- Rajiv Gandhi Foundation Chair on Teacher Management and Development
- NUEPA National Fellows



ACADEMIC DEPARTMENTS

Educational Planning: With the shift in emphasis from centralized to decentralized planning, Educational Planning Department, as one of the key departments of NUEPA, focuses on integration of inputs, processes and products of planning at the institutional, district, state and national levels. Further, in the backdrop of economic liberalization, the focus has also shifted to strategic as against the comprehensive planning in the conventional sense. In recent times, with the increasing emphasis on education as a means of reducing poverty and promoting sustainable development, the scope of educational planning has been enlarged to cover not only the institutionalization of strategic planning at the macro level but, simultaneously, also the promotion of decentralization and the use of local level planning techniques, such as school mapping, micro planning and school improvement planning, for improving the quality of investment in education. This is undertaken through programmes of teaching and training, professional development of educational planners, research and capacity development programmes and also by providing consultancy to various national and international bodies. The Department has also been engaged in improving the capacities of key education functionaries in data

analysis and use of key indicators for diagnosis and evaluation of educational development initiatives. The Department also contributes in conducting various teaching programmes of the National University, including transaction of various core and optional courses of the M.Phil., Ph.D. Programmes, Diploma in Educational Planning and Administration (DEPA) and International Diploma in Educational Planning and Administration (IDEPA) programmes.

Educational Administration: The Department of Educational Administration aims at active intellectual and academic engagement in studies, research and dissemination of knowledge on various dimensions of administration and management covering all sectors and all levels of education. One of the prime concerns of the Department is to build a sound knowledge base and create a strong professional support for educational administrators and researchers on multiple dimensions of educational administration and management. Therefore, the Department seeks to develop a sound conceptual and theoretical framework of understanding and analysis of the dynamics of educational administration and governance. The Department organizes workshops and training programmes on various dimensions of educational administration and management for the practitioners involved at various levels.

Educational Finance: The twin objectives of the Department are to conduct and promote serious research on economic and financial aspects of education at all levels – national, sub-national and global – and to build knowledge and skill capacity of manpower involved in financial planning and management in education sector in India and other



developing countries. In the context of educational policy, planning and administration, finances form an important issue. The Department of Educational Finance focuses its activities - research, teaching, training and academic support/ consultancy - around policy, planning and development issues relating to public and private financing of education, including specifically mobilization of governmental and private resources, allocation of resources and utilisation of resources at all levels of education from primary to higher, and estimation of resource requirements. Mostly, but not exclusively, research areas cover policy issues in financing of education; policy issues are the focus of consultancy/ advisory services; and theoretical and empirical issues relating to economics and financing of education form the content of the teaching programmes; planning techniques and management approaches form the content of training and orientation programmes.

Educational Policy: The Department of Educational Policy is committed to the study of educational policy and to keep abreast of the directions in which the education system has progressed on various issues related to policies. It also aims at developing a core understanding of policy-making in the Indian context. The department conducts public discourses on policy issues in the forms of seminars/ workshops to generate knowledge base for use by policy-makers, practitioners and other stakeholders in the educational arena.

The main activities of the Department include training, teaching, research and academic support. The Department engages with the training of educational administrators and planners in both the long-term training programme of the University, i.e., at national and international levels. It also organizes short-term courses to stimulate discussions and also prepares information based on issues related to the preparation of five year plan. The major research focus of the Department has been on evaluation of centrally sponsored educational schemes and researches leading to understanding of policies and practices.

The Department conducts training programmes on policy issues for capacity building of educational planners, the administrators serving at the state, district and sub-district levels. The Departmental emphasis on multi-level governance of policy, with focus on

grassroots participatory structures, can be seen through its research on decentralized management of education and role of community in school education. Moreover, the Department undertakes teaching of M.Phil and Ph.D. students in the core course on policy and planning. In these courses, theoretical frameworks of policy-making across sectors are discussed. The department also responds to state Governments with regard to: (a) institutional building and (b) capacity enhancement.

School and Non-Formal Education: The Department of School and Non-formal Education focuses on issues of pre-school and school education, non-formal education and adult literacy from a rights-based and inclusive perspective. It also strives to develop a theoretical understanding of quality, equity, social justice and inclusion. It undertakes research studies on schools as institutions and to change as it happens in school and non-formal education in a cumulative manner in order to provide an empirical base for evolving policies and programmatic interventions. This department also engages in organising workshops and capacity development programmes for national, state and district-level officials, in addition to its participation in the DEPA and IDEPA programmes and the teaching programmes of the National University, such as M.Phil, Ph.D. It also plays an advisory role and extends support to the Central and state governments in the formulation and study of plans and policies. In order to establish synergic linkages, the department collaborates with national and international organizations to share experience and expertise. At present, due to practical considerations, the focus of the department is limited more or less to four areas - equity, quality and inclusion in school education within a rights-based framework; Teacher development & management; School leadership and Evolution of school standards. Members of this department also work with the National Centre for School Leadership and are also engaged in development of a Unit on School Standards and Evaluation.

Higher and Professional Education: The Department of Higher and Professional Education has, over the last quarter of a century, been constantly providing research support and policy advice to the Ministry of Human Resource Development,

Government of India. The WTO cell in the Department played an important role in analyzing requests and firming up India's offers under GATS. The Department studied various dimensions of internationalization in higher education and organized seminars to debate and disseminate the same. The Department has been supporting the process of finalization of different five-year plans for higher education and has been constantly working with the University Grants Commission for holding seminars and conferences of experts, vice-chancellors, deans and registrars of the universities, directors of academic staff colleges and college principals. It has also provided academic support to the regional conferences of UNESCO, leading to the world conference on higher education, and Planning Commission and World Bank sponsored seminar on performance funding in Indian higher education. Among the annual features of the Department are regular training programmes for the principals of colleges of different categories. The Department has been providing academic support to the Universities and colleges in seminars on various dimensions of access, quality and academic reforms. The Department is actively engaged in the transaction of coursework for M Phil, PhD and diploma programmes on educational planning and administration and has been supervising research scholars on their dissertations.

Training & Capacity Building in Education: The Department focuses on creating linkages at the national and international levels for improving the capacities of the Educational Administrators, particularly at the induction and promotion level. The programmes are designed to create stable and dedicated institutional arrangement by developing a critical mass of trained teams in the Departments of Education through thematic and cadre-based course for system and institutional level officers.

In addition, the Department conducts two long-term Diploma Programmes, one for national and the other for international education personnel. In 2013, the 34th Diploma in Educational Planning & Administration (DEPA) was attended by 25 education officials from 12 states of India. The 30th International Diploma in Educational Planning & Administration (IDEPA) was conducted from February 2014 and was attended by 27 international participants from 17 countries. Requests from Indonesia and Bhutan also led to organizing two dedicated capacity building

programmes for these countries. The Department also conducted capacity building programmes for Special Focus Groups like Heads of Minority Educational Institutions (School & Higher Education), Principals of Ashram Schools for tribal areas and Planning & Management faculty of DIETs.

Educational Management Information System:

The Department of Educational Management Information System undertakes research and capacity-building activities while providing technical advice to strengthen the database and Management Information Systems (MIS) on education in India and across the world. The Department has been playing an important role in strengthening MIS and database on elementary education in India. It manages District Information System for Education (DISE), with support from the Ministry of Human Resource Development (MHRD) and the United Nations Children's Fund (UNICEF). In addition, the Department organizes conferences/seminars on issues relating to statistics on education as also on contemporary issues pertaining to education; and workshops/training programmes on quantitative methods in educational planning. It also undertakes consultancy, with focus on statistics and educational management information systems. The faculty members of the Department were recently actively involved with the Expert Group, constituted by the Ministry of HRD, on Creation of Unified System of School Education Statistics. Accordingly, the Department made special efforts in this direction under Unified-DISE and data during 2012-2013 was collected for the first time by using uniform data capture format across the country. During 2014-15, data from about 1.53 million schools imparting school education was collected.

The themes of some of the programmes/seminars/workshops organized by the Department include 'sensitization programmes and workshops on DISE through EDUSAT'; 'Using DISE Data in Educational Research'; and 'Unified System of School Education Statistics', etc.. The Department also offers a course on Quantitative Methods in Educational Planning as part of DEPA as well as IDEPA, besides tailor-made programmes on EMIS for developing countries. The Department faculty also provides policy advice to the Government of India besides several state governments on EMIS and related aspects of school education.



SPECIAL CHAIRS

Maulana Abul Kalam Azad Chair: The Chair was instituted by the Ministry of Human Resource Development (MHRD) in NUEPA in 2008 to commemorate the contributions of Maulana Azad, who was the first Minister of Education, Science and Culture of independent India. The main research thrust of the chair is to look into the development of education, science and culture in a historical perspective, while exploring the contributions of Maulana Azad during the definitive decade of the 1950s. It also organizes Maulana Abul Kalam Azad Memorial Lecture every year on National Education Day. The Chair also organizes national seminars on issues related to Maulana Azad's vision and world views.

Rajiv Gandhi Foundation Chair on Teacher Management and Development : The Rajiv Gandhi Foundation Chair on Teacher Management and Development in NUEPA became operational with the appointment of the Professor and Chair in June 2013. This Chair was created to encourage focused work on teacher management and teacher development for a period of three years (2012-15).

The funds for the faculty and research is provided to NUEPA by Rajiv Gandhi Foundation. The Chair on Teacher Management and Development, funded by Rajeev Gandhi Foundation, conducted a study to understand the working conditions of Elementary and Secondary School Teachers of nine states of India namely Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Odisha, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh. The World Bank was invited to join as a technical partner of the Study. The focus of the study was on Government School Teachers and elementary and Secondary Levels. The Study is under progress. The activities of this Chair is approved by Advisory Committee consisting of eminent educationists and administrators. The first major activity is the ongoing multi-state study on the working conditions of elementary and secondary school teachers in nine states of India. This research study is underway in Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Odisha, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh. NUEPA is working with SCERTs and NGOs to do a comprehensive review of policy documents and follow it up with discussions and interviews with key stakeholders. It is proposed to do an opinion survey of teachers to solicit the views on the way they are managed and positioned in the education system. This would then be followed by a third phase when NUEPA will work closely with a few state governments and with teachers to explore avenues for systemic reform.

Chair to promote Teacher Development and Management :

Rajiv Gandhi Foundation Chair on Teacher Development and Management, which became operational from June 2013, is a manifestation of NUEPA's objective of enhancing research and analysis on teacher development and management – related issues for evolving policies and practices conducive to improving the effectiveness of teacher development and management systems across India.

The provision, allocation and utilization of quality teachers for meeting the demands of the education systems, meeting the needs of the existing corps of teachers to enable them to perform effectively; and professionalizing and enhancing capacity for school/institutional leadership are inter-related. However, there is lack of a coherent policy and programmatic framework that links them together and addresses issues relating to different aspects of teacher development and management at block, district, state and national levels. Professor Vimala Ramachandran has been appointed professor in-charge of the RGF Chair.

The special activities of the Chair include:

- Independent and collaborative research on working conditions of teachers and related educational management issues in different states/UTs. This, it is hoped, would enrich the knowledge base required for informed decision-making and formulation of a coherent framework of policies.
- Technical assistance to State ministries and other State/UT level institutions to help them improve teacher development and management practices
- Facilitation and promotion of policy dialogue on issues relating to teacher development and management involving state-level education authorities and other stakeholders involved in seeking approved programmatic interventions
- Documentation and dissemination of knowledge and information, including research findings, best practices and innovations among stakeholders at state and national levels to facilitate informed decision-making

- Advocacy for adoption of effective teacher development and management practices.

Two projects are underway, namely:

9-State research study to document and analyse the recruitment and deployment policies and practice, salary and working conditions (transfer, postings, professional growth and development) of all categories of teachers (regular and contract teachers) working in the government schools at two levels: elementary and secondary. This is being done through state-level field-based studies involving perusal of government notifications, orders and interviews with key administrators involved in teacher management.

CENTRES

National Centre for School Leadership: The National Centre for School Leadership is committed to the transformation of schools in India. Towards this end, it is working on four components: Curriculum and Material Development, Capacity Building, Networking and Institutional Building and, lastly, Research and Development. The Centre envisions building leadership capacities of heads of the schools as well as administrators for change and development in the larger perspective. Currently, the focus of the Centre is to engage in capacity building programmes for School Heads covering existing and freshly inducted, current and aspiring as well as senior teachers from elementary to higher secondary levels, functioning in both government and government-aided sectors.

To achieve its mission, the Centre is engaged in building leadership capacities through School Leadership Development that entails continuous engagement with School Heads to bring in school-based changes leading to transformation. Among the significant developments in the year were the launching of its two national level documents, National Programme Design and Curriculum Framework and a Handbook on School Leadership Development brought out by the Centre as the corollary to a series of workshops and a number of in-house meetings. In



the year, the programme was launched in 10 States- Andhra Pradesh., Chhattisgarh, Gujarat, Himachal Pradesh, Kerala, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal. The leadership requirements and challenges for each State were addressed through the preparation of state-specific action plans to make it more realistic, bringing it closer to contextual realities of the state and schools. Besides collaboration with the States, the Centre, which is also looking at partnerships with International Organizations, has signed an MOU with the National College for Teaching and Leadership, Nottingham on School Leadership in India under UKIERI.

Centre for Policy Research in Higher Education:

The Centre for Policy Research in Higher Education (CPRHE) has been set up by the National University as a specialized centre to promote policy research and support policy and planning in higher education in India. The CPRHE is functioning in close collaboration with the Department of Education, MHRD and the University Grants Commission. The Centre focuses its efforts on the current national priorities in the areas of expanding and improving the provision of higher education; ensuring equity and inclusion; improving the quality and relevance and employability of higher education graduates; promoting internationalization and improving

governance and management. The Centre envisages to develop a network of institutions and university departments to promote research and actively engage with state – level bodies such as State Higher Education Councils to promote state and institutional level plans in higher education.

UNITS

Unit on School Standards and Evaluation:

NUEPA has set up a unit on School Standards and Evaluation under the aegis of Ministry of Human Resource Development, Govt. of India. Acknowledging school as the focus of improvement, the major objective for creating school standards and evaluation is to establish and refer to an agreed set of standards and processes which all schools must strive to achieve. It will provide clear pathways for each school for self and external evaluation towards school improvement with accountability. The evidence- based system for school improvement, based on school standards and evaluation, as a new area of endeavor, would place school development on a progressive path.

The tasks to be addressed by the unit through a mutual consultative process with the states and experts are:

- Development of National Framework on School Standards and Evaluation (NFSSE) on agreed set of school standards for elementary and secondary schools taking into account the diversity and changing contexts and conditions;
- Development of Handbook for school external evaluation;
- Institutionalizing the state-specific school standards and evaluation through a mutual consultative process;
- Designing Institutional mechanisms in each state for regular and independent school evaluation and feedback for school improvement;
- Creating profile of evaluators and providing opportunities for capacity development at state level;





- Creating a national platform for periodic reviewing and sharing experiences among all concerned.

As part of this endeavour, a National Technical Group has been constituted and initiatives are in process for the development of National Framework on School Standards and Evaluation.

Project Management Unit: The Project Management Unit (PMU) at the National University was set up with the objective of supporting and managing in-house and sponsored research.

It functions as a centralized system of administration for proper coordination of all the externally funded and internal research projects of NUEPA, Ministry of Human Resource Development, Department of Education's Grant-In-Aid Scheme for Studies, Seminars, Evaluation etc. for implementation of Education Policy and NUEPA's scheme of assistance for Studies in the Area of Educational Planning and Administration (individual researcher).

While the Unit normally provides administrative support for managing various projects undertaken in NUEPA, including facilitating the project approval process, monitoring the progress in project implementation and providing related support services, it also handles all matters pertaining to funding and accounting of all expenditures of in-house and NUEPA – sponsored projects besides issues relating to project recruitments and appointments.

The PMU takes care of all the work related to Completed and ongoing research projects/studies in the university apart from recruitment of project Staff, budgeting, accounting of various projects to the evaluation of completed studies.

The PMU manpower includes the Unit Head, who is nominated by the Vice-Chancellor, and five other academic and support staff. The latter consists of a Project Consultant, a Project Manager and a Junior Consultant.

The India-Africa Institute of Educational Planning and Administration (IAIEPA)

The India-Africa Institute of Educational Planning and Administration (IAIEPA) is a pan-African institute being established within the framework of the Plan of Action formulated to implement the outcomes of the First India-Africa Forum Summit held in 2008. The Institute is located in Bujumbura, Republic of Burundi. The tasks relating to the establishment, operation and management of the IAIEPA are being executed, on behalf of the Government of India, by the National University of Educational Planning and Administration (NUEPA). The core function of the IAIEPA is capacity development. The first phase of the academic programmes/activities is proposed to be launched within three-four months after the completion of work relating to the renovation of buildings and other campus-development activities.

INDIA AFRICA INSTITUTE



The first phase of academic activities will include: (i) Training of educational planners and administrators in African Union (AU) Member States; (ii) Research and case studies dealing with issues relevant to the situation/needs of AU Member States; (iii) Assessment/analysis of trends in education development, both at the country and regional/continental levels; (iv) Technical assistance to AU Member States to help them meet their specific educational planning and management-related capacity building and research needs; (v) Documentation and dissemination of research findings and innovations, lessons learned, and case studies relating to effective educational planning and management practices; (vi) Networking with educational researchers and institutions engaged in educational research in Africa and outside the African continent for exchange of experiences and know-how for addressing key educational planning and management-related challenges in AU Member States; and (vii) Policy dialogue to evolve appropriate policy responses and programmatic interventions required to

facilitate achievement of the education development goals and targets set by AU Member States.

During the second phase of the academic programmes of the IAIEPA, in addition to the expansion of programmes organized during the first phase, the Institute will organize advanced-level Diploma programmes on Educational Planning and Administration, including training programmes using blended approach, for expanding the reservoir of trained educational planners and administrators in AU Member States.



ACADEMIC SUPPORT SERVICE UNITS

Library and Documentation Centre: The National University maintains a state-of-the-art library having a wide and rich collection of books and other materials relating to the areas of educational policy, educational planning, educational administration and allied disciplines. The Library and Documentation Centre provides various services to its users viz. CAS, SDI, Reference Service, Web OPAC, Circulation, Xeroxing. The Library and Documentation Centre has been a member of Developing Library Networking (DELNET) to promote sharing of its resources, both at national and international levels. The Library presently has a collection of over 55,000 books/documents and 6,435 journals besides a rich collection of reports of International Seminars and Conferences organized by International Agencies like UNO, UNDP, UNESCO, ILO, UNICEF, World Bank, OECD etc.. The Library also receives 240 journals and magazines, both national and international, in the areas of educational policy, planning and management and other allied fields. The Library has also subscribed to three on-line journals databases, like JSTOR, ELSEVIER and SAGE for its users. The Documentation Centre of NUEPA has about 18,500 volumes, comprising a unique collection of official reports, Central and State Government

publications, Educational Surveys, Five-year plans, Census reports etc.. The Documentation Centre also has very important international reports and surveys on education which are needed for educational research and policy – making. A digital archives has been set up in the National University to provide access to all documents in soft form in one place as a source of reference and research on all aspects, sectors and levels of education in India. The purpose is to create a community of users as an extended face of the National University. Latest ICT, including high-end fully automatic digital scanner, is used for the design, storage and retrieval of digital documents. User-friendly software, with multiple search options, is an in-built feature of the digital archives.

A **Digital Archives** of education documents has been established in 2013. The aim is to place all education documents in one place in soft version. The collection of digital archives is already more than 8,000 and growing. The documents have been classified under 18 categories, and further sub-divided under Central and State and other such categories. The digital archives provides access to policy and other related documents covering all aspects, sectors and levels of education system since Independence, so that no policy analyst and planner, researcher, and others interested in education need to go anywhere else for reference



and use of the data. The digital archives is intended to generate a community of users as an extended face of NUEPA.

Computer Centre: The Computer Centre backs up the Information Technology needs of the University. It provides computing facilities and Internet services to all the trainees and staff members of the National University. Network points have been provided to all the faculty and staff members to access the Network Resources. Individual email accounts have been provided to all the faculty and staff members on NUEPA Domain. 1 GBPS internet connectivity is provided to all the faculty members of the University. Desktop computers have been provided to all the staff members and laptops to all faculty members. Appropriate network security is being maintained in the University. The Centre is equipped with state-of-the-art computing facilities, which include IBM E-Series Server connected over a fast Ethernet. The present infrastructure consists of enhanced CAT 6 cabling; centralized computing facility, consisting of high performance servers and client PCs; uplink to internet and other services; appropriate power back-up facility through heavy duty multiple UPS.

Publication Unit: The National University has a publishing programme for dissemination of information on research and development in education. NUEPA's Publication Unit plays a vital role in the University's commitment to disseminate knowledge and information relating to the areas of educational policy, planning and administration by



bringing out materials of various training programmes, and other related content, in the form of reports, books, journals, newsletters, research papers and other publications. Some of the periodicals published by the National University include the Journal of Educational Planning and Administration, *Paripreksha*, a journal in Hindi language, and ANTRIEP Newsletter. The Publication Unit of the National University also caters to some specific needs of the Ministry of Human Resource Development (MHRD), Government of India.

Hindi Cell: The Cell offers academic support to research, training and dissemination through rendering in Hindi professional literature on educational planning and management. The cell also helps in implementing the official language policy.



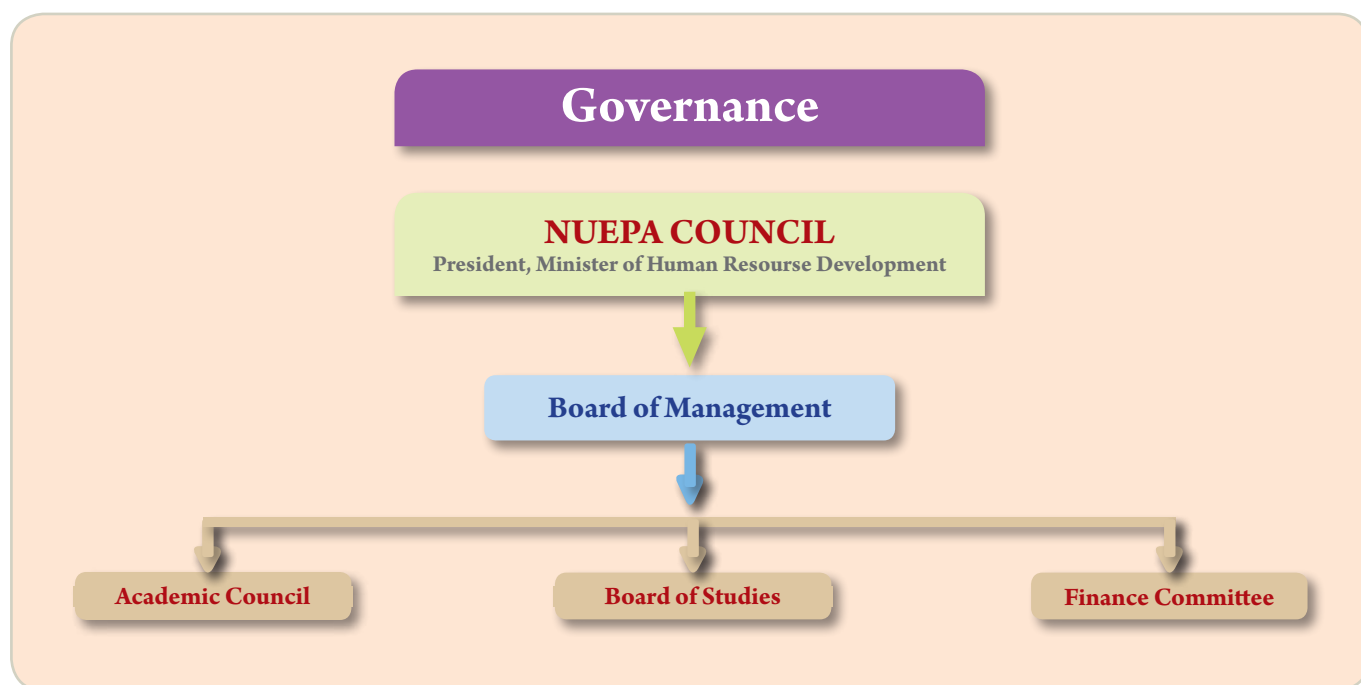
GOVERNANCE AND MANAGEMENT



The National University of Educational Planning and Administration (NUEPA) is a 'Deemed to be University' under Section 3 of the UGC Act 1956 and registered under the Societies Registration Act. The authorities of the National University include the President, the Chancellor, the Vice-Chancellor, the Council, Board of Management, the Academic Council, the Finance Committee and the Board of Studies and such other authorities as may be declared or nominated by the Board of Management of the University. The Vice-Chancellor of the University is the Principal Academic and Executive Officer.

NUEPA Council: The NUEPA Council is the apex body of the University headed by the President. The main function of the Council is to carry out the objectives of the National University as set forth in the Memorandum of Association. The Council

is responsible for the general supervision of all the affairs of the National University. The Minister of Human Resource Development, Government of India is the President of the NUEPA Council. The Vice-Chancellor of the National University is its Vice-President. The ex-officio members of the Council include Secretary to the Government of India (GoI), Department of Higher Education, Ministry of Human Resource Development (MHRD); Secretary to the Government of India, Department of School Education and Literacy, MHRD; Chairperson, University Grants Commission (UGC); Director, National Council of Educational Research and Training (NCERT); and Financial Advisor, MHRD, Government of India. Other members of the Council include three eminent educationists nominated by the President, five persons representing the States/UTs nominated



by the President (one each from the five zones), and one member of the faculty of the National University nominated by the President. Registrar of the National University is the Secretary of the Council. A list of the members of the Council as on March 31, 2014 is given at Appendix I.

Board of Management: The Board of Management is the principal executive body of the National University. The Board of Management consists of the Vice-Chancellor of the university as the Chairman (ex-officio); three nominees of the President of the National University; one nominee of the MHRD, GOI; one nominee of the chairperson, UGC, Dean of Faculty of the National University; and two members of the Faculty (Professor and Associate Professor or Assistant Professor) of the National University. The Registrar of the National University is the Secretary of the Board of Management. A list of the members of the Board of Management, as on March 31, 2014, is given at Appendix II.

Finance Committee: The main role of the Finance Committee is to examine the accounts and to scrutinize proposals for expenditure. The annual accounts and financial estimates of the National University are placed before the Finance Committee for consideration and, thereafter, submitted to the Board of Management, together with the comments of the Finance Committee, for approval. The Finance Committee fixes limits of the total recurring expenditure and the total non-recurring expenditure of a given year, based on the income and resources of the National University. The Finance Committee consists of the Vice-Chancellor of the university as the Chairman (ex-officio); two persons nominated by the President of the NUEPA Council; one person nominated by the Vice-Chancellor; Financial Advisor, MHRD; a representative of the UGC and the Finance Officer of the National University who acts as the Secretary of the Finance Committee. A list of the members of the Finance Committee, as on March 31, 2014, is given at Appendix III.

Academic Council: The Academic Council is the principal academic body of the National University. It is responsible for the maintenance of standards

of education, training, research and consultancy; inter-departmental coordination, examination and tests, etc.. The Academic Council consists of the Vice-Chancellor of the university as the Chairman (ex-officio); Dean of Faculty of the National University, Heads of Departments of the National University; three nominees of the President of the National University from among eminent educationists from the field related to the activities of the National University and who are not in the service of the National University; one Associate Professor from the National University, other than the Head of the Departments, by rotation, nominated by the Vice-Chancellor; one Assistant Professor from the National University by rotation, nominated by the Vice-Chancellor; and three members, who are not members of the teaching staff, co-opted by the Academic Council, for their specialized knowledge. The Registrar of the National University is the Secretary of Academic Council. A list of the members of the Academic Council, as on March 31, 2014, is given at Appendix IV.

Board of Studies: The Board of Studies of the National University comprises the Vice-Chancellor of the university as the Chairman (ex-officio); Dean of the Faculty; Heads of Departments; one Associate Professor and one Assistant Professor nominated by the Vice-Chancellor; and not more than two persons co-opted for their expert knowledge by the Vice-Chancellor. A list of the members of the Board of Studies, as on March 31, 2014, is given at Appendix V.

Task Forces and Committees: Special Task Forces and Committees are constituted by the Vice-Chancellor from time to time for specific programmes. The Project Advisory Committees, consisting of experts, are constituted to advise and monitor the progress of various research projects. An Advisory Board of Research Studies is constituted, under the Chairmanship of Vice-Chancellor, consisting of, among others, all the Heads of Academic Departments as its members, and Registrar, as its Member-Secretary, considers the proposals received under the Scheme of Assistance for Studies in Educational Planning and Administration.

ADMINISTRATION AND FINANCE



The administrative set-up of the National University consists of three Sections and two Cells, namely Academic Administration Section, Personnel Administration Section, General Administration Section, Training Cell and Coordination Cell. Registrar is the overall in-charge of administration of the National University. He is also the Secretary of NUEPA Council, Board of Management and Academic Council. He is supported by an Administrative Officer, Training Officer and several Section Officers in carrying out the functions of the Administration.

Registrar is also responsible for the functioning of the Academic Support Service Units i.e. Library and Documentation Centre, Computer Centre, Publication Unit, and Hindi Cell.

The Finance Officer is in-charge of the Finance and Accounts Section and is supported by Section Officer (Accounts).

Staff strength (2014-15)

The total staff strength of the University as on March 31, 2015 was 162.

During the year 2014-15, the University received a grant of ₹ 2718.57 lakhs (₹ 1511.60 lakhs under Non-Plan, ₹ 1206.97 lakhs under Plan). The University had an opening balance of ₹142.50 lakhs, both under Plan and Non-Plan. The internal office and hostel receipts amounted to ₹71.75 lakhs during the year. The expenditure during the year under Non-Plan and Plan amounted to ₹2882.75 lakhs.

The University had a balance of ₹268.02 lakhs and received additional funds amounting to ₹ 987.95 lakhs during the year 2014-15 for the sponsored programmes/studies from other agencies. The expenditure during the year on sponsored programmes/studies amounted to ₹ 579.69 lakhs. (Appendix VII).



CAMPUS AND BUILDING INFRASTRUCTURE



The National University has a four-storied office building, a seven-storied hostel, comprising 60 fully-furnished rooms with attached baths, and a residential complex having 16 Type I quarters, eight quarters each of Type II to V, and the Vice-Chancellor's bungalow.

Besides, the University also has 25 quarters of Type III in Bindapur, Dwarka, New Delhi.

On Campus, the University has well-equipped training halls, computer centre, international dining hall, gymnasium and classrooms etc.

The University has taken initiatives to construct a new academic building on the Campus in the newly acquired area of 2100 sq. meters, for which lease deed has been executed with Delhi Development Authority.



2 TEACHING AND PROFESSIONAL DEVELOPMENT PROGRAMMES





TEACHING AND PROFESSIONAL DEVELOPMENT PROGRAMMES

M. PHIL. AND PH.D.

Preparing Scholars for Educational Administration

The National University is a feeder institution that develops human resources, with specialization in educational policy, planning and administration, in accordance with the requirements of educational administration at both the macro level of policy-making and planning and the micro level related to primary, secondary and higher stages of educational administration. Such specialists, who are developed through inter-disciplinary programmes/courses leading to M. Phil and Ph. D. degrees or through training, are well-equipped to apply themselves to formulate appropriate plans and strategies in a larger dynamic context or, for that matter, address the limited role of institutional management.

Indeed, through its M. Phil. and Ph.D. degrees, with special focus on educational policy, planning and administration, the National University empowers young scholars and prepares them for a career in

The M.Phil. and Ph.D. programmes are designed to build the research capacity of scholars from varied backgrounds while providing a strong knowledge and skill base in related areas of educational policy, planning, administration and finance.

educational administration and planning. As it happens, NUEPA is well placed to contribute to the development of specialized human resources capable of supporting the design, implementation and monitoring of educational policies, plan and programmes. The scope of the pre-doctoral programmes follows an in-built dynamic and flexible approach, wherein it is gradually expanded with innovative multi-disciplinary courses linking education with other allied areas of social development.

The pre-doctoral and doctoral programmes offered by National University include: (i) Full-time integrated M. Phil. programme, (ii) Full-time Ph.D. programme and (iii) Part-time Ph.D. programme. These programmes were launched in 2007-08. The M. Phil. and Ph.D. programmes are designed to build the research capacity of scholars from diverse backgrounds while providing a strong knowledge and skill base in related areas of educational policy,



planning, administration and finance. Research studies, completed under the M. Phil. and Ph.D. programmes, are expected to make significant contributions towards enriching the knowledge base, while providing critical inputs for policy formulation, implementation of education reform programmes and capacity development activities. The broad areas of research, covered under the M. Phil. and Ph. D. programmes, include Educational Policy, Educational Planning, Educational Administration, Educational Finance, Education Management Information System, School Education, Higher Education, Equity and Inclusion in Education, Gender Issues in Education, Education of the Minorities, Comparative Education and Internationalization of Education. The two-year M. Phil. Programme, offered by the National University, consists of course work (30 credits) of one-year duration followed by dissertation work (30 credits) for one year. All scholars successfully completing the M. Phil. programme and meeting the

prescribed criteria (presently FGPA of 6 or above on the 10 point scale) are considered for admission and registration to the Ph. D programme. These scholars are eligible to submit their Doctoral thesis after two years from the date of registration to the Ph. D programme.

Scholars admitted directly to the full-time Ph.D. programme are expected to complete the one-year course work before confirmation of their registration to the Ph.D. programme. These Ph. D. scholars are eligible to submit their thesis after two years from the date of confirmation for registration to the Ph. D. programme. Scholars admitted directly to the part-time Ph.D. programme are expected to complete the one-year course work before confirmation of their registration to the Ph.D. programme. A part-time Ph.D. scholar is eligible for submission of his/her doctoral thesis after a minimum period of four years from the date of confirmation for registration to the Ph.D. programme.

Description	M. Phil.	Ph.D. (Full Time)	Ph.D. (Part Time)	Total
No. of student admitted during 2014-15	19	11	02	32
Total number of scholars pursuing different programmes during the Academic Session 2014-15	25 (Including 08 registered in 2013-14)	30 (Including scholars registered during the years 2007-08)	03 (Including scholars registered during the years 2007-08 to 2014-15)	68
Total number of scholars graduating during 2014-15	09	05	Nil	14

DIPLOMA PROGRAMMES

Post Graduate Diploma in Educational Planning and Administration (PGDEPA)

National University was conducting a training programme leading to Diploma in Educational Planning and Administration (DEPA) which was designed as a pre-induction course for District Education Officers (DEOs) from different States/UTs of India since 1982-83. However, from the year 2014-15, the programme has undergone transition from DEPA to Post-Graduate Diploma in Educational Planning and Administration (PGDEPA) while incorporating fundamental changes in its nature and content. One of the important considerations for redesigning the programme is the changed profile of the programme participants and also the requirements of the departments that they represent such as SCERTs/SIEMATs/DIETs and DEOs/BEOs of Directorates of Education of the state governments.

The PGDEPA programme envisages transforming the present DEPA into an intensive long-duration programme to ensure creating a cadre of professionally trained educational administrators in the country by:

- (i) acquainting the participants with fundamental concepts of educational planning and management;
- (ii) enabling the participants to develop planning and management skills for improved decision-making in educational administration;
- (iii) developing skills and abilities of participants to formulate plans, design programmes and manage implementation of the programmes; and

The PG Diploma programme has six components/phases: (i) Preparatory Course Work, (ii) Face to Face Course Work, (iii) Project Work, (iv) Assessment of the Project Work and Award of Interim Certificate, (v) Advanced Course Work, and (vi) Final Evaluation and Award of PGDEPA.

- (iv) developing participants' capacities in monitoring and evaluation of educational programmes and projects.

A basic concern while designing the PGDEPA programme was to ensure that the participants do not have to stay at NUEPA for a period longer than three months and they learn at their own place of work. Accordingly, it has been envisaged as a 12-month programme leading to a Post-Graduate Diploma. However, keeping in view the difficulty of many of the education departments to depute their officials for a long-duration programme, the PGDEPA has been planned in such a way that the face-to-face and residential part of the programme does not exceed three months. It involves a preparatory phase at the participants' place of work, face-to-face at NUEPA, project phase at work place, transacting advanced courses through open and distance learning mode and presentation of project work in a Seminar-cum-Workshop mode at NUEPA.



Table 2.1

STATE/UT-WISE PARTICIPATION IN THE PROGRAMMES LEADING TO THE NATIONAL DIPLOMA IN EDUCATIONAL PLANNING AND ADMINISTRATION (DEPA)			
State/UT	34 th DEPA	1 st PG-DEPA	Total
Andhra Pradesh	-	1	1
Arunachal Pradesh	1	1	2
Assam	-	4	4
Bihar	3	3	6
Haryana	-	1	1
Himachal Pradesh	2	2	4
Jammu & Kashmir	2	1	3
Karnataka	1	-	1
Madhya Pradesh	4	4	8
Manipur	3	3	6
Mizoram	2	-	2
Nagaland	1	2	3
Punjab	-	1	1
Tamil Nadu	-	5	5
Rajasthan	1	-	1
Sikkim	2	-	2
Uttarakhand	3	2	5
Uttar Pradesh	-	1	1
West Bengal	-	1	1
Delhi	-	1	1
Total	25	33	58

The PGDEPA involves varying modalities of course transaction for different phases:

Phase 1 : Preparatory Course Work (at work place)

Phase 2 : Face to Face Course Work (at NUEPA)

Phase 3 : Project Work (at work place)

Phase 4 : Assessment of the Project Work and award of Interim Certificate (at NUEPA)

Phase 5 : Advanced Course Work (at work place)

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

The first PG Diploma programme was attended by 33 participants from 16 states/UTs. The first phase - Preparatory Course Work at the work place was organized from September 1 to 30, 2014.

During the year 2014-15, the University completed the third phase of the 34th Diploma Programme which was held during May 5-9, 2014. The first phase of the programme was organized from September 1 to November 30, 2013. Twenty-five participants of the 34th Diploma Programme completed the third phase of the Programme.

The teaching-learning activity within the first phase of the PGDEPA programme was carried out during the period September 1 to November 30, 2014 (91 days), while the project work relating to the second phase of the programme was carried out during the period December 1, 2014 February 28, 2015.

The tasks related to the Diploma Programme were coordinated by the Department of Training and Capacity Building in Education. The State/UT-wise participants of the programmes leading to the Diploma in Educational Planning and Administration (DEPA) are indicated in Table 2.1.

International Diploma in Educational Planning and Administration (IDEPA)

The National University has been organizing, since 1985, a 6-month programme leading to an International Diploma in Educational Planning and Administration (IDEPA) for professionals from developing countries. The students of International Diploma Programme in Educational Planning and Administration come from many countries of Asia, Africa, Central Asian

Republics, South America and the Caribbean regions. The programme has three components viz. (i) intensive curricular work, (ii) applied work and (iii) dissertation. The duration of IDEPA is six months and is conducted in two phases. The first phase of the programme involves intensive curricular work for three months at the National University, New Delhi. This phase is residential and participants are required to stay in the campus throughout this phase. The second phase involves field-based research project work in the participant's home country, under the guidance of one of the faculty members of the National University.

The IDEPA programme consists of core courses and optional courses, practical orientation and applied work. The curricular work includes studies related to education and development, critical areas of education development in developing countries, educational planning and administration, project planning and micro-planning in education, financial planning and management in education, manpower planning, quantitative techniques in educational planning, educational management, research methodology and statistics, and educational management information system. The applied work includes thematic seminars as an integral part of the Diploma programme which 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 related to themes pertaining to educational planning and administration. As part of the seminar presentation, the participants are also provided with an opportunity to present and share the unique features of the education system of their respective countries. The programme also provides an opportunity to the participants to link the theoretical knowledge base with their practical skills by developing research design of a research project on an area specific to their contextual needs and relevant to their tasks in their home country. During Phase-I of the programme, each participant is assigned a research supervisor for guiding his/her project work undertaken during the second phase of the programme.

During the second phase of the programme, which takes place in the participant's home country, each

participant is required to work on the field-based research project selected by him/her during the first phase of the programme. The participant, after completion of the research project (within three months), is required to submit the dissertation to the National University. The Diploma is awarded only after receiving the dissertation and its subsequent evaluation by the faculty of the National University.

During the year 2014-15, the University completed the second phase of the 30th International Diploma programme, the first phase of which was conducted from February 1 to April 30, 2014 and attended by 27 participants from 17 countries. The second phase of the 30th International Diploma Programme was carried out during the period May 1 to July 31, 2014.

The first phase of the 31st International Diploma Programme commenced on February 1, 2015 and the teaching-learning activities within the first component/phase of the programme were completed by April 30, 2015. The 31st International Diploma Programme was attended by 28 participants from 15 countries. The second phase of the programme involving project work in the participant's country of residence was scheduled to be carried out during the period May 1 to July 31, 2015.

The tasks related to the International Diploma Programme were coordinated by the Department of Training and Capacity Building in Education. The country-wise participants of the programmes, leading to the International Diploma in Educational Planning and Administration (IDEPA), are indicated in Table 2.2.



Table 2.2

COUNTRY-WISE PARTICIPANTS OF THE PROGRAMMES LEADING TO THE INTERNATIONAL DIPLOMA IN EDUCATIONAL PLANNING AND ADMINISTRATION (IDEPA)			
Country	30 th IDEPA	31 st IDEPA	Total
Bangladesh	3	3	6
Bhutan	3	-	3
Cambodia	-	1	1
Ethiopia	-	2	2
Fiji	-	2	2
Ghana	1	2	3
Liberia	1	-	1
Malaysia	1	-	1
Maldives	1	-	1
Mauritius	-	1	1
Mongolia	-	1	1
Myanmar	-	4	4
Nepal	-	1	1
Nigeria	-	1	1
Niger	2	2	4
Palestine	1	-	1
Papua New Guinea	1	-	1
Philippines	2	-	2
Rwanda	1	-	1
Sri Lanka	2	2	4
South Sudan	1	-	1
Tanzania	1	3	4
Tunisia	-	2	2
Uganda	2	-	2
Uzbekistan	1	-	1
Yemen	-	1	1
Zambia	3	1	4
Total	27	29	56

Table 2.3

COUNTRY-WISE PARTICIPATION IN ALL PROGRAMMES		
S. No.	Country	No. of Participants
1.	Australia	1
2.	Bangladesh	3
3.	Bhutan	3
4.	Brazil	1
5.	Canada	1
6.	China	1
7.	Ghana	1
8.	Indonesia	11
9.	Kenya	1
10.	Liberia	1
11.	Malaya	1
12.	Maldives	1
13.	Nepal	1
14.	Nigeria	1
15.	Netherland	1
16.	Niger	2
17.	Pakistan	2
18.	Palestine	1
19.	Papua New Guinea	1
20.	Philippines	2
21.	Rwanda	1
22.	Russia	1
23.	Sri Lanka	2
24.	South Sudan	1
25.	Tanzania	1
26.	Uganda	4
27.	United States	3
28.	United Kingdom	12
29.	Uzbekistan	1
30.	Zambia	4
	Total	67

Table 2.4

STATE /UT-WISE PARTICIPANTS OF THE PROFESSIONAL DEVELOPMENT PROGRAMMES 2014-15		
S. No.	State/ Union Territory	Number of Participants
1.	Andhra Pradesh	136
2.	Arunachal Pradesh	14
3.	Assam	372
4.	Bihar	248
5.	Chhattisgarh	131
6.	Goa	8
7.	Gujarat	140
8.	Haryana	285
9.	Himachal Pradesh	150
10.	Jammu & Kashmir	74
11.	Jharkhand	67
12.	Karnataka	220
13.	Kerala	66
14.	Madhya Pradesh	64
15.	Maharashtra	197
16.	Manipur	26
17.	Meghalaya	13
18.	Mizoram	17
19.	Nagaland	14
20.	Odisha	94
21.	Punjab	284
22.	Rajasthan	412
23.	Sikkim	28
24.	Telangana	34
25.	Tamil Nadu	48
26.	Tripura	20
27.	Uttarakhand	32
28.	Uttar Pradesh	417
29.	West Bengal	53
30.	Andaman & Nicobar Islands	1
31.	Chandigarh	26
32.	Dadra & Nagar Haveli	5

S. No.	State/ Union Territory	Number of Participants
33.	Daman & Diu	8
34.	Delhi	531
35.	Pondicherry	5
Total		4240

PROFESSIONAL DEVELOPMENT PROGRAMMES

Professional Development Programmes for various categories of education personnel, aimed at strengthening institutional capacity for improved educational planning and administration, continues to be a major function of the National University. During the year 2014-15, the National University organized 104 orientation/training programmes, workshops, seminars, conferences and meetings related to various education sector development issues and different aspects of educational policy, planning and administration. The themes covered by the programmes included planning and management of schools, planning and management of higher education, mapping school provisions at secondary level, planning and management of educational finance and school leadership etc.. The participant groups of these programmes included district and state-level functionaries, directors of education and other state-level officials, heads of national/State/district-level educational institutions, heads of special category institutions such as minority managed educational institutions, vice-chancellors, registrars and other university authorities, college principals and senior administrators from colleges and higher education institutions, early career teachers from

universities and social science research institutions etc.. These programmes were organized by different departments of the National University. The training programmes, workshops, seminars, conferences and meetings coordinated by different departments/centre of the National University during 2014-15 include the following:

Department of Educational Planning

- Follow-up Workshop of Training of Master Trainers in Planning for Secondary Education in North-Eastern States, Guwahati (Assam), September 8-12, 2014
- Training Programme on Development of District Secondary Education Plan in Tamil Nadu, Chennai (Tamil Nadu), December 8-13, 2014
- Training Programme on Development of District Secondary Education Plan in Odisha, Bhubaneswar (Odisha), December 22-27, 2014
- Training Programme on Quantitative Research Methods in Education, January 5-15, 2015



Department of Educational Administration

- Training Programme on Educational Supervision for Principals of Jaypee School Principals (Request Programme), June 9-13, 2014
- National Workshop on Strengthening the District and Sub-district Level Educational Administrators, August 20-22, 2014
- Orientation Programme for District Education Officers in Leadership in Educational Governance, September 8-12, 2014



- Orientation Programme on Management Development for State-level Educational Administrators, September 22-26, 2014
- Workshop on Planning and Management of Education in Tribal Areas, November 12-14, 2014 (Field Visit) clubbed with 3rd All India Survey Programme, February 12-14, 2015
- National Conference under the National Scheme of Awards for Innovations in Educational Administration & Management (NSIEA) in collaboration with Centre for Innovations in Public Systems (CIPS), Govt. of India, Hyderabad, Vigyan Bhawan, New Delhi, November 28-29, 2014
- Orientation Programme on Planning and Management of Vocational Education and Training, December 1-5, 2014
- Regional Workshop on 3rd All India Survey of Educational Administration, Hyderabad, December 15-17, 2014
- Regional Workshop on 3rd Survey of Educational Administration, February 12-14, 2015
- Orientation Programme on Management of Diversity and Equity in Universities and Colleges, March 16-20, 2015
- ANTRIEP Regional Workshop Education of Marginalised Groups Policies, Programmes and Challenges, March 25-27, 2015

Department of Educational Finance

- Orientation Programme in Planning and Management of School Finances, September 1-5, 2014



- International Seminar on Global Trends in Financing of Higher Education-Focus on South Asia, February 23-25, 2015

Department of Educational Policy

- Orientation Workshop on Inclusive Education for CWSN under RTE and PWD 2012 Bill, June 30 – July 4, 2014
- Orientation Workshop on 'Qualitative Research Methods in Education', July 21- August 8, 2014



- Orientation Programme on 'Education of Disadvantaged Children (SC and ST) at the Elementary Level: Policy Issues and Programme Interventions', August 25-29, 2014
- Orientation Programme on 'Public Policy Making in Education', November 17-21, 2014
- Consultative Meet on 'Constructive Engagements with Policy Processes in Education', November 24-25, 2014
- Workshop on Education of Socially Disadvantaged Groups at the Level of Secondary Schooling: Policy Issues and Programme Interventions, December 8-12, 2014
- Orientation Workshop on 'Functioning of Local Authority and Autonomous Councils in Management of Elementary Education in the North Eastern States', Guwahati/ Kohima, February 2-6, 2015
- 2nd Anil Bordia Policy Seminar on 'People's participation and decentralized educational governance: Policy Reforms and Programme Practices', February 16-17, 2015

Department of School and Non-formal Education

- State-Level Conference of DEOs and BEOs, Bhubaneswar, Odisha, May 8-9, 2014
- Meeting with National Technical Groups, July 19, 2014
- Seminar on "Transforming Education Through Community Engagement", July 22, 2014
- Workshop on Improving School Participation of Children at Elementary Level for North-Eastern States, August 4-8, 2014
- Workshop on Improving School Participation of Children at Elementary Level for Southern States, September 8-12, 2014
- 1st and 2nd Orientation Programme on Right to Education, September 15-19, 2014 & October 13-17, 2014



- Small group Workshop on School Standards and Evaluation, September 12, 2014
- Workshops on School Standards and Evaluation (Three workshops), October 30-31, 2014
- Follow-up Workshop for Participatory Action Project for Improving Participation of Children in Elementary Schools, November 10-14, 2014
- National Workshop on School Standards and Evaluation, November 27-28, 2014
- Workshop on Linkage between ECCE and School Education, December 29, 2014 – January 2, 2015
- National Meeting on NPSSE and Release of SSE Framework, India Habitat Centre, New Delhi, February 10-11, 2015.

Department of Higher and Professional Education

- Orientation Programme in 'Planning and Management of Higher Education Institutions' for College Principals of North East India, NEHU, Shillong, June 16-20, 2014



- Orientation Programme in 'Planning and Management of Higher Education Institutions' for women College Principals, ASC, Jabalpur, November 17-21, 2014
- Workshop of Post Graduate Heads / Deans in Teaching and learning capacity development in Eastern India, Patna University, Patna, December 8-12, 2014
- Workshop on 'Privatization of Higher Education' (26 Participants), December 15-18, 2014
- Workshop on 'Autonomy and Governance of Higher Education Institutions', December 19-21, 2014
- National Workshop on 'Teaching and Learning in Higher Education', January 12-14, 2015
- Workshop on 'Teaching Learning in Higher Education', March 12-14, 2015

Department of Educational Management Information System

- National Workshop on Educational Development Index (EDI)
- Workshop on Unified-DISE



- Technical Consultation on Out-of-School Children from August 29, 2014
- Training Programme on Using Indicators in Planning and Monitoring of Secondary Education, Gandhinagar (Gujarat), December 15-19, 2014

Department of Training and Capacity Building in Education

- Short Course on Educational Management for Teacher Educators from Indonesia, August 14-25, 2014
- Training Programmes on developing model Institutional Plans for Principals of Ekavalya Model Residential Institutions (EMRIs) & English Medium Schools, Nasik (Maharashtra), September 22-27, 2014
- State-Level Conference on Educational Planning and Administration for DEO/ BEO/ DIOS, Haryana, January 3-4, 2015 Guwahati (Assam), January 21-22, 2015 and Mohali (Punjab), January 28-29, 2015
- Capacity Building Programme in Educational Planning and Administration for Newly Recruited Officers from Assam Education Services, Guwahati, January 6-11, 2015

National Centre for School Leadership

The strand-wise activities completed by the Centre in 2014-15 are as follows:

Strand 1: Curriculum and Material Development

- Workshop for Translation of National Programme Design & Curriculum Framework and Handbook in Hindi, NUEPA, May 5-12, 2014).
- National Resource Group Workshop for discussing about PG Diploma programme, NUEPA, May 13, 2014.
- Workshop for Translation & Contextualization of National Programme Design & Curriculum Framework and Handbook in Gujarati, at Gujarat May 19-23, 2015.

- Workshop for Translation & Contextualization of National Programme Design & Curriculum Framework and Handbook in Bangla, at West Bengal, July 14-18, 2014.
- Workshop for Translation & Contextualization of National Programme Design & Curriculum Framework and Handbook in Kannada (Phase I) at Karnataka, August 5-7, 2014.
- Workshop for Translation & Contextualization of National Programme Design & Curriculum Framework and Handbook in Telugu (Phase I) at Andhra Pradesh & Telangana, August 12-18, 2014.
- Workshop for Translation & Contextualization of National Programme Design & Curriculum Framework and Handbook in Kannada (Phase II) at Karnataka, September 2-4, 2014.
- Workshop to review and edit the National Programme Design & Curriculum Framework & Handbook in Gujarati, September 22-27, 2014.
- Workshop for Translation & Contextualization of National Programme Design & Curriculum Framework and Handbook in Telugu (Phase II) at Andhra Pradesh & Telangana, October 18-22, 2014.
- Workshop for Translation & Contextualization of National Programme Design & Curriculum Framework and Handbook in Kannada (Phase III) at Karnataka, October 25-26, 2014.
- Workshop for Translation & Contextualization of National Programme Design & Curriculum Framework and Handbook in Mizo at Mizoram, December 2014, 2 days (5 Participants) Workshop for Translation & Contextualization of National Programme Design & Curriculum Framework and Handbook in Punjabi at Punjab, December 2014, 3 days.
- Workshop for Translation & Contextualization of National Programme Design & Curriculum Framework and Handbook in Kokborok at Tripura, 5-12, 2015.
- Workshop for Translation & Contextualization of National Programme Design & Curriculum

Framework and Handbook in Oriya at Odisha, January 14, 2015.

- Workshop for Translation & Contextualization of National Programme Design & Curriculum Framework and Handbook in Manipuri, January 27-31, 2015.

Strand 2: Capacity Building

- Capacity Building Workshop of State Resource Group at Kullu, Himachal Pradesh, July 14-23, 2014
- Capacity Building Workshop of State Resource Group at Lucknow at Uttar Pradesh, August 4-13, 2014.
- Capacity Building Workshop of State Resource Group at Kolkata at West Bengal, September 8-17, 2014.
- Capacity Building Workshop of State Resource Group at Patna at Bihar, September 19-28, 2014.
- Capacity Building Workshop of State Resource Group in Rajasthan, October 2014.
- Capacity Building Workshop of State Resource Group at Dehradun at Uttarakhand, October 9-18, 2014.
- Capacity Building Workshop of State Resource Group at Ludhiana, Punjab, October 26–4 November, 2014.
- Capacity Building Workshop of State Resource Group in Kerala, November 4-7, 2014 (first round) End of November 2014 (Second round).
- Capacity Building Workshop of State Resource Group in Maharashtra, November 10-12, 2014.
- Capacity Building Workshop for School Heads in Garhwal Region at Uttarakhand, November 10-19, 2014.
- Capacity Building Workshop of State Resource



- Group at Bhubaneswar, Odisha, November 20-29, 2014.
- Capacity Building Workshop of State Resource Group in Tripura, November 24 – December 3, 2014.
- Capacity Building Workshop of State Resource Group at SCERT, Gurgaon, Haryana, November 29 – December 8, 2014 (37 Participants)
- Capacity Building Workshop of State Resource Group in Rajasthan (Batch II), November – December 2014.
- Capacity Building Workshop of State Resource Group in Puducherry, November 2014 (first round) January 19-24, 2015 (second round).
- Second Batch of Capacity Building Workshop for State Resource Group in Gujarat, December 8-18, 2014.
- Capacity Building Workshop for State Resource Group in Karnataka (Batch I), December 15-24, 2014.
- Capacity Building Workshop for State Resource Group in Manipur, December 15-24, 2014.
- Capacity Building Workshop of State Resource Group at Raipur, Chhattisgarh, December 22-28, 2014.
- Capacity Building Workshop for State Resource Group in Karnataka (Batch II), December 19-28, 2014.
- Capacity Building Workshop of State Resource Group in Mizoram, January 28 – February 7, 2015.
- Capacity Building Workshop of State Resource Group in Andhra Pradesh, January 29 – February 7, 2015.
- Capacity Building Workshop of State Resource Group in Telangana, February 3-12, 2015.
- Capacity Building Workshop of State Resource Group at Shillong, Meghalaya, March 30 – April 9, 2015.
- Two Day Capacity Building Workshop on School Leadership for Secondary School Heads of Delhi, January 9-10, 2015.
- One Year Post Graduate Diploma in School Leadership & Management, September 1, 2014- June 30, 2015.
- Two pilot programmes for capacity building of school heads were conducted. One programme was with 50 elementary school heads in District Allahabad, Uttar Pradesh and the Second was with 41 secondary school heads of Daman and Diu and Dadar and Nagar Haveli.
- In collaboration with NCTL, U.K., the Centre conducted cluster-based capacity building workshops with 1400 secondary school heads in Rajasthan and Tamil Nadu.

Strand 3: Networking and Institution Building

Capacity Building of School Heads at National Level

- Meeting with officials of Kendriya Vidyalaya Sangathan regarding School Leadership Development, April 9, 2014.
- Collaboration with RIEs, NCERT and NUEPA- NCSL on School Leadership Development, April 29, 2014.
- Meeting on School Leadership Development in Puducherry, July 24-25, 2014.
- Consultation on School Leadership Development in Maharashtra, Mumbai, July 1, 2014.
- Pre consultation on School Leadership in Uttarakhand, August 19, 2014.
- State Consultation on School Leadership in Odisha, August 27-28, 2014.
- State Consultation on School Leadership in Bihar, September 3-4, 2014.
- National Consultation & Planning Workshop on School Leadership Development for 14 Phase III states at IIC, New Delhi, September 15-16, 2014.
- National Advisory Group Meeting, February 28, 2015.
- Second National Review and Planning Workshop on School Leadership Development at IHC, New Delhi, March 16-17, 2015.
- Consultative Meet for Collaboration with Anchor Institutions on School Leadership Development- Chhattisgarh and Uttarakhand, March 30, 2015.
- One Month Certificate Programme on School Leadership for Secondary School Heads of Seven Hindi speaking states, June 2-27, 2014.

Strand 4: Research & Development

- International Seminar on School Leadership: Policy, Practice and Research at IIC, New Delhi, November 17-18, 2014.
- International Colloquium on Women Leadership in School Education jointly organized by NCSL-NUEPA, New Delhi & University of Edinburgh, United Kingdom, February 12-13, 2015.



- ICT Programme Professional Development Programme on Launching and Teaching Online Course Using Moodle LMS, New Delhi, March 2-4, 2015

Centre for Policy Research in Higher Education

- International Seminar on Challenges of Massification of Higher Education in Large Academic Systems, New Delhi, November 10-11, 2014.

Other Programmes

- Training Course on Gender and Education (in collaboration with Nirantar, New Delhi), New Delhi, January 20-30, 2014

During the year 2014-15 the National University, organized besides the Diploma Programmes, 102 Orientation/Training Programmes, Workshops, Seminars, Conferences and discussion/consultation Meetings etc. at the national and international levels. Out of a total of 4305 participants, 4241 (Table 2.4) were from India and 67 (Table 2.3) from other countries and international agencies.

University's Foundation Day

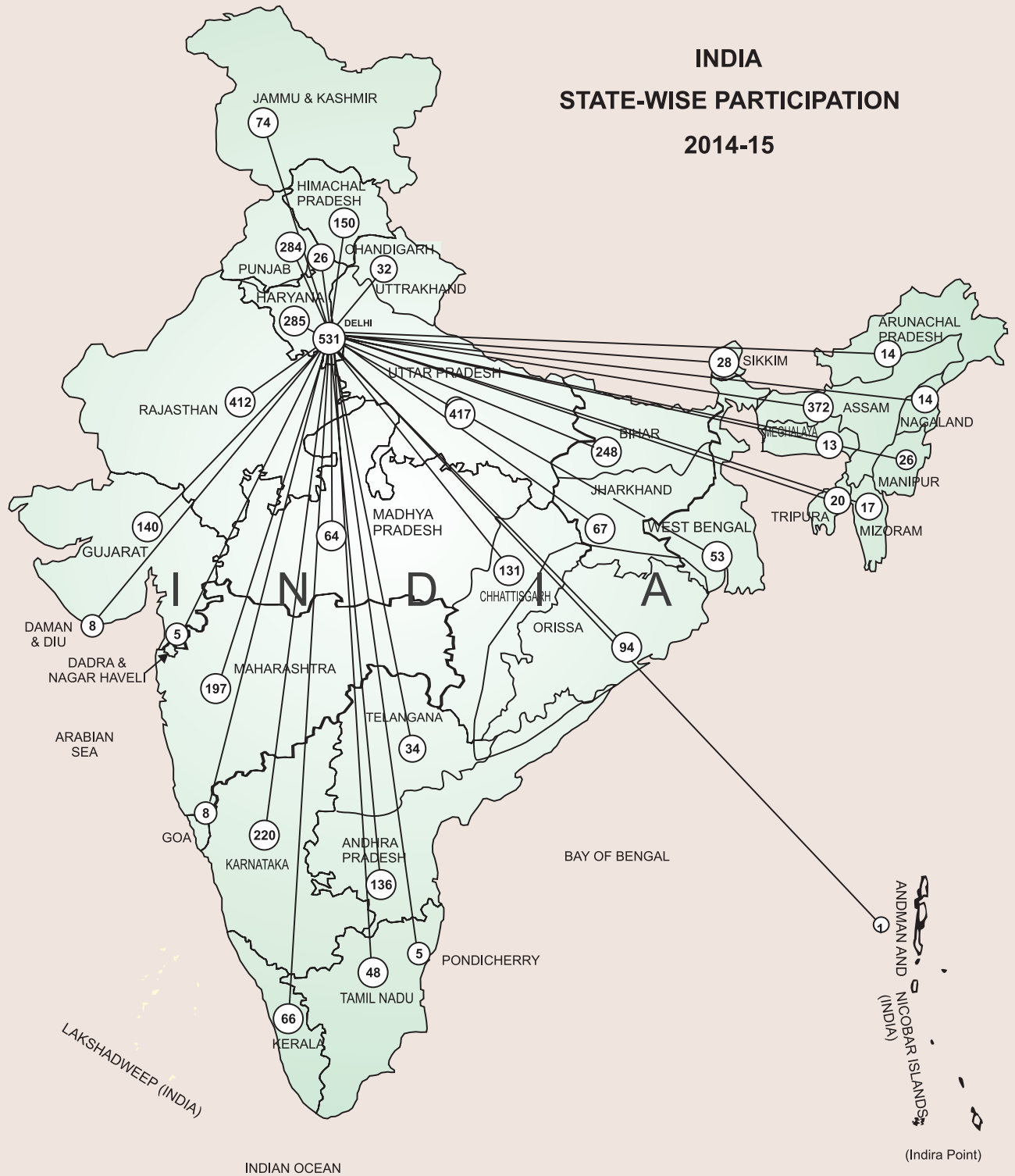
The University celebrates its Foundation Day on August 11 every year. The First Day Foundation Lecture in 2007 was on "Alternative Perspectives on Higher Education in the Context of Globalization" by Prof. Prabhat Patnaik, Vice-Chairman, Kerala State Planning Board. The second in 2008 was on "Designing Architecture for a Learning Revolution Based on a Life Cycle Approach" by Prof. M.S. Swaminathan, Member of Parliament (Rajya Sabha), UNESCO Chair in Ecotechnology, M.S. Swaminathan Research Foundation, the third Lecture in 2009 was on "Universities in the Twenty-First Century by Prof. Andre Beteille, National Research Professor and Professor Emeritus of Sociology, University of Delhi. The Fourth Lecture in 2010 was on "Education, Autonomy and Accountability" by Prof. Mrinal Miri, Chairman, Governing Body, Centre for the Study of Developing Societies. The Seventh Foundation Day Lecture was on "Education and Modernity in Modern India" by Prof. Krishna Kumar, Professor of Education, University of Delhi. The Eighth Foundation Day Lecture in August 2014, which was held on the reporting period of this report, was on "Imagining Knowledge : Dreaming Democracy" by Prof. Shiv Visvanathan, Professor at the School of Government and Public Policy at the O. P. Jindal Global University.



INDIA

STATE-WISE PARTICIPATION

2014-15



Map not to scale

3 RESEARCH



RESEARCH

The National University has been undertaking, aiding and promoting inter-disciplinary research and studies, with particular focus on educational policy, planning and management, in order to generate new knowledge for formulating evidence-based options and strategies to ensure achievement of the education sector developmental goals. The National University undertakes both quantitative and qualitative research, review and evaluation of existing policies, plans and programmes, comparative studies in educational planning techniques and administrative structures and procedures in different states of India and also



in other countries. Emphasis is placed on action-research, including longitudinal studies, which could generate new knowledge in key areas for improving educational policy, planning and management.

Besides M. Phil. and Ph. D. programmes, the research programme supported by the National University covers research studies by faculty members; research sponsored by other agencies; international collaborative studies; programme evaluation studies; and data management studies. The research studies deal with priority issues likely to emerge in the education system or issues that the Indian educational system is actually confronted with. During the year under report, 10 research studies were completed, while 29 studies were in progress.

COMPLETED RESEARCH STUDIES

(AS ON MARCH 31, 2015)

1. School Mapping in India (Research Paper without any funding support)

Investigator: Prof. K. Biswal

Summary of Findings

The starting point of creating an engaging school system is the construction of an equitable school network, which creates an enabling environment at the school level for translating the country's education policy into instructional programme requirements. This means planning the location of schools and their design to provide equal educational opportunity and maintain minimum standards in inputs, staffing and processes so as to make the nation's school system efficient and effective. Given the geo-spatial diversity and uneven socio-economic and educational development across and within provinces in India,

the goal of creating an equitable and efficient national system of education is a paramount task. Wide disparities exist in human development across and within states. An unequal school system would further feed into the process of social and economic differentiation in India, giving rise to the need for planning an equitable, efficient and effective school system.

In this context, this case study looks into the experiences and practices of India in implementing school mapping for optimising the size of the school network and ensuring equal schooling opportunity. The report is organised into eight sections, including the introductory section. Section 2 briefly discusses the evolution of SM as a local level planning technique. Section 3 provides the Indian interpretation of SM. Section 4 looks into the norms and standards that guide SM in India. Section 5 locates SM in the decentralised educational framework in India. Section 6 looks into the institutional arrangements and the existing SM methodology in India while Section 7 provides excerpts of distance matrix-based SM at the secondary level in Salem district of Tamil Nadu. Section 8 is the conclusion.

The conclusion of the case study is as follows:

'If there is no equity in schooling opportunity, there is no educational development.' In recent years, the importance of this statement is slowly acquiring roots in educational policy and programme planning discourses in India. Creating equal opportunities and overcoming spatial, gender, social, economic, physical and language barriers to schooling are important for policy and programme planning. How to make schooling inclusive? What should be the standard size of the school in order to be effective in delivering education? What should be the trajectory of educational development – i.e. expansion vs. consolidation debate? How to bridge rural-urban gap in schooling provisions, processes and outcomes? How to mainstream the disadvantaged in the schooling process? What would be the role of private sector in school education? How to improve quality of public expenditure in education? These are some of the issues that are being widely debated in India today.

In India, elementary education has become a right and the States and Centre have come together to create equitable opportunities for post-compulsory levels of

education. Large scale development programmes like the SSA, RMSA and RUSA (in higher education) are redefining the language educational planning in India. A culture of planning, at the sub-national level, is being created and the public authorities have now become concerned more about quality rather than quantity of public expenditure in education in the country. Democratic decentralization in educational planning and management has become the development ideology. Evidences in the form of country-wide EMIS in school and higher education sectors are being gathered and used in policy and programme planning. The need for district planning, micro planning, school mapping and school improvement planning are being institutionalized by enacting laws (like the RTE Act 2009 and its rules) and programme planning frameworks. These developments over the last few decades, indeed, have changed the educational landscape of planning and management in the education sector. Sub-national level educational functionaries are beginning to speak and understand the language of educational planning.

However, educational planning in India is yet to be professionalized and made result-oriented. Current educational planning practices in the country are more aligned to project planning models than models that emphasize on sector wide approach. As such, planning practices often become compliance exercises to access resources, particularly from the federal government. This is why school mapping, as a planning technique, was never taken seriously by the state governments prior to enforcement of the RTE Act 2009 in 2010. Similarly, as compliance exercises to the requirements of the RMSA, school mapping is being undertaken at the secondary level to access resources from the Central Government. While it has now become mandatory for states to conduct SM at elementary level; it has become a necessity under the RMSA.

However, educational planners and managers are yet to fully understand and appreciate the concept and methodology of SM. Outsourcing of SM, particularly GIS-based SM, has further compounded the problem. This has resulted in varying interpretation of the concept of school mapping across states. Moreover, while the GIS application in SM is being promoted, almost all states lack the capacity to use and align the technology to SM to provide the required salutations.

At the same time, distance matrix-based SM, though methodologically sound, fails to interface spatial data with EMIS data to analyze the school map and generate visual imageries of its characteristics and the SM solutions, which, in fact, makes GIS-based SM seemingly more popular. Moreover, being techno savvy, skill intensive and relatively expensive, GIS has functioned as a mere tool in the SM and educational management process.

Needless to mention, GIS as a decision-support tool is extremely useful in SM provided that it adopts the right method and the right set of geospatial and EMIS data. If the GIS-based SM primarily intends to generate only query-based layers of school maps, buffer the catchment area of a school on the basis of Euclidian distance and go for network analysis between schools, and not capable of identifying 'school neighbourhood' appropriately (as GIS currently relies on aerial distance for this in India) and decides locations of new schools or schools for up-gradation based on wisdom of the planner rather than applying the key principles of investment optimization for expanding access, then the results of GIS-based SM, presented in whatever manner, are bound to be distorted and sub-optimal. This will lead to either underestimation or overestimation of requirements of additional school units for expanding a given level of school network.

In the absence of any documentary evidence of school mapping in states, and without being able to use actual 'walking distance' data, currently, GIS-based school mapping in states seems to be unable to provide the required decision support for planning for access in school education. To highlight a few of methodological issues, first, GIS-based school mapping takes 'school' as the unit for the mapping exercise in a given area; whereas 'habitation' is the appropriate unit for the same, if the objective is to assign schools to habitations rather than assigning habitations to schools. Second, while planning for access, GIS-based SM assigns habitations to school, and accordingly, measures distance from school to habitations; the appropriate method is to assign schools to habitations and collect distance data from habitation to habitation as schools are generally located in one or other habitation. Third, as decisions to locate a new school or upgrade an existing school

is taken without having any reference to any other locations where schooling provisions are required, GIS-based school mapping, in its present form, invariably fails to help optimize school networks in the Indian setting.

Then the question arises, as to whether GIS-based SM and distance matrix-based SM are alternatives or complementary tools to improve SM in India? The answer to this question is that they are complementary SM tools, which, if integrated appropriately, can significantly improve the SM methodology in India. The GIS application in SM can improve significantly by adopting the methodology of distance matrix-based SM process. The present GIS solutions to SM need to be modified by integrating the distance matrix module in the software. There is, therefore, a need for piloting GIS-based SM in India by incorporating in it the key features of the distance matrix-based SM.

To conclude, reorganizing school networks, on the basis of revised norms and standards, may create equal opportunities, but it may not necessarily make schooling opportunities available for all. Supply of schooling provisions may not generate matching demand. Generating demand for schooling in remote and difficult areas, areas affected by civil strife, and making the last segment of the eligible population and children in difficult circumstances and from socially disadvantaged communities access school education are the key challenges concerning demand for education. Policies for reaching the unreached will be necessary to make school education both available and accessible. These concerns need to be built into the concept and methodology of SM in India to make it much more contextual and outcome-oriented. Nonetheless, SM, as a local level planning technique, is contributing significantly towards strengthening decentralized educational planning and facilitating equalization of schooling opportunity.

2. Alternative Approaches to Identifying Educationally Backward Districts (Research Monograph)

Investigator: Prof. Mona Khare

Summary of Findings

Regional disparities in educational development have continued to plague the Indian economy

despite more than 60 years of planned development and commitment to the goal of equity and quality in education. As an interventionist strategy, educationally backward States were identified by the Government in order to provide special treatment and incentives to them. Keeping in view decentralised planning for educational development, smaller regional units like special focus districts (258 in number), educationally backward blocks (3479 in number) were identified on the basis of different criteria for focused interventions to reduce these gaps.

However, still large scale gaps in several States and districts exist. As stated in the 11th FYP, there is a challenge of bringing the last 6-7% children who are “hard to reach” into the fold of education. The working group Report on the 11th FYP pointed out that reducing inter-State, inter-district and inter-block disparities will also pose a challenge in the years to come. The XII Plan reiterates these concerns. This calls for a closer look at identifying the existing backward/developed regions from a holistic perspective.

Educational development/backwardness, being a multi-dimensional concept, needs to be viewed from a different lens of a multivariate index of educational development, incorporating multiple criteria across all levels of education. Such a multi-dimensional index can be the most justifiable indicator for identifying educationally backward areas. A composite indicator or synthetic index is an aggregate of all dimensions, objectives, individual indicators and variables used. This implies that what formally defines a composite indicator is the set of properties underlying its aggregation convention. Further, in the process of developing such indices, it is possible to identify the priority areas that are more responsible in explaining the disparities.

Composite indicators (or indices) are of increasing interest for benchmarking institutions'/region's performance. Organizations such as the United Nations, the European Commission, UNESCO, GOI and others have used composite indices in order to provide rankings to institutions or countries. Among the different instruments of quality assessment in higher education, rankings probably get the

most public attention. Similarly, the UNDP ranks countries on the basis of HDI and the EFA GMR uses EDI. Many more such indices are now in use and have been developed by renowned global organisations like the World Competitive Index, The Innovation Index, Sustainability Index and so on. The list is long but one thing that's common is that these are all composite indices based on multiple dimensions measured through multiple sub-indicators/variables.

This monograph is designed to act as a methodological guide for understanding various techniques of developing such index of educational development/backwardness. Although these techniques are statistical and mathematical in nature, the monograph will present them primarily with a view to act as a tool guide for non-mathematicians and non-statisticians. The basic objectives are to provide the reader an insight into the following:

1. Understanding and identifying multiple indicators of educational development;
2. Understanding and treating the problems associated with aggregation of multiple indicators;
3. Learning alternative techniques of developing multivariate index;
4. Applying different methodologies to construct a multivariate index of educational development and identify the educationally backward districts; and
5. Using real life practical data set for developing such an index.

The monograph is divided into three parts.

Part I discusses the multi-dimensional nature of educational development. The main focus of this part is to look at educational development from a holistic point of view so as to identify indicators of internal efficiency as well as external environment affecting educational development in a region with proper justification for their inclusion.

Part II discusses concepts and theorems related with multivariate indexing methods. The focus of this part is on studying the problems in using multiple variables and ways and means of treating multiple

data set so that aggregation becomes technically possible. This explains the various concepts by taking examples of similar exercises undertaken in available literature.

Part III uses the prerequisites developed in part II to go more deeply into explaining the techniques of multivariate indexing methods. This part has a practical orientation and focus on applying the alternative approaches discussed in part II to educational data set to develop an EDI and use it for identifying educationally backward areas. The part attempts to trace the historical evolution of various methodologies of constructing multivariate index.

3. Assessment of Available Facilities for Primary and Upper Primary Education in Tribal Areas

Investigator: Prof. K. Sujatha

Summary of Findings

The study covers 25 Special Focus Districts (SFD) of nine states - viz., Andhra Pradesh, Assam, Odisha, Jharkhand, Madhya Pradesh, Chhattisgarh, Maharashtra, Gujarat and Rajasthan. The main objectives of the study are to : (i) examine the access and available facilities for primary and upper primary education and participation of ST children in predominantly tribal areas; (ii) examine whether the existing educational facilities cater to the gender, linguistic and socio-cultural needs of tribal children; and (iii) study the viewpoint of parents regarding the available education facilities and schooling of their children, besides teachers' perspective of tribal children.

Major Recommendations

1. There is a need to adopt a national and state policy regarding mother tongue as a medium of instruction for tribes in the early classes at the primary level. Thereafter, a steady transition to regional language is recommended at the next stage.
2. There needs to be a policy of teacher recruitment in predominantly tribal areas similar to that of the state of Andhra Pradesh but one-fourth of

teachers drawn from non-tribal category in the interest of maintaining competitiveness and ensuring diversity.

3. Improving the quality of school infrastructure and facilities, especially construction, boundary wall, usable toilets, separate toilets for girls, drinking water, furniture and equipment within classrooms, should be undertaken on priority basis to ensure that the schools are in good condition. The quality of construction of school buildings needs to be improved and made appropriate to local weather conditions.
4. In order to overcome implicit discrimination by parents through creating barriers (there is high tendency among tribal households to engage girls in household work, sibling care etc.) and invisible discrimination at school (lack of usable toilets, absence of female teachers, teacher absenteeism etc.), better facilities in schools, effective incentives and more Ashram Schools for girls need to be provided.
5. As in Maharashtra, Odisha, Gujarat and Assam, the Department of Education should be responsible for establishing, monitoring and administrating/ managing schools in all tribal concentrated/ scheduled areas so as to avoid the problem of dual administration of tribal welfare and education departments.
6. The school monitoring system should be improved and Information Technology (IT) harnessed to control teacher absenteeism.
7. As majority of schools in tribal areas are small in size, the quality and extent of infrastructure and number of teachers remains an issue. Therefore, one needs to plan an alternative mechanism for having residential Ashram Schools and school complex system.
8. The Annual school schedule, school timings, vacation and holidays need to meet the local geographical and cultural context and also take into account local tribal festivals and fairs.
9. As most schools in rural tribal areas are small in size and are not well- equipped, it is suggested that the budget for such schools should be

increased on the basis of higher per student cost.

10. As physical access to schools is generally problematic due to difficult terrain and bad roads, arrangement should be made for transportation of students to schools, where required.
11. In the case of remote habitations, where schools do not function effectively and are not viable, the facility of Ashram schools should be expanded or created and also more KGBVs should be opened to take care of the educational needs of girls.
12. Incentives for ST students in tribal areas should be increased in order to overcome the opportunity cost factor. Stationery items should also be given to students and there should be more scholarships for them. Bicycles should be given to girls in upper primary classes.
13. Teachers should be given some monetary incentive for working in remote tribal areas. They should be provided housing if they do not have a house in the village or its vicinity. By facilitating the teachers to reside in the village, teacher absenteeism will decrease and more time would be devoted to teaching-learning.
14. Teachers should be made familiar with tribal culture and lifestyle through short orientation programmes before being posted to schools in the tribal areas.
15. All teacher vacancies should be filled and there should be at least one regular teacher in every school if the school has only contractual teachers.
16. There should be a review of policy for education of tribal children at the national-level and also at state-level in every state having large pockets of tribal population. The review should cover all aspects such as role of different Departments, especially Tribal Welfare Department, finances, incentives, language-related issues, role of Ashram schools and KGBVs, need for vocational courses and monitoring mechanism for schools.

4. Preliminary Study for Third Survey of Educational Administration in Kerala

Investigator: Dr. R. S. Tyagi

Summary of Findings

The study was aimed at mapping the changes that have

taken place in administrative structures and functions of school education in Kerala over the last two decades. Based on the pre-designed questionnaires, the data and information were collected at state-level, covering education secretariat and all the directorates, regional, district, block and institutional levels. The study found that Kerala has established large administrative structures and functions at all levels of administration, right from institution to secretariat levels, over the last two decades. It has also started the system of e-governance at all levels of administration in order to make the functioning of the administration more effective and efficient.

However, it was found that there has been a sheer lack of coordination and convergence not only within the different levels of educational administration and the different sectors, including elementary, secondary and higher secondary, but with the other departments, which are conducting educational programmes for SCs and STs. Further, like majority of the states in the country, it has also created parallel project management structures for development programmes like SSA, RMSA. This function of the education department has again created lack of coordination resulting in undue delays along with lack of a sense of responsibility and accountability among educational administrators.

The state is also facing the major problems of thousands of economically unviable schools, thousands of retrenched and surplus teachers in government and aided schools, teachers' transfer and about 7000 litigation cases of teachers which consume considerable time of educational administrators, thereby adversely affecting the smooth functioning of the education officers. Incidentally, while Kerala had the distinction of being an educationally advanced state in the country long time back, it is still facing problems related to issues of quality of education since there is no academic supervision of schools that would enable education officers to provide help and support to the teaching-learning process for effecting improvement in the quality of education.

The study has suggested the need for an integration of two directorates, viz. directorate of school education and higher secondary education based on a rational

assessment of the administration. The state should constitute a state-level education service which would help in providing timely availability of academically skilled education officers. It was also suggested that in order to deal with the problem of surplus teachers, there is a need to establish a teacher commission which could recruit teachers for private-aided schools instead of this being done by the managers of private-aided schools as the state government was providing 100 percent financial aid for meeting the expenditure on teachers' salaries in these schools. Along with creation of grievance redressal cells for teachers at different levels of administration, the state should also move towards the zero transfer as suggested by the National Policy on Education. On the basis of the study, the tools were refined for data collection during the Third All India Survey in other states and UTs in the country.

5. Study on Educational Administration in Bihar- Structures, Functions and Processes

Investigator: Dr. Manju Narula

Summary of Findings

There have been tremendous changes in the governance of school education in Bihar during the last two decades since the second All India Survey of Educational Administration was conducted in 1990-91. The present report covers various comprehensive changes that have occurred in the area of educational administration in the state of Bihar. It examines policy initiatives in educational administration, covering structure, functions, process and procedures while indicating the changes in administration and management system at different levels viz. Secretariat, Directorate, Regional, District, Block and Institutional levels. The survey report provides general information about the state indicating the legal basis of education, educational policies and programmes, organization and administration of education, role of local bodies, personnel management, process of educational planning, inspection and supervision and the academic support system. The report contains the activity profile of

the head of the institution. The report also discusses problems faced in the management of education and prospects of future development.

6. An Evaluation of the Centrally Sponsored National Scheme of Incentive for Girls in Secondary Education

Investigator: Dr. V.P.S. Raju

Summary of Findings

The evaluation of Centrally-sponsored 'National Scheme of Incentive to Girls for Secondary Education (NSIGSE)' was started in January 2014 in accordance with the principles and norms proposed by the MHRD. Based on secondary sources, eight sample states/UT were selected—Arunachal Pradesh, Bihar, Himachal Pradesh, Madhya Pradesh, Punjab, Puducherry, Tamil Nadu and West Bengal, so as to cover all the regions of the country - North, South, East, West, Central and North-East. It was decided to conduct the evaluation with the help of the descriptive survey method using secondary and primary data. A total of 16 districts with at least 219 schools and a selected 1,889 girl students enrolled in class IX during the period 2008-09 to 2011-12 were taken as sample. Field survey using separate questionnaires/schedules for girls, headmasters and officials were conducted to collect data. After a meticulous study, the evaluation noted that many girls from impoverished families, who used to drop-out in the middle of their schooling due to economic and other social compulsions, find this scheme better. The evaluation concluded with a note of suggestions and recommendations to the Ministry for the smooth implementation of this scheme throughout India.

Impact of NSIGSE Scheme

The NSIGSE Scheme helps poor families send their children for secondary education as part of the process of continuing their higher education. Parents and teachers also recognize the students' potential and talent through the scheme.

The scheme acts as a motivation for incentive holders to continue their education and be very clear about their academic goals. The scheme encourages poor

girls not only to enhance their academic merits during the school years but also imbues them with competitive spirit that prompts many to aspire for higher education in the pursuit of better careers. This also has an inspirational effect on their younger siblings, neighbours and relatives on the academic front. Apart from their inspirational roles, awardees also give constructive guidance to others for applying for the scheme.

The financial support, through this scheme, enables parents to send their children for higher classes, particularly professional courses, and also facilitates the purchase of books and stationery items, with some children even saving money from the incentive amount for receiving special training for skill development in computers and other areas.

Students are very conscientious about their studies as well as the need to perform well after being selected for the incentives. At the same time, awardees are unhappy with the incentive amount being too low as also because of the inordinate delay in getting it credited to their own accounts.

Heads of all the institutions indicated that the NSIGSE Scheme has provided immense motivation to girls in the Secondary classes, particularly from Classes VIII to X. A positive change was noticed among the awardees, who were attending their schools regularly and excelling in their academic performance in the conviction that they would be benefited in the future.

For instance, in Punjab, the admission of girls in schools has increased even as, on the other hand, the drop-out rate has declined thanks to the girl child getting the needed impetus in the form of the monetary incentive to continue further studies.

7. A Study of Schools Affiliated to International Boards

Investigator: Prof. Pranati Panda

Summary of Findings

The study on "International schools in India" was commissioned by the Ministry of Human Resource Development (MHRD) keeping in view the rapid

growth in the number of international schools in India. The earlier attempts were made by the MHRD to develop a policy on the affiliation of Indian Schools with foreign Boards. The present study, on the basis of defined ToR, has tried to capture the growth trend, affiliation/authorisation and registration practices with international boards, demand for international curriculum, employment of foreign teachers etc. Currently, there is no database available on international schools, their affiliation with multiple boards, number of international students and teachers, fees' structure etc.

During the last two decades, there has been an exponential growth of international schools in India. These schools, variously known as International School, World School, Global School etc, are affiliated mainly to three foreign boards - International Baccalaureate (IB), which originated in Geneva; Cambridge International Examination (CIE), a part of the University of Cambridge and Edexcel, a part of Pearson company. There are nearly 478 International schools affiliated to these three international boards. During the last five years, a large number of private schools in India sought affiliation to international boards as a matter of voluntary choice. The coverage of international schools is only limited to 19 states. Maharashtra has the highest numbers of both CIE and IB authorized schools in India. The schools affiliated to international boards have taken two distinct routes. Out of 102 (excluding four Embassies schools) IB authorized schools, 67 schools took direct route i.e. after seeking permission from the state to establish a school; they sought direct authorization from IB. A total of 139 CIE authorized schools followed a similar route. The second route is that schools already affiliated to CBSE, CISCE and State boards have affiliated themselves with international boards. More than 95 per cent of the international schools offer a dual curriculum (international and national curriculum like CBSE, ICSE or State Boards or the combination of programmes offered by IB, CIE and national boards). The major findings and suggestions for the study are based on the data collected through questionnaires, interviews and school visits etc.

The growth, which has increased conspicuously in

recent years, has been relatively adhoc, unplanned and unstructured. The last five years have been witnessing steep rise in international schools. The composition of international schools is heterogeneous and complex. The international schools are ranging from schools with all international attributes like international curriculum with majority of expatriate students and teachers, to schools with domestic students and teachers, with/without any international board's affiliation. There are also different categories of international schools such as International Day Schools/International Day-cum-Boarding Schools/International Boarding Schools. These may also include "Historical pre-date independence schools". The international boards allow their logo to be used by the schools after seeking due authorization and registration. The international schools have their own choice and freedom to use any term like international/global/world in the name of their schools.

The policy and practice of granting Affiliation/Authorization/Registration by international boards to Indian schools is similar to that of other countries. The international boards do not have (CIE or IB) any specific preference for according authorization to schools of different size (big, small), context (rural, urban) or, for that matter, to any religious management school. With regard to legal status of private schools seeking authorization from international boards, both the boards (IB and CIE) have different requirements. Legal issues are considered as the responsibility of the schools in the case of CIE registration whereas for IB authorization, the school is required to produce relevant documents along with related confirmation from the local/provincial/state authority that the school is recognized as an educational institution. The IB and CIE are both non-profit international boards. However, the schools opting for affiliation/authorization/registration with international boards pay several charges relating to authorization, examination, professional development of staff and inspection. Both the international boards emphasised that curriculum, teaching- learning process, evaluation and assessment processes are the major strengths of their programmes and integration of the national and Constitutional values and other Indian context are the responsibility of the schools.

The rapid growth in international schools in India is influenced by several domestic reasons rather than international demand. Generally, in India, expatriate families, business classes and multinational professionals show greater preference for international schools for their children. In recent years, Indian middle class families are opting for international schools as a matter of social status, aspiring for international quality education and considering international programmes as a gateway to study abroad. The International General Certificate of Secondary Education (IGCSE, CIE) and Diploma Programme (DP, IB) are the most popular programmes in India. Admission policy and fee structure are not uniform in schools affiliated to both the boards (CIE and IB). There is a greater variation in the fees' structure in the international schools.

Many countries of the world have different policies with regard to international schools. Some countries have adopted a "laissez faire attitude" while many other countries have evolved regulatory norms. The increasing number of such schools set up in an unplanned and unstructured manner, together with their enormous diversity, necessitates the immediate attention of policy-makers and planners. There is total absence of any "database" of these International schools operating in India. The diversity of international schools raises significant issues relating to the standards and quality of these schools. No country can remain indifferent to this expansion of international schools. On the other hand, the need for international schools in the globalised era can hardly be challenged but requires a very transparent policy and planned initiatives to be evolved by the government.

It is recommended that Government of India should initiate appropriate steps for the formulation of a Policy Framework concerning the establishment and regulation of international schools as part of the National Policy on School Education. As a result, there is an immediate need to develop a regulatory mechanism for international schools. It is recommended, in this context, that a regulating authority for international schools in India - 'International Schools Regulatory Authority

(ISRA)", India- be set up under the Ministry of Human Resource Development. The Authority shall lay down the defined role of the Central and state governments and criteria to be fulfilled by the schools for seeking authorization/registration from international boards. The schools may be required to submit application to international boards/providers through the Regulatory Authority. The objectives, composition and functions of the Authority should be spelt out in the policy instrument devised for setting up the Authority. It should be mandatory for each international school to have only single updated website with all the required details about the school. Keeping in view the urgency to regulate the international schools, as an immediate measure, a 'Cell' may be set up under the Department of School Education and Literacy, Ministry of Human Resource Development to monitor the expansion and functioning of the international schools.

It is first and foremost significant for any government to pronounce the characteristics of an international school in the Indian context. What is an international school? What criteria should be laid down to designate school as an international school? It is recommended that the Policy Framework on international schools should clearly lay down the essential attributes of an international school - an international curriculum affiliated to an external exam board; a significant (>20%) international mix in the student composition and a significant (>20%) international mix in the faculty (the significant 20% is an arbitrary figure- and can be argued to be more, but, probably, not less).

The international curricula and its practices by schools should incorporate India- specific elements in their curricula such as History and Culture of India, Art, Music, Indian languages and celebration of Indian national days, festivals etc. NCERT should be entrusted with the responsibility to review international curricula at different stages and suggest the integration of India-specific elements and Constitutional values.

With regard to recruitment of foreign/ international teachers, there is a need for determining the proportion of Indian and foreign teachers in international schools; Policy relating to visa and work

permit and salary of international teachers of different nationalities. It is suggested that MHRD, in tandem with Ministry of External Affairs and Ministry of Labour and Employment, formulate a policy relating to visa and work permit and salary structure of international teachers of different nationalities.

The proposed Authority needs to regulate the tuition fees and other charges commensurate with the expenses of the school while also monitoring the quality of education being imparted. The Authority should review the fees and other charges from time to time. It is also recommended that the proposed Regulatory Authority should devise a standing mechanism to monitor the functioning of international schools, especially with regard to incorporation of India-specific elements in their curricula, students' admission policy, fees structure, infrastructural facilities etc.

8. A Study of Social Dimensions of Demand for Pre-Primary Education in Rajasthan and Haryana

Investigator: Dr. Madhumita Bandopadhyay

Summary of Findings

This research study was undertaken to study the supply initiatives towards smooth functioning of pre-school education and to study whether they are in line with the demand. This included study of physical and academic facilities provided by pre-schools run by different management systems, the socio-economic background of children availing the pre-school education, the transition status of children from pre-school to primary school; the opinion of parents about pre-school education and the functioning of schools and centres available for pre-school education in nearby areas.

The study was based on primary and secondary data. Primary data have already been collected from 84 schools and 72 Anganwaris covering 3280 pre-school students. The data have also been collected through interview with 84 school heads, 67 pre-primary teachers, 72 Anganwari workers and Sahaikas, 1132 sampled parents. School roster data have been collected for around 3500 (approx) children who

are enrolled in class 1 and class 2 for assessing the transition situation from pre-school to primary school and children's educational status in the early grade. From the school and Anganwari survey, it was noted that Haryana is comparatively in better situation than Rajasthan in terms of access to pre-school education.

While in Haryana, all government schools were found with at least one nursery grade, in Rajasthan, no government school has any pre-primary section and, apart from private schools, only AWWs are providing pre-school education. It was also found that all private sample schools in both states are equipped with the facilities for providing pre-school education. However, quality of the service is far from satisfactory in Anganwaris and also in some of the government schools. It has been found that teachers in many schools are not trained to teach these children and a large number of children are yet to develop basic skills of reading and writing in addition to motor skills because of low quality of teaching and learning process in Anganwaris and government schools.

9. A study of the Working Conditions of Teachers in Punjab: Mapping Policy and Practices

Investigators: Dr. Anupam Pachauri and Prof. Vimla Ramachandran

Summary of Findings

The study on the working conditions of teachers in Punjab was a qualitative research study. The study has documented and analysed the recruitment and deployment policies and practice, salary, service benefits and working conditions, including teacher deployment, transfer, first and subsequent postings, professional growth, development and evaluation for regular and contract teachers in Punjab. The first phase entailed collection and desk review of the documents; the second phase involved issue and theme-specific interviews with the key officials at the state and one district (Mohali) level to further explore the identified issues. The third phase, in continuation with the second phase, further explored the issues through focus group discussions with several categories of regular and contract teachers teaching

in Punjab in elementary and secondary schools.

The findings of the study indicate that the categorisation of teachers in Punjab according to the schemes and programmes launched has created scope for wastage due to duplication of management and administrative structures without adequate resources.

This has also resulted in absence of a clear path of career growth for some categories of teachers. Thus, whilst the system, by and large, has increasing expenditure and has good RTE Act 2009 compliance, it also has a pool of disgruntled teachers. This situation might be addressed by convergence of all schemes and funds under the umbrella of Punjab state government's department of education and launching a unified cadre of teachers. The convergence will reduce disparity.

10. Nine-State study on the Working Conditions of Elementary and Secondary School Teachers

Investigators: Prof. Vimla Ramachandran, Dr. Prerna Goel Chatterjee, Mr. Nikhil Mathur and Ms. Aparna Ravi

Summary of Findings

This study was conceptualised and executed at a pertinent moment in the history of Indian education. The Right to Education (RTE) Act 2009 has mandated teacher-student ratios and teacher qualifications and also given some indications as to what is a conducive environment for teaching and learning. Equally significant is that the RTE Act and Justice Verma Committee (2012) mandated a Teacher Eligibility Test as the first step in the recruitment of all teachers, whether contract or on grade. In addition, several state governments have reviewed their policies with regard to contract teachers and some others are hiring contract teachers without any long-term perspective on what would happen to them. This is also the time when there is a lot of pressure to improve the quality of our schools and ensure that our children learn.

Keeping the above in mind, NUEPA (under the

aegis of the Chair on Teacher Management and Development) initiated a study to understand the working conditions of elementary and secondary school teachers in nine states of India – namely Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Odisha, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh. The World Bank was invited to join as a technical partner of the study.

The study focuses on government school teachers at the elementary and secondary levels. Government-aided school teachers were included at the secondary level because of their strong presence in this part of the sector. The research includes all categories of teachers – regular, contract and part-time teachers. It was decided that the following issues would constitute our understanding of 'teacher management' to be explored: Recruitment policies and practices; Deployment and re-deployment (transfers / posting) policies and practices; Salary, non-salary benefits and related service conditions (pensions, other long-term benefits); Physical working conditions of teachers; Roles, duties, responsibilities of teachers; Avenues for professional growth and management of teacher in-service training; Autonomy, accountability, appraisal systems that are in place; and, Teacher's rights, grievance redressal mechanism (through a desk review of legal cases filed in the last two years) and mandate of teacher unions.

This study does not seek to comment on the capacity and quality of teachers who have been recruited and how effectively they are working in our schools. This study is, instead, about finding out whether the government is able to recruit and deploy teachers, where necessary, whether practices are informed by policies and if all this is being done in a transparent manner.

The study was conducted in three stages: (i) Desk Review of existing materials on teacher management and development; (ii) In-depth exploration of issues identified; and, (iii) Dialogues with stakeholders at the state and district levels. The methodology adopted was primarily qualitative in nature, through perusal of policy and other documents and interviews with stakeholders. However, an intensive analysis of

existing data was carried out in order to capture the context in which the study was located.

Recommendations

This study has shown that the broad guidelines drawn up at the national level (such as the qualifications for teachers set by NCTE and the development of the UDISE database) have had and will continue to have an important role in facilitating a dialogue on issues related to teacher management. That being said, the vast majority of teachers are state government employees, and it is states that ultimately determine teacher recruitment and deployment policies, finance salaries, decide promotion criteria and provide these teachers support in the form of professional development and grievance redressal structures.

The overwhelming message emanating from this study is that there is an urgent need for each state to develop a comprehensive teacher management policy — one that includes a clearly laid out recruitment protocol, transfer regime and clear guidelines in respect of related matters like teacher deputation to non-education duties (as Block or Cluster-level administrative official), education-related duties (into DIET, CRC and BRC, as key resource person) and promotion (as Head Master / Head Teacher). But a comprehensive policy is not enough; it needs to be supported by structures that allow practice to follow in a transparent manner, reducing the stress, delays and confusion associated with non-transparent processes. This chapter identifies five key teacher management issues that state governments should focus on to improve their school education systems. The five issues are related; changes in one are likely to affect others.

(a) Streamlined and transparent recruitment and deployment

Karnataka and Tamil Nadu provide other states with an example on how to make teacher recruitment, deployment and transfer more transparent and efficient. Their systems have certain common features: (1) there are clear policies for each; (2) the processes are transparent and largely conducted online, using sophisticated software and management information systems; (3) there is a clearly defined timeline for the process of recruitment and transfer,

which is stable across the years; and (4) teachers at the elementary level (where most cases of corruption are reported in other states) are a block-level cadre, with considerable choice in their first assignment.

Moving beyond this, recruitment policies and practices must address two issues that have complicated teacher management considerably. The first relates to the existence of multiple cadres of teachers. This causes complications in several situations. At the same level, there are Zilla Parishad or PRI teachers and there are some project-specific teachers (funded from RMSA or SSA). Or in a school, an elementary school head teacher might be responsible for both primary and upper primary cadre teachers.

The second issue relates to the distribution of PTRs within states, and indeed within districts and within blocks. All states had a significant number of elementary schools with both very low PTRs (below 1:10) and very high PTRs (above 1:100). There is, therefore, an urgent need for states to investigate the distribution of teachers at the school level and rationalise accordingly. At the secondary level, states need to develop a metric for assessing the need for teachers as the standard PTR, used at the elementary level, does not work (such a metric is probably also needed for upper primary teachers).

(b) Easy Access to Support Structures for Teachers

BRC and CRC structures were conceptualised as a peer support system for teachers. However, the feedback from teachers is that there is really no support system. Three things are important to highlight in providing support to teachers. First, the institutions of Headmasters / School Principals need to be strengthened. Governments can start by recognising the importance of the role and ensuring that all schools have a school principal (the number of unfilled posts is scandalous) and have a person who is competent and motivated (simply appointing the seniormost teacher is not a good enough policy). Governments also need to provide capacity building for all those who are serving as school principals.

Second, there is a need for a systematic induction

programme for teachers. At present, new teachers are simply expected to learn their roles and responsibilities on the job, with little formal guidance or support. To begin with, states should develop a single booklet that contains all the information a new teacher needs about their roles, responsibilities and rights. Thereafter, new teachers should be assigned a mentor – a more senior teacher with responsibility for helping guide the new teacher and responding to questions. And lastly, states should focus on some capacity building activities for new teachers.

Third, and more boldly, the national and state governments should engage in a dialogue about the sitting and size of schools. The spread of schools to many rural and remote communities has, without doubt, had a positive impact on access for children. However, it has also had the effect of creating small schools without sufficient teachers (and without adequate support and often without sufficient physical infrastructure) to create good quality schools. Not only would teacher management be easier within fewer, larger schools – it is very likely that such schools would offer better quality education for our children.

For teachers to perform effectively, they must know that there are systems in place to protect their professional interests and aspirations. The Government of India could initiate a nation-wide dialogue on grievance redressal mechanisms by drawing upon good practices in different states. Government of India could also encourage the state governments to make sure that all schools and education-related institutions like CRC, BRC, DIET, SCERT etc. come within the purview of the “Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act Of 2013”.

(c) Incentives for Effort and Performance

Promotions currently depend entirely on seniority and the accumulation of qualifications; not on the actual work teachers do to help students learn better. Even in states where policy pronouncement link rewards to performance (such as in Madhya Pradesh for confirmation of contract teachers), we found little evidence to suggest that the policy had translated into practice. For teachers to be effective, it is

important that career progression structures reward effectiveness rather than relying on experience and qualifications.

There is really no positive incentive for teachers to work in rural and remote areas, with the exception of Karnataka, where years of service in a remote area count in a teacher’s transfer opportunities. It may be a good idea to build-in incentives in the form of additional allowances, housing in the school compound or in the same village, priority for posting in urban area after a stipulated number of years etc. State policy should see teaching in rural or remote areas as a positive choice, which can be made by good teachers, rather than a to-be-tolerated necessity while awaiting a ‘good’ posting.

A final point on career progression: the multiplicity of cadres also makes it more difficult for teachers to navigate their professional progression, as they usually have to leave their present cadre to get promotion; and cannot move back – hence, a teacher cannot build a diverse set of experiences (as primary teacher, upper primary teacher and member of the block resource centre team) in order to be a more effective primary teacher. This needs to be addressed.

(d) Accountability and Feedback on Performance

Teacher appraisal is, perhaps, the most under-developed but also the largest missing piece in state systems of teacher management. The lack of an effective appraisal system means that teachers get no feedback on how they are performing and, as such, no guidance on what their professional development needs are; and system administrators cannot design or contract for necessary training programmes. An appraisal system would also enable promotions to be a reward for good performance rather than simply time-served. A further advantage would be to enable the small minority of teachers, who continue to perform poorly, to be removed from the teaching profession. A lot of work needs to be done in this area.

(e) Improved Data Systems

A transparent and merit/experience-driven management of the teaching cadre would be greatly improved by an integrated teacher-MIS, where

the personnel and deployment history is available, training history is recorded and other teacher-specific information is available. Though not one of the states covered in this study, Bihar has recently developed such a system, and technical solutions are readily available. A robust teacher information system would (a) reduce delays in promotion/increments/transfers due to administrative inefficiencies like maintenance of service book/teacher records; and (b) enable deputing teachers for training on the basis of their needs/past training experience. Equally, it would be extremely useful to administrators and researchers if the DISE and UDISE captured teacher-specific information. State and district officials will need greater capacity to use such a system effectively in their decision-making.

Many of the issues related to teachers' accountability to whom and for what could be addressed if an integrated teacher-MIS is able to capture the

professional trajectory of teachers. Or to put it the other way around – the development of such an integrated teacher-MIS is dependent on having a shared understanding between the teachers and the state government of what teachers are accountable for and, therefore, what types of information should be collected through the MIS.

Finally, as the report shows, a number of administrative problems in the various states were caused by poorly-developed policies or practices (for example, lack of clarity over service rules leads to delays in payment of teacher benefits and generates court cases). One way of addressing this issue would be for state governments to consult on new policies and procedures, by publishing the draft documents and inviting comments within a specific period of time. Beyond enhancing administrative efficiency, this approach would have the added benefit of promoting transparency.

Research Studies in Progress (as on March 31, 2015)

1. Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha

Investigators: Prof. S.M.I.A. Zaidi, Prof. K. Biswal and Dr. N. K. Mohanty

This is an attempt to critically review the planning process, methodology and techniques followed by states in the preparation of their District Secondary Education Plans (Perspective and Annual Plans) under RMSA through an action research. The basic purpose is to understand the existing enabling conditions and institutional, technical and other constraints for plan formulation and the extent to which the RMSA Framework for Implementation is being understood and applied at the district level for planning and management of secondary education. Moreover, there is hardly any study at the district level exploring the planning process and assessing the institutional, technical and professional constraints in the formulation of DSEPs. The study, therefore, aims at generating additional knowledge through action research for enhancing the professional competencies of NUEPA faculty as trainers for effective design and delivery of capacity building activities in educational planning. In this context, the action research is being implemented in Tamil Nadu and Odisha. Four districts in Tamil Nadu (i.e. Salem, Theni, Cuddalore and Madurai) and two districts from Odisha (i.e. Keonjhar and Ganjam) have been selected for implementing the research.

So far, review of related literature has been done. The Research Team has had several rounds of interaction with the State and District Planning Teams in the sample states. Two workshops and four consultative

meetings have been conducted to reflect on various aspects of district planning in school education, in general, and planning under RMSA, in particular. Structured DCFs have been developed and tried out before their use for collection of relevant quantitative and qualitative data. Other methods like group work, focus group discussions, field observations, formal and informal interviews, and field visits to district and sub-district level administrative units and schools have been undertaken. Coding, feeding and cleaning of data have been done. Secondary data collected from other sources like the TSG, RMSA, Census of India, NSSO and UDISE are being processed. The RMSA plan documents of the sample states have been reviewed. Report of the 1st Phase of the Action Research drafted. Interventions in the second phase of the action research are in progress. The research will be completed in March 2016 with a national level workshop for sharing its findings.

2. Limits of Expansion of Secondary Education in India: An Analysis of Student Flow Patterns and Internal Efficiency of Elementary Education

Investigator: Prof. K. Biswal

The study is an extension of the earlier work done in 2009 by Prof. Keith Lewin (University of Sussex, UK) and NUEPA Team while developing the policy guidance note for the expansion of secondary education in India under the RMSA. This research aims at estimating state-wise flow rates through the elementary level into the secondary school by taking into account the likely evolution of transition rates from primary to upper primary and upper primary to secondary levels. This can be achieved using U-DISE data and data from other sources like All India School Education Survey (AISES), MHRD publications, Census of India, etc. The study has taken Odisha and Tamil Nadu as two sample states estimate the student flows through school education.

The specific objectives of the study are as follows:

- (i) To understand the dynamics of student flow from grade 1 through grade 10 as they affect the dynamics and costs of expansion of secondary schooling;

- (ii) To identify clusters of states and population sub-groups based on student flow patterns which can be grouped to reflect different levels of probability of achieving stated goals;
- (iii) To identify the gaps between the targets set by RMSA and the projected student flows, and relate these to the main constraints on growth identified.
- (iv) To estimate costs and implications of differential rates of expansion of secondary schooling and compare these with current levels of investment for expanding capacity in the secondary schooling; and
- (v) To plan and set up case studies and tracking studies (in Phase II) to understand what factors shape and influence the supply and demand for expanded access to secondary school within different communities.

Currently, relevant data are being collected; and the related literature is being reviewed. Based on the secondary data, mainly from U-DISE and MHRD publications and the Census of India publications, construction of the projection model for Tamil Nadu is in progress.

3. A Spatial Perspective on the Causes and Consequences of Higher Educational Out-Migration: A Case Study of Himachal Pradesh

Investigator: Dr. Suman Negi

Review of related literature and data collection are in progress. Draft outline of two chapters on the socio-economic and education profile of the study area based on the secondary data have been prepared. Data pertaining to migration (Tables D2 and D3 of the Census 2011) have been completed. Sorting of D4 migration tables is under process. Final tables have been generated for all the states. Questionnaires have been developed and piloted in two villages of Kullu district. The field work was completed in November 2014. The draft outline of the first five chapters has been completed. Mainly, the analysis of the primary data is in progress. Data collected from two districts

have been entered into MS Excel. Data cleaning, sorting and coding are in progress in SPSS.

4. An Education Atlas on Gender: A District Level Representation

Investigator: Dr. Suman Negi and Prof. Mona Khare

Maps are visual presentations of useful information that communicate ideas and designs. They provide an effective metaphor for modeling and organizing spatial information as a series of data layers. These graphical or image representations also are increasingly being used in/as learning and teaching resources today. Therefore in light of the importance of the tool 'Map' the representation of information can be made for various things, one of which can be education and its related components.

NUEPA as an organization collects, consolidates and analyses educational statistics at the national scale. Wherein, the District Information System for Education (DISE) and now the Unified District Information System for Education (UDISE), is an integral part of NUEPA and the main source of educational statistics the world over. It collects detailed statistical information on annual basis for more than 15 Millions schools of India and database of these units are readily available online and through regular publications. To further facilitate the dissemination of this educational data other supplementary avenues of information dissemination can also be explored. One of which is GIS and map based information dissemination in the form of an Atlas, an effective medium the world over.

Development processes in a diverse country like India are plagued by a number of dissimilarities and discrimination. Gender inequality comes as one of the main fields where disparity is visible across all socio-economic aspects and education in this process is not far behind. Data pertaining to various aspects of educational development represent vast differences across gender in terms of access and participation, visible more amongst the rural population, marginalized castes and in remote locations.

In this context, the study makes an attempt to utilize the education statistics that NUEPA collects and consolidates and map these gender gaps in India across different districts. A brief analytical note will also be provided along with other forms of data representations to support the represented indicators. This initiative is also an endeavor to facilitate those concerned with educational Planning, Policy Making, Academics and Research. The Inputs into an educational process and its outputs have been represented mainly through data sets, our aim here is to capture these nuances of educational development and represent it through maps, using mapping tools.

Objectives and Expected Outcomes

The specific objectives of the study are:

- (i) To use the DISE and UDISE data to represent the selected indicators related to gender;
- (ii) To represent some temporal trends at the national level;
- (iii) To also represent some statistically calculated data trends.

Methodology

Maps will be created using the DevInfo system designed by UNICEF. A District is the third and lowest level of boundaries available in this software and also the data is being represented at this level and above In this particular study. The Department of EMIS, NUEPA has been provided this software by UNICEF and are ready to share it for the project. DISE and UDISE data will be used to represent various selected indicators that signify a gender gap in educational access and participation. Brief analysis on the temporal trends pertaining to the indicators at the national level and related indicators will also be used for representation.

Some of the indicators that will be represented are as follows:

- Survival Rates in School Education
- Population increase in specific age groups
- Projected Population and its Growth
- Gross Enrolment Ratios

- Net Enrolment Ratios
- Student Achievement and Repetition
- Gender Parity Index

Currently, necessary tools for data collection have been developed; and relevant data collection is in progress.

5. Public-Private Mix in Secondary Education in India: Size, In-school Facilities and Intake Profile

Investigator: Dr. N. K. Mohanty and Prof. S.M.I.A. Zaidi

Keeping in view the debate on the role of private sector in education in general and the public private mix in the delivery of education service, the present macro level study aims at looking into the structure and size of the secondary school network by management and region, their characteristics in terms of facilities, staffing pattern and student profile in terms of social background across the states. The study would also make an attempt to link participation rates in public and private institutions to the distribution of population in the state by income group. It may help find patterns in the participation rates in secondary education by management and their implications for equity, particularly to examine the RMSA strategies to address regional imbalances in secondary schooling provisions and the role of the state. For example, the study would help look into the implications of institutionally driven rather than market driven constructs of secondary school networks in some states (viz., West Bengal, UP, Maharashtra, Tamil Nadu, Kerala, Karnataka, AP). The study would provide insights into the way secondary education is organised and delivered in various states. Specifically, the following are the objectives of the study;

The specific objectives of the study are the following:

- (ii) To establish the pattern of institutional mix (public-private) at elementary and secondary levels;
- (iii) To profile public and private institutions by in-school provisions, staffing patterns and intake characteristics;

- (iv) To identify implication for RMSA for expanded access in terms of the mix of schools and likely effects on equity; and
- (v) To draw implications for programme planning and allocation of resources under RMSA.

The study will attempt to profile the secondary school networks in major states and trace the institutional and other factors contributing towards different models of delivery of secondary education in states (for example, large share of govt. aided institutions or un-aided institutions or government managed institutions). It would also profile government aided and private institutions in terms of intake size, in-school facilities and participation rates at secondary level. In the second phase, the study would attempt to profile government aided and private institutions in terms of intake size, in-school facilities, participation rates and the socio-economic characteristics of clientele groups. It would provide insights into secondary education delivery systems in states and their implications for improving equity and quality.

Currently, selection of states based on secondary data analysis has already been done. Related literature is being reviewed. Secondary data from U-DISE, NSSO and Census of India are being analyzed.

6. Third All India Survey of Educational Administration

Investigator: Dr. R. S. Tyagi

The National University of Educational Planning and Administration (NUEPA) had conducted two Educational Administration Surveys (First in 1973, and the second, in 1990s) covering all states and union territories. The basic purpose of the survey was to examine the status of educational administration and its responsiveness to the changing demands of the system. During the past two decades, several policy initiatives and educational programmes have been initiated resulting in reforms and changes in the administrative structures and functioning at different levels i.e. state, region, district, sub-district and institutional levels. These initiatives and interventions have added new dimensions to educational governance. To examine the status of

educational administration at different levels and to map out changes in educational governance, NUEPA launched the 3rd All India Educational Administration Survey in 2013 along with a number of thematic studies covering different aspects of educational administration and governance. The specific objectives of the survey are:

- To investigate the present status of educational administration in terms of structures, systems and processes in all states and union territories;
- To identify major issues and areas of intervention for preparing strategies to make the system of educational administration more effective; and
- To suggest measures for improvement in the governance of school education at national, state, and UT level.
- As a part of the larger survey, the following studies and activities have been undertaken:
- Pilot Study on Educational Administration in Kerala by Dr. R. S. Tyagi;
- Pilot Study on Educational Administration in Bihar by Dr. Manju Narula; under finalization.
- On the basis of these pilot studies tools for the Third Survey are being finalized; and
- Study on Shared Responsibilities and Competence of the Local Bodies in the Management of Elementary Education in M. P. and Bihar by Prof. Kumar Suresh.

So far, institutional arrangements with states have been made and data collection tools developed for conducting the survey. . Drafting of reports of preliminary studies in Kerala and Bihar is in progress. Preliminary studies in Bihar and Kerala have been conducted. Currently, the Survey is being conducted in the states.

7. Study on Shared Responsibilities and Competence of the Local Bodies in the Management of Elementary Education in M.P. and Bihar

Investigator: Prof. Kumar Suresh

The study primarily attempts to map out the nature of relationship between the state and local bodies in

the management of elementary schools. There are two levels of mapping out the relationship. At the first level, it aims at examining the competence of the local bodies on the basis of power and responsibilities provided to them through state Acts, Government Orders and Circulars. The other level of examination proposes to ascertain as to what extent power and responsibilities are shared between the local bodies and the state in an empirically grounded situation.

Since relevant Acts, Circulars, Government Orders are among the most important and crucial components of the study, most of the relevant documents have been collected from Bihar and reviewed. Field visits to sample states for the purpose of collecting relevant data relating to the relationship between state and local bodies in the management of elementary education have been completed. Relevant data and information have been processed. Writing of the draft report is in progress.

8. Causes of Non-Enrolment and Drop-out of Muslim Children at Elementary Stage in Andhra Pradesh and Uttar Pradesh: A Comparative Study

Investigator: Dr. V.P.S. Raju

The study primarily aims at identifying causes of non-enrolment and drop-out of Muslim children at elementary stage in two states in India. Accordingly, review of available literature to make a preliminary assessment of the nature of research/academic engagement addressing the issue of causes for non-enrolment and drop-out among Muslims at elementary stage, has been completed. Literature review reveals that no substantial research or academic literature is found that sought to engage with non-enrolment and drop-out among the Muslims at elementary level. Besides, relevant secondary data have also been collected from NSSO, DISE and Census reports. Currently, drafting of the research report is in progress.

9. Growth of Engineering Education in India

Investigator: Prof. Jandhyala B. G. Tilak

As a part of the international comparative study on Higher Education in BRIC countries, a huge amount of data are collected on about 40 engineering colleges and institutions in India in Delhi, Maharashtra, Karnataka, and Tamil Nadu in 2009-10. The survey

also covered about 7000 students in these institutions. The student survey provides data on several characteristics of students – their social, economic and academic background, their expenditure on education, and their perceptions on the quality of engineering education and similar aspects.

There are very few studies in India in the recent past that have analysed the socio-economic background of students pursuing higher education. Dated studies include studies by V K R V Rao on Delhi University in 1962; an IIEP study by Bikas Sanyal in West Bengal in the 1970s.

A detailed analysis of students' background will be of considerable significance for policy-making relating to funding, fees, loans and other aspects. The international comparative study has been completed and the final outcome was published by the Stanford University as a book. Using the huge amount of data collected on India, a study on Growth of Engineering Education in India is being prepared focusing on the following aspects:

- The growth for engineering education: public and private
- Who are the students going in for engineering education?
- Examine the determinants of demand for engineering education
- Factors that explain growth of private education
- Costs (household and Public) of engineering education

Report writing of the study is in progress; drafts of a few chapters have been completed and the rest is in progress.

10. A Study on Utilization of School Grants and Their Utilization Pattern under the SSA: A Case Study of Meghalaya (without any funding support from NUEPA)

Investigator: Prof. Y. Josephine

The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term

perspective on financial partnership between the Central and the State governments. The assistance under the programme of Sarva Shiksha Abhiyan will be on a 90:10 for NE region and 65:35 for the rest of India.

Analysis of utilization of funds from the Centre to Meghalaya and its districts, including school grants under the SSA, was done mainly on the basis of primary data collected from the state and secondary data from DISE/U-DISE and other available documents.

Preliminary analysis of data and related information reveals that the budget proposal under the SSA is prepared in the form of Annual Work Plan & Budget (AWP&B) covering all the interventions specified in the SSA norms. Item-wise budget demands for one year are included in the AWP&B. The AWP&B proposals are envisaged in two parts, the plan for the current year and the progress overview of the previous year, including spillover activities proposed to be carried over to the current year.

The Finance Commission also provides funds as a Grant-in-Aid against the total Budget Outlay to the Society through the State Government. The 12th Finance Commission, for example, had recommended a grant of 15% of the estimated SSA expenditure of each state other than the north-eastern states. In respect of the NE states, the 12th FC had recommended the differences between the average amount contributed by each state in the year 2007-08 and 2008-09 and the amount they need to contribute on the basis of a 10 percent share, subject to a minimum of Rs. 5.0 crore per year. The sharing pattern of 90:10 between the GOI and State Govt. against the approved outlay is after the deduction of the Grant-in-Aid provided by the Finance Commission. Depending on the dates of the PAB, the GOI releases its 1st instalment to the SSA State Society and further instalments are released only after the State Govt. has transferred its matching share to the society and expenditure of at least 50% of the funds (Centre and State) transferred has been incurred.

Based on the approved budget outlay of the current year, the State Project Office made its releases to the

District Project Offices for implementation of the Scheme. The State Project Office releases its funds to districts within 15 days of its receipt from GOI and State Govt..A similar process is followed at the district level. The District Project Office then made its releases to the Sub District Office and to the Block Resource Centre and Cluster Resource Centre to meet the requirement for the implementation. Each District Office was being provided with the district budget of the current year in which the funds were spent accordingly as per the budget. All funds used for civil works, teaching learning equipment, school grants, annual grants were transferred to the School Management Committee (SMC) level as a decentralization method adopted in the society. The study report is being finalised.

11. Evaluation of Central Sector Scheme of Interest Subsidy on Education Loans: An Analysis of Socio-Economic Profile of the Beneficiaries

Investigator: Dr. Geetha Rani

The Government of India, in its Union Budget 2009–10, introduced a supplementary scheme to provide interest subsidy during the period of moratorium to cover loans taken from scheduled commercial banks under the Educational Loan Scheme of the Indian Banks' Association. The Department of Higher Education, Ministry of Human Resource Development, Government of India has launched this interest subsidy scheme with the main purpose of helping the economically weaker sections. The supplementary objectives of the scheme are to promote equity, public accountability and innovation. The scheme is available to students who belong to economically weaker sections (with parental income of less than Rs 4.5 lakh per annum) and aspire for higher education.

The purpose of this evaluation is to understand as to who benefits from this central sector interest subsidy scheme on education loans. Accordingly, this evaluation raises the following research questions:

- Is there any disparity in interest subsidy availed across social groups?

- Is there any disparity in interest subsidy availed across economic groups?
- Is there any disparity in interest subsidy availed across states?
- Is there any disparity in interest subsidy availed across banks?

The objectives of this evaluation are as follows:

- to explore the inequality in interest subsidy availed across social groups
- to examine the distribution of interest subsidy availed across economic groups
- to estimate the disparity in interest subsidy availed across states
- to analyze differences in interest subsidy availed across banks

The data obtained from banks will be used to examine the research questions and objectives proposed here. So far, relevant data have been collected. Data cleaning and consistency check are in progress.

12. Study of the Constitutional Provision of 25 percent Seats to the Children of the Weaker Section and Disadvantaged Groups in Private Schools under RTE in Selected States: Policy and Practices

Investigator: Prof. Avinash Kumar Singh

With the implementation of The Right to Free and Compulsory Education (RTE) Act, the states under Section 12 (1)(c) of the Act have begun to provide 25% free seats for children belonging to weaker sections and disadvantaged groups (EWS) in private unaided elementary schools. Although the Act is in its fourth year of implementation, there is not much clarity among the functionaries with regard to how the rules and regulations relating to the provisioning are being implemented. For example, how eligibility criteria for identification and selection of the children are being followed? How private schools are following the rules and regulations in fulfilling the Constitutional commitments and provisions in different states? What problems and constraints are being faced by the

parents and children in securing these rights? Both inter and intra-state variations have been reported in implementation of the RTE provision. It is in this context, that an exploratory study is being conducted to develop an understanding of the policy and practices of education of the disadvantaged children under Right to Education Act-2009 in selected 10 states spread over five different zones of the country. The main objectives of the current study are: a) to assess the nature and extent of the implementation of the reservation provision under RTE Act in different states in terms of policy and practices; b) to find out the level of awareness on the reservation provisions among children and parents belonging to the categories of disadvantaged and economically weaker sections; c) to examine the issues related to the adjustment of the children from diverse socio-economic backgrounds in the school and classroom; d) to identify the innovative practices regarding the implementation of the reservation provisions in schools in different states; e) to identify problems and constraints faced in the implementation of the RTE provisions by different stakeholders, parents, children, teachers and education functionaries; and f) to suggest suitable measures to make the planning and implementation of RTE provision of reservation in private schools more effective.

The above research project is in an early stage of implementation involving collection and review of literature related to the theme and development of research tools. Under literature review, profiles of the selected states and compliance of RTE norms in the states, based on secondary official data are being prepared. The 10 states selected on the criteria devised under study include Kerala, Karnataka, Delhi, Uttar Pradesh, Madhya Pradesh, Maharashtra, Jharkhand, West Bengal, Nagaland, Meghalaya.

Furthermore, formats of the tools of data collection are under preparation. The following tools are being designed:

- Household Information Schedules
- School Information Schedule
- Schedule for the Head Teacher and other Teachers

- Schedule for the Children belonging to Disadvantaged Groups and Weaker Sections
- Schedules for Parents of those Children and other Community Members
- Schedules for the members of the school governing committees
- Checklists for Education Functionaries at different levels (Cluster, Block, District State)

13. A Study on Policy and Practices for Inclusion Of children with 'Specific Learning Disability' in Schools

Investigator: Dr. Veera Gupta

With growing awareness towards differing nature of disabilities faced by the children in school education, learning disability has emerged as an important area of academic and policy concern. Both RTE Act-2009 and PWD Bill-2012 have included learning disability within its purview for tackling the problem. Although policy initiatives are being taken, there is not much clarity at the institutional and school levels, with regard to assessment and programmatic interventions. The nature and extent of the learning disability varies from greatly among the states from 0 % SLD in Andaman & Nicobar to over 45 % SLD in Goa (DISE, 2011-12). There is need to understand how the concept of learning disability is operationalized at the school and institutional levels, in order to tackle the current and emerging problems related to specific learning disability in terms of policy and practices. The proposed research is sincere step in this direction. Even though the Policy on SLD in India is at nascent stage, exploratory studies are needed to gather evidence of best practices available in the field. The proposed study is aimed at finding reality at grassroots with the objective to feed evidences for the formulation of policy and policy procedures. The study, therefore proposes to examine the policy and practice of inclusion of learning disabled children in school education with specific reference to dyslexia

The main objectives of the study are as follows:

- a) To ascertain the nature and magnitude of the problem of Specific Learning Disability (SLD)

and programme interventions pursued in terms of policies and practices.

- b) To study state and district level policies and practices for identification, referral and educational intervention for SLD in specific states in India.
- c) To study the impact of programme interventions on the learning outcomes of SLD and document best practices available in the field.
- d) To provide input for policy formulation on SLD for assessment, diagnosis, teaching strategies and programme provisions.

The study is based on a combination of both the field based empirical data and analysis of secondary documents at BRC and School level. It will make analysis of guidelines, circulars and orders issued by the concerned state governments to districts, BRC and schools for the identification, assessment and interventions for SLD. Besides that, field based empirical data will be collected and analysed in order to ascertain operational realities. The school based empirical data would be collected from selected schools. The data would be collected with the help of observation and interview schedules. These will be designed for teachers, counsellors and students. The field based data will be collected from 30 schools.

Currently, relevant literature is being reviewed and required tools for data collection are being developed.

14. Revisiting Equity under RTE: Policy Perspectives and Popular Perceptions

Investigator: Dr. Naresh Kumar

The study intends to add valuable insights into the idea of equity by taking into account the social perceptions from the field. For this purpose, equity provisions made under the Right to Education (RTE) will form the point of focus. The relevance of 'Social Perception' on equity gains importance when there is a lot of ambiguity on this issue. In this vein, the RTE Act provides a very holistic framework for achieving equitable education, with various provisions, for all children between the ages of 6-14 years. The RTE Act, with various inclusive provisions, reflects a significant qualitative departure from all the earlier initiatives to

achieve equity in education. No policy/programme in post-Independence India preceding the RTE Act, approaches so radically the idea of equity.

This study aims at preparing a comprehensive framework and takes into account the educational experiences of the respondents and related social perceptions about equity in education. It involves understanding the perception of different stakeholders on what should constitute 'equity in education'. By doing so, this research will identify the criteria that form the basis for those perceptions.

In general, the main idea of the research is to arrive at the comparative understanding of equity in education through policy perspectives and social perceptions, and, in specific terms, to understand the social perceptions on equity provisions under RTE . The specific objectives of the study, therefore, are the following:

- To understand the idea of 'equitable education' under RTE from social perceptions?
- To understand the relationship between RTE provisions (Composite classroom, Neighbourhood schooling) and equity in education.
- To understand the differential in the meaning of equity as 'delivered by RTE Act' and as 'expected by people'.
- To identify major expectations people have from equitable education policy.

So far, review of the related literature has been done. A background paper related to the project theme has been prepared. Questionnaire for pilot study has been developed.

15. In Search for Good Schools: A 1000 Schools Research Project

Investigator: Dr. Naresh Kumar

The study of school as a formalized organization and the place that would provide students with best possible education – has not been a well researched area in India. The schools have been studied in a fragmented manner on some critical

issues, challenges and diverse quality indicators. The management of school education, comprising government, government- aided, private (recognized and unrecognized), have been rated through different lenses by diverse stakeholders. Yet, all the challenges implemented in schools failed to communicate "whether or not the school is doing well for the children". This approach to looking at school has far-reaching implications. Quite often, policy- makers, researchers, public and parents are conundrum with the differences in the performance, culture and children learning in schools located in the same community with the identical student population and teacher provisioning.

During the last two decades, the "school choice" and "changing expectations" from schooling process witnessed substantial shift towards private schools. While private schools account for 20 percent, the government schools, catering to more than 80 percent of children population, have been labelled as "quality deficit schools". The government schools gradually are trailing to prove their credibility to create public trust and parental choices.

The diversified context and variation in adequacy and facilities in 14,12,178 schools at the elementary and 128370 schools at the secondary level present several scenarios and interpretations of quality schools. A literature on schools' effectiveness has challenged the assumption that differences among schools have little effect on student academic achievement.

Internationally, schools have been classified as successful and high performing on the basis of indicators and student outcomes. There are large numbers of government schools in India, which are acknowledged and recognized as "Good Schools" by different stakeholders. There is a need, therefore, to develop case description of good schools located in diverse context from multiple perspectives. Hence, the project aims at looking at good schools through stakeholders' lenses in order to understand the contextualized functioning of different schools across the state and share this with the larger public as well as personnel from education sector so as to regain the public trust in favour of government managed school education. It would further develop

the understanding of “What makes a good school?”

The major objectives of the project are:

- To identify the “Good Schools” through multiple perspectives;
- To document the “whole school” linking with the context specificity;
- To share the case description of Good Schools with different stakeholders and public media for changing the public perception; and
- To derive the key feature and understanding of “What makes good schools”.

So far, a comprehensive list of good schools suggested by different sources (parents, teachers, NGOs, etc) has been prepared. Data collection is in progress.

16. Critical Assessment of Participation of Children in Education in Urban Slums in India

Investigator: Dr. Sunita Chugh

The present study on “Critical Assessment of participation of Children in Education in Urban Slums in India” makes an attempt to assess the educational status of children living in slums in 10 select cities of India. The study in particular tries to examine whether State is making sufficient quality education provisions for the children living in select slum areas, especially in the context of RTE 2009 Act. The study is expected to identify the issues/ constraints which impede fulfilling the mandate of RTE 2009 Act,

- To take stock of current status of Elementary Education in urban areas and also in slum areas, with a focus on access and quality provision;
- To examine the extent of availability of schooling facilities in the neighbourhood for children living in select slum areas;
- To explore diversification in the provision and participation of children in schooling;
- To identify the factors affecting the participation of children in diversified provision;

- To examine the attitude of parents towards public and private sectors of education;
- To examine the special training provision for mainstreaming the out- of -school children;
- To examine the role of SMCs in ensuring enrolment, retention and completion of elementary education cycle.

As the study pertains to urban areas, data from the secondary sources like Census, NSSO have been collected and brief profile of the select cities based on secondary sources has been prepared. Review of the relevant studies is being done and considerable number of studies has been reviewed. Few nodal institutions and key persons at the city level have been identified for helping in the data collection. Tools for the data collection are under preparation. A consultative meet with all the City Coordinators is being organised to finalize the sample design and the tools for data collection.

So far, review of related literature has been completed. Tool for data collection have been developed. Field work is in progress.

17. Financing and Affordability in Higher Education (UGC Funded)

Investigator: Prof. Sudhanshu Bhushan

Policy in higher education is a tight rope walking when it comes to the issue of affordability in the wake of expansion and quality improvement. While, on the one hand, the public spending is crucial and ways have to be found to raise resources and target subsidy to the poor, there also arises the question of private (household) financing of higher education. Household financing of higher education acquires importance in view of increasing trends towards privatization. Privatisation of higher education has led to a rising trend of fees and has added to the burden of household to finance higher education. This raises the issue of affordability. Affordability, in turn, has its influence on the access and choice of disciplines. Affordability might show differing trends across different social and economic groups. It might also vary between rural and urban contexts and

across different occupation categories. In the light of above, the central objective of the research project is to study affordability in the context of growing trend of privatization.

Currently, drafting of the research report is in progress.

18. Autonomy in Indian Higher Education Institutions

Investigator: Dr. Neeru Snehi

The issue of autonomy of higher education institutions has become an important part of the agenda for ushering in reforms in Indian higher education system. Granting autonomy appears to indicate that autonomy is a panacea to myriads of problems confronting them. The aim of the project is to explore as to what extent autonomy prevails in Indian higher education institutions, in general, and undergraduate colleges, in particular, that is, how much autonomy should be given; should there be autonomy for the colleges; autonomy should be given to which section- management, teacher, student; and autonomy from who- Centre, State, University, UGC?

With these aims in mind, the main objectives of the study are to understand the role of autonomy in functioning of higher education institutions, more specifically, the undergraduate institutions; to examine the role of the stakeholders in granting autonomy to undergraduate institutions; to analyze and compare the functioning of affiliated colleges with those of autonomous affiliated colleges, and; to document the experiences in functioning of autonomous and non-autonomous affiliated colleges.

The methodology involved in undertaking this project is based on the aim to understand the concept of autonomy in higher education institutions, the role of stakeholders in granting autonomy, impact of existing autonomy in functioning of different institutions. The study will be a mixed bag of content analysis and comparative study. In this regard, the acts, statutes and ordinances of the universities and their colleges are being analyzed along with the acts and statutes of the States for the universities. In addition, the evolution of the concept of autonomy in the higher education system is being analyzed.

The review of secondary data is ongoing in these regards which includes analyzing the contents from various books and research articles from national as well as international journals. Apart from that, field work is also a necessity of this project for which first set of questionnaires are being prepared and research tools are in the process of being piloted. Analysis of secondary data is in progress.

19. Research Programme on Elementary Education using DISE Data

Research Coordinator: Prof. Arun C. Mehta

The Department of EMIS has undertaken 'Research Programme on Elementary Education Using DISE Data'. The Research Programme provides an opportunity for extending financial assistance to researchers working in universities, ICSSR research institutes, etc. to undertake small research on elementary education exclusively using DISE data. Around 40 research proposals have been received. An internal committee reviewed proposals and short-listed 10 proposals. NUEPA conducted a day-long workshop and, based on the suggestions, all the researchers revised their proposals. The research programme is funded by NUEPA. First instalment is being released.

20. A Pilot Study Geo-Spatial Information System of School Education

Investigator: Anugula N. Reddy

The Pilot Project to Develop Geospatial Information System for School Education has two objectives. The first one is to review the experiences of different state governments in developing geospatial information systems for school education, in collection of geospatial data of schools and using them in educational planning and monitoring. The second objective is to develop a prototype of geospatial information system for school education in a block and demonstrate the methodology and application of geospatial data in educational planning at the local level. The state experiences are being reviewed by visiting GIS websites and examining the content of websites, and availability of different tools on the website that can be used in planning of school location

and monitoring. This would be followed by visits to states for in-depth discussions on practices adopted to develop GIS for school education and using the same in planning and monitoring. Attempts are also being made to develop a prototype geographical information system. The geospatial data of schools collected in Haryana has already been accessed. It is planned to develop prototype GIS with the help of this data and pilot it.

As of now, field work has been completed; and data analysis is in progress.

21. Education among the Scheduled Caste Children: An Intensive Study of Two Villages of Rajasthan

Investigator: Prof. B. K. Panda

Since independence, the structure of constitutional democracy has opened up avenues making it possible to move-up the socio-economic ladder, as equality of opportunity and social justice were recognized as the guiding principles of development planning in independent India. With Constitutional protection and better educational and economic facilities, it is expected that it will act as motivating factor for upward social mobility enabling the members of Scheduled Castes and Scheduled Tribes to be at par with those from the non-scheduled population.

The question, therefore, arises as to what extent schooling has enabled these communities to improve their social and economic conditions. Further, if the school is not in a position to attract the children of the communities, then the factors that are obstructing children from the community from attaining education through schooling need in-depth understanding. Based on such assumptions, the following objectives have been identified for the study:

- To understand the reasons affecting education among Scheduled Caste students in the state of Rajasthan;
- To understand in greater detail the Scheduled Caste households vis-à-vis communities and their preference/aspiration for education;

- To identify various socio-economic barriers in obtaining education among Scheduled Caste families for their children; and
- To understand the provisions made in the state policies enabling the Scheduled Caste students to attain education.

As of now, the basic work of review and development of tools has been carried out and the tryout of the tools and collection of basic data have been done. Drafting of the study report is in progress.

22. A study of Private Franchises Providing Pre-School Education in Delhi

Investigator: Dr. Savita Kaushal

The objectives of this study are to analyze the academic and administrative structure and governance of the selected private franchise pre-schools. In addition to this, the admission procedures and the infrastructural facilities provided in the selected private franchise pre-schools will also be examined. The background of the children participating in these schools will be studied. It will also explore the curriculum transaction techniques adopted by teachers in the sample schools and find out the achievement(s) or shortcomings, if any, pertaining to the functioning of the private franchise pre-schools.

As of now, data collection from pre-schools has been completed. Data analysis has been done; drafting of the study report is in progress.

23. A Study of Scholarship Scheme and Educational Mobility among the Scheduled Caste Children at the Secondary Level in Odisha

Investigator: Dr. S. K. Mallik

Since the adoption of Constitution, we have been making our effort to achieve the universalisation of upper primary education. We launched DPEP programme in early nineties and Sarva Shiksha Abhiyan in the beginning of 21st century to achieve the Universalisation of Elementary Education in the

country. The dropout rate is very high, quality of education is not upto mark, number of out of school children is increasing. Despite all the reforms we are still lagging behind. As far as the educational indicators are concerned, the children from the disadvantaged sections are from behind the other groups. Under RTE Act is mandatory to set up SMC for each and every elementary schools. In a similar way the RMSA has involved the Panchayati Raj Institutions and Municipal bodies, community, teachers, parents and other stakeholders in management of secondary education through bodies like School Management Committees and Parent teacher Associations in planning, implementation, monitoring and evaluation process. Under the RMSA, it is suggested that states take advantage of centrally sponsored schemes, central sector scheme and state schemes for providing free lodging and boarding facilities, scholarship and cash incentives to disadvantaged groups of students like girls, SC, ST, OBC and minority community. Now it is important to study how scholarship scheme is helpful for the education of SC children at the secondary level.

The specific objectives of the study are the following:

- a) To study the effectiveness of scholarship scheme on completion of secondary level and the educational mobility of scheduled caste children to the higher grades;
- b) To ascertain the effective implementation of schemes in terms of input and outcomes in terms of completion rate and transition rate;
- c) To find out the problems and constraints faced by the functionaries in implementation of scholarships schemes;
- d) To find out the reasons for non-completion of secondary education by the scheduled caste children;
- e) To explore suitable measures for effective implementation of the scholarship schemes.

The present study is being conducted in the state of Odisha. There are thirty districts. Out of thirty districts, two districts having largest number of SC population have been selected to conduct the study. From two districts, 6 blocks have been selected. From

each block, 10 government secondary schools have been selected for in-depth study. The respondents of study are teachers, headmasters, students, administrators and parents.

As of 31st March 2015, review of related literature was completed; and necessary tools for data collection developed and piloted in the study area.

24. Diversity and Discrimination: Higher Education for Civic Learning and Democratic Engagement

Investigator: Dr. Nidhi S Sabharwal and Dr. Malish C. M.

The research project is a case study of 11 higher education institutions in six states. The objective of the research is to understand the issues of diversity and discrimination in college campuses, to develop policy and practices for promoting democratic engagement and citizenship amongst the youth.

The research project probes into diversity dynamics of eleven selected higher education institutions using both qualitative and quantitative methods. The case studies include both state universities and affiliated government colleges in Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh.

The project is under implementation and the activities completed so far under this research project are:

- i. Developed a research proposal
- ii. Organised the research advisory committee meeting to discuss the research proposal
- iii. Constituted six research teams
- iv. Developed the research instruments
- v. Conducted the pilot study
- vi. Developed the material for the research methodology workshop
- vii. Organised the research methodology workshop with the six research teams, and
- viii. Launched the research project.

The project is under implementation in six states i.e., Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh.

25. Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilization

Investigator: Dr. Jinusha Panigrahi

The research aims to study the resource allocation; patterns of utilization of resources received in terms of grants as well as through income generating activities in Indian context. The objectives of the study are to study the diversified sources of funding of higher education institutions in the backdrop of neo-liberal market principle, to analyze adequacy or inadequacy of the resources, to understand the relative challenges in the mobilisation of additional resources by the diversified higher education institutions, to identify the activities that could not be carried out due to paucity of funds, to analyze the expenditure and utilization pattern of the resources by the higher education institutions.

The project is a case study of 10 higher education institutions in five states i.e., Bihar, Odisha, Punjab, Telangana and Uttaranchal.

The project is under implementation and the activities completed under this research project are:

- i. Developed the research proposal
- ii. Organised an expert committee meeting for the project in January 2015.
Eminent Experts in the area who are academicians and policy makers are a part of the expert committee.
- iii. Developed quantitative and qualitative research instruments for the project.
- iv. The instruments were discussed in the instruments meeting conducted in March 2015.
- v. Conducted a Pilot Study prior to the launch of the project. The study was conducted in one of the constituent colleges (government aided college) of the University of Delhi.
- vi. The research project has been launched.

Currently, development of tools for data collection is in progress.

26. Governance and Management of Higher Education in India

Investigator: Dr. Garima Malik

The research aims to understand how the governance and management of higher education functions at the national and state level as well as how higher education institutions are governed and managed.

The specific objectives of the research project are:

- (i) To discuss the evolution of the governance structure and processes at the national, state and institutional level;
- (ii) To study important actors and their roles at the state level and study how the Ministry of Education, Directorate of higher education, State Councils of Higher education and higher education institutions interact; and
- (iii) To study the role and functioning of governing bodies at universities and colleges; to study the management of higher education at the institutional level.

The project is under implementation and the activities completed under this research project are:

- i. Developed research proposal
- ii. Proposal reviewed at Expert committee meeting on December 4, 2014.
- iii. Quantitative and Qualitative instruments developed
- iv. Research Methodology workshop material developed
- v. Research Methodology workshop has been organised

The project is under implementation in five states i.e., Haryana, Maharashtra, Rajasthan, Tamil Nadu and Uttar Pradesh.

27. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level

Investigator: Dr. Anupam Pachauri

The research study is a multi-state, multi-institutional study and aims to understand the structure and

function of External Quality Assurance (EQA) and Internal Quality Assurance (IQA), their interrelationship and involvement of the participants on the quality assurance at the institutional level at 10 higher education institutions from five states i.e., Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana through mixed-methods approach.

The project is under implementation and the activities completed under this research project are:

- i. The research proposal for the study was developed and presented to the CPRHE internal faculty meeting on the 24th of September 2014.
- ii. Following the feedback and in view of the literature review, the proposal was revised and presented to the expert committee meeting held on 08th January 2015.
- iii. Five institutional level teams from five universities and one affiliated college from each of the selected universities across five states have been constituted.
- iv. Quantitative and qualitative research instruments have been developed which include student and faculty survey questionnaires, Focus Group Discussion themes for the FGDs with faculty and students, interview schedules for the institutional leaders at the selected universities and affiliated colleges.
- v. The research instruments for the study have been vetted in consultation with an expert group of external experts/researchers engaged in research in higher education.
- vi. The research methodology workshop has been organised.
- vii. The project has been launched.
- viii. The questionnaires are being coded and the codebook is being developed to facilitate the research teams.

The project is under implementation in five states i.e., Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana.

28. Teaching and Learning in Higher Education

Investigator: Dr. Sayantan Mandal

The project aims to analyze aspects of teaching and learning in higher education institutions of India. The research project is a multi-state, multi-institutional study and employs mixed-methods approach to examine teaching and learning in various academic programs across the chosen set of higher education institutions (One University and one of its affiliated colleges) in each of the states of Chhattisgarh, Gujarat, Himachal Pradesh, Tamil Nadu and West Bengal.

The project is under implementation and the activities completed under this research project are:

- i. The preparatory works involved development of the research proposal.
- ii. Development of research instruments.
- iii. Selection of the research teams.
- iv. Engaging in discussions with experts in the instrument meeting.
- v. Planning of the project.
- vi. Documents prepared for the workshop on Teaching and Learning in Indian Higher Education.
- vii. Conducted the research methodology workshop.

The project is under implementation in five states i.e., Chhattisgarh, Gujarat, Himachal Pradesh, Tamil Nadu and West Bengal.

29. Gender equality outcomes of the SSA: Fieldwork in East Delhi and Ajmer Districts

Investigator: Prof. Ratna Sudarshan

This study seeks to assess through a field based study whether, to what extent, and in what ways the cumulative impact of SSA interventions has been able to advance girls education and gender equality outcomes in selected contexts.

The study seeks to address the following questions:

- What is the understanding of gender equality goals of education among various stakeholders?
- How relevant is the package of inputs provided through SSA, to the particular context being studied, given these end goals?
- How effective has the cumulative impact of interventions been in meeting stated goals: which inputs appear to have made the greatest positive impact? What other interventions appear to be needed in each context?

The study has been framed using a Theory of Change methodology. The SSA does not spell out a ToC, however, at the outset the implicit TOC is presented here, based on the programme document; the analysis of particular contexts leads to the

construction of a change model based on empirical observations. Intended as well as unintended outcomes are identified. Data has been collected through interviews and focus group discussions.

Three areas were selected for the fieldwork so as to include as much variance as possible in the sample. These were Pisangan block in Ajmer district, Rajasthan; Dhauladevi block, Almora district, Uttarakhand; and Kalyanpuri in East Delhi. In each place one or two upper secondary schools (i.e. with classes 6-12) and the KGBVs (in Pisangan and Dhauladevi blocks), were used as 'nodal' points around which the sample was selected, including teachers, boys and girls in schools from ages of 12/13 years onwards, parents and siblings, and education officers. Total sample was approximately 100 persons each in Pisangan and Dhauladevi and approximately 45 in Delhi.

LIST OF SCHOLARS AWARDED M.PHIL. DEGREE DURING THE YEAR 2014-15

SL. No	Name of the Scholar	Title of the Dissertation	Supervisor
1.	Anshul Saluja	No Detention Policy and its Implications for Reducing Wastage and Enhancing Achievement Level of Students at Primary Level: A Case Study of Government Primary Schools in Faridabad District of Haryana	Dr. N. K. Mohanty
2.	Amardeep Kumar	Participation of Mahadalit Students in Higher Education	Dr. Y. Josephine
3.	Mridusmita Singh	The Right to Education Act and its Implementation for the Children of Disadvantaged Section of Society in Delhi Schools	Dr. Manju Narula
4.	Pamela Dasgupta	A Study on Academic Supervision in Kendriya Vidyalaya Sangathan Schools of Delhi and NCR-U.P.	Dr. R. S. Tyagi
5.	Khushbu Rani Gupta	Education of the Disadvantaged (25% Reservation) under the Right of Children to Free and Compulsory Education Act, 2009: A Study of Selected Private Unaided Schools in Delhi	Dr. Veera Gupta
6.	Sangita Dey	Problems and Constraints in attending Upper Primary Education: A study of Menstrual Hygiene Practices among rural adolescents in Rewari district of Haryana	Dr. Vineeta Sirohi
7.	Sumit Kumar	Inter-State Migration for Higher Education: A Case Study of Students from Bihar Enrolled in University of Delhi	Dr. Neeru Snehi
8.	Dipendra Kumar Pathak	Functioning of School Management Committee (SMC) in Elementary Schools	Dr. V. P. S. Raju
9.	Jyotsana Sonal	Inter-Tribal Variation in Schooling: A Comparative study of Bhotias and Tharus in Uttarakhand	Prof. K. Sujatha
10.	Aparajita Gantayet	Industry-Academia Linkage in IT Sector: A Study of Select Institution and Organizations in Delhi and NCR	Dr. Aarti Srivastava

LIST OF SCHOLARS AWARDED PH.D. DEGREE DURING THE YEAR 2014-15

SL. No	Name of the Scholar	Title of the Dissertation	Supervisor
1.	Bharat Chandra Rout	Affirmative action for Weaker Sections of the Society in Institutions of Higher Education in India	Prof. K. Sujatha
2.	Sudhansu Sekhar Patra (Part-time)	A Study on Policies and Practices Related to Teacher Management in Orissa	Prof. Arun Mehta
3.	Charu Smita Malik	A Study of Equity in Access and Participation in Secondary Education in Uttar Pradesh	Prof. S.M.I.A. Zaidi

COLLOQUIA ORGANIZED DURING THE YEAR 2014-15

Date	Speaker	Title of the Lecture
20.05.2014	Prof. Heinz Meyer	Major Trends in Governance of Higher Education: Entrepreneurialism, Autonomy and Disruptive Innovation
27.05.2014	-----	Evaluation Studies in Education
17.07.2014	Dr. Amita Gupta	Diverse Early Childhood Education Policies and Practices: Voices and Images from Five Countries in Asia
01.09.2014	Prof. M. N Panini	Inequalities after Economic Reform: Structures and Processes
15.09.2014	Prof. Vani K Borooah	Inequality, Segregation and Learner Achievement at Post-Primary School Levels: A Comparative Analysis
24.09.2014	Prof. Usha Nayar	Girl Child at Risk in India: Before and After Birth
05.11.2014	Prof. Rohini Somnathan	School Meals and Student Outcomes in Delhi
13.11.2014	Prof. Ratna Sudarshan	Gender Equality Outcomes of SSA
11.12.2014	Dr. Radhika Iyengar	Education, Sustainability and the Post-2015 Development Agenda
12.01.2015	Dr. Luis Cabrera	Ambedkar: A Global Citizen?
14.01.2015	Prof. James Arvanitakis	A Student Interaction on Research Studies
15.01.2015	Prof. Aaron Benavot	Global Education Targets Post 2015: Priorities, Policies, and Politics
09.02.2015	Prof. Angela W. Little	School Quality Counts: Evidence from Developing Countries
12.02.2015	Dr. Saumen Chattopadhyay and Dipendra Nath Das	Academic Performance Indicator (API): Straight Jacketing Higher Education Reform
18.03.2015	Dr. Rahul Choudha	Internationalization of American Higher Education and its Implications for India
19.03.2015	Prof. Selva Ratnam	Malaysia's Public-Private Higher Education System: Can it Underpin an Inclusive High-Quality Talent to Achieve High-Income Nation Status by 2020?

4 ASSOCIATIONS AND COLLABORATIONS





WORLD
MEDICAL

N. V.
CPR

ASSOCIATIONS AND COLLABORATIONS

IN COLLABORATION MODE

Professional/technical support to Central and State Governments and consultancy services

During 2014-15, the National University provided technical / professional support to the Ministry of Human Resource Development (MHRD), Ministries/Departments of Education of State/UT Governments, and national and state-level institutions to help them meet their specific capacity-building needs and improve the design, implementation, monitoring and evaluation of educational policies, plans and programmes. The National University

provided professional/technical support for the implementation and evaluation of central government programmes and for promoting the implementation of the Right to Education Act. Professional support was also extended to several State/UT Governments to facilitate the effective implementation of programmes within the Sarva Shiksha Abhiyan (SSA) and the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and assessment of progress towards the goal of Education for All. Besides the provision of technical/professional support to State/UT governments and national and state-level agencies/institutions, the National University also provided consultancy and professional support to international organisations like UNESCO,

UNICEF, World Bank, and other agencies. In recognition of the expertise of faculty of the National University, several faculty members of the University were invited for participating in various international conferences/meetings/seminars.

Membership and Accords with International Bodies

CPRHE (NUEPA) – British Council Initiative

Centre for Policy Research in Higher Education of NUEPA and the British Council collaborated in a series of dialogues, bringing together policy-makers and experts from the largest Higher Education systems

seminar had the following objectives:

- Sharing of experiences in organizing and managing large academic systems
- Discussing strategies to improve quality while expanding access to increasingly diverse student populations
- Discussing governance and management of large academic systems to ensure effectiveness and wider participation
- Discussing strategies of financing massified systems of higher education



in the world. While the first dialogue took place at the British Council's Going Global conference in Miami in May 2014, its sequel in the form of an international seminar on "Massification of Higher Education in large academic systems" was held in New Delhi during November 10-11, 2014 under the aegis of the two bodies. Nine large system countries - India, China, Brazil, Indonesia, Nigeria, Pakistan, Russia, USA and UK, between them representing half the world's tertiary enrolment- participated in the seminar. The

NUEPA – University of Edinburgh MoU

The National University of Educational Planning and Administration, New Delhi and the University of Edinburgh, UK signed a Memorandum of Understanding at New Delhi on February 20, 2015 for academic collaboration between the two premier institutions.



Signed by Prof. R.Govinda, Vice-Chancellor of NUEPA, and Sir Timothy O'Shea, Vice Chancellor and Principal, University of Edinburgh, the MOU envisages promotion of collaborative research and publications, joint production and delivery of courses, besides balanced student/faculty/staff exchange between the two institutions. The MOU also has a provision for sharing of experiences, skills and best practices for mutual benefit.

The signing of the MOU between the two premier institutions of India and the UK is appropriate at this juncture when quality concerns have evolved as a key issue in discourses on public education at all levels, particularly in the Indian context.

Progress in IAIEPA campus development

The tasks relating to the campus development and construction/renovation of buildings and other physical facilities required for the establishment of the India-Africa Institute of Educational Planning and Administration (IAIEPA) in Burundi registered significant progress during 2014-15.

For setting up of the IAIEPA, for the IAIEPA campus, buildings and other physical facilities required for carrying out the academic programmes of the Institute, the Government of Burundi (GoB) had provided a 36,972 sqm. plot of land on the campus of the Faculty of Psychology and Educational Sciences, Campus Kamenge, University of Burundi. The plot of land allotted by the Government of Burundi had two old buildings. One of these buildings required reconstruction while the other needed substantial

renovation to make them functional for conducting of the academic programmes of the Institute. About 90 per cent of the work relating to the construction/renovation of the buildings and other physical facilities has been completed. One of the two buildings will be used for organizing training programmes. This building has four rooms - one lecture hall, one meeting room, one hall for the Library, and a room for the computer lab/centre. The second building has office space for the Director, and Chief of Operations, besides office space for 6-8 faculty members, space for workstations for 8-10 administrative staff, and a room for having faculty meetings. Other campus development activities completed include construction of half of the boundary wall between the IAIEPA premises and the campus of the Faculty of Psychology and Educational Sciences, University of Burundi; construction of a separate entry gate for IAIEPA premises; and electricity and water supply connections to the two buildings.

The core function of the IAIEPA is capacity development/building. The activities leading to the establishment and operation of the IAIEPA will be implemented in a phased manner. The first phase of the academic programmes/activities is proposed to be initiated during the second quarter of 2016. This will cover:

- (i) Training of educational planners and administrators in African Union (AU) Member States;
- (ii) Research and case studies dealing with issues relevant to the situation/needs of AU Member States;



- (iii) Assessment/analysis of trends in education development, both at the country and regional/continental levels;
- (iv) Technical assistance to AU Member States to help them meet their specific educational planning and management-related capacity building and research needs;
- (v) Documentation and dissemination of research findings and innovations, and case studies relating to education development and effective educational planning and management practices;
- (vi) Networking with educational researchers and institutions within Africa and outside the African continent for exchange of experiences and know-how for addressing key educational planning and management-related challenges in AU Member States; and (vii) Policy dialogue to evolve appropriate policy responses and programmatic interventions required to facilitate achievement of the education development goals and targets set by AU Member States.

During the second phase of the academic programmes/activities of the IAIEPA, apart from the expansion of programmes/activities organized during the first phase, the Institute will conduct advanced-level Diploma programmes on Educational Planning and Administration, including training programmes, using blended approach, for expanding the reservoir of trained educational planners and administrators in AU Member States.

ANTRIEP Regional Workshop on Education of Marginalised Groups: Policies, Programmes and Challenges (25-27 March, 2015, New Delhi, INDIA)

Keeping in view the recurring relevance of the theme and imperatives of post 2015 Agenda of Education For All, and the goal of sustainable development, which unequivocally pleads for equity in education, NUEPA, in collaboration with The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP), organised a Regional

Workshop on Education of Marginalised Groups: Policies, Programmes and Challenges in New Delhi during March 25-27, 2015. Twenty-five senior staff from ANTRIEP member institutions from South Korea, The Philippines, Indonesia, Malaysia, Sri Lanka, Bangladesh, Australia, Nepal, India, Heads of Education Division, Ministries of Education from Bhutan, Maldives, Myanmar and, representatives from international and national organizations, and experts in the workshop theme took part in the workshop.



The participants presented experiences of their respective countries with regard to education of marginalised groups. The deliberations in the workshop included discussion on policies and programmes to address education of marginalised groups to ensure equity in education, issues and challenges in implementation and achieving desired outcomes.

The Workshop was formally inaugurated on March 25, 2015 by Professor Kavita Sharma, President, South Asian University, New Delhi who delivered the inaugural address. Valediction of Regional Workshop was held on March 27, 2015. ANTRIEP members had an exclusive meeting and discussed about future activities under ANTRIEP.

5 NEW AT NUEPA





NEW AT NUEPA

RESTRUCTURING OF M. PHIL. PROGRAMME

Significant changes have been introduced in NUEPA's M.Phil. courses during 2014-15 following a review of the curriculum, both internally through working groups and externally by experts. The changes introduced are:

- Switchover from trimester to the semester system

- Revision and updating of curriculum and courses
- Provision of enhanced opportunities for skill-building to research scholars
- Revision of courses in terms of contents, credits and hours

Incidentally, NUEPA has been conducting M.Phil. and Ph.D. programmes in the areas of educational planning and administration for more than six years.

Upgrading DEPA to PGDEPA

With the upgradation of the abridged six-month Diploma programme in Educational Planning and Administration (DEPA), which was being conducted since 1982, to a full-fledged nine-month post-graduate diploma, the first-ever PGDEPA programme commenced in September 2014. The transition to PGDEPA addresses the need that was felt in this regard following the change of status of the National Institute of Educational Planning and Administration to NUEPA with a deemed university tag.



The new PGDEPA programme is conducted in six phases comprising face-to-face course transaction, involving basic curricular transaction, project work, presentation of project work and advanced course that is offered through distance/online mode.

National Award for Innovation Instituted

NUEPA has instituted National Award for Innovation in Educational Administration for selected District and Block Level Education officers from different regions of the country, with the first ever award presentation taking place at Vigyan Bhavan, New Delhi on November 29, 2014.

The awards were presented by the Union HRD Minister, Ms. Smriti Irani, at a function presided over by the Secretary, Department of School Education and Literacy, MHRD, Mr. Rajarshi Bhattacharya, in which the Special Secretary of the Department, Ms. Vrinda Sarup, was among the dignitaries present. The award presentation function was preceded by a two – day National Conference on Innovation in Educational Administration with participation by about 200 district and block level education officers from across



India focusing on the innovative practices adopted by them.

The main objective of the award programme is to recognise innovative ideas and practices adopted by district and block level education officers for effective management of the educational administrative system at district and block levels, and ensuring institutional development and performance at school level. The educational officers at the field level happen to also be an essential link between system- level administration and institutional- level management of education. Role of these officers is crucial in the process of implementation of policies programmes at the field level. Recognition of innovation is likely



to play a motivational role for the officers at the field level. Both the award programme and the conference were organised by the Department of Educational Administration of NUEPA and coordinated by Professor K. Sujatha and Professor Kumar Suresh with the support of the colleagues in the Department and NUEPA administration.

Milestone in school leadership development - PGDSLM

As part of the initiative to give an impetus to school leadership development through capacity building programmes for heads of schools as well as administrators, the National Centre for School Leadership has launched a nine-month Post-Graduate Diploma programme in School Leadership and Management (PGDSLM). The first PGDSLM, with 10 courses spread over three phases viz. preparatory work, face-to-face interactions and project work with 34 credits covering 510 hours with 340 sessions, got underway at NUEPA in September 2014.

In order to translate vision into real school practices,

the programme adopts the pedagogy of the practitioner with its emphasis on providing the scholar sufficient exposure to school leadership practices coupled with theoretical underpinnings. The objectives of the programme include developing the ability in the scholars to critically reflect upon their personal and professional selves for transforming schools; developing a perspective on school leadership for achieving school transformation; developing skills, attitude and knowledge in the areas of teamwork, partnerships and teaching-learning processes for improving student learning. PGDSLM also seeks to design, plan and implement change process in the school through innovations.

Central Scheme launched by NUEPA

Following its approval by the Department of School Education and Literacy, MHRD, the implementation of the Central Scheme on Programme for School Assessment, Leadership and Strengthening of School Education Statistics got underway in 2014-15 for the remaining three years of the 12th Five Year Plan at a total outlay of Rs. 70.82 crores. The scheme for both NUEPA



and/or States/UTs would be part of the PAB process of the Sarva Shiksha Abhiyan (SSA) and the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) programmes and would cover the programme objectives of the Scheme for School Assessment, Leadership and Strengthening of School Education Statistics as a whole to encourage convergence and coordination.

International Seminar on School Leadership

An International Seminar on School Leadership: Policy, Practice and Research was organized in November, 2014 at India International Centre, New Delhi. This was the first initiative by NCSL-NUEPA. The Seminar aimed to draw insights on issues concerning school leadership across the globe and provided a platform to researchers and practitioners engaged in the area of School Leadership from India, UK, Canada and other countries.

The main objectives of the International Seminar were to share ongoing researches and practices in the areas of school leadership in India and in other countries, deliberate on the aspects of quality, equity, diversity in schools in India and share experiences on leadership development and school improvement. An

attempt was made to derive common understandings that would help foster a better understanding of local school settings and provide a scope for evolving innovative practitioner centric processes in school leadership. The objectives were translated into six broad areas that were Improving Schools in Challenging Contexts, Diversity and Equity in Schools: Role of the School Head, Professional Preparation of School Heads, Teacher Leadership, Leadership and Teacher Education and Women in School Leadership Positions.

International Colloquium on Women Leadership

The study of women leaders and their leadership roles in the public and private education system has been of critical significance to gender and feminist perspective especially in the context of globalization and privatization. This has seen a reflection even in school education, where women have attempted to participate, but have found themselves caught in multiple roles and expectations both at the personal and the professional fronts. To date, there has been very little research conducted on women school





leaders in India and similarly, even in Scotland. In this context a joint colloquium was organised by NUEPA and University of Edinburgh, Scotland in February, 2015 with a view to discuss the ways and the manner in which collaborative research can make a unique contribution to the field of educational leadership and management in the context of both the countries.

The objectives of the international colloquium were to discuss the conceptual contours of school leadership in India and Scotland as framed in the policy rhetoric, in professional standards and conditions of service

for head teachers, to discuss on women in school leadership positions in India and Scotland and to learn from experiences on women's way of leading schools in the Indian and Scottish contexts. The deliberations also centred on examining the widening gaps between policy framework and real school leadership practices.

The participants for this colloquium were from University of Edinburgh, British High Commission, British Council Library, professionals and experts from various national and state level organisations and other professionals working in the field of school education.

6 LIBRARY AND DOCUMENTATION SERVICES





LIBRARY AND DOCUMENTATION SERVICES

SHARING OF KNOWLEDGE AND INFORMATION

The National University has undertaken a series of initiatives designed to provide accessibility to existing and new knowledge relating to educational policies, planning and management. The Library and Documentation services of the National University continue to play an important role in the documentation and dissemination of knowledge and information in the areas of educational policy, planning and management. Key activities carried out by the Library and Documentation Centre during the year 2014-15 included the following:



LIBRARY AND DOCUMENTATION SERVICES

The Library and Documentation Centre of the National University has been acting as a crucial resource and learning centre to meet the information needs of its clientele, including faculty/staff members of the university, research scholars from India and abroad, M.Phil. and Ph.D. scholars of the National University, participants of various national/international training/diploma programmes, organized by the National University, and other visiting faculty and users. The library is equipped with modern teaching and learning aids, computer facilities and electronic facilities such as Wi-Fi.

During 2014-15, the library has changed its collection development strategy. The library currently subscribes to over 80% of its journals in both print and online formats. However, the books are still preferred in print only.

For the convenience of the reader, the entire collection of books and other materials has been organised into four major sections-general, reference, serial and area-study collection. During the period under report, 897 books/documents were added to the Library. The Library, presently, has a collection of 58,283 books/documents, besides a rich collection of reports of international seminars and conferences, organised by international agencies like UNO, UNESCO, OECD, ILO, UNICEF, World Bank etc. During 2014-15, the Library and Documentation Centre also received over 250 national and international journals and magazines in the area of educational planning and administration and other allied fields. Indexing of 1,346 important articles, appearing in these journals, was also done. During the year, the library prepared holding of the

7,167 bound journals for reference of its users. The Journals' databases, procured by the Library, include four online journals databases from a number of reputed publishers such as Elsevier, Sage, Emerald, and JSTOR. Besides, the library has also access to 523 e-books of Sage Education Collection. The Library is a multi-media resource centre. The non-print materials available in the Library include video-cassettes, audio-cassettes, films, microfilms, microfiches and CDs.

The NUEPA library continued in 2014-15 with online information services such as 'News Flash', "NUEPA in the Press", "SDI (circulation of the academic works of NUEPA faculty) and "New Arrivals", introduced in the previous year. The Library has also prepared bibliographies for the various activities and training programs/seminars undertaken by the University. Photocopying services are provided to users of reference materials, articles, reports etc..

All in-house activities in the library, including Acquisition, Cataloguing, Circulation and Serials



Control are fully computerized using the latest version of the Libsys7 Software Package. Web OPAC can be accessed through Intranet and Internet, either directly using computers connected to the LAN in the NUEPA or through the Internet using the Web OPAC on the website of NUEPA through the URL. It facilitates browsing and searching the databases of books, journals and articles available in the NUEPA library.

The NUEPA Library and Documentation Centre had joined Developing Library Networking (DELNET) to promote the sharing of resources at the national and international levels. This has given a facility of recognizing the invaluable nature of the large collection of official documents, pertaining to educational planning and administration, available in NUEPA's library and documentation centre. A project for digitizing all such documents and records, using modern technology, has been undertaken in order to provide a comprehensive online archival information source on education in the country.

ACCESS TO DIGITAL RESOURCES

It has developed and strengthened intranet activities in the National University to connect, handle, share, leverage and disseminate various types of information among faculty and research

scholars. It captures, stores, generates, transmits and integrates information and knowledge. Its digital resources, such as books, articles, research studies, occasional paper series, training programme reports, conference/seminar proceedings, Eminent Scholar Lecture Series, Audio-visual lectures, Committee and Commission reports are available on intranet. All these resources are also available on web page of the Library and Documentation Centre [<http://www.nuepa.org/libdoc/index.html>]. Documentation Centre offers access to digital archives of 5000 documents on education and allied areas. These documents can be accessed through intranet as well as Internet. [<http://www.nuepa.org/archives/index.html>]

Moreover, online library and documentation services have been extended through intranet to provide round-the-clock access such as List of New Additions; List of Journals Subscribed and Discontinued; Current Contents of Periodicals; Full Text Access of Online Journals databases and JSTOR; Bibliographic Service - On demand; Press Clipping Service; Literature Search; and Electronic Document Delivery Service (EDDS). It has strengthened the Inter-library Loan (ILL) and resource – sharing activities in meeting the requirements of users related to books, documents, articles etc. through Developing Library Network (DELNET).



7 COMPUTER AND INFORMATION TECHNOLOGY SERVICES





COMPUTER AND INFORMATION TECHNOLOGY SERVICES

IT SERVICES

The Computer Centre meets the information technology needs of the University. The network, as the backbone of the university, and its active components are administered, maintained and controlled by Computer Centre. The Computer Centre is equipped with dedicated 1GBPS Optical Fiber Internet Connectivity provided by NKN/MTNL under the project NMEICT. The University also has the back-up link of 10 mbps from ERNET so as to ensure availability uninterrupted Internet connectivity at all times. The Computer Centre provides computing facilities and internet services to all the research scholars, program participants, project

staffs, trainees, faculty members and staff members. High-speed Internet connectivity and network points have been provided to all the faculty and staff members to access the network resources for optimal use of resources available in the University. Individual e-mail accounts have been provided to all the faculty, staff members and research scholars on NUEPA Domain. Broadband internet access is provided in the residence of the Vice-Chancellor and all the faculty members. Desktop/laptop computers have been provided to all the faculty members with desktop computers being provided in the office to all staff members of the University. Uninterrupted Computer Centre facilities are available for almost 12 hours. The Computer Centre is responsible for maintenance of the University-owned computer systems and peripherals.

Computer Centre provides support in information technology extensively in its day-to-day activities, both academic and non-academic, to the University. The Computer Centre is well-equipped with various types of the latest desktop computers and laptops, printers and multi-function devices. Network connectivity with Windows 2008 server is provided, ensuring net connectivity to all the rooms on all the floors of the University.

Computer Centre also provides High Speed Internet Connectivity from the NUEPA building to the NUEPA Hostel. Authenticated and secure Wi-Fi internet connectivity is made available in all the rooms in all floors of the NUEPA hostel for access by guests staying in the hostel.

Computer Centre provides support to the academic departments through training, research, quantitative data analysis, system- level management issues and other activities. Support is also provided to the non-academic units of the Institute like Library, Administration, and Finance sections. Besides catering to in-house software development, data processing and word processing needs of the University, computer awareness and appreciation modules and other specialized computer services are rendered for various training activities/programmes.

Support is also provided for the software applications of the Accounts section. This includes task such as Salary processing, Income tax calculations, Pension, Provident Fund computations, etc.. A server, with network version of statistical package SPSS, has been installed to enable users run statistical applications on

network. Computer Centre also promotes the use of Open Source software in day-to-day activities.

A dedicated state-of-the-art Data Centre has been set up in the university to strengthen the day- to-day needs of the university. The Data Centre is equipped with high- end Data Servers and Web Servers, that are online 24X7 for the users. The Data Centre is empowered with dedicated parallel UPSs providing power back-up to the servers. Initiative for procurement of Blade Servers, with SAN storage, was taken to strengthen the in-house Data Centre. For enhancement and empowerment of internet connectivity in the university and for providing back-up connectivity internet link to the Data Centre, a 10mbps Radio Frequency Link (RF Link) has also been commissioned.

Computer Centre maintains the Servers for the prestigious project, Unified District Information System for Education (U-DISE), under the flagship Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) programmes of Government of India.



8 PUBLICATIONS





PUBLICATIONS

The Publication Unit of the National University continued to support the functions relating to knowledge-sharing through documentation and dissemination of the outcomes of research and development activities, undertaken by the National University, to the wider public. In line with the objectives of the National University, the Publication Unit publishes Occasional Papers, Journals/Periodicals, Newsletters, Books, Prospectus of M. Phil and Ph.D. Programmes, Calendar of Training Programmes, etc.. It also brings out a series of Survey Reports on Educational Administration in various States and Union Territories. The Publication Unit is equipped with computers and printers to carry out various DTP jobs of the University.

Some of the important publications brought out by the National University during the year 2014-15 were Journal of Educational Planning and Administration, Pariprekshya, a Hindi journal and ANTRIEP Newsletter, Education for All, M. Phil. and Ph.D. Prospectus and Curriculum Guide. The University also published several research and seminar/conference reports in the form of books and monographs. Among the major publications brought out by the National University during the year 2014-15 were:

Journals

- Journal of Educational Planning and Administration, Volume XXVIII No. 1, 2, 3, 4, 2014;

- Pariprekshya (a Hindi Journal on socio-economic context of Educational Planning and Administration), Vol. XX No. 1, 2, 3, 2013;

ANTRIEP Newsletter: one issue of ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning) Newsletter (a bi-annual newsletter) was brought out during the year, i.e. Vol. XIX No. 1, January – June 2013.

Occasional Paper: The following Occasional Paper was brought out during 2014-15:

- NUEPA Occasional Paper No. 45: Education, Poverty and Exclusion by Madhumita Bandyopadhyay, New Delhi: NUEPA, 55 pages

Unpriced Publications: The unpriced publications brought out during the year 2014-15 included the following:

1. Education for All: Towards Quality with Equity (India)
2. Elementary Education in India: Progress towards UEE, DISE Flash Statistics 2013-14
3. Elementary Education in India: Where do we stand?– District Report Cards 2011-12 (Vol. I & II).

Curriculum Related Material

1. School Leadership Development: Curriculum Framework (Bengali, Gujarati)
2. School Leadership Development: A Handbook (Gujarati, Hindi)



3. M.Phil.- Ph.D. Curriculum Guide 2014-15
4. M.Phil.- Ph.D. Curriculum Guide 2014-15 for Optional Courses
5. Keynote Address by Prof. Kuldeep Mathur on Nov. 28-29, 2014 for National Conference on Innovations in Educational Administration.

Others

1. NUEPA Calendar of Training Programmes 2014-15 (English)
2. NUEPA Calendar of Training Programmes 2014-15 (Hindi)
3. Annual Report 2013-2014 (English)
4. Varshik Report 2013-2014 (Hindi)
5. Prospectus (M. Phil and Ph. D. Programmes), 2015-2016

Mimeographed Publications: In addition, the National University also brought out a number of

mimeographed/xeroxed publications on research studies, reports, reading materials for various training programmes/seminars, conducted by the University during the period under report.

Material for the NUEPA Website: The Publication Unit provided regular updates on its publications to the NUEPA website. The updates included Comprehensive list of priced and un-priced publications, and publications brought out by NUEPA through private publishers; Information about the current and forthcoming issues of Journal of Educational Planning and Administration; Calendar of Training Programmes of NUEPA; NUEPA at a Glance, and Prospectus of M.Phil. and Ph.D. Programme; Memorandum of Association and Rules (NUEPA); Full-text version of Hindi Journal (Tri-annual) Pariprekshya; Full-text version of NUEPA Occasional Papers; Full-text version of ANTRIEP Newsletter; and Full-text version of the NUEPA Annual Report 2013-14 (English and Hindi versions) etc.

9 GRANTS-IN-AID SCHEME AT NUEPA

GRANTS-IN-AID SCHEME AT NUEPA

The implementation of the various parameters of the National Policy on Education (NPE), including its further elaboration in the Programme of Action (POA), requires wide dissemination of its objective as also a close association with agencies and social activist groups. With a view to promoting greater coordination in implementation of the Policy, it is necessary to develop inter-disciplinary approach, with support systems at the national as well as local levels.

In this context, it is necessary to (a) generate wider awareness of educational policies and programmes in the country; (b) initiate policy-oriented studies and seminars enabling mid-course corrections, modifications and adjustments of policy interventions; (c) involve associations of teachers, students, youth and women as well as media in the process of formulation of various programmes through sponsored seminars on related themes and topics; (d) facilitate dissemination of innovative and good practices as well as successful experiments in the field of education; and (e) facilitate review of NPE and POA.

For the above purposes, the Ministry of HRD, Govt. of India has implemented a Grants-in-Aid Scheme which is intended to provide financial assistance to deserving institutions and organizations, on the merits of each proposal so as to approve financing of a variety of activities having a direct bearing on the management and implementation of aspects of the Education Policy. This would include sponsoring of

seminars, conducting of impact and evaluation studies, making consultancy assignments in order to advise the Government on the best alternatives and models for making the system work, making of video films, etc..

The Ministry of HRD, Govt. of India administers the above Scheme through this University which operates this scheme through a specially constituted Grants-in-Aid Committee. A Committee has been constituted for appraising and approving the proposals received from various institutions/ organizations under Grants-in-Aid Scheme of MHRD, Government of India. The following is the composition of the Committee as on March 31, 2015:

Professor Neelam Sood	- Chairperson
Professor A.K. Sharma	- Member
Professor Kumar Suresh	- Member
Professor Y. Josephine	- Member
Professor Pramila Menon	- Member
Professor K. Biswal	- Member
Shri Basavaraj Swamy	- Member Secretary

The GIAC Committee decided to develop a database of all the proposals received at GIA to maintain a record and keep track of proposals, and accordingly the database was developed and produced in the meetings of Grants-in-Aid Committee.

During 2014-15, the committee recommended sanction of Grants-in-Aid as detailed in the table given below:

List of Proposals Recommended for Grants-in-Aid during April 2014 to March 2015

Sl. No.	Name of the Organization	Title of the Project	Recommended GIA amount
1.	Sai Educational Rural & Urban Development Society (SERUDS) Kurnool, Andhra Pradesh	2 days National Seminar on "Concern & Challenges Of Moral & Value Education In The Context Of Increasing Criminal Tendencies Among Educated Youth"	Rs.3,00,000/-
2.	Glorious Women Empowerment, Kurnool District, Andhra Pradesh	Seminar on "Challenges in implementation of 25% Reservation of seats to weaker section & Disadvantaged Children in Private Schools under RTE Act"	Rs.3,00,000/-
3.	Nava Jyothi Youth Association, Kurnool Distt. A.P.	Seminar on "Need of Examination Reforms In The Context of Continuous & Comprehensive Evaluation System in Secondary Education".	Rs.3,00,000/-
4.			
	Nav Jeevan Gramodyog Samiti, Agra, U.P.	Seminar on "Challenges of Child Labour Rehabilitation In The Context of Right To Education".	Rs.3,00,000/-
5.			
	Fathima Muslim Mahila Mandali (FMMM), Kurnool (A.P.)	Seminar on "The Challenges of Madarsa Education and Mainstreaming Students into Contemporary Education System".	Rs.3,00,000/-
6.	Aligarh Historians Society, Aligarh	Seminar on "Forms of Inequality in India: Past and Present".	Rs.3,00,000/-
7.			
	Society for Education & Economic Development (SEED), New Delhi	Conference on "Higher Education For Development Of Economy And Society Through Research And Innovations"	Rs.3,00,000/-
8.	Association for Women & Rural Enrichment (AWARE), Odisha	Seminar on "National Education Policy Theme: Right to Education."	Rs.3,00,000/-
9.	SAMADHAN, Bihar	Seminar on "Causes And Consequences Of Increasing Suicidal Tendency Among Adolescent Students in India with special reference to Bihar"	Rs.3,00,000/-
10.	SANGHARSOTTHAN Hathras (U.P.)	Workshop on "Role of Sanitation & Mobile Phones in Education".	Rs.3,00,000/-
11.	Indian Academy of Social Sciences, Allahabad	Proposal on "XXXVII Indian Social Science Congress's Focal Theme on Building an Ecologically Sustainable Society"	Rs. 3,00,000/-

12.	Chandigarh College of Education, Landran, Mohali	Seminar on “Educational Policies and Programmes in India”.	Rs.2,45,000/-
13.	Bharathi Mahila Sangam, Telangana State	Seminar on “Concerns & Challenges of Elementary Education to Marginalized Section”.	Rs. 3,00,000/-
14.	Gargi College (University of Delhi) & Institute of Home Economics (DU)	Conference on “Education, Politics and Social Change”.	Rs. 3,00,000/-
15.			
	Sri Swarupa Nistha Ashrama Philosophical Welfare Society (SNAPS), Anantapur Distt. (A.P.)	Seminar on “Value Based Moral Education at Anantapuramu District of Andhra Pradesh”.	Rs. 3,00,000/-
16.	Basti Area Development Council (BADDC), Orissa	Seminar on “Role of Panchayat Representatives in implementing Right to Education (RCFCE Act)”.	Rs. 3,00,000/-
17.	Peoples Council of Education, Allahabad	First All India Peoples Medical And Health Science Convention.	Rs. 3,00,000/-
18.	Indian History Congress, Delhi	75th Annual session of Indian History Congress 28-30, December, 2014”	Rs. 3,00,000/-
19.	Pragathi Rural and Educational Development Society (PREDS), Kurnool District, A.P.	Workshop on “Efficacy of SMCs-School Management Committees in effective implementation of RTE Act, 2009”.	Rs. 3,00,000/-
20.	Educational Technology and Management Academy, Gurgaon	Conference on “Improving Learning Efficiency and Effectiveness Emerging Science of Human Learning”.	Rs. 3,00,000/-
21.	Indian Academy of Social Sciences, Allahabad	Proposal on “Knowledge systems, Scientific Temper and the Indian People”.	Rs. 3,00,000/-
22.	Human and Rural Integration for Technical Action, Andhra Pradesh	Seminar on “Choice-based Credit systems: Challenges and Suggestions”.	Rs. 3,00,000/-
23.	Anand Memorial Foundation, Patna	Research Study on “Impact Study of Accelerated Female Literacy Programme (AFLP) Launched by National Literacy Mission (NLM), Government of India, Mukhya Mantri Akchar Anchal Yozana and Mahadalit Shaksharta Programme Launched by Bihar State Literacy Mission Authority (SLMA), on Rural Women of Bihar”.	Rs. 5,00,000/-
24.	Kerala Development Society, New Delhi	Research Study on “Education of Children of Migrant workers and Right to Education Act, 2009- Case study of select states”	Rs. 5,00,000/-
25.	Centre For Budget And Policy Studies, Bangalore	Research Study on “Documenting the newly introduced online process for admissions under Right to Education Act, Section 12 (1)(c) in private unaided schools in Karnataka”	Rs. 5,00,000/-

10 ADMINISTRATION AND FINANCE

ADMINISTRATION AND FINANCE

ADMINISTRATION

The University has the following sanctioned posts besides manpower of outsourced services for housekeeping and security.

The Administration and academic-cum-technical support services, controlled and coordinated

through administration, consist of sections established on functional basis and as depicted in the organogram.

Besides the sectioned posts, there are 70 members engaged in various projects of NUEPA in different academic and secretarial positions on project basis.

Ex-Cadre Post	Number
Vice-Chancellor	01
Registrar	01
Cadre Post	
Faculty (Professors, Associate Professors, Assistant Professors)	42
Academic Support Staff	11
Administration, Finance, Secretarial and other Technical Staff	70
Auxiliary Staff (MTS)	37
Total	162

During the year 2014-2015, following new appointments/retirements have taken place:

New Appointments

Group 'A'

Sl. No.	Name	Designation	Date of Appointment
1.	Prof. K. Srinivas	Professor	14.08.2014
2.	Dr. Sunita Chugh	Associate Professor	26.05.2014
3.	Dr. Manisha Priyam	Associate Professor	19.06.2014

Resignations

Sl. No.	Name	Designation	Date of Resignation
1.	Prof. K. Srinivas	Systems Analyst	14.08.2014

Retirement

Group 'B'

Sl. No.	Name	Designation	Date of Retirement
1.	Shri P.N. Tyagi	Training Officer	31.01.2015

Group 'C'

Sl. No.	Name	Designation	Date of Retirement
1.	Shri Shyam Lal	Assistant	31.05.2014
2.	Shri J.D. Bhatia	Electrician	31.07.2014
3.	Shri K.K. Mohanan	MTS	30.09.2014
4.	Shri Raj Kumar	UDC	03.11.2014
5.	Shri Jai Bhagwan	MTS	31.01.2015

Voluntary Retirement

Sl. No.	Name	Designation	Date of VRS
1.	Shri Balak Ram	MTS (Mali)	28.02.2015

FINANCE AND ACCOUNTS SECTION

The Finance and Accounts services at NUEPA are managed through Accounts Section, which is headed by Finance Officer and managed by Section Officer, Accountant and eight members of office and secretarial staff. This section is responsible for preparation of budget, monthly salaries and pension bills, other personal claims, such as medical reimbursement, LTC bills, Advances etc., processing of bills for supply of goods, works, contracts etc., pre-auditing, coordination with external audit and all other matters related to

finance and accounts. It plays a significant role in providing timely guidance on all financial matters and effective assistance in examining all proposals with regard to financial involvement, audited statements, utilization certificate etc.. The Finance Officer is the Member Secretary of the Finance Committee, which exercises general supervision over the finances of the University, gives directions and lays down limits for various categories of expenditure. The details of Grants received from MHRD during the last five years is given in the table below:

Details of Grants Received (2010-2015): (Rs. in lakh)

Sl. No.	Head	2010-11	2011-12	2012-13	2013-14	2014-15
1.	Grant-in-aid (Plan)	1013.59	1197.60	1129.80	1185.00	1206.97
	Grant-in-aid (Non-Plan)	1092.00	1033.55	1070.44	1415.00	1511.60
	Internal Receipts	117.13	110.11	101.87	102.81	71.75
	Total	2222.72	2341.26	2302.11	2702.81	2790.32
2.	Expenditure (Plan)	980.33	1106.38	1325.69	1,272.97	1239.00
	Expenditure (Non-Plan)	1123.05	1059.36	1307.54	1441.86	1643.35
	Total	2103.38	2165.74	2633.23	2714.83	2882.35
3.	Internal Receipts as % of Expenditure	1%	1%	1%	1%	1%
4.	Grant-in-aid as % of Expenditure	100%	100%	100%	100%	100%

It may be observed from the above Table that the NUEPA Grant has been increasing significantly from 2010-11 to 2014-15 and its expenditure has also increased proportionately, and is directly linked with progressive increase in magnitude and scope of activities in NUEPA in the preceding years.

OFFICIAL LANGUAGE IMPLEMENTATION/ HINDI CELL

HINDI CELL

The Hindi Cell provides translation services and academic support in research, training and administration. The Cell not only helps in bringing out the various publications in Hindi but also facilitates implementation of the Official Language Policy.

Besides its routine works, the Hindi Cell undertook several major works during the year under review. These included:

- (a) Organising 4 Meetings of the Official Language Implementation Committee of the University to review the activities of Hindi Implementation.
- (b) Bringing out of three issues of Hindi Journal Pariprekshya ,which deals with socio-economic aspects of education.
- (c) Preparation and submission of three quarterly reports on implementations of OL Hindi to the Deptt. of Official Language of MHRD.
- (d) Translation into Hindi and subsequent bringing out of the following publications:
 - (i) Annual Report 2013-2014
 - (ii) Training Calendar 2014-2015

- (iii) Handbook, curriculum and several research tools

The Cell also undertook the work of translation of circulars, letters, notices, office memos etc.

- e) Hindi Day Celebration: To commemorate Hindi Day, various programmes were organized:
 - (i) A one-day Hindi Workshop was organized during the Hindi Pakhwara 2014() in which 4 officers and 15 employees of the Institute were trained on rajbhasha implementation.
 - (ii) Competitions were organized in Hindi in essay-writing, noting and drafting, translation and typing. Hindi Sulekh competition was also organized for MTSS during Hindi Pakhwara. A total of 30 staff members participated in these events.

ANNEXURE

ACADEMIC
CONTRIBUTION
OF FACULTY

ANNEXURE

ACADEMIC CONTRIBUTION OF FACULTY

DEPARTMENT OF EDUCATIONAL PLANNING

S.M.I.A. Zaidi (HOD)

Participation in Seminars/ Conferences/ Workshops

National:

Attended National Seminar on Official Languages, organized by Kendriya Hindi Sansthan, Agra and MHRD, New Delhi at GITAM University, Visakhapatnam, May 22-23, 2014.

Participated as Resource Person in Assam State Visionary Workshop for Secondary Education, organized by RMSA-Technical Cooperation Agency (TCA), at Guwahati, September 10-11, 2014.

Participated as a Resource Person in 'State Level Workshop on Formulating the Annual Work Plan &

Budget (2015-16) under RMSA', conducted by State Project Directorate, RMSA Govt. of Tamil Nadu, at Yercaud Salem district, September 22-26, 2014.

Participated and chaired a session in the National Conference, organized by NUEPA, under National Scheme of Awards for Innovation in Educational Administration and Management, Vigyan Bhawan, New Delhi, November 26-27, 2014.

Participated as a Resource Person in the State-Level Conference of DEOs and BEOs of Assam at Guwahati, January 21-22, 2015.

Participated and chaired a session in National Consultative Meet on 'School Standards and Evaluation', organized by NUEPA, at India Habitat Centre, New Delhi, February 10-11, 2015.

Participated as a Resource Person in Orientation Workshop on Planning and Designing Research Projects for faculty of DIETs of Chhattisgarh, organized by DIET, Raipur, March 9-12, 2015.

Participated in State-level seminar on 'The Changing Contours of Secondary Education: Issues and Challenges', conducted by SCERT, Delhi, and chaired a session, March 17, 2015.

Lectures Delivered Outside

Delivered lectures on Educational Planning in the Masters' degree course in Human Resource Planning

and Development for International participants, conducted by Institute of Applied Manpower Research (IAMR), IAMR, Narela, New Delhi, February 18, 2015.

Delivered lectures on Educational Planning to the participants of International Diploma Course in Human Resource Planning and Development. Institute of Applied Manpower Research (IAMR), Narela, New Delhi, March 20, 2015.

Consultancy and Academic Support to Public Bodies

As a member, attended mid-term Programme Advisory Committee (PAC) meeting of DIET, Karkardooma, Delhi, December 19, 2014.

Attended Wrap-up meeting of 5th Joint Review Mission, RMSA, organised through video conference, February 09, 2015.

Attended 4th Executive Committee Meeting of RMSA-TCA, organized by TCA, CIET, NCERT, February 13, 2015.

As a member, attended Annual PAC meeting of SCERT, Delhi at SCERT, Defence Colony, New Delhi, March 04, 2015.

As a member, attended Annual PAC meeting of DIET, Keshavpur at SCERT, Delhi, March 18, 2015.

As a member, attended Annual PAC meeting of DIET, R.K. Puram at SCERT, Delhi, March 19, 2015.

As a member, attended Annual PAC meeting of DIET, Karkardooma at SCERT, March 25, 2015.

As a member, attended Annual PAC meeting of DIET, Daryaganj at SCERT, March 25, 2015.

As a member, attended Annual PAC meeting of DIET, Moti Bagh at SCERT on March 30, 2015.

Monas Khare

Publications

Books/Chapters:

Education Aid and international Cooperation in India: Shifting Dynamics, Increasing Collaboration.

Chapter in I-Hsuan Cheng, Sheng-Ju Chan (ed.) "International Educational Aid in Developing Asia - Policies and Practices" Springer Science Business Media Singapore Pvt. Ltd. (Under print).

"Sanchar Kaushal — Ek kala, Ek Vidhaa", Vyaktitva Vikaas Ke Vibhinna Aayaam - Drishti Badalney se Srishti Badlegi" Madhya Pradesh Hindi Granth Academy, Bhopal. (Under print).

Research Papers/Articles/Notes:

"Ideological Shift in Indian Higher Education Internationalization," International Higher Education, No. 78 (Special Issue), The Boston College Centre for International Higher Education (CIHE).

"Employment, Employability and Higher Education in India: The Missing Links", Higher Education for the Future, 1(1), 39–62, August 2014, The Kerala State Higher Education Council, SAGE Publications (Los Angeles, London, New Delhi, Singapore, Washington DC).

Research Studies

Ongoing:

Alternative Approaches to Identifying Educationally Backward Districts (Research Monograph- first draft prepared).

Completed (with Prof. Sudhanshu Bhushan, Dr. Suman Negi and Mr. Shashiranj Jha, Ph. D scholar) first draft of three Modules on Statistical Methods for Educational Research.

Undertaking an ongoing research project "Spatial dynamics of comparative educational advantages in India".

Participation in Seminars/Conferences/Workshops

National:

Participated and chaired a session in the National Conference on "Women Participation and Leadership in Higher Education." M.G. Kashi Vidyapeeth, Varanasi, July 23-24, 2014.

Participated in Workshop to discuss Research instruments for collection of information on research project on Diversity and Discrimination, organized by CPHRE-NUEPA, January 12, 2015.

Participated in Research Methodology Workshop on research project on Diversity and Discrimination. CPHRE, NUEPA, February 9-10, 2015.

Participated in the Seminar on 'Women and Leadership in Higher Education', organised by the British Council-India, New Delhi, February 11-12, 2015.

Participated in Workshop to discuss the research instruments for the project on Governance and Management of Higher Education in India. CPHRE-NUEPA, March 18, 2015.

Participated in the National Conference on 'Challenges in Human Resource Development' and chaired a session on "Reinventing higher education for human resource development-knowledge or know-how." Kashi Vidyapeeth, Varanasi, March 28, 2015.

Participated in and chaired, as Expert, Concurrent Session of the 9th National Research Conference (NRC) on "Future of Management Education in India," of All India Management Association, IIC, New Delhi, March 31-April 1, 2015.

International:

Participated in Global Education Dialogues-South Asia Series 2015 on 'Women Leadership in Higher Education', organised by British Council-India, New Delhi, February 10-11, 2015.

Training Programmes/Conferences/ Workshops Organized

Organised Training Programme on Quantitative Research Methods in Education, January 5-15, 2015 (in which 28 representatives, comprising 10 faculty members and 18 research scholars, of 18 universities from 16 states participated). Report and related material uploaded on the web portal.

Panelist in Orientation-workshop programme on Management of Diversity and Equity in Universities and Colleges - 'Equity in access and participation in the institutions of higher education: Perspective of Economic- and Regional Disparities.' NUEPA, March 16-20, 2015.

Training Materials and Courses Developed and Transacted

Resource Person in "Orientation Programme in Planning and Management of School Finances (Sessions on Public-Private Partnership (PPP) in School Education and Financing of Elementary Education in India: Inter-State Variations), September 1-5, 2014.

Other Academic and Professional Contributions

Supervision and Evaluation:

Supervision of DEPA dissertations

Supervision of M. Phil/Ph. D Work:

Shadow Education at Secondary Level Schooling in Burdwan District of West Bengal: A Multilevel Analysis Research Scholar (Showik Mukherjee).

Inter-Relationship between Spatial Distribution of Knowledge Based Industries and Migration for Higher Education in India Research Scholar (Sumit Kumar).

Evaluation of Ph. D.thesis from various Indian Universities.

Teaching:

Involved in Teaching in the following courses:

M.Phil Ph.D-CC3, CC5 and OC 11.

International Diploma in Educational Planning & Administration (IDEPA).

National Diploma in Educational Planning & Administration (DEPA).

Other Activities:

Participated in Authors' Peer Review Meeting on IHER 2014, organised by CPHRE-NUEPA, July 25, 2014.

Coordinator, Maintenance and Management of the NUEPA Web Portal.

Member, Committee for Allotment of Supervisors.

Member, M. Phil. and Ph. D. Admission Committee.

Member, Committee for Setting Questions for M. Phil/Ph. D. Entrance Examinations.

DAC, Department of Higher Education

DAC, Department of Educational Finance

DAC, Department of Educational Planning

Member – M.Phil. Curriculum Revision and Restructuring Committee.

Consultancy and Academic Support to Public Bodies

Resource Person in NCERT organised training programme on 'Project Planning, Monitoring and Evaluation' at RIE, Bhopal, February 26-27, 2015.

Interview given to British Council Economic Intelligence Unit for its Study on 'Women Leaders in Higher Education' - published as "Where are the women? - Analysing trends in higher education management in Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka," (A custom research report), British Council, March 2014.

Membership of Eminent Bodies outside NUEPA

Member, Sub-Committee on Index of Service Production in Education Sector, Ministry of Statistics & PI, CSO.

Member, Standing Sub-Committee of Research Advisory Committee (RAC), National Institute of Open Schooling (NOIDA).

Member, Departmental Advisory Board (DAB),

Planning & Monitoring Division, NCERT, New Delhi.

Expert for Evaluation of SLM for DE programme of Jaipur National University, Jaipur at UGC - Distance Education Bureau.

Associate Editor, Indian Economic Journal, Indian Economic Association.

Reviewer of Book Proposal: For Springer's, Singapore.

Editorial Advisory Board: Himgiri Education Review" ISSN 2321-6336.

K. Biswal

Publications

Research Papers/Articles/Notes:

School Mapping Process in India. Research paper, NUEPA, New Delhi, November 2014, mimeo.

Theme Paper (with Prof. JBG Tilak and PR Panchamukhi) titled, "Statistics on Education", Ministry of Statistics and Programme Implementation, April 2014. Accessible at http://mospi.nic.in/Mospi_New/upload/Them_Paper_Education.pdf

Article (with Prof. Tilak) titled, "Transition to Higher Education in India" in IASSI Quarterly, Vol. 32, No. 4 online published in December 2014. Available at: <http://www.indianjournals.com/ijor.x?target=ijor:iassi&volume=32&issue=4&type=oc>

Research Studies

Ongoing:

Undertaken (with S.M.I.A. Zaidi and N. K. Mohanty) the Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha. This project is being implemented in four districts in Tamil Nadu (Theni and Salem districts) and Odisha (Ganjam and Keonjhar districts). In the First Phase of the project, the Research Team had several rounds of interactions with the State and District Planning Teams. Two

workshops and two consultative meetings were conducted; plan documents of sample states and related literature were reviewed; and primary and secondary data were collected. Based on the data and information and field notes collected from the sample states and districts, the draft report of the first phase was prepared, which focused on understanding the planning practices in school education and their socio-economic and institutional context.

Participation in Seminars/ Conferences/ Workshops

National:

Participated in the National Consultation Meet on School Standards and Evaluation organized by NUEPA at IHC, New Delhi, February 10-11, 2015.

Training Programmes/Conferences/ Workshops Organized

Designed and conducted (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) the Consultative Meet in Odisha on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha at Ganjam, Odisha, August 6-9, 2014.

Designed and conducted (with Dr. N. K. Mohanty) the Follow-up Workshop of Training of Master Trainers in Planning for Secondary Education in Northeastern States at Guwahati, Assam, September 8-11, 2014.

Designed and conducted (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) the State Level Workshop for Formulation of AWP&B 2015/126 under the RMSA in Tamil Nadu at Yercaud, Salem, Tamil Nadu, September 21-26, 2014.

Designed and conducted (with Dr. N. K. Mohanty) the Training Programme on Development of District Secondary Education Plan in Tamil Nadu at Chennai, Tamil Nadu, December 8-13, 2014.

Designed and conducted (with Dr. N. K. Mohanty) the Training Programme on Development of District

Secondary Education Plan in Odisha at Bhubaneswar, Odisha, December 22-27, 2014.

Acted as a Resource Person in the Punjab DEOs Conference organized by NUEPA at Chandigarh, January 28-29, 2015.

Acted as a Resource Person (with Prof. S.M.I.A. Zaidi, Prof. K. Biswal) in the State Level Workshop for Formulation of the AWP&B 2015-16 under RMSA organized by Odisha Madhyamik Shiksha Abhiyan, RMSA, Odisha at Bhubaneswar, March 2-3, 2015.

Training Material and Courses Developed & Transacted

Revised (with Dr. N. K. Mohanty) the Simulation Exercise on District Planning in Secondary Education with Focus on RMSA, August 2014.

Designed and developed (with Prof. Zaidi and Dr. N. K. Mohanty) the online PGDEPA course, "Advanced Course on Educational Planning" using Moodle.

Developed (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) the Simulation Exercise on Sector Diagnosis: Indicators of Access and Participation, August 2014.

Developed (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) the Simulation Exercise on Sector Diagnosis: Indicators of Internal Efficiency, August 2014.

Other Academic and Professional Contributions

Supervision/Evaluation:

Acted as external examiner of the Ph. D. Thesis: "Socio-Economic Factors Determining School Attendance: A Study of Jalpaiguri and Murshidabad Districts in West Bengal" by Mr. Debdulal Thakur, Zakir Husain Centre for Educational Studies, School of Social Sciences, JNU, New Delhi, April 2014.

Supervised Ph. D work entitled, "A Study of GIS

Based School Mapping in Elementary Education in India,” by Ms. Nidhi Rawat.

Supervised Ph. D work entitled, “School Based Management and Community Participation in West Bengal: A Study of Select Secondary Schools in Burdwan and Purulia Districts” by Mr. Dipendra Kumar Pathak.

Supervised and evaluated PGDEPA 2014 dissertation entitled, “A Study of Fund Flow and Utilization Pattern under the RMSA in Himachal Pradesh” by Mr. Daleep Kumar Verma.

Supervised dissertation entitled, “A Study of Policies and Models of Deployment of Teachers in the Region of Maradi/Niger” by Mr. MOUMOUNI Adamou.

Teaching:

Transacted (with Dr. N. K. Mohanty) the Optional Course No. OC-1 (Advanced Planning Techniques in Education) for the M. Phil /Ph. D Programme, 2014-16.

As Course Coordinator, conducted the PGDEPA Course No. 903: Educational Planning in November, 2014.

Associated with the transaction of several other training programmes and courses of NUEPA dealing with educational planning.

Associated with the conduct of other training programmes and courses of NUEPA dealing with educational planning.

As Course Coordinator (with Dr. Suman Negi), conducted IDEPA Course No. 205: Methodology and Techniques of Educational Planning, March 2015.

As Course Coordinator (with Dr. Suman Negi), conducted IDEPA Course No. 207: Planning and M&E of Education Development Projects, March 2015.

Other Activities:

Head, Project Management Unit, NUEPA. Prepared the documents (1 & 2) for monitoring research at NUEPA in February 2015.

Convenor, NUEPA Research Group for reviewing and recommending interventions for promoting research at NUEPA.

Convenor of the Working Group for launching NUEPA Research Reports Publication Series 2015.

Member of the Works Review and Advisory Committee of NUEPA.

Member of the Publication Advisory Committee of NUEPA.

Member, Editorial Committee for NUEPA Policy Brief Series.

Member, Committee to Design the Written Test for admission to M. Phil/Ph. D Programme of NUEPA.

Member, Committee for Evaluation of the Written Test Scripts of M. Phil/Ph. D Programme.

Participated in the RMSA-TCA and NUEPA collaborative programmes for promoting decentralised planning in secondary education in India.

Assisted in the conduct of the entrance test for admission to M. Phil/Ph. D Programme 2015/16.

Consultancy and Academic Support to Public Bodies

Attended as a Resource Person the Workshop on Perspective Planning at Secondary Level, organized by RMSA-TCA in Bhubaneswar, May 21-22, 2014.

Contributed (with Dr. N. K. Mohanty) in the development of Results Framework and Monitoring Document of RMSA, MHRD, GOI. Provided the targets for each of the quantitative indicators in the RFD based on the analysis of the past trends and

the likely future changes due to implementation of the RMSA and other related interventions in the secondary education sub-sector. Also, presented the latest revised national level RFD in the RMSA JRM in January 2015.

Member, Expert Group on Financial Data on School education, constituted by the MHRD, GOI under the chairmanship of Prof. JBG Tilak, NUEPA.

Provided technical support to various States and UTs for preparation of State and District Secondary Education Plans (Perspective and AWP & B) under RMSA for facilitating implementation of the RMSA by the MHRD, GOI.

Attended various Project Approval Board Meetings of the RMSA at MHRD, Shastri Bhavan, New Delhi, May 2014 to February 2015.

N.K. Mohanty

Publications

Research Papers/Articles/Notes:

Schooling Provisions and School Performance at Secondary Level in India (accepted for publication as NUEPA Occasional Paper, 2014).

Research Studies

Undertaken (with Prof.S.M.I.A.Zaidi and Prof. K.Biswal) the Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha.

Undertaken a research project (ongoing) on Public-Private Mix in Secondary Education in India: Size, In-School Facilities and Intake Profile.

Participation in Seminars/Conferences/Workshops

National:

Participated and acted as a Resource Person in the National Conference on Innovation in Educational

Administration, organized by NUEPA, Vigyan Bhawan, New Delhi, November 28-29, 2014.

Training Programmes/Conferences/Workshops Organized

Designed and conducted (with Prof. S.M.I.A. Zaidi and Prof. K. Biswal) the “Consultative Meet on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha” at Ganjam, Odisha, August 6-9, 2014.

Designed and conducted (with Prof. S.M.I.A. Zaidi and Prof. K. Biswal) the ‘State Level Workshop for Formulation of AWP&B 2015/126 under the RMSA in Tamil Nadu’. Yercaud, Salem, Tamil Nadu, September 21-26, 2014.

Training Materials and Courses Developed & Transacted

Revised (with Prof. K. Biswal) the Simulation Exercise on District Planning in Secondary Education with Focus on RMSA, August 2014.

Developed (with Prof. S.M.I.A. Zaidi and Prof. K. Biswal) the Simulation Exercise on Sector Diagnosis: Indicators of Access and Participation, August 2014.

Developed (with Prof. S.M.I.A. Zaidi and Prof. K. Biswal) the Simulation Exercise on Sector Diagnosis: Indicators of Internal Efficiency, August 2014.

Revised (with Dr. K. Biswal) the Simulation Exercise on Developing a Perspective Plan for UPE, September 2014.

Designed and conducted (with Dr. K. Biswal) the ‘Follow-up Workshop of Training of Master Trainers in Planning for Secondary Education in Northeastern States’, Guwahati, Assam, September 8-11, 2014.

Designed and conducted (with Dr. K. Biswal) the ‘Training Programme on Development of District Secondary Education Plan in Tamil Nadu’, Chennai, Tamil Nadu, December 8-13, 2014.

Designed and conducted (with Dr. K. Biswal) the 'Training Programme on Development of District Secondary Education Plan in Odisha'. Bhubaneswar, Odisha, December 22-27, 2014.

Other Academic and Professional Contributions Supervision and Evaluation:

Supervised and evaluated the DEPA 2014 dissertation titled "A Study on Community Participation in Elementary Education" by Shri Rakesh Kumar, Lecturer, DIET, Hamirpur, Himachal Pradesh.

Supervised IDEPA 2014 dissertation titled "Factors Affecting Out-of-school Children at Primary Level in SNNP Regional State in Ethiopia", by Mr. Mesfin Haile of Ethiopia.

Course Coordination:

As Course Coordinator, conducted IDEPA Course No. 204: Educational Planning in February 2015.

Teaching:

Transacted (with Prof. K. Biswal) the Optional Course No. OC-1 (Advanced Planning Techniques in Education) for the M. Phil /Ph. D Programme, 2014-16.

Associated in the transaction of IDEPA Course No. 205: Methodology and Techniques of Educational Planning in March 2015.

Associated in the transaction of IDEPA Course No. 207: Planning and M & E of Education Development Projects in March 2015.

As Course Coordinator, conducted the PGDEPA Course No 903: Educational Planning: Concept, Types and Approaches in November, 2013.

Associated with the transaction of several other training programmes and courses of NUEPA dealing with educational planning.

Other Activities:

As a member of the M. Phil/Ph.D Admission Committee, assisted in processing applications and other related activities for admission to M. Phil/Ph. D. Programme 2014-16 and assisted in

conduct of entrance test for admission to these programmes(2014-16).

Consultancy and Academic Support to Public Bodies

Contributed (with Prof. K. Biswal) in the preparation and finalisation of Results Framework and Monitoring Document of RMSA, MHRD, GOI. Provided 2013-14 data for all the quantitative indicators in the RFD on the basis of analysis of SEMIS 2009/10 and 2012-13 data. Also, provided the targets for each of the quantitative indicators in the RFD based on the analysis of the past trends and the likely future changes due to implementation of the RMSA and other related interventions in the secondary education sub-sector. This enabled the MHRD to negotiate with donors and finalize the RFD for monitoring progress in RMSA. Besides, the states and UTs have also been asked to develop state specific RFD and implement the same.

Provided technical support to various States and UTs for preparation of Integrated State and District Secondary Education Plans (Perspective and AWP & B) under RMSA for facilitating implementation of the RMSA by the MHRD, GOI.

Attended various Project Approval Board Meetings of the RMSA at MHRD, Shastri Bhavan, New Delhi, May 2014 to February 2015.

Acted as a Resource Person (with Prof. S.M.I.A. Zaidi and Prof. K. Biswal) in the State- Level Workshop for Formulation of the AWP & B 2015-16 under RMSA organized by Odisha Madhyamik Shiksha Abhiyan, RMSA, Odisha, Bhubaneswar, Odisha, March 2-3, 2015.

Suman Negi

Participation in Seminars/Conferences/ Workshops

National:

National Conference on Innovations in Educational

Administration, organised by NUEPA, November 28-29, 2014.

State- Level Conference for DEOs and BEOs, Kurukshetra, Haryana, January 3-4, 2015.

National Consultation Meet on School Standards and Evaluation, organized by NUEPA, India Habitat Centre, February 10-11, 2015.

Training Programmes/Conferences/Workshops Organized Coordinated the training programme on 'Quantitative Research Methods in Education'.

Coordinator (with Prof. A.C. Mehta) for the Workshop on use of Software Application in Educational Research.

Training Materials and Courses Developed & Transacted

Module on Understanding Data Characteristics.

Module on Indicators of Educational Development.

Other Academic and Professional Contributions Supervision and Evaluation:

Supervised IDEPA 2014 dissertation titled "A Study on Motivational Levels of Teachers in Lhuentse District, Bhutan" by Mr. Gyeltshen Drukpa.

Supervised PGDPA Dissertation titled "A Perspective on Building Leadership Capacity of Junior Education Officers (JEOs) in Nagaland" by Yangerjungla.

Course Coordination:

Course convenor for PGDEPA Course No. 905: Project Planning and Writing.

Course In-charge (with Prof. Biswal) for IDEPA Course No. 205: Methodology and Techniques of Educational Planning.

Course In-charge (with Prof. Biswal) for IDEPA Course No. 207: Project Planning and Management.

Other Activities:

Involved in teaching Research Methodology (CC 03) in the M.Phil. Programme.

Consultancy and Academic Support to Public Bodies

Appraisal of RMSA Annual Work Plan and Budget for the states of Himachal Pradesh and Tripura and Union Territory of Pondicherry (2014-15).

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

K. Sujatha (HOD)

Publications

Books/Documents/Reports:

- Innovations in Educational Administration: Abstracts (Jointly prepared, NUEPA, 2014).
Innovations in Educational Administration: Select Cases (Edited jointly with Kumar Suresh, NUEPA, 2014).

Research Papers/Articles/Notes:

Private Tuition in India: trends and issues, Pedagogues International Journal, CIEPS, Paris, ATELIER 5 : ÉCOLE ET SOCIÉTÉS, LA CONFIANCE EN JEU.

Innovations in Educational Administration: Selected Cases (2014), NUEPA New Delhi (edited jointly).

What makes Schools Successful: Case studies of Secondary Schools, Shipra Publishers & NUEPA (Forthcoming).

Research Studies

Completed:

Assessment of Available Facilities for Primary and Upper Primary Education in Predominantly Tribal

Areas in Nine States (sponsored by MHRD).

Assessment of Available Facilities for Primary and Upper primary Education in Predominantly Tribal Areas in Andhra Pradesh (sponsored by MHRD).

Inclusion and Integration under Right to Education – A Case Study of Delhi Public Schools in Delhi, Mimeo, 2014 (Joint).

Ongoing:

3rd All India Educational Survey 2012-2015 (Joint study).

Participation in Seminars/Conferences/Workshops

National:

Participated in National Conclave on 'Nourishing India's Tribal Children: Voices of Frontliners, Good Practices and Policy Implication', organised by UNICEF, India, Bhubaneswar, January 15-16, 2015.

International:

Presented a Paper on "Private Tuition in India: Trends and Issues Private Tuition in India: Trends and Issues" at International Symposium on Education, organised by Centre International d'études pédagogiques, Paris, France, June 11-13, 2014.

Chaired a session on "Education of Scheduled Tribes" at Fifth International Conference of Comparative Education Society of India, Delhi, November 16-18, 2014

Training Programmes/Conferences/Workshops Organized

Participated as Resource Person in State level Conference of DEOs and BEOs, Bhubaneswar, Odisha, May 8-9, 2014.

Orientation Programme on 'Strengthening administration at district and sub-district levels- Changing Role of District Education Officers, August 22, 2014 (Joint Programme) National Conference on Innovations in Educational Administration and

Award Presentation, November 27-28, 2014.

Regional Workshop on Third All India Education Survey, Hyderabad, December 15-17, 2014 (Joint programme).

Participated as Resource Person in State-level Conference of DEOs and BEOs, Kurukshetra, Haryana, January 3-4, 2015.

Participated as Resource Person in State-level Conference of DEOs and BEOs, Guwahati, Assam, January 20-21, 2015. Regional Workshop under ANTRIEP on Education of Marginalized Groups: Policies, Programmes and Issues & Challenges, March 25-27, 2015.

Other Academic and Professional Contributions

Supervision and Evaluation:

Supervision of two Ph. D. Scholars and one M.Phil scholar.

Teaching: Transacted Course on Educational Administration for DEPA (10 sessions). Transacted Course on Educational Administration for IDEPA (10 sessions in February-April, 2015).

Teaching Core Course on Educational Administration and Management (10 sessions) for M.Phil./Ph.D.

Other Activities: Delivered Guest Lecture for PG Diploma for School Principals of NCSL.

Editor of ANTRIEP Newsletter (Bi-annual) and NUEPA Occasional Paper Series.

Membership of Eminent Bodies outside NUEPA

Member, Editorial Board, Indian Journal of Vocational Education.

Member, Executive Board, SIEMAT, Thiruvananthapuram, Kerala.

Member, Coordination Committee for All India Study on "Education of Scheduled Castes and Scheduled Tribes", ICSSR, New Delhi.

BPGS, School of Education, BBA University, Lucknow.

Member, Executive Body, NEGFIRE, New Delhi.

Kumar Suresh

Publications

Books/Chapters:

Abstracts of Innovations in Educational Administration (Jointly prepared, NUEPA, 2014).

Innovations in Educational Administration: Select Cases (Edited jointly with Prof. K.Sujatha, NUEPA, 2014).

Chapter on 'Affirmative Action and 'Parity of Participation', in Higher Education: Policy Perspective and Institutional Response (In Press in an edited volume published by Routledge).

Research Studies

Ongoing:

3rd All India Educational Survey 2012-2015 (Joint study).

Study on 'Shared Responsibilities and Competence of the Local Bodies in the Management of Elementary Education in M.P. and Bihar'.

Participation in Seminars/Conferences/Workshops

National:

Participated and presented Paper on "Decentralisation and Participatory School Governance: Policy and Practice Interface" in 2nd Anil Bordia Memorial Policy Seminar On 'People's Participation and Decentralized Educational Governance: Policy Reforms and Programme Practices', organised by the Department of Educational Policy, NUEPA, February 16-17, 2015.

Participated and presented Paper on "Beyond the Boundaries and Otherness: Reflection on Identity and Intercultural Space" in the National Seminar in honour of Prof. Nandu Ram, organized by Dr. Ambedkar Chair, Centre for the Study of Social Systems, Jawaharlal Nehru University, New Delhi.

Participated and made presentation on "Doctoral Research: Trends and comparative practices" in the Workshop of Post Graduate Heads/Deans in Teaching-Learning and Capacity Development.

Participated in Regional Workshop on Educational Administration of the South Indian States, Hyderabad

Participated in Regional Workshop on Educational Administration of the North Indian States, Delhi.

International:

Participated and made presentation on "Globalisation, Shifting Site of Discourse on Governance and Shrinking Space for Educational Federalism" in the International Seminar on 'Federalism and Governance in Globalising World: Issues and Challenges', organised by Bhagat Singh College, University of Delhi, February 4-5, 2015.

Training Programmes/Conferences/Workshops Organized

Workshop on Strengthening District and Sub-District Level Educational Administration in North East States of India. NUEPA, New Delhi, August 20-22, 2014 (along with Prof. K. Sujatha).

National Conference on Innovations in Educational Administration. New Delhi, November 28-29, 2014 (along with Prof. K. Sujatha).

Orientation Programme on Management of Diversity and Equity in Universities and Colleges. NUEPA, New Delhi, March 17-20, 2015.

ANTRIEP Regional Workshop (along with Prof. K. Sujatha) on Education of Marginalised Groups:

Policies, Programmes and Challenges. New Delhi, March 25-27, 2015.

Training Materials and Courses Developed & Transacted

For M. Phil/Ph. D. Course:

Coordinator, Course Development Team (M. Phil./ Ph. D.):

CC:7: Educational Administration and Management

CC:1 : Political Perspective of Education

OC: 07: Equity and Multicultural Education

Writing Skills

Member, Course Development Team:

Educational Policy

Education and Human Rights

Local Governance and Community Participation

For PGDEPA Course:

Educational Management (face- to- face teaching)

Advanced Course (Course Coordinator)

Other Academic and Professional Contributions

Supervision/Evaluation:

Supervision of completion of dissertation by an M. Phil. scholar.

Supervision of the work of two Ph. D. scholars.

Supervision of completion of one project work each for DEPA and IDEPA.

Course Coordination(M. Phil/Ph. D):

Course coordinator for CC-07: Educational Administration and Management .

Course coordinator for OC-07: Equity and Multi-cultural Education.

Teaching:

Transacted CC-01: Political Perspective (M. Phil/ Ph. D).

Other Activities:

Involved in the launch of National Awards for Innovations in Educational Administration (along with Prof. K. Sujatha), covering developing the framework of screening/evaluation and validation, process of screening and evaluation/video conferencing etc., validation of select innovations through field visits.

Consultancy and Academic Support to Public Bodies.

Chairman/ Member of different Expert Committees of UGC to evaluate the performance and preparedness of universities and colleges for granting autonomous status to colleges and recognition to universities etc.

External examiner for doctoral thesis of Delhi University (1), Jawaharlal Nehru University (5), Jamia Millia Islamia (3), IGNOU (2), Patna University, Ram Manohar Lohia University etc.

Membership of Eminent Bodies outside NUEPA

Life Member, Indian Sociological Society.

Life Member, IIPA.

Member, Expert Committee, Distance Education Bureau Member, Editorial Board, Journal of Gandhian Studies.

Member, Board of Research Studies, IGNOU.

Member, Academic Advisory Committee, Raipur University.

Member, Governing Body, St. Xavier's College of Education, (Autonomous) Palayamkottai, Tamil Nadu.

Vineeta Sirohi

Publications

Research Papers/Articles/Notes:

Paper - "Skills Information Base for Technical and Vocational Education and Training Policy", Indian Educational Review Journal (NCERT, Delhi), July 2014 Issue.

Article "Education-Industry Interface Key to Skills Project", The Hindustan Times (Feb. 25, 2015).

Paper-"Vocational Education and Training in India: Policies and Practices"(Under revision) for publication in Asia-Pacific Journal of Cooperative Education.

Participation in Seminars/Conferences/Workshops National:

Participated in Education Summit 'Aligning Education with National Skill Qualification Framework', organized by CII, Chandigarh, September 1, 2014.

Participated in the Workshop on 'Adolescence Programming', organized by UNICEF, Bengaluru, October 30-31, 2014.

Participated in two-day National Conference on 'Innovations in Educational Administration' and Awards giving Ceremony, Vigyan Bhawan, New Delhi, November 28-29, 2014.

International:

Participated in an International Conference on 'Skilling in Schools', organised by CBSE and PHD Chamber of Commerce and Industry, April 11, 2014.

Participated in Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) Regional Workshop on 'Education of Marginalised Groups: Policies Programmes and Challenges', March 25-27, 2015.

Training Programmes /Workshops/Conferences organized

Orientation Programme on 'Planning and Management of Vocational Education and Training', NUEPA, December 1-5, 2014.

Resource Person for different Training Programmes of NUEPA.

Training Materials and Courses Developed & Transacted

Coordinated and developed Optional Course on Education and Skill Development for M. Phil./Ph. D. Programme.

Contributed to the revision of Optional Course-Organizational Development and Leadership and Core Course Educational Administration.

Identification of material for Advance Course on Organisational Behaviour in PGDEPA programme.

Identification of Reading Material for Orientation Programme on Planning and Management of Vocational Education and Training.

Other Academic & Professional Contributions

Supervision/Evaluation:

Research guidance and supervision to M.Phil & Ph.D. scholars.

Supervision of DEPA & IDEPA Dissertation.

Teaching:

Associate Faculty and teaching in the Core Course CCI-Perspectives of Education (12 sessions).

Associate Faculty and teaching in the course on Educational Administration in PGDEPA programme.

Other Activities:

Contributed as a Member of Working Group of NUEPA Research Reports Publication Series.

Contributed as a Member of Working Group on Research – NUEPA.

Consultancy and Academic Support to Public Bodies

Contributed as a Member of Expert Group for Aptitude assessment at secondary level in schools (MHRD).

Contributed as a Mission Member (GOI nominee) in the 21st Joint Review Mission of SSA, February 2 – 12, 2015. The work involved visiting the districts of Varanasi and Mirzapur in U.P. and developing report of the state.

Review of paper for the Indian Journal of Vocational Education, PSSCIVE.

Membership of Eminent Bodies outside NUEPA

Member, Editorial team for Indian Journal of Vocational Education, PSSCIVE.

Member, Academic Committee in International Conference on 'Emerging Trends in TVET – Vision 2025', PSS Central Institute of Vocational Education (PSSCIVE), Bhopal.

Life member, Indian Academy of Applied Psychology.

Life member, Indian Association of Clinical Psychologists.

R. S. Tyagi

Publications

Research Papers/Articles/Notes:

“Administrative Reforms in Management of Elementary Education in India—Impact of Globalization”, Indian Journal of Public Administration, Vol, IX, No. 4. October—December 2014”, pp. 776-791 (Indian Institute of Public Administration, New Delhi).

“Governance and Administration of School Education in India”, Jharkhand Journal of Development and Management Studies Vol. 13, No.1 (January-March,

2015). pp 6346-6361(Xavier Institute of Social Service (XISS) Dr. Camil Bulcke Path, Ranchi – 834001, Jharkhand).

Research Studies

Completed:

Educational Administration in Kerala - Structures, Functions and Processes.

Training Programmes/ Conferences/ Workshops Organized

Coordinator for Orientation Programme on Leadership in Educational Governance for District Education Officers. NUEPA, New Delhi, September 8-12, 2014,.

Coordinator for the Regional Workshop on Third All India Survey of Educational Administration for Southern States including Andhra Pradesh, Telangana, Tamil Nadu and Orissa. SCERT, Hyderabad, December 15 to 17, 2014.

Coordinator for Regional workshop on Third All India Survey of Educational Administration for Northern States of Punjab, Haryana, Delhi, Himachal Pradesh, Uttarakhand and J&K, NUEPA, New Delhi, February 12-14, 2015.

As Coordinator for Third All India Survey of Educational Administration, involved in the following major activities (under the guidance of Head of the Department): Design and refinement of four types of tools for the survey.

Preparation of chapter-wise content and format of the Survey Report.

Nomination of state and UT- wise nodal officers for the Survey.

Organization of regional and state-level workshops for providing details of modalities and methodology of survey.

Training Materials and Courses Developed & Transacted

Training material/course developed for Orientation Programme on Leadership in Educational

Governance for District Education Officers, NUEPA, New Delhi, September 8-12, 2014.

Course developed for PGDEPA Course 904 Unit 1: Educational Administration.

Other Academic and Professional Contributions

Supervision/Evaluation:

Guided one PGDEPA and one IDEPA participant in the preparation of their field studies.

Course Coordination:

Convener of PGDEPA Course 904 Unit 1: Educational Administration.

Other Activities:

As Member Secretary, Committee on Preparation of Model Education Code (constituted by MHRD, Government of India), coordinated several meetings of the Committee, Sub-Committee and Expert Committee for preparation and finalization of the Code in Project Mode in NUEPA.

Consultancy and Academic Support to Public Bodies

Participated as a Resource Person in the State-level Workshop on Third All India Survey of Educational Administration in Amritsar, Punjab, March 30 to 31, 2015.

Membership of Eminent Bodies outside NUEPA

Member, Committee on Regulations and Equivalence in Board of School Education, Bhiwani, Haryana.

Life Member, All India Association of Teacher Educators.

Life Member, Comparative Education Society of India (CESI)—an affiliate of the World Congress of Education Societies.

Manju Narula

Publications

Research Papers/Articles/Notes:

Educational Development of Muslim Minority: With Special Reference to Muslim Concentrated States of India, Journal of Education and Research, Kathmandu University, School of Education, Vol. 4, No. 1, 2014.

“Women’s Education In Post Independent India”, (co-author Gauri Srivastava), in Marmar Mukhopadhyay and Madhu Parhar (eds.) Indian Education, A Developmental Discourse, New Delhi: Shipra Publications (2015).

Research Studies

Completed:

Educational Administration in Bihar: Structures, Processes and Future Prospects.

Participation in Seminars/Conferences/Workshops National:

Attended two-day National Conference on Innovations in Educational Administration and Awards giving Ceremony, Vigyan Bhawan, New Delhi, November 28-29, 2014.

International:

Attended Asian Network of Training and Research Institutions in Educational Planning (ANRTIEP) Regional Workshop on “Education of Marginalised Groups: Policies Programmes and Challenges”, March 25-27, 2015.

Training Programmes/Conferences/Workshops Organized

Orientation-cum-Workshop on ‘Educational Administration’ for Principals of Jaypee Schools. NUEPA, New Delhi, June 9-13, 2014.

Orientation Programme on ‘Management Development’ for State-Level Educational Administrators, NUEPA, New Delhi, September 22-26, 2014.

Training Materials and Courses Developed & Transacted

Preparation of material for Advanced Course (Phase S) on Educational Administration in PGDEPA, and teaching as Associate Faculty.

Other Academic and Professional Contributions

Supervision/Evaluation:

DEPA 2013-14 dissertation titled "To Study Role of Block level functionaries, Cluster level functionaries and School Heads in the Implementation of Mid Day Meal Scheme in the Naugaon Block of Uttarkashi district of Uttarakhand".

Supervised and evaluated M. Phil dissertation (2013) titled "The Right to Education and the Children of Disadvantaged Section of Society: A Study of Slums in Delhi".

Supervised and evaluated IDEPA dissertation (2013-14) titled "Access, participation and help of NGOs in primary education in Kajokeji county, South Sudan".

Course Coordination:

As Course Coordinator, conducted the DEPA Course No. 108: Educational Planning in India, November 2013.

Coordinator of Educational Management course in Post Graduate Diploma in Educational Planning Administration (PGDEPA).

Teaching:

Associate Faculty and teaching in the course on Educational Management

Consultancy and Academic Support to Public Bodies

Member, Joint Review Mission of Sarva Shiksha Abhiyan, conducted by Union Ministry of Human Resource Development (MHRD) during October 7-17, 2014.

Membership of Eminent Bodies outside NUEPA

Life-member, All India Association of Teacher Educators (AIATE).

Life-member, Comparative Education Society of India.

Member, Society for Education and Economic Development.

V. Sucharita (on leave)

DEPARTMENT OF EDUCATIONAL FINANCE

Jandhyala B. G. Tilak (HOD)

Publications

Books/Chapters:

Literacy and Adult Education: Select Readings (eds. A. Mathew and Jandhyala B.G. Tilak). New Delhi: Shipra Publications/National University of Educational Planning and Administration, 2014.

Research Papers/Articles/Notes:

"Transition to Higher Education in India", in *Transition from Secondary Education to higher Education: Case Studies from Asia and the Pacific*. Paris: UNESCO & Bangkok: UNESCO (2015), pp. 47-66.

Higher Education in South Asia: Crisis and Challenges, *Social Scientist*, 43 (1-2), Nos. 500-501 (January-February 2015): 43-59.

Misplaced Reforms (in Higher Education in South Asia), *Seminar no. 665* (January 2015): 68-74.

Global Rankings, World-Class Universities and Dilemma in Higher Education Policy in India, Krishna University Public Lecture 2014. Machilipatnam: Krishna University (18 August 2014).

Private Higher Education in India, *Economic and Political Weekly*, 49 (40) (4 Oct 2014): 32-38. http://www.epw.in/system/files/pdf/2014_49/40/Private_Higher_Education_in_India.pdf

Factors Affecting the Quality of Engineering Education in the Four Largest Emerging Economies, *Higher Education*, 68 (6) (December 2014): 977-1004 (jointly with Prashant Loyalka, Martin Carnoy, Isak Froumin, Rafiq Dossani and PoYang). DOI: 10.1007/s10734-014-9755-8 http://download.springer.com/static/pdf/598/art%253A10.1007%252Fs10734-014-9755-8.pdf?auth66=1423571078_a65091fd37a1152ace47d12f29e4e88d&ext=.pdf;

Statistics on Education, Social Statistics Division, Central Statistics Office, Ministry of Statistics & Programme Implementation, Government of India, New Delhi, Feb. 2014 (jointly with P.R. Panchamukhi and K. Biswal). http://mospi.nic.in/Mospi_New/upload/Them_Paper_Education.pdf

South-South Cooperation: India's Programme of Development Assistance – Nature, Size and Functioning, *Asian Education and Development Studies*, 2014, 3 (1): 58-75.

The Concept of Public Goods, the State, and Higher Education Finance: A View from the BRICs, *Higher Education*, 68 (3) (Sept 2014): 359-78 (jointly with M. Carnoy, I. Froumin and P. Loyalka). DOI 10.1007/s10734-014-9717-1 http://www.hse.ru/data/2014/03/05/1333111329/Carnoy_Froumin_Loyalka_Tilak_Public_Private%20Article.pdf [also available at: SSRN Working Paper Series (June 2013) http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2289126

“Adult Education: Indian Perception in an Evolutionary Perspective”, in *Literacy and Adult Education: Select Readings* (eds. A. Mathew and Jandhyala BG Tilak). New Delhi: Shipra Publications/National University of Educational Planning and Administration, 2014, pp. 1-18 (jointly with A. Mathew).

“Growth and Regional Inequality in Literacy in India”, in *Literacy and Adult Education: Select Readings* (eds. A. Mathew and Jandhyala BG Tilak). New Delhi: Shipra Publications/National University of Educational Planning and Administration, 2014, pp. 113-25.

Book/Article Reviews:

Innovative Asia: Advancing Knowledge-Based Economy (Asian Development Bank), *Journal of Educational Planning and Administration*, 29 (1) (January 2015): 91-92.

Higher Education and the State: Changing Relationships in Europe and East Asia (R. Goodman, T. Kariya and J. Taylor, eds.), *Journal of Educational Planning and Administration*, 28 (4) (October 2014): 433-37.

The World Bank and Education (S. J. Klees, J. Samoff and N. P. Stromquist, eds.), *Journal of Educational Planning and Administration*, 28 (3) (July 2014): 311-14 (in press).

Universities for a New World (DM Schreuder), *Contemporary Education Dialogue*, 11(2) (July 2014): 235-41 <http://ced.sagepub.com/content/11/2/235.full.pdf+html>

The Great Brain Race: How Global Universities are Reshaping the World (B Wildavsky), *Journal of Educational Planning and Administration*, 28 (2) (April 2014): 200-03.

Participation in Seminars/Conferences/Workshops

National:

Participated in a National Conference on ‘Sustainable Growth of Dalits in Indian Democracy’ and delivered the keynote address. Sri Venkateswara University, Tirupati, April 28-29, 2014.

Chaired a Technical session at the 5th IGC-ISI India Development Policy Conference. International Growth Center/ Indian Statistical Institute, New Delhi, July 17-18, 2014.

Delivered Vaedictory address at a National Workshop on 'Social Inclusion in Higher Education'. Rajeev Gandhi National Institute of Youth Development and Loyala College, Chennai, August 29, 2014

Chaired a Technical session at the Decennial Celebration Conference on 'Inequality Revisited: They, Evidence and Policy'. Indian Institute of Development Studies, Delhi, September 27-28, 2014.

Participated in a National Seminar on Innovations in Higher Education and delivered a special lecture. P B Siddhartha College, Vijayawada & Krishna University, November 7-8, 2014.

Chaired a Special session at the Annual Conference of the Comparative Education Society of India. University of Delhi, Delhi, November 16-18, 2014.

Chaired a session and was a panelist in another session at the inaugural Seminar on 'Social Science Research Environment in India'. Institute of Social Science Regional Centre, Pondicherry, November 19-20, 2014.

Participated in the Delhi Economics Conclave 2014. Ministry of Finance, Government of India, New Delhi, December 10-11, 2014.

Participated in Bharat Ram Memorial Seminar on India's Growth Trajectory in a Fractured World Economy, FICCI, New Delhi, December 12, 2014.

Panelist at South Zone Vice Chancellors' Conference on 'Towards Quality and Excellence in Higher Education'. VIT University, Vellore, January 3-4, 2015.

Panelist at National Conference on 'Higher Education: Establishing Research Ecosystem in Universities: Breaking New Grounds'. Association of Indian Universities and ASSOCHAM, New Delhi, January 9, 2015.

Panelist at a National Conference on 'Vision India: the Road Ahead'. Valia CL College of Commerce

& Valia LC College of Arts, Mumbai, January 27-28, 2015.

Panelist at Conference on 'Governance for Development'. CII & Telangana Development Forum, Hyderabad, January 30, 2015.

Keynote speaker at National Seminar on 'Emerging Challenges and Prospects of Indian Economy'. J N Vyas University, Jodhpur, February 14-15, 2015.

Chaired a Technical session at the 2nd Anil Bordia Memorial Policy Seminar on 'People's Participation and Decentralized Educational Governance: Policy Reforms and Programme Practices'. National University of Educational Planning and Administration, New Delhi, February 16-17, 2015.

Delivered Keynote address at Seminar on 'Higher Education: Perspectives from India and China'. Institute of Chinese Studies, New Delhi, February 27-28, 2015.

International:

Presented a Paper at ERI-Net Expert meeting on 'Academic Promotion of Higher Education Teaching Personnel'. National Higher Education Research Institute (IPPTN), Penang, Malaysia (in collaboration with UNESCO, Bangkok), May 20-21, 2014.

Served as an International Resource Person at the Higher Education Summit, Faculty of Education, University of Hong Kong, Hong Kong, June 26-27, 2014.

Chaired a Panel session at the International Seminar on 'Higher Education Statistics'. New Delhi: MHRD/ Planning Commission/ UNESCO, New Delhi, July 3-4, 2014.

Presented a Paper at the PKU-Stanford Forum on 'University as a Source of Innovation and Economic Development'. Stanford Centre at Peking University, Beijing, October 20-21, 2014.

Participated as a Discussant in a technical session

at an International Seminar on 'Massification of Higher Education in Large Academic Systems'. British Council of India and National University of Educational Planning and Administration, New Delhi, November 10-11, 2014.

Participated in Symposium on Expanding Tertiary Education out and Up to Stimulate Economic and Social Development: An Emerging Research Agenda for Asia and the Pacific. Melbourne: L H Martin Institute (Langkawi, Malaysia 13-14 November 2014).

Participated in UNESCO ERI-Net Annual Meeting 2014 and Research Seminar on 'Transversal Competencies' & 'Academic Promotion of Teaching Personnel in Higher Education,' Zhejiang University, Hangzhou, People's Republic of China, November 26-28, 2014.

Delivered the Keynote address at International Conference on 'Rejuvenating Universities in Developing Countries'. GITAM University, Visakhapatnam & University of Papua New Guinea, December 19-20, 2014.

Delivered Keynote address at International Seminar on 'Innovative Methods of Financing Higher Education'. National University of Educational Planning and Administration, New Delhi, February 23-25, 2015.

Presented a Paper, organized and chaired an invited special panel session and also served as a discussant for a technical session in the 59th Annual Conference of the Comparative and International Education Society. Washington DC, March 8-13, 2015.

Chaired a Technical Session at the Regional Workshop on 'Education of Marginalised'. ANTRIEP/NUEPA, New Delhi, March 25-27, 2015.

Lectures Delivered Outside

Public Lecture Series on Higher Education 2014, Krishna University, Machilipatnam, Andhra Pradesh, August 18, 2014.

Other Academic and Professional Contributions

Editor, Journal of Educational Planning & Administration (1990-till date).

Consultancy and Academic Support to Public Bodies

Provided Consultancy (Advisory Service) for the Government & Other Bodies in India (& Membership in official committees).

Membership of Eminent Bodies outside NUEPA

National:

Member, Academic Committee, Centre for Educational Studies, Indian Institute of Education, Pune (2013-till date).

Member, Steering Committee of the Planning Board, Indira Gandhi National Open University, New Delhi (2013-till date).

Chairperson, Committee on Financial Statistics in School Education, New Delhi: Ministry of Human Resource Development (2013-till date).

Member (Distinguished), Academic Advisory Committee, Regional Centre Puducherry Institute of Social Sciences. (2014-till date).

Member, Academic Programme Committee, Indira Gandhi National Open University, New Delhi (2014-till date).

Member, Committee on Norm-based Funding of Universities, University Grants Commission, New Delhi (2014-till date).

Member, Advisory Board, School of Education, University of Hyderabad (2014-till date).

Member, Editorial/ Editorial Advisory Boards of:

Higher Education Policy

Contemporary Education Dialogue (Bangalore)

Indian Journal of Human Development. Institute for Human Development, New Delhi.

Contributions to Indian Social Sciences: IASSI Quarterly (New Delhi)

Rajagiri Journal of Social Development (Kerala)

International:

Member, 2015 CIES Conference Advisory Committee. Comparative and International Education Society, USA. (2014-15).

Member, Advisory Board of Book Series on Higher Education in Asia (Springer).

Emerald Research Consortium on Education and Development Studies (Taiwan/Hong Kong).

Member, Editorial Boards of -

Compare: A Journal of Comparative Education (England).

Peabody Journal of Education (Vanderbilt University, USA).

World Education Forum (Chicago, USA).

Asian Pacific Journal of Educators and Education (Universiti Sains Malaysia).

Journal of Global Studies in Education (University of Illinois).

Asian Education and Development Studies (Emerald Pub/University of Hong Kong).

Asian-Pacific Journal of Education (Singapore).

Yazali Josephine

Research Studies

Study on utilization of school grants under SSA programme-DISE Data Analysis.

Training Materials and Courses Developed & Transacted

Prepared Reading material on 12th Five Year Plan allocation on HE: A Discussion Paper for the Training Programme in the Planning and Management of Higher Education Finances. Importance of Gender Budgeting.

Prepared Reading material on School Development Plan under RTE-Using Indicators.

Prepared Reading material for the Orientation Programme on Planning and Management of School Finances for North Eastern States.

Prepared Reading material on Financial Reforms in School Education.

Prepared Reading material on Gender Budgeting in Education for the Orientation Programme on Planning and Management of School Finances.

Participation in Seminars/Conferences/ Workshops

National:

Presented Research Paper titled "Growth of Private Elementary Schools in North East and quality concerns" in the National seminar on 'improving outcomes at school level: issues in policy planning and implementation'. North Eastern Council Secretariat, Nongrim Hills, Shillong, Meghalaya, October 15-16, 2014.

International:

Research Paper presented on "Gender violence in India – Acid attacks on Girls a new kind of gender terrorism" at a multi-disciplinary International symposium on 'Crime and violence against women- Role of education in reducing the crime against women', organized by ORACLE Laboratory (Dept.), University of Reunion. St. Dennis (Reunion- France), November 13, 2014.

"Globalization and policy challenges for skill development at school Education in India". International conference on Comparative education. Washington DC, March 8-13, 2015.

Concept Paper prepared on "Innovative methods of Financing for Higher education – Global trends" as a background paper for the International seminar on 'Innovative Methods of Financing of Higher Education', March 23-25, 2015.

Consultancy and Academic Support to Public Bodies

Advisor to research scholar in CIE, University of Delhi.

External expert in conducting interviews in CIE, University of Delhi for conversion of the RGNF to SRF, Ph. D. scholar.

External examiner of M. Phil thesis at CIE, University of Delhi.

Committee Member in International Symposium to be organized on November 5-6, 2015 by Indian Ocean Societies (Osoi Federation research) from the University of La Reunion.

Examiner for MA Education in IGNOU.

Question paper setter for MA Education in IGNOU.

Examiner for B.Ed and M.Ed students of Amity University.

Editorial Board Member, Horizon Research Publishing, USA (HRPUB).

Membership of Eminent Bodies outside NUEPA

Member, Women's World Congress

Member, Comparative International Education Society (CIES)

Member, AWID

Committee Member, International Symposium on Gender by Indian Ocean Societies on Gender.

P. Geetha Rani

Publications

Books/Chapters:

"Changing Landscape of Higher Education in Tamil Nadu", in Development Narratives: the Political Economy of Tamil Nadu (eds. V. K. Natraj and A. Vaidyanathan), Academic Publication, Kolkata, 2014.

Research Papers/Articles/Notes:

"Disparities in Earnings and Education in India", OAEF Cogent Economics & Finance, Taylor and Francis, 2014, 2:1, 941510.

"Education Loans and Financing Higher Education in India: Addressing Equity", *Higher Education for the Future*, Sage, 2014, 1(2), pp. 1-28.

"Equity in the Distribution of India's Government Subsidies on Education", *International Journal of Education and Economic Development*, 2014, Vol. 5, pp. 1-39.

"Exploring Earnings and Education Disparities across Region, Caste, Religion and English Language Ability", *Artha Vijnana*, 2013, Vol. LV, No. 4, pp. 402-420.

"A Review of Funding and Progress of Elementary Education with Sarva Shiksha Abhiyan in Karnataka", *Man and Development*, 2013, Vol. 35 (2), pp. 99-120.

Fund Flow Pattern and Financial Efficiency of Resource Utilization under Sarva Shiksha Abhiyan in Gujarat Arthshastra, *Indian Journal of Economics & Research*, 2013, Vol. 2, pp. 12-23.

Research Studies

Completed:

Evaluation of Central Sector Scheme of Interest Subsidy on Education Loan for continuation from 11th Plan to 12th Plan period (submitted to MHRD).

Ongoing:

Evaluation of Central Sector Scheme of Interest Subsidy on Education Loan: An Analysis of Socio Economic Profile of the Beneficiaries.

Participation in Seminars/Conferences/Workshops

National:

Presented the Research proposal titled, "Evaluation of Education Loans in India", in the Workshop on Evaluation with Special Focus on Educational Programs and incorporating a Gender and Equity Lens, NUEPA, New Delhi, May 27, 2014.

Participated and presented a Paper titled, "Exploring the Earnings and Education Disparities across Region, Caste, Religion and English Language Ability in India", in the India Human Development Survey (IHDS) users' Conference, organized by NCAER at IHC, New Delhi, July 18-19, 2014.

Participated and presented a Paper titled, "Demand for Student Loans in India: Pattern and Determinants", in the 51st Annual Conference of the Indian Econometric Society, organized by Department of Economics and Centre for Research in Economic Change, Punjabi University, Patiala, December 12-14, 2014.

Other Academic and Professional Contributions

Supervision/Evaluation:

Evaluated the course work on Financial Planning and Management in Education submitted by IDEPA participants.

Course Coordination:

Convenor (jointly) of the course on Financial

Planning and Management in Education - single credit course with 10 sessions- for DEPA and delivered sessions on various aspects of financing and financial planning in education.

Convenor of the course on Financial Planning and Management in Education - two credit course with 20 sessions - for IDEPA and delivered sessions on various aspects of financing and financial planning in education.

Vetukuri P. S. Raju

Publications

Books/Chapters:

Chapter on "Ethics in Educational Administration: Planning and Strategies", in *A Discourse on Value Education* (eds. Ajit Mondal and Jayanta Mete). Delhi: Kunal Books (In press).

Research Abstracts on Educational Development in North Eastern States of India (Monograph based on DEPA dissertations).

Research Abstracts on Educational Finance (Monograph based on DEPA dissertations).

Research Papers/Articles/Notes:

Teacher Management Issues at Elementary Education in Sikkim. *International Journal Gyan Bhav, Journal of Teacher Education*, 1(1) (February 2014): pp. 27-35.

Research Studies

Completed:

Evaluation Study of the Centrally Sponsored Scheme of "National Scheme of Incentive to Girls for Secondary Education" (Project of MHRD, Govt. of India).

An Evaluation Study of the Centrally Sponsored Scheme of 'National Means-cum-Merit Scholarship Scheme' (Project of MHRD, Govt. of India).

Ongoing:

Causes of Non-Enrolment and Drop-out of Muslim Children at Elementary Stage in Andhra Pradesh, Telangana and Uttar Pradesh: A Comparative Study

Mid-Term Evaluation of 'Special Scholarship Scheme for Jammu & Kashmir Students' (Project of MHRD, Govt. of India).

Evaluation of 'Central Sector Scheme of Scholarship for College and University Students' (Project of MHRD, Govt. of India).

Participation in Seminars/Conferences/Workshops

National:

Presented a Paper on 'Financial Assistance to Meritorious Students at Secondary Stage: Implementation of NMMS Scheme in North East with Special reference to Manipur' in the National Seminar organized by North East Regional Institute of Education (NERIE), NCERT in collaboration with North Eastern Council (NEC), Shillong, Meghalaya, October 15-16, 2014.

Participated in 'National Conference on Innovations in Educational Administration' organized by NUEPA, November 28-29, 2014.

Participated in 'Millennium Development Goals' Workshop, organized by NUEPA, January 9, 2015. Paper presented on "Community Participation: School Management Committee (SMC) and Mid Day Meal Scheme in Assam, Andhra Pradesh and Telangana" in the 2nd Anil Bordia Memorial Policy Seminar on 'Peoples Participation and Decentralised Educational Governance: Policy Reforms and Programme Practices', NUEPA, New Delhi February 16-17, 2015.

Participated in a National Seminar on 'Human Rights Awareness-Focus on Child Rights', organized by Lingaya's Lalita Debi Institute of Management & Sciences and sponsored by National Human Rights Commission, February 7, 2014.

International:

Participated in an International Seminar on 'Massification of Higher Education in Large Academic Systems', jointly organized by the Centre for Policy Research in Higher Education (CPRHE) of National University of Educational Planning and Administration and The British Council, November 10-11, 2014.

Presented a Paper at 5th International Conference on 'Education, Politics and Social Change', jointly organized by Comparative Education Society of India (CESI), Gargi College, Institute of Home Economics and RRCEE at the University of Delhi, November 16-18, 2014.

Participated in 'International Colloquium on Women Leadership in School Education', jointly organized by NCSL-NUEPA, New Delhi and University of Edinburgh, United Kingdom, at NUEPA, February 12-13, 2015. Presented a Paper at 59th International Conference on 'Ubuntu! Imaging a humanist education globally', organised by the 'Comparative and International Education Society', Hilton Washington, Washington D.C, March 8-13, 2015.

Participated in ANTRIEP Regional Workshop on 'Education of Marginalized Groups: Policies, Programmes and Challenges', organized by IIEP/ UNESCO, Paris and NUEPA at New Delhi, March 25-27, 2015.

Workshops/Conferences/Training Programmes Organized

State-level Conference on Educational Planning and Administration for DEOs and BEOs for Odissa State at Bhubaneswar, May 8-9, 2014 (with Prof. Pranati Panda) Orientation Programme in the 'Planning and Management of School Finances', NUEPA, New Delhi, September 1-5, 2014.

International Seminar on 'Innovative Methods of Financing of Higher Education', NUEPA, New Delhi, February 23-25, 2015 (with Prof. Y. Josephine).

ANTRIEP Regional Workshop on 'Education of

Marginalized Groups: Policies, Programmes and Challenges', organized by IIEP/UNESCO, Paris and NUEPA, at New Delhi, March 25-27, 2015 (with Prof. K. Sujatha).

'National consultative Meet on School Standards and Evaluation for School Improvement' organized by NUEPA from 10-11 February, 2014 at IHC, New Delhi (with Prof. Pranati Panda).

Training Materials and Courses Developed & Transacted

Designed and conducted the Orientation Programme in the 'Planning and Management of School Finances'. Designed and conducted (with Prof. Y. Josephine) International Seminar on 'Innovative Methods of Financing of Higher Education'.

Session on 'School Resource Management' organized by the Dept. of Educational Administration, NUEPA. Member of M. Phil./Ph.D. Curriculum Development Committees at NUEPA (Number of Optional and Core Courses).

Designed and conducted the Course no. 213: 'Computer Applications in Educational Planning and Administration' for IDEPA Programme, NUEPA.

Sessions taken on 'Financial Management of Education' in different courses of DEPA, IDEPA programme and other programmes of NUEPA.

Other Academic and Professional Contributions

Supervision/Evaluation:

Evaluation and viva-voce of M. Phil dissertation of Shri Dipendra Kumar Pathak, NUEPA.

Evaluation and viva –voce of DEPA participant.

Guidance given to DEPA participant for project work/dissertation.

Guidance given to IDEPA participant for project work/dissertation.

Other Activities:

Member, Organising committee of the M. Phil/Ph. D. entrance examination.

Involved in invigilation work for M. Phil/Ph. D entrance examination and other examinations.

Member, Tender opening committee for all purchases of NUEPA.

Member of different committees for Faculty Development (Staff Retreat).

Participated in NUEPA Faculty Development Programme (Staff Retreat), January 16-17, 2015.

Consultancy and Academic Support to Public Bodies

Conducted Evaluation Studies of two Centrally Sponsored Schemes for Department of School Education and Literacy, MHRD, Govt. of India.

PAB (2014-15) RMSA desk appraisal and meeting (Andhra Pradesh), May 1, 2014.

PAB (2014-15) NIOS meeting at MHRD under RMSA project.

Evaluated M. Phil dissertation of JNU scholar.

Membership of Eminent Bodies outside NUEPA

National:

Life Member, Comparative Education Society of India, New Delhi.

International: Member, Comparative and International Education Society (CIES), USA.

Alumni Member, International Institute of Educational Planning (IIEP/UNESCO), Paris.

DEPARTMENT OF EDUCATIONAL POLICY

Avinash Kumar Singh (HOD)

Publications

Books/Chapters:

Book (Edited Volume) 'Education and Empowerment in India Policies and Practices'. Routledge India, Taylor and Francis, New Delhi (forthcoming).

"The Coming Crisis of Social Science Education in India", in G.G.Wankhede(ed.) Marginalized in the Indian Higher Education: In search of Access, Equity and Quality, Sage Publications Ltd.: New Delhi (forthcoming).

Book/Article Reviews:

Review of book Sociology of Education in India: Changing Contours and Emerging Concerns' 2014 (Geetha Nambissan and S. Srinivasa Rao, eds.), Sociological Bulletin (Jan-April), 63(1):153-55.

Review of book 'PPP Paradoxes : Promises and Perils of Public Private Partnership in Education', 2013 (by Pritha Gopalan), Sociological Bulletin (Jan-April, 2015), 64(1):122-23.

Participation in Seminars/Conferences/Workshops

National:

Acted as Resource Person on "Leadership in Higher Education" in Orientation Programme on 'Planning and Management of Higher Education Institutions' at NEHU, Shillong, June 16-20, 2014.

Acted as Resource Person on "Education and Sociolinguistics" in Orientation Workshop on

'Computational Linguistics' at JIIT, Noida, November 15-16, 2014.

Chaired session on "Quality Issues in Education" in CESI Conference on 'Education, Politics and Social Change' at Delhi University, Delhi, December 16-18, 2014.

Presentation on "Research and Innovation in Higher Education" in National Seminar on 'Education Commission in Independent India', Vikram University, Ujjain (MP), December 13-14, 2014.

Presentation on "Skills and Rural Livelihood" in Round Table Conference on 'Institutions of Higher Education promoting Gandhian Ideals', Gandhigram (Tamil Nadu), January 23, 2013.

Acted as Resource Person on "Local Authority and Elementary Education" in the Orientation Workshop on 'Functioning of Local Authority and Autonomous Councils in Management of Elementary Education in North Eastern States', Dimapur (Nagaland), February 2-6, 2015.

Presented Paper on "Teaching of Social Sciences at School Level" in National Seminar on 'Practice Teaching: Trends and Issues', Aligarh Muslim University Kishanganj Centre, Kishanganj (Bihar), February 26-27, 2015.

Acted as Resource Person on "Qualitative Research Methods and Techniques" in the Orientation Workshop on 'Research Methodology in Education', SCERT, Patna, March 11-13, 2015.

Lectures Delivered Outside:

Talk on "Education and Youth Empowerment" on the Birth Anniversary of Swami Vivekananda, JNU, New Delhi, January 12, 2015.

Training Programmes/ Conferences/Workshops Organized

Organised Consultative Meet on 'Policy Process under RTE' at NUEPA, New Delhi, November 24-25, 2014.

Organised 2nd Anil Bordia Memorial Policy Seminar on 'Peoples' Participation and Decentralized Educational Governance: Policy Reforms and Programme Practices' at NUEPA, New Delhi, February 16-17, 2015.

Training Programmes/ Conferences/Workshops Organised

Organised Consultative Meet on 'Policy Process under RTE' at NUEPA, New Delhi, November 24-25, 2014.

Organised 2nd Anil Bordia Memorial Policy Seminar on 'Peoples' Participation and Decentralized Educational Governance: Policy Reforms and Programme Practices' at NUEPA, New Delhi, February 16-17, 2015.

Other Academic and Professional Contributions

Supervision/Evaluation:

Provided guidance to Mr. Ajay Kumar Choubey, Ph.D. Scholar (Part-Time), NUEPA in his Study, 'The Dynamics of Exclusion in School and Community'.

Provided guidance to Ms. Laboni Das, Ph.D. Scholar (Part-Time), in her Study, 'Social Justice and Local Governance in Elementary Education with reference to the Participation of Disadvantaged Groups'.

Provided guidance to Mr. Sajjad Ahmad, Ph.D. scholar in his Study, 'Education, Culture and Livelihood: A Study of the Nomadic Pastoralist Bakarwals in Jammu and Kashmir'.

Provided guidance to Ms. Shushma Bhatt in her DEPA dissertation on 'Implementation of Article- 29 of The Right of Children to Free and Compulsory Education Act, 2009 in Madhya Pradesh: A Case Study of Bhopal District'.

Course Coordination:

Coordinated revision of M.Phil./Ph.D. Curriculum Guide (Main and Optional Courses).

Consultancy and Academic Support to Public Bodies

Served as GOI Member of Joint Review Mission of 'Mid Day Meal Scheme Implementation in Assam', sponsored by MHRD, March 21-31, 2015.

Veera Gupta

Publications

Research Papers/Articles/Notes:

Policy on Classroom Acoustics in India, DEI-FOERA (A Research Journal in Education), Annual Issue 8, Jan. 31, 2015. ISSN No. 0974-7966; Dayal Bagh Deemed University.

The Policies and Practices for Inclusion of Children with specific Learning Disability (spLD) in India", BEST Journal, Nov. 2014 (Vol. 2, Issue 11). BEST: ISSN(Online) 2348-0513.

Professional Development of Teacher Educators, Jamia Journal of Education, Nov. 2014. ISSN 2348-3490.

"Policy Vision and Policy Implementation for The Guidance and Counselling Services in Schools in India", Regional Seminar Proceedings (Oct. 2014), Mysore: Regional Institute of Education, NCERT.

Participation in Seminars/Conferences/ Workshops

National:

Speaker at Education Summit, organised by Edu Solutions, New Delhi, February 16, 2015.

Seminar on 'Transforming Education Through Community Engagement' NUEPA, Prajayaina, Stanford Centre for International Development, Stanford University, July 22, 2014.

Participated in Workshop on School Standards, NUEPA, July 25, 2014.

National Consultation on 'School based counseling and special need services', National Progressive Schools Conference, CBSE and Expressions India, August 2, 2014.

Delegate at the Edu Summit on "Aligning Education with National Skill Qualification Framework", organized by CII, NSDA and Govt. of Haryana at Chandigarh, September 1, 2014.

Participated in Session on "Data required for Inclusive Education: Issues in Data collection and Assessment" at the National Convention on 'Inclusive Education of Children With Special Needs', National Council for Protection of Child Rights, Vigyan Bhawan, New Delhi, September 23, 2014.

Presented Paper on "Policy Vision and Policy Implementation For The Guidance And Counselling Services In Schools In India" at Regional Seminar on 'Current Practices in School Guidance Programme', RIE, Mysore, October 09-10, 2014.

Attended Maulana Azad Memorial Lecture on Bridging the Divide: Democracy and Inequalities, NUEPA, November 11, 2014.

Participated in a Round Table Discussion 'Next Generation Education Technology Practices', organized by Learning Links Foundation, New Delhi, November 13, 2014.

National Conference on Innovation in Educational Administration and Awards presentation, NUEPA, November 28-29, 2014.

The Bharat Ram Memorial Seminar on 'India's Growth Trajectory in a Fractured World Economy: Opportunities and Challenges' with Dr. Raghuram Rajan, CII, December 12, 2014.

Session speaker in a Conference on 'RTE Amendment Panel in the System Track, Centre for Civil Society and Teach for India, December 20, 2014.

Participated in National Consultation Meet on School Standards, NUEPA, February 10-11, 2015.

Chaired a Session on 'National educational policies and programmes in India', Chandigarh College of Education, February 21, 2015.

International:

Webinar on "Education at Glance 2014: OECD Indicators" (Host: Eric Magnusson- Event number: 951 865 836), Organisation of Economic Cooperation & Development, September 10, 2014.

International Symposium on Learning Disability at Freiburg (Germany), DDAI USA, October 25-29, 2014.

Participated in International Seminar on 'Massification of Higher Education in Large Academic systems', Centre for Policy Research in Higher Education, NUEPA, November 10-11, 2014.

Training Programmes/ Conferences/Workshops Organized

Organised Workshop on 'Making School Inclusive with regard to CWSN', June 30 to July 04, 2014.

Organised Orientation Programme on 'Public Policy Making in Education', November 17-22, 2014.

Training Materials and Courses Developed & Transacted

Coordination of revision of M.Phil./Ph.D. Curriculum Guide (Main and Optional Courses).

Developed criteria to review textbooks of States and UTs on special training for out-of- school children at NCERT Workshop, September 17-18, 2014.

Other Academic and Professional Contributions Supervision/Evaluation:

Supervised the Ph.D thesis of Ms. Sangita Dey on 'Policy of Mid- day Meal'.

Supervision of PGDEPA Project work of Ms. Kamallakshmi Chonggtham on 'A Study on the implementation of Inclusive Education in Manipur'.

Supervision of PGDSLM Project work of Ms. Archana Vashishtha on special education.

Supervision of dissertation by Mr. Rashid Bin Jamaluddin on 'An Investigation of the English Teachers Best Practices Towards School Based Assessment system in Selected Malaysian Schools' in 30th IDEPA programme.

Supervision of dissertation of Mrs. Wai Wai Thinn on 'Qualified Teachers impacting the Teaching-Learning Process in Education College (Magway Education College, Myanmar)' in 31st IDEPA programme.

Other Activities:

Participated in Panel Discussion on Education Policy in the programme 'Insight' on Lok Sabha Channel, December 5, 2014.

Consultancy and Academic Support to Public Bodies

Reviewed Article for Indian Journal of Vocational Education (ISSN 0972-5830), PSSCIVE, NCERT, April 14, 2014.

Reviewed Article for the Rayat Bahra Journal of Education, Rayat & Bahra College of Education, Sahauran, Tehsil Kharar, Distt. Mohali (Pb.), April 22, 2014.

Member of the UGC-constituted Expert Committee for the assessment of the performance & academic attainments of Maharaja's College for conferment of autonomous status, April 28 & 29, 2014.

Attended meeting of UGC-constituted Governing Body of PSG College of Arts and Science, Coimbatore, May 2, 2014.

As Member of UGC-constituted Expert Committee, visited Symbiosis Centre of Distance Learning, Pune, June 24-25, 2014.

Worked as Member, Expert panel on Work and Education of NCERT, June 26-27, 2014.

UGC Observer for Selection Committee to evaluate the suitability of Dr. Renuka Singh, Associate Professor for the promotion of Professor as per UGC

old Rules, October 13, 2014.

Attended Meeting as Member of the Committee to suggest measures and strategies to carry forward the action plan to halt and reverse epidemic of AIDS, MHRD, November 11, 2014.

Resource Person at Need Assessment Workshop for the Training of Key resource persons/master trainers from the northern region (Uttarakhand, Rajasthan, Gujarat) on the RTE Act from the perspective of CWSN, NCERT, November 27, 2014.

Training of teacher-mentors of Learning Link Foundation, December 6, 2014.

Attended meeting of the UGC-constituted Expert Committee for the evaluation of SLMs of PG Diploma in IT Management of Symbiosis Centre for Distance Learning (SCDL), Pune, December 12, 2014.

Acted as Resource Person at the Need Assessment Workshop for the Training of Key resource persons/master trainers from the northern region (Uttarakhand, Rajasthan, Gujarat) on the RTE Act from the perspective of CWSN, NCERT, December 16-18, 2014.

Attended Review Meeting on Implementation of CSS of VS & HSE under National Skill Qualification Framework at NCERT, New Delhi, December 23, 2014.

Reviewed article for Indian Journal of Vocational Education of PSSCIVE, NCERT, January 15, 2015.

Acted as Member of UGC-constituted Expert Committee for selection of the award of Post Graduate Indira Gandhi Fellowship for Single Girl Child, January 27-28, 2015.

Examiner for Civil Service Main examinations of UPSC, January 29 to February 6, 2015.

Examiner for Civil Service Main examinations of UPSC, February 12-19, 2015.

Attended PAB meeting on Mid-Day Meal at MHRD, February 13, 2015.

Attended Expert Committee meeting for preparing design of course on inclusive education of B.Ed Programme, IGNOU, March 17 & 18, 2015.

Professional Support for conducting Capacity Building Programme on Disaster Management, Assam State Disaster Management Authority.

Membership of Eminent Bodies outside NUEPA

Member, Board of Management, K.J. Somaiya College, Mumbai University.

Member, Governing Body, PG College, Tamil Nadu.

Manisha Priyam

Publications

Books/Chapters:

Book Contested Politics of Educational Reforms in India: Aligning Opportunities with Interests. Oxford University Press, 2015.

“From Clients to Citizens: Learning from Brazil’s Bolsa Familia Provides Opportunities to Delhi”, in N. Jayaram (ed.) Social Dynamics of the Urban. Springer (forthcoming).

“Policy Reform and Educational Development in A Federal Context: Reflections on the Uneven Process of Change in Bihar” in A.K. Singh (ed.)... Routledge (forthcoming).

Research Papers/Articles/Notes:

“Nai Aarthik Disha Mein Desh”. Dainik Jagran (Hindi Newspaper), July 11, 2014.

Vikalp Banti Dosti”. Amar Ujala (Hindi Newspaper), August 26, 2014.

Dainik Jagran (Hindi Newspaper), August 27, 2014).

Analysing the tectonic shift. Mint (English Newspaper) October 20, 2014. <http://www.livemint.com/Opinion/Vbj11AtqJrGF0qWPABcqOL/Analysing-the-tectonic-shift.html>.

“Qabiliyat Aur Nishtha ko Tarzeeh”. Amar Ujala

(Hindi Newspaper), November 10, 2014.

“Pipe Dreams”, Seminar, 663, November 2014.

“The Problem”, Seminar, 663, November 2014.

“The University as an Idea and as a Practice: Reflections on the Quest for Autonomy in India”, University News, Vol. 53, No. 3 (January 19-25): 217-220.

“Electing the Ruling Party and the Opposition: Voter Deliberations from Sangam Vihar, Delhi, Lok Sabha Elections 2014”, Studies in Indian Politics, Sage, July (forthcoming).

Book/Article Reviews

Jandhyala B.G. Tilak (ed.)(2013): Higher Education in India: In Search of Equality, Quality and Quantity, Reviewed in Journal of Educational Planning and Administration, Volume XXVIII, No.2 (April): pp.193-96.

Sudha Pai (ed.)(2013): Handbook of Politics in Indian States: Regions, Parties and Economic Reforms, Oxford University Press, Reviewed in Seminar, Volume 656 (April): 73-76.

Research Studies

Completed:

“Against the Odds: A Case Study of Educational Initiatives in Dantewada” (with Sanjeev Chopra and O.P. Chaudhary), Department of Administrative Reforms and Public Grievances, Government of India (Available at [http://darpg.gov.in/darpgwebsitecms/document/file/DANTEWADA_case.pdf](http://darpg.gov.in/darpgwebsite/cms/document/file/DANTEWADA_case.pdf)).

Participation in Seminars/ Conferences/ Workshops

National:

Presented Paper titled “Justice and the Idea of the University: Engaging with Rawls and Sen” at NUEPA Workshop (of Post Graduate Heads and Deans) in Teaching and Learning, Capacity Development and Training, Department of Higher and Professional Education, NUEPA, Patna, December 8-10, 2014.

Presented Paper titled “Government Perspective on Freedom in Education”, School Choice National Conference, Centre for Civil Society, New Delhi, December 19, 2014.

Presented Paper titled “Deepening Democracy or Elite Control: How far does Institutional Design Impact the Outcomes of Educational Decentralization?” at National Seminar on ‘People’s Participation and Decentralized Educational Governance: Policy Reforms and Programme Perspectives’, NUEPA, February 16, 2015.

Presented Paper titled “Using Qualitative Research Methods in Analysing the School Situation in Bihar” at Workshop on Qualitative Research Methods, State Council of Educational Research and Training, Patna, March 11-12, 2015.

Presented Paper titled “Urban Marginality and School Education in Delhi” at Session on ‘Public Education System and Education of the Urban Poor’ in National Seminar, Ambedkar University, Delhi, March 20, 2015

International:

Presented Paper titled “Electing the Ruling Party and the Opposition: Citizen Deliberations from an Urban Periphery” at the International Workshop on ‘Explaining Electoral Change in Urban and Rural India (EECURI)’ under European Social Research Council Networking Grant, Indian Council for Social Science Research, New Delhi, August 19, 2014.

Presented Paper titled “Social Policy in an Indian City-state: Federal Institutions, Competitive Populism, and the Left out Public” at Social Policy and Politics Conference, University of Bristol, September 15-16, 2014.

Presented Paper titled “The Use of Ethnography in Understanding Elections in India: Some Methodological Reflections” at International Workshop on “Studying Elections: Reflections on Methods, Explaining Electoral Change in Urban and

Rural India”, European Social Research Council and JNU, New Delhi, January 9, 2015.

Training Programmes/Conferences/Workshops Organised

As Fellow at the Nehru Memorial Museum and Library, organized two-day Workshop and delivered address (in Hindi) on “Bharatiy Bhashaon Mein Rajneetik Chintan: Shodh Vimarsh Aur Behas”, Nehru Memorial Museum and Library, August 7-8, 2014.

Other Academic and Professional Contributions

Teaching:

M.Phil Programme: Taught Course no. ‘CC4: Educational Policy’.

Diploma programme: Taught School Leadership-UNIT 4 Understanding Transformation.

Other Activities:

Presentation on “Handmade Urbanisms: Exploring Grassroots Initiatives in Cities”, Panel Discussion, Alfred Herhausen Society, the International forum of Deutsche Bank and the National Institute of Urban Affairs, India International Center, New Delhi, July 10, 2014.

Presented Paper titled “Citizen Participation in Indian Cities: Vignettes from Delhi, thinking about Patna” at Panel Discussion on ‘Citizen Participation in Indian Cities: A Reality Check’, Janagraha-Brown India Initiative, Citizenship Index, Bangalore, December 16, 2014.

Made a Presentation on “Policy and Governance perspective of Higher Education” in Panel Discussion on ‘Equal Access and Equal Participation: Policy Framework and Institutional Context’ at the Orientation Programme on Management of Diversity and Equity in Universities, National University of Educational Planning and Administration, New Delhi, March 17, 2015.

Consultancy and Academic Support to Public Bodies

Made a presentation on “Against the Odds: Educational Initiatives in Dantewada” at the Training Programme (Phase II) of IAS officers (2012 Batch), Lal Bahadur Shastri National Academy of Administration, Musoorie, August 20, 2014.

Presented Paper titled “Contested Politics of Educational Reform in India”, 42nd Refresher Course in Political Science, Academic Staff College, JNU, New Delhi, March 13, 2015

S. K. Mallik

Publications

Research Papers/Articles/Notes:

‘Role of EFA and MDG’ ‘Block 3: Issues in Alternative Education’, MES 048, Module, INGOU, New Delhi.

Participation in Seminars/ Conferences/ Workshops

National:

Attended as Rapporteur the National Conference on Innovations in Educational Administration, Vigyan Bhawan, New Delhi, November 28-29, 2014.

Attended the National Consultative Meet on School Standards and Evaluation (India Habitant Centre, New Delhi, February 10-11, 2015.

Attended the Second Anil Bordia Memorial Policy Seminar on People’s Participation and Decentralisation Governance: Policy, Reforms and Programmes Practices, New Delhi, February 16-17, 2015.

International:

Attended the International Seminar on ‘Massification of Higher Education in Large Academic Systems’, jointly organized by the Centre for Policy Research in Higher Education (CPRHE) of NUEPA and The British Council, New Delhi, November 10-11, 2014.

Attended ANTRIEP Regional Workshop on Education of Marginalised Groups – Policies Programmes and Challenges and acted as Rapporteur, New Delhi, March 25-27, 2015.

Training Programmes/Conferences/Workshops Organized

Organised Orientation Workshop on ‘Education of the Disadvantaged Children under RTE Act’ at NUEPA, New Delhi: August 25-29, 2014.

Organised Orientation Workshop on ‘Functioning of Local Authority and Autonomous Councils in Management of Elementary Education in North Eastern States’ (Hotel Acacia, Dimapur: February 2-6, 2015).

Training Materials and Courses Developed & Transacted

How to prepare Bibliography/References for the Project Work?

Other Academic and Professional Contributions

Supervision/ Evaluation:

Guided IDEPA participant on the topic “The Role of Civil Society Institutions in Improvement of Education System in Uzbekistan.”

Guided PGDEPA participant on the topic “Community Participation with Reference to the Role of SMC in Functioning of Elementary Schools — A Case Study in Murkongselek Block under Dhemaji District of Assam”.

Teaching:

Teaching in M. Phil/Ph.D. Optional Course No: 05 (Community Participation and Local Governance in Education).

Other Activities:

Attended the Faculty Development Programme, January 16-17, 2015.

Member of Training Programme and Research Group.

Member of M. Phil/ Ph.D. Course

Member of Scrutiny Committee for M. Phil/ Ph.D. Admission.

Editorial support to Journal of Educational Planning and Administration (NUEPA Journal).

Naresh Kumar

Publications

Research Papers/Articles/Notes:

'Beyond universalization of Secondary Education: Issues, Concerns and Challenges', *Man and Development*, XXXVI (4): 21-30.

'Social Construction of Educational Values: A Case of Jheer Youth in Jammu City', *Social Action: A Quarterly Review of Social Trends*, 64(2): 192-205. (ISSN 0037-7627).

"Beyond Universalization of Secondary Education: Issues, Concerns and Challenges", (Abstract in 'Development, diversity and Democracy' pp. 135). Department of Sociology, Mahatma Gandhi Kashi Vidyapith, Varanasi (organized from Nov 29-Dec 01, 2014).

Book/Article Reviews

Review of book 'Low fee private Schooling: Aggravating Equity or Mitigating Disadvantaged' (by Prachi Srivastava). *Journal of Educational Planning and Administration* (2014) XXVIII (2): 191-203.

Review of book 'Taking Sides: Reservation Quotas and Minority Rights in India' (by Rudolf C Heredia). *Sociological Bulletin* (May-August 20 14) 63(2):323-25.

Participation in Seminars/Conferences/Workshops

National:

Participated and presented Paper titled "Beyond Universalization of Secondary Education: Issues, Concerns and Challenges" at 40th All India Sociological Conference, organized by Department of Sociology, Mahatma Gandhi Kashi Vidyapith, Varanasi, November 29 - December 01, 2014.

Training Programmes/Conferences/Workshops Organized

Organized Colloquium on 'Major Trends

in Governance of Higher Education: Entrepreneurialism, Autonomy and Disruptive Innovation', with presentation by Prof. Heinz Meyer, May 20, 2014.

Organized a one-day Colloquium-cum-Seminar on 'Evaluation studies in Education', NUEPA, New Delhi, May 27, 2014.

Organized a Colloquium on 'Diverse Early Childhood Education Policies and Practices: Voices and Images from Five Countries in Asia', with presentation by Dr. Amita Gupta, NUEPA, New Delhi, July 17, 2014.

Organized a three-week Orientation workshop on 'Qualitative Research Methods in education', NUEPA, New Delhi, July 21-August 8, 2014.

Organized NUEPA Foundation Day Lecture delivered by Prof. Shiv Visvanathan on 'Imagining Knowledge: Dreaming Democracy', IIC, New Delhi, August 11, 2014.

Organized a Colloquium on 'Inequalities after economic reform: Structures and Processes', with presentation by Prof. M.N Panini, NUEPA, New Delhi, September 1, 2014.

Organized a Colloquium on 'Inequality, Segregation and Learner Achievement at Post-Primary School Levels: A Comparative Analysis', with presentation by Prof. Vani K Borooah, NUEPA, New Delhi, September 15, 2014.

Organized a Colloquium on 'Girl Child at Risk in India: Before and After Birth', with presentation by Prof. Usha Nayar, NUEPA, New Delhi, September 24, 2014.

Organized a Colloquium on 'School Meals and Student Outcomes in Delhi' (presentation by Prof. Rohini Somnathan), NUEPA, New Delhi, November 5, 2014.

Organized a Colloquium on 'Gender Equality Outcomes of SSA' (presentation by Prof. Ratna Sudarshan), NUEPA, New Delhi, November 13, 2014.

Organized a one-week Workshop on 'Education of the Socially Disadvantaged at the level of Secondary Schooling: Policy Issues and Programme Interventions', NUEPA, New Delhi, December 8-12, 2014.

Organized a Colloquium on 'Education, sustainability and the post-2015 development agenda' (presentation by Dr. Radhika Iyengar, Director, Education Sector, Center for Globalization and Sustainable Development Earth Institute, Columbia University, New York), NUEPA, New Delhi, December 11, 2014.

Organized a Colloquium on 'Ambedkar: A Global Citizen?' (presentation by Dr. Luis Cabrera, School of Government and International Relations, Griffith Business School, Griffith University Australia), NUEPA, New Delhi, January 12, 2015.

Organized a Colloquium on 'A Student Interaction on Research Studies' (with presentation by Prof. James Arvanitakis, University of Western Sydney, Australia), NUEPA, New Delhi, January 14, 2015.

Organized a Colloquium on 'Global education targets post 2015: Priorities, Policies, and Politics' (presentation by Prof. Aaron Benavot, Director, EFA Global Monitoring Report team, UNESCO), NUEPA, New Delhi, January 15, 2015.

Organized a Colloquium on 'School Quality Counts: Evidence from Developing Countries' (with presentation by Professor Angela W Little, Professor Emerita Institute of Education, University of London), NUEPA, New Delhi, February 9, 2015.

Organized a Colloquium on 'Academic performance Indicator (API): Straight Jacketing Higher Education Reform' (with presentation by Dr. Saumen Chattopadhyay and Dipendra Nath Das, JNU, New Delhi), February 12, 2015.

Organized a Colloquium on 'Internationalization of American Higher Education and its Implications for India' (presentation by Dr Rahul Choudha New York, World Education Service), NUEPA, New Delhi, March 18, 2015.

Organized a Colloquium on 'Malaysia's Public-Private Higher Education System: Can it underpin an Inclusive High-Quality Talent to Achieve High-Income Nation Status by 2020?' (Speaker Prof. Selva Ratnam, University of Malaya), NUEPA, New Delhi, March 19, 2015.

Training Materials and Courses Developed & Transacted

Developed the following courses for M. Phil and Ph.D programme of NUEPA:

CC 03: Research Methodology I

CC 05: Educational Research Methods and Techniques

OC 09: Education, Gender and development

OC 14: Inclusion in Education of Persons with Disabilities

OC 07: Equity and Multicultural education

Other Academic and Professional Contributions

Supervision/Evaluation:

Supervision of IDEPA Dissertation 'Effects of Single Parenting on Academic Performance of Senior High School Students In Akuapem - North Municipality, Ghana' of Mr. Gershon Tawiah Ashie.

Supervision of DEPA Dissertation 'A Study on the participation of Students in National-means-cum-Merit Scholarship (NMMSS) examination in Uttarakhand State' of Mr. Bharat Pal Singh Rawat.

Teaching:

Teaching 'Research Methodology- II' to M.Phil/PhD students at NUEPA (Total Sessions: 12).

Teaching "Educational Development : International Perspective", to IDEPA Participants.

Other Activities:

Member of the 'Admission Committee', constituted

DEPARTMENT OF SCHOOL & NON-FORMAL EDUCATION

by Registrar on May 22, 2014 for M.Phil and Ph.D Programme.

Rapporteur of the Faculty meeting on the Vision document of NUEPA on September 22, 2014.

Rapporteur of the National Discussion Meet on 'RTE: Issues and Challenges', November 24-25, 2014 (and also prepared the report on the Meet).

Member of the Committee constituted by VC in December 2014 to prepare the draft report on 'Towards a New National Policy on Education: Listening to People's Voices' to be sent to MHRD for New Education Policy.

Member of the Committee on 'NUEPA Research Report Publication Series (NRRPS)' constituted by Registrar on December 23, 2014 to screen and edit NUEPA research reports for publication.

Prepared the Group Report on 'Teaching and Training Document: A Vision Document for NUEPA' for the Faculty retreat meeting at Surajkund, January 16-17, 2015.

Member of the Committee', constituted by the Registrar in February 2015 for screening the applications received for the post of Project Junior Consultant.

Consultancy and Academic Support to Public Bodies

Participated as a Resource Person in the orientation Workshop on 'Planning and Redesigning Research projects for Faculty of DIETs' at DIET Raipur, Chhattisgarh, March 9-12, 2015.

Nalini Juneja (HOD)

Publications

Research Papers/Articles/Notes: 'India's New Mandate against Economic Apartheid in Schools', Journal of International Cooperation in Education (Special Issue on Right to Education), Volume 16, No. 2 April 2014: 55-70.

'Correcting a Historical Injustice'. The Hindu, Opinion, May 15, 2014.

Participation in Seminars/Conferences/ Workshops

National:

Participated in National Conference on 'Quality of Education in Schools - Existing Practices', organized by M.V. Foundation, Hyderabad, September 1-2, 2015.

Presented Paper titled "Was Article 45 a Vestige of the Attempt to Embed the Sargent Plan into the Constitution of India?" at the 75th Indian History Congress, New Delhi, December 27-28, 2014.

Presented Paper titled "Centre State Dynamics and the Constitutional Status of Free and Compulsory Education in India" at the 2nd Anil Bordia Memorial Policy Seminar on 'Peoples participation and Decentralised Educational Governance: Policy Reforms and programme Practices', New Delhi, February 16-17, 2015.

Training Programmes/Conferences/Workshops Organized

- Orientation Programme on Right to Education, September 15-19, 2014.
- Orientation Programme on Right to Education, October 13-17, 2014.

Consultancy and Academic Support to Public Bodies

Guest Editor: Journal of International Cooperation in Education, Volume 16, No. 2. April 2014 (Special Issue on Right to Education).

Neelam Sood

Participation in Seminars/Conferences/Workshops

National:

Forty-third Annual Conference of the Council of Boards of School Education in India hosted by Gujarat Board, Gandhinagar, November 7-9, 2014.

Workshop on 'Developing Early Childhood Development Policy for the State of Maharashtra', organized jointly by the Government of Maharashtra and UNICEF, Mumbai, January 29, 2015.

Second National Review and Planning Workshop on School Leadership Development, India Habitat Centre, New Delhi, March 17, 2015.

International:

Chaired Session on "Innovative Practices in Early Childhood Development" in the 2nd International Conference on Early Childhood Development titled 'Trans-disciplinary Perspectives to Early Childhood Development', organized by Centre for Early Childhood Development & Research, Jamia Millia Islamia and Save the Children, India, April 2, 2014.

International Seminar on 'School Leadership: Policy, Practice and Research', organized by NCSL, NUEPA,

India International Centre, November 17- 18, 2014.

International Colloquium on Women Leadership in Education, organized by NCSL, NUEPA, New Delhi, February 12-13, 2015.

National Consultative Meet on School Standards and Evaluation on 10-11 Feb, 2015 at India Habitat Centre and sharing workshop at NUEPA on 30-31 Oct, 2014.

Training Programmes/ Conferences/Workshops Organized

Orientation of Teacher Educators on "Inclusive Education: Prospects and Challenges for Teachers", organized by Polytechnic for Women, Ghaziabad, April 28, 2014

Organized state consultation and planning workshops/meets on School Leadership Development in Kerala (September 17, 2014) and Maharashtra (November 10, 2014) as lead from NUEPA for a collaborative project under UKIERI with National College for Teaching and Leadership, UK.

Second-phase capacity building programme for tutor facilitators on School Leadership Development in Rajasthan, October 9-10, 2014.

Three-day Workshop on School Leadership Development for tutor facilitators from Kerala (Part I), October 13-15, 2014.

Capacity - building of tutor facilitators (Part I) in Maharashtra, November 11, 2014.

Conducted a workshop on "College Principals as Good Administrators and Leaders" in the course organized by the Academic Staff College, University of Jammu, December 4, 2014.

Consultation with state resource group on Secondary School Leadership Development in Puducherry and school visits/discussion with school heads and teachers for contextualizing the programme, December 11-12, 2014.

Organized a five-day Workshop on "Linkage between ECCE and School Education" in collaboration with Maharashtra State Council of Educational Research and Training, December 29, 2014 - January 2, 2015.

Four-day Workshop on school leadership development for tutor facilitators from Maharashtra (Part I contd.) in Maharashtra, January 6-9, 2015.

Second-phase capacity building programme for tutor facilitators on school leadership development in Puducherry, January 20-21, 2015.

Capacity - building of tutor facilitators (Part II) in Maharashtra, February 2-3, 2015.

Third-phase capacity building programme for tutor facilitators on school leadership development in Maharashtra (March 23-25, 2015) and evaluation of tutor facilitators' programme (Part III) delivery for school heads in Kohlapur and Satara districts (March 26-27, 2015).

Training Material and Courses Developed & Transacted

Training material prepared for field-based workshop on ECCE.

Restructured M. Phil. programme Optional Courses 06 and 13 on Early Childhood Care and Education & Health, Nutrition and Schooling.

Team member for state-level adaptation and contextualizing training material on school leadership development in four states.

Consultancy and Academic Support to Public Bodies

Moderation of question papers of courses of the Master's Degree programme in Counseling and Family Therapy at SOCE, IGNOU, April 23, 2014.

As a subject expert, conducted pre-submission seminar on doctoral work and reviewed doctoral

proposals at School of Continuing Education, IGNOU on April 25, 2014.

Examiner for the examination of the Masters Programme in Early Childhood Development (Semester IV), Jamia Millia Islamia on May 2, 2014.

Advised on restructuring and evaluation of courses as a member of Advisory Board on Gender Studies, Institute of Social Sciences, Amity University, May 7, 2014.

Evaluation of the Paper titled "Assessment of Coping Strategies", sent by University of Rajasthan, for presentation in International Conference, June 3, 2014.

Provided feedback and suggestions on the World Bank Regional Report on Overcoming Violence against Women in South Asia, July 23, 2014.

Supported review of research proposals and selection of candidates for admission to Ph. D. Child Development as part of the Committee of Studies of the Centre for Early Childhood Development & Research, Jamia Millia Islamia, September 12, 2014.

As a Member, attended the Executive Committee meeting of the Council of Boards of School Education in India, Ahmedabad, November 9, 2014.

Supported review of doctoral research projects in Child Development, IGNOU, November 28, 2014.

Supported the USIEF 2015-16 review process of applications for Fulbright-Nehru Academic and Professional Excellence Fellowships (Education) and served as a Member on the Selection Committee panel for the senior Scholar Program, December 16, 2014.

Attended the General Body meeting of National Open School, Vigyan Bhavan, February 27, 2015.

Participated in the 51st Meeting of the School Board of School of Continuing Education, IGNOU, March 30, 2015.

Other Academic and Professional Contributions

Supervision/Evaluation:

Participation of Students in Medical Education in University of Delhi: A Gender-based Analysis (Doctoral work).

Early Intervention for Children with Special Needs: Role of Service Providers (Doctoral work).

A Study of Implementation of In-Service Teacher Training Programs in DIET- Kurukshetra (Research project work for PG DEPA).

From GRIPE to GRIP: A Journey towards Empowering Self and Building Teams (Research project work for PG Diploma in School Leadership).

Course Coordination (restructuring M. Phil/ Ph.D.courses in teams):

Core Course 03 and 05 on Research Methodology and Statistics

Optional Course 09: Gender, Education and Development

Teaching:

Team teaching and evaluation work related to –

Core Course CC03: Research Methodology and Statistics in M. Phil/Ph. D. Programme Course number 905 Project Work and Writing in P G Diploma on Educational Planning and Administration (PG DEPA).

Course number 103 on Developing Self in P G Diploma on School Leadership for school principals.

Other Activities:

Member, Interview Board, NUEPA for admission to M. Phil/Ph.D Programme on June 23-24, 2014.

Chaired session on "Contextualizing Muslims and Issues of Education" (January 27, 2015) in Gender and Education training course offered by NUEPA in collaboration with NIRANTAR during January 27-30, 2015.

Lead role in planning, facilitating and partnering the conduct of School Leadership Development Project (Phase II), commissioned under UKIERI through collaboration between NCSL, NUEPA and the National College of Teaching and Leadership, UK, initiated during 2014-15 in four states - Rajasthan, Kerala, Maharashtra and Puducherry.

Membership of Eminent Bodies outside NUEPA

Member, School Board, School of Continuing Education, IGNOU.

Member, Editorial Board for the Journal "Recent Educational & Psychological Researches".

Member, Executive Council of COBSE (Council of Boards of School Education in India).

Member, Doctoral Research Committee, Child Development, IGNOU.

Member, Advisory Board on Gender Studies, Institute of Social Sciences, Amity University.

Madhumita Bandyopadhyay

Publications

Books/Chapters:

Chapter "Implementation of Right to Education Act, 2009: An Assessment" in Book Democracy and Good Governance: Reinventing Public Service Delivery Systems in India (ed. Rumki Basu et al), New Delhi: Bloomsbury India for Department of Political Science, Jamia Millia Islamia, 2015, pp. 131-146.

Research Papers/Articles/Notes:

"Capacity Building of Educational Functionaries for Promoting and Sustaining Decentralisation of Elementary Education in India", Journal of Development Management and Communication (October-December 2014), Institute of Development Management, Jaipur, Vol. 1(4), pp. 396-404.

“Education, Poverty and Exclusion” (NUEPA Occasional Paper No. 45), 2014.

Participation in Seminars/Conferences/ Workshops

National:

Seminar on ‘Transforming Education through Community Engagement’, organised by NUEPA, Prajayatna, Karnataka and Stanford Center for International Development (SCID), Stanford University (USA), New Delhi, July 22, 2014.

Presented Paper titled “Dealing with Exclusion through Decentralisation: Special Focus on Participation of Children at Elementary Level in India” in the 2nd Anil Bordia Policy Seminar on ‘People’s Participation and Decentralized Educational Governance: Policy Reforms and Programme Practices’, February 16-17, 2015.

Consultancy and Academic Support to Public Bodies

Resource Person for Interactive Session on ‘Parents’ role in children’s education’ in a parents meeting of MCD school, conducted by ASPIRE India, Delhi.

As a Member from NUEPA, participated in meetings for developing India Exclusion Report by Centre for Equity Studies, New Delhi and contributed a background paper on “Education, Poverty and Exclusion” for a chapter on ‘School Education and Exclusion’ for the Report (<http://www.indianet.nl/pdf/IndiaExclusion>).

Participated in a pilot blended learning course – “Emerging International Education Trends, with a Focus on Indian Education System” at Avanti Fellows, New Delhi in association with the Earth Institute, Columbia University USA and made a presentation on “Education of Marginalised Children at Elementary Level in India”.

Participated as a Resource Person for developing Human Development Report of Bundelkhand Region conducted by Sanket, an NGO, jointly with The Planning Commission of India and UNDP, India which were co-implementing the project “Human Development: Towards Bridging Inequalities” (HDBI).

Member of a Team for revision of NCERT Position paper on “Systemic Reforms for Curriculum Change” in NCERT.

Training Materials and Courses Developed&Transacted

Training Material for the Workshop on ‘Improving Participation of Children in Elementary Schools in North Eastern States of India’, NUEPA, August 4-8, 2014.

Training Material for the Workshop on ‘Improving Participation of Children in Elementary Schools in Southern States of India’, NUEPA, September 6-10, 2014.

Training Material for the First Follow-up Workshop on ‘Participatory Action Project for Improving Participation of Children in Elementary Schools’, NUEPA, November 10-14, 2014.

Towards Universal Participation of Children in Elementary Schools for the Follow-up Workshop on ‘Improving Participation of children in Elementary schools’, November 10-14, 2014.

Present Status of Literacy and School Education: An Overview for Preparatory course of Course 1: Indian Education-A Perspective of PGDEPA, 2014-15.

Membership of Eminent Bodies outside NUEPA

Member, Comparative Educational Society of India (CESI).

Member, ASPIRE India (Delhi-based NGO).

DEPARTMENT OF HIGHER AND PROFESSIONAL EDUCATION

Sudhanshu Bhushan (HOD)

Publications

Books/Chapters:

Chapter "MGD Post 2015: Access to Education and Training", in a book Human Development in the Global South (Eds. Tanuka Endow, Sumit Mazumdar, Mitu Sengupta), Institute for Human Development.

Quality Discourses in the context of regulators' perspective, market forces, teachers' voices and needs of society at large, College Post, SEED.

Higher Education: Story of the Past and Reconstituting the new chapter in a book Indian Education : A Developmental Discourse (ed. M. Mukhopadhyay, M Parhar), Shipra, 2015.

State's Autonomy in Policy Formulation, University News (January 19-25, 2015), Vol. 53(3).

Participation in Seminars/Conferences/ Workshops

Delivered a Keynote Address in the Workshop on 'RUSA: A Critical Appraisal' at F X Engineering College, Vannaarpettai, Tirunelveli, April 13, 2014.

Delivered Keynote Address in the Workshop on RUSA, Department of Economics, Nowgong College, Nagaon (Assam), May 10, 2014.

Delivered a Keynote Address in a Research Methodology Course sponsored by ICSSR at PG and Research, Department of Commerce, Kanchi Mamunivar Centre for Post Graduate Studies, July 11, 2014.

Delivered a Keynote Address in a National Seminar on Quality Parameters in Higher Education at Kulbhaskar Ashram P.G. Collage, Allahabad, March 13, 2015.

Presented a Paper on "Evaluation in Higher Education" in a Workshop on 'Examinations - Evaluation Reforms: in the context of changing priorities with special reference to NEP-2015 proposals', Central University of Kashmir, Kashmir, March 31, 2015.

International:

Participated in a Workshop in the Office of Learning and Teaching in Sydney, Australia on the invitation of the Australian Government, April 2-4, 2014.

Participated as Moderator in the Thematic Session on "Access to Education & Training" at the International Symposium on 'Human Development in South Asia', organized by IHD, New Delhi, April 28-29, 2014.

Delivered an Address on "India's Policies on Internationalization of Education" at an International Conference on 'Internationalization of Higher Education with Special Reference to Management Education', VIT Vellore, February 23, 2015.

Other Academic and Professional Contributions

Delivered inaugural address in the UGC sponsored Summer School Panjab University, Chandigarh, June 10, 2014.

Consultancy and Academic Support to Public Bodies

Delivered an Address on "Administration and New Schemes on Higher Education and Research Grants" for Heads & Deans of Faculties at UGC Academic Staff College, Guru Nanak Dev University, Amritsar, February 3-5, 2015.

Presentation on Research Design in a Research Methodology Course, organized by SCERT Patna, March 10-11, 2015.

Membership of Eminent Bodies outside NUEPA

Member, Academic Council of Central University of Himachal Pradesh.

Member of the Working Group on Pandit Madan Mohan Malviya National Mission on Teachers and Teaching Scheme constituted by MHRD (to finalize the Scheme).

Member of ICSSR Research Methodology Workshop organized in different universities in India.

Aarti Srivastava

Publications

Guest Editor of University News, Special issue on Autonomy 19th-15th, January, 2015.

Participation in Seminars/Conferences/ Workshops

National:

Five day Workshop on Teaching economics to visually challenged at NCERT, New Delhi.

One day Consultation Meeting on Indian Higher Education, NUEPA, New Delhi, September 29, 2014.

National Conference on 'Higher education: establishing research eco-system in Universities-Breaking New Grounds', organised by AIU, New Delhi, January 9, 2015.

GED: Women and Leadership 'The Absent Revolution' organised by British Council, February 10-11, 2015.

Invited lecture on teaching of social science in Higher education ASC Rajasthan University, Jaipur.

Invited lecture on RUSA in Jiwaji University, Gwalior

Invited lecture on Teaching in Higher Education in GLA University, Mathura.

Envisioning Higher Education – department programme in Shillong.

Glorious past of BHU in department prog. in Patna.

Teaching and learning in Higher Education in department programme in Patna.

Financing of education ASC, JMI, New Delhi.

International:

OLT Workshop in Sydney, Australia, April, 2014.

International Seminar on 'Higher Education and Public information system', UNESCO, MHRD, Planning Commission, July 3-4, 2014.

International Seminar on 'Massification of higher education in large academic systems', CPRHE (NUEPA), New Delhi, November 10-11, 2014.

International Seminar on 'Innovative Methods of Financing of higher Education', NUEPA, February 23-25, 2015.

International Seminar on Gender and Education in India and Japan, March 2015.

Training Programmes/Conferences/Workshops Organized

National Workshop on Teaching Learning in Higher Education, January 12-14, 2015.

National Workshop on Higher Education linkages with the market, March 12-14, 2015.

Other Academic and Professional Contributions

Supervision/Evaluation:

Supervision of M.Phil related work of Ms.Aprajita Gantayet.

Supervision of Ph.D. related work of Ms.Anuneeta Mitra.

Supervision related to DEPA/IDEPA programmes.

Teaching (M.Phil/Ph.D.):

Courses CC2 and OC 1.

Other Activities:

Member, Entrance Test Committee for M.Phil/Ph. D., NUEPA.

Member, Evaluation Committee for M. Phil/Ph. D. Test, NUEPA.

Member, Student Support Committee, NUEPA.

Consultancy and Academic Support to Public Bodies

Examiner for M. Phil, JNU.

Examiner for Ph. D., JNU.

Selection committee member in Ed. Cil.

Membership of Eminent Bodies outside NUEPA

Life Member of:

Association of Adult Education, ITO, New Delhi (1999).

Bhartiya Gyanpith Parivar, New Delhi (1999).

Indian Economic Association (2004).

Indian Society of Labour Wconomics (1998).

National Book Trust (1998).

UP Bharat Scout and Guides (2003).

Theosophical Society, Varanasi (2004).

CESI, New Delhi (2010).

All India Association of Educational Research (2009).

Neeru Snehi

Publications

Books/Chapters:

A module for Course MES 048 - Alternative

Education, Post-Graduate Diploma in Educational Management and Administration (PGDEMA), IGNOU, titled 'Trends in Alternative Education: Managerial Perspectives'.

Research Papers/Articles/Notes:

Improving Teaching Learning in Higher Education Institutions - Focused subject based networks, Management and Change, Vol. 18(2), 2014.

Academic Freedom and University Autonomy in India, University News (Special Issue), Vol. 53(3), January 19-25, 2015.

Participation in Seminars/ Conferences/ Workshops

National:

Participated in one-day consultation meeting on 'Indian Higher Education Report', NUEPA, New Delhi, September 29, 2014.

Presented a Paper on "Autonomy and Governance in Higher Education" at the Workshop on 'Autonomy and Governance in Higher Education', NUEPA, New Delhi, December 19-21, 2014.

Participated in National Conference on 'Higher education: establishing research eco-system in Universities-Breaking New Grounds', organized by AIU, New Delhi, January 9, 2015.

International:

Participated in International Seminar on 'Massification of higher education in large academic systems', organised by NUEPA, New Delhi, November 10-11, 2014.

Presented a Paper on "Governance of Academic Staff/Faculty in Indian Higher Education: Impact of Policies and Reforms" at CESI International Conference, University of Delhi, Delhi, November 16-18, 2014.

Participated in GED: Women and Leadership 'The

Absent Revolution', organized by British Council, New Delhi, February 10-11, 2015.

Participated and reported in International Seminar on 'Innovative methods of Financing of Higher Education', NUEPA, New Delhi, February 23-25, 2015.

Training Programmes/Conferences/Workshops Organized

Contributed and participated in National Workshop on Privatisation of Higher Education, NUEPA New Delhi, December 15-18, 2014.

Coordinated 'National Workshop on Governance and Autonomy', NUEPA, New Delhi, December 19-21, 2014.

Contributed and participated in National Workshop on 'Teaching Learning in Higher Education', NUEPA, New Delhi, January 12-14, 2014.

Courses Attended

Participated in UNESCO/IIEP Specialised Courses Programme-Education Planning and Management (EPM), IIEP Paris, April 7-May 30, 2014..

Consultancy and Academic Support to Public Bodies

Coordinated and contributed to bring out Special issue on "Autonomy in Higher Education" in 'University News' (published by Association of Indian Universities, New Delhi in the 19th-15th January 2015 issue) .

Kausar Wizarat

Publications

Research Papers/Articles/Notes:

Autonomy of Undergraduate Colleges, University News (Special Issue), Vol. 53(3), January 19-25, 2015.

Participation in Seminars/Conferences/ Workshops

National:

One-day Consultation Meeting on Indian Higher Education, September 29, 2015.

International:

International Seminar on 'Massification of higher education in large academic systems', CPRHE (NUEPA), New Delhi, November 10-11, 2014.

International Conference on 'Media Diversity Concept; Analysis, Policy', Jamia Millia Islamia, New Delhi, November 25-26, 2014.

GED: Women and Leadership 'The Absent Revolution', organized by British Council, February 10-11, 2015.

Training Programmes/Conferences/Workshops Organized

Orientation programme for college principals at Jabalpur, November, 17-21, 2014.

Sangeeta Angom

Publications

Research Papers/Articles/Notes:

"Institutional autonomy in India Private Universities", University News (a weekly journal of Higher education - Special Issue on Autonomy in Higher education: Shifting Paradigms), Association of Indian Universities, Vol. 53(3):290-295, January 19-25, 2015.

"Private Higher Education in India: Study of Two Private Universities", Higher Education for the future, Vol. 2(1):92-111, Sage Publication, January 2015.

"Road to Excellence: Case of college with status of potential for excellence", University News (a weekly journal of Higher education -Special Issue on

Autonomy and Excellence in Higher Education), Vol. 53(7): 162-168.

Participation in Seminars/Conferences/ Workshops

National:

Presented a Paper on “Current Status and Future Challenges of Higher Education in North East India at the Orientation Programme for College Principals organised by NUEPA, NEHU, June 16-20, 2014.

As a Resource Person presented a Paper on “HEIs in rural and backward areas and Hurdles and Challenges of HEIs in rural and backward areas; remedies” at NAAC sponsored Workshop on ‘HEIs in rural and backward regions: problems and remedies’, Doomdooma College, Doomdooma, Tinsukia, Assam, September 5-6, 2014.

Participated in one-day Consultation Meeting on Indian Higher Education, NUEPA, New Delhi, September 29, 2014.

Presented a Paper on “Conceptualisation of Privatisation of Higher Education” at the National Workshop on ‘Private Higher Education’, NUEPA, December 15-18, 2014.

Participated and also reported a session in a National Conference on ‘Higher education: establishing research eco-system in Universities-Breaking New Grounds’, organised by AIU, New Delhi, January 9, 2015.

Participated in the National Consultative Meet on ‘School Standards and Evaluation’, organised by NUEPA, India Habitat Centre, New Delhi, February 10-11, 2015.

Participated in a Workshop on ‘Choice based credit system and credit framework for skill- based vocational courses’, organised by UGC, Department of Engineering and Technology, Jamia Millia Islamia, New Delhi, March 24, 2015.

International:

International Seminar on ‘Massification of higher education in large academic systems’, CPRHE (NUEPA), New Delhi, November 10-11, 2014.

Presented a Paper on “Higher Education in North East India: Status and Challenges of Undergraduate colleges” at CESI International Conference, University of Delhi, Delhi, November 16-18, 2014.

Participated in GED: Women and Leadership 'The Absent Revolution', organised by British Council, February 10-11, 2015.

Participated and reported a session at International Seminar on ‘Innovative Methods of Financing of Higher Education’, organised by NUEPA, February 23-25, 2015.

Presented a Paper on “Private Universities in India: Status, Challenges and Policy perspectives” and also chaired a session in the 59th Comparative and International Educational Society (CIES) Conference at Washington DC, USA, March 8-13, 2015.

Participated in the ANTRIEP Regional Workshop on ‘Education of Marginalised Groups - Policies, Programmes and Challenges’, March 25-27, 2015.

Programmes/Conferences/Workshops Organized

Coordinated Orientation Programme for college principals of North East India at NEHU, Shillong, June 16-20, 2014.

Coordinated Programme at National Workshop on ‘Privatisation of Higher Education’, NUEPA, December 15-18, 2014.

Contributed and participated in National Workshop on ‘Governance and Autonomy’ NUEPA, New Delhi, December 19-21, 2014.

Contributed and participated in National Workshop on 'Teaching Learning in Higher Education', NUEPA, New Delhi, January 12-14, 2015.

Academic and Professional Collaborations

Supervision/Evaluation:

Supervised the dissertation work of M. Jerry, Philippines – "Study on the Effectiveness of formal training for Principalships on the performance of secondary school principal" for the IDEPA programme.

Supervised and evaluated the dissertation work of M. Indira Devi on "Capacity Building needs assessment of DIET faculties of Manipur" for PGDEPA programme.

Course Coordination:

Coordinator of Course 201: Thematic Seminar for IDEPA.

Teaching:

Involved in transaction of Course 212 - Research Methodology and Statistics for IDEPA.

Involved in transaction of the Course 906: Participants' Seminar for PGDEPA.

Involved in transaction of Course -106 (Innovations-Heart of learning Organisations) for PG Diploma in School Leadership and Management

Consultancy and Academic Support to Public Bodies

Coordinated and contributed in the Special issue (January 19-25, 2015) on "Autonomy in Higher Education" of 'University News' (published by Association of Indian Universities, New Delhi).

Appraisal of RMSA Plans 2014-15 of Manipur and Uttarakhand.

Membership of Eminent Bodies outside NUEPA

Life Member, North East India Education Society, Shillong (NEIES).

Member, Executive Committee of North East India Education Society, Shillong (NEIES).

Life Member, Comparative Education Society of India (CESI).

Life Member, Comparative and International Educational Society (CIES).

DEPARTMENT OF EDUCATIONAL MANAGEMENT INFORMATION SYSTEM

The Department of EMIS was engaged, inter alia, in bringing out its publications, conducting programmes and maintaining/updating its websites as detailed below:

Publications

Elementary Education in India: Progress towards UEE: DISE Flash Statistics (Printed).

Elementary Education in Rural India: Analytical Tables.

Elementary Education in Urban India: Analytical Tables.

Elementary Education in India: Where do we stand?, District Report Cards, Volume I.

Elementary Education in India: Where do we stand?, District Report Cards, Volume II.

Elementary Education in India: Where do we stand? State Report Cards.

Elementary Education in India: Progress towards UEE, Analytical Tables.

Elementary Education in India: Trends, U-DISE: 2005-2006 to 2013-14.

Elementary Education in India : Thematic Maps Based on DISE Data.

Elementary Education in India : A Graphic Presentation.

Secondary Education in India : A Graphic Presentation.

Secondary Education in India: Progress towards UEE: U-DISE Flash Statistics.

Secondary Education in India: Where do we stand? State Report Cards.

Maintaining of Websites

Hosting(in-house)/updating/ maintaining its existing websites:

www.dise.in

www.schoolreportcards.in

www.semisonline.net

In addition to the publications based on DISE Data, school-specific information pertaining to 2013-14 was uploaded on the above websites that are being visited by thousands of users annually from across the world.

Sponsored Project

Managing long-term project namely 'District Information System for Education' (DISE), supported by UNICEF & MHRD since 2002. During the year, information generated under U-DISE has acquired the status of the Officials Statistics.

Arun C. Mehta (HOD)

Participation in Seminars/Conferences/ Workshops

National:

Delivered Keynote Address in the National Conference on Paradigm Shift on Education as a Progressive Indicator: Issues, Approaches & Prospects, SRM University, Ghaziabad, May 9, 2014

Delivered Keynote Address in the MHRD Workshop on U-DISE, India Habitat Centre, New Delhi, June 30, 2014

Attended Conference of DEOs & BEOs of Haryana, Kurukshetra and gave a presentation on Role of Data & MIS in Educational Planning, January 3, 2015.

Delivered Keynote Address in the MHRD-sponsored Workshop on U-DISE Data Analysis, Guwahati, January 19-20, 2015.

Delivered Keynote Address in the MHRD-sponsored Workshop on U-DISE Data Analysis, Bhubaneswar, January 23-24, 2015.

Gave presentations on MIS & Data Analysis in Pre-Induction Programme of Deputy Education Officers, SIEMAT Uttarakhand, Dehradun, February 12-13, 2015.

Chaired a session on "Quality Education in Elementary Education" in the National Conference at SIEMAT Uttar Pradesh, Allahabad, February 18, 2015.

Lectures Delivered Outside:

Delivered lectures on EMIS, EDI & U-DISE in the Training Course for District Project Officers of PSSSM, Administrative Training Institute, Kolkata, May 20, 2014.

Delivered Lectures on MIS and U-DISE in State-level Capacity Building Programme for District MIS & Planning Personnel under SSA, Administrative

Training Institute, Kolkata, June 18, 2014.

Training Programmes/Conferences/Workshops Organized

Workshop of Experts on Educational Development Index, July 30, 2014 (with Mr. A.N. Reddy).

Technical Workshop on U-DISE, NUEPA, New Delhi, August 7 & 8, 2014.

Video Conference on 'Launching of U-DISE: 2014-15' with District- level MIS Officers of Gujarat at NUEPA, New Delhi, August 30, 2014.

Conducted Live Programme on 'U-DISE: 2014-15- Management & Technical Issues' through You-Tube at NUEPA, New Delhi, September 9, 2014.

Conducted Western Regional Training Programme on Secondary Education, Gandhinagar, December 15-19, 2014 (with Mr. A.N. Reddy).

Organized one- day meeting on Post- 2015 Education Agenda, January 9, 2015 (with Mr. A.N. Reddy)

Training Materials and Courses Developed & Transacted

Delivered lecture on "Types of Evidences: Use of Data in Policy Making" for Training Programme in Public Policy Making in Education, NUEPA, New Delhi, November 11, 2014.

Introduction to U-DISE for the Training Programme on Quantitative Research Methods, January 8, 2015.

Introduction to Population Projections in IDEPA, NUEPA, New Delhi, March 20, 2015.

Other Academic and Professional Contributions

Supervision/Evaluation:

Guided DEPA participant on ICT in Jammu and Kashmir, May 2014.

Teaching:

Conducted Course on EMIS for IDEPA, at NUEPA, New Delhi and taken various sessions on EMIS and related areas, March 2015.

Other Activities:

Coordinated the release of Flash Statistics: 2013-14 by Hon'ble Union HRD Minister, New Delhi, June 17, 2014.

Facilitated celebration of U-DISE Day across the country on a significant scale on September 30, 2014.

Chaired Group Work on Enhancing Resources, National Consultative Meeting on School Standard and Evaluation, January 10, 2015.

Presented details of U-DISE in Joint Review Mission of RMSA, India Habitat Centre, New Delhi, January 27, 2015.

Convened Annual Meeting of the Departmental Advisory Board of Department of EMIS, March 13, 2015.

Attended Annual Faculty Retreat at Surajkund, Haryana, March 16-17, 2015.

Visited the following states/UTs to review preparedness of States for U-DISE: 2014-15 Puducherry, June 9-10, 2014 Chennai (Tamil Nadu), September 23-14, 2014.

Gandhinagar (Gujarat), September 30 & October 1, 2014.

Haryana, Punjab & Chandigarh, October 9-10, 2014. Agartala (Tripura), October 26-28, 2014.

Uttar Pradesh: NOIDA (November 3, 2014) & Ghaziabad (November 19, 2014).

Patna (Bihar), November 10-12, 2014.

Bhubaneswar (Odisha), November 26-28, 2014.

Hyderabad (Andhra Pradesh) & Telangana, December 8-10, 2014.

Bangalore (Karnataka), December 29-30, 2014.

Silvassa (Dadra and Nagar Haveli) & Daman (Daman and Diu), January 12-14, 2015.

Haryana: Sohna (January 16-17, 2015), Gurgaon (February 25, 2015) & Faridabad, (December 1, 2014).

Aizawl (Mizoram), March 9-11, 2015.

Consultancy and Academic Support to Public Bodies

Member of the Committee to select Block Education Officers, Chhattisgarh Public Service Commission, Raipur, October 16-18, 2014.

Involved as an Expert in the TOI Social Impact Awards 2014.

Actively engaged with the Technical Cooperation Agency of RMSA (DFID, New Delhi), NCERT, New Delhi

A. N. Reddy

Research Studies

Completed:

Coordinated Research Programme on Elementary Education Using DISE Data (with Prof. A. C. Mehta).

Ongoing:

A Pilot Project to Develop Geo-spatial Information System for School Education.

Publications

Education Situation of STs in India (with Prof. Vimla Ramachandran for National Tribal Human Development Report), UNDP.

Secondary Education in Maharashtra: A critical review of status and emerging issues.

Education and Skills in Rural India: Status and Prospects (Mimeo).

Participation in Seminars/ Conferences/ Workshops

Participated in a regional consultation of High Level Committee on the Status of Women, Bhubaneswar, September 16 -17, 2014.

Participated in several consultation meetings on National Tribal Human Development Report organized by UNDP.

Training Programmes/ Conferences/Workshops Organized

One-Day Workshop of Researchers Selected for Research Programme on Elementary Education Using DISE Data (July 1, 2014).

Workshop on Education Development Index, July 30, 2014.

Technical Consultation on Out-of-School Children (in collaboration with UNICEF), August 29, 2014.

Regional Training Programme on Using Indicators in Planning and Monitoring of Secondary Education, Gandhinagar, Gujarat, December 15-19, 2014.

National Consultation on Post-2015 Educational Indicators, January 9, 2015.

Other Academic and Professional Contributions

Supervision/Evaluation:

Guided and evaluated dissertation work of IDEPA participant.

Teaching:

Involved in transacting optional course on Educational Management Information System (OC-5) in M. Phil/Ph.D.

Convener, Course No. 206: Use of Quantitative Techniques in Educational Planning as part of IDEPA

Other Activities:

Attended PAB meeting of SSA and RMSA in connection with U-DISE, April 17, 2014.

Made a presentation before JRM of SSA and RMSA.

Participated in several meetings related to RMSA TCA.

DEPARTMENT OF TRAINING AND CAPACITY BUILDING IN EDUCATION

Najma Akhtar (HOD)

Research Studies

Invited by the California Community College University (USA) to study methods and success of follow up of the pass-outs of Community Colleges for evaluating effect on their careers.

Participation in Seminars/Conferences/ Workshops

Paper on "Gender in Higher Education and Sustainable Development: An Indian Experience" accepted for e-presentation at the International Conference on Sustainable Development 2014 (Canada) jointly presented by the International Centre for Interdisciplinary Research in Law (ICIRL) at Laurentian University Centre for Research in Social Justice and Policy (CRSJP) at Laurentian University, Ontario International Development Agency (OIDA) in Canada.

Training Materials and Courses Developed & Transacted

As Director of the new Post-Graduate Diploma Programme in Educational Planning and Administration, 2014-15, finalized the Background paper and constantly provided online support in developing Handbook, Brochure, Reading Material etc.

Training design, reading material for Institution Building for Heads of Muslim Minority Managed Schools.

Training Design & Material for two Management Development Programme on Leadership in Educational Administration for Principals of CBSE Senior Secondary schools.

Experience sharing Tool for School Principals Experience sharing Performa for Institutional Heads of Higher Educational Institutions Tools training needs of assessment for DEOs and BEOs.

Other Academic and Professional Contributions

30th International Diploma Programme in Educational Planning and Administration (IDEPA), 1 February - 30 April, 2014.

Consultancy and Academic Support to Public Bodies

Attended 18th BoS Meeting of University School of Education, GGS Indraprastha University, Dwarka, New Delhi, April 2, 2014.

Attended UGC Joint Expert Committee for evaluating the proposal for extending the Autonomy of the Autonomous College of Andhra University in Visakhapatnam, April 15&16, 2014.

Attended RAC meeting of NAARM (National Academy of Agricultural Research Management) – ICAR Institution Hyderabad, April 24, 2014.

Attending Faculty Committee meeting of Faculty of Education, Jamia Millia Islamia, May 8, 2014.

Contributed to the educational modules on Disaster Management in Education developed by NDMA.

Attended and contributed in the consultative meeting of the State Higher Education Councils (SHEC).

Membership of Eminent bodies outside NUEPA

UGC Nominee on Board of Governors of JSS Law college (Mysore University).

UGC Nominee on the Planning & Monitoring Board of the Bharati Vidyapeeth Deemed University, Pune.

Visitor's Nominee in Executive Council of Jamia Millia Islamia.

Member, Governing Body, Air Force Kendriya Vidyalaya.

Member of the Committee for prevention of Sexual Harassment of Women at the workplace, NCERT
UGC Representative on Autonomous Management College—GITAM (Andhra Pradesh).

Member, Executive Committee, COBSE

Honorary Member, National Commission for Minority Educational Institutions (NCMEI) with special mandate to support the issues of Minority Girls Education.

Visitor's Nominee on the Selection Committee for appointment of Teachers in the Faculty of Education, Delhi University (North Campus).

Member, UGC Constituted Expert Committee to evaluate the performance and academic attainments for the extension of autonomous status to Maharajah's college, Vizianagaram, Andhra University.

Member, Advisory Committee of Academic Staff College of Indore University, Indore.

Member, Board of Studies, GGS Indraprastha University.

Member, KVS Advisory Committee for ZIETs
Member, Editorial Board of Manpower Journal Vol. XLVI, No.3 of Institute of Applied Manpower Research.

Member, Committee of Model Code.

Member, DPS Educational Society.

Member, UGC Constituted Expert Committee to evaluate the performance and academic attainments for the extension of autonomous status to M.E.S. Mampad College, Malappuram, Kerala.

Member, Board of Management of DPS Sitapur, Hathras, Aligarh, Rajnagar, Ghaziabad etc.

Member, Executive Council of YMCA University of Science and Technology, Gurgaon.

Savita Kaushal

Publications

Books/Chapters:

“Making RTE Effective: Way Forward Through Common School System” in Book titled Common School System & Right to Education, Published by Patna University, Periyar Prakashan, ISBN-978-81-921872-9-7.

Two Chapters titled “Right to Education Act” and “Community Participation” in Self-Instructional Manual on ‘School Organization and Management for School Principals’, Published by DIET, Karkardooma, ISBN 978-81-929615-1-4, 2014.

Research Papers/Articles/Notes:

Article titled “A Case Study of Mirambika: A Child Friendly Approach to Pre-School Education”, The Primary Teacher, July–October 2012, Volume XXXIX, No. 1 and 2 (January and April 2014), ISSN 0970-9282.

“Vidyalaya Netretva Shamtaka Vidyarthiyoki Shaikshak Uplebdhi Par Prabhav”, Pariprekshya 2013. Varsh 20, Volume 3 (December 2013), NUEPA.

Participation of Muslims in Education: Policy Perspective and Provisions, Journal of Indian Education, November 2014.

“Case Study of IIT Nursery School, Delhi: As an Innovative Approach to Pre-Schooling”, Published in Rajyastariya Shaikshik Seminar, Published by DIET, Bhagalpur, March 2015.

Participation in Seminars/ Conferences/ Workshops

National:

Participated in Orientation Workshop for lesson writers of two years' Diploma Programme in 'Early Childhood Care and Education', organised by National Institute of Open Schooling (NIOS), May 23, 2014.

Participated in Workshop on 'Awareness Generation for Early Childhood Care and Education', organised by NCERT, June 13 & 16, 2014.

As Member of Review Committee, participated in Workshop organised by the NIOS to review the lessons of two years programme in "Early Childhood Care and Education", October 18, 2014.

Chaired a session in the follow-up Workshop on 'Improving participation of children in elementary schools', November 10-14, 2014.

Participated in National Conference under the National Scheme of Awards for Innovations in Educational Administration & Management (NSIEA) and acted as rapporteur for a session, NUEPA, New Delhi, November 28-29, 2014.

Participated in National Consultative Meet on School Standards and Evaluation and also as Member of the group work team on the theme "Learners Progress, Attainment and Development", India Habitat Centre, New Delhi, February 10-11, 2015.

Participated in Conference on 'Education in Delhi: Marginalisation, Diversity and Schools', organised by Ambedkar University, New Delhi, March 18-20, 2015.

Participated in ANTRIEP regional workshop on 'Education of Marginalized', organised by NUEPA, March 25-27, 2015 and acted as a rapporteur for a Session on March 26, 2015.

International:

Participated in international Seminar on 'Massification of higher education in large academic systems', New Delhi, November 10-11, 2014 and acted as a rapporteur for a session.

Training Programmes/Conferences/Workshops Organized

Coordinated Workshop based on project reports completed under XXXIV Diploma programme in Educational Planning and Administration (Ph-III), NUEPA, May 05 - 09, 2014.

Training Materials and Courses Developed & Transacted

As one of the coordinators and member of the team for development of M.Phil programme, prepared the curriculum for two optional courses viz. Early Childhood Care and Education (OC-6) and Course on Health, Nutrition and Schooling OC-13 for the programme.

Member of the team for development of PGDEPA Programme.

Other Academic and Professional Contributions Supervision/Evaluation:

Guidance for dissertation to PGDEPA participant, Ajanta Brahma (Assam), on the research study titled "SCERT in ASSAM: Status, Issues and Concern".

Guidance for dissertation to PGDEPA participant, Thebi Joseph (Nagaland), on the research study titled "A study on Implementation of In-service Teacher Training Programmes in SCERT, Kohima, Nagaland".

Guidance in project work to PG Diploma in School Leadership and Management participant, Mr. Sandeep Kumar, on his research study titled "A study on impact of multiple teaching strategies on students' achievement in science subject".

Guidance for dissertation to IDEPA participant, Ms. Souk Sophal, on the research study titled “A study of training needs and challenges of educational administrators (School Administration) in Government schools in Phnom Penh Capital, Cambodia”.

Course Coordination:

As Coordinator of Post Graduate Diploma Programme in Educational Planning and Administration, 2014-15, prepared Background Paper, Handbook, Brochure Reading Material and Report of the Programme along with the Programme team members.

Member of the M. Phil Curriculum Working Group on CC2: Understanding Indian Education.

Teaching:

Associate Faculty and Resource Person for Course Code 901 (Basics in Educational Planning and Administration) of PGDEPA.

Conducted seven sessions for Course Code 901 (Basics in Educational Planning and Administration) of PGDEPA.

As Convenor and Faculty for Course Code 905 (Project Work and Writing) of PGDEPA, conducted 13 sessions of the course.

Resource Person for Course Code 902 (Indian Education: A Perspective) of PGDEPA and conducted three sessions for the course.

As Resource Person for PG Diploma on School Leadership and Management, conducted five sessions in ‘Key Area: Developing Self’ on different topics besides contributing material.

Took two sessions - one on ‘Early Childhood Care and Education’ and the other on ‘Education and ICT development’ - for Course Code 902 of PGDEPA.

Took two sessions of IDEPA - one on ‘Self Development and Institutional Transformation

(Course Code 212) and the other on ‘Proposal Writing’, March 3, 2015.

Took session on Research Methodology (Course Code 212) of IDEPA, March 23, 2015.

Other Activities:

Participated in the NUEPA staff retreat at Suraj Kund, New Delhi, January 16-17, 2015 and acted as Rapporteur on the theme “Faculty Development”.

Consultancy and Academic Support to Public Bodies Participated in the meeting for development of Practicum Manual for the Two Year Programme on Early Childhood Care and Education, National Institute of Open Schooling, July 7, 2014.

Resource Person for the session on “Emerging issues and challenges for school principals in the context of RTE 2009” at DIET, Karkardooma, January 13, 2015.

Participated in the expert committee meeting for revision of ES361: Educational Technology of B.Ed. Programme at IGNOU, March 3&4, 2015.

Editorial Board Member of Greener Journal of Educational Research and Greener Journal of Educational Studies (<http://gjournal.org>) ISSN:2354-225X.

Mona Sedwal

Publications

Research Papers/Articles/Notes:

“Role of Indian Theatre in Maharashtra for Raising Social and Political Awareness - A Case Study of Two Plays”, Innovative Thoughts (International Research Journal), Vol. 1(5), (April 2014): 5-13. pISSN 2321-5143 eISSN 2347-5722.

“Can Capacity Building Empower The Teachers? An Introspection”, Edusearch Journal of Educational Research, Vol.5 (2) (October 2014): 7-14. ISSN: 0976-1160.

Book/ Article Reviews:

Review on Jagdish Lal Azad's book titled 'Evolution of Indian Education', Gyan Publishing House, New Delhi, published in Journal of Educational Planning and Administration, Volume XXIX, No. 1 (January 2015): pp. 81-83.

Participation in Seminars/Conferences/ Workshops

National:

Participated in Workshop on 'Research Programme on Elementary Education based on DISE Data', NUEPA, New Delhi, July 1, 2014.

Participated in Seminar on 'Transforming Education through Community Engagement', NUEPA, New Delhi, July 22, 2014.

Participated in National Workshop on the 'Research Study on the Working Conditions of Teachers', NUEPA, New Delhi, September 1-3, 2014.

Participated in Workshop on School Standards and Evaluation, organized by NUEPA under the aegis of MHRD, New Delhi, October 30-31, 2014.

National Conference on Innovations in Educational Administration, Department of Educational Administration (NUEPA), Vigyan Bhawan, November 28-29, 2014.

Presented a Paper titled "Trends of Participation among Scheduled Caste Children in Schools" in Indian Sociological Society XI (40th) All-India Sociological Conference on Development, Diversity & Democracy, organized by Department of Sociology, Mahatma Gandhi Kashi Vidyapith, Varanasi, Uttar Pradesh, November 29- December 01, 2014.

National Consultative Meet on School Standards and Evaluation, organized by NUEPA under the aegis of MHRD, India Habitat Centre, New Delhi, February 10-11, 2015.

Participated in Second Anil Bordia Policy Seminar on People's Participation and Decentralized Educational Governance: Policy Reforms and Programme Practices, NUEPA, New Delhi, February 16-17, 2015.

Participated in Conference on Education in Delhi: Marginalisation, Diversity and Schools, AUD Auditorium, Ambedkar University, Delhi March 18-20, 2015.

International:

Presented a Paper titled "Participation of Scheduled Caste Children and Teachers in School Education – A Review", in Fifth International Conference of the Comparative Education Society of India (CESI), organised by University of Delhi, Delhi, November 16-18, 2014.

Participated in International Seminar on 'Massification of Higher Education in Large Academic Systems', organized by Centre for Policy Research in Higher Education (NUEPA) in collaboration with British Council, Hotel Jaypee Vasant Continental, New Delhi, November 10-11, 2014.

Participated in International Seminar on 'School Leadership: Policy, Practice and Research', National Centre for School Leadership (NUEPA), India International Centre, New Delhi, November 17-18, 2014.

Participated in International Colloquium on 'Women Leadership in School Education', organized jointly by NCSL (NUEPA) and University of Edinburgh, United Kingdom, NUEPA, New Delhi, February 12-13, 2015.

Participated in ANTRIEP Regional Workshop on 'Education of Marginalised Groups: Policies Programmes and Challenges' hosted by NUEPA Indian Council for Social Science Research (ICSSR), New Delhi. March 25-27, 2015.

Training Programmes/Conferences/Workshops Organized

Programme Coordinator for the 30th International Diploma in Educational Planning and Administration (IDEPA) at National University of Educational Planning and Administration (NUEPA), New Delhi, February – April, 2014 (with 27 participants from 17 countries).

Programme Coordinator for the Educational Planning and Management for Teacher Educators from Indonesia, November 14-25, 2014.

Programme Coordinator for the Training Workshop on ‘School Development Planning for School Principals Serving Ekalavya Model Residential Schools and English Medium Residential Schools in Maharashtra’, Nashik, Maharashtra, September 22-27, 2014.

Programme Coordinator for the State Level Conference on Educational Planning and Administration for District and Block Education Officers of Haryana, Dr. S. Radhakrishnan Sadan, Kurukshetra University, Kurukshetra, Haryana, January 3-4, 2015.

Programme Coordinator for Capacity Building Programme in Educational Planning and Administration for Newly Recruited Officers from Assam Education Services at SCERT, Guwahati, Assam, January 6-11, 2015.

Programme Coordinator for the State Conference on Educational Planning and Administration for District and Block Education Officers of Assam at Guwahati, January 21-22, 2015.

Programme Coordinator for the State Conference on Educational Planning and Administration for District and Block Education Officers of Punjab, Punjab School Education Board Auditorium, Mohali, Punjab, January 28-29, 2015.

Programme Coordinator for the 31st International Diploma in Educational Planning and Administration (IDEPA), NUEPA, New Delhi, February – April, 2015.

Training Material and Courses Developed & Transacted

Training Module ‘Role of Ashram School Heads’ developed jointly with Prof. B. K. Panda, August 2014.

Associated with conceptualizing, preparing and delivering the programme on Post Graduate Diploma in Educational Planning and Administration (PGDEPA) along with the Department and faculty members, September, 2014.

Other Academic and Professional Contributions

Organised the National Consultation Meeting (coordinated by Prof. K. Ramachandran) on EFA Review Report at NUEPA, New Delhi, June 20, 2014.

Reviewed a book proposal on education for Routledge, An imprint of Taylor & Francis Books January 2015.

Sharing insights on the study on Teachers in the Indian Education System, India International Centre, New Delhi, March 20, 2015 (study carried out with financial support of Rajeev Gandhi Foundation under the aegis of the Chair on Teacher Management and Development with The World Bank (New Delhi) associated with it as a technical partner).

Participated in Meeting for finalizing the instruments for data collection for a project on Teaching and Learning in Indian Higher Education, CPRHE (NUEPA), New Delhi, March 20, 2015.

Attended Launch of 2015-Education for All (EFA) Global Monitoring Report (GMR) and Round Table on Education for All in India: Progress, Challenges and priorities for the Post- 2015 Education Agenda organised by NUEPA and UNESCO.

Consultancy and Academic Support to Public Bodies

Reviewed Training of Trainers (TOT) module titled 'TOT Module for Teachers on Creation of Culture of Safety through Knowledge and Education' (prepared under the capacity building study of National Cyclone Risk Mitigation Project (NCRMP) by National Institute for Disaster Management (NIDM), New Delhi, April, 2014.

Provided academic inputs and suggestions to improve the quality of the Educational Video lectures in the Preview Meeting held at Consortium for Educational Communication (CEC), New Delhi on December 11, 2014, February 23, 2015 and March 3, 2015.

Delivered several sessions on Teaching Methods in Six Day Capacity Building Programme for ITI Principals from Delhi, Chhattisgarh, Uttar Pradesh, Maharashtra, Haryana, Punjab, Rajasthan, Odisha, Gujarat and Madhya Pradesh at IIFT Bhawan, Qutab Institutional Area, New Delhi, May and June 2014.

Membership of Eminent Bodies outside NUEPA

Life Member, Comparative Education Society of India (CESI), JNU, New Delhi.

Life Member, All India Association for Educational Research (AIAER), Bhubaneswar.

Life Member, Indian Sociological Society (ISS), New Delhi.

NATIONAL CENTRE FOR SCHOOL LEADERSHIP

Rashmi Diwan (HOD)

Publications Books/Chapters:

Chapter titled "Adult Literacy, Education and Lifelong Learning: Towards Sustained Development of All" in 'Education as a Right Across the Levels: Challenges, Opportunities and Strategies'. Viva Books, 2014. pp. 218-231.

Research Papers/Articles/Notes:

"Small schools in rural India: 'Exclusion' and 'inequity' in hierarchical school system", Policy Futures in Education (Special Issue: Indian Education at the Crossroads of Postcoloniality, Globalization and the 21st Century Knowledge Economy - Part 1), Guest editor: Mousumi Mukherjee, SAGE Journal (February 2015), 13: 187-204, doi: 10.1177/1478210315579971.

Research Studies Ongoing:

Roles and Responsibilities of School Heads: A National Perspective (jointly with Dr. Kashyapi Awasthi).

Training Programmes/Conferences/Workshops Organized

Coordinated and conducted International Seminar on 'School Leadership : Policy, Practice and Research', IHC, New Delhi, November 17-18, 2014.

Presented a Paper on "Adult Literacy, Education and Life Long Learning: Towards Sustained Development

of All”, International Education Conference 2014 (IEC 2014), Jamia Millia Islamia, New Delhi, March 10-11, 2014.

Training Materials and Courses Developed & Transacted

As part of the team of NCSL, conceptualized and launched “One-month Certificate Course on School Leadership and Management”, 2014.

As part of the team of NCSL, conceptualized and launched “One year Post-Graduate Diploma in School Leadership and Management”, 2014.

Provided guidance, support in all the capacity building programmes organized by NCSL team.

Module “Conceptual Understanding School Leadership” used as a resource in the Workshops and Training Programmes on School Leadership for School Head, NUEPA.

Module “Guiding Through the Preparation of School Development Plan: A Handbook for School Heads” (jointly with Dr. B.K. Panda) used as resource material in Workshops and Training Programmes on School Leadership for School Heads, NUEPA.

Module “Learning Small Multi-grade Schools: A Practical Guide for the Head Teachers” as Specialized Focus Area for specific target group to be used as part of School Leadership Development (jointly with Dr. Mona Sedwal), NUEPA.

Curriculum Framework and Programme Design on School Leadership Development (2014), NUEPA, New Delhi (one of the contributors).

A handbook on School Leadership Development (2014), NUEPA, New Delhi (one of the contributors).

Other Academic and Professional Contributions Supervision/Evaluation:

Supervised Ms. Meenu Sharma for her Ph.D. Research Study titled “Role of Adult Education in

Improvement of the Quality of Life of Neo-literates in Ajmer District of Rajasthan”.

Supervised Ms. Rashim Wadhwa for her Ph.D. Research Study titled “Determinants of entry to Higher Education in India”.

Course Coordination:

Course in-charge in courses on Educational Management and Administration in DEPA and IDEPA programmes.

Other Activities:

Provided guidance in all the training programmes & capacity building programmes organized by NCSL.

Consultancy and Academic Support to Public Bodies

Invited as Resource Person by NCERT, SCERT for several lecture sessions on School Leadership, School Development Plans, Institutional Planning etc.

Membership of Eminent Bodies outside NUEPA

Member, Consultative Committee on Leadership Programme and School Management, Bharatiya Vidya Bhavan, New Delhi.

Life Member, Comparative Education Society of India (CESI), Jawaharlal Nehru University, New Delhi.

Member, Research Support Group (SRSG), constituted by State Council of Educational Research and Training, New Delhi.

Founder Member, Dr. S. Radhakrishnan Shiksha Samiti, constituted by the Board of School Education, Haryana for establishment of Dr. S. Radhakrishnan Model School to work as a Lab school for testing innovative strategies and methodologies in school education.

Life Member, Indian Association of Educational Planners and Administrators, New Delhi.

Life Member, Common Wealth Council of Educational Administrators, New Delhi.

Sunita Chugh

Publications Books/Chapters:

Chapter on “Elementary Education in India: Progress and Prospects” (co-authored) in M. Mukhopadhyay & M. Parhar (eds.) Indian Education: A Development Discourse (January 2015). Shipra Publications.

Unit on Community Participation in Education, NIOS Modules November 2014 Curriculum Framework and Programme Design on School Leadership Development (2014): NUEPA, New Delhi (one of the contributors).

A handbook on School Leadership Development (2014); NUEPA, New Delhi (one of the contributors).

Research Papers/Articles/Notes:

Civil Strife and education of Children: A study of Districts affected by Left wing Extremism, Journal of Indian Education, Vol. XXXX, No. 1 (May 2014), NCERT,

Research Studies

Ongoing:

Study on Critical Assessment of participation of Children in Education in Urban Slums in India.

Participation in Seminars/Conferences/Workshops

National:

Made a Presentation on “School Leadership: A National Perspective” in National Workshop on ‘Planning and Implementation of Comprehensive Quality Improvement Programme’, organized by MHRD, July 9-10, 2014.

Participated in State Consultation Meet on School Leadership Development at Puducherry July 23, 2014.

Participated in State Consultation Meet on School Leadership Development in Bihar, Patna, September 3, 2014.

Participated in State Consultation Meet on School leadership Development in Maharashtra, Mumbai, 2014.

Made a Presentation on “Strategies for quality education of out- of- school children” in a Conference on ‘UDC-City base plan for quality education of out- of- school children’, organized by MHRD, October 28-29, 2014.

International:

Presented Paper on “Leading schools in Urban Impoverished areas” in International Seminar on ‘School Leadership: Policy, Perspective and Research’, November 17-18, 2014. Made a Presentation on “Educational leadership: Indian perspective” in International Colloquium on ‘Women Leadership in School Education’, February 12-13 2015.

Training Programmes/Conferences/Workshops Organized

Organised Workshop on ‘Designing Research Tools’ for the Study on “Critical Assessment of participation of children in education in urban slums in India”, New Delhi, September 29-30, 2014.

Coordinated and facilitated Capacity Building Workshop on School Leadership Development of State Resource Group in Punjab, Ludhiana, October 27-November 4, 2014.

Coordinated and facilitated Capacity Building Workshop on School Leadership Development of State Resource Group in Chhattisgarh, Raipur, December 22-28, 2014.

Coordinated Workshop on School Leadership for School Heads of Delhi and delivered lectures, January 9-10, 2015.

Other Academic and Professional Contributions

Course Coordination:

Convened Course 101 (Preparatory Exercise) and Course 107 (Leading Partnership) and took sessions along with assignment designing and course evaluation in Post Graduate Diploma in School Leadership and Management, 2014-15.

Teaching:

Took teaching sessions of Key Area 6: "Leading Partnership" along with two sessions of Key Area 5: Leading Innovation ("Reimagining the school through Innovation" & "Reward and Recognition") in One Month Summer Programme on School Leadership and Management, June 2-27, 2014.

Conducted two sessions in DEPA Programme –one on "Rural Urban Disparity in education", October 20, 2014 and the other on "Education in Urban Areas with focus on slum Areas", December 10, 2014.

Other Activities:

Conducted a spot study as a domain expert on "Seasonal Hostel Education for Children of Migrant families: An Odisha Experience", Lal Bahadur Shastri National Academy of Administration (LBSNAA), November 8-10, 2014.

Editing Team of National Programme Design and Curriculum Framework and Handbook on School Leadership Development in English and Hindi (November 2014), NUEPA, New Delhi.

Consultancy and Academic Support to Public Bodies

Coordinated with MHRD and TSG and made presentations on the developments in NCSL from time to time.

Attended PAB meetings for School Leadership

Development for the select states during 2014-15.

Membership of Eminent Bodies outside NUEPA

Member, Committee on Out-of-School Children, Directorate of Education, Delhi.

Member, Steering Committee on Education of Children in Conflict Area, UNICEF.

Life Member, Comparative Education Society of India (CESI).

Life Member, All India Association of Teacher Education (AIATE).

Kashyapi Awasthi

Publications

Books/Chapters:

Translated and edited the Curriculum Framework and Handbook on School Leadership Development for school heads in Gujarati

Participation in Seminars/Conferences/ Workshops

National:

Resource Person for three sessions on "Institutional Planning and Assessment for DIETs and SCERTs" at the National Workshop on 'Institutional planning and assessment', NCERT, August 2014.

Panelist at the School of Tomorrow Conference for the Panel Discussion on "Is Bigger the Enemy of Better - Can private schools balance the demand for growth while maintaining quality?" J W Mariott Hotel, Aerocity, New Delhi, August 22, 2014.

Participated in the Round Table Conference on 'Changing Academic Scenario in Higher Education: Is Academia able to attract good professionals? What motivates professionals to join the field? How does the academia respond to the changing needs?' Department of Management Studies, IIT Delhi, February 2015.

Presented Paper at the National Seminar on 'Implementation of RTE and Mid Day Meal Programmes: Promises and Challenges on Implementation of RTE and the Status of KGBVs in Gujarat', M.P Institute of Social Science Research, Ujjain, March 25-26, 2015.

International:

Presented Paper on "Roles and Responsibilities of School heads: An analysis of six States" (co-authored by Rashmi Diwan and Anthony Joseph) at the International Seminar on 'School Leadership: Policy Practice and Research', IIC, New Delhi, November 17-18, 2014.

Presented Paper on "Leading Schools in High Poverty Contexts – Theoretical Perspectives and Practical Orientations" (co-authored by Tamo Chattopadhyay) at the International Seminar on 'School Leadership: Policy Practice and Research', IIC, New Delhi, November 17-18, 2014.

Participated in the International Colloquium on 'Women Leadership in School Education', NUEPA, February 12-13, 2015.

Lectures Delivered Outside:

Delivered a Bhaikaka Memorial Lecture on "Improving schools: Role of leadership in school Education", Department of Education, Sardar Patel University, Vallabh Vidyanagar, Gujarat, December 19, 2014.

Training Programmes/Conferences/Workshops Organized

Organized five-day Workshop for translation of handbook and curriculum framework in Gujarati, Department of Education, The M. S. University of Baroda, Gujarat, May 19-23, 2014.

Organized 10- day Capacity Building Programme for the State Resource Group in Himachal Pradesh, Kullu, July 14-24, 2014.

Organized a two-day Consultation for Phase III States

on 'Planning for School Leadership Development', India International Centre, New Delhi, September 15-16, 2014.

Organized six-day Workshop for translation of handbook and curriculum framework in Gujarati, NUEPA, New Delhi, September 21-26, 2014.

Organized International Seminar on 'School Leadership: Policy, Practice and Research', India International Centre, New Delhi, November 17-18, 2014.

Organized 10-day Capacity Building Programme for the State Resource Group in Tripura, Agartala, November 24-December 4, 2014.

Organized 10-day Capacity Building Programme for the State Resource Group in Gujarat, M.B. Patel College of Education, Vallabh Vidyanagar, Anand, December 8-19, 2014.

Organized 10-day Capacity Building Programme for the State Resource Group in Mizoram, Aizawl, January 28-February 6, 2015.

Participated as Resource Person for six days in the 10-day Capacity Building Programme for the State Resource Group in Meghalaya, March 28, 2015 onwards.

Training Materials and Courses Developed & Transacted

Member of the Course Team on 'Educational Administration' and took sessions on unit on School Leadership.

Member of the Team for the development of course on one year Post Graduate Diploma in School Leadership and Management.

Other Academic and Professional Contributions

Supervision/Evaluation:

Provided guidance for dissertation to DEPA participant, Ms. Jasvinder Kaur (Jammu), for her research study "Para Teachers in India-Status of

Rehbar-e-Taleem Scheme in J&K: A Case Study of District Reasi”.

Provided guidance for dissertation to IDEPA participant, Ms. Hajer Hanchi (Tunisia), for her research study titled “Absenteeism of teachers in government Primary Schools in the region of Sousse, Tunisia”.

Provided guidance for dissertation to IDEPA participant, Ms. Cho Cho Win (Myanmar), for her research study titled “A Study of influence of School Leadership on the Students’ Learning in Primary School in Yangon Region, Myanmar”.

Teaching:

Convener of the Course 102 on Perspective on School Leadership and took 29 sessions along with assignment designing and course evaluation.

Other Activities:

Prepared reports on different Capacity Building Programmes conducted in states of Gujarat, Tripura, Mizoram and Himachal Pradesh.

Report on the Annual Review and Planning Workshop and the International Seminar on School Leadership.

Consultancy and Academic Support to Public Bodies

Member of the Advisory Editorial Board of Himgiri Education Review (HER) ISSN 2321-6336.

N. Mythili

Publications

Books/ Chapters:

National Programme Design and Curriculum Framework on School Leadership Development (2014): NUEPA, New Delhi (one of the contributors).

A Handbook on School Leadership Development

(2014): NUEPA, New Delhi (one of the contributors).

Book/Article Reviews:

Paul Miller (2013): School leadership in Caribbean countries. UK: Symposium Books, Reviewed in Journal of Educational Planning and Administration, India (October, 2014).

Participation in Seminars/Conferences/ Workshops

National:

Chaired a session on Karnataka, Andhra Pradesh, and Telangana in the workshop on "Improvement of School Participation of children at Elementary Level", NUEPA, New Delhi, September 8-12, 2014.

Conducted the session “Choosing Policy options” in the workshop titled ‘Orientation Programme on ‘Public Policy Making in Education’, NUEPA, New Delhi, November 17-22, 2014.

International:

Presented Research Paper titled “Women in School Leadership: Case Study of Women Heads in Indian context” at International Conference on “Education, Politics and Social Change”, organized by Comparative Education Society of India, November 16-18, 2014.

Presented Research Paper “Representation of Women in School leadership Positions in India” at International Seminar on ‘School leadership: Policy, Practice and Research’, organized by NUEPA, New Delhi, November 17-18, 2014 and at International Colloquium on “Women leaders in School Education”, jointly organized by NUEPA and University of Edinburgh, UK, February 12-13, 2015.

Training Programmes/Conferences/Workshops Organized

Capacity Building of State Resource Group (SRG) in Andhra Pradesh at Hyderabad, January 27-February 9, 2015.

Capacity Building of SRG in Telangana at Hyderabad during February 3-12, 2015.

Coordinator for International Colloquium on Women Leadership in School Education by NUEPA, India and University of Edinburgh (UK), February 12-13, 2015.

Capacity Building of State Resource Group in Meghalaya, Shillong, March 31, 2015 onwards.

Other Academic and Professional Contributions

Course Coordination:

Coordinated Key Area 5 on 'Leading Innovations' in the Summer Programme on School Leadership Development: and facilitated sessions.

Coordinated and taught the course on 'Leading Innovations' in PG Diploma in School Leadership and Management, March 7-27, 2015.

Coordinator of Post Graduate Diploma in School Leadership and Management for the academic year 2014-15.

Other Activities:

Translation of National Programme Design and Curriculum Framework and Handbook on School leadership Development into Telegu language in Andhra Pradesh and Telangana states were coordinated and organized respectively on August 12-18, 2014 and October 18-22, 2014 followed by editing and finalization by a group of two members in December 2014.

Coordinated the Programme of Signing of the MoU (Memorandum of Understanding) between NUEPA and University of Edinburgh, New Delhi, February 20, 2015.

Subitha G. V.

Participation in Seminars/Conferences/ Workshops

National:

Participated in two -day Workshop on 'School Leadership for Delhi School Heads', organized by NCSL-NUEPA, New Delhi, January 9-10, 2015.

International:

Presented research Paper titled "Transformative education and social change" at 5th International Conference of the Comparative Education Society of India, Delhi University, November 16-18, 2014.

Presented research Paper titled "School Leadership Programme in Odisha and Karnataka: Role of State Level Mentors" at International Seminar on 'School leadership: Policy, Practice and Research', NUEPA, New Delhi, November 17-18, 2014.

Participated in International Colloquium on 'Women school leaders in school education', organized by NCSL-NUEPA, New Delhi, February 12-15, 2015.

Participated in ANTRIEP Regional Workshop on 'Education of Marginalized groups-policies, programmes and challenges', NUEPA, New Delhi, March 25-27, 2015.

Training Programmes/Conferences/ Organized

Coordinated the one-month summer programme on 'School leadership and management' at NUEPA, June 2-27, 2014.

Coordinated the translation workshops at Dharwad, Karnataka in two phases on August 5-7, 2014 and September 2-4, 2014.

Coordinated the State Consultation on School leadership in Odisha, August 27-28, 2014.

Coordinated the SRG Capacity Building Workshop at Odisha, Bhubaneswar, November 20-29, 2014.

Coordinated the SRG Capacity Building Programme at Dharwad, Karnataka, December 15-24, 2014.

Other Academic and Professional Contributions

Teaching:

Course on 'Transforming teaching learning processes' in DEPA programme.

Course on 'Transforming teaching learning process' as part of the one-month summer programme on 'School leadership and Management', June 2014.

Course on 'Transforming teaching learning processes' as programme at NUEPA, 2014-15.

Conducted sessions on "Transforming teaching learning process" as part of the PG Diploma Programme on School Leadership and Management 2014-15.

Anthony Joseph

Project Consultant – Senior

Participation in Seminars/Conferences/Workshops

National:

Presented Paper on "Collective and corporate responsibility: Agency of Self-conscious Minds for Analysis of Joint Action", organized by Department of A&A Economics, Utkal University, Vani Vihar, Bhubaneswar, August 22-23, 2014.

- National Consultation on School Leadership Development for 14 Phase-III states, NCSL – NUEPA, India International Centre, September 2014.
- National Resource Group Workshop for sharing of PG Diploma Programme in School Management, NCSL – NUEPA, Delhi.
- National Advisory Group Meeting at NCSL – NUEPA, February 28, 2015.

- National Review and Planning Workshop on School Leadership Development, NCSL – NUEPA, March 16 & 17, 2015.

Consultative Meet for Collaboration with Anchor Institutions on School Leadership Development- Chhattisgarh & Uttarakhand, March 30, 2015.

International:

Presented Paper titled "Reflexive Pedagogy: Towards Crafting Discourses of Professional Knowledge, Practice and Engagement for Social Justice" at Fifth International Conference, 2014 on 'Education, Politics and Social Change', organized by Comparative Education Society of India (CESI), Conference Centre, Delhi University, November 16-18, 2014.

Participated in International Colloquium on 'Women Leadership in School Education', NCSL – NUEPA, Delhi, February 12 & 13, 2015.

Presented Paper titled "Roles and Responsibilities of School heads: An Analysis of six States", NCSL-NUEPA, IIC, New Delhi, November 17 & 18, 2014.

Training Programmes/Conferences/Workshops Organized

Resource Person, Trainer and Academic Support in Capacity Building Workshop on 'School Leadership Development Programme' (SLDP) for State Resource Group in Tripura (Agartala, November 23-December 6, 2014), Manipur (Imphal, December 18-27, 2014) and Mizoram (Aizawl, January 26-February 8, 2015).

Other Academic and Professional Contributions

Teaching:

- Co-Facilitator of Course 102 – Perspective on School Leadership for Post Graduate Diploma Programme in School Leadership and Management for the academic year 2014-15.

Membership of Eminent Bodies outside NUEPA

Comparative Education Society of India (CESI)

G. S. Negi

Project Consultant – Senior

Training Programmes/Conferences/Workshops Organized

Conducted State Consultation and Capacity Building Workshops on ‘School Leadership development’ for State Resource Groups in West Bengal, Uttarakhand and Manipur during 2014-15.

One-month summer course and PG Diploma course in SLDP.

Guided Principals Capacity Building Workshop at DIET Pauri District, Uttarakhand, November 2014.

Two-day Capacity Building Workshop for Delhi school principals, NUEPA, New Delhi, January 9-10, 2015.

Assisted Dr.Sunita Chugh in conducting Anchor institutions meet.

Training Materials and Courses Developed & Transacted

Prepared detailed session-wise modules for Key Area 4 Building and Leading Teams for SRG.

Other Academic and Professional Contributions

Teaching:

Taught course on “Leadership by building and leading teams in schools” in PGDSLML (December 2014) and one-month summer programme (June 2014).

Other Activities:

Coordinated translation of the Curriculum Framework and the Handbook of SLDP in Bengali and Manipuri.

Charu Malik

Project Consultant Publications

Books/Chapters:

National Programme Design and Curriculum Framework on School Leadership Development (2014): NUEPA, New Delhi (one of the contributors).

A Handbook on School Leadership Development (2014): NUEPA, New Delhi (one of the contributors).

Training Programmes/Conferences/Workshops Organized

One of the coordinators for Capacity Building programme of State Resource Group in Himachal Pradesh, July 14-23, 2014.

Co-ordinated and facilitated Capacity Building programme of State Resource Group in Uttar Pradesh, August 4-13, 2014.

Co-ordinated and facilitated State Consultation on School Leadership in Bihar, September 3-4, 2014.

One of the coordinators for National Consultation for Phase III States on Planning for School Leadership Development, September 15-16, 2014.

Coordinated and facilitated Capacity Building programme of State Resource Group in Bihar, September 19-28, 2014.

Facilitated sessions in Capacity Building programme of State Resource Group in Uttarakhand, October 9-12, 2014.

Coordinated and facilitated Capacity Building programme of State Resource Group in Haryana, November 29 -December 8, 2014.

Coordinated the 2nd National Review and Planning Workshop on School Leadership, March 16-17, 2015.

Other Academic and Professional Contributions

Course Coordination:

Coordinated and took teaching sessions of Key Area 2: Developing Self in the One Year Post Graduate Diploma on School Leadership and Management, December 2014.

Teaching:

Took teaching sessions of Key Area 3: Transforming Teaching Learning in the One Month Summer Programme on School Leadership and Management, June 2014.

Other Activities:

Editing team of National Programme Design and Curriculum framework on School leadership Development and A Handbook on School Leadership Development in Hindi (November 2014): NUEPA, New Delhi.

Awarded Ph.D. in “A Study on Equity in Access and Participation in Secondary Education in Uttar Pradesh” from NUEPA (February 2015).

Namrata

Project Consultant

Participation in Seminars/Conferences/Workshops

Presented a Paper on “Enhancing School Effectiveness: Social and Emotional Competence” at the International Seminar on ‘School Leadership: Policy, Practice and Research’, organized by NCSL, NUEPA at IIC, New Delhi, November 17-18, 2014.

Presented a Paper on “Growth Mindset and Educational Leadership” at the 1st International Conference on Positive Psychology: The Ripple Effect organized by the Indian Association of Positive Psychology, Manav Rachna University, Faridabad, February 27-March 1, 2015.

Participated in the International Colloquium on Women Leadership, organized by NCSL, NUEPA at NUEPA, New Delhi, February 12-13, 2015.

Other Academic and Professional Contributions

Course Coordination:

Associate Coordinator of one-year programme on Post Graduate Diploma in School Leadership and Management 2014-15, NUEPA for Delhi secondary school heads, vice-principals and teachers.

Course convener of the Participant Seminar as part of the PG Diploma Programme.

Teaching:

Session on ‘Case Study in Research Method’ as part of the PG Diploma in School Leadership and Management programme.

Other Activities:

Contributed in the Hindi translation of NCSL Curriculum Framework, Handbook and Resource Materials.

Provided academic support for the eight-day Workshop on Capacity Building of State Resource Groups (SRGs) held in Chhattisgarh, December 22-28, 2014.

Provided academic support for the two-day 2nd National Review and Planning Workshop, IHC, New Delhi, March 16-17, 2015.

Ms. Darakshan Parween

Project Consultant – Junior

Training Programmes/Conferences/Workshops Organized

Provided academic, administrative and logistic support in organizing the following National and state-level programmes on School Leadership besides participating in the group activities and preparing their minutes.

Translation Workshop of Curriculum Framework and Handbook on School Leadership Development in Hindi, May 2014.

State Consultations, Capacity Building of State Resource Group (SRG) and school heads on school leadership for the states of Uttar Pradesh, Chhattisgarh, Gujarat, Kerala, Andhra Pradesh, Himachal Pradesh, Mizoram, West Bengal, Bihar, Odisha, Punjab, Meghalaya, Tripura, Manipur, Uttarakhand and Haryana.

State Consultation on School Leadership Development, Odisha, August 2014.

National Consultation on School Leadership Development for 14 Phase-III states, September 2014.

NRG Workshop for sharing of PG diploma programme.

State Resource Group Training on School Leadership Development, Odisha, August 19-29, 2014.

International Colloquium on Women Leadership, February 2015.

National Advisory Group Meeting, February 2015.

MoU signing event between NUEPA and University of Edinburgh, February 2015.

2nd National Review Planning Workshop on School Leadership Development for 22 States, March 16-17, 2015.

Training Materials and Courses Developed & Transacted

Provided the following support in curriculum and material development:

Academic input in the development of Curriculum Framework and National Programme Design on School Leadership and have given suggestions for making it more concise and more relevant.

Designed sessions in the Handbook on School Leadership Development for the capacity building of State Resource Group (SRG) and School Heads on

the key areas of curriculum framework i.e. Building and Leading teams, Leading Innovation and Leading Partnership.

Other Academic and Professional Contributions

Teaching:

Took teaching sessions during the capacity building of school heads in one-month summer programme on School Leadership Development at NUEPA, June 2014.

Took teaching sessions during the capacity building of State Resource Group (SRG), at Bhubaneswar, Odisha, November 19-29, 2014.

Other Activities:

Prepared excerpt of 12th Five Year Plan on School Leadership, July 2014.

Prepared reports of various meetings of NCSL like National Advisory Group (NAG) Meeting, Meetings with MHRD and Meetings with NCERT, KVS and other NGOs.

Prepared report for National Review Planning Workshop (March 2015).

Prepared e-database of state officials, National Resource Group (NRG), State Resource Group (SRG) and school heads.

Gathered school data from U-DISE 2013-2014 for making position paper of 35 states and Union Territories in MS Excel (July, 2014).

ICT data analysis for four states (Haryana, Maharashtra, Karnataka, Himachal Pradesh).

Monika Bajaj

Project Consultant – Junior

Training Programmes/Conferences/Workshops Organized

Provided academic, administrative and logistic support in organizing the following National and

state-level programmes on School Leadership besides participating in the group activities and preparing their minutes.

Translation Workshop of Curriculum framework and Handbook on School Leadership Development in Hindi, May 2014.

State Consultations, Capacity Building of State Resource Group (SRG) and school heads on school leadership for the states of Uttar Pradesh, Chhattisgarh, Gujarat, Kerala, Andhra Pradesh, Himachal Pradesh, Mizoram, West Bengal, Bihar, Odisha, Punjab, Meghalaya, Tripura, Manipur, Uttarakhand and Haryana.

National Consultation on School Leadership Development for 14 Phase-III states, September 2014.

National Resource Group Workshop for sharing of PG diploma programme.

International Research Seminar on School Leadership, November 2014.

International Colloquium on Women Leadership in School Education, February 2015.

MoU signing event between NUEPA and University of Edinburgh, February 2015.

National Advisory Group Meeting, February 2015.

2nd National Review Planning Workshop on School Leadership Development for 22 States (March 2015)

Consultative Meet for Collaboration with Anchor Institutions on School Leadership Development- Chhattisgarh & Uttarakhand, March 30, 2015.

Training Materials and Courses Developed & Transacted

Provided the following support in curriculum and material development:

Academic input in the development of Curriculum Framework and National Programme Design on

School Leadership and have given suggestions for making it more concise and more relevant.

Designed sessions in the Handbook on School Leadership Development for the capacity building of State Resource Group (SRG) and School Heads on the key areas of curriculum framework i.e. Building and Leading teams, Leading Innovation and Leading Partnership etc.

Other Academic and Professional Contributions

Teaching:

Took teaching sessions during the capacity building of school heads in One Month Summer Programme on School Leadership Development at NUEPA, June 2014.

Took teaching sessions during the two days capacity building programmes of Delhi school heads at NUEPA, January 2014.

Took teaching sessions during the Post Graduate Diploma on School Leadership Development of Delhi school heads at NUEPA, January 27- February 25, 2015.

Took teaching sessions during the capacity building of State Resource Group (SRG), at Lucknow, Uttar Pradesh, August 4-14, 2014.

Other Activities:

Prepared excerpt of 12th Five Year Plan on School Leadership in July 2014.

Prepared reports of various meetings of NCSL like National Advisory Group (NAG) Meeting, Meetings with MHRD and Meetings with NCERT, KVS and other NGOs.

Prepared report of 10- day Capacity Building of SRG on School Leadership in Uttar Pradesh, August 2014.

Prepared draft report of International Research Seminar on School Leadership, November 17-18, 2014.

Edited minutes of the National Advisory Group Meeting at NUEPA (February 28, 2015).

Prepared report for National Review Planning Workshop (March 2015).

Prepared e-database of state officials, National Resource Group (NRG), state resource group (SRG) and school heads.

Gathered school data from UDISE 2013-2014 for making position paper of 35 states and Union Territories in MS Excel. (July, 2014).

ICT data analysis for four states (Haryana, Maharashtra, Karnataka, and Himachal Pradesh).

CENTRE FOR POLICY RESEARCH IN HIGHER EDUCATION

N. V. Varghese (Director)

Publications

Books/Chapters:

Diversification of Post-Secondary Education. Paris: IIEP/UNESCO (2014).

Governance reforms in higher education: A study of institutional autonomy in Asian countries (with Michaela Martin). Paris: IIEP/UNESCO (2014).

From Schooling to Learning (IWGE Report). Paris: IIEP/UNESCO (2014).

Higher Education in Asia: Expanding out and Expanding up - the rise of graduate education and university research (co-author). Montreal: UNESCO Institute of Statistics (2014).

Research Papers/Articles/Notes:

“Global trends in private higher education.” EDUTECH (May-June 2014): 6-7. New Delhi, 2014.

“MOOCs and higher education in developing countries.” IAU Horizon (2014), 20(1&2): 37-38. Paris (2014).

“Democratizing learning gains: Lessons from the GMR 2013/2014.” NORRAG NEWS, No.50: 39-41. Geneva, 2014.

“Trends in cross-border mobility in higher-ed.” EDUTECH (March-April 2014): 10-11. New Delhi, 2014.

“Institutional autonomy in higher education in India” (co-author with Garima Malik). University News, 53(3): 115- 122. New Delhi, 2014.

“From right to education (RTE) to right to learning.” NORRAG NEWS, No.51:68-69. Geneva, 2014.

“Challenges of massification of higher education in India”. Paper presented at the seminar on 'Massification of higher education in large system countries', jointly organised by the Centre for Policy Research in Higher Education (CPRHE), NUEPA and the British Council-India in New Delhi, November 10-11, 2014.

“BRICS and international collaborations in higher education in India.” Frontiers of Education in China (2015), 10(1): 26-65.

Participation in Seminars/Conferences/ Workshops

National:

Participated in Workshop on 'Higher Education Data.' Planning Commission. April 4, 2014.

Seminar presentation on “Global Learning Crisis and the growing learning deficit”. Balvantray Mehta Vidya Bhawan & ASM Academy, New Delhi, May 9, 2014.

Participated in a Seminar on 'World Class Universities.' PDP University, Gujarat, May 14, 2014.

Participated and made a presentation on "Governance Reforms" in a Seminar organised by SHEC, Trivandrum, May 29-30, 2014.

Participated and moderated a session at the FICCI Higher Education Summit. New Delhi, November 13-14, 2014.

Participated and chaired a session on the 'Politics of higher education reforms' at the Comparative Education Society of India (CESI) Conference, New Delhi, November 16, 2014.

International:

Participated and presented a Paper at the international Seminar 'MOCCs 4D: Potential at the bottom of the pyramid.' Philadelphia, USA, April 9-11, 2014.

Participated in the 'Going Global: International Education Seminar.' Miami, May 1-2, 2014.

Seminar presentation on "Educational planning" for the delegates from Pepperdine University USA. Planning Commission, May 6, 2014.

Participated in an international Seminar on 'Higher education statistics', organised by MHRD and UNESCO. New Delhi, July 3-4, 2014.

Keynote Speaker on "Role of Innovation in Education Sector in South Asia" at South Asia Summit. IIC, New Delhi, September 30, 2014.

Participated and made a presentation on "Governance and management of large systems" in the International Seminar on 'Massification of large academic systems', New Delhi, November 10-11, 2014.

Participated in the International Seminar on Higher Education for Education for All, organised by IAU at Ankara, Turkey, November 18-19, 2014.

Participated in a panel discussion at the Seminar on 'Women and Leadership in Higher Education',

organised by the British Council-India, New Delhi, February 11-12, 2015.

Training Programmes/Conferences/Workshops Organized

Organised the First Peer Review Authors' meeting (with Garima Malik) for 'India Higher Education Report (IHER 2015)', CPRHE-NUEPA, New Delhi, July 25, 2014.

Organised the Second Peer Review Authors' meeting (with Garima Malik) for 'India Higher Education Report (IHER 2015)', CPRHE-NUEPA, New Delhi, October 29, 2014.

Organised the First Advisory Committee meeting (with Nidhi S. Sabharwal and C.M. Malish) of the research project on 'Diversity and Discrimination in Higher Education,' CPRHE-NUEPA, New Delhi, September 25, 2014.

Organised (with Anupam Pachauri) a Panel discussion on 'Politics of Higher Education Policy and Reforms' at the Comparative Education Society of India Conference, New Delhi, November 16, 2014.

Organised the First Expert Committee meeting (with Tamo Chattopadhyay) of the research project on 'Teaching and Learning in Higher Education,' CPRHE-NUEPA, New Delhi, November 25, 2014.

Organised (with Garima Malik) the First Expert Committee meeting of the research project on 'Governance and Management in Higher Education, CPRHE-NUEPA, New Delhi, December 4, 2014.

Organised (with Jinusha Panigrahi) the First Expert Committee meeting of the research project on the 'Financing of higher education,' CPRHE-NUEPA, New Delhi, January 7, 2015.

Organised (with Anupam Pachauri) the First Expert Committee meeting of the research project on the 'Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level,' CPRHE-NUEPA, New Delhi, January 8, 2015.

Other Academic and Professional Contributions

Participated in the ICSSR-IDRC meeting on Social Science Research, Bangkok, September 19-20, 2014.

Mona Khare

Publications

Books/Chapters:

Education Aid and International Cooperation in India: Shifting Dynamics, Increasing Collaboration. Chapter in I-Hsuan Cheng, Sheng-Ju Chan (ed.) International Educational Aid in Developing Asia - Policies and Practices Springer Science Business Media Singapore Pvt. Ltd. (Under print).

"Sanchaar Kaushal --- Ek kala, Ek Vidhaa", Vyaktitva Vikaas Ke Vibhinna Aayaam - Drishti Badalney se Srishti Badlegi" Madhya Pradesh Hindi Granth Academy, Bhopal. (Under print).

Research Papers/Articles/Notes:

'Ideological Shift in Indian Higher Education Internationalization,' International Higher Education, No. 78 (Special Issue), The Boston College Centre for International Higher Education (CIHE).

'Employment, Employability and Higher Education in India: The Missing Links,' Higher Education for the Future, The Kerala State Higher Education Council, SAGE Publications 1(1), 39-62 (August 2014), Los Angeles, London, New Delhi, Singapore, Washington DC.

Research Studies

Ongoing:

'Spatial Dynamics of Comparative Educational Advantages in India'.

Participation in Seminars/Conferences/Workshops

National:

Session Chair/Invited Speaker on "Women Participation and Leadership in Higher Education," at the National Conference at M.G. Kashi Vidyapeeth, Varanasi, July 23-24, 2014.

Workshop to discuss Research instruments for collection of information on research project on Diversity and Discrimination, CPHRE-NUEPA, January 12, 2015.

Research Methodology Workshop on research project on Diversity and Discrimination, at CPHRE, NUEPA, February 9-10, 2015.

Panelist in Orientation-workshop programme on Management of Diversity and Equity in Universities and Colleges - 'Equity in access and participation in the institutions of higher education: Perspective of Economic-and Regional Disparities,' NUEPA, March 16-20, 2015.

Workshop to discuss the research instruments for the project on Governance and Management of Higher Education in India, CPHRE-NUEPA, March 18, 2015.

Session Chair/Invited Speaker on "Reinventing higher education for human resource development knowledge or know how," at the National Conference on 'Challenges in Human Resource Development' at Kashi Vidyapeeth, Varanasi, March 28, 2015.

Expert Concurrent Session/Jury/Chair at All India Management Association's 9th National Research Conference (NRC) 'Future of Management Education in India,' IIC, New Delhi, March 31- April 1, 2015.

International:

Participated in Global Education Dialogues - South Asia Series 2015 on 'Women Leadership in Higher

Education' by the British Council-India, New Delhi, February 10-11, 2015.

Training Programmes/Conferences/Workshops Organized

Resource Person in "Orientation Programme in Planning and Management of School Finances,"(Sessions on Public-Private Partnership (PPP) in School Education and Financing of Elementary Education in India: Inter-State Variations), September 1-5,2014.

Organised Training Programme on 'Quantitative Research Methods in Education', January 5-15, 2015.

Training Materials and Courses Developed & Transacted

Prepared first draft of Research Monograph titled "Alternative Approaches to Identifying Educationally Backward Districts" has been prepared as reading material and final revision and editing under progress.

Completed first draft of three Modules on "Statistical Methods for Educational Research" as reading material (with Prof. Sudhanshu Bhushan and Dr. Suman Negi [Co-opted Mr. Shashiranjana Jha, Ph. D scholar].

Other Academic and Professional Contributions

Supervision/Evaluation:

Supervision of DEPA dissertations

Supervision of the following M. Phil/Ph. D work -

"Shadow Education at Secondary Level Schooling in Burdwan District of West Bengal: A Multilevel Analysis" of Research Scholar, Mr. Showik Mukherjee.

"Inter-Relationship between Spatial Distribution of Knowledge Based Industries and Migration for Higher Education in India" of Research Scholar, Mr. Sumit Kumar.

Teaching:

Involved in Teaching in the following courses:

M.Phil/ Ph.D -CC3, CC5 and OC 11.

International Diploma in Educational Planning & Administration (IDEPA).

National Diploma in Educational Planning & Administration (DEPA).

Other Activities:

Authors' Peer Review Meeting on IHER 2014 organised by CPHRE-NUEPA, July 25, 2014.

Coordinator, Maintenance and Management of the NUEPA Web Portal.

Member, Committee for Allotment of Supervisors.

Member, M. Phil and Ph. D. Admission Committee.

Member, Committee for Setting Questions for M. Phil/Ph. D. Entrance Examination.

DAC, Department of Higher Education.

DAC, Department of Educational Finance.

DAC, Department of Educational Planning.

Member – M.Phil Curriculum Revision and restructuring Committee.

Consultancy and Academic Support to Public Bodies

Resource Person in NCERT organised training programme on Project Planning, Monitoring and Evaluation at RIE, Bhopal, February 26-27, 2015.

Ph. D. Evaluation of Thesis from Various Indian Universities.

Membership of Eminent Bodies outside NUEPA

Member, Sub-Committee on Index of Service Production in Education Sector Ministry of Statistics & PI, CSO.

Member, Standing Sub- Committee of Research Advisory Committee (RAC), National Institute of Open Schooling (NOIDA).

Member, Departmental Advisory Board (DAB) Planning & Monitoring Division, NCERT, New Delhi.

Expert for Evaluation of SLM for DE programme of Jaipur National University, Jaipur at UGC - Distance Education Bureau.

Associate Editor, Indian Economic Journal, Indian Economic Association.

Reviewer of Book proposal for Springer's, Singapore.
Editorial Advisory Board: "Himgiri Education Review" ISSN 2321-6336.

Nidhi Sabharwal

Publications

Books/Chapters:

Edited book "Bridging the Social Gap: Perspectives on Dalit Empowerment" (with S.K. Thorat), 2014, New Delhi: Sage.

Research Papers/Articles/Notes:

Article titled "Education for Civic Learning – Bringing it at Core of Learning" (with Sukhadeo Thorat), University News (Special Issue on Autonomy in Higher Education: Shifting Paradigms), 53 (03), January 19-25, 2015, pp. 61-66.

"Looking at Dalit Women", in Devaki Jain & C.P. Sujaya (Eds.) Indian Women Revisited, New Delhi: Publications Division, Government of India, 2015, pp. 61-90.

"Caste and Social Exclusion: Concept, Indicators and Measurement" (with S.K.Thorat), in A.K. Shiva Kumar, P. Rustagi & R. Subramaniyan (Eds.) India's Children. New Delhi: Oxford University Press, 2015, pp. 374-392.

Issues of Under-representation: Mapping Women In Indian Politics (with David Lal and Abhiruchi Ojha), Journal of South Asian Studies, 2014, Vol. 3 (1): 93-102.

Swallowing The Humiliation: The Mid-Day Meal And Excluded Groups (with D. Diwakar, A.K. Naik and S. Sharma), Journal of Inclusion Studies, Vol. 1, July-December, 2014, pp. 169-182.

Caste, Inequality and Poverty in India: A Reassessment (with V.K. Borooah, D. Diwakar, V.K. Mishra and A.K. Naik). Development Studies Research, 1:1, October 2014, 279-294. DOI:10.108/21665095.2014.967877.

Evaluating the Social Orientation of the Integrated Child Development Services Programme (with V.K. Borooah and D. Diwakar), Economic & Political Weekly, Vol. XLIX, No. 12, 2014, pp. 52-62.

One of the contributing authors of the report 'Strengthening Social Justice to address intersecting equalities post-2015'. Overseas Development Institute. July-September, 2014. London: UK.

Research Studies

Ongoing:

Diversity and Discrimination: Higher Education for Civic Learning and Democratic Engagement (jointly with Malish C.M.). The project is in collaboration with and funded by the Indian Council for Social Science Research.

Participation in Seminars/Conferences/

Workshops

National:

Resource Person in the 'Workshop to review and finalise the National Position Paper on problems of SCs, STs Children', organised by the Department of Education of Groups with Special Needs, NCERT, New Delhi, July 7-8, 2014.

Resource Person in the 'Two day Workshop for developing a tool to analyse the textbooks and syllabi

from an inclusive perspective', organised by the Department of Education of Groups with Special Needs, NCERT, New Delhi, August 5-6, 2014.

Rapporteur at the FICCI Higher Education Summit, New Delhi, November 13-14, 2014.

Resource Person in the Workshop on 'Education of Socially Disadvantaged Groups at the Level of Secondary Schooling: Policy Issues and Programme Interventions', NUEPA, New Delhi, December 8-12, 2014.

Resource Person in the Workshop to finalise and validate the tool and analyse teaching learning materials at Primary Level from Inclusive Education perspective, Department of Education of Groups with Special Needs, January 13-15, 2015.

Panelist in 'Inclusive Education: Transcending Challenges, organised by Department of Education, Central Institute of Education (CIE), University of Delhi, February 24, 2015.

Discussant for the Session "Government Facilities for the Scheduled Castes Groups In Education" in the National Seminar on 'Educational Status Of Scheduled Castes and Scheduled Tribes, Attainment And Challenges', organised By ICSSR, February 24-25, 2015.

Discussant for the Session "Educational Institutions – Private, Government and Deprived Groups" in the National Seminar on 'Educational Status of Scheduled Tribes, Attainment And Challenges', organised by ICSSR, February 26-27, 2015.

Presented Paper titled "Overcoming Attitudinal Barriers: Role of Higher Education in Promoting Democratic Action and Non-Discriminatory Access" (jointly with C.M. Malish) at the National Conference on 'Access to Higher Education: Overcoming Challenges Faced by Students Belonging to SCs, STs, OBCs and Students with Disabilities', organised by the Equal Opportunity Office, JNU, New Delhi, March 9, 2015.

Presented Paper on "Importance of Addressing Diversity in Classroom Interaction through Curriculum" in Seminar on 'Understanding North East India: Dialogue on Educational Issues and Challenges', organised by Department of Education, Central Institute of Education (CIE), University of Delhi, March 13-14, 2015.

International:

Presented Paper titled "India's Approach to Social Mobility of the Excluded Groups" at the Conference 'Asian Approaches to Social Mobility: Experience, Lessons & Opportunities for Cooperation', organised by Korea Development Institute (KDI) and The Asia Foundation, Colombo, Sri Lanka, August 21- 22, 2014,

Presented Paper titled 'Dalit Women in India: At the Cross-Roads of Gender and Caste', Global Blackness Conference, Duke University, North Carolina (USA), November 6-8, 2014.

Participated in the International Seminar on 'Massification of higher education in large academic systems', organised by CPRHE, NUEPA, November 10-11, 2014.

Presented Paper titled "Education for Civic Learning, Democratic Engagement and Social Change"(jointly with C.M. Malish), organised by the Fifth International Conference of the Comparative Education Society of India, University of Delhi, November 16-18, 2014.

Discussant at the International Seminar 'School Leadership: Policy, Practice and Research', in session "Diversity, Equity and Policy Issues", organised by National Centre for School Leadership, NUEPA, November 17-18, 2014.

Training Programmes/Conferences/Workshops Organized

Resource Person for Training Course in Education and Gender, NUEPA, New Delhi, January 20-30, 2015.

Organised a Research Methodology Workshop for State Research Teams under project on Diversity and Discrimination, NUEPA (jointly with Malish C.M), February 9-10, 2015.

As a Resource Person, made a Presentation on “Affirmative Action and Inclusion in the Institutions of Higher Education” in the Orientation Programme on ‘Management of Diversity and Equity in Universities and Colleges’, organised by the Department of Educational Administration, NUEPA, March 16-20, 2015.

Training Materials and Courses Developed & Transacted

Prepared materials on “Quantitative Methods and Qualitative Methods” for undertaking research on ‘Diversity and Discrimination’ (jointly with C.M. Malish).

Other Academic and Professional Contributions

Presentation on the Research Project ‘Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions’ (jointly with C.M. Malish) to the Project Advisory Committee Meeting, CPRHE, NUEPA, September 25, 2014.

Organised an Expert Committee on Research Instruments (jointly with C.M. Malish) for project on ‘Diversity and Discrimination’, NUEPA, January 12, 2015.

Made Presentation titled “Role of Higher Education in Civic Learning and Democratic Citizenship at the UGC Sponsored Course on Positive Discrimination, organised by Gargi College, New Delhi, March 4, 2015.

Consultancy and Academic Support to Public Bodies

Evaluated ICSSR Research Project Reports:

Choice of traditional contraceptive among currently married women in Kolkata “Ultra-Modernism or Son Preference, 2014.

Gender bias in the access to technology among the undergraduate students in colleges affiliated to Madurai Kamaraj University in Tamil Nadu, 2014.

Ph.D Advisor on doctoral work - Dalit Women Education, Department of Education, University of Delhi.

As Resource Person, conducted a session in the Course on “Research Methods in Labour Studies”, organised by the V.V. Giri National Labour Institute, New Delhi, December 5, 2014.

Resource Person for ‘Training of Key resource persons/master trainers from the Northern region (Uttarakhand, Rajasthan, Gujarat) on the RTE Act from the perspective of Children With Special Needs, organised by Department of Education of Groups with Special Needs, NCERT, December 16-18, 2014.

External Examiner for M.Phil Dissertation thesis - Nutritional Status of Children in India: An analysis of Tamil Nadu and Bihar for JNU (Viva voce held on March 24, 2015).

Member, Research Advisory Committee for the project ‘Inclusive Universities’ of University of Pune.

Invited Member, JNU Diversity Course on Gender Sensitisation.

Membership of Eminent Bodies outside NUEPA

Annual Member of Comparative Education Society of India (CESI) affiliated to World Congress of Comparative Education Societies.

Anupam Pachauri

Research Studies

Completed:

Conducted as Principal Investigator the Punjab-state study on “the working conditions of elementary and secondary school teachers” (jointly with Dr. M.S. Sarkaria, SCERT - Punjab under the aegis of NUEPA’s RGF Chair on Teacher Management and

Development. The final report has been submitted to Professor Vimala Ramachandran, the Principal Investigator of the nine-state study on the working conditions of teachers in India.

Ongoing:

Research Study Project titled 'Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level' (proposed as a multi-state study that aims to understand the structure and function of External Quality Assurance (EQA) and Internal Quality Assurance (IQA), their inter-relationship and involvement of the participants on the quality assurance at the institutional level).

Participation in Seminars, Conferences, Workshops

National:

Presented Paper "Considerations for developing an evaluation framework: Lessons from a study on the multi-stakeholder partnerships" at the 'Programme Evaluation Symposium', NUEPA, New Delhi, May 27, 2014.

Presented Research report 'Mapping Policy and Practice in Punjab' at the National Workshop on the research study on the working conditions of teachers in India, NUEPA, New Delhi, September 1-3, 2014.

Participated as Rapporteur at the Opening Plenary of the FICCI Higher Education Summit: 'Higher Education Vision 2030: Making it happen', FICCI, New Delhi, November 12-13, 2014.

Attended FICCI Higher Education Summit 2014, FICCI, New Delhi, November 13-14, 2014.

Attended Comparative Education Society of India Conference 2014 – Education, Politics and Social Change, CESI, New Delhi, November 16-18, 2014.

Workshop to discuss the Research instruments for the project on Governance and Management of Higher Education in India, CPRHE-NUEPA, March 18, 2015.

Presented Paper "Why compliance to RTE Act is not enough? : Challenges for quality and teachers' issues in Punjab" at the 'National Stocktaking Convention on RTE Implementation', organised by the Right to Education (RTE) Forum, Constitutional Club, New Delhi, March 25, 2015.

International:

Presented Paper on "Causal Powers and Susceptibilities in the Governance of Multi-stakeholder Partnerships in Rajasthan" at the British Association of International and Comparative Education (BAICE) 2014 Conference on 'Power, Politics and Priorities for Comparative and International Education', BAICE, University of Bath, UK, September 9, 2014.

Attended International Seminar on 'Massification of Higher Education in Large Academic Systems', jointly organised by the Centre for Policy Research in Higher Education (CPRHE), NUEPA and the British Council-India and also participated as Rapporteur in the Thematic session on "Quality Assurance Mechanisms", New Delhi, November 10-11, 2014.

Attended International Seminar on 'Innovative Methods of Financing of Higher Education', organised by Department of Educational Finance, NUEPA, February 23-25, 2015.

Attended International Round 4 Launch of Young Lives'- international longitudinal research study on childhood poverty - organized by University of Oxford, UK and Young Lives, India, India Habitat Centre, New Delhi, September 18, 2014.

Training Programmes/ Conferences/Workshops Organized

Coordinated the panel discussion titled "Politics of Higher Education Policy and Reforms" at the Comparative Education Society of India Conference 2014 – Education, Politics and Social Change, jointly organised by CPRHE-NUEPA and CESI, CESI, New Delhi, November 16, 2014.

Workshop to discuss Research instruments for the ICSSR and CPRHE-NUEPA research project on 'Diversity and Discrimination', January 12, 2015.

Research Methodology Workshop on the ICSSR and CPRHE-NUEPA research project on 'Diversity and discrimination', February 9-10, 2015.

Training Materials and Courses Developed

Research methodology workshop material on the research project 'Quality of Higher Education in India: A study of internal and external quality assurance at the institutional level'. The material developed for research teams from 10 institutions includes format for developing institutional profile, survey questionnaires for faculty and students, interview schedules for institutional leaders, focus group discussion thematic formats separate for faculty and students.

Other Academic and Professional Contributions

Rapporteur in one-day discussion meeting on India Higher Education Report (IHER) 2014, organised by the Centre for Policy Research in Higher Education (CPRHE), NUEPA, New Delhi, July 25, 2014.

Attended one-day meeting of authors of India Higher Education Report (IHER) 2014, CPRHE-NUEPA, New Delhi, October 29, 2014.

Invigilator at the NUEPA M.Phil/Ph.D programme entrance examination 2014-15.

Consultancy and Academic Support to Public Bodies

Examination and viva-voce of the M.Phil. dissertation on "Development and Participation: An Experience of educational engagement in Rural Jharkhand". Delhi: Dr. B.R. Ambedkar University, October 24, 2014.

Membership of Eminent bodies outside NUEPA

Member of the British Association for International and Comparative Education (BAICE), UK.

Garima Malik

Research Studies

Ongoing:

Conducting as Principal Investigator Research Study Project on "Governance and Management of Higher Education in India" which aims to understand as to how the governance and management of higher education functions at the national and state level as well as on how higher education institutions are governed and managed.

Publications

Research Papers/Articles/Notes:

"Institutional Autonomy in Higher Education in India" (with N.V. Varghese), University News, 53(3): 115-122 (January 19-25, 2015).

Participation in Seminars/Conferences/ Workshops/Conferences

National:

Participated as Rapporteur in session on "Governance and Regulatory Framework" in FICCI Higher Education Summit 2014, New Delhi, November 13-14, 2014.

Participated in panel session on "Politics of Higher Education Policy and Reforms" at Comparative Educational Society of India (CESI) Conference 2014, CPRHE-NUEPA, New Delhi, November 16, 2014.

International:

Participated as Rapporteur in session on "Governance and management of large systems" in International Seminar on 'Massification of Higher Education in Large Academic Systems', organised by the CPRHE and British Council-India, New Delhi, November 10-11, 2014.

Participated as Rapporteur in session in International Seminar on "Innovative Methods of Financing of Higher Education" organised by Department of

Educational Finance, NUEPA, New Delhi, February 23-25, 2015.

Training Programmes/Conferences/Workshops Organized

Research Methodology Workshop on the ICSSR and CPRHE-NUEPA research project on 'Diversity and discrimination', February 9-10, 2015.

Workshop on Quantitative and Qualitative instruments for the Project on "Governance and Management of Higher Education in India", NUEPA, New Delhi, March 18, 2015.

Training Materials and Courses Developed & Transacted

Material prepared for Workshop on "Governance and Management of Higher Education in India" for 14 research team members from five states of Haryana, Maharashtra, Rajasthan, Tamil Nadu and Uttar Pradesh. The material comprised profile of institution, questionnaires for teachers and students, schedules for interview and focus group discussions.

Quantitative and Qualitative methods-based research instruments developed for material for Research Methodology workshop.

Other Academic and Professional Contributions

Organised (with Professor Varghese) the First Peer Review authors meeting of 'India Higher Education Report (IHER 2015),' CPRHE-NUEPA, New Delhi, July 25 2014.

Organised (with Professor Varghese) the Second Peer Review authors meeting of 'India Higher Education Report (IHER 2015),' CPRHE-NUEPA, New Delhi, October 29, 2014.

Jinusha Panigrahi

Publications

Books/Chapters:

A Summary Report of the International Seminar on "Massification of Higher Education in Large

Academic Systems" (November 10-11, 2014) by Professor N. V. Varghese, Everitt Richard & L. Heslopp, published by British Council-India, New Delhi, January 2015.

Final Report on the 'Massification of Higher Education: A Report on the International Seminar' by Prof. N. V. Varghese, Publisher: British Council, New Delhi, India, 2015.

Research Papers/Articles/Notes:

Paper titled "Going Global 2015: Challenges Facing the World's Largest Higher Education Systems" (with Prof. N. V. Varghese and L. Heslopp, co-authors), University World News (International Journal), 20 February 2015, Issue No: 355, ISSN 1756-29X. Also featured in Bangladesh Observer, 4 March 2015, pp.10.

Paper titled "Growing Private Providers and Constraints in the Choice of Higher Education Institutions: Impact on Access to Higher Education", Economic Affairs, February 2015, Vol. 60(1): 41-47.

The International Seminar on "Massification of Higher Education in Large Academic Systems", 10-11 November 2014, published in the Campus News section of the University News, Association of Indian Universities, Vol. 53, No. 1, 5-11 January 2015.

Research Studies

Ongoing:

Conducting as Principal Investigator a CPRHE-NUEPA major research project (sponsored by UGC) on "Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilization". The research proposal has been developed for the project along with research instruments, both qualitative and quantitative, a pilot study undertaken and an expert committee meeting of academicians, researchers and policy-makers organized in January 2015. Modules for the Research Methodology Workshop have also been developed for the project.

Participation in Seminars/Conferences/ Workshops

National:

Participated as Rapporteur in a session on “Funding Higher education: New Paradigms” at FICCI Higher Education Summit 2014, FICCI, New Delhi, November 12-14, 2014.

Participated as Rapporteur in a session on “Scenario of Research in the Country: A Stock Taking” at National Conference on ‘Higher Education: Establishing Research Ecosystem in Universities - Breaking New Grounds’, jointly organised by Association of Indian Universities and ASSOCHAM, Hotel Hyatt Regency, New Delhi, January 9, 2015.

Participated in the Research Methodology Workshop on the ICSSR and CPRHE-NUEPA research project on ‘Diversity and discrimination’, CPRHE-NUEPA, February 9-10, 2015.

Participated in the Research Methodology Workshop of the CPRHE/NUEPA research project on ‘Governance and Management of Higher Education in India’, NUEPA, March 18, 2015.

International:

Participated in 5th CESI Annual International Conference on ‘Education, Politics & Social Change’, jointly organised by Gargi College, Institute of Home Economics and Regional Resource Centre for Elementary Education, University of Delhi, November 16-18, 2014.

Participated in the International Colloquium on ‘Women Leadership in School Education’, jointly organised by the National Centre for School Leadership, NUEPA and University of Edinburgh, UK, at NUEPA, New Delhi, February 12-13, 2015.

Participated as Rapporteur in a session on “Higher Education Financing” in the International Seminar on ‘Innovative Methods of Financing of Higher

Education’, organised by the Department of Finance, NUEPA, New Delhi, February 23-25, 2015.

Participated in ANTRIEP Regional Workshop on ‘Education of Marginalized Groups; Policies Programmes and Challenges’, jointly organised by the Department of Educational Administration, NUEPA and IIEP, Paris at ICSSR, New Delhi, March 25-27, 2015.

Training Programmes/ Conferences/Workshops Organized

Coordinated (with Prof. N. V. Varghese) International seminar on “Massification of Higher Education in Large Academic Systems”, organized by CPRHE, NUEPA in collaboration with British Council- India, Jaypee Vasant Continental, New Delhi, November 10-11, 2014.

Workshop to finalise the research instrument for the research project on “Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation”.

Research Methodology Workshop for the research project on “Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation”.

Training Materials and Courses Developed & Transacted

Developed Quantitative and Qualitative Research Instruments for the Project on “Financing of Public Higher Education Institutions in India: a Study of Flow of Funds and their Utilisation”.

Developed the modules for the Research Methodology Workshop for the project.

Other Academic and Professional Contributions

Participated in the First Peer Review authors meeting of ‘India Higher Education Report (IHER 2015) organized by CPRHE – NUEPA, New Delhi, July 25, 2014.

Participated in the Second Peer Review authors meeting of 'India Higher Education Report (IHER 2015) organized by CPRHE – NUEPA, New Delhi, October 29, 2014.

Membership of Eminent Bodies outside NUEPA

Life Member, Comparative Education Society of India (CESI) affiliated to World Congress of Comparative Education Societies.

Life Member, Indian Economic Association.

Malish C. M.

Research Studies

Ongoing:

Conducting as co-principal Investigator (jointly with Nidhi S Sabharwal) the Research Project titled "Diversity and Discrimination: Higher Education for Civic Learning and Democratic Engagement", which is in collaboration with and funded by Indian Council of Social Science Research. The objective of the research is to understand the issues of diversity and discrimination in college campuses, to develop policy and practices for promoting democratic engagement and citizenship amongst the youth.

Participation in Seminars/Conferences/Workshops

National:

Participated in FICCI Higher Education Summit 2014, and acted as Rapporteur in a panel discussion on "Curriculum and Instructional Strategies", New Delhi, November 12-14, 2014.

Presented Paper titled "Overcoming Attitudinal Barriers: Role of Higher Education in Promoting Democratic Action & Non-Discriminatory Access" (jointly with Nidhi S. Sabharwal) at National Conference on 'Access To Higher Education: Overcoming Challenges Faced by Students Belonging to SCs, STs, OBCs And Students with Disabilities',

Equal Opportunity Office, JNU, New Delhi, March 9-10, 2015.

Participated in Workshop to discuss the Research instruments for the project on Governance and Management of Higher Education in India, CPRHE-NUEPA, March 18, 2015.

International:

Participated in International Seminar on 'Massification of Higher Education in Large academic systems', jointly organised by CPRHE and British Council, and acted as Rapporteur of a session on "Implications of massification of higher education", Jaypee Vasant Continental, New Delhi, November 10-11, 2014.

Presented Paper titled "Education for Civic Learning, Democratic Engagement and Social Change" (jointly with Nidhi S. Sabharwal) at the Fifth International Conference of the Comparative Education Society of India, New Delhi, November 16-18, 2014.

Participated in ANTERIEP regional workshop on 'Education of marginalised groups: Policies, Programmes and Challenges', jointly organised by NUEPA and IIEP Paris at ICSSR, New Delhi, March 25-27, 2015.

Training Programmes/Conferences/Workshops Organized

Organised (jointly with Nidhi S. Sabharwal) an Expert Committee on Research Instruments under project on Diversity and Discrimination, NUEPA, January 12, 2015.

Organised (jointly with Nidhi S. Sabharwal) a Research Methodology Workshop for State Research Teams under project on Diversity and Discrimination, NUEPA, February 9-10, 2015.

Training material and Courses Developed/Transacted

Prepared (with Nidhi S. Sabharwal) material on Quantitative methods and Qualitative Methods

for undertaking research on Diversity and Discrimination. The materials developed include proformas on student and faculty characteristics, student survey questionnaire, schedule for focus group discussions with students, schedules for interviews with faculty members and members incharge of cells/committees, the in-charge of National Service Schemes as also institutional leaders and administrators, besides field work manuals.

Other Academic and Professional Contributions

Participated in one-day discussion meeting on India Higher Education Report (IHER) 2014, organized by CPRHE, NUEPA, July 25, 2014.

Delivered a talk on “Institutional Culture and Institutional Habitus Perspective” at a Panel discussion on ‘Equal Access and Equal Participation: Policy Framework and Institutional Context’ in the Orientation Programme - Management of Diversity and Equity in Universities and Colleges, NUEPA, New Delhi, March 16-20, 2015.

Membership of Eminent Bodies outside NUEPA:

Annual Member, Comparative Education Society of India (CESI) affiliated to World Congress of Comparative Education Societies.

Sayantan Mandal

Publications

Books/Chapters:

A Nobel Pioneer of Mass Education-Satyen Maitra (in Bengali). Kolkata: Satyen Maitra Janasiksha Samiti, 2014. ISBN: 978-81-925972-2-5.

Research Papers/ Articles/Notes:

“ICT and Economy on the Changing Dimensions of Education and Learning in India – A Double-Edged Sword?” in V. Mohankumar, Adult and Lifelong Learning: Selected Articles, New Delhi: Indian Adult Education Association, 2014.

Research Studies

Ongoing:

Conducting as Project coordinator the CPRHE/ NUEPA research project on ‘Teaching and Learning in Indian Higher Education’ scheduled to be implemented in 2015. The preparatory works undertaken prior to March 31, 2015 included development of the research proposal, development of research instruments, coordinating with the state research teams etc. engaging in discussions with experts in the instrument meeting, planning of the project, planning of the first methodology workshop etc.

Participation in Seminars/ Conferences/ Workshops

National:

Session Coordinator in a National Workshop on the Prospects of Lifelong Learning and Extension, organised by the Department of Adult, Continuing Education and Extension, University of Delhi, October 20-21, 2014.

Training Programmes/ Conferences/Workshops Organized

Workshop to discuss quantitative and qualitative tools for the CPRHE/NUEPA Project on ‘Teaching and Learning in Indian Higher Education’ CPRHE/ NUEPA, New Delhi, March 20, 2015.

Membership of Eminent Bodies outside NUEPA

Life Member, Indian Adult Education Association (IAEA), New Delhi.

Life Member, Indian Paulo Freire Institute (IPFI), Kolkata.

SCHOOL STANDARD AND EVALUATION UNIT

Pranati Panda (HOD)

Publications

Books/Chapters:

Understanding the Educational Change Process and Teachers' Work. In Transforming Teachers' work Globally: In Search of a Better Way for Schools and Their Communities'. Sense Publishers, 2013. ISBN 978-94-6209-468-0 (Paperback). ISBN 978-94-6209-469-7. (Hardback) The Netherlands, pp 339-345. (Review by Linda M. Hargreaves University of Cambridge, UK, 2014).

Mapping School Evaluation Practices in India (2014). Sahodaya, a special volume on School Self Evaluation, COBSE, New Delhi.

School Evaluation in India – Do these Practices Improve School? (2015). 28 International Congress for School Effectiveness and Improvement, Conference Proceeding, (<http://www.icsei.net/fileadmin/2015/Program.pdf>) (publication in International Journal in process).

Research Studies

Critical Analysis of International and National School Evaluation Practices: Lesson learnt for National Programme on School Standards and Evaluation, NUEPA, New Delhi.

A Study of International Schools in India, NUEPA, New Delhi (sponsored by MHRD to develop policy

on International Schools in India).

Participation in Seminars/Conferences/ Workshops

National:

Presented Paper and discussed on School Standards and Evaluation in Orientation-cum-Workshop for Principals of Jaypee Schools on Educational Administration, NUEPA, New Delhi, June 9-13, 2014.

Participated and presented Paper on “School Based In-service Training for Teacher: Experiences of MCD Schools of Delhi” at Consultation on Teacher Training Programme in India, New Delhi, August 20, 2014.

Made a Presentation on “Engaging children meaningfully: Role of Teachers and School Leadership” at Workshop on ‘Improving School Participation of Children at Elementary Level in Southern States’, NUEPA, New Delhi, September 8-12, 2014.

Made a Presentation on NAAC sponsored national seminar “Teacher Education Programmes: Revisiting Quality Parameters”, Advanced Institute of Education, September 20 and 21, 2014.

Participated in one-day Seminar, organized by National Institute of Disaster Management on “Disaster Reduction Day”, Vigyan Bhawan, New Delhi, October 8, 2014.

Participated and presented a Paper on “Mapping School Evaluation Practices in India: Critical Reflection on Self Evaluation” at 43rd Annual Conference of COBSE, Ahmedabad, November 7-9, 2014.

Key Speaker at two-day Conference on “Corporate Governance and Its Role in Minimizing the Isolation of Teacher Education”, IP University, Amity Campus, New Delhi, November 12-13, 2014.

Panelist at a Policy Round Table discussion on

“Schools for the future”, British Council, New Delhi, December 4, 2014.

Guest Speaker in the National Seminar on “Policy changes in teacher education programme: Accomplishing the vision”, Amity Institute of Education, Amity University, Noida, March 3, 2015.

Chaired a technical session in a one-day Workshop on “Teachers in the Indian education system, Synthesis of a nine-state study”, the national synthesis of the state reports, India International Centre, New Delhi, March 20, 2015.

International:

Participated in the International Colloquium on ‘Women Leadership in School Education’, jointly organized by NCSL-NUEPA, New Delhi and University of Edinburgh (UK), New Delhi, February 12-13, 2015.

Participated and chaired a technical session on the ANTRIEP Regional Workshop on “Education of Marginalised Group: Policies, Programmes and Challenges”, New Delhi, March 25-27, 2015.

Lectures delivered outside:

Delivered a lecture on “Effective Teaching and Learning in Higher Education”, Faculty Development Programme, Jaypee Institute of Information Technology, Noida (U.P.), July 29, 2014.

Presented and delivered a lecture on “Mainstreaming Disaster Risk Reduction Component in Education Sector”, Uttar Pradesh State Disaster Management Authority, Lucknow, September 30, 2014.

Training Programmes/Conferences/Workshops Organized

State Conference for District and Block level Educational Administrators on Educational Planning and Administration, Bhubaneswar (Odisha), May 08-09, 2014.

National Technical Group (NTG) meeting, NUEPA, New Delhi, August 16, 2014.

Workshop on School Standards and Evaluation (for sharing state-specific school evaluation practices and building consensus on SSE Framework), NUEPA, New Delhi, October 30-31, 2014.

National Workshop on School Standards and Evaluation (for focusing on each key domain and core standards), NUEPA, New Delhi, January 27-28, 2015.

National Consultative Meet on National Programme on School Standards and Evaluation (to deliberate on NPSSE and SSE Framework), NUEPA, New Delhi, February 10-11, 2015.

Ten small group Workshops (of duration one to six days) were organised with experts to discuss, deliberate and suggest improvements on key domains and core standards.

Training Materials and Courses Developed & Transacted

Developed and transacted the Core Course-2 on Education in India for M.Phil. and Ph.D. Programme.

Developed Operational document on National Programme on School Standards and Evaluation (NPSSE), NUEPA.

Developed School Standards and Evaluation Framework, National Programme on School Standards and Evaluation (NPSSE), NUEPA.

Other Academic and Professional Contributions

Supervision/Evaluation

Research supervision to four Ph.D. scholars and one M.Phil scholar in the area of School Leadership, Governance and Management of Teacher Education, Teacher Identity and Evaluation and Preparing Teacher for Inclusive Education.

Teaching:

Teaching Core Course on “Education in India” for

M.Phil and Ph.D. Programme.

Transacting the Educational Administration Course (904) for the Post Graduate Diploma in Educational Planning and Administration.

Teaching Perspectives in School Leadership (Course 102) for the Post Graduate Diploma in Educational Leadership.

Other Activities:

Gave a Presentation and shared with MHRD on Programme Framework for School Standards and Evaluation, NUEPA, New Delhi, May 5, 2014.

Gave a Presentation and interviewed as a key interviewee on Global Citizenship in schools and its significance, British Council Schools Programme Connecting Classrooms, New Delhi, August 21, 2014.

Shared a brief document and gave Presentation on NPSSE in a Meeting of the State Education Secretaries and RMSA State Project Directors, Vigyan Bhawan, New Delhi, August 26, 2014.

Participated in the meeting of University Vice Chancellors and State Education Secretaries on "Reforms in Teacher Education", Vigyan Bhawan, New Delhi, September 15, 2014.

Gave a Presentation on National Programme on School Standards and Evaluation (NPSSE), SSA Executive Committee Meeting, Vigyan Bhawan, New Delhi, September 17, 2014.

Consultancy and Academic Support to Public Bodies

Extended academic support to NCTE as member of the Refresher and Research Committee related to Teacher Education of the NCTE.

As Member of the Journal Committee of NCTE, extended academic support for diverse aspects of the Journal on Teacher Support.

Extended academic support to NCTE on "Guidelines for Refresher Course for Teacher Educators and Refresher Course for Teacher Educators (M.Ed. Level) (NCTE and UGC).

Extended academic support to Government of Odisha and SCERT, Odisha for reform in Teacher Education.

Reviewed TESS, India, UK Open University module on LDU13 - Developing the school culture to better support learning & Promoting equality, diversity and inclusion in your school.

As External Reviewer, reviewed five research articles of Korean Journal of Educational Policy, KEDI.

External Evaluator and Examiner for the six Ph.D. and one M.Phil. thesis of Delhi University, Jawaharlal Nehru University, Allahabad University, Himachal Pradesh University, Utkal University.

As Member of the Teacher Education Approval Board of MHRD for the effective implementation of the Centrally Sponsored Scheme on Teacher Education, extended academic support to different states..

Membership of Eminent Bodies outside NUEPA

Visitor's nominee, Central University, Bihar.

Member, Journal Advisory Board, NCTE.

Member, Programme Advisory Board of SCERT, New Delhi.

Member, Teacher Education Approval Board, MHRD, New Delhi.

Executive Board Member, RMSA (TCA).

Executive Board Member, Reform in Teacher Education, UNICEF and SCERT, Pune.

International Editorial Board Member of KEDI Journal of Education Policy (KJEP).

Member, Departmental Advisory Board, National Institute for Open Schooling.

Member, Research Committee, STRIDE, IGNOU.

Member, International Congress on School Effectiveness and Improvement.

Member, Indian Association of Teacher Educators.

Founder Member, International Forum of Researchers in Education (IRORE).
Member, Alumni Association, Central Institute of Education, New Delhi.
Life Member, All India Association for Educational Research.

ICT APPLICATIONS

K. Srinivas

Participation in Seminars/Conferences/Workshops

National:

Participated as a Resource Person/Expert in the MHRD-sponsored IASE 'Workshop on Professional Development and Capacity Building of Teacher Educators', October 8, 2014.

Conducted one-day Skill Development Workshop on "E-Learning & MOOCs" for participants of the Refresher Course in Research Methodology (Social Sciences), Academic Staff College, University of Hyderabad, December 3, 2014.

Conducted two-day Skill Oriented Professional Development Workshop on "Launching and Teaching Online Courses Using Moodle MOOC Platform" to the Engineering College Faculty (organized by Andhra Pradesh State Skill Development Corporation), Madanapalli, Andhra Pradesh, December 19-20, 2014.

Lectures Delivered Outside

As Expert Faculty for the Refresher Course for College Lecturers, conducted by UGC Academic Staff College, University of Hyderabad, Hyderabad, delivered lecture on emerging issues of "Teaching and Learning Tools", June 1-2, 2014.

As Expert Faculty for the Professional Development Programme on ICT Techniques for College Lecturers and 86th Orientation Course for Associate Professors for all disciplines conducted by UGC Academic Staff College, University of Hyderabad, Hyderabad, delivered lecture on "Adoption of e-resources for innovative Teaching & Learning Practices & Managing Time, Cost and Resources with ICT Techniques", October 3 - 4, 2014.

Delivered lecture on "IT Practices in colleges & Adoption of E- resource for Teaching and Learning" at Women's college Principals' Programme, Academic Staff College, Jabalpur, November 17-21, 2014.

Delivered lecture on "E-Resource and Teaching" for 5th One Week Professional Development Programme conducted for Senior Faculty, Academic Staff College, Jamia Millia Islamia, New Delhi, December 10, 2014.

Other Academic and Professional Contributions

Teaching:

Taught a 4 Credit Special Interest Course for BA Economics 6th Semester Students of Ambedkar University, Delhi.

Participated in Round Table on 'Technology Enhanced Assessments in Education', conducted by Centre for Assessment, Evaluation and Research (CAER), April 30, 2014.

Consultancy and Academic Support to Public Bodies

Evaluated Ph.D. thesis titled "Software reliability estimation using data classification techniques" of M.V.P. Chandrasekhara Rao, Faculty of Computer Science & Engineering, Jawaharlal Nehru Technological University, Hyderabad.

Evaluation and vica-voce examination of Ph.D. thesis titled "Enhancing Ontology Alignment with Machine Learning for Better Interoperability of Semantic Web" of Ms. Kalpana, Faculty of Computer Science, Jamia Millia Islamia, New Delhi.

Evaluated Ph.D. thesis titled "Mammogram Image Enhancement Using Sub-Band Image

Decomposition and Multi-wavelet Transform with Multi-resolution Analysis” of Mr. Makala Ramesh, Department of Computer Science and Engineering, Acharya Nagarjuna University, Nagarjuna Nagar, Andhra Pradesh.

MAULANA ABUL KALAM AZAD CHAIR

S. Irfan Habib

Publications

Book/Article Reviews:

Maulana Azad, Islam and the Indian National Movement (by Syeda Hameed), Seminar, October 2014.

Radical face of Saudi Wahabism. The Hindu, November 19, 2014.

Science as Solution. Frontline, December 12, 2014.

Atomic State: Big Science in Twentieth century India (by Jahnavi Phalkey), in Isis, An International Journal of History of Science, 105: 4 (2014).

Other Academic and Professional Contributions

Organised the Fifth Maulana Azad Memorial Lecture delivered by Prof. Zoya Hasan on “Bridging the Divide: Democracy and Inequalities”, November 11, 2014. The lecture was followed by a play on Maulana Azad called Ghubar-i-Khatir with veteran actor Tom Alter as Azad.

CHAIR ON TEACHER MANAGEMENT AND DEVELOPMENT

Vimala Ramachandran

Publications

Books/Chapters:

“Gendered Inequalities in Education”, in Devaki Jain and C P Sujaya (Eds.) Indian Women Revisited. Publications Division of Government of India. 2014. (ISBN- 978-81-230-1799-0).

“Equity, quantity and quality: The precarious balancing act in Indian Schools”, in Knut Axel Jacobson (Ed.) Routledge Handbook of Contemporary India. Norway. (ISBN 978-0-415-73865-1).

Research Papers/Articles/Notes:

Evaluation of Gender and Equity Issues under Sarva Shiksha Abhiyan (with Perna Goel Chatterjee), Indian Journal of Gender Studies, 21(2): 157-178.

Participation in Seminars/Conferences/

Workshops

National:

Presented the draft Background Paper (prepared jointly with Dr. A.N. Reddy for Ministry of Tribal Affairs and UNDP) titled “The state of education in tribal areas of India” in UGC organized four regional Workshops, New Delhi (June 24, 2014), Raipur (October 17-18, 2014, Guwahati (November 14-15, 2014) and Puducherry (February 3-5, 2015).

Presented Paper on Decentralisation at the NUEPA-organised Bordia Memorial Seminar, New Delhi, February 16-17, 2015.

Presented Paper “The learning crisis in India – why are we in this situation” at Public lecture organised by ASER Centre, Guwahati, March 2, 2015.

National Dissemination Meeting of ‘Study on Working Conditions of Elementary and Secondary School Teachers in India’, India International Centre, March 20, 2015.

International:

Panelist in the International Colloquium on Women Leadership in School Education. NUEPA, February 12-13, 2015.

Training Programmes/Conferences/Workshops Organized

Discussant in the NUEPA / Prajayatna Workshop on Educational Innovation, July 22, 2014.

National Workshop on Teacher Working Conditions (to provide feedback to 9 state reports and cull out main insights for national synthesis), September 1-3, 2014.

Training Programme on Gender and Education, January 20-30, 2015 (jointly with Ratna Sudarshan, National Fellow, NUEPA).

and Recommendations on Major Issues” in India Higher Education Report, Centre for Policy in Higher Education and Research, NUEPA (Forthcoming)

Research Papers/Articles/Notes:

“India’s New Perspectives on Adult Education”, in NLMA (2014), Compendium on Literacy & Inclusive Development, New Delhi, pp. 29-32.

“International Benchmarks and Evolving Perspectives in Indian Adult Education”, in Mohan Kumar (ed.) (2014) Adult and Lifelong Learning: Selected Articles, Indian Adult Education Association, New Delhi, pp. 9-35.

Participation in Seminars/Conferences/Workshops

National:

Presented Paper titled “Lessons from Evaluation of Literacy Campaigns” at ‘Evaluation with Special Focus on Educational Programmes and Incorporating a Gender and Equity Lens’, NUEPA, New Delhi, May 27, 2014.

Presented Paper on “Univeralisation of Elementary Education in India: Saga of Missed Targets, Unkept Promises” at Comparative Education Society of India (CESI) Conference 2014, Delhi University, November 16, 2014.

Presented Paper titled “Literacy Movements and Decentralisation: The Total Literacy Campaigns as Decentralised Governance” at 2nd Anil Bordia Memorial Policy Seminar on ‘People’s Participation and Decentralized Educational Governance: Policy Reforms and Programme Practices’, NUEPA, New Delhi, February 16-17, 2015.

Presented Paper on “Private Participation in Higher Education in India: From Fringe to Centre and Dominance in Policy Discourse” at XXXVIII Indian Social Science Congress, Andhra University, Visakhapatnam, March 29-April 1, 2015.

NATIONAL FELLOWS

A. Mathew

Publications

Books/Chapters:

Chapter on “Commissions and Committees on Higher Education in India: Perspectives, Strategies

Other Academic and Professional Contributions

Supervision of NUEPA Digital Archives of Education Documents covering its setting up in 2012 to its functioning since then so as to provide a 24x7 and 365 day on line access across the world to all policy documents on Indian education system since Independence. The Digital Archives provides easy, ready and full access to all policy documents and other related materials like Five Year Plans of Central and State Governments, All India Education Surveys, Selected Educational Statistics, Annual Reports of MHRD, UGC, AICTE and other constituent bodies of MHRD. NUEPA's Digital Archives has more than 8000 full text documents and is constantly growing. For Users' convenience, the documents have been classified under 18 categories, like Acts, Bills, Court Orders, Educational Schemes, RTE, Plans, Commission & Committee Reports, Annual Reports, etc. Each of these categories has been further sub-categorized as Central Government and State Government documents, wherever applicable. In many cases, translation of the titles and basic contents have been provided when the documents are in regional languages.

Membership of Eminent Bodies outside NUEPA

Member, Indian Social Science Academy
Member, Indian Adult Education Association

Ratna M. Sudarshan

Publications

Research Papers/Articles/Notes:

'Education and social transformation in India: a role for action-based research and evaluation?', Educational Assessment, Evaluation and Accountability (2015), Vol. 27(1): 85-92.

'Enabling Women's Work'(October 2014), ILO Asia-Pacific Working Paper Series, available at <http://www.ilo.org/wcmsp5/groups/public/---asia/---ro->

[bangkok/---sro-new_delhi/documents/publication/wcms_324624.pdf](http://www.ilo.org/wcmsp5/groups/public/---sro-new_delhi/documents/publication/wcms_324624.pdf)

'Accounting for women's empowerment: meta evaluations from a gender and equity lens'(with Ranjani K. Murthy, Shraddha Chigateri), Nov 2014, Evaluation Connections, available at <http://www.europeanevaluation.org/resources/connections>.

Participation in Seminars/Conferences/Workshops

International:

Panel speaker at International Conference 'Beyond 2015: Pathways to a Gender Just World', University of Sussex, May 29-31, 2014.

11th European Evaluation Society Biennial Conference, Dublin, September 29 - October 3, 2014 (chair/panelist).

Presented Paper titled "Organising, gender and solidarity: reflections on Indian experience" at Colloquium on 'Can a solidarity economy be feminist?' organized by Graduate Institute, Geneva, October 16-17, 2014.

Training Programmes/Conferences/Workshops Organized

Colloquium on 'Evaluation with special focus on educational programmes and incorporating a gender and equity lens', NUEPA, May 27, 2014 (with A. Mathew and Vimala Ramachandran).

Training programme on 'Gender and Education', NUEPA, January 20-30, 2015 (with Vimala Ramachandran and Nirantar).



APPENDICES

APPENDIX I

MEMBERS OF THE NUEPA COUNCIL

(AS ON MARCH 31, 2015)

President

1. Smt. Smriti Zubin Irani
Hon'ble Minister for
Human Resource Development
Govt. of India
Shastri Bhawan
New Delhi-110001

Vice-President

2. Prof. R. Govinda
Vice-Chancellor
NUEPA
New Delhi-110016

Ex-Officio Members

3. Secretary
Government of India
Department of Higher Education
Ministry of Human Resource Development
New Delhi-110001
4. Secretary
Government of India
Department of School Education and Literacy
Ministry of Human Resource Development
New Delhi-110001

5. Chairman
University Grants Commission
New Delhi-110002
6. Director
National Council of Educational Research
and Training
New Delhi-110016
7. Financial Advisor
Ministry of Human Resource Development
Government of India
New Delhi-110001

Persons representing States by rotation nominated by the President, NUEPA Council, (one each from the Five Zones)

8. The Secretary (School Education)
Government of Tamil Nadu
Secretariat
Fort St. George
Guindy, Chennai-600009
9. The Secretary (Higher Education)
Government of Gujarat
Block No. 5, 7th Floor

New Sachivalaya Complex
Gandhinagar-382010
Gujarat

10. The Secretary (Higher & Technical Education)
Government of NCT of Delhi
Muni Maya Ram Marg
Pitampura
New Delhi-110034

11. The Commissioner & Secretary (Education)
Government of Nagaland
Civil Secretariat
Kohima-797001
Nagaland

12. The Secretary (School Education)
Government of Chhattisgarh
DKS Bhawan, Mantralaya
Raipur-469001
Chhattisgarh

Eminent Educationists
(Nominees of the President, NUEPA Council)

13. Shri Rajendra S. Pawar
Chairman, NIIT Ltd.
Sector 32, Plot No. 85
Gurgaon

14. Prof. Deepak Nayyar
Former Vice-Chancellor
Delhi University
F-5, Friends Colony (West)
New Delhi-110065

15. Prof. Pankaj Chandra
Director
Indian Institute of Management
Bangalore
Bannerghatta Road
Bangalore-560076

NUEPA Faculty
(Nominee of the President, NUEPA Council)

16. Prof. Jandhyala B. G. Tilak
Professor & Head
Department of Educational Finance
NUEPA
New Delhi-110016

17. Shri Basavaraj Swamy *Secretary*
Registrar
NUEPA
New Delhi-110016

APPENDIX II

MEMBERS OF THE BOARD OF MANAGEMENT

(AS ON MARCH 31, 2015)

1. Prof. R. Govinda *Chairman*
Vice-Chancellor
NUEPA
New Delhi-110016

Members

(Nominees of the President, NUEPA Council)

2. Prof. Farida Abdulla Khan
Member
National Commission for Minorities
Lok Nayak Bhavan, 5th Floor
Khan Market
New Delhi-110003
3. Prof. M. Anandkrishnan
Chairman, IIT Kanpur
No. 8/15, 5th Main Road
Madan Apartments
Kasturibai Nagar, Adyar
Chennai - 600020
4. Prof. Peter Ronald deSouza
Professor
Centre for the Study of Developing Societies
(ICDS)
29, Rajpur Road
Delhi-110092

Other Members

5. Shri Rakesh Ranjan, IAS
Joint Secretary (P)
Ministry of Human Resource Development,
Govt. of India
Shastri Bhawan
New Delhi-110001
6. Prof. Jandhyala B.G. Tilak
Professor & Head
Department of Educational Finance
NUEPA
New Delhi-110 016
7. Prof. K. Sujatha
Professor & Head
Department of Educational Administration
NUEPA
New Delhi-110 016
8. Prof. Y. Josephine
Professor
Department of Educational Finance
NUEPA
New Delhi-110 016
9. Shri Basavaraj Swamy *Secretary*
Registrar
NUEPA
New Delhi-110016

APPENDIX III

MEMBERS OF THE FINANCE COMMITTEE

(AS ON MARCH 31, 2015)

1. Prof. R. Govinda *Chairman*
Vice-Chancellor
NUEPA
New Delhi-110016

**(Nominees of the President, NUEPA
Council)**

2. Dr. B.K. Mahapatra
Registrar
Shri Lal Bahadur Shastri Rashtriya Sanskrit
Vidyapeeth
New Mehrauli Road
New Delhi-110067

3. Shri N. U. Siddiqui
Former Finance Officer
Jamia Millia Islamia University
Jamia Nagar
New Delhi-110025

Representative of the MHRD

4. Financial Advisor
Ministry of Human Resource Development
Shastri Bhawan
New Delhi-110001

Other Members

5. Prof. N.D. Mathur
Head
Department of Economics
Central University of Rajasthan
Kishangarh, Ajmer
Rajasthan

6. Shri Basavaraj Swamy
Special Invitee
Registrar
NUEPA
New Delhi - 110016

7. Ms. Usha Thyagarajan *Finance Officer*
Secretary
NUEPA
New Delhi-110016

APPENDIX IV

MEMBERS OF THE ACADEMIC COUNCIL

(AS ON MARCH 31, 2015)

- | | | |
|---|-----------------|---|
| 1. Prof. R. Govinda
Vice-Chancellor
NUEPA
New Delhi-110016 | <i>Chairman</i> | 5. Prof. Sudhanshu Bhushan
Professor and Head
Department of Higher and
Professional Education
NUEPA
New Delhi-110016 |
| Heads of Departments of NUEPA | | |
| 2. Prof. Jandhyala B.G. Tilak
Professor and Head
Department of Educational Finance
NUEPA
New Delhi-110016 | | 6. Prof. Arun C. Mehta
Professor and Head
Department of Educational Management
Information System
NUEPA
New Delhi-110016 |
| 3. Prof. K. Sujatha
Professor and Head
Department of Educational Administration
NUEPA
New Delhi-110016 | | 7. Prof. S.M.I.A. Zaidi
Professor and Head
Department of Educational Planning
NUEPA
New Delhi-110016 |
| 4. Prof. (Mrs.) Najma Akhtar
Professor and Head
Department of Training and
Capacity Building in Education
NUEPA
New Delhi-110016 | | 8. Prof. A.K. Singh
Professor and Head
Department of Educational Policy
NUEPA
New Delhi-110016 |

9. Prof. Nalini Juneja
Professor and Head
Department of School and Non-formal
Education
NUEPA
New Delhi-110016

University of Delhi
Delhi-110007

14. Prof. H. Ramachandran
ICSSR National Fellow
E-1675, Palam Vihar
Gurgaon-122017

Eminent Educationists

(Nominees of President, NUEPA Council)

10. Prof. N. Jayaram
Centre for Research Methodology
Tata Institute of Social Science
V.N. Purav Marg, Deonar
Mumbai-400088

15. Prof. P. Balakrishnan
Former Director
Centre for Development Studies
Near Prashant Nagar
Ulloor, Trivandrum-695011

11. Prof. N.J. Kurien
Visiting Professor
Council for Social Development
741, Sector-21
Near Palam Vihar
Gurgaon-122017

NUEPA Faculty

16. Prof. Rashmi Diwan
Professor
NUEPA
New Delhi-110016

12. Prof. Gita Sen
Indian Institute of Management
Bangalore
Bannerghatta Road
Bangalore-560076

17. Dr. R.S. Tyagi
Associate Professor
NUEPA
New Delhi-110016

(Nominees of Vice-Chancellor, NUEPA)

13. Prof. Satish Deshpande
Department of Sociology
Delhi School of Economics

18. Shri Basavaraj Swamy *Secretary*
Registrar
NUEPA
New Delhi-110016

APPENDIX V

MEMBERS OF THE BOARD OF THE STUDIES

(AS ON MARCH 31, 2015)

- | | | |
|---|-----------------|---|
| 1. Prof. R. Govinda
Vice-Chancellor
NUEPA
New Delhi-110016 | <i>Chairman</i> | 6. Prof. Sudhanshu Bhushan
Department of Higher and
Professional Education
NUEPA
New Delhi-110016 |
| 2. Dean
NUEPA
New Delhi-110016 | | 7. Prof. Arun C. Mehta
Department of Educational Management
Information System
NUEPA
New Delhi-110016 |
| Heads of Departments of NUEPA | | |
| 3. Prof. Jandhyala B.G. Tilak
Department of Educational Finance
NUEPA
New Delhi-110016 | | 8. Prof. S.M.I.A. Zaidi
Department of Educational Planning
NUEPA
New Delhi-110016 |
| 4. Prof. K. Sujatha
Department of Educational Administration
NUEPA
New Delhi-110016 | | 9. Prof. Nalini Juneja
Department of School and
Non-formal Education
NUEPA
New Delhi-110016 |
| 5. Prof. (Mrs.) Najma Akhtar
Department of Training and Capacity
Building in Education
NUEPA
New Delhi-110016 | | 10. Prof. A.K. Singh
Department of Educational Policy
NUEPA
New Delhi-110016 |

Other NUEPA Faculty

(Nominees of the Vice-Chancellor, NUEPA)

11. Prof. N.V. Varghese
Director, CPRHE
NUEPA
New Delhi-110016
12. Prof. Rashmi Diwan
National Centre for School Leadership
NUEPA
New Delhi-110016
13. Prof. K. Biswal
Department of Project Management Unit
NUEPA
New Delhi-110016
14. Dr. (Mrs.) Veera Gupta
Department of Educational Policy Unit
NUEPA
New Delhi-110016
15. Dr. Neeru Snehi
Department of Higher &
Professional Education
NUEPA
New Delhi-110016
16. Prof. Veena R. Mistry
B-5, C.S. Patel Enclave
3, Pratap Ganj
Vadodara-390002
17. Prof. S. Hom Chaudhary
A-47/9, Upper Republic
Aizawl-796001
18. Prof. Vasant Bhat
Dean & Professor
Regional Institute of Education
Mysore
19. Shri Basavaraj Swamy *Secretary*
Registrar
NUEPA
New Delhi-110016

APPENDIX VI

FACULTY AND ADMINISTRATIVE STAFF

(AS ON MARCH 31, 2015)

Vice-Chancellor

Prof. R. Govinda

Department of Educational Planning

S.M.I.A. Zaidi, Professor and Head

Mona Khare, Professor

K. Biswal, Professor

N. K. Mohanty, Assistant Professor

Suman Negi, Assistant Professor

Department of Educational Administration

K. Sujatha, Professor and Head

Kumar Suresh, Professor

Vineeta Sirohi, Associate Professor

R. S. Tyagi, Associate Professor

Manju Narula, Assistant Professor

V. Sucharita, Assistant Professor

Department of Educational Finance

Jandhyala B. G. Tilak, Professor and Head

Y. Josephine, Professor

P. Geetha Rani, Associate Professor

Vetukuri P.S. Raju, Assistant Professor

Department of Educational Policy

Avinash K. Singh, Professor & Head

Veera Gupta, Associate Professor

Manisha Priyam, Associate Professor

S. K. Mallik, Assistant Professor

Naresh Kumar, Assistant Professor

Department of School & Non-Formal Education

Nalini Juneja, Professor and Head

Neelam Sood, Professor

Pranati Panda, Professor

Rashmi Diwan, Professor

Madhumita Bandyopadhyay, Associate Professor

Sunita Chugh, Associate Professor

Kashyapi Awasthi, Assistant Professor

Department of Higher & Professional Education

Sudhanshu Bhushan, Professor and Head

Aarti Srivastava, Associate Professor

Neeru Snehi, Assistant Professor

Kausar Wizarat, Assistant Professor

Sangeeta Angom, Assistant Professor

Department of Educational Management Information System

Arun C. Mehta, Professor and Head

A. N. Reddy, Assistant Professor

Department of Training and Capacity Building in Education

Najma Akhtar, Professor and Head

B. K. Panda, Professor

Savita Kaushal, Assistant Professor

Mona Sedwal, Assistant Professor

National Centre for School Leadership

Rashmi Diwan, Professor and Head

Sunita Chugh, Associate Professor

N. Mythili, Assistant Professor

Subhitha G. V., Assistant Professor

National Centre for Policy Research in Higher Education

N. V. Varghese, Professor and Director

Nidhi Sadana Sabarwal, Associate Professor

Anupam Pachauri, Assistant Professor

Garima Malik, Assistant Professor

Jinusha Panigrahi, Assistant Professor

Malish C. M., Assistant Professor

Syantant Mandal, Assistant Professor

School Standard and Evaluation Unit

Pranati Panda, Professor and Head

Project Management Unit

K. Biswal, Professor & Head

Maulana Abul Kalam Azad Chair

S. Irfan Habib, Professor

Rajiv Gandhi Foundation in Teacher Management and Development Project

Vimala Ramachandran, Professor

Fellows of NUEPA

A. Mathew, Professor

Ratna M. Sudarshan, Professor

Advisor (IAIEPA Project)

K. Ramachandran, Professor

Administration and Academic Support

Registrar

Basavaraj Swamy

General and Personnel Administration

G. Veerabahu, Administrative Officer

Jai Prakash Dhama, Section Officer

B.R. Pahwa, Section Officer (In-charge)

Academic Administration

P.P. Saxena, Section Officer

Finance and Accounts

Usha Thyagarajan, Finance Officer

Chander Prakash, Section Officer

Training Cell

P.N. Tyagi, Training Officer (Retired on 31.1.2015)

Jai Prakash Dhama, Section Officer (In-charge)

Publication Unit

Pramod Rawat, Deputy Publication Officer

Hindi Cell

Subhash C. Sharma, Hindi Editor & Assistant

Hostel Warden

Hostel

Kashyapi Awasthi, Assistant Professor & Assistant

Hostel Warden

Library and Documentation Centre

Puja Singh, Librarian

D.S. Thakur, Documentation Officer

Computer Centre

K. Srinivas, Professor and Head, ICT

Naveen Bhatia, Computer Programmer

VII

ANNUAL ACCOUNTS

2014-15

BALANCE SHEET

As on 31-03-2015

Amount in ₹

SOURCES OF FUNDS/LIABILITIES	SCHEDULE	CURRENT YEAR	PREVIOUS YEAR
CORPUS/CAPITAL FUND	1	-	19,87,90,194
CURRENT LIABILITIES & PROVISIONS	2	47,30,83,480	8,87,34,531
TOTAL		47,30,83,480	28,75,24,725
APPLICATION OF FUNDS/ASSETS	Schedule	Current Year	Previous Year
FIXED ASSETS	3	19,07,87,120	17,81,88,975
CURRENT ASSETS	4	10,32,14,778	6,19,44,020
LOANS, ADVANCES & DEPOSITS	5	5,26,33,882	4,73,91,730
CAPITAL FUND	-	12,64,47,700	-
TOTAL		47,30,83,480	28,75,24,725
SIGNIFICANT ACCOUNTING POLICIES	15		
CONTINGENT LIABILITIES AND NOTES TO ACCOUNTS	16		

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(Basavaraj Swamy)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

INCOME AND EXPENDITURE ACCOUNT

For the year ended 31-03-2015

Amount in ₹

PARTICULARS	SCHEDULE	CURRENT YEAR	PREVIOUS YEAR
A. INCOME			
Academic Receipts	6	1,19,76,379	73,86,269
Grants / Subsidies	7	25,70,61,459	20,81,16,353
Interest earned	8	12,80,743	34,06,179
Other Income	9	25,72,366	41,00,795
TOTAL (A)		27,28,90,947	22,30,09,597
B. EXPENDITURE			
Staff Payments & Benefits (Establishment expenses)	10	15,21,09,200	14,29,39,013
Academic Expenses	11	6,29,19,877	5,91,89,423
Administrative and General Expenses	12	3,38,60,997	2,21,62,938
Repairs & Maintenance	13	1,54,29,035	84,54,786
Depreciation	3	1,39,00,644	94,98,201
Prior Period Expenses	14	34,64,07,878	-
TOTAL (B)		62,46,27,631	24,22,44,361
Balance Being Surplus / (Deficit) Carried to Capital Fund		(35,17,36,684)	(1,92,34,764)

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(Basavaraj Swamy)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

SCHEDULES 1 TO 5 FORMING PART OF BALANCE SHEET

As at 31-03-2015

SCHEDULE 1 CORPUS/ CAPITAL FUND

Amount in ₹

PARTICULARS	Current Year (2014-15)	Previous Year (2013-14)
Balance at the beginning of the year	19,87,90,194	16,56,76,185
Add: Contributions toward Corpus/Capital Fund	2,58,55,485	5,18,83,647
Add: Assets Donated/Gifts Received	5,272	84,016
Add: Other Additions (Last year account of gifted books)	-	3,81,110
Add: Assets Purchased out of Sponsored Project Funds	6,38,033	-
Add: Excess of Income over expenditure transferred from the Income & Expenditure Account	-	-
Total	22,52,88,984	21,80,24,958
Deficit transferred from the Income & expenditure Account	35,17,36,684	1,92,34,764
Balance at the year end	(12,64,47,700)	19,87,90,194

SCHEDULE 2

CURRENT LIABILITIES & PROVISIONS

Amount in ₹

Particulars	Current Year (2014-15)	Previous Year (2013-14)
A. CURRENT LIABILITIES		
Security Deposit	5,29,858	4,91,883
Subscription of Journals (Advance)	1,16,062	1,49,846
Outstanding Liability	15,973	15,973
Receipts against Sponsored Projects (Net of expenditure)	7,24,70,847	2,90,76,829
Income received in Advance (Unutilized grants of year 2014-15)	4,77,63,185	-
Total (A)	12,08,95,925	2,97,34,531
B. PROVISIONS		
Pension	30,42,03,067	4,50,00,000
Gratuity	3,10,59,535	90,00,000
Leave Encashment	1,69,24,953	50,00,000
Total (B)	35,21,87,555	5,90,00,000
Total (A + B)	47,30,83,480	8,87,34,531

SCHEDULE 2 (A)

SPONSORED PROJECTS

Amount in ₹

S. No.	Name of the Project	Opening Balance		Receipts/ Recoveries during the year	Total	Expenditure during the year	Closing Balance	
		Debit	Credit				Debit	Credit
1	International Diploma in Educational Planning and Administration (IDEPA) February 1-April 30, 2010 (Prof B.K. Panda)	(22,74,786)	-	39,20,974	16,46,188		(26,43,096)	-
2	Establishment and Operationalization of DISE (UNICEF) Dr. A. C. Mehta	-	14,80,239	55,31,540	70,11,779		-	21,62,063
3	Project on Sarva Shiksha Abhiyan (M/HRD) (Prof A.C. Mehta)	-	45,011	6,50,606	6,95,617	4,73,447	-	2,22,170
4	Primary Education in India relating to Collaborative Project with the University of Sussex on Primary Education (CREATE) (Dr. R. Govinda)	-	2,025	-	2,025	-	-	2,025
5	Training programme of School Principals 2006 (Dr. R.S. Tyagi)	-	20,37,727	-	20,37,727	-	-	20,37,727
6	Ed.Cil Study of Role of VECs/DTAs/ SMDCs/ Urban local bodies etc. in School Management and Supervision in the Context of SSA in 14 States (Mr. A K Singh)	-	10,64,860	-	10,64,860	2,03,393	-	8,61,467
7	Secondary Education Management Information Systems (SEMIS) M/HRD (Prof A C Mehta)	-	31,74,681	-	31,74,681	6,05,724	-	25,68,957
8	Unesco Contract No. 4500084591 Secondary Teacher Policy and Management Dr. Pranati Panda	-	1,58,411	-	1,58,411	-	-	1,58,411

9	Issue of Quality & Excellence in India Higher Education during XI Plan (UGC Assistance) Dr. Sudhanshu Bhushan	-	53,250	-	53,250	-	-	53,250
10	India-Africa Institute of Educational Planning and Administration at Burundi (South Africa)	-	25,64,658	-	25,64,658	2,09,843	-	23,54,815
11	School of Work information bases in Selected developing countries of Asia and the Pacific (Dr. Vineeta Sirohi)	-	69,995	-	69,995	-	-	69,995
12	Potential Economic and Social Impact of Rapid Higher Education Expansion in the World's largest Developing Economic (Dr. JBG Tilak)	-	5,15,281	-	5,15,281	-	-	5,15,281
13	Primary and Upper Primary (Edcil) Dr. K. Sujatha	-	2,16,440	-	2,16,440	8,10,000	(5,93,560)	-
14	Education South Asia (Dr. Mohanty/Dr. Zaidi)	-	28,881	-	28,881	-	-	28,881
15	Mahatma Gandhi Institute of Education Peace (MGIEP)	-	7,96,458	-	7,96,458	8,000	-	7,88,458
16	Leadership Programme (M/HRD) Dr. Rashmi Diwan	-	50,36,264	91,77,800	-	-	(12,44,025)	-
17	RM and Sainik School in India Dr. Pramila Menon	-	4,02,189	-	4,02,189	-	-	4,02,189
18	ISST PROJECT Dr. V. Ramachandran	-	45,300	-	45,300	-	-	45,300
19	South Asia 4 countries- India, Srilanka, Bangladesh & Pakistan (UNICEF)	-	4,78,168	-	4,78,168	-	-	4,78,168
20	Rajiv Gandhi Foundation Chair Teacher Development and Management Professor V. Ramachandran	-	3,16,389	56,83,611	60,00,000	56,58,118	-	3,41,882
21	DEOs- Kingdom Of Bhutan Project Prof B.K. Panda	-	26,50,039	-	26,50,039	-	-	26,50,039
22	Center for Policy Research (UGC) Professor N.V. Verghese	-	23,50,049	457,17,000	480,67,049	148,70,974	-	331,96,075
23	National Fellowship (ICSSR) Prof. Ehsan-ul-Haq	-	70,000	2,88,000	3,58,000	7,20,000	(3,62,000)	-
24	Indonesia Programme Professor B. K. Panda	-	6,34,917	8,64,362	14,99,279	2,93,987	-	12,05,292

25	Administrative Overhead Charges/ Interest on Saving A/c	-	48,85,597	5,94,734	54,80,331	8,36,480	-	46,43,851
26	Dealing with Diversity, Discrimination and Inequality (Dr. NidhiSadana- CPRHE)	-	-	18,00,000	18,00,000	17,40,412	-	59,588
27	5 Days workshop- Principal and Jaypee Group of Schools (Prof. K. Sujatha)	-	-	3,60,000	3,60,000	75,653	-	2,84,347
28	Central Scheme Programme Got School Standard Education (Prof. Pranati Panda)	-	-	2,42,06,000	2,42,06,000	68,65,384	-	1,73,40,616
Total		(22,74,786)	2,90,76,829	9,87,94,626	12,55,96,669	5,79,68,504	(48,42,681)	7,24,70,847

SCHEDULE 2 (B)

UNUTILISED GRANTS FROM MHRD

Amount in ₹

Particulars	Current Year (2014-15)	Previous Year (2013-14)
A. Grants Plan MHRD		
Balance B/f	4,76,53,129	-
Add: Receipts during the year (Grants)	12,06,97,000	11,85,00,000
Total (a)	16,83,50,129	11,85,00,000
Less: Utilized for Revenue Expenditure	9,54,79,646	7,29,31,710
Less: Utilized for Capital Expenditure	2,51,07,298	4,55,68,290
Total (b)	12,05,86,944	11,85,00,000
Unutilized carried forward (a-b)	4,77,63,185	-
B. Grants Non Plan MHRD		
Balance B/f	1,11,70,481	-
Receipts during the year (Grants)	15,11,59,519	14,15,00,000
Total (C)	16,23,30,000	14,15,00,000
Less: Utilized for Revenue Expenditure	16,15,81,813	14,12,34,250
Less: Utilized for Capital Expenditure	7,48,187	2,65,750
Total (d)	16,23,30,000	14,15,00,000
Unutilized carried forward (c-d)	-	-
Grand Total (A+B)	4,77,63,185	-

SCHEDULE 3 FIXED ASSETS

S. No.	Assets Head	Rate of Depreciation	Opening Balance	Gross Block			Depreciation for the year					Net Block 31.03.15 (8-12)			
				Plan	Non-Plan	Others	Closing Balance (4+5+6+7)	Depreciation Opening Balance	Depreciation for the Year on Addition	Deduction/ Adjustment	Total Depreciation (9+10-11)				
													5	6	7
1	Land	0%	23,07,892	-	-	-	23,07,892	-	-	-	-	-	-	-	23,07,892
2	Buildings	2%	12,64,97,120	-	-	-	12,64,97,120	25,29,942	-	-	-	-	-	25,29,942	12,39,67,178
3	Office equipment	7.50%	1,13,73,656	7,16,279	-	-	1,20,89,935	8,53,024	53,721	-	-	-	-	9,06,745	1,11,83,190
4	Computer and Peripherals	20%	36,35,038	29,70,228	-	-	66,05,266	7,27,008	2,22,767	-	-	-	-	9,49,775	56,55,491
5	Furniture, Fixtures and Fittings	7.50%	61,18,936	1,30,879	-	-	62,49,815	4,58,920	9,816	-	-	-	-	4,68,736	57,81,079
6	Vehicles	10%	11,03,834	-	7,48,187	-	18,52,021	1,10,383	74,819	-	-	-	-	1,85,202	16,66,819
7	Library Books	10%	54,14,722	25,48,114	-	-	79,62,836	5,41,472	1,91,109	-	-	-	-	7,32,581	72,30,255
8	Journals	10%	1,91,27,856	75,55,462	-	-	2,66,83,318	19,12,786	5,66,660	-	-	-	-	24,79,445	2,42,03,873
	Total (A)		17,55,79,054	1,39,20,962	7,48,187	-	19,02,48,203	71,33,536	11,18,891	-	-	-	-	82,52,426	18,19,95,777
9	Computer Software	40%	3,81,221	98,51,952	-	-	1,02,33,173	1,52,488	39,40,781	-	-	-	-	40,93,269	61,39,904
10	E- Journals	40%	22,28,700	13,39,656	-	-	35,68,356	8,91,480	5,35,862	-	-	-	-	14,27,342	21,41,013
	Total (B)		26,09,921	1,11,91,608	-	-	1,38,01,529	10,43,968	44,76,643	-	-	-	-	55,20,611	82,80,917
11	Others (Sponsored)	20%	-	-	-	6,38,033	6,38,033	-	1,27,607	-	-	-	-	1,27,607	5,10,426
	Total (C)		-	-	-	6,38,033	6,38,033	-	1,27,607	-	-	-	-	1,27,607	5,10,426
	Grand Total (A+B+C)		17,81,88,975	2,51,12,570	7,48,187	6,38,033	20,46,87,765	81,77,504	57,23,140	-	-	-	-	1,39,00,644	19,07,87,120

SCHEDULE 4

CURRENT ASSETS

Amount in ₹

S.No	Particulars	Current Year (2014-15)	Previous Year (2013-14)
1. Stock			
1.	Publication in Hand	2,97,804	2,97,305
2.	Inventory	5,80,316	-
2. Cash And Bank Balances :			
1.	State Bank of India (34778757702) (Current A/c)	12,082	-
2.	Bank Balances (Saving A/c)	10,22,83,089	6,15,98,006
3.	Postage Stamps in Hand	41,487	48,709
TOTAL		10,32,14,778	6,19,44,020

SCHEDULE 5

LOANS, ADVANCES AND DEPOSITS

Amount in ₹

Particulars	Current Year (2014-15)	Previous Year (2013-14)
1. Advance to Employees (Non-Interest Bearing)		
1. Festival Advance	1,18,800	1,10,625
2. Others(GSLIC)	800	2,280
2. Long Term Advance to Employees (Interest Bearing)		
1. Motor car	84,000	1,20,000
2. Scooter Advance	4,000	19,965
3. House Building Advance		64,950
4. Computer Advance	72,700	34,500
3. Advance and Other amounts recoverable in cash or in kind or for value to be received		
1. On Capital Account	4,69,30,876	4,45,73,558
4. Prepaid Expenses		
1. Insurance	38,616	-
2. Other Expenses	3,81,950	-
5. Deposits		
1. LP Gas	77,348	77,348
2. Water Meter	1,650	1,650
3. Electricity	17,500	17,500
4. Others	1,800	1,800
6. Income Accrued		
1. On Loans and Advances	61,161	92,768
7. Other - Current Assets receivable from UGC/ Sponsored Projects		
1. Debit Balances in Sponsored Projects	48,42,681	22,74,786
TOTAL	5,26,33,882	4,73,91,730

SCHEDULE 6

ACADEMIC RECEIPTS

Amount in ₹

S. No.	Particulars	Current Year (2014-15)	Previous Year (2013-14)
FEES FROM STUDENTS			
Academic			
1.	Student fees	4,51,714	2,09,000
Total (A)		4,51,714	2,09,000
Sales			
1.	Sale of Publications	2,67,328	2,09,670
2.	Sale of Condemned Items	14,519	
3.	Sale of Prospectus	9,300	66,100
Total (B)		2,91,147	2,75,770
Other Academic Receipts			
1.	Royalty	26,393	29,183
2.	Misc. Receipts	91,840	2,78,259
3.	Use of Staff Car	6,830	2,696
4.	Institutional Charges received from various projects	89,79,179	45,69,152
5.	Leave Salary/ Pension Contribution	21,29,276	20,22,209
Total (C)		1,12,33,518	69,01,499
GRAND TOTAL (A+B+C)		1,19,76,379	73,86,269

SCHEDULE 7

GRANTS/SUBSIDIES (IRREVOCABLE GRANTS RECEIVED)

Amount in ₹

Particulars	Plan	Non-Plan	Current year (2014-15)	Previous year (2013-14)
	Govt. of India (MHRD)	Govt. of India (MHRD)	Total	Total
Balance B/f	4,76,53,129	1,11,70,481	5,88,23,610	-
Add: Receipts during the year	12,06,97,000	15,11,59,519	27,18,56,519	26,00,00,000
Total	16,83,50,129	16,23,30,000	33,06,80,129	26,00,00,000
Less: Utilized for Capital Expenditure (A)	2,51,07,298	7,48,187	2,58,55,485	5,18,83,647
Balance	14,32,42,831	16,15,81,813	30,48,24,644	20,81,16,353
Less: Utilized for Revenue Expenditure (B)	9,54,79,646	16,15,81,813	25,70,61,459	-
Balance C/f (C)	4,77,63,185	-	4,77,63,185	20,81,16,353

SCHEDULE 8

INTEREST EARNED

Amount in ₹

S. No.	Particulars	Current Year (2014-15)	Previous Year (2013-14)
1.	On Saving Accounts with Scheduled banks		
	a) Non-Plan	6,48,197	5,97,003
	b) Plan	3,50,092	23,00,806
	c) Canara Bank	-	4,85,920
	d) Overhead Administrative Fund A/c	70,634	-
	e) Hostel A/c	12,788	12,291
2.	On Loans		
	a. Employees/Staff (Interest on Bearing Advances)	1,99,032	10,159
	Total	12,80,743	34,06,179

SCHEDULE 9

OTHER INCOME

Amount in ₹

S. No.	Particulars	Current Year (2014-15)	Previous Year (2013-14)
A. Income from Land & Buildings			
1.	Hostel Room Rent	18,38,180	30,47,880
2.	License fees	1,91,593	1,85,594
3.	Water charges recovered	6,293	6,096
Total		20,36,066	32,39,570
B. Others			
1.	Sale of tender forms	7,000	36,100
2.	Admission Fees for Medical Reimbursement Pensioners	1,20,300	5,92,800
3.	Contribution for Medical Scheme	4,09,000	2,32,325
Total		5,36,300	8,61,225
(Grand Total (A+B))		25,72,366	41,00,795

SCHEDULE 10

STAFF PAYMENTS & BENEFITS (ESTABLISHMENT EXPENSES)

Amount in ₹

S. No.	Particulars	Current Year (2014-15)			Previous Year (2013-14)		
		Non - Plan	Plan	Total	Non - Plan	Plan	Total
1	Salaries and Wages	4,16,40,113	22,15,861	4,38,55,974	4,19,94,616	20,97,210	4,40,91,826
2	Allowances and Bonus and OTA	6,00,14,483	30,62,598	6,30,77,081	5,14,49,174	21,73,883	5,36,23,057
3	Contribution to New Pension Scheme	13,64,055	-	13,64,055	11,58,586	-	11,58,586
4	Staff Welfare Expenses (Liveries)	21,390	-	21,390	42,040	87,427	1,29,467
5	LTC Facility	26,30,346	-	26,30,346	13,72,038	-	13,72,038
6	Medical Reimbursement	50,80,959	-	50,80,959	37,87,276	--	37,87,276
7	Children Education Allowance	7,43,658	-	7,43,658	8,00,498	-	8,00,498
8	Travelling Allowance	1,23,970	-	1,23,970	75,482	-	75,482
9	Others (Government Contribution-CPF)	63,799	-	63,799	3,47,626	-	3,47,626
10	Retirement and Terminal Benefits						
a)	Pension	2,65,77,864	-	2,65,77,864	2,92,13,686	-	2,92,13,686
b)	Gratuity	51,97,528	-	51,97,528	48,21,025	-	48,21,025
c)	Leave Encashment	33,72,576	-	33,72,576	35,18,446	-	35,18,446
	Total	14,68,30,741	52,78,459	15,21,09,200	13,85,80,493	43,58,520	14,29,39,013

SCHEDULE 10A

EMPLOYEES RETIREMENT AND TERMINAL BENEFITS

Amount in ₹

S. No	Particulars	Pension	Gratuity	Leave Encashment	Total
	Opening Balance as on 01-04-2014(a)	30,05,91,909	2,93,93,712	1,65,98,647	34,65,84,268
	Less: Actual Payment during the year (b)	2,29,66,706	35,31,705	30,46,270	2,95,44,681
	Balance Available on 31-03-15 c(a-b)	27,76,25,203	2,58,62,007	1,35,52,377	31,70,39,587
	Provision required on 31-03-2015 as per Actuarial Valuation (d)	30,42,03,067	3,10,59,535	1,69,24,953	35,21,87,555
A.	Provision to be made in the Current year (d-c)	2,65,77,864	51,97,528	33,72,576	3,51,47,968

SCHEDULE 11

ACADEMIC EXPENSES (INCLUDING SC/ST)

Amount in ₹

S. No.	Particulars	Current Year (2014-15)			Previous Year (2013-14)		
		Non - Plan	Plan	Total	Non - Plan	Plan	Total
1	Field work/ Participation in Conference (TA to Faculty)	-	45,69,380	45,69,380	-	47,95,519	47,95,519
2	Field work/ Participation in Conference (TA to Participant)	-	90,69,048	90,69,048	-	88,20,207	88,20,207
3	Expenses on Seminars/Workshops (Academic Programme Expenses)	-	54,87,815	54,87,815	-	42,41,720	42,41,720
4	Payment to visiting faculty (Honorarium to R/Person)	-	16,09,987	16,09,987	-	6,48,987	6,48,987
5	University Research Studies	-	1,66,95,391	1,66,95,391	-	1,86,41,133	1,86,41,133
6	Fellowship to Students (M.Phil and Ph.d)	-	84,98,965	84,98,965	-	59,43,204	59,43,204
7	Stipend/Books & Project Grants	-	3,53,439	3,53,439	-	2,86,678	2,86,678
8	Publication Expenses (Apportioned from Printing)	-	21,94,068		-	15,34,132	-
	1) Add: Last year stock	-	2,97,305	21,93,569	-	2,66,393	15,03,220
	2) Less: Stock of Books in Hand	-	(2,97,804)		-	(2,97,305)	-
9	Subscription for Membership	-	1,10,695	1,10,695	-	-	-
10	Others (Photocopy Charges)	-	4,47,046	4,47,046	-	5,22,015	5,22,015
11	Grants to NGO	-	71,07,885	71,07,885	-	53,19,967	53,19,967
12	NER (Including SC/ ST)	-	67,76,657	67,76,657	-	84,66,773	84,66,773
	TOTAL	-	6,29,19,877	6,29,19,877	-	5,91,89,423	5,91,89,423

SCHEDULE 12

ADMINISTRATIVE AND GENERAL EXPENSES

Amount in ₹

S. No.	Particulars	Current Year (2014-15)			Previous Year (2013-14)		
		Non - Plan	Plan	Total	Non - Plan	Plan	Total
A	Infrastructure						
1	Electricity Charges	64,68,823	-	64,68,823	88,01,509	31,920	88,33,429
2	Water Charges	1,31,15,286	29,87,380	1,61,02,666	-	-	-
3	Rent, Rates and Taxes (including property tax)	3,97,070	-	3,97,070	3,69,819	-	3,69,819
4	Security Expenses	-	2,11,933	2,11,933	24,115	4,90,803	5,14,918
5	Legal Expenses	7,000	12,800	19,800	72,800	32,800	1,05,600
B	Communication						
1	Postage and Telegram	-	4,39,112	4,39,112	-	4,86,526	4,86,526
2	Telephone, Fax and Internet Charges	8,43,849	2,74,771	11,18,620	8,83,556	89,767	9,73,323
C	Others						
1	Stationery	-	8,62,726	8,62,726	-	19,65,503	19,65,503
2	Catering Expenses	-	29,71,474	29,71,474	-	37,65,462	37,65,462
3	Petrol, Oil and Lubricants Expenses	6,08,505	-	6,08,505	5,74,989	-	5,74,989
4	Insurance	5,993	-	5,993	18,565	32,395	50,960
5	Taxi Hiring	-	5,11,688	5,11,688	-	2,49,951	2,49,951
6	Audit Fees	81,047	-	81,047	33,350	-	33,350
7	Wages Charges	-	10,61,237	10,61,237	-	10,02,182	10,02,182
8	Advertisement Charges	-	16,94,733	16,94,733	-	22,61,842	22,61,842
9	Newspaper Charges	1,38,955	10,440	1,49,395	1,25,018	15,228	1,40,246
10	Others (Course Fees and Training)	-	4,64,216	4,64,216	-	1,70,750	1,70,750
11	Misc Expenditures	68,333	6,22,806	6,91,139	2,53,167	4,10,921	6,64,088
12	Bank Charges (other accounts)	-	-	821	-	-	-
	Total	2,17,34,861	1,21,25,315	3,38,60,997	1,11,56,888	1,10,06,050	2,21,62,938

SCHEDULE 13

REPAIRS AND MAINTENANCE

Amount in ₹

S. No.	Particulars	Current Year (2014-15)			Previous Year (2013-14)		
		Non - Plan	Plan	Total	Non - Plan	Plan	Total
1	Maintenance of Building	-	11,25,999		-	6,40,130	6,40,130
2	Estate Maintenance- Electrical (ARMO)	-	58,18,801	69,44,800	-	3,10,834	3,10,834
3	Maintenance of Furniture & Fixture	-	17,247	17,247	-	11,58,217	11,58,217
4	Maintenance of Office Equipment	-	34,81,691	34,81,691	-	33,14,493	33,14,493
5	Maintenance of Vehicle (Staff Car)	2,73,040	-	2,73,040	2,04,913	-	2,04,913
6	Housekeeping Services	-	45,54,166	45,54,166	9,78,260	17,64,945	27,43,205
7	Gardening (Horticulture)	-	1,58,091	1,58,091	-	82,994	82,994
TOTAL		2,73,040	1,51,55,995	1,54,29,035	11,83,173	72,71,613	84,54,786

SCHEDULE 14

PRIOR PERIOD EXPENSES

Amount in ₹

S. No.	Particulars	Current Year (2014-15)			Previous Year (2013-14)		
		Non - Plan	Plan	Total	Non - Plan	Plan	Total
1	Unutilized Grants B/f	1,11,70,481	4,76,53,129	5,88,23,610	-	-	-
2	Establishment expenses (Retirement Benefits as per Actuarial Evaluation)	28,75,84,268	-	28,75,84,268	-	-	-
Total		29,87,54,749	4,76,53,129	34,64,07,878	-	-	-

SCHEDULE 15

SIGNIFICANT ACCOUNTING POLICIES

1. BASIS FOR PREPARATION OF ACCOUNTS

1.1 The accounts are prepared under the Historical Cost Convention unless otherwise stated and generally on the Accrual method of accounting.

2. REVENUE RECOGNITION

2.1 Fees from Students, sale of tender forms, sale of admission forms, Royalty and Interest on Saving Bank account are accounted on cash basis.

2.2 Income from hostel rent is accounted on cash basis.

2.3 Interest on interest bearing advances to staff for House Building, Purchase of Vehicles and Computers is accounted on accrual basis every year, though the actual recovery of interest starts after the full repayment of the principal.

3. FIXED ASSETS AND DEPRECIATION

3.1 Fixed assets are stated at cost of acquisition including inward freight, duties and taxes and incidental and direct expenses related to acquisition, installation and commissioning.

3.2 Books received as gifts are valued at selling prices printed on the books. Where prices are not available the value is based on assessment. They are set-up by credit to Capital Fund and merged with the Fixed Assets of the Institution. Depreciation is charged at the rates applicable to the respective assets.

3.3 Fixed assets are valued at cost less accumulated depreciation. Depreciation on fixed assets

is provided on Straight line method, at the following rates:

1	Buildings	2%
2	Office Equipment	7.5%
3	Computers and Peripherals	20%
4	Furniture, Fixtures & Fittings	7.5%
5	Vehicle	10%
6	Library Books	10%
7	Journals	10%
8	E-Journals	40%
9	Computer Software	40%

3.5 Depreciation provided for the whole year on additions during the year.

3.6 Where an asset fully depreciated, it will be carried at a residual value of Re.1 in the Balance Sheet and will not be further depreciated. Thereafter, depreciation calculated on the additions of each year separately at the rate of depreciation applicable for that asset head.

3.7 Electronic Journals (E-Journals) are separated from Library Books in view of the magnitude of expenditure. Depreciation provided in respect of E-journals at a higher rate of 40% as against depreciation of 10% provided in respect of Library Books.

3.8 Expenditure on acquisition of software has been separated from computers and peripherals, as the rate of obsolescence in respect of these is very high. Depreciation is provided in respect of software at a higher rate of 40% as against depreciation of 20% provided in respect of Computer & Peripherals.

5. STOCK

5.1 Expenditure on purchase of stationery, publications and other stores is accounted

as revenue expenditure, except that the value of closing stocks held on 31st March is set up as inventories by reducing the corresponding Revenue Expenditure on the basis of information obtained from General Administration Department.

6. RETIREMENT BENEFITS

6.1 Retirement benefits i.e., pension, gratuity and leave encashment are provided on basis of actuarial valuation. Capitalized Value of pension and gratuity received from previous employers of the University's employees, who have been absorbed in the University, credited to the respective Provision Accounts. The actual payments of Pension, Gratuity and Leave Encashment are debit in the Accounts to the respective provisions. Other retirement benefits viz. Deposit Linked Insurance Contribution to New Pension Scheme, Medical reimbursement to retired employees and Travel to Home Town on retirement is accounted on accrual basis (actual payments plus outstanding bills at the end of the year).

7. GOVERNMENT AND UGC GRANTS

7.1 Government Grants and UGC grants are accounted on realization basis.

7.2 To the extent utilized towards capital expenditure, government grants are transferred to the Capital Fund.

7.3 Government grants for meeting Revenue Expenditure (on accrual basis) are treated, to the extent utilized, as income of the year in which they are realized.

7.4 Unutilized grants (including advances paid

out of such grants) are carried forward and exhibited as a liability in the Balance Sheet.

8. SPONSORED PROJECTS

8.1 In respect of ongoing Sponsored Projects, the amounts received from sponsors are credited to the head "Current Liabilities and Provisions-Current Liabilities-Other Liabilities-Receipts against ongoing sponsored projects." As and when expenditure is incurred/advances are paid against such projects, or the concerned project account is debited with allocated overhead charges/administrative charges, the liability account is debited. Overhead Administrative charges recovered from projects are deposited to Overhead Administrative Fund A/c 913920001108.

9. FELLOWSHIP TO PH.D AND M.PHIL STUDENTS

9.1 Fellowship to Ph.D and M.Phil Students are paid out of plan grant provided by Ministry of Human Resource Development (Department of Higher Education) and it is accounted as Academic expenses of the University.

10. MEDICAL CONTRIBUTION

10.1 Medical contributions received as per medical scheme of NUEPA are taken as receipts in Non-Plan A/c, as medical reimbursement is paid from Non-Plan A/c.

11. GRANTS TO NGOS

11.1 Grants/Financial Assistance to NGOs having similar objective is being accounted as expenditure under Plan Account.

SCHEDULE 16

CONTINGENT LIABILITIES AND NOTES TO ACCOUNTS

1. FIXED ASSETS

- 1.1 Fixed assets are created out of Plan grant only, except vehicles, which is purchased out of Non-Plan grant. Additions in the year to Fixed Assets in Schedule 3 include Assets purchased out of Plan Funds (₹2,51,12,570), Non-Plan Funds (₹7,48,187), and Library Books and other assets of the value of (₹5,272) gifted to the University. The Assets have been set up by credit to Capital Fund.
- 1.2 In the Balance Sheet as on 31.03.2015 and the Balance Sheet of earlier years, Fixed Assets created out of Plan funds and Fixed Assets created out of Non-Plan funds not exhibited distinctly. The additions during the years from 01.04.2014 to 31.05.2015 from Plan, Non-Plan funds, and other funds, and the depreciation on those additions respectively have been exhibited distinctly (Schedule-3).
- 1.3 Fixed assets as set out in Schedule 3 include assets purchased out of funds of sponsored projects, held and used by the Centre for Policy Research in Higher Education. The amount of such project assets is ₹6,38,033/-.

2. CURRENT LIABILITIES AND PROVISIONS

- 2.1 In view of no taxable income under Income Tax Act 1961, no provision for income tax has been considered necessary.
- 2.2 The provision for liability payable towards retirement benefits of employees and provisions for liability towards lump-sum payment in lieu of encashment of accumulated leave at credit were made based on assumption till last year. This year, the

actuarial valuation as on 31.03.2014 was got done and provisions made earlier were set off by debit to prior period expenses, to cover all the previous years. Based on actuarial valuations as on 31.03.2015 and taking into account the payments made in 2014-15 and the net provisions existing, further provisions were made in accounts for 2014-15 by debit to Income and Expenditure Account for 2014-15.

3. CURRENT ASSETS, LOANS, ADVANCES AND DEPOSITS

- 3.1 In the opinion of the University, the current assets, Loans, Advances and Deposits have a value on realization in the ordinary course, equal at least to the aggregate amount shown in the Balance Sheet.

4. PROVIDENT FUND ACCOUNT

- 4.1 As the Provident Fund Accounts is owned by the members of those funds and not by the University, the PF account is separated from the University's Accounts as per the instructions pertaining to Govt. of India on the subject regarding preparation of accounts on accrual basis. However, a Receipt and Payment Account, an Income and Expenditure Account (on accrual basis) and a Balance Sheet of the Provident Fund Account is attached to the Annual Accounts of the University.

5. NEW PENSION SCHEME ACCOUNT

- 5.1 All the employees covered under New Pension Scheme have been PRA number and the employer and employee contributions

pertaining to them are regularly transferred to National Securities Depository Limited (NSDL)-Central Recordkeeping Agency (CRA). There are no outstanding amounts to be transferred.

6. RETIREMENT BENEFITS

6.1 Retirement benefits, i.e. pension, gratuity and leave encashment are provided on basis of actuarial evaluation. Capitalized value of pension and gratuity received from previous employers of the University employees who have been absorbed in the University, is credited to respective provision accounts.

7. GRANTS

7.1 In the previous years, Plan Grants received were treated as Income, except to the extent, they were utilized for Capital Expenditure though Bank Balances of Plan Grant Accounts

and Advances Paid out of Grant Funds and outstanding adjustments as on last date of financial year were exhibited on Assets side of Balance Sheet. The unutilized grants (including advances) have been set up in accounts for 2014-15 by debiting to Prior Period Expenses. The unutilized grants as on 31.03.2015 has been carried forward and exhibited as a liability in Balance Sheet.

8. The details of Balances in Saving Bank Accounts are enclosed as attachment 'A' to the Schedule of Current Assets.
9. Previous Year's figures have been re-grouped wherever necessary.
10. Figures in the Final accounts have been rounded off to the nearest rupee.
11. Schedules 1 to 14 are annexed and form an integral part of the Balance Sheet at 31st March 2015 and the Income & Expenditure account for the year ended on that date.

BALANCE SHEET

As at March 31, 2015

Amount in ₹

Liabilities			Assets		
31/March/14	Particulars	31/ March 15	31/March/14	Particulars	31/March/15
10,54,73,629	Opening Balance	11,90,01,273		INVESTMENT	
	GPF		11,08,10,209	GPF/CPF Investment	11,48,05,724
1,81,22,630	Subscription in the Year	2,03,30,369	37,46,694	Int. Accrued as on 31.03.2015	14,05,487
87,96,521	Interest Credited	97,78,903			
(1,47,60,809)	Less: Withdrawal	(1,92,26,411)			
	CPF			CASH AT BANK	
66,000	Subscription in the Year	66,000	44,44,370	SBI A/c No. 10137881013	1,73,07,848
25,001	Interest Credited	32,918			
	University Contribution (CPF)				
23,766	Interest Credited				31,236
62,088	Contribution for March 2015				63,799
	Interest Reserve				
11,92,447	Excess of Income over Expenditure				34,40,972
11,90,01,273		13,35,19,059	11,90,01,273		13,35,19,059

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(Basavaraj Swamy)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

INCOME AND EXPENDITURE ACCOUNT

For the Year Ended 31-03-2015

Amount in ₹

Expenditure			Income		
31/March/14	Particulars	31/ March/15	31/March/14	Particulars	31/March/15
Interest Credited to:					
87,96,521	GPF Account	97,78,903	71,04,092	Interest earned on Investment/Saving Account	1,56,25,236
25,001	CPF Account	32,918	87,87,527	Add: Interest accrued on 03/2015	64,46,320
			(61,39,422)	Less: Interest accrued for 03/2014	(87,87,527)
23,766	Interest on University Contribution (CPF)	31,236	3,47,626	Received University Contribution (CPF)	63,799
62,088	University Contribution (CPF)	63,799			
11,92,447	Excess of Income over Expenditure	34,40,972			
1,00,99,823		1,33,47,828	1,00,99,823		1,33,47,828

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(Basavaraj Swamy)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

RECEIPT AND PAYMENT ACCOUNT

For the Financial Year 2014-15

Amount in ₹

	Receipt			Payment	
	Current Year	Previous Year		Current Year	Previous Year
	2014-15	2013-14		2014-15	2013-14
Opening Balance	44,44,370	22,56,312	GPF Advance/ Withdrawal	1,92,26,411	1,47,60,809
GPF Subscription	2,03,30,369	1,81,22,630	CPF Advance/ Withdrawal		
CPF Subscription	66,000	66,000	Investment During the Year	7,73,81,460	3,28,85,945
CPF University Contribution	63,799	3,47,626			
Investment Encashed	7,33,85,945	2,41,94,464			
Interest Received	1,56,25,236	71,04,092	Closing Balance	1,73,07,848	44,44,370
	11,39,15,719	5,20,91,123		11,39,15,719	5,20,91,123

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(Basavaraj Swamy)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

RECEIPT AND PAYMENT A/C

For the year ended on 31.03.2015

Amount in ₹

RECEIPTS	CURRENT YEAR	PREVIOUS YEAR	PAYMENTS	CURRENT YEAR	PREVIOUS YEAR
OPENING BALANCE			EXPENSES		
1 Saving Bank A/c	6,16,46,715	5,15,66,376	1. Establishment Expenses	14,65,05,913	13,59,39,013
From Government of India (MHRD)			2. Academic Expenses	5,44,21,411	5,32,77,131
a) Non-Plan	15,11,59,519	14,15,00,000	3. Administrative Expenses	3,42,22,485	2,21,62,938
b) Plan	12,06,97,000	11,85,00,000	4. Repairs & Maintenance	1,02,48,807	81,43,952
Academic Receipts	29,63,416	73,81,556	Payments against Fellowship	84,98,965	59,43,204
Receipts against Sponsored Projects/ Schemes	9,87,94,626	4,14,99,960	Payments against Sponsored Projects/ Schemes	5,79,68,504	3,52,35,892
Interest received			Expenditure on Fixed Assets & Advances to CPWD		
1. Saving Bank A/cs			1 Fixed Assets		
a) Plan	3,50,093	23,00,806	a) Plan	2,51,07,298	2,17,62,444
b) Non-Plan	6,48,197	5,97,003	b) Non-Plan	7,48,187	-
c) Canara Bank	-	4,85,920	Advances to CPWD	81,76,119	2,40,39,027
d) Overhead Admin. Fund	70,634		Other Payments including Statutory Payments		
e) Hostel A/c	12,788	12,291	Overhead Admin. Fund A/c	68	
2) Interest on Interest Bearing Advances	2,30,639	82,731	Charges	135	
Other Income	25,72,366	41,16,768	Misc Expenses	618	
Deposits and Advances	4,21,240	3,72,655	Deposits and Advances	3,12,725	2,63,910
Remittances	4,03,40,070	3,47,53,003	Remittances	4,03,38,590	3,47,54,843
Misc Receipt including Statutory Receipts			Closing Balances		
1. Overhead Administrative Fund A/c 1108	89,79,179		Bank Balances		

RECEIPTS	CURRENT YEAR	PREVIOUS YEAR	PAYMENTS	CURRENT YEAR	PREVIOUS YEAR
			i) In Current A/c (34778757702)	12,082	-
			ii) Saving A/cs		
			1. SBI(10137881320)	48,19,755	1,11,70,481
			2. Syndicate Bank (91392010001112)	2,26,859	30,79,571
			3. Syndicate Bank (91392010001092)	6,76,28,166	2,68,02,044
			4. Canara Bank (25536)	10,832	2,02,29,377
			5. Hostel A/c (91392015365)	3,29,322	3,16,534
			6. Postage in Hand	41,487	48,709
			7. Overhead Admin. Fund (91392010001108)	2,92,68,155	-
TOTAL	48,88,86,482	40,31,69,069	TOTAL	48,88,86,482	40,31,69,069

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(Basavaraj Swamy)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

BALANCE IN BANK ACCOUNTS

As on 31-03-2015

Amount in ₹

S. No.	Bank Accounts	Current Year (2014-15)	Previous Year (2013-14)
1	State Bank of India (10137881320) Non-Plan	48,19,755	1,11,70,481
2	Syndicate Bank (91392010001112) Plan	2,26,859	30,79,571
3	Syndicate Bank (91392010001092) Project	6,76,28,166	2,68,02,043
4	Syndicate Bank (91392010001108) Overhead Administrative Fund	2,92,68,155	-
5	Syndicate Bank (91392015365) Hostel	3,29,322	3,16,534
6	Canara Bank A/c 25536	10,832	2,02,29,377
	TOTAL	10,22,83,089	6,15,98,006

LIST OF GRANTS TO NGO

For 2014-15

Amount in ₹

S. No.	Name of the NGO	Amount Released
1	St. Aloysious College (Autonomous), Mangalore	1,50,000.00
2	Madhvi Welfare Society, Gwalior (M.P.)	1,35,000.00
3	Avtar Smriti Shiksha Evam Kalyan Samiti, Morena (M.P.)	27,500.00
4	Minority Educational Society, Maharashtra	50,000.00
5	Ku. Gayatri Anusoochit Jati/Janjati Kalyan Samiti, Morena (M.P.)	1,50,000.00
6	Little Flower Educational Society, Kurnool (A.P.)	1,02,500.00
7	Society for Social Transformation, Kurnool (A.P.)	50,000.00
8	Suman Shiksha Yevam Samaj Kalyan Samiti, Gwalior (M.P.)	1,24,350.00
9	Keerthi Health Educational and Rural Development Society (KHERDS), Kurnool (A.P.)	1,37,500.00
10	Development of Integrated Nurturing Association to Kindle Awakening for Renaissance (DINKAR), Kurnool (A.P.)	1,37,500.00
11	Kalabandhu Kalaparishad, Kurnool (A.P.)	1,37,500.00
12	Smt. Pankunwar Bai Shiksha Samiti, Dewas (M.P.)	1,22,880.00
13	Kundu Area Rural Development Society, Kurnool (A.P.)	1,25,000.00
14	Antyaj Seva Samiti, Bihar	1,35,000.00
15	Smt. Vaijayanti Devi Shiksha Prasar Samiti, Morena (M.P.)	79,100.00
16	Shri Madhu Mehta Welfare Society, Khandawa (M.P.)	1,31,290.00
17	Kaivalyadhama S.M.Y.M Samiti, Lonavala	2,50,000.00
18	Institute of Social Research & Development (ISRD)	99,000.00

S. No.	Name of the NGO	Amount Released
19	Centre for Educational Technology, IIT Kharagpur	1,24,400.00
20	Sona Education Society, Gwalior (M.P.)	1,40,000.00
21	Kumarappa Institute of Gram Swaraj, Jaipur	2,44,200.00
22	Maa Mangla Devi Poonam Agarwal Mahila Mandal, Bhind (M.P.)	1,50,000.00
23	Rural Poor Development Society (RPDS), Kurnool (A.P.)	1,19,000.00
24	Sarv Kalyan Mahila Mandal, Bhopal	1,50,000.00
25	Centre for Promotion of Educational and Cultural Advancement of Muslims of India (CEPESAMI), Aligarh	1,50,000.00
26	De Paul Extension Services (DES), Kerala	64,972.00
27	Gram Panchayat Raj Kinaroo, Muzaffarpur, Bihar	1,27,500.00
28	Vijay Vardhan Sansthan, Gwalior	1,30,815.00
29	Development Innovators, Odisha	2,47,500.00
30	PG Department of Education, University of Jammu, Jammu (J & K)	25,394.00
31	Health Education & Development Society, Tamil Nadu	1,19,600.00
32	S & T Educators Forum, New Delhi	2,50,000.00
33	Chand Minority Welfare Association, Andhra Pradesh	1,50,000.00
34	Ilashree Seva Sansthan, Bihar	1,37,500.00
35	Society For Women Empowerment Through Development Action (SWETDA), Orissa	1,13,884.00
36	Aligarh Historian Society, Aligarh	1,46,500.00
37	Nav Jeevan Gramodhyog Samiti, Agra (U.P.)	1,50,000.00
38	Society for Education and Economic Development (SEED), New Delhi	1,50,000.00
39	Fathima Muslim Mahila Mandali (FMMM), Kurnool (A.P.)	1,50,000.00

S. No.	Name of the NGO	Amount Released
40	Aligarh Historians Society, Aligarh	1,50,000.00
41	Glorious Women Empowerment, Kurnool District, Andhra Pradesh	1,50,000.00
42	Sai Educational Rural & Urban Development Society (SERUDS), Kurnool, Andhra Pradesh.	1,50,000.00
43	SAMADHAN, Bihar	1,50,000.00
44	Nava Jyothi Youth Association, Kurnool Distt (A.P.)	1,50,000.00
45	SANGHARSOTTHAN, Hathras (U.P.)	1,50,000.00
46	Chandigarh College of Education, Mohali, Punjab	1,22,500.00
47	Indian Academy of Social Sciences	3,00,000.00
48	Association for Women and Rural Enrichment (AWARE)	1,50,000.00
49	Abhyuday Sansthan, U.P	1,50,000.00
50	Fathima Muslim Mahila Mandali	1,50,000.00
51	Nava Jyothi Youth Association, Kurnool Distt (A.P.)	1,50,000.00
Total		71,07,885.00

DETAIL OF INVESTMENT

For the period from 01.04.2014 to 31.03.2015

Sl. No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount	Rate of Interest (%)	Maturity Value	Accrued Interest
1	Syndicate Bank	970000	20.05.2014	20.05.2015	70,00,000.00	9.05	76,55,325.52	5,27,917
2	Syndicate Bank	197809	13.06.2014	31.08.2015	21,00,000.00	9.15	23,44,370.83	1,44,113
3	Syndicate Bank	197811	20.06.2014	07.09.2015	40,00,000.00	9.15	44,65,468.25	2,74,500
4	Syndicate Bank	197812	20.06.2014	07.09.2015	30,00,000.00	9.15	33,49,101.19	2,05,875
5	Syndicate Bank	197821	30.06.2014	17.09.2015	50,00,000.00	9.15	55,81,835.31	3,43,125
6	Syndicate Bank	197828	08.07.2014	25.09.2015	70,00,000.00	9.15	78,14,569.44	4,27,000
7	Syndicate Bank	969781	04.10.2014	04.10.2015	35,00,000.00	9.05	38,27,662.76	1,58,375
8	Punjab National Bank	CBU022534/ 139900/23143	18.09.2014	22.10.2015	1,37,81,460.00	9.00	1,51,90,576.00	6,20,166
9	Syndicate Bank	197860	12.08.2014	30.10.2015	90,00,000.00	9.15	1,00,47,303.56	4,80,375
10	Syndicate Bank	197861	12.08.2014	30.10.2015	90,00,000.00	9.15	1,00,47,303.56	4,80,375
11	Syndicate Bank	197862	12.08.2014	30.10.2015	90,00,000.00	9.15	1,00,47,303.56	4,80,375
12	Punjab National Bank	CBU022534/1066	15.12.2012	31.12.2015	70,00,000.00	9.00	91,78,418.00	6,30,000
13	Syndicate Bank	197895	18.10.2014	05.01.2016	65,00,000.00	9.00	72,43,443.89	2,43,750
14	Syndicate Bank	407156/969620	8.11.2014	26.01.2016	35,00,000.00	9.00	39,00,315.94	1,31,250
15	Syndicate Bank	969825	10.11.2014	28.01.2016	50,00,000.00	9.00	55,71,879.91	1,87,500
16	Syndicate Bank	197964	18.11.2014	05.02.2016	20,00,000.00	9.00	22,28,751.97	60,000
17	Punjab National Bank	CBU022534/1543	31.01.2013	16.02.2016	1,00,00,000.00	9.00	1,31,12,026.00	9,00,000
18	Canara Bank	032137	04.03.2015	21.05.2016	70,00,000.00	8.85	7786708.00	51,625
19	SBI SPL Deposit	812	27.06.1981	-	14,24,264.00		14,24,264.00	100000
TOTAL					11,48,05,724.00		13,08,16,627.69	64,46,319.87

ENCASHMENT 2014-15

Sl. No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount	Rate of Interest (%)	Maturity Value
1	Syndicate Bank	969566	20.05.2012	20.05.2014	76,89,067.96	9	84,04,791.92
2	Syndicate Bank	501436	13.06.2012	13.06.2014	21,96,876.55	9	24,01,369.11
3	Syndicate Bank	501438	20.06.2012	20.06.2014	40,00,000.00	9	43,72,333.28
4	Syndicate Bank	501439	20.06.2012	20.06.2014	30,00,000.00	9	32,79,249.96
5	Syndicate Bank	501938	08.07.2012	08.07.2014	70,00,000.00	9	82,05,809.66
6	State Bank of India	31867492916	03.08.2011	03.08.2014	80,00,000.00	9.25	1,02,79,406.00
7	State Bank of India	31867493090	03.08.2011	03.08.2014	80,00,000.00	9.25	1,02,79,406.00
8	State Bank of India	31867493352	03.08.2011	03.08.2014	60,00,000.00	9.25	77,09,553.00
9	Syndicate Bank	969793	14.09.2013	18.10.2014	65,00,000.00	9.3	71,87,642.47
10	Punjab National Bank	CBU022534/ 139900	14.08.2013	18.09.2014	1,25,00,000.00	9.00	1,37,81,460.00
11	Syndicate Bank	969843	18.11.2013	18.11.2014	20,00,000.00	9.1	21,81,351.52
12	Canara Bank	440191	19.02.2013	17.02.2015	65,00,000.00	9.05	77,71,645.00
					7,33,85,944.51		

FD MADE DURING THE YEAR 2014-15

Sl.No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount	Rate of Interest (%)	Maturity Value
1.	Syndicate Bank	970000	20.05.2014	20.05.2015	70,00,000.00	9.05	76,55,325.52
2.	Syndicate Bank	197809	13.06.2014	31.08.2015	21,00,000.00	9.15	23,44,370.83
3.	Syndicate Bank	197811	20.06.2014	07.09.2015	40,00,000.00	9.15	44,65,468.25
4.	Syndicate Bank	197812	20.06.2014	07.09.2015	30,00,000.00	9.15	33,49,101.19
5.	Syndicate Bank	197821	30.06.2014	17.09.2015	50,00,000.00	9.15	55,81,835.31
6.	Syndicate Bank	197828	08.07.2014	25.09.2015	70,00,000.00	9.15	78,14,569.44
7.	Syndicate Bank	197860	12.08.2014	30.10.2015	90,00,000.00	9.15	1,00,47,303.56
8.	Syndicate Bank	197861	12.08.2014	30.10.2015	90,00,000.00	9.15	1,00,47,303.56
9.	Syndicate Bank	197862	12.08.2014	30.10.2015	90,00,000.00	9.15	1,00,47,303.56
10.	Syndicate Bank	197895	18.10.2014	05.01.2016	65,00,000.00	9.00	72,43,443.89
11.	Punjab National Bank	CBU022534/ 139900/23143	18.09.2014	22.10.2015	1,37,81,460.00	9.00	1,51,90,576.00
12.	Syndicate Bank	197964	18.11.2014	05.02.2016	20,00,000.00	9.00	22,28,751.97
TOTAL					7,73,81,460.00		8,60,15,353.08

INVESTMENT STATEMENT 2014-15

Opening Balance	11,08,10,208.51
Investment made during the year	7,73,81,460.00
Total Investment	18,81,91,668.51
Encashment during the year	7,33,85,944.51
Net Investment (Closing Balance)	11,48,05,724.00

TRIAL BALANCE

April 01, 2014 to March 31, 2015

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Capital Account	21,80,24,958.49 Cr	1,96,99,890.34	2,69,63,916.34	22,52,88,984.49 Cr
Add/Excess of Income/Expenditure	1,92,34,764.00 Cr	1,92,34,764.00		
Capital Fund	19,83,25,068.15 Cr		2,69,63,916.34	22,52,88,984.49 Cr
Donated Asset Fund	4,65,126.34 Cr	4,65,126.34		
Current Liabilities	8,64,57,465.52 Cr	57,36,05,524.77	95,53,88,058.42	46,82,39,999.17 Cr
Amount Payables	15,973.00 Cr			15,973.00 Cr
Amount Payable CPF	15,973.00 Cr			15,973.00 Cr
Deduction From Bills		7,24,257.00	7,24,257.00	
Income Tax from Contractor-Plan		5,76,369.00	5,76,369.00	
Income Tax from Contractor-Project		1,44,170.00	1,44,170.00	
Income Tax from Contractor-Non-Plan		3,718.00	3,718.00	
Deduction From Salary	2,280.00 Dr	3,96,14,333.00	3,96,15,813.00	800.00 Dr
GPF Subscription and Recovery		1,92,77,104.00	1,92,77,104.00	
Group Insurance Scheme	2,280.00 Dr	94,280.00	95,760.00	800.00 Dr
Income Tax (Salary) - Non-Plan		1,29,50,757.00	1,29,50,757.00	
Income Tax (Salary) Plan		13,72,742.00	13,72,742.00	
Income Tax (Salary) - Project		15,28,398.00	15,28,398.00	
LIC		2,72,405.00	2,72,405.00	
Recovery of New Pension Scheme		14,14,617.00	14,14,617.00	
Society Recoveries		27,04,030.00	27,04,030.00	
SPECIFIC PROJECTS	2,68,02,043.52 Cr	7,51,01,835.77	11,59,27,958.42	6,76,28,166.17 Cr
Provisions	5,90,00,000.00 Cr		29,31,87,555.00	35,21,87,555.00 Cr
Provisions - Gratuity	90,00,000.00 Cr		2,20,59,535.00	3,10,59,535.00 Cr
Provisions - Leave Encashment	50,00,000.00 Cr		1,19,24,953.00	1,69,24,953.00 Cr
Provisions - Pension	4,50,00,000.00 Cr		25,92,03,067.00	30,42,03,067.00 Cr
Security Deposits Adjustable	4,91,883.00 Cr	64,525.00	1,02,500.00	5,29,858.00 Cr
Subscription of Journal (Advance)	1,49,846.00 Cr	1,83,630.00	1,49,846.00	1,16,062.00 Cr
Transfer Between Fund - PLAN		5,00,00,000.00	5,00,00,000.00	
Transfer Between Funds - CANARA BANK A/C		4,00,00,000.00	4,00,00,000.00	
Transfer Between Funds - NON PLAN		4,25,00,000.00	4,25,00,000.00	
Transfer Between Funds - OVERHEAD ADMIN. A/C 1108		5,00,000.00	5,00,000.00 Cr	
Transfer Grants from Project A/C		4,20,00,000.00	4,20,00,000.00	

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Un-Utilised Grant - Plan		12,05,86,944.00	16,83,50,129.00	4,77,63,185.00 Cr
Un-Utilised Grants - Non Plan		16,23,30,000.00	16,23,30,000.00	
Fixed Assets	17,81,88,975.53 Dr	2,73,70,003.53	1,47,71,858.00	19,07,87,121.06 Dr
1027 - Purchase of Journals	36,15,306.00 Dr			36,15,306.00 Dr
2025 - Furniture & Fixture	61,18,936.34 Dr	1,30,879.00	4,68,736.00	57,81,079.34 Dr
2026 - Other Office Equipment	1,13,73,655.82 Dr	7,16,279.00	9,06,745.00	1,11,83,189.82 Dr
2027 - Library Books	54,14,721.95 Dr	25,48,114.00	7,32,581.00	72,30,254.95 Dr
2028 - Computers and Peripherals	36,35,037.90 Dr	36,08,261.00	15,87,808.00	56,55,490.90 Dr
2029 - PURCHASE OF JOURNAL	1,55,12,550.95 Dr	75,55,462.00	24,79,445.00	2,05,88,567.95 Dr
2030 - Purchase of E-Journals	22,28,699.62 Dr	13,39,655.53	14,27,342.00	21,41,013.15 Dr
2055 - COMPUTER SOFTWARE	3,81,221.00 Dr	1,00,85,133.00	43,26,450.00	61,39,904.00 Dr
Fixed Assets - Sponsored		6,38,033.00	1,27,607.00	5,10,426.00 Dr
Land	23,07,892.03 Dr			23,07,892.03 Dr
Office Building	12,64,97,119.99 Dr		25,29,942.00	12,39,67,177.99 Dr
Purchase of Staff Car	11,03,833.93 Dr	7,48,187.00	1,85,202.00	16,66,818.93 Dr
Current Assets	10,70,58,684.32 Dr	73,93,35,258.40	69,53,88,764.07	15,10,05,178.65 Dr
Advance to Staff		3,30,83,844.00	3,30,83,844.00	
2033 - Miscellaneous Advance		3,26,68,365.00	3,26,68,365.00	
Imprest - Plan		10,000.00	10,000.00	
Medical Advance		4,05,479.00	4,05,479.00	
Interest Accrued	92,768.00 Dr	61,161.00	92,768.00	61,161.00 Dr
Interest Accrued on Loans & Advance	92,768.00 Dr	61,161.00	92,768.00	61,161.00 Dr
Inventory		5,80,316.00		5,80,316.00 Dr
Inventory - Stationery		5,80,316.00		5,80,316.00 Dr
PREPAID EXPENSES		4,20,566.00		4,20,566.00 Dr
Prepaid - Insurance		38,616.00		38,616.00 Dr
Prepaid - Others		3,81,950.00		3,81,950.00 Dr
Recovery from Staff	3,50,040.00 Dr	2,48,200.00	3,18,740.00	2,79,500.00 Dr
Car Advance	1,20,000.00 Dr		36,000.00	84,000.00 Dr
Computer Advance	34,500.00 Dr	59,200.00	21,000.00	72,700.00 Dr
Festival Advance	1,10,625.00 Dr	1,89,000.00	1,80,825.00	1,18,800.00 Dr
House Building Advance	64,950.00 Dr		64,950.00	
Scooter Advance	19,965.00 Dr		15,965.00	4,000.00 Dr
Deposits (Asset)	4,45,73,558.00 Dr	81,76,119.00	58,18,801.00	4,69,30,876.00 Dr
Deposit to CPWD - Civil /Electrical	4,45,73,558.00 Dr	81,76,119.00	58,18,801.00	4,69,30,876.00 Dr
Sundry Debtors	98,298.00 Dr			98,298.00 Dr
Cash in Hand		3,71,10,023.00	3,71,10,023.00	
Cash - Non Plan		20,47,662.00	20,47,662.00	

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Cash - Plan		2,54,60,079.00	2,54,60,079.00	
Cash - Project		96,02,282.00	96,02,282.00	
Bank Accounts	6,15,98,006.32 Dr	65,93,15,738.40	61,86,18,574.07	10,22,95,170.65 Dr
1000 – SBI – 10137881320 – Non-Plan	1,11,70,481.40 Dr	23,88,77,820.55	24,52,28,547.00	48,19,754.95 Dr
2000 – Syndicate Bank – 91-1112 - Plan	30,79,570.64 Dr	19,82,15,357.54	20,10,68,069.43	2,26,858.75 Dr
3000 – Syndicate bank – 91-1092 – Project	2,68,02,043.52 Dr	15,14,77,106.42	11,06,50,983.77	6,76,28,166.17 Dr
4000 – Current Account – 34778757702		12,700.00	618.00	12,082.00 Dr
6000 – Hostel Account	3,16,534.25 Dr	12,787.93		3,29,322.18 Dr
8000 – Canara Bank	2,02,29,376.51 Dr	4,09,51,743.46	6,11,70,287.87	10,832.10 Dr
9000 – OVERHEAD ADMIN. FUND A/C 1108		2,97,68,222.50	5,00,068.00	2,92,68,154.50 Dr
Postage in Hand	48,709.00 Dr	41,487.00	48,709.00	41,487.00 Dr
Publication in Hand	2,97,305.00 Dr	2,97,804.00	2,97,305.00	2,97,804.00 Dr
Indirect Incomes		12,45,935.62	27,41,36,882.57	27,28,90,946.95 Cr
Deposit in Current A/c			11,000.00	11,000.00 Cr
4004 – Deposit from NUEPA			11,000.00	11,000.00 Cr
Receipt - CANARA BANK		9,51,743.46	9,51,743.46	
8001 - Receipt Admin. O/h Fund		9,51,743.46	9,51,743.46	
Receipt - Current A/C			1,700.00	1,700.00 Cr
4001 - Sale of Prospectus			1,700.00	1,700.00 Cr
Receipt - NON-PLAN		2,94,192.16	16,82,80,099.55	16,79,85,907.39 Cr
Admission Fees for Medical Reimbursement - Pensioner			1,20,300.00	1,20,300.00 Cr
Contribution for Medical Stream (CGHS)			4,09,000.00	4,09,000.00 Cr
Grants From Ministry of HRD – Non-Plan			16,15,81,813.00	16,15,81,813.00 Cr
Hostel Rent		2,660.00	18,40,840.00	18,38,180.00 Cr
Interest on Interest Bearing Advances		92,768.00	2,91,800.00	1,99,032.00 Cr
Interest on Saving Bank Account			6,48,196.55	6,48,196.55 Cr
Leave Salary & Pension contribution			21,29,276.00	21,29,276.00 Cr
Miscellaneous Receipts		3,228.16	84,068.00	80,839.84 Cr
Recovery of License Fees			1,91,593.00	1,91,593.00 Cr
Recovery of Water Charges			6,293.00	6,293.00 Cr
Royalty			26,393.00	26,393.00 Cr
Sale of Condemned Items		10,000.00	24,519.00	14,519.00 Cr
Sale of Prospectus		200.00	7,800.00	7,600.00 Cr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Sale of Publication		1,52,936.00	4,20,264.00	2,67,328.00 Cr
Sale of Tenders forms			7,000.00	7,000.00 Cr
Student Fees		32,400.00	4,84,114.00	4,51,714.00 Cr
Use of Staff Cars			6,830.00	6,830.00 Cr
Receipts – OVERHEAD ADMIN. FUND A/C 1108			90,49,813.09	90,49,813.09 Cr
9001 - Receipts OVERHEAD 1108			89,79,179.00	89,79,179.00 Cr
Interest on Saving - OVERHEAD ADMIN. A/C 1108			70,634.09	70,634.09 Cr
Receipts – Plan			9,58,29,738.54	9,58,29,738.54 Cr
Grants from Ministry of HRD – Plan			9,54,79,646.00	9,54,79,646.00 Cr
Interest on Saving Account – Plan			3,50,092.54	3,50,092.54 Cr
Receipt – Hostel telephone Booth			12,787.93	12,787.93 Cr
Indirect Expenses		64,65,16,975.40	2,18,89,344.50	62,46,27,630.90 Dr
Depreciation		1.39.00.644.00		1.39.00.644.00 Dr
Depreciation – Building		25,29,942.00		25,29,942.00 Dr
Depreciation –Computer		9,49,775.00		9,49,775.00 Dr
Depreciation – Computer Software		40,93,269.00		40,93,269.00 Dr
Depreciation – E-Journals		14,27,342.00		14,27,342.00 Dr
Depreciation – Furniture		4,68,736.00		4,68,736.00 Dr
Depreciation –Journals		24,79,445.00		24,79,445.00 Dr
Depreciation – Library Books		7,32,581.00		7,32,581.00 Dr
Depreciation – Office Equipment		9,06,745.00		9,06,745.00 Dr
Depreciation – Others (Sponsored)		1,27,607.00		1,27,607.00 Dr
Depreciation – Vehicles		1,85,202.00		1,85,202.00 Dr
EXPENDITURE – CANARA BANK		135.00		135.00 Dr
8002 – MISC. EXPENSES/ CHARGES		135.00		135.00 Dr
EXPENDITURE – CURRENT ACCOUNT		618.00		618.00 Dr
4003 – Misc. Expenditure		618.00		618.00 Dr
Expenditure – Overhead Admn. Fund A/C 1108		68.00		68.00 Dr
9002 – Expenditure – Overhead Admn. Fund A/C 1108		68.00		68.00 Dr
Non-Plan - Expenditure		17,15,59,856.00	27,21,214.00	16,88,38,642.00 Dr
Establishment Expenses – Non-Plan		14,72,52,181.00	4,21,440.00	14,68,30,741.00 Dr
1001 – Pay to Officer		2,87,73,535.00	43,414.00	2,87,30,121.00 Dr
1002 – Pay to Establishment		1,29,09,992.00		1,29,09,992.00 Dr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
1003 – Salary – Allowances		5,97,41,175.00	1,28,557.00	5,96,12,618.00 Dr
1004 – Overtime Allowance		88,126.00		88,126.00 Dr
1005 – Medical Re-Imbursement		50,80,959.00		50,80,959.00 Dr
1006 – Leave Travel Concession		26,80,049.00	49,703.00	26,30,346.00 Dr
1007 – Bonus		3,13,739.00		3,13,739.00 Dr
1007 – Interest on PF paid to Subscribers		63,799.00		63,799.00 Dr
1009 – Liveries		21,390.00		21,390.00 Dr
1010 – New Pension Scheme (Govt. Share)		14,70,387.00	1,06,332.00	13,64,055.00 Dr
1011 – Gratuity		51,97,528.00		51,97,528.00 Dr
1012 – Pension		2,66,67,298.00	89,434.00	2,65,77,864.00 Dr
1013 – Leave Encashment		33,72,576.00		33,72,576.00 Dr
1014 – Travelling Allowance		1,27,970.00	4,000.00	1,23,970.00 Dr
1016 – Tuition Fees		7,43,658.00		7,43,658.00 Dr
Office Expenses – Non-Plan		2,43,07,675.00	22,99,774.00	2,20,07,901.00 Dr
1021 – Audit Fees		81,047.00		81,047.00 Dr
1022 – Legal Expenses		7,000.00		7,000.00 Dr
1023 – Insurance		44,609.00	38,616.00	5,993.00 Dr
1024 – Maintenance of Staff Cars		2,98,140.00	25,100.00	2,73,040.00 Dr
1025 – Newspaper Charges		1,39,535.00	580.00	1,38,955.00 Dr
1026 – Petrol, Oil & Lubricant Charges		6,08,505.00		6,08,505.00 Dr
1028 – Rate/Rent and Taxes		3,97,070.00		3,97,070.00 Dr
1029 – Telephone Charges		8,47,993.00	4,144.00	8,43,849.00 Dr
1030 – Water Charges		1,31,15,286.00		1,31,15,286.00 Dr
1031 – Electricity Charges		64,87,139.00	18,316.00	64,68,823.00 Dr
1032 – Miscellaneous Contingencies		22,81,351.00	22,13,018.00	68,333.00 Dr
Plan – Expenditure		11,46,47,776.40	1,91,68,130.50	9,54,79,645.90 Dr
1. Establishment Expenses - Plan		69,19,782.00	16,41,323.00	52,78,459.00 Dr
2001 - Pay of Officers		28,68,631.00	6,52,770.00	22,15,861.00 Dr
2003 - Allowances & Honorarium		40,51,151.00	9,88,553.00	30,62,598.00 Dr
2. Office Expenses – Plan		3,28,95,088.40	56,13,778.10	2,72,81,310.30 Dr
2005 - Advertisement		16,94,733.00		16,94,733.00 Dr
2006 - Catering Charges		29,71,474.00		29,71,474.00 Dr
2008 - Postage & Telegrams		4,80,599.00	41,487.00	4,39,112.00 Dr
2009 - Stationery/Store Items		15,86,812.00	7,24,086.00	8,62,726.00 Dr
2011 - Telephone/Telegram Charges		2,74,771.00		2,74,771.00 Dr
2016 - Horticulture		1,58,091.00		1,58,091.00 Dr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
2018 - Legal Expenses		12,800.00		12,800.00 Dr
2019 - Maintenance of Equipment		41,20,264.00	6,38,573.00	34,81,691.00 Dr
2020 - Maintenance of Building/ Hostel		69,44,800.00		69,44,800.00 Dr
2021 - Newspaper Charges		10,440.00		10,440.00 Dr
2022 - Water & Electricity Charges		70,32,274.00	40,44,894.00	29,87,380.00 Dr
2024 - Other Misc. Admv. Expenses		7,33,924.40	1,11,118.60	6,22,805.80 Dr
2031 - House Keeping Services		45,54,166.00		45,54,166.00 Dr
2035 - Security Expenses		2,55,033.00	43,100.00	2,11,933.00 Dr
2037 - Daily Wages Charges		10,62,396.00	1,159.00	10,61,237.00 Dr
2038 - Local Conveyance/Taxi Charges		5,11,688.00		5,11,688.00 Dr
2040 - Maintenance of Furniture & Fixture		17,247.00		17,247.00 Dr
2054 - Course Fees/Training		4,73,576.00	9,360.50	4,64,215.50 Dr
3. Academic Expenses – Plan		2,95,43,571.00	57,02,592.00	2,38,40,979.00 Dr
2007 - Printing Expenses		24,91,373.00	2,97,804.00	21,93,569.00 Dr
2010 – Stipend, Book & Project Grants DEPA		3,53,439.00		3,53,439.00 Dr
2012 - Academic Programmes Expenses		66,43,856.00	11,56,041.00	54,87,815.00 Dr
2013 - TA/DA to Faculty		62,27,379.00	16,57,999.00	45,69,380.00 Dr
2014 - TA/DA to Participants		1,15,26,276.00	24,57,228.00	90,69,048.00 Dr
2015 - Honorarium to Resource Persons		17,43,507.00	1,33,520.00	16,09,987.00 Dr
2036 - Photocopying Charges		4,47,046.00		4,47,046.00 Dr
2039 - Subscription to Academic Institutions		1,10,695.00		1,10,695.00 Dr
4. Universities Studies/NGOs - Plan		3,85,12,678.00	62,10,437.00	3,23,02,240.60 Dr
2041 – Fellowship to (M.Phil/Ph.D) Student		87,48,607.00	2,49,642.00	84,98,965.00 Dr
2051 – Grants to NGOs		72,30,765.00	1,22,880.00	71,07,885.00 Dr
2064 – Access, Participation, Learning in School Education		15,355.00		15,355.00 Dr
2065 – Preparation of Model Education Code of Rules		5,29,921.00		5,29,921.00 Dr
2070 – A Case Study of Social Dimension of Demand		47,000.00		47,000.00 Dr
2071 – All India Survey of Higher Education		1,35,500.00		1,35,500.00 Dr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
2079 – "Who goes to School? An Analysis of Empirical		1,06,806.00	17,000.00	89,806.00 Dr
2080 – Revisiting School Quality - Dr. Madhumita		1,12,319.00		1,12,319.00 Dr
2081 – Grant-in-Aid Study		18,00,196.00	3,032.00	17,97,164.00 Dr
2083 – Conf. of DEOs and BEOs CAPA, BUILD.		27,59,398.00	13,00,000.00	14,59,398.00 Dr
2084 – Digital Achieves of Edn. Documents (Dr. Mathew)		18,90,023.00		18,90,023.00 Dr
2085 – Schemes of Publication Department (P. Rawat)		4,93,340.00		4,93,340.00 Dr
2086 – National Means - Cum-Merit Scholarship		57,000.00		57,000.00 Dr
2087 – Workshop on Improving Participation of Child		1,20,257.00		1,20,257.00 Dr
2088 – A Study of Foreign Board – Pranati Panda		4,60,217.00	3,871.00	4,56,346.00 Dr
2090 – Autonomy of Indian Higher Education		4,78,710.00		4,78,710.00 Dr
2091 – National Innovation in Edn. Admn.		4,74,839.00		4,74,839.00 Dr
2092 – Critical Assessment of Children Edn.		7,50,168.00		7,50,168.00 Dr
2093 – Private Franchises Providing Pre-School Education		2,92,387.00		2,92,387.00 Dr
2095 – 3rd All India Survey (R.S. Tyagi)		17,36,128.00		17,36,128.00 Dr
2096 – National Scheme to Girls (V.P.S. Raju)		6,31,865.00		6,31,865.00 Dr
2097 – Evaluation of Educational Loan (Geetha Rani)		2,84,741.00	19,354.00	2,65,387.00 Dr
2098 – DD Section Edn. RMSA - Dr. Zaidi)		5,92,554.00		5,92,554.00 Dr
2099 – Roles of School Head - Dr. Rashmi Diwan		5,60,479.00		5,60,479.00 Dr
2100 – Mngt. of Elementary in M.P. & Bihar - Prof. Kumar		1,65,516.00	37,742.00	1,27,774.00 Dr
2101 – International Seminar - Dr. Madhumita		2,59,411.00	36,102.40	2,23,308.60 Dr
2102 – Non-Enrollment and Drop-out Muslim Children		6,26,698.00		6,26,698.00 Dr
2103 – Spatial Perspective - Causes Higher Education		4,46,507.00		4,46,507.00 Dr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
2104 – A Pilot Project to Develop Geo-Sprital		1,85,264.00		1,85,264.00 Dr
2105 – Revisiting Equity under RTE - Dr. Naresh Kumar		2,72,720.00		2,72,720.00 Dr
2106 – Advanced Training for Improving School - Dr. Madhumita		2,67,097.00		2,67,097.00 Dr
2107 – School Standard & Evaluation – Dr. Pranati Panda		44,00,814.00	44,00,814.00	
2108 – Present Situation of Education Access- Dr. Madhumita		83,355.00		83,355.00 Dr
2109 – Project Management Unit - Dr. K. Biswal		2,95,550.00		2,95,550.00 Dr
2110 – Study on Implementation 25%		2,29,377.00		2,29,377.00 Dr
2111 – Training Workshop on Gender and Education		4,13,126.00	20,000.00	3,93,126.00 Dr
DEPA SALARY		5,58,668.00		5,58,668.00 Dr
5. North-East Region		67,76,657.00		67,76,657.00 Dr
2052 – North-East Region		67,76,657.00		67,76,657.00 Dr
Prior Period Expenses		34,64,07,878.00		34,64,07,878.00 Dr
Prior Period Expenses - Non-Plan		29,87,54,749.00		29,87,54,749.00 Dr
Prior Period Expenses - Plan		4,76,53,129.00		4,76,53,129.00 Dr
Profit and Loss A/c	1,92,34,764.16 Dr		1,92,34,764.16	
Grand Total		2,00,77,73,588.06	2,00,77,73,588.06	

AUDIT REPORT

AUDIT REPORT

SEPARATE AUDIT REPORT OF THE COMPTROLLER & AUDITOR GENERAL OF INDIA ON THE ACCOUNTS OF NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING & ADMINISTRATION FOR THE YEAR ENDED 31 MARCH 2015.

1. We have audited the attached Balance Sheet of National University of Educational Planning and Administration (NUEPA) as at 31 March 2015, Income & Expenditure Account and Receipts & Payments Account for the year ended on that date under Section 20(1) of the Comptroller & Auditor General's (Duties, Powers & Conditions of Service) Act, 1971. The audit has been entrusted for the period up to 2015-16. These financial statements are the responsibility of NUEPA's management. Our responsibility is to express an opinion on these financial statements based on our audit.
2. This Separate Audit Report contains the comments of the Comptroller & Auditor General of India (CAG) on the accounting treatment only with regard to classification, conformity with the best accounting practices, accounting standards and disclosure norms, etc. Audit observations on financial transactions with regard to compliance with the Law, Rules & Regulations (Propriety and Regularity) and efficiency-cum-performance aspects, etc., if any, are reported through Inspection Reports/CAG's Audit Reports separately.
3. We have conducted our audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatements. An audit includes examining, on a test basis, evidences supporting the amounts and disclosure in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall presentation of financial statements. We believe that our audit provides a reasonable basis for our opinion.
4. Based on our audit, we report that:
 - i. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our audit.
 - ii. The Balance Sheet, Income & Expenditure Account and Receipts & Payments Account dealt with by this report have been drawn up in the format prescribed by the Ministry of Human Resource Development, Government

of India vide order No. 29-4/2012-FD dated 17 April 2015.

iii. In our opinion, proper books of accounts and other relevant records have been maintained by the National University of Educational Planning & Administration in so far as it appears from our examination of such books.

iv. We further report that:

A. Balance Sheet

A.1 Assets

A.1.1 Fixed Assets (Schedule-3)-Rs. 19.08 crore

It does not include Furniture & Fixture worth Rs. 4.44 lakh purchased out of Project fund. This has resulted in understatement of Fixed Assets and Capital Fund by Rs. 4.44 lakh.

B. Balance Sheet of Provident Fund Account

B.1 Assets

Investment (GPF)-Rs. 11.48 crore

NUEPA does not have any taxable income. However, tax of Rs. 6.76 lakh has been deducted by State Bank of India on interest income of three fixed deposits which matured during the year. The same has not been shown as recoverable in the accounts. This has resulted in understatement of Current Assets and Capital Fund by Rs. 6.76 lakh.

C. General

C.1 NUEPA has not maintained separate accounts of grants-in-aid of Rs. 306.60 lakh released by the Ministry during the year 2014-15 under plan head NER, Special Component Plan for SC/Tribal Area though it was clearly specified in the sanction letters. In the absence of separate accounts, audit could not verify utilization of this fund for the purpose for which it was released by the Ministry.

C.2 As per the format of Accounts prescribed by Ministry of Human Resource Development the assets shown under the schedule of Fixed Assets are to be further categorized under Plan, Non-Plan, intangible assets, patents & copyrights in the sub schedules but the same has not been done by NUEPA.

D. Grants-in-aid

NUEPA received grants-in-aid of Rs. 2718.57 lakh (Plan: Rs. 1206.97 lakh, and Non-Plan: Rs. 1511.60 lakh). Out of which Rs. 9.90 lakh (Plan) was received in March 2015. It had opening balance of Rs. 588.23 lakh (Plan: Rs. 476.53 lakh and Non-Plan: Rs. 111.70 lakh). Out of the total fund of Rs. 3306.80 lakh it utilized Rs. 2829.17 lakh (Plan: Rs. 1205.87 lakh and Non-Plan: Rs. 1623.30 lakh) leaving a balance of Rs. 477.63 lakh (Plan) as on 31 March 2015.

It also received grant of Rs. 340.34 lakh for specific projects from Ministry of Human Resource Development during the year and had an opening balance of Rs. 90.52 lakh in these projects. Out of the total of Rs. 430.87 lakh, an expenditure of Rs. 234.11 lakh was incurred by NUEPA during the year on these projects leaving a balance of Rs. 196.76 lakh as on 31 March 2015.

E. Management letter: Deficiencies which have not been included in the Audit Report have been brought to the notice of the Vice-Chancellor, National University of Educational Planning & Administration through a management letter issued separately for remedial/corrective action.

v. Subject to our observations in the preceding paragraphs, we report that the Balance Sheet and Income and Expenditure Account/Receipts and Payments Account dealt with by this report are in agreement with the books of accounts.

vi. In our opinion and to the best of our information and according to the explanation given to us, the

said financial statements, read together with the Accounting Policies and Notes on Accounts, and subject to the significant matters stated above and other matters mentioned in Annexure to this Audit Report, give a true and fair view in conformity with accounting principles generally accepted in India:

- a in so far as it relates to the Balance Sheet of the state of affairs of the National University of Educational Planning & Administration as at 31 March 2015 and
- b in so far as it relates to the Income and Expenditure Account of the deficit for the year ended on that date.

For and on behalf of the C&AG of India

**Sd/-
Director General of Audit
Central Expenditure**

Place: New Delhi

Date: 27.10.2015

Annexure to Audit Report

1. Adequacy of internal audit system

- There is no separate Internal Audit Department. The Accountant usually vets all major expenditure items before payment is effected.
- The internal audit of NUEPA is not conducted by the Pr. Pay & Accounts Office of the Ministry of HRD.
- There is no internal audit manual.

2. Adequacy of internal control system

- The management's response to external audit objection is not effective as 33 paras pertaining to the period from 2000-01 to 2011-12 were outstanding as on 31 March 2015.

3. Physical verification of assets

- The physical verification of Land and Building and Vehicles has been conducted up to 31 March 2014.
- The physical verification of furniture and fixture has been conducted up to 31.03.2012.
- The physical verification of Computer &

accessories was conducted up to 31.03.2012. During physical verification, several items were found missing by the committee. Another committee was constituted by the NUEPA in January 2013 to re-check and verify the details of missing items and to submit a report thereof. This committee conducted the re-check and has given its report wherein no material deficiencies were reported.

- The physical verification of library books was being conducted once in five years and has been conducted upto July 2012. Forty five books worth Rs. 1028 + \$ 8 were found missing but no action was taken for investigation. This was also pointed out during the last audit but no action was taken.

4. Physical verification of inventory

- The physical verification of inventory like Stationery and Consumables has been conducted up to March 2012. No material deficiency was reported.

5. Regularity in payment of statutory dues

- As per accounts, no payment over six months in respect of statutory dues was outstanding as on 31 March 2015.



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