

Annual Report 2017 - 2018



National Institute of Educational Planning and Administration

ANNUAL REPORT

2017-18



**National Institute of
Educational Planning and Administration**

(Deemed to be University)

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

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(Declared by the Government of India under section 3 of the UGC Act 1956)

Published by the Registrar, National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi. Designed and printed at M/s Viba Press Pvt. Ltd., Okhla Industrial Area, Phase - II, New Delhi-110020 in June 2021 (2H).

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An overview





An Overview

The National Institute of Educational Planning and Administration (NIEPA) occupies a unique position in the network of educational institutions in India, with its functions covering a broad spectrum of academic having both domestic and international ramifications. It is also responsible to pave the way for evolving an educational strategy which is inclusive and affordable in the country.

The genesis of NIEPA'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.

The **National University of Educational Planning and Administration (NUEPA)** has been renamed as **National Institute of Educational Planning and Administration (NIEPA) (Deemed to be University)**, vide Notification No F. NUEPA/Admn/RO/Circular/030/2017 dated 30.11.2017. The word "University" was replaced by the word "Institute" in compliance with the orders of the Hon'ble Supreme Court of India, communicated by the University Grants Commission vide their communications No. F 5-1/2017 (CPP-I/DU) dated 10 November 2017 and 29 November 2017.

NIEPA Vision and Mission

The Institute envisions “a humane learning society through advancement of knowledge”. In line with this vision, a key mission of the Institute 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.

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- 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 Institute 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 Institute 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 Institute 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
- National Resource Centre for Education (NRCE)

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
- Training and Hindi Cell

CHAIRS, AND NATIONAL FELLOWS

- Maulana Abul Kalam Azad Chair
- Chair on Teacher Management and Development
- NIEPA National Fellows



Academic Departments

Department of Educational Planning : With the shift in emphasis from centralized to decentralized planning, Educational Planning Department, as one of the key departments of NIEPA, 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 Institute, including transaction of various core and optional courses of the M.Phil., Ph.D. Programmes, Post-Graduate Diploma in Educational Planning and Administration (PGDEPA) and International Diploma in Educational Planning and Administration (IDEPA) programmes.

Department of Educational Administration

The Department of Educational Administration is actively engaged 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 aspects of educational administration and management. The department has built a sound knowledge and data base on educational administration and management in tuned with its focus. During the period of report the department has conducted a number of studies and organized many outreach and capacity building programmes, including a large scale third All India Survey of Educational Administration, the scheme of National Awards for Innovations in Educational Administration and national level conference, and state level conferences of District and Block Education Officers. The department reached out to nearly one thousand and three hundred state, district and block level education officers across the states and union territories of India through workshops and conferences and capacity building programmes. The department implemented the Scheme of National Awards for Innovations in Educational Administration for District and Block Level Education Officers.

Department of 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 at national, sub-national and global levels, 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 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 in all levels of education from primary to higher, estimation of resource requirements. Mostly, but not exclusively, research areas cover policy issues in financing of education; programmes; 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.

Department of Educational Policy

The Department of Educational Policy is committed to the study of educational policy, analyze and evaluate educational programmes, to identify trends, understand outcomes and guide policy and practice, towards finding solutions to current problems in educational governance and management. As it is dedicated to the mission of enhancing the knowledge of critical barriers facing access, equity, quality and relevance throughout the educational pipeline, department stimulates discussions on various policy issues, from time to time, to generate knowledge base, for the use of policy makers, practitioners and other stake holders in the educational and public policy arena that affects educational system in India. The research focus is on studying above issues of policy and practice in addition to those pertaining to teaching, learning and performance in educational institutions for creating better linkage between educational research and educational policy. Research outcomes are intended not only to describe the complexities of educational phenomena but also to offer recommendations for action. Keeping in view the recent changes in the society and its influence on education the department will act as a sounding board for the stakeholders at national level for enabling needful actions from time to time. The Department also undertakes training on policy issues for planners, administrators, implementers, and scholars who can act effectively and ethically within the given structures, processes and cultural contexts of organized education in India.

Department of School & Non Formal Education

The Department of School and Non formal Education focuses on issues relating to 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 PGDEPA and IDEPA programmes and the teaching programmes of the Institute, 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.

Department of Higher & 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.

Department of Training and Capacity Building in Education

The Department focuses on creating linkages at the national and international levels for improving the capacities of their administrators. The programmes are designed to empower State institutions by creating more stable and dedicated institutional arrangement for creating a critical mass of trained teams in the Departments of Education. There is an effort to reach out to the grassroots through State Conferences for efficient implementation of the national programmes for the DEOs/BEOs all over the nation in a phased manner, to articulate the important programmes and policies of educational reforms which are in progress in the country. The programmes are thematic and cadre-based courses particularly for trainees at the induction and promotion level. In addition, the Department conducts two Diploma Programmes one for national and the other for international education personnel. At the national level a modular course -Post Graduate Diploma in Educational Planning & Administration (PG DEPA) and at the international level International Diploma in Educational Planning & Administration (IDEPA) are conducted annually. The Department also conducts research in training and capacity building strategies in education at national and

international level with a focus on educational training need assessment (TNA) studies of different cadres of functionaries, field officers and administrators from school and higher education level.

Department of 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 2015-16, data from about 1.5 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 PGDEPA, 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 NIEPA 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.

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

NIEPA'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 analyze 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 (NCSL) established in 2012 at NIEPA is committed to transformation of schools in the country. With transformation of schools as the prime objective, NCSL-NIEPA is working towards addressing the leadership requirement and contextual school issues in 35 states and Union Territories, 679 districts and 6500 blocks across the country. Mainly all activities of the Centre focus on pursuing a transformative agenda for every school in each State. The Centre also focuses on functioning towards evolving differential and workable leadership models.

The motto of the Centre is to reach out to each school in the country, ensuring every child learns and every school excels. To achieve this mission, the Centre has conceptualized school leadership development through operational activities along the four components: Curriculum and Material Development, Capacity Building, Networking and Institutional Building and Research and Development.

Unlike the usual short-term programmes on school leadership, the Centre has designed leadership

development activities that ensure continuous engagement and long-term development of school heads and systemic administrators. For the first time in India, a National Programme Design and Curriculum Framework on School Leadership Development has been conceptualized at the National level. The entire programme is based on a practitioner-centric curriculum which is grounded in the needs and contextual issues of schools in the States and the diversity therein. Within the Curriculum Framework, a Handbook on school leadership development has been created which is a rich resource and a reference designed to equip current school leaders to transform schools of today and prepare prospective leaders in succession to meet the future challenges.

Centre for Policy Research in Higher Education (CPRHE)

The Centre for Policy Research in Higher Education (CPRHE) is set up by the Institute as a specialized institute to promote policy research and support policy and planning in higher education in India. The overarching mission of the CPRHE is to act as a think tank in policy and planning of higher education in India. The Centre is expected to contribute to the generation of research evidence for policy, help preparing plans and designing programmes for development of higher education in India. The Centre focuses its research and activities on the current national priorities.

The regular activities of the Centre consist of: i) Carrying out Research projects in specified areas; ii) Organizing policy dialogues; iii) bringing out an annual publication entitled India higher education Report (IHER); iv) organization of an International Seminar on a selected theme every year; and iii) organize a meeting of the Chairpersons and Vice Chairpersons of the SHECs every year. The second, India Higher Education Report 2016 (IHER 2016) focuses on equity in higher education was published by Sage. The third, India Higher Education Report 2017 (IHER 2017) focuses on 'Teaching, Learning and Quality' and India Higher Education Report (IHER) 2018 focuses on financing of higher education are in process for publication.

The Centre for Policy Research in Higher Education (CPRHE) of the National Institute of Educational Planning and Administration (NIEPA), New Delhi and the British Council, jointly organised an International Seminar on 'Quality and Excellence in Higher Education' to discuss experiences and practices with reference to quality assurance and excellence. CPRHE brought out a report titled Innovations in Financing of Higher Education. CPRHE/NIEPA, New Delhi by N.V. Varghese and Jinusha Panigrahi, New Delhi. Two Research Papers are published under 'Research Paper Series' during the period 2017-18.

The Centre brought out reports of the research completed and research reports are available at the Centre are -Teacher Recruitment in Higher Education in India: The Role of National Eligibility Test (NET); Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions; Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNTT) Scheme; Concentration and Oversupply in Higher and Technical Institutions and Evaluation of National Research Professorship Scheme

Units

Unit on School Standards and Evaluation

The School Standards and Evaluation Unit is leading the National Programme on School Standards and Evaluation (Shala Siddhi) under the auspices of Ministry of Human Resource Development, Govt. of India. As part of edNEXT - National Conference on ICT in School Education, Shala Siddhi was launched by Hon'ble HRD Minister.

The Shala Siddhi programme is a major initiative towards comprehensive and holistic school evaluation system as central to improve its quality.



It visualizes ‘School Evaluation’ as the means and ‘School Improvement’ as the goal. The programme provides clear pathways for each school for self and external evaluation towards school improvement with accountability. The evidence-based system of school improvement, based on school standards and evaluation framework, as a new area of endeavour, places significant thrust on self engagement of schools towards incremental progress of schools and learners. The major objectives of the Shaala Siddhi programme are to develop a technically sound conceptual framework, methodology, instrument; process of school evaluation to suit the diversity of Indian schools; to develop capacity of each school to continuously engage in self-improvement. The Unit is extending support to all the states for effective implementation and institutionalization of Shaala Siddhi programme.

The Unit followed a very systematic approach for the development of the Shaala Siddhi Programme for the country. The conceptual framework is strongly supported by evidence based national and international researches on school evaluation. A

comprehensive package of School Standards and Evaluation Framework, School Evaluation Dashboard and Guidelines have been developed and used for self and external evaluation of the schools. All these documents are translated and contextualised by all states and UTs. As a sequel to the development of comprehensive package of School Evaluation and a dedicated web portal (IT enabled support), Shaala Siddhi programme is implemented by the states and UTs with the academic support of NIEPA following a detailed strategic plan.

During the year 2017-18, 34 states and UTs organised series of capacity building programmes for key stakeholders, constituted Shaala Siddhi core teams at the state, district and block level and contextualised, translated and distributed all the materials to schools and officials. Nearly 34 states and UTs have already implemented the school self evaluation process and uploaded the school evaluation dash board to the Shaala Siddhi web portal.

In a major step towards comprehensive school evaluation as central to improving quality of school

education and learning outcomes, Shaala Siddhi programme (School Assessment) has generated momentum towards holistic school evaluation for school improvement. It provides a clear road-map for each school to embark on a journey of self and external evaluation, leading towards incremental school improvement with accountability. The scalability and sustainability of Shaala Siddhi programme necessitates time span, preparedness, capacity building, material development, systemic, finance and human resource support.

Project Management Unit

The Project Management Unit (PMU) at the Institute 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 NIEPA, Ministry of Human Resource Development, Department of Education's Grant-In-Aid Scheme for Studies, Seminars, Evaluation etc. for implementation of Education Policy and NIEPA'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 NIEPA, 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 NIEPA – 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.



India Africa Institute



The India – Africa Institute of Educational Planning and Administration

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 Institute of Educational Planning and Administration (NIEPA). 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.

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 knowhow 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 and Digital Archives

The Institute 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 59,208 books/documents and 7,616 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 250 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 NIEPA has about 17,993 volumes, comprising a unique collection of official reports, Central and State Government publications, Educational Surveys, Five-year plans, Census reports and non print materials 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 Institute 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 Institute. Latest ICT, including high-end fully automatic digital scanner, is used for the design, storage and retrieval of digital documents. The 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 11,000 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 provide 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 NIEPA.





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 Institute. 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 NIEPA 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 backup facility through heavy duty multiple UPS.

Publication Unit: The Institute has a publishing programme for dissemination of information on research and development in education. NIEPA'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 Institute include the Journal of Educational Planning and Administration, Pariprekshya, a journal in Hindi language, and ANTRIEP Newsletter. The Publication Unit of the Institute 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.



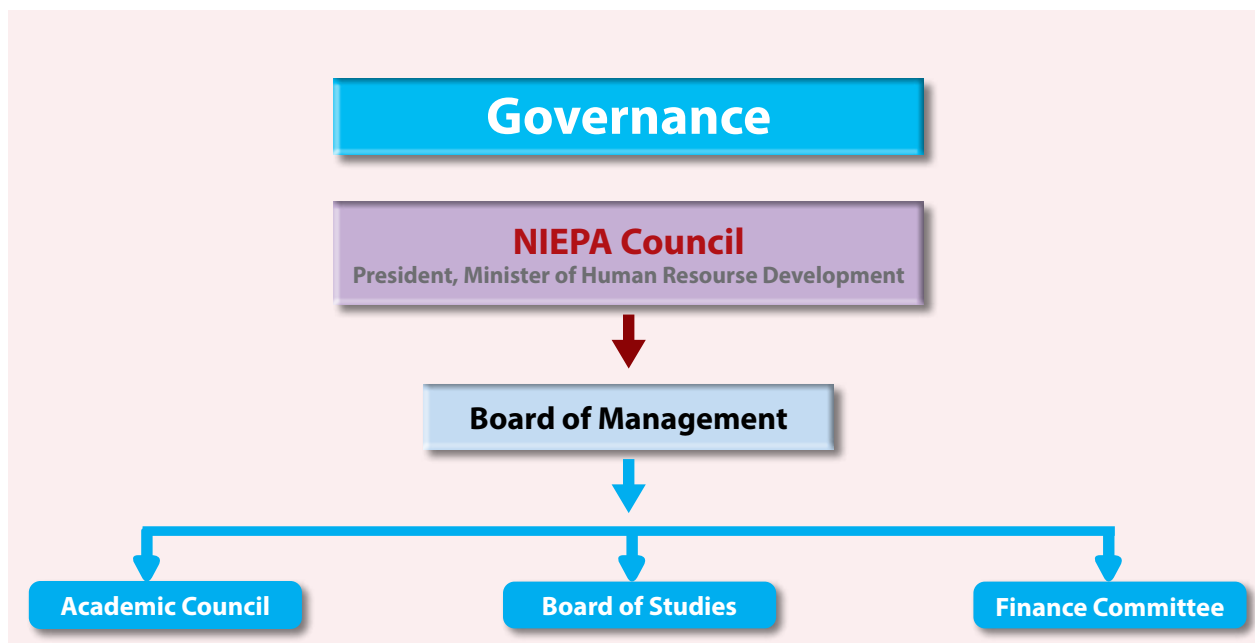
Governance and Management



The National Institute of Educational Planning and Administration (NIEPA) is a 'Deemed to be University' under Section 3 of the UGC Act 1956 and registered under the Societies Registration Act, 1860. The authorities of the Institute 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.

NIEPA Council: The NIEPA 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 Institute as set forth in the Memorandum

of Association. The Council is responsible for the general supervision of all the affairs of the Institute. The Minister of Human Resource Development, Government of India is the President of the NIEPA Council. The Vice-Chancellor of the Institute 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 Institute nominated by the President. Registrar of the Institute is the Secretary of the Council. A list of the members of the Council as on March 31, 2018 is given at *Appendix I*.

Board of Management: The Board of Management is the principal executive body of the Institute. The Board of Management consists of the Vice-Chancellor of the university as the Chairman (ex-officio); three nominees of the President of the Institute; one nominee of the MHRD, GOI; one nominee of the chairperson, UGC, Dean of Faculty of the Institute; and two members of the Faculty (Professor and Associate Professor or Assistant Professor) of the Institute. The Registrar of the Institute is the Secretary of the Board of Management. A list of the members of the Board of Management, as on March 31, 2018, provided 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 Institute 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 Institute. The Finance Committee consists of the Vice-Chancellor of the university as the Chairman (ex-officio); two persons nominated by the President of the NIEPA Council; one person nominated by the Vice-Chancellor; Financial Advisor, MHRD; a representative of the UGC and the Finance Officer of the Institute who acts as the Secretary of the Finance Committee. A list of the members of the Finance Committee, as on March 31, 2018, is given at *Appendix III*.

Academic Council: The Academic Council is the principal academic body of the Institute. 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 Institute, Heads of Departments of the Institute; three nominees of the President of the Institute from among eminent educationists from the field related to the activities of the Institute and who are not in the service of the Institute; one Associate Professor from the Institute, other than the Head of the Departments, by rotation, nominated by the Vice-Chancellor; one Assistant Professor from the Institute 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 Institute is the Secretary of Academic Council. A list of the members of the Academic Council, as on March 31, 2018, is given at *Appendix IV*.

Board of Studies: The Board of Studies of the Institute comprises the Vice-Chancellor of the university as the Chairman (ex-officio); Dean of the Faculty; Head 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, 2018, 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 Institute consists of three Sections and two Cells, namely Academic Administration Section, Personnel Administration Section, General Administration Section, Training Cell and M.Phil. Ph. D Cell. Registrar is the overall in-charge of administration of the Institute. He is also the Secretary of NIEPA 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, Documentation Centre and Digital Archives, 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 (2017-18)

The total staff strength of the Institute as on March 31, 2018 was 162.

During the year 2017-18, the Institute received a grant of Rs. 2612.95 lakhs (under Recurring & Non-recurring Head). The Institute had an opening balance of Rs. 548.15 lakhs, under Recurring Head. The internal office and hostel receipts amounted to Rs. 59.32 lakhs during the year. The expenditure during the year under Non- Plan and Plan amounted to Rs. 2956.09 lakhs.

The Institute had a balance of Rs. 1247.44 lakhs and received additional funds amounting to Rs. 570.27 lakhs during the year 2017-18 for the sponsored programmes/studies from other agencies. The expenditure during the year on sponsored programmes/studies amounted to Rs. 535.06 lakhs. (*Appendix VII*).



CAMPUS AND BUILDING INFRASTRUCTURE



The Institute 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 Institute also has 25 quarters of Type III in Bindapur, Dwarka, New Delhi. On Campus, the

Institute has well-equipped training halls, computer centre, international dining hall, gymnasium and classrooms etc.

The Institute 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 Institute is a feeder institution that develops human resources, with specialisation 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 interdisciplinary 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 Institute empowers young

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.

scholars and prepares them for a career in educational administration and planning. As it happens, NIEPA is well placed to contribute to the development of specialised human resources capable of supporting the design, implementation and monitoring of educational policies, plans 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 Institute 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 Internationalisation of Education.

The two-year M.Phil. programme offered by the Institute 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 ten-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.

	M. Phil.	Ph.D. Full-time	Ph.D. Part-time	Total
Number of students admitted during 2017-18	22	9	-	31
Total number of scholars pursuing different programmes during the Academic Session 2017-18	36 (including registered in 2016-17)	34 (including scholars registered during the years 2007-08 to 2017-18)	17 (including scholars registered during the years 2007-08 to 2017-18)	87
Total number of scholars graduating during 2017-18	8	-	3	11

Diploma Programmes

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.

Post Graduate Diploma in Educational Planning and Administration (PGDEPA)

The Institute has been 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 one-year PGDEPA programme is a long duration intensive 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; and
- (iii) 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 NIEPA for a period longer than three months, and they learn at their own place of work. Accordingly, it has been envisaged as a twelve-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 NIEPA, 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 NIEPA.



Table 2.1

Post-Graduate Diploma in Educational Planning and Administration (PGDEPA)			
State-wise Participation			
State-wise	3 rd PG-DEPA	4 th PG-DEPA	Total
Arunachal Pradesh	-	2	2
Assam	1	2	3
Chhattisgarh	1	1	2
Gujarat	-	3	3
Himachal Pradesh	1	2	3
Jammu & Kashmir	1	1	2
Karnataka	3	-	3
Madhya Pradesh	1	-	1
Maharashtra	-	1	1
Manipur	2	4	6
Meghalaya	-	2	2
Mizoram	2	2	4
Nagaland	2	2	4
Odisha	-	1	1
Rajasthan	-	2	2
Tamil Nadu	3	-	3
Sikkim	1	1	2
Uttarakhand	3	3	6
Air Force	2	2	4
Total	23	31	54

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 NIEPA)

Phase 3 : Project Work (at work place)

Phase 4 : Assessment of the Project Work and Award of Interim Certificate (at NIEPA)

Phase 5 : Preparatory-Advanced Course at NIEPA, followed by

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

The Third PGDEPA was organised from September 2016 and was completed in July 2017. A total of 23 participants from 13 States/UTs successfully completed the Third PGDEPA.

The tasks related to this Post Graduate 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 Post Graduate Diploma in Educational Planning and Administration (PGDEPA) are indicated in Table 2.1.

International Diploma in Educational Planning and Administration (IDEPA)

The Institute has been organising, 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: (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 Institute, New Delhi. This phase is residential and participants are required to

stay on the campus throughout the 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 Institute.

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 the 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 country. 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 the first phase of the programme, each participant is assigned a research supervisor for guiding in 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 Institute. The Diploma

is awarded only after receiving the dissertation and its subsequent evaluation by the faculty of the Institute.

During the year 2017-18, the Institute completed the second phase of the 33rd International Diploma programme, the first phase of which was conducted from 1 February to 30 April, 2017 and was attended by 26 participants from 20 countries. The second phase of the 33rd International Diploma programme was carried out during the period 1 May to 31 July, 2017.



The first phase of the 34th International Diploma programme commenced on 1 February, 2018 and the teaching-learning activities within the first component/phase of the programme was completed by 30 April, 2018. The 34th International Diploma programme was attended by 27 participants from 12 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 1 May to 31 July, 2018.

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 (DEPA) are indicated in Table 2.2.

Table 2.2

International Diploma in Educational Planning and Administration (IDEPA): Country-wise Participation			
Country	33rd IDEPA	34th IDEPA	Total
Afghanistan	2	3	5
Bangladesh	1	-	1
Bhutan	1	4	5
Cameroon	2	-	2
Cambodia	2	-	2
Congo	1	-	1
Ethiopia	2	3	5
Ghana	1	-	1
Guinea Bissau	1	-	1
Jamaica	-	1	1
Kiribati	-	1	1
Laos	-	1	1
Liberia	-	3	3
Lithuania	1	-	1
Madagascar	1	-	1
Mauritius	2	2	4
Mongolia	1	-	1
Myanmar	1	-	1
Nepal	1	-	1
Nigeria	1	1	2
Senegal	1	-	1
South Sudan	1	-	1
Sri Lanka	-	2	2
Tanzania	2	4	6
Tunisia	-	1	1
Uzbekistan	1	-	1
Total	26	26	52

Table 2.3

Country-wise Participation in all Programmes - 2017-18		
S. No.	Country	No. of Participants
1.	Afghanistan	15
2.	Australia	01
3.	Bhutan	05
4.	Ethiopia	03
5.	France	02
6.	Jamaica	01
7.	Kiribati	01
8.	Laos	01
9.	Liberia	03
10.	Kenya	01
11.	Madagascar	01
12.	Malaysia	01
13.	Mauritius	04
14.	Nepal	03
15.	Nigeria	03
16.	Russia	01
17.	Sri Lanka	07
18.	Tajikistan	01
19.	Tanzania	04
20.	Thailand	01
21.	Trinidad & Tobago	01
22.	Tunisia	01
23.	United Arab Emirates	02
24.	United Kingdom	04
25.	United States of America	01
26.	Zimbabwe	02
27.	UNESCO	02
28.	World Bank	02
	Total	74

Table 2.4

State/UT-wise Participants of the Professional Development Programmes - 2017-18		
S. No.	State/ Union Territory	Number of Participants
1.	Andhra Pradesh	594
2.	Arunachal Pradesh	27
3.	Assam	394
4.	Bihar	436
5.	Chhattisgarh	158
6.	Goa	48
7.	Gujarat	384
8.	Haryana	557
9.	Himachal Pradesh	356
10.	Jammu & Kashmir	81
11.	Jharkhand	87
12.	Karnataka	835
13.	Kerala	81
14.	Madhya Pradesh	518
15.	Maharashtra	926
16.	Manipur	27
17.	Meghalaya	18
18.	Mizoram	21
19.	Nagaland	28
20.	Odisha	184
21.	Punjab	423
22.	Rajasthan	592
23.	Sikkim	21
24.	Telangana	83
25.	Tamil Nadu	230
26.	Tripura	24
27.	Uttarakhand	86
28.	Uttar Pradesh	806
29.	West Bengal	63
30.	Andaman & Nicobar Islands	2
31.	Chandigarh	29

32.	Dadra & Nagar Haveli	1
33.	Daman & Diu	2
34.	Delhi	412
35.	Lakshadweep	2
36.	Puducherry	8
	Total	8544

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 Institute. During the year 2017-18, the Institute organised 149 orientation/training programmes, workshops, seminars, conferences and meetings relating to different 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 organised by different departments of the Institute. The training programmes, workshops, seminars, conferences and meetings coordinated by different departments/Centres of the Institute during 2017-18 include the following:

Department of Educational Planning

- Capacity Building Programme on Planning for Teacher Education for Heads of Teacher Education Institutes (TEIs) of Odisha, 17-21 July, 2017, Bhubaneswar, Odisha.
- Training Programme on Planning and Monitoring of School Education Programmes (for all States and UTs other than North-Eastern States), 21-25 August, 2017, NIEPA, New Delhi.
- Training Programme on Planning and Monitoring of School Education Programmes in North-Eastern States, 4-8 September, 2017, Guwahati, Assam.



- Orientation Programme on Planning and Designing Research Projects for Faculty of SCERT and DIETs of Sikkim, 29 January-2 February, 2018, Sikkim.

Department of Educational Administration

- State Level Conference of District and Block Level Education Officers, 19-20 June, 2017, Nashik, Maharashtra.
- State Level Conference of District and Block Level Education Officers, 6-7 February, 2018, Pune, Maharashtra.



- Orientation Programme on Management of Diversity and Equity in Universities and Colleges, 10-14 July, 2017, NIEPA, New Delhi.
- Orientation Programme on Leadership in Educational Governance for District Education Officers, 31 July-4 August, 2017, NIEPA, New Delhi.
- Orientation Programme on Educational Administration and Management for State and District Level Women Administrators, 21-25 August, 2017, NIEPA, New Delhi.
- Orientation Programme on Planning and Management of Vocational Education and Training, 13-17 November, 2017, NIEPA, New Delhi.
- State Level Conferences on Educational Planning and Administration for DEOs & BEOs, 20-21 September, 2017, Chennai, Tamil Nadu.
- Orientation-cum-Workshop on Management and Supervision of Schools for Institutional Heads, 7 September, 2017, NIEPA, New Delhi.

Department of Educational Finance

- Orientation Programme on Financial Planning and Management of Education in the States, 6-10 February, 2017, NIEPA, New Delhi.



- Orientation Programme on Financial Planning and Management of Education in the States, 11-15 September, 2017, NIEPA, New Delhi.
- Workshop on Leadership Development in Higher Education for University Administrators, 26-28 February, 2018, NIEPA, New Delhi.
- Orientation Programme in Planning and Management of College Finances, 19-21 March, 2018, NIEPA, New Delhi.

Department of Educational Policy

- Orientation Workshop on Qualitative Research Methods in Education, 18-28 December, 2017, NIEPA, New Delhi.



- National Seminar on Urban Marginality, Social Policy and Education in India, 12-13 February, 2018, NIEPA, New Delhi.
- National Workshop on Engaging with Public Universities in India; Autonomy as an Idea and its Practice, 8-9 March, 2018, NIEPA, New Delhi.
- Orientation Programme on Education of Disadvantaged Children and Economically Weaker Sections at the Elementary Level: Policy Issues and Programme Interventions, 21-25 August, 2017, NIEPA, New Delhi.
- Orientation Workshop on Functioning of Local Authority and Autonomous District Councils under 6th Schedule of the Constitution in Management of Elementary Education in the

North-Eastern States, 11-15 September, 2017, Guwahati, Assam.

- National/State Convention on Strengthening of School Management Committees under RTE, 20-23 March, 2018, Bengaluru, Karnataka.
- National Discussion Meets-cum-Workshop on Gandhian Educational Ideas in Policy Perspective: Relevance, Challenges and Prospects, 3-5 October, 2017, NIEPA, New Delhi.
- Discussion Meets-cum-Workshop on Implementation of the Right to Education Act: Status, Issues and Challenges, 26-28 March, 2018, Bengaluru, Karnataka.

Department of School and Non-formal Education

- National Consultation on Promoting Convergence and Coordination in ECCE in Selected States (in collaboration with UNICEF), 9-10 November, 2017, NIEPA, New Delhi.



Department of Higher and Professional Education

- Two-day National Workshop on 'Futures of Higher Education', 7-8 September, 2017, NIEPA, New Delhi.
- Specialised Course on Teaching and Learning in Higher Education, 20-24 November, 2017, NIEPA, New Delhi.
- Specialised Course in Higher Education - Financing in Higher Education, 30 October-November 3, 2017, Imphal, Manipur.



- Workshop on Leadership Development in Higher Education, 7-8 December, 2017, New Delhi.
- Institutional Biographies of Colleges in India: The Centenaries, 6-7 October, 2017, NIEPA, New Delhi.

Department of Educational Management Information System

- National Level Review Workshop of State/UT MIS Coordinators on U-DISE and SDMIS, 4-8 July, 2017, NIEPA, New Delhi.
- Regional U-DISE and STS Review Workshop for State/UT and District Level MIS Coordinators, 7 Workshops from 29 November, 2017-7 January, 2018 NIEPA, New Delhi.
- Training Programme on Using Indicators in Planning and Monitoring of School Education, 28-30 August, 2017, Puducherry.
- Training Programme on Using Indicators in Planning and Monitoring of School Education, 29 January-2 February, 2018 NIEPA, New Delhi.



- National Level Review Meet of State/UT MIS Coordinators on U-DISE and SDMIS, 10-11 October, 2017, New Delhi.
- Workshop/Training Programme on Indicators of Educational Development for Planning and Elementary/Secondary Education, October, 2017, Bihar.

Department of Training and Capacity Building in Education

- 3rd Post Graduate Diploma in Educational Planning and Administration (PGDPA) (1 August, 2016-1 July, 2017), Phase IV & Phase V, 10-21 April, 2017.
- 3rd Post Graduate Diploma in Educational Planning and Administration (PGDEPA) (1 August, 2016-1 July, 2017), Phase VI, 27 June-1 July, 2017.



- 33rd International Diploma in Educational Planning and Administration (IDEPA) Phase I, 1 February to 30 April, 2017, NIEPA, New Delhi.
- 4th Post Graduate Diploma in Educational Planning and Administration (PGDEPA), 1 August, 2017 -1 July, 2018.
- 34th International Diploma in Educational Planning and Administration (IDEPA) Phase-I, 1 February, 2018 to 30 April, 2018, NIEPA, New Delhi
- International Programme for Educational Administrators, 18 July-11 August, 2017, NIEPA, New Delhi.

- 8th Annual Orientation Programme for Minority Managed Institutions of Higher Learning, 15-19 January, 2018, NIEPA, New Delhi.
- 10th Annual Programme on Institutional Planning for Heads of Muslim Minority Managed Senior Secondary Schools, 25-30 October, 2017, NIEPA, New Delhi.
- A Training Workshop on Teacher Education Planning conducted in Collaboration with the British Council, 3 November, 2017.

Capacity Building Programme for States

- Training Programme on Capacity Building of School Heads serving in Ashram Schools functioning in Scheduled Tribe Areas (Maharashtra)-I, 19-23 February, 2018, Nashik, Maharashtra.
- Training Programme on Capacity Building of School Heads serving in Ashram Schools functioning in Scheduled Tribe Areas (Maharashtra)-II, 18-23 September, 2017.
- Training Programme on Capacity Building of School Heads serving in Ashram Schools functioning in Scheduled Tribe Areas (Andhra Pradesh), 18-23 December, 2017.

National Centre for School Leadership

AWPB under SSA & RMSA: Meetings and Workshops (National Level)

- One-day National Advisory Committee Meeting, 7 March, 2018.

Curriculum and Material Development

- Workshop on School Leadership Development for Systemic Administrators, 4-5 September, 2017.

Capacity Building Programme of State Resource Group (State Level)

- Capacity Building Programme on School Leadership for School Heads of Lakshadweep, 17-28 April, 2017, NIEPA, New Delhi.

- Capacity Building of System Level Administration on Orientation to School Leadership, Gangtok, Sikkim (Batch 1), 15-20 March, 2018, Sikkim.
- Capacity Building of District and Block Level Functionaries on Orientation to School Leadership (Batch 2), May 2017, NCSL, NIEPA.
- Capacity Building for Resource persons to facilitate the conduct of one-month Certificate Course on School Leadership and Management, 15-20 January, 2018, NIEPA, New Delhi.
- Capacity Building for Resource Persons on Orientation to one-month Certificate Course on School Leadership and Management, 19-24 March, 2018, NIEPA, New Delhi.
- Capacity Building of Faculty of School Leadership Academy (Batch 3), June 2017, NCSL, NIEPA, New Delhi.
- Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the state of Himachal Pradesh, 12-22 August, 2017.
- Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the state of West Bengal (7 Districts), 16 January-22 February, 2018.
- Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the state of Maharashtra, 21-27 November, 2017.



- Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the state of Uttar Pradesh Batch-I (25 October-3 November, 2017).
- Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the state of Uttar Pradesh Batch-II (6-15 November, 2017).
- SRG Workshop on School Leadership Development for Heads of Schools, Puducherry, 22 May-1 June, 2017, Puducherry.
- Capacity Building of State Resource Group (SRG) on School Leadership Development Programme in the state of Telangana, 6-10 January, 2018.
- Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the state of Manipur, 16-26 November, 2017.
- Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the state of Arunachal Pradesh, 15-25 January, 2018.
- Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the state of Tamil Nadu, 8-12 January, 2018.
- Review and Feedback Workshop of School Leadership Programme in Zone 1 (Northern and Central States), 3-5 December, 2017.
- Review and Feedback Workshop of School Leadership Programme in Zone 1 (Central States)
- Review and Feedback Workshop of School Leadership Programme in Zone 3 (Eastern States), 11-13 December, 2017.
- Review and Feedback Workshop of School Leadership Programme in Zone 4 (Western States), 18-20 December, 2017.
- Review and Feedback Workshop of School Leadership Programme in Zone 5 (Southern States), 23-25 November, 2017.
- One-month Certificate Course on School Leadership and Management for newly inducted Principals of KVS, 12 July-9 August, 2017, Kendriya Vidyalaya, JNU Campus, New Delhi.
- Capacity Building of State Resource Group on School Leadership Development in the state of Madhya Pradesh, 22-27 May, 2017.
- Capacity Building of State Resource Group on School Leadership Development in the state of Rajasthan, 12- 21 July, 2017.
- Capacity Building of State Resource Group on School Leadership Development in the state of Mizoram, 11-20 July, 2017.
- Capacity Building of State Resource Group on School Leadership Development in the state of Gujarat, 3-13 October, 2017.
- Capacity Building of State Resource Group on School Leadership Development in the state of Sikkim, 12-22 June, 2017.
- Capacity Building of School Heads on School Leadership Development in the state of Tamil Nadu, 16-25 June, 2017, Mother Teresa Women's University, Kodaikanal, Tamil Nadu.
- Training of School Heads in School Leadership Development Programme, 13-23 September, 2017, Mother Teresa Women's University, Kodaikanal, Tamil Nadu.
- Capacity Building Workshop on School Leadership Development for School Heads, Uttarakhand, 15-24 May, 2017.
- Capacity Building of School Heads on School Leadership Development in the state of Haryana, 3-4 November, 2017.
- Review and Feedback Workshop of School Leadership Programme in the state of Rajasthan, 27-28 April, 2017.
- Review and Feedback Workshop of School Leadership Programme in the state of Rajasthan, 10-11 May, 2017.

- One-day Orientation on 10+2+2+2 design in the state of Assam (RMSA), 14 August, 2017.
- Two days' Review of SLDP in the Union Territory of Andaman and Nicobar Islands, 7-8 February, 2018.

AWPB under Programme for School Assessment, Leadership and Strengthening of School Education Statistics

- One-month Certificate Course on School Leadership & Management in the state of Rajasthan, May 22- June 18, 2017.
- One-month Certificate Course on School Leadership & Management in the state of Uttarakhand, June 1-30, 2017.
- One-month Certificate Course on School Leadership & Management in the state of Uttar Pradesh, June 1-30, 2017.
- One-month Certificate Course on School Leadership & Management in the state of Sikkim, 16 August-15 September, 2017.
- One-month Certificate Course on School Leadership & Management in the state of Assam, 3-31 July, 2017.
- One-month Certificate Course on School Leadership & Management in the state of Tamil Nadu, 30 October-30 November, 2017.

Orientation for Online Programme on School Leadership Development (under Pandit Madan Mohan Malviya Scheme on Teachers and Training)

- Orientation for Online Programme on School Leadership Development in the state of Manipur, November 27, 2017.
- Orientation for Online Programme on School Leadership Development in the state of Odisha, December 16, 2017.
- Orientation for Online Programme on School Leadership Development in the state of Arunachal Pradesh, January 26, 2018.
- Orientation for Online Programme on School Leadership Development in the Union Territory

of Andaman and Nicobar Islands, February 6, 2018.

- Orientation for Online Programme on School Leadership Development in the state of Sikkim, July 17, 2017.
- Orientation for Online Programme on School Leadership Development in the state of Puducherry, 2 June, 2017.

Other Programmes conducted by NCSL Faculty

- Follow up of Workshop on School Leadership Training organised by MHRD - Consultative Meeting, 12 April, 2017, NIEPA, New Delhi.
- Follow up of Workshop on School Leadership Training organised by MHRD - Consultative Meeting, 23 May, 2017, NIEPA, New Delhi.
- Follow up of Workshop on School Leadership Training organised by MHRD - Consultative Meeting, 10 July, 2017, NIEPA, New Delhi.
- Meeting with Ekstep in NIEPA, New Delhi, 28 September, 2017, NIEPA, New Delhi.
- Meeting of UT Chandigarh through Punjab, SSA, July 17- 18, 2017, Chandigarh
- National Workshop under the Scheme of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT), IGNTU Campus, Amarkantak, Madhya Pradesh, 14-15 September, 2017.
- Meeting of Mentors of Dadra & Nagar Haveli and Daman & Diu, Gujarat, 24-26 July, 2017.
- Roadmap for improving schools in Andaman & Nicobar Islands, July 2017.

Centre for Policy Research in Higher Education

- Research Methodology Workshop on Study on UGC Coaching Schemes, May 2-3, 2017, NIEPA, New Delhi.
- IHER First Peer Review Meeting on Financing of Higher Education, May 30, 2017, NIEPA, New Delhi.

- State Higher Education Council Meeting, 15-16 February, 2018, NIEPA, New Delhi.
- Research Methodology Workshop on Teaching and Learning in Indian Higher Education, 29-30 August, 2017, NIEPA, New Delhi.
- Research Methodology Workshop on Quality of Higher Education in India: A Study of External and Internal Quality Assurance, the Institutional Level, 6-7 September, 2017, NIEPA, New Delhi.
- Research Methodology Workshop on Governance and Management of Higher Education in India, 11-12 September, 2017, NIEPA, New Delhi.
- IHER Second Peer Review Meeting on Financing of Higher Education, 14 September, 2017, NIEPA, New Delhi.
- Research Methodology on Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation, September 25-26, 2017, NIEPA, New Delhi.
- Research Methodology Workshop on Employability of Higher Education Graduates, 18-19 January, 2018 NIEPA, New Delhi.
- International Seminar on Quality and Excellence in Higher Education, February 22-23, 2018, NIEPA, New Delhi.

Unit on School Standards and Evaluation

- National Seminar on Governance, Regulation and Quality Assurance in Teacher Education, 15-16 March, 2018, NIEPA, New Delhi.
- Orientation Programme on Professional Public Policy Making in Education: Focusing on Inclusive Education, 18-22 September, 2017, NIEPA, New Delhi.
- National Seminar on Policy and Planning of Inclusive Education with Focus on CWSN, November 9-10, 2017, NIEPA, New Delhi.
- Two Expert Group Workshops on Development of Guideline for External Evaluation, January 10-12, 2018, NIEPA, New Delhi.



- National Consultative Meet on Shaala Siddhi (External Evaluation), 23-24 January, 2018, NIEPA, New Delhi.
- State Specific Capacity Building: Programme on Shaala Siddhi: Maharashtra, 21-24 June, 2017.
- State Specific Capacity Building: Programme on Shaala Siddhi: Haryana, 3-4 June, 2017.
- State Specific Capacity Building: Programme on Shaala Siddhi: Rajasthan, 15 September, 2017.
- State Specific Capacity Building: Programme on Shaala Siddhi: Bihar, 19-20 September, 2017.
- State Specific Capacity Building: Programme on Shaala Siddhi: Himachal Pradesh, 15 December, 2017.
- State Specific Capacity Building: Programme on Shaala Siddhi: Maharashtra, 28-29 December, 2017.

IT Services

- Professional Development Programme on Teaching, Learning with Technology using Moodle MOOC Platform, 10-12 July, 2017, NIEPA, New Delhi.
- Workshop on Teaching, Learning and Evaluation Online with Moodle MOOC Platform & Open Education Resources, 7-9 August, 2017, NIEPA, New Delhi.

During the year 2017-18, besides the Diploma Programmes, the University organised 146 Orientation/Training Programmes, Workshops Seminars, Conferences and Meetings, etc. at national and international levels.

Out of total 8,618 participants, 8,544 (Table 2.4) were Indian participants and 74 (Table 2.3) from other countries and international agencies.

Institute's Foundation Day

The Institute celebrates its Foundation Day on August 11 every year. The First Foundation Day 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, was on

“Imaging Knowledge: Dreaming Democracy” by Prof. Shiv Visvanathan, Professor at the School of Government and Public Policy at the O. P. Jindal Global University. The Ninth Foundation Day Lecture in August 2015 which was on “Education as an Instrument of Social Transformation: The Role of Mother Tongue” by T. K. Oommen, Professor Emeritus, Jawaharlal Nehru University, New Delhi.

The Tenth Foundation Day Lecture in August 2016 which was on “Am I an Educated Person? Reflecting on 'Becoming' and 'Being' by Prof. T.N. Madan, Honorary Professor, Institute of Economic Growth, University of Delhi, Delhi. The Eleventh Foundation Day Lecture in August 2017 which was held on the reporting period of this report, was on “Changing

Perspectives: Neo-liberal Policy Reforms and Education in India” by Prof. Kuldeep Mathur, Former Director, NIEPA and Professor, Centre for Law and Governance, JNU, New Delhi.

National Education Day

National Education Day is celebrated on 11th November every year to commemorate the birth anniversary of Maulana Abul Kalam Azad who served as the Union Minister of Education from 15 August, 1947 to 2 February, 1958. On the auspicious occasion, NIEPA organizes an academic event every year by hosting Maulana Abul Kalam Azad Memorial Lecture on his birth anniversary. In this Lecture series, eminent scholars such as Professors K.N. Panikkar, Mushirul Hasan, Amiya Bagchi, Peter DeSouza, Zoya Hasan, Kapila Vatsyayan and Aparna Basu have delivered lectures.

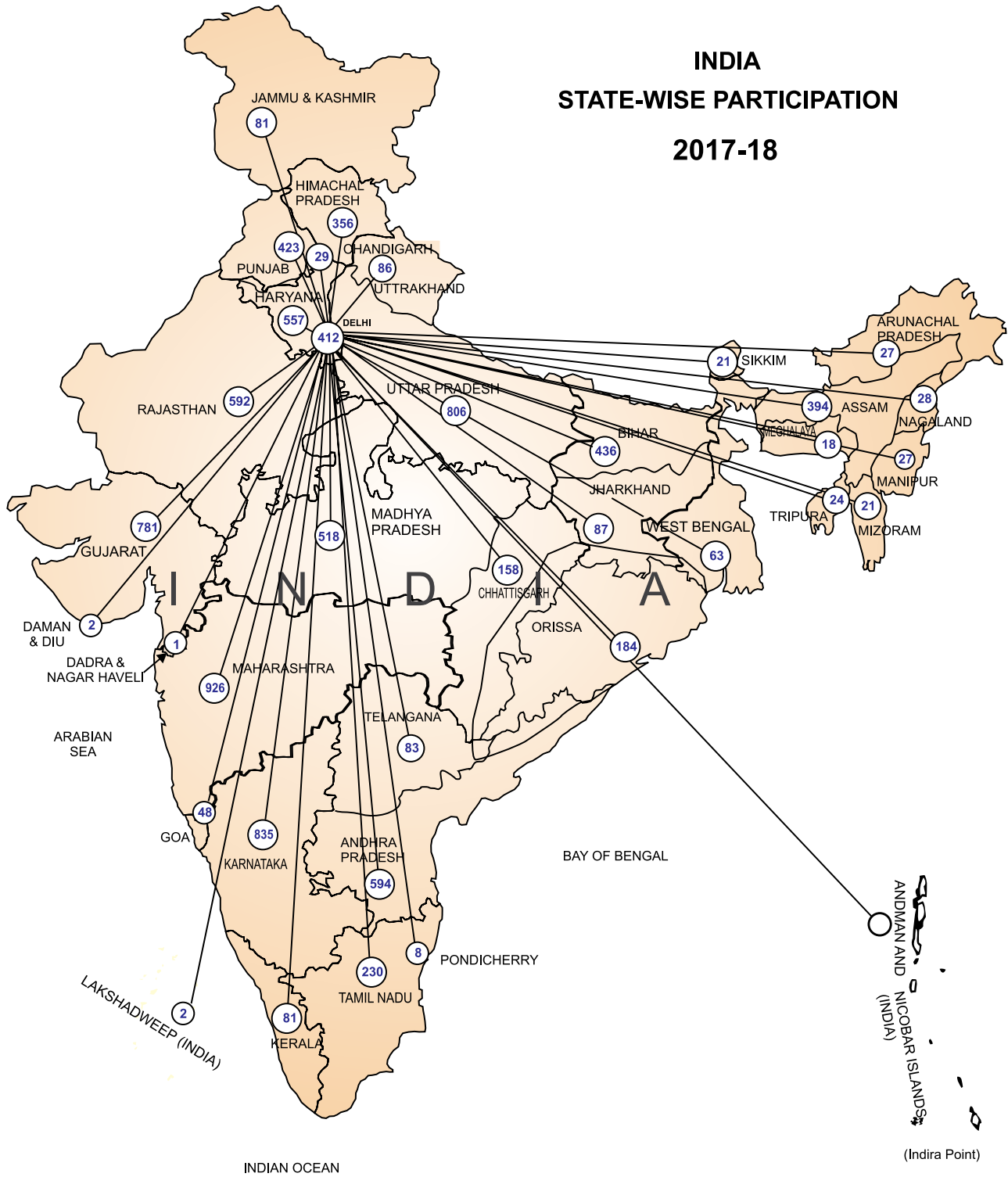
The 8th Maulana Azad Memorial Lecture was delivered on November 9, 2017 at India Habitat Centre by Prof. Furqan Qamar, Professor at the Centre for Management Studies, Jamia Milia Islamia, New Delhi and the former Secretary General of the Association of Indian Universities (AIU). The theme of the Lecture was ‘Essentials for Excellence in Higher Education: Why Should the Obvious be So Elusive?’ The Lecture was chaired by Prof. Shyam Menon, Vice Chancellor, Ambedkar University, New Delhi. The event was attended by NIEPA students, faculty members and invited guests, besides scholars and students from other institutions in Delhi.



INDIA

STATE-WISE PARTICIPATION

2017-18



Map not to scale



3

Research



Research

The Institute 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 development goals. The Institute undertakes both quantitative and qualitative research, review and evaluation of existing policies, plans and programmes, comparative studies in educational planning techniques and administration 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 Institute covers research studies by faculty members; research sponsored by other agencies; international collaborates 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, 7 research studies were completed, while 38 studies were in progress.

Completed Research Studies (as on March 31, 2018)

1. 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

Draft Report of the study was completed but final report to be submitted after incorporating more information as a part of the thematic study relating to local governance

2. Strengthening Ministry of Education Leadership in the Implementation of Education Policy and Reforms

Investigator: Prof K. Sujatha, Dr. R.S Tyagi, Mr. A.N. Reddy, Dr. V. Sucharita

Report submitted

3. Prime Minister's Special Scholarship Scheme for Jammu & Kashmir Students: An Evaluation

Investigator: Dr. Vetukuri P. S. Raju

Study report submitted to MHRD, Govt. Of India

4. Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions

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

Project completed. Synthesis Report and six state reports submitted.

Expert Committee Meeting to Review Policy Briefs on Diversity and Discrimination will be organized on 20 June, 2017.

Policy briefs expected to publish on November 2017, titled Policy Brief 1 Equalising Access to Higher Education in India; Policy Brief 2: Achieving Academic Integration in Higher Education in India; Policy Brief 3: Developing Socially Inclusive Higher Education Campuses in India.

The first meeting of authors' of the modules was held on 16th March, 2017. The meeting helped to develop a collective understanding of overall approach and content of each module.

The areas identified for the modules included:

Module 1: Student Diversity and Social Inclusion in Higher Education: Concepts and Approaches

Module 2: Classification of Student Diversity in Higher Education

Module 3: Approaches to Achieving Academic Integration on Campuses

Module 4: Forms of Discrimination in Higher Education

Module 5: Social Inclusion in the Campus

Module 6: Institutional Mechanism for Managing Student Diversity

Module 7: Student Diversity, Civic Learning and Democratic Engagement

The writing of the modules is in progress.

5. Concentration and Oversupply in Higher and Technical Institutions

**Investigator: Professor N.V. Varghese,
Dr. Jinusha Panigrahi &, Ms. Anubha Rohatgi**

Final report submitted to UGC in November 2015. Project completed.

Research paper based on the project titled “Teacher Recruitment in Higher Education in India: An analysis of NET results” as CPRHE Research Paper Series 8 was published in October 2017.

6. HRD Sponsored Study on Evaluation of the Implementation of the Scheme for Providing Quality Education in Madrasas (SPQEM)

**Investigator: Prof. A.K. Singh, Dr. Manju Narula,
Dr. S.K. Mallik, Dr. Naresh Kumar**

An evaluative study of the implementation of the Scheme for Providing Quality Education in Madrasas (SPQEM) was conducted during August 2017-February, 2018 in four states (Chhattisgarh, Madhya Pradesh, Tripura and Uttar Pradesh). The main objectives of the study were: to study the implementation of SPQEM in selected Madarsas

and Maktabas receiving financial assistance under the scheme; to cover the states where the scheme is in operation and financial help has been provided continuously since its inception; to study the mechanism for the disbursement of funds including teacher’s honorarium from state to district level and time lag in the disbursement of honorarium; to study the effective utilization of funds for components such as pedagogical support for teaching modern subjects, strengthening libraries, teaching learning material, establishment of science/computer lab, etc.; and to suggest suitable measures for improvement in the implementation and monitoring of the scheme. The evaluative study was based on the collection of both secondary and primary data. While secondary data were collected from documents, Progress Reports, Guidelines, etc., primary data were collected through semi-structured interview schedules/Questionnaires and informal interactions with the concerned stakeholders (such as Students, Teachers, Members of the Madrasa Boards and Madrasa Management Committee, and other concerned functionaries State Nodal Officer in Charge, District Minority Welfare Officer, and others.). The Full report was submitted to the MHRD in February, 2018 for observation and feedback, and further action. The study was conducted at the behest of MHRD based on TOR.

7. A Study on Present Situation of Educational Access and Participation of Children at Elementary Level: A Comparative Study of Madhya Pradesh and Chhattisgarh

Investigator: Dr. Madhumita Bandyopadhyay

The study was part of EMIS department

Submitted to Prof. Arun C. Mehta, HoD, Department of EMIS

Research Studies in Progress (as on March 31, 2018)

1. Third All India Survey of Educational Administration & Thematic Studies

Investigator: Prof. Kumar Suresh

The National Institute of Educational Planning and Administration (NIEPA) 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 demand of the system. During the past two decades, several policy initiative and educational programmes have been initiated, resulting in reforms and changes in administrative structures and functioning at different level viz, state, region, district, sub- district and institutional. 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, NIEPA launched the 3rd All India Educational 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:

1. To investigate the present status of educational administration in term of structures, system and process in all states and union territories.
2. To identify major issues and areas of intervention for preparing strategies to make the system of educational administration more effective; and

3. To suggest measures for improvement in the governance of school education at the national, state, and UT levels.

As a part of the larger survey, the following studies and activities have been undertaken:

4. Pilot study on Educational administration in Kerala by Dr. R.S. Tyagi;
5. Pilot Study on Educational Administration in Bihar by Dr. Manju Narula (under finalisation)
6. On the basis of these Pilot studies, tools for the Third Survey are being finalised; and
7. Study on Shared Responsibilities and Competences of the local Bodies in the Management of Elementary Education in MP and Bihar by Prof. Kumar Suresh.

Under the project on Third All India Survey of Educational Administration 23 states Reports completed and submitted.

(1. Andhra Pradesh, 2. Arunachal Pradesh, 3. Assam, 4. Bihar, 5. Chattisgarh, 6. Goa, 7. Karnataka, 8. Kerala, 9. Madhya Pradesh, 10. Maharashtra, 11. Manipur, 12. Mizoram, 13. Nagaland, 14. Odisha, 15. Sikkim, 16. Uttarakhand, 17. Gujarat, 18. Haryana, 19. Himachal Pradesh, 20. Punjab, 21. Tamil Nadu, 22. Telangana, 23. Uttar Pradesh)

2. Study of Structure and Functions of Educational Administration (Thematic Study as part of 3rd All India Survey of Educational Administration)

**Investigator: Prof. Kumar Suresh,
Dr. Manju Narula and Dr. Vineeta Sirohi**

The proposed project assumes special significance given the paucity of resource materials on the aspect of structure and function of educational administration. There is hardly information available on the structure and functions of educational administration across the states and union territories. The websites of the Education Department, of course, include basic information on the structure of

educational administration of respective states and union territories but these are mainly restricted to the Secretariat and Directorate levels. In most of the cases information on the educational administrative structure below the Directorate level is scanty. Besides non-availability of information on structure of educational administrative across the levels and across the states/union territories; there is no information available on the functional responsibility attached to each and every level of educational administration. The whole range of centrally sponsored schemes for educational development has added new dimension to the educational administration. The programme implementation format in states also created parallel structures of administration. In many cases there is hardly any direct linkage between the parallel structures of administration. In many cases there is hardly any direct linkage between the parallel structure and the mainstream administrative structure of education in the states. Similarly, the structure of academic support system has expanded over the years.

Objectives

1. To gather detailed information on the structure and functions of the educational administration
2. To document the changes taken place over the years with specific reference to the development on account of the introduction of SSA/ RMSA/ MDM/ RTE etc
3. To capture the variety of structures and actors within educational administration
4. To make all the relevant information on educational administration available in the public domain either through a dedicated portal in educational administration or as part of the existing arrangement with provision of continuing updation.

Preliminary work started. Framework and tools for data collection under the process of finalisation.

3. Status, Role and Responsibilities of District and Block Education Officers in Educational Administration (Thematic Study as part of 3rd All India Survey of Educational Administration)

*Investigator: Professor Kumar Suresh,
Dr. Manju Narula, Dr. V. Sucharita**

District and Block Education Officers are key educational functionaries at field level. They are instrumental in ensuring the effective functioning of schools. As educational administration at district and block level is closely connected to the schools in terms of their monitoring and support; they are important links between schools and higher level of educational administration. Implementation of policies and programmes of the government at school level turns out to be important functional responsibilities of these officers. It is important to understand the whole gamut of expanding role and responsibilities and also as to how these officers discharge the responsibilities assigned to them in the capacity of officers at field level.

Objectives of the Study

1. To study the status and changing roles and responsibilities, if any, of district and block level officers;
2. To study the changes that have been brought about in the functional responsibilities of the DEO and BEOs as a result of the RTE, 2009 and other development programmes initiated in the state/district and block level educational administration .
3. To assess the training needs of BEOs and DEOs.

The study will primarily be based on the available data base built on the Third All India Survey of Educational Administration as well as field based data collection related to district and block level education officers. The State Reports of Third All India Survey of Educational Administration include some basic information about district and block level education administration

including status, role and functional responsibilities as per the descriptive format. However, analytical dimensions are not included. Descriptive data will be analyzed from a critical perspective. The present study will primarily be based on the analysis of these data in addition to the data and information collected through field studies.

Preliminary work started relating to framework and tools for data collection under the process of preparation

4. An Evaluation Study of the Centrally Sponsored 'National Scheme of Incentive to Girls for Secondary Education' (Request from MHRD)

Investigator: Dr. Vetukuri P. S. Raju

The study aims at evaluation of the impact of the financial assistance provided to various States/UTs in the country under the NSIGSE Scheme.

The in-depth study will be conducted in three States/UTs. The sample states will be selected on the basis of the utilization pattern of incentives from different regions of the country. At least 350 beneficiary girls from each sample state studying in Class IX and X in Government, Government-Aided and Local Body schools will be selected.

The interim report is submitted to MHRD. Collection of primary data from the field, coding and feeding of data is in progress. The final report will be ready for submission by 31st August, 2018.

5. An Evaluation Study of the Centrally Sponsored Scheme of 'National Means-Cum-Merit Scholarship Scheme'

Investigator: Dr. Vetukuri P. S. Raju

The government of India and State/Union Territory governments over the years have announced several scholarships, financial assistance schemes and incentives to help ease the burden of the household

cost of education. Socially marginalized groups (such as Scheduled castes, Scheduled Tribes, Other Backward Classes, Minority communities and Girls) and those from economically weaker sections (such as Below Poverty Line families) have been the special target groups of these scholarships and incentives. The scholarships also aim at identifying meritorious students and motivation them to pursue secondary as well as higher education with the cushion of financial support. In view of all the issues raised above, the central and state governments at the school level have introduced number of scholarship and incentive schemes for the children of the economically weaker sections and the disadvantaged groups to complete their school education. One of such schemes 'National Means-cum-Merit Scholarship Scheme' (NMMSS) was launched by the Ministry of Human Resource Development (MHRD) during the 11th plan period in 2008, through the Department of School Education and Literacy.

Objective

1. To study the implementation process of the Centrally Sponsored Scheme of 'National Means-cum-Merit Scholarship Scheme'.
2. To study the utilization and achievement pattern of the National Means-cum-Merit Scholarship Scheme by different States/UTs during the period from 2008-2009 to 2016-2017.
3. To assess the impact of the financial assistance provided to students of economically and socially disadvantaged sections of the society.
4. To identify the challenges faced in effective implementation and issues relating to the disbursement of the Scholarship amount to the students.
5. To give suggestions and recommendations for improvement of the scheme.

The study aims at evaluation of the impact of the financial assistance provided to various States/UTs in

the country under the Centrally Sponsored Scheme of National Means-cum-Merit Scholarship Scheme (NMMSS). The study will be conducted by using the descriptive survey method using secondary and primary data.

Interim report submitted to MHRD. Collection of primary data from the field, coding and feeding of data is in progress. The final report will be ready by 31st August, 2018.

6. Spatial Dynamics of Comparative Educational Advantages in India

Investigator: Prof. Mona Khare

Proposal development, presentation and approval, Literature Review, discussions for identifying relevant indicators in Indian context, have been completed. Tabulation and data analysis for School Education Development completed. First three draft chapters ready. Indicators of higher education development have been identified and data compilation from secondary sources is in progress. Indicators for constructing the Composite Index of spatial development identified and data compilation is under progress. To explore the availability of data at the district level, select State officials are be contacted. Three papers drawn from the research study, presented in seminars, accepted for publication, expected to be published in few months.

7. Modules: Diversity and Discrimination in Higher Education Institutions

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

The first meeting of authors' of the modules was held on 16th March, 2017. The meeting helped to develop a collective understanding of overall approach and content of each module.

The areas identified for the modules included:

Module 1: Student Diversity and Social Inclusion in Higher Education: Concepts and Approaches

Module 2: Classification of Student Diversity in Higher Education

Module 3: Approaches to Achieving Academic Integration on Campuses

Module 4: Forms of Discrimination in Higher Education

Module 5: Social Inclusion in the Campus

Module 6: Institutional Mechanism for Managing Student Diversity

Module 7: Student Diversity, Civic Learning and Democratic Engagement

The writing of the modules is in progress.

8. Employment and Employability of Higher Education Graduates in India

Investigator: Professor Mona Khare

The research proposal for the study was developed in 2015. The proposal was sent to the experts and presented in the expert committee meeting held on 26 October 2015. Post approval, Quantitative and qualitative research instruments were developed. A discussion meeting on the research instruments with a group of external experts was organised on May 12 2016. State teams were formulated and team members identified. After finalisation of the Research Instruments, Pilot survey was conducted in Delhi University College to generate students' and College Faculty/administration perspective. Survey was also conducted in Canara Bank in order to generate employers and employees perspectives. In addition to the questionnaires administered, the survey included FGDs and Interviews. The entire activity was completed between August and November 2016. Data entry and analysis of the Pilot survey completed and the instruments finalized. The 1st Methodology workshop was held on Jan 18-19, 2017 in which the 17 State team members participated. The research instruments were thoroughly discussed and shared

with them to undertake field survey in their respective states.

- i) Organised three day workshop on Gender Budgeting in Education in collaboration with Bangalore University, Bangalore. 2017
- ii) Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India “in Hitachi and Eli companies at Hyderabad
- iii) Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India “at Oriental at Lucknow
- iv) Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India “at CISCO in Bangalore
- v) Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India “at HCL in Lucknow
- vi) Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India “in TCS, Bangaluru
- vii) Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India “in Mahindra-Tech, NOIDA.
- viii) Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India “in Reliance Nippon, Life Insurance, New Delhi.
- ix) Organised and conducted face-to-face interviews with few Senior executives on the Project “Employment and Employability of Higher Education Graduates in India in Bangalore University
- x) Organised and conducted face-to-face interviews with few Senior executives on the Project

“Employment and Employability of Higher Education Graduates in India in Mumbai University

- xi) Organised and conducted face-to-face interviews with few Senior executives on the Project “Employment and Employability of Higher Education Graduates in India in Delhi University
- xii) Organised and conducted face-to-face interviews with few Senior executives on the Project “Employment and Employability of Higher Education Graduates in India in Hitachi and Eli companies at Hyderabad
- xiii) Organised and conducted face-to-face interviews with few Senior executives on the Project “Employment and Employability of Higher Education Graduates in India at HCL and Oriental Insurance Companies in Lucknow
- xiv) Organised and conducted face-to-face interviews with few senior executives on the Project “Employment and Employability of Higher Education Graduates in India “in National Stock Exchange, Mumbai.
- xv) Organised and conducted face-to-face interviews with few senior executives on the Project “Employment and Employability of Higher Education Graduates in India “in Mahindra-Tech, NOIDA.
- xvi) Organised and conducted face-to-face interviews with few Senior executives on the Project “Employment and Employability of Higher Education Graduates in India “in Reliance Nippon ,Life Insurance, New Delhi

The data collection in the states has been completed.

2nd Methodology Workshop will be organizing for State Teams in Jan, 2018.

Two Papers drawn from the study published as follows:

- i) “Taking the Skills March Forward in India– Transitioning to the World of Work, (2016) in Matthias Pilz Ed India: Preparation for the World of Work, Springer VS

- ii) Graduate Employability: India's Challenge Post 2015 Development Agenda, in Indian Economic Journal, Dec 2015, pp 97-111.

9. 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 and multi-institutional study aims to understand the structure and function of external Quality Assurance (IQA), their inter-relationship 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 in the implementation stage, and the activities completed under this research project are:

- i) The research proposal for the study was developed and presented at the CPRHE internal faculty meeting organised on September 24, 2014.
- ii) Following the feedback and in view of the literature review, the proposal was revised and presented at the expert committee meeting held on January 8, 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 students and faculty survey questionnaire, 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 code and the codebook is being developed to facilities the research teams.

- ix) Third research methodology workshop was organised on 6-7 September, 2017 where the draft state reports and synthesis report were presented for comments from the peers.

- x) The draft of the synthesis report is being finalised; State reports are revised for final submission.

10. 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 levels 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 the important actors and their role at the state level and study how the Ministry of Education, Directorate of Education, State Council 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 in the course of this research project are:

- i) Developed research proposal;
- ii) Proposal reviewed at the expert committee meeting held on December 4, 2014;

- iii) Quantitative and Qualitative Instrument developed;
- iv) Research methodology workshop material developed; and
- v) Research methodology workshop has been organised.
- vi) Third research methodology workshop was organised on 11-12 September, 2017 where the draft state reports and synthesis report was presented for comments from the peers.
- vii) The draft of the synthesis report is being finalised; State reports are revised for final submission. Research paper titled “Governance and Management of Higher Education Institutions in India” published as CPRHE Research Paper Series 5 in February 2017.

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

Investigator: Dr. Jinusha Panigrahi

The Research aims to study the resource allocation; patterns of utilisation of resources received in terms of grants as well as through income-generating activities in the Indian context. The objective of the study are to study the diversified sources of funding of higher education institutions in the backdrop of neo-liberal market principal, to analyse 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 analyse the expenditure and utilisation patterns the resources by the higher education institution. The project is a case study of 10 higher education institutions in five states i.e. Bihar, Odisha, Punjab, Telangana and Uttarakhand.

- Third research methodology workshop was organised on 25-26 September, 2017 where the draft state reports and synthesis report were presented for comments from the peers.

- The draft of the synthesis report is being finalised; State reports are revised for final submission. ‘
- Research paper titled “Resource Allocation and Innovative Methods of Financing Higher Education in India” published as CPRHE Research Paper Series 6 in February 2017.

12. Teaching and Learning in Indian Higher Education

Investigator: Dr. Sayantan Mandal

The project aims to analyses 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 programmes 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 in the process of implementation, and the activities completed under this research project are:

- i) The preparatory works involved in development of the research proposal;
- ii) Development of research instrument;
- iii) Selection of the research teams;
- iv) Engaging in discussion 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; and
- vii) Conducting the research methodology workshop.
- viii) Third research methodology workshop was organised on 29-30 August, 2017 where the draft state reports and synthesis report was presented for comments from the peers.
- ix) The draft of the synthesis report is being finalised; State reports are revised for final submission.

- x) Research paper titled “Teaching-Learning in Higher Education: Evolution of Concepts and an attempt towards developing a New Tool of Analysis” forthcoming as CPRHE Research Paper Series 9.

13. Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges

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

The first research methodology workshop with research coordinators of the case study institutions was organised on 2-3 May 2017 to develop a shared understanding on the research instrument and the research implementation process. Data analysis is progressing well. Field visits by the CPRHE research coordinators have been completed in most of the states

14. Fixation of fees in Private Deemed to be Universities

Investigator: Dr. Jinusha Panigrahi

The research proposal is submitted and it's approved by MHRD. Both qualitative and quantitative research instruments are in the process of development. A pilot study will be launched soon before implementing the study across selected institutions.

15. Action Research Project on Development of District Secondary Education Plan under RMSA in Select States in India

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

This is an attempt to critically review the planning process, methodology and techniques followed by the 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 planning and management of secondary education. Moreover, there is hardly any study at the district level exploring the planning process band 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 NIEPA 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 Mdurai) and two districts from Odisha (i.e. Keonjhar and Ganjam) have been selected for implementing the research.

Phase I of the study has been completed and the report has been finalised. In Phase II, the entire 4 sample District Research Teams of Tamil Nadu and Odisha are finalising their Model. The District Secondary Education Plans which they will present in the National Level Sharing Workshop to be held at NIEPA in June, 2018. After this workshop, the four District Research Teams will submit their final DSEPs. The report of Phase I along with 4 DSEPs will be submitted to NIEPA to mark the completion of the project.

16. Public-Pvt Mix in Secondary Education in India: Size and in School Facilities and Intake Profile

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

Keeping in view the debate in 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 patterns 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, Uttar Pradesh, Maharashtra, Tamil Nadu, Kerala, Karnataka, and Andhra Pradesh). The study would provide insights into the way secondary education is organised and delivered in various states.

The specific objectives of the study are the following:

- i) To establish the patterns of institutional mix (Public-Private) at elementary and secondary levels;
- ii) To profile public and private institutions by in-school provisions, staffing patterns and intake characteristics;
- iii) To identify implication for RMSA for expanded access in term of mix of schools and likely effects on equity; and
- iv) 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, participation rates and the socio- economic characteristics of clientele group. It would provide insights into secondary education delivery systems in states and their implications for improving equity and quality.

Till now, related literature has been reviewed; secondary data and information from U-DISE and other sources have been collected. The data analysis and report writing is in progress. The report of Phase-1 of the study is expected to be completed by June 2018.

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

Investigator: Dr. Suman Negi

The main aim of this study is to get a more detailed insight of such migration flows and to identify the main causes that lead one to move out of their native place to seek education and its further consequences. The relationship between education and migration in most researches has been examined more from the context of the educated or educational qualification being the catalyst for economic (skilled) migration, as many studies/ reports have quotes that in the last year's migration has been increasingly seen among skilled professionals and scholars (Khadria 1999; Sward and Rao 2009). The focus of research on migration of people has been mainly centred on economic causes and its outcomes. Education as a reason to migrate also forms a very important aspect of migration especially of the population below 25 years of age.

This study will be carried out keeping on view the following objectives:

1. To examine the composition of educational migrants with components related to demographic, social, cultural and economic aspects across gender and social groups.
2. To identify the main causes of educational out-migration from the individual, household and institutional perspective.
3. To identify the main outcomes of such a form of migration from the region.

Research Questions:

1. Who sends their children out, why and where?
2. Is it because of low educational quality and facilities available at the place of residence that pushes youngsters to migrate to other centre or are the pull factors for the same stronger at the destination?
3. What are the outcomes of such Educational Migration process at the source of migration?
4. What role does income play in the choice of destination and its distance?
5. Role of the local or community setting in educational migration?

The study will deal with both primary and secondary database and will be qualitative and quantitative in nature. The secondary data from the d-3 series Migration Tables will be used to analyze the patterns of migration flows i.e. of both in Migration and Out-Migration to and from Himachal Pradesh to different states of India generally and with education as one of the reasons to migrate in particular. Structured questionnaires will be developed and administered to Households that have least one member who has completed Senior Secondary Level of Schooling is between age group 17 to 24 years. The collected information shall be tabulated and analyzed using various available statistical tools. Based on the results of the analysis comprehensive report shall be prepared and submitted.

The final report is being drafted and the project expected to complete by July 2018. Most of the work as proposed has been completed. Some aspects related to the primary data are being arranged and analysed.

18. An Educational Atlas on Gender: A District Level Representation

Investigators: Dr. Suman Negi and Prof. Mona Khare

Maps are visual presentations of useful information the communicate ideas and designs. They provide an

effective metaphor for modelling 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 the 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.

NIEPA, as an organization, collects, consolidates and analyses educational statistics at the national scale. Incidentally, the District Information system for education (DISE) and now the Unified District Information system for Education (UDISE) are an integral part of NIEPA and the main source of educational statistics the world over. It collects detailed statistical information on annual basis for more than 15 million schools of India, and database of these units are readily available online and through regular publications. To further facilitate the dissemination of these educational data, other supplementary avenues of information dissemination can also be explored. One of these 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 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 caste and in remotes locations.

In this context, the study makes an attempt to utilize the education statistics that NIEPA collects and consolidates and maps 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 endeavour 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 them through maps, using mapping tools.

The specific objectives of the study are:

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

Methodology

Maps will be created using the Devin of system designed by UNICEF. A district is the third and lowest level of boundaries available in this software and also the data are being represented at this level and above. The department of EMIS, NIEPA has been provided this software by UNICEF and is 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 follow:

- 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

The Chapters are being prepared and project expected to complete by July 2018. The data has been collected

and arranged. Some maps have also been generated and at the district level.

19. A Study of Scholarship Scheme and Educational Mobility among the Scheduled Caste Children at the Secondary Level in Odisha (NIEPA Sponsored)

Investigator: Dr. S.K. Mallik

Since the adoption of constitution, we have been making efforts 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 universalization of elementary education in the country. The drop-out rate is very high, quality of education is not up to the mark, and 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 behind the other groups. Under RTE Act, it is mandatory to set up SMC for each and every elementary school. 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 and monitoring 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 the 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 objectives of the study are the following:

- To study the effectiveness of scholarship scheme on completion of secondary level and the educational mobility of scheduled caste children to the higher grades;

- To ascertain the effective implementation of schemes in term of inputs and outcomes relating to completion rate and transition rate;
- To find out the problems and constraints faced by the functionaries in implementation of scholarship schemes;
- To find out the reasons for non-completion of secondary education by the scheduled caste children; and
- To explore suitable measures for effective implementation of the scholarship schemes.

Review of literature is completed. The field has been chosen for data collection; two districts from Odisha first one is Jagatsinghpur and second is Khordha. The primary level data collection is completed in one of the sample districts from Jagatsinghpur and the second phase of data collection will be starting in the second week of June, 2018 in the district of Khordha in Odisha.

20. Study of the implementation of the Provision of 25 per cent seats to the Children of the Weaker Sections and Disadvantaged Groups in Private Schools under the Right to Free and Compulsory Education (RTE) Act, 2009 in selected states: Policy and Practices

Investigator: Prof. Avinash Kumar Singh

The above research project is under early stage of implementation involving collection of secondary data 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, Assam, and Meghalaya. Furthermore, formats of the tools of data collection are under preparation. The following tools have been designed.

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

Initial methodology workshop of the study has been held in which draft tools of data collection have been developed and finalized. They will be piloted shortly. The process for the identification of state level resource institutions/research investigators is on. Although the research project was approved in April 2015, the research project has been delayed due to problems in the recruitment of research staff. The research project is going to be revived shortly with new timeline through the Project Research Advisory Committee.

21. The Political Economy of Higher Education Reform in India: Comparative Perspective on the Principles, Policies, and Institutions for Reform (1991-2012)

Investigator: Dr. Manisha Priyam

This research proposal has been duly approved by the Academic Council, reviewed by external examiners, and received the sanction of the competent authority in December 2017.

Proposed for this Year

Completion of Review of Literature

- 1) Two field visits to University of Mysore, and completion of a draft on the background and context of the University, Interviews with key functionaries and envisioning of data collection formats for further field work and writing.

- 2) Two field visits to Patna University, and completion of a draft on the background and context of the University, Interviews with key functionaries and envisioning of data collection formats for further field work and writing.
- 3) Written Outputs for the Year 2018-19:
 - Literature Review and Background
 - Two Written Reports on field work in Patna and Mysore
 - Work proposal for 2019-20

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

Investigator: Dr. Naresh Kumar

The study presents a detailed description of the field area and the visited schools. The Study also informs in detail about the working of the schools in coherence with the community. The study points out major reason for the failure of the government schools are the 'Deficit Social Trust'. There is no way of trust building mechanism and the private school system, mainly LBS has realized this-and therefore they are utilizing this for taking leverage. The study urges to relook into private school system. Until now we have been arguing against the private school system (especially LBS) but we never tried to understand this system. Field insights inform me if there are 10 LBS in a locality –each school would try to exhibit different quality. Because of competition each school runs in a survival mode, therefore, tries to expertise in some areas which can impress the parents. The study shows that to a great extent private schools are able to establish a close relation with the parents than the government schools. This way LBSs have come up as an epiphenomenon in the Indian history- which could create vibrant 'public sphere' where children from diverse background participate. Final Compilation is under process.

23. Participatory Action Research for Improvement of School Participation of Children at the Elementary Level in India

Investigator: Dr. Madhumita Bandhyopadhyay

The data entry of all 42 visited schools, 252 teachers, 103 SMC, assessment status of 1286 students and raw information of 4031 students, located in six states namely Himachal Pradesh, Haryana, Madhya Pradesh, Odisha, Karnataka and Mizoram has completed. Altogether 502079 entries are being made in the SPSS spreadsheet. School reports (focus and non-focus) of five states (Himachal Pradesh, Haryana, Odisha, Karnataka and Mizoram) have been completed and of one state Madhya Pradesh is under progress. Data entry on learning assessment of children from two states Haryana and Himachal Pradesh have been completed and entries of other states are under progress. Second round of field visit of one state (Haryana) has been done. Information regarding interventions made by Block education officers during 2017-18 has been collected and now data are under progress to compile and analysis. At present, the project is under consideration for extension. During the last PAC Meeting the updated status of project was presented. Suggestions are being incorporated in the second round field visit.

24. 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 the 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, i.e., 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?

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 intuitions. The study will be a mixed bag of content analysis and comparative study. In this regard, the act, statutes and ordinance of the universities and their colleges are being analyzed along with the acts and status of the states for the universities. In addition, the evolution of the concept of autonomy in the higher education system is being analyzed.

The Draft Report is being finalised. It is expected to be completed by September 2018

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

Investigator: Prof. Sudhanshu Bhushan

Policy in higher education is a tightrope walk 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 a rises the question of private (household) financing of higher education. Household financing of higher education acquires importance in view of increasing trends towards privatization. Privatization of higher education has led to a rising trends of fees and has added to the burden of household to finance

higher education. This raises the issues of affordability. Affordability, in turn, has its influence on the access and choice of disciplines. Affordability might show differing trends across different social and economics groups. It might also vary⁶ between rural and urban contexts and across different occupation categories. In the light of the above, the central objective of the research project is to study affordability in the context of the growing trend of privatization. As on March 2018, the draft report is ready for submission.

26. Study of Indian Private University Acts and Regulations of Fees (Project undertaken on request of MHRD)

Investigator: Dr. Sangeeta Angom

Privately funded institutions are in existence in India since independence, but they were not recognised as private universities. Many private universities or institutions classified as universities by the university grants commission or those that define themselves as university, have come up only recently. Many of these universities offer multidisciplinary professionals courses similar to state funded universities; however institutions offering single stream specialization programs are also in existence.

The Govt. Of India introduced the Private Universities Establishment and Regulation Bill, 1995, in Rajya Sabha and was referred to standing committee for obtaining its views. Since then the subject has been discuss in different forums but it has not been passed in the parliament.

Objectives of the Study

In the light of the rational of study, the proposal outline the following specific objectives of the study

- To analyze the academic and administrative structure and governance of the selected private university.
- To examine the sources of income and expenditure pattern of the selected private university.

- To examine the admission procedures and the infrastructural facilities provided in the selected private university.
- To study the recruitment procedure of the teachers and the patterns of workload.
- To identify whether the type of courses being offered are market oriented or not.
- To find out the achievement(s) or shortcomings, if any, pertaining to in the private university.
- To make an overall appraisal of the role and contribution of private universities in the development of higher education in India.

The research method may be attributed as descriptive and would be based on both primary and secondary data. The study will try to make use of most relevant official documents and give the whole picture of private universities in terms of development, roles, problems, opportunities, and government's responses as well. A sample comprising of 5 private universities out of total 23 private universities (established through Acts of state legislature) providing education in different areas of higher education will be selected for conducting the study. The 5 universities may be chosen carefully to represent different governance styles. The study does not include private deemed universities in India.

10% of the faculty and 2% of the students will form the sample to elicit information on various aspects. Tools to be used for collecting the data will include questionnaires for students and teachers and an interview schedule for the persons engage in the administration and heads would be conducted. A separate questionnaire for the government representatives will also be use to elicit the opinions on role of private universities in the country.

- Literature Review is progress
- Tools preparation is in progress
- Communication with the sample universities is on progress.
- Plan to Field visit will take place end of March till May, 2018.

27. Governance of Higher Education in Bihar

Investigator: Prof. Sudhanshu Bhushan

The higher education governance varies across all states on various dimensions. It varies in term of universities' relation with the state governments and that of the office of the chancellor. The acts, statues and ordinances guiding the functioning of the universities also vary. The intensity of privatization of higher education varies. The social composition of students and intensity of privatization of the shortage of teacher also vary. State government policies and programmes vary across states. The autonomy and accreditation status of colleges and universities vary. There is, however, no systematic documentation of higher education governance of states. As a result even with respect to the basic information with respect to the governance of higher education, information has to be collected as and when need arises.

Objectives

- The series on governance of higher education in different states will help to provide basic information on institutional structure, governance, policies, practices, funding of higher education institution.
- The series on governance will highlight the good practices in some states and incentivize other states to follow.
- The series will help the central government and the regulatory council to understand the variance in the governance and streamline the practices through policy and planning.
- The series on governance will help to develop the network academic, governance-and promote collaboration across states.
- It will help to understand the student in terms of social composition of teacher's terms of superannuation and their remuneration.
- The series on governance of higher education will help to introduce reforms in higher education in a systematic manner based on correct information and inter-state variations in actual practices.

The department proposes to publish a series on “Higher Education Governance” for all states in three years. In the first year two pilot projects for Bihar and Tamil Nadu will be undertaken and thereafter the tools for the entire project covering all states will be prepared. The pilot for the state of Bihar will be undertaken by Dr. P Sudhanshu Bhushan and for the Tamil Nadu will be undertaken by Dr. P Duraisamy. After finalizing the tools, the entire project will be launched in all the states during 2016-17 and 2017-18. There will be state wise publication on various aspects of governance in higher education. The document will be based on primarily secondary information obtained from State higher education departments, Universities and colleges. Project started formally but work is slow as project staff is not in place.

28. Research Programme on School Education using U-DISE Data

Investigator: Prof. Arun C Mehta

The District Information System of Education (DISE) has emerged as one of the most important sources of data and information on school education in the country. Since its initiation in 1994 as part of District Primary Education Programme (DPEP) covering primary education in 42 districts, it traversed a long way to cover entire spectrum of school education in the entire country. The emergence of unified – DISE with integration of DISE (that collects data on elementary Education) and SEMIS (that collects data on secondary education) covering entire school education system starting from primary schools to senior secondary schools is significant achievement. A noteworthy feature of U-DISE is the designing of a single DCF to collect data from all schools irrespective level/grades taught in school to avoid some of problems like duplication of efforts, double counting, frequent filling of DCFs etc. encountered when multiple agencies collecting data.

U-DISE now collects data from more than 1.5 million schools imparting school education in the country.

Under U-DISE, data are collected school as unit. U-DISE covers all kinds of school- Primary; primary with upper primary to higher secondary only schools to composite schools the section from primary to higher secondary levels.

Out of 09 studies sanctioned and implemented, 6 reports have been received. Three reports from NIEPA faculty were awaited in May 2016.

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

Investigator: Mr. Anugula N Reddy

The pilot project to develop Geo- Spatial information system for school Education has two objectives. The first one is to review the experiences of different state governments in developing geo-spatial information systems school education, in collection of geo-spatial data of schools and using them in educational planning and monitoring. The second objective is to develop a prototype of geo-spatial information system for school education in block and demonstrate the methodology and applications of geo-spatial 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 education and using the same for planning and monitoring. Attempts are also being made to develop a prototype geographical information system.

- GIS websites and examining the content of websites, and availability and functionality different tools on the website that can be used in planning of school location, and monitoring. A draft review report is prepared.
- A paper on algorithm on teacher transfers (Haryana) using GIS data is prepared and is under active consideration of World Development (Elsevier).

- Two more chapters-on segregation across schools and school location in progress.
- The project would be completed in 2018

30. Limits of Expansion of Secondary Education in India: An Analysis of Student Flow Patterns and Internal Efficiency of Elementary Education (Does not involve any budgetary support)

Investigator: Prof. K. Biswal

The study is an extension of the earlier work done in 2009 Prof. Keith Lewin) University of sussex, UK) and NIEPA's team while developing the policy guidance note for the expansion of secondary education in India under the RMSA. This research aims at estimating the state wise flow rates through the elementary level into the secondary school by taking into account the likely evolution of transitions 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 to estimate the student flows through school education.

The specific objectives of the study are as follows:

- To understand the dynamics of student flow from Grade I through Grade X as they affected the dynamics and cost of expansion of secondary schooling;
- To identify clusters of state and population sub groups based on students flows patterns which, can be grouped to reflect different levels o probability of achieving the stated goals;
- To identify the gaps between the target set by RMSA and the projected students flows and relate these to the main constraints on growth identified;
- 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

- To plan and set up case studies (in Phase II) to understand what factors shape and influence the supply and demand for expended 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.

31. A Study of Private Franchises Providing Pre-School Education in Delhi

Investigator: Dr. Savita Kaushal

Pre- School education is nowadays being considered is an imperative requirement for preparation for primary School. To meet this need there has been a rapid expansion in the number of pre-schools in the country over the last two decades. In recent years there has been active emergence of private franchises for providing pre-school education. The objectives of this study were to analyze the academic and administrative structure and governance of the selected private franchise pre-schools. In addition to this the admission procedures and infrastructural facilities provided in the selected private pre- schools were also examined. Background of the children participating in these schools was also studied The study also explored the curriculum transaction techniques adopted by the teachers and achievements or shortcomings, if any pertaining to the functioning of the private franchise pre-schools of Delhi (30) and Haryana (10). The data was collected from administrative staff members teachers, children's and parents of the selected sample pre-schools in case of small franchise pre-school care was taken to include at least a minimum of four teachers and administrative staff members in the sample.

The draft report of the project is being finalized. It is expected that the study may be completed by 30th June, 2018.

32. An Intensive Study to Critically Examine the Present vis-a-vis Futuristic Role and Functions of Educational Administrators in order to Identify Training Needs

Investigator: Prof. B. K. Panda and Dr. Mona Sedwal

The advent of technology and scope of attaining knowledge from across the world without waiting for the availability of the documented knowledge in the form of reports and books through the e-network has removed the barrier of time limits of accessing information and knowledge. As a result the continuous flow of knowledge and information on one hand is updating our knowledge and on the other it is also becoming obsolete every moment. To keep pace with the new knowledge thus generated continuously and accessing it on a continuous basis and utilizing it is a major challenge. The educational administrator needs to be equipped with the latest technological knowledge and adapt a role of facilitator to enable the personnel with them to perform better and efficiently.

Objectives

- To identify the futuristic dimensions of training to be imparted to the educational administrators;
- To identify the areas requiring priority for building the capacity of educational administrators;
- To understand the existing training facilities and the capacities of such institutions which impart training to the educational administrators;
- To develop a model training framework for the Professional Development of educational Administrators both in terms of academic and administrative areas; and
- To develop a model programme that is feasible in terms of resources and effective in terms of delivery, sustainable in implementation of

training and to make cost effective and outreach feasibility of use of the latest modes of MOOC/e-learning methods.

Coverage of the study

The study will cover the states (1) the states having educational administrators selected through the State Public Service Commission (2) the educational administrators who are entering on the basis of experience etc. the state level information relating to the procedures adapted in recurring the educational administrators and provisions for their training through the State Academies and other institutions will be collected. First hand information about the requirements of themes as training will also be collected from the educational administrators.

The study will be conducted in 3 phases covering all the states of the country over a period of 3-4 years. However, the First Phase of the study will be confined to only a maximum of 18 months, the finding of this study will form basis of conducting further research. Review work is in Progress.

33. A Critical Assessment of State Level Capacity Building Institutions in Education

Investigator: Prof. Najma Akhtar and Dr. Savita Kaushal

Issue of the approval notification for the project titled above was delayed by two years besides being approved by the Academic Council. Despite the delay in issuing the notification, now the situation is that no staff has been appointed to initiate the field work for the same. It has been requested several times to provide us the staff as given in the provision. With all these limitations from the Administration Department, it is to inform that the collection of Literature review is currently going on for the project.

34. A Comparative Study of Social Dynamics and School Management in Educationally Backward Block and Non-Educationally Backward Block of Rajasthan

Investigator: Dr. Mona Sedwal

The Right to Education Act (RTE), 2009 has played a significant role in getting children to the schools across the nation. In Rajasthan too the RTE has made an impetus by fostering major responsibilities on the School Management Committee (SMC) and other educational institutions working at the grassroots level to make it a reality. On the same lines Government of India has identified the Educationally Backward Blocks (EBBs) where the concerted efforts are made to make education for all a reality.

Keeping above discussion in the backdrop the present study propose to examine the impact of composition of the SMC in the light of the caste dynamics in the school management. According to the scheduled Caste and Scheduled Tribes orders (Amendment) ACT, 1976 Rajasthan has 59 to the SCs in the state. Rajasthan comprises of 17 per cent SCs and 13 per cent STs in the state. According to the census 2011 the literacy is 53 per cent.

The main objectives of the study are as follows:

- To assess the kind of social composition, its relation and impact on school management in the EBB and non EBB village.
- To study the functioning of school management and the attitude of the members of the school management and the Head Master towards the children coming from the SC community in the EBB and non EBB.
- To study the involvement of the school management in developing the SDP and implementing it with the help of the educational inputs provide by the BEO, DEO, DIET and SIERT in the EBB and non EBB.

- To study how inclusive is the functioning of the school management at the village level for the SC population in the EBB and non EBB.
- To evaluate the content and methodology as well as impact of the training programmes for the SMCs and to assess participation rate of the SC members in the training programmes in the EBB and non EBB villages.

The secondary data of the study will be based on the collection and analysis of both primary and secondary data. The survey and case study approach would be adopted for conducting a larger survey and later based on the larger survey selecting two villages for the in – depth study of the social dynamics on the basis of the concentration of the SC population. The number of the clusters in the block will be taken into account and approximately 50 per cent of it or if the number of clusters is less all of them will be taken up for the study based on the SC population. But the basic parameter will be on the share of SC population in the village and its representation in the school management. The Household survey would be conducted in the two blocks which will form the base for selecting the villages for in depth studies. Caste studies will be developed on select schools for reflecting the social dynamics affecting the school management. Preliminary work is being carried out.

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

Investigator: Dr. Sunita Chugh

- The project is being carried out in ten cities across the country in collaboration with local institutions and researchers. Three workshops were organised wherein sample design, tools for data collection were finalised. Format of the report writing, city profile was discussed.
- Coordination with all the research coordinators and the screening of data is being done regularly

- Data collection from households has been completed in 8 cities and in very advanced stage in remaining two cities (Mumbai and Raipur). School survey has been conducted in Bhopal and Hyderabad. Visited schools of Hyderabad to oversee the data collection process from schools and conducted Focus Group Discussion.
- Data entry in respect of Bhopal, Lucknow Hyderabad, Bhubaneswar, Kolkata, Ludhiana and Kanpur is finished. Data entry in case of other two cities is at advanced stages of completion. Continuous monitoring and cleaning of data is being done.
- A small report has been prepared on Lucknow and Hyderabad on the basis of household data.
- Meeting of research coordinators was convened to discuss about the report format.
- Profile of eight cities has been prepared on the basis of secondary data.
- Propose to organise a seminar in December 2018 on sharing of findings of research. Research coordinators education officials and academicians will be invited to participate in the seminar.

36. 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 their 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 greatly among the states from 0 per cent SLD in Andaman & Nicobar to over 45 per cent SLD in Goa (DISE, 2011-12). There is need to

understand as to how the concept of learning disability is operationalised 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 a sincere step in this direction. Even though the policy on SLD in India is at a nascent stage, exploratory studies are needed to gather evidence of best practices available in the field. The proposed study is aimed at finding the reality at grassroots level 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 follow:

- To ascertain the nature and magnitude of the problem of Specific Learning Disability (SLD) and programme interventions pursued in terms of policies and practices.
- To study state and district- level policies and practices for identification, referral and educational intervention for SLD in specific stated in India.
- To study the impact of programme interventions on the learning outcomes of SLD and document best practices available in the field.
- 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 state governments concerned 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 schedule. These will be designed for teachers, counsellors and students. The field-based data will be collected from 30 schools. Report is under finalisation.

37. Local School Management Information System

Investigator: Prof. K. Srinivas

Since RMSA-TCA is closed, the phase-1 of the study could not be started. The proposal has been revised and resubmitted for consideration of the Academic Council. The Pre Software Development Tasks for piloting the project are completed. Identification and selection of the Software developer is going on.

38. Causes of 'Non Enrolment and Dropout among Muslim Children at Elementary Stage: A Comparative study of Andhra Pradesh and Uttar Pradesh'

Investigator: Dr. Vetukuri 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. Draft is ready and finalising the project report. The final report expected to ready by 31st May 2018.

4

Library and Documentation Services





Library and Documentation Services

Sharing of knowledge and information

The institute 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 institute 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 2017-18 included the following:



Library and Documentation Services

The Library and Documentation Centre of the institute has been acting as a crucial resource and learning center 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 institute, participants of various national/international training/diploma programmes, organised by the NIEPA, and other visiting faculty and users. The library is equipped with modern teaching and learning aids, computer facilities and electronic facilities such as WIFI.

During the past 4-5 years, 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 / hard copies.

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, 299 books/documents were added to the library. The library, presently, has a collection of 60,965 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 the year 2017-18, the Library and Documentation Centre also received more than 250 national and international journals and 14 magazines, in the area of educational planning and administration and other allied fields. Indexing of 2,522 important articles appearing in these journals was also done. During the year 2017-18, the library prepared holding of the 8,127 bound journals for reference of its users. The journal databases,

procured by the library, include four online journal databases from a number of reputed publishers such as Elsevier, Sage, Emerald, and JSTOR along with one statistical database “EPWRF India Time Series” from EPWRF. Besides, the library has also access to 523 e-books of Sage Education Collection. The library is a multi-media resource center. The non-print materials available in the library include video cassettes, audio-cassettes, films, micro-films, micro-fiches and CDs.

The NIEPA library provides some new online information services such as ‘News Flash’, “NIEPA in the Press”, “SDI (the circulation of the academic works of NIEPA faculty) and “New Arrivals”. The library has also prepared bibliographies for various activities and training programmes/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 computerised using the latest version of the Libsys7 Software Package. Web OPAC can be accessed Intranet and Internet, either directly using computers connected to the LAN in the NIEPA or through the Internet using the Web OPAC on the website of NIEPA through the URL. It facilitates browsing and searching the databases of books, journals and articles available in the NIEPA library.

The NIEPA Library and Documentation Centre had joined Developing Library Networking (DELNET) to promote sharing of the resources at the national and international levels. This has given a facility of accessing and recognising the invaluable nature of the large collection of official documents pertaining to educational planning and administration that are available in NIEPA’s Library and Documentation Centre. A project for digitising all such documents and records, using modern technology, has been undertaken. It is a comprehensive online archive information source for education in the country.

Documentation Centre

NIEPA Documentation Centre has a wide and rich collection of about 20000 volumes on educational planning, management and administration. Its collection comprises of Central-State Government and international organisations' publications such as State and District Census Reports, State and District Gazetteers, Acts and Statutes of Central and State Universities, District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA), Statistical Handbooks of States, All India Educational Surveys, Economic Survey, Commission and Committee Reports, State Economic Surveys, State Educational Plans, State Human Development Reports, Five Year Plans. Besides various publications of the Institute such as Research Studies, Occasional Paper Series, Annual Reports of the Institute (1962-2013), Training Programme Reports, Annual Reports of various Ministries, publications of International Institute for Educational Planning (IIEP), Paris are also available. The Centre holds a rich collection of theses, and dissertations on Postgraduate Diploma in Educational Planning and Administration (PGDEPA) and International Diploma in Educational Planning and Administration (IDEPA). It has a repository of the International Institute for Educational Planning (IIEP), Paris publications. It has a collection of non-book material such as indexing databases, Census of India, State Human Development Reports and other publications on education and its allied areas.

The Documentation Centre has computerised its operations by using integrated software LibSys 7 (Release 1.0). Moreover, Online Public Access Catalogue (OPAC) and access to electronic databases with a wide variety of information resources and services has been extended to the users at their desktops. Moreover, its rich collection, wide array and

variety of services and facilities attract and encourage the users from all corners of the country and abroad to use its information resources and services. It has comfortable, peaceful and conducive environment of reading and is equipped with air-conditioned, good lighting and generator backup facilities to its users. The reading facilities are heavily used by the faculty, research scholars of the University, project staff, research scholars from the universities of India and abroad, participants of DEPA, IDEPA and visiting faculty. Documentation Centre remains open from Monday to Friday from 9.00 AM to 5.30 PM throughout the year.

Access to Digital Resources

It has developed and strengthened intranet activities in the 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, Commission and Committee Reports are available on intranet. Digital archives of NIEPA offers access to about 11000 policy documents on education and allied areas. These documents can be accessed through intranet as well as on internet [<http://14.139.60.153/> <http://www.NIEPA.org/New/darch.aspx>].

Moreover, online information resources and documentation services have been extended to the readers through intranet to provide round-the-clock access such as List of New Additions; List of Journals Subscribed; Current Contents of Periodicals; Full Text Access of Online Journal Databases and JSTOR; Bibliographic Service - On demand; Literature Search; and Electronic Document Delivery Service (EDDS).

It offers access to about 300 print journals both national and international, and online databases such as Sage, Sage Education Collection Online, Elsevier and JSTOR. Moreover, access of open educational resources has been provided to the readers such as Directory of Open Access Journals (DOAJ), about 11831 full-text journals, Directory of Open Access Books (DOAB), about 12646 academic peer-reviewed books from 280 publishers, 32,10,157 articles, Networked Digital Library of Electronic Theses and Dissertations (NDLTD) more than 5 million ETDs (51,11,718 ETDs) and Shodhganga (1,96,901 ETDs) and other national and international full-text databases, indexing databases, current contents of periodicals, newspaper and full-text reports both national and international. It has strengthened the Interlibrary Loan (ILL) and resource sharing activities in meeting the requirements of users related to books, documents, articles, etc. through Developing Library Network (DELNET). The services of the Documentation

Centre are heavily used by faculty, research scholars of the NIEPA, project staff, participants of PGDEPA, IDEPA, IPEA, training programmes and scholars of other universities of India and abroad.

Individual Contribution (Academic Contribution of Dr. D. S. Thakur - 2017-18)

Publications:

Research Papers/Articles published

1. Thakur, D. S. (2018). Virtual Learning Environment: Using MOODLE as a blended learning approach for teaching, training and research institutions in India. In Baba, Abdul Majid Baba, Raj Kumar Bhardwaj, S. S. Dhaka, Tariq Ashraf and Nabi Hasan (Eds.), Building Smart Libraries: Changes, Challenges, Issues & Strategies. Conference Papers of 3rd International Conference of Asian Libraries held at Central University of Kashmir during 6-8 August, 2018.



New Delhi: Asian Library Association, pp. 177-188.

Participation in Seminars/Conferences/Workshops

National

1. Workshop on Leadership Development in Higher Education for Vice-Chancellors organised by NIEPA at Pride Plaza Hotel, Aerocity, New Delhi, on 7-8 December, 2017,

International

- 1 International Seminar on Quality and Excellence in Higher Education, jointly organised by CPRHE, NIEPA and British Council at India Habitat Centre, New Delhi, on 22-23 February, 2018.

Training Programmes/Workshops Attended

Workshop on Teaching Learning with Moodle, organised by National Institute of Educational Planning and Administration (NIEPA), New Delhi, from July 10-12, 2017.

Training Material Developed and Transacted

1. Delivered a lecture on 'Information Literacy' in a three-day Training Programme for School Librarians, organised by State Council of Educational Research and Training (SCERT), Delhi, at DIET, Rajendra Nagar, New Delhi, on 6 July, 2017.
2. Delivered a lecture on 'Information Literacy and Information Technology' in a three-day Training Programme for School Librarians, organised by State Council of Educational Research and Training (SCERT), Delhi, at DIET, Rajendra Nagar, New Delhi, on 6 July, 2017.

Consultancy and Academic Support to Public Bodies

Arranged information for Annual Report of MHRD and India: A Reference Annual of Ministry of Information and Broadcasting, Government of India.

1. Collected information from all Heads of Departments and the Administration about activities of NIEPA such as research studies completed, enrolment in M.Phil. and Ph.D. programmes, Ph.D. Degrees awarded and training programmes organised every year for the preparation of Annual Report of Ministry of Human Resource Development, Government of India.
2. Collected information from all Heads of Departments of NIEPA and the Administration about NIEPA's academic and administrative activities such as research studies and training programmes conducted on tribal and minority completed, number of training programmes organised for tribal and minority for the preparation of India 2018: A Reference; Annually published by Publications Division, Ministry of Information and Broadcasting, Government of India.

Other Academic and Professional Contributions

Computer Skills

Learning Management System (LMS)	:	MOODLE (Modular Object-Oriented Dynamic Learning Environment) Learning Management System
Working knowledge of library software/packages	:	LibSys 4, TECHLIBplus, GYANODAYA, Vidya, CDS/ISIS 3.0.
Computer proficiency	:	Windows 2000, Hypertext Markup Language (HTML), FrontPage 2002

Knowledge of Web Page Creation and Intranet

Created and updated the Website of the Documentation Centre of NIEPA and developed an intranet in the Institute to disseminate information

regarding various types of resources available in the Library and Documentation Centre such as Indian and foreign journals subscribed, non-book material items, contents alert of periodicals, digital resources and online databases. Moreover, documentation services offered by the Documentation Centre such as list of research studies, occasional paper series, training programme reports, dissertations of PGDEPA and IDEPA, Online Public Access Catalogue (OPAC) and other full text documents of research studies, occasional paper series, training programme reports and NIEPA Documentary, Eminent Scholar Lecture Series are also available on intranet.

Moreover, an Online Library has been developed for the institution's intranet that provides access to millions of open educational resources such as books, journals, journal articles, electronic theses and dissertations (ETDs), indexing databases, etc.

Member in different Administrative and Academic Committees

- 3.1. Member of the NIEPA Digital Learning Monitoring Cell for implementation of Digital Initiatives at NIEPA.
- 3.2. Authorised Academic Institute Officer to coordinate with M/s CDSL Ventures Limited (CVL) for implementation of National Academic Depository (NAD) mandated by MHRD and UGC for creating safe electronic store-house for all academic awards in the institute/university.
- 3.3. Institute Coordinator for the activities related to Shodhganga and interaction with INFLIBNET (Information and Library Network) of the University Grants Commission.

Membership of Eminent Bodies outside NIEPA

1. Indian Library Association (ILA), Delhi.
(Life Member)
2. Government of India Librarians Association (GILA), New Delhi.
(Life Member)

5

Computer and Information Technology Services





Computer and Information Technology Services

IT Services

The Computer Centre backs up the information technology needs of the Institute. The network as the backbone of the Institute and its active components are administered, maintained and controlled by the Computer Centre. The Computer Centre is equipped with dedicated 1GBPS Optical Fiber Internet Connectivity provided by NKN/MTNL under the project NMEICT. The Institute is also having the backup link of 10MBPS from ERNET so as to ensure availability of Internet connectivity 24x7x365. The Computer Centre provides Computing facilities and Internet services to all the Research Scholars, Programme participants, Project staff, 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 Institute. Individual E-mail accounts have been provided to all the faculty and staff members on NIEPA domain. Broadband Internet access is provided at home to Vice-Chancellor, and all faculty members. Desktop/Laptop computers have been provided to all the faculty members. All the staff members of the University have been provided desktop computer on his/her desk. The Computer Centre facilities are available non-interrupted for almost 12 hours. The Computer Centre is responsible for maintenance of the Institute-owned computer systems and peripherals.

The Computer Centre provides support in Information Technology extensively in its day-to-day activities, both academic and non-academic to the Institute. The Computer Centre is well equipped with various types of Latest Desktop computers and laptops, printers and Multi-Function Devices. Network connectivity with Cyberoam CR 500 is implemented, providing network connectivity to all the rooms on all the floors of the University.

The Computer Centre also provides the High-Speed Internet Connectivity from the NIEPA building to the NIEPA Hostel. Authenticated and Secure Wi-Fi internet connectivity is made available in all the rooms

on all the floor of NIEPA Hostel to be used by the guests staying in the hostel.

The Computer Centre provides support to the Academic Departments by 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 Institute, computer awareness and appreciation modules and other specialised computer services are rendered for various training activities/programmes.

Support is also provided for the software applications for 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) is installed to enable users to run statistical applications on the network. The Computer Centre also promotes the use of Open-Source software in day-to-day activities.

A dedicated state-of-the-art Data Centre is setup in the Institute to strengthen its day-to-day needs. The Data Centre is equipped with high-end Data Servers and Web Servers which are online 24x7x365 for the users. The Data Centre is empowered with dedicated parallel UPSs providing power backup 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 Institute and for providing backup connectivity, internet link to the Data Centre a 10mbps Radio Frequency Link (RF Link) is also commissioned.

The Computer Centre maintains the Servers for the well-known project Unified District Information System for Education (U-DISE) under the Flagship programme of Government of India Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The Web Portal for National Programme on School Standards and Evaluation (NPSSE) - Shaala Siddhi (www.shaalasiddhi.niepa.ac.in) is also maintained in the Data Centre of the Computer Centre.



6

Publications





Publications

The Publication Unit of the Institute continued to support the functions relating to knowledge sharing through documentation and dissemination of the outcomes of research and development activities, undertaken by the Institute, to the wider public. In furtherance of the objectives of the Institute, 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 Institute.

Some of the important publications brought out by the Institute during the year 2017-18 included, Journal of Educational Planning and Administration, Pariprekshya, a Hindi journal, CPRHE Research Papers, M. Phil. and Ph.D. Prospectus and Curriculum Guide. The Institute also published several research and seminar/conference reports in the form of Books and Monographs. The major publications brought out by the Institute during the year 2017-18 included the following:

Journals

- Journal of Educational Planning and Administration, Volume XXXI, 2017 (Issue Nos. 1, 2 and 3)
- Pariprekshya (a Hindi Journal on socio-economic context of Educational Planning and Administration), Vol. XXIII, 2016 (Issue Nos. 1 and 2)

ANTRIEP Newsletter

- ANTRIEP Newsletter (July-December 2016)
- ANTRIEP Newsletter (January-June 2017)

Occasional Papers

- NIEPA Occasional Paper No. 50: Union-State Relations in India's Higher Education by J. B. G. Tilak, New Delhi: NIEPA.
- NIEPA Occasional Paper No. 51: Representation of Women in School Leadership Positions in India by N. Mythili, New Delhi: NIEPA.

CPRHE Research Papers

- CPRHE Research Paper 2 (Reprint) – Reforms in Higher Education in India: A Review of Recommendations of Commissions and Committees on Education by A. Mathew; New Delhi: NIEPA.
- CPRHE Research Paper 7 – English as a Medium of Instruction in Indian Education – Inequality of Access to Educational Opportunities by Vani K. Borooah and Nidhi S. Sabharwal; New Delhi: NIEPA.
- CPRHE Research Paper 8 – Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results by N. V. Varghese, Garima Malik and Dharma Rakshit Gautam; New Delhi: NIEPA.

Priced Publication

- India Higher Education Report 2016: Equity (edited by N. V. Varghese, Nidhi S. Sabharwal and C. M. Malish), Sage Publications, New Delhi.

Un-priced Publications

1. M.Phil. and Ph.D. Curriculum Guide 2017
2. Elementary Education in India: Flash Statistics 2015-16
3. Secondary Education in India: Flash Statistics 2015-16
4. School Leadership Development: A Curriculum Framework [Punjabi Version]
5. NIEPA - At a Glance
6. National Awards for Innovations in Educational Administration (Information Brochure)
7. CPRHE Report 2016-17
8. Information Brochure for Workshop on Leadership Development in Higher Education for Vice-Chancellors (07-08 December, 2017)
9. CPRHE Policy Briefs (1,2 and 3) (English Version)
10. Report of International Seminar on Innovations in Financing of Higher Education (16-17 February, 2017)
11. Brochure for International Seminar on Quality and Excellence in Higher Education (22-23 February, 2017)
12. Information Brochure for Workshop on Leadership Development in Higher Education for University Administrators (26-28 February, 2018)
13. Report of National Seminar on Student Diversity and Discrimination in Higher Education (27-28 February, 2017)
14. Changing Perspectives: Neo-liberal Policy Reforms and Education in India by Prof Kuldeep Mathur (NIEPA XI Foundation Day Lecture)

15. Publications for MHRD/ School Standards and Evaluation Unit, NIEPA –

- A) SHAALA SIDDHI: Guidelines for School Self Evaluation (English Version)
- B) SHAALA SIDDHI: Guidelines for School Self Evaluation (Hindi Version)

Others

Beside these publications, the NIEPA also brought out – Prospectus (M. Phil. and Ph. D. Programmes) 2017-18; Year Planner 2018; Sheet Planner 2018; Desk Calendar 2018; Greeting Cards; NIEPA Programme Certificates, Announcements for IDEPA, PGDEPA and various other training programmes; Writing Pads; Docket Folders and Posters for the Foundation Day, Mualana Azad Education Day and various other programmes, etc.

Mimeographed Publications: In addition, the Institute also brought out a number of mimeographed/ xeroxed publications dealing with research studies, reports, reading materials of various training programmes/seminars, conducted by the Institute during the period under report.

Material for the NIEPA Website: The Publication Unit provided regular updates to the NIEPA website related to its publications. The updates included a comprehensive list of priced and un-priced publications, and publications brought out by NIEPA through private publishers; Information about the current and forthcoming issues of Journal of Educational Planning and Administration; Calendar of Training Programmes of NIEPA; NIEPA - At a Glance, and Prospectus of M. Phil. and Ph.D. Programmes; Memorandum of Association and Rules (NIEPA); Full text version of Hindi Journal (Tri-annual) Pariprekshya; Full text version of NIEPA Occasional Papers; Full text version of CPRHE Papers; Full text version of NIEPA Annual Report 2014-15 (English and Hindi Editions) and web versions of DISE Publications, etc.



Grants-in-Aid Scheme at NIEPA

7

Grants-in-Aid Scheme at NIEPA

The implementation of 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 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 Human Resource Development (MHRD), Government 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 MHRD, Government of India administers the above scheme through this Institute which operates this scheme through a specially-constituted Grants-in-Aid Committee (GIAC). The committee has been constituted for appraising and approving the proposals received from various institutions/organizations under the Grants-in-Aid Scheme of MHRD, Government of India. The following is the composition of the committee as on March 31, 2018:

Professor A.K. Singh	- Chairman
Professor A.K. Sharma	- Member
Professor Uma Medury	- Member
Professor N.R. Bhanumurthy	- Member
Professor Neelam Sood	- Member
Professor Kumar Suresh	- Member
Professor Veera Gupta	- Member
Professor Pramila Menon	- Member
Professor K. Biswal	- Member
Shri Basavaraj Swamy	- Member-Secretary

The GIAC decided to develop a database of all the proposals received under the GIA Scheme to maintain a record and keep track of proposals and, accordingly, the database was developed and produced in the meetings of the GIAC.

During 2017-18, the committee recommended sanction of Grants-in-Aid as detailed in the table given below:

Meetings Held During the Period 01.04.2017 To 31.03.2018

Sl. No.	Name of the Organization	Title of the Seminar/Conference/ Research Study	Date of the Meeting	Amount Sanctioned (in Rupees)
1.	Bharathi Health Education & Rural Development Society	Key Takeaways on Education Sector in the Union Budget 2017	12.07.2017 35 th GIAC	300000
2.	Sai Educational Rural & Urban Development Society(SERUDS)	Accreditation in India: Path of Achieving Educational Excellence in Higher Education		300000
3.	Navneet Foundation	National Early Childhood Care and Education Policy		300000
4.	Sangeeta Rao Educational Society (SRES)	Age Appropriate Admission under RTE Act: Challenges and Opportunities		300000
5.	Urmila Foundation, Madhubani	Problem and Prospects of Reservation for Enrolling the Students of Weaker Section in Private Schools under the Provision of Right to Education Act 2009: A Discussion on Policy Issues with Special Focus on Directions of Honourable Supreme Court in this Regard		300000
6.	Center For Catalyzing Community	Social Audit to ensure Proper Implementation of The Right Of Children to Free and Compulsory Education Act,2009		300000
7.	Shiv Shakti Mahila Mandal	Vibrant Art & Culture Education Alternatives		300000
8.	Mother Society (Miracle Organization towards Health & Educational Remedial Society), Kurnool,	Bridging Skill Gaps through Interface Between Universities and Industries	08.11.2017 36 th GIAC	300000
9.	Sana Educational Development Society- Nandyal, Kurnool	Proposed HEERA- Higher Education Empowerment Regulation Agency		300000
10.	Kashmir Environmental and Social Organization, Bandipora, Jammu and Kashmir	Access to Education for Gujjar and Backarwals of Kashmir		150000
11.	Rajagiri College of Social Sciences, Cochin	Re-imagining Social Work Education in the outcome based Perspectives and Practices		300000

Sl. No.	Name of the Organization	Title of the Seminar/Conference/ Research Study	Date of the Meeting	Amount Sanctioned (in Rupees)
12.	University of Jammu, Jammu & Kashmir	International Conference of the Comparative Education Society of India. "Theme of Conference is Criticality, Empathy and Welfare in Contemporary Educational Discourses"		500000
13.	Manipur Educational Development and Research Association, Imphal-West Manipur	Women in Higher Education- Issue & Challenge	08.11.2017 36 th GIAC	219780
14.	Water, Agricultural, Technological, Environmental & Resource, Hyderabad, Telangana	Role of Swachh Vidyalaya Scheme in improving Attendance & Decreasing Drop-out Rate among Girls in schools		300000
15.	Indian Academy of Social Sciences, Allahabad	XLI Indian Social Sciences Congress Focal Theme: Indian University Education System: A Critical Appraisal		500000
16.	All India Council for Mass Education and Development (AICMED), Patuatola Lane, Kolkata	Vocational Skills Training and Development in the context of Lifelong Learning		300000
17.	Gargi College, University of Delhi, New Delhi	Educational Policy Shifts in Neo-Liberal Times: Core Concerns and Critical Issues		250000
18.	Society for Disability and Rehabilitation Studies, New Delhi	National Congress Developing a Model Curriculum on Disability Studies for Higher Education in Indian Universities		300000
19.	Indian History Congress, University of Delhi, New Delhi	78th Session of the Indian History Congress		300000
20.	Human and Rural Integration for Technical Action (HARITA), Anantapur	Swayam Prabha- Free DTH Channels for High Quality Educational Programmes: Challenges and Suggestions		270000
21.	Voluntary Integrated Development Society, Anantapur	Science Education in Schools: Issues & Challenges	16.02.2018 37 th GIAC	300000
22.	Nehru Yuvajana Seva Sangham(NYSS), Chittoor,	New Paradigms in Teacher Education for the 21st century Quality Education.		270000
23.	Centre for Educational and Social Studies(CESS), Bangalore,	Rejuvenating Undergraduate Education in State Public Universities in India.		300000

Sl. No.	Name of the Organization	Title of the Seminar/Conference/ Research Study	Date of the Meeting	Amount Sanctioned (in Rupees)
24.	Women & Environment Development Society (WEDS), Koppal	Saakshar Bharat: Sustaining and Enhancing efforts in Adult Education.	16.02.2018 37 th GIAC	270000
25.	Molecular Welfare Society, Gwalior	The Learning Crisis.		300000
26.	Human Resource and Economic Development, Imphal West, Manipur	Higher Education in North East India- Opportunities & Challenges.		233000
27.	Mizoram University, Aizawl, Mizoram	Education for Peace, Human Rights & Tolerance		300000
28.	PRATEEKSHA, Nuapada	Safeguarding the fundamental rights of eligible and migrating children under Right to Children to Free and Compulsory Education Act, 2009 in Nuapada, Odisha.	16.02.2018 37 th GIAC	285800
29.	Suraksha, Gajapati	Issues, Challenges and possible strategies ensuring participation of people from Lanjia-Soura Tribe (particularly vulnerable tribal groups) for the effective functioning of School Management Committee in tribal districts of Gajapati, Odisha, India.		278650
30.	Rural Organisation for Social Empowerment (ROSE), Hyderabad, Telangana	Conference for Awareness on National Academic Depository Scheme and Way forward.		300000
31.	Aligarh Muslim University, Aligarh,	Mental Health for Sustainable Human Development.		434000
32.	The Indian Econometric Society (TIES), New Delhi	54th Annual Conference of the TIES		300000
Total Amount Sanctioned during the year 2017-18				₹ 96,61,230/-

Administration and Finance

8

Administration and Finance

Administration

The Institute 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 officials engaged in various projects of NIEPA in different academic and secretarial positions on project basis.

Ex-Cadre Posts	Number
Vice-Chancellor	01
Registrar	01
Cadre Posts	
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 2017-18, following retirements have taken place:

Retirement

Group 'A'

Sl. No.	Name	Designation	Date of Retirement
1.	Prof. Jandhyala B. G. Tilak	Professor	31.05.2017
2.	Prof. Nalini Juneja	Professor	31.07.2017
3.	Prof. Neelam Sood	Professor	31.01.2018
4.	Shri Basavaraj Swamy	Registrar	08.03.2018

Group 'C'

Sl. No.	Name	Designation	Date of Retirement
1.	Shri Sunder Lal	Driver	30.04.2017
2.	Mrs. Rambha Kumari	Stenographer Grade-I	30.04.2017
3.	Mrs. Neelam Mutterja	Assistant	30.04.2017
4.	Shri Padam Singh Bisht	DEO 'C'	30.04.2017
5.	Mrs. Jasvinder Kaur	UDC	31.07.2017
6.	Mrs. Santosh Kumari	Stenographer Grade-I	31.07.2017
7.	Mrs. Anita Kapoor	Assistant	28.02.2018

New Joining

Sl. No.	Name	Designation	Date of Appointment
1.	Prof. N. V. Varghese	Vice-Chancellor	07.12.2017

FINANCE AND ACCOUNTS SECTION

The Finance and Accounts services at NIEPA 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 Institute, 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 (2013-18): (Rs. in lakh)

Sl. No.	Head	2013-14	2014-15	2015-16	2016-17	2017-18
1.	Grant-in-Aid (Plan)	1185.00	1206.97	1425.28	1010.87	26.12.95
	Grant-in-Aid (Non-Plan)	1415.00	1511.60	1769.80	1816.11	
	Internal Receipts	102.81	71.75	131.70	74.47	59.32
	Total	2702.81	2790.32	3326.78	2901.45	2672.27

2.	Expenditure (Plan)	1,272.97	1239.00	1239.97	1078.42	2956.09
	Expenditure (Non-Plan)	1441.86	1643.35	1690.36	1721.81	
	Total	2714.83	2882.35	2930.33	2800.23	--

3.	Internal Receipt as % of Expenditure	1%	1%	1%	1%	2%
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4.	Grant-in-Aid as % of Expenditure	100%	100%	100%	100%	100%
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It may be observed from the above Table that the NIEPA Grant has been increasing significantly from 2013-14 to 2017-18 and its expenditure has also increased proportionately, and is directly linked with progressive increase in magnitude and scope of activities in NIEPA in the preceding years.

Official Language Implementation/ Hindi Cell

Hindi Cell

The Hindi Cell provided translation facilities and academic support in research, training and administration. The Cell not only helped in bringing out the various publications in Hindi but also helped in implementing the Official Language Policy.

The Hindi Cell of the Institute dealt with several major works apart from the routine work during the year under review:

- (a) 4 Meetings of the Official Language Implementation Committee of the Institute were organized to review the activities of Hindi Implementation.
- (b) Three issues of Hindi Journal Pariprekshya were brought out. The journal deals with socio-economic aspect of education.
- (c) The following titles were translated into Hindi and published:
 - (i) Annual Report: 2016-2017
 - (ii) Training Calendar: 2016-2017
 - (iii) Translation of handbook, curriculum and several research tools.
- (iv) Translation of circular, letter, notice, office memos etc.
- (d) Hindi Day Celebration: To commemorate Hindi Day, various programmes were organized.
 - (i) A one day Hindi Workshop was organized during hindi pakhwara (14-28 September 2017) in which 15 officers and 15 employees of the university were trained regarding rajbhasha implementation.
 - (ii) Hindi competitions, such as essay writing, noting and drafting, translation and typing were organized. Hindi Sulekh competition was also organized for Group D employees during hindi pakhwara (2017).
 - (iii) Hindi Cell also assisted in organizing Yoga and Swachhta competition.
 - (e) Translation of training material for NCSL and CPRHE.



ANNEXURE

Academic
Contributions of
Faculty

ANNEXURE

ACADEMIC CONTRIBUTION OF FACULTY

Department of Educational Planning

P. Geetha Rani

Prof. P. Geetha Rani, Prof. and Head, Department of Economics, Central University of Tamil Nadu on deputation from NIEPA, New Delhi

Publications in Journals

Geetha Rani, P. (2017). Determinants of Interest Subsidy on Education Loans in India: Who Gains and Who Loses? (co-authored) Journal of Management & Public Policy, Vol. 9, No. 1, 2017, pp. 17-30.

Geetha Rani, P. (2017). Education Loans and Financing Higher Education in India: Trends, Driving Forces and Distortions, IASSI Quarterly Contributions to Social Sciences: Special Issue

on Education and Development, 2017, 36 (2&3), pp.152-173.

Geetha Rani, P. (2017). Financing Higher Education and Education Loans in India: Interstate Differentials and Determinants, Journal of Social and Economic Development, 2017, 19 (1), 42-59 Springer.

Chapters in Edited Volumes

Contributed a Chapter entitled “Credit Markets in India: The Case of Education Loans in Developing a Credit Market for Higher Education in India”, (ed.,) M. M. Ansari; Sidharth Sonawat; Shashwati Ghosh, Yes Global Institute, Yes Bank, 2017.

Contributed a Chapter entitled “Development of Youth Education in India: Pattern and Prospects”, for the preparation of Youth Development Report, 2016, RGIYD, Sriperumbudur, forthcoming, 2017.

Professional Development Activities like Conferences, Seminars, Workshops, and Training Programmes Organised

Madras School of Economics and Department of Economics, Central University of Tamil Nadu Joint Faculty Seminar, 17-18 January, 2018, organised by Prof. P. Geetha Rani, Department of Economics, Central University of Tamil Nadu.

Students' seminar for the year 2017 to 2018, organised by Prof. P. Geetha Rani, Department of Economics, Central University of Tamil Nadu.

Ph.D. Scholar review seminar for the year 2017 to 2018, organised by Prof. P. Geetha Rani, Department of Economics, Central University of Tamil Nadu.

MA dissertation seminars for the year 2016 to 2018 batch, organised by Prof. P. Geetha Rani, Department of Economics, Central University of Tamil Nadu.

Faculty Participation in Faculty Development Programmes (UGC-HRDC Courses), Conferences, Seminars, Workshops, etc., with Details

Served as a panelist in the Panel Discussion titled, Recent Decades of Credit and Development, at the Consultation on People's Parliament for Development, organised by AIBOC at Tata Institute of Social Sciences (TISS), Chembur, Mumbai, 24-25 May, 2017.

"Pattern of Enrolment in School Education in India: Possible Inferences on Inclusive Quality Education" in the International Conference on "Inclusive Quality Education: Towards Sustainable Development Goal 4", 17-18, June, 2017, organised by the Institute of Social Sciences, New Delhi at India Habitat Centre, New Delhi.

Invited to participate in the Assessors Orientation Programme to be held during 21-22 March, 2018 at National Assessment and Accreditation Council (NAAC), Bangalore.

"Data Analysis using Large Scale Surveys & Correlation and Regression" in the Workshop on "Research Methodology for Social Sciences", 22-24 January, 2018, organised by Department of Economics, Bharathiar University, Coimbatore, Tamil Nadu.

Delivered an invited lecture on "Data Analysis using Large Scale Surveys" in the Workshop on "Computing Methods in Social Science Research", 18-20 January,

2018, organised by RD Foundation Centre for Research in Economics and Social Development (RD CRESD) and Department of Economics, Periyar University, Salem, Tamil Nadu.

Papers Presented in Seminars/Conferences, etc., with Details of Name of the Programme, Organiser, Dates, Level (National/International)

Invited to deliver a special talk of UGC-assisted Guest Lecture series on "Economic Growth and Development" by the PG & Research Department of Economics, A. V. C. College (Autonomous), Mayiladudurai, on 2 March, 2018.

Delivered an invited talk on "Data Sharing: Preliminary Reflections" in the Regional Level Conference on "Data Sharing", organised by Department of Economics and Statistics, Government of Tamil Nadu at V.P.N. Mahal, Nagapattinam on 23 February, 2018.

Presented a joint paper entitled 'Household Expenditure on Higher Education in India: What do we know and what do recent data have to say?', in the National Seminar on the results relating to subject covered during 70th and 71st rounds of NSSO held at Goa University, Goa during 11-12 September, 2017.

Presented a paper on "Demonetisation to GST: Path to Growth at Department of Economics, Gandhi Gram Rural Institute, on 18 December, 2017 on a one-day National Seminar on "Demonetisation to GST".

Presented a paper entitled 'Education Loans and Financing Higher Education in India: The Stylised Facts' in the National Seminar on "Futures of Higher Education" on 7-8 September, 2017, organised in the Centenary Year of the Indian Economic Association by Department of Higher & Professional Education, NIEPA, New Delhi.

Invited to serve as a Chairperson in the National Conference on "Globalising the Finance", organised

by Department of Economics, Pondicherry University, Pondicherry, during 10-11, April, 2017.

Presented a paper entitled “Course Choices in Higher Education in India: Differentials and Determinants” at the Madras School of Economics and Department of Economics, Central University of Tamil Nadu Joint Faculty Seminar, 17-18 January, 2018, organised by Department of Economics, Central University of Tamil Nadu

N. K. Mohanty

Participation in National and International Seminars and Conferences

Coordinated the visit of international delegates of National Institute of Labor Economics, Research and Development (NILERD) on 23 February, 2018 at NIEPA, New Delhi.

Training Programmes/Workshops Conducted/Organised

Designed and conducted (with Prof. S.M.I.A. Zaidi and Prof. K. Biswal) Capacity Building Programme on Planning for Teacher Education for Heads of Teacher Education Institutes (TEIs) of Odisha, from 17-21, July 2017 at Bhubaneswar, Odisha.

Designed and conducted (with Prof. S.M.I.A. Zaidi and Prof. K. Biswal) Training Programme on Planning and Monitoring of School Education Programmes (For all the States and UTs other than North-Eastern States) from 21-25 August, 2017 at NIEPA, New Delhi.

Designed and conducted (with Prof. S.M.I.A. Zaidi and Prof. K. Biswal) Training Programme on Planning and Monitoring of School Education Programmes in North-Eastern States from 04-08 September, 2017 at Guwahati, Assam.

Designed and conducted (with Dr. Suman Negi) Training Programme on Planning and Designing

Research Projects for the faculty of SCERTs and DIETs of Sikkim at Gangtok, Sikkim from 29 January -02 February, 2018.

Training Material and Courses Developed and Transacted

Transacted (with Prof. K. Biswal) the Optional Course No. CC-6 (Advanced Planning Techniques in Education) for the M. Phil. /Ph. D. Programme, 2017-19.

As Course Coordinator, conducted IDEPA Course No 204: Educational Planning in February 2018.

Associated in the transaction of IDEPA Course No 205: Methodology and Techniques of Educational Planning in March 2018.

As Course Coordinator, conducted the PGDEPA Course No 903: Educational Planning: Concept, Types and Approaches during September-November 2017.

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

Developed (with Prof. S.M.I.A. Zaidi) the Simulation Exercise on Sector Diagnosis: Indicators of Access and Participation, August 2017.

Developed (with Prof. S.M.I.A. Zaidi) the Simulation Exercise on Sector Diagnosis: Indicators of Internal Efficiency, August 2017.

Important Consultancy and Advisory Services Rendered to the M/HRD, UGC, State Governments, International Organisations, and National Institutions

Contributed (with Prof. K. Biswal) in the preparation and finalisation of Results Framework and Monitoring Document of RMSA, MHRD, GOI. Provided

2016-17 data for all the quantitative indicators in the RFD on the basis of analysis of SEMIS 2009/10 and UDISE 2016-17 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 finalise the RFD for monitoring progress in RMSA. Besides, the RFD of 4 states were developed and provided to 8th JRM.

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 held at MHRD, Shastri Bhavan, New Delhi during May 2017 to February 2018.

Other Academic and Professional Contributions

Supervised and evaluated the DEPA 2016 dissertation entitled "A Study of the Teacher Management in the Composite Government Higher Secondary Schools in Kohima District, Nagaland", by Shri Liyalo Apon, Vice-Principal, John Government Higher Secondary School, Viswema, Jakhana, Kohima, Nagaland.

Supervised IDEPA 2016 dissertation entitled "A Study of Governance and Management of School Education in Afghanistan", by Mr. Obaidullah Rahimi, Administrative Officer, IARCSC, Government of Afghanistan.

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 2017-19.

Assisted in conducting the entrance test for admission to M. Phil. /Ph. D. Programme 2017-19.

Research Studies

Undertaken the Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha. After negotiations with State Project Offices of RMSA in these two sample states, we (the project team consisting of Prof. S.M.I.A. Zaidi, Prof. K. Biswal), implemented the research project in collaboration with these two states. We have already conducted several state and district level workshops and collected the relevant data and information. The data analysis and preparation of the report of the Phase-I of the project has been completed. In Phase-II, the Action Research Teams of the sample districts in Tamil Nadu and Odisha were engaged in developing the Model District Secondary Education Plans. It took more than two years to get the Model District Secondary Education Plans developed in sample districts due to policy instability (i.e. frequent transfer of SPDs of RMSA and DEOs and members of the Action Research Team at the district level. In 2016, the model DSEPs were shared in state level workshops in Chennai and Bhubaneswar, and the District Action Research Teams were asked to revise plans in the light of comments and suggestions received in the state level workshops. All the 4 sample District Research Teams of Tamil Nadu and Odisha are in the process of finalising their Model District Secondary Education Plans.

Undertaken a research project on Public-Private Mix in Secondary Education in India: Size, In-School Facilities and Intake Profile. Till now, related literature has been reviewed; secondary data and information from U-DISE and other sources have been collected. The data analysis and report writing is in progress and the Phase-I is expected to be completed by October 2018.

Completed a research study on Evaluation of the Implementation of the Infrastructure Development in

Minority Institutions (IDMI) Scheme for MHRD in December 2017.

Suman Negi

Publications

Research Papers/ Articles Published

Understanding Educational Out-Migration: A Case Study of Himachal Pradesh, Research Monograph Series, Global Research Forum on Diaspora and Transnationalism Volume 3, Number 1, January 2017, pp. 1-16.

Participation in Seminars/Conferences

Participated in the two-day Workshop on 'Open Data and Knowledge for Transparency, Advocacy and Research', organised by the World Bank Office at Lodi Estate, New Delhi on 18-19 April, 2017.

Speaker at the Workshop on 'The use of cross-sectional data linkage to inform analysis of the social determinants in health in low and middle-income countries', organised by the Centre for Study of Regional Development, School of Social Sciences, in collaboration with University of Glasgow, UK, at Jawaharlal Nehru University, New Delhi on 12 March, 2018.

Workshop/Conferences/Training Programmes Organised

Coordinated the two-week M.Phil. Workshop on 'Use of Software Application in Educational Research' 17-28 December, 2017.

Coordinated the visit of international delegates of National Institute of Labor Economics, Research and Development (NILERD) on August 17, 2018 at NIEPA, New Delhi.

Coordinated the Training Programme on Planning and Designing Research Projects for the faculty of SCERTs

and DIETs of Sikkim at Gangtok Sikkim from 29 January-02 February, 2018.

Coordinated the visit of international delegates of National Institute of Labor Economics, Research and Development (NILERD) on 23 February, 2018 at NIEPA, New Delhi.

Training Material and Courses Developed/ Transacted during the Year under Report

Training Material Developed

Mimeograph- Status of School Education in Sikkim: Development, Issues and Challenges - Status paper as a part of reading material for training programme on planning and designing research projects for the faculty of SCERTs and DIETs February 2017.

Courses Transacted

M. Phil. Course compulsory course on Educational Planning (CC6)

M.Phil. Workshop on Use of Software Application in Educational Research

PGDEPA Course No. 903: Educational Planning

PGDEPA Advanced Course on Educational Planning

IDEPA Course No. 204: Educational Planning: Concepts, Types and Approaches

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

IDEPA Course No. 206: Use of Quantitative Techniques in Educational Planning

Resource Person in Other Courses / Programmes

Training Programme on Planning and Monitoring of School Education Programmes (for all the States and UTs other than North-Eastern States) held at NIEPA, New Delhi from 21-25 August, 2017.

Training Programme on Planning and Monitoring School Education Programmes in North-Eastern States Guwahati, Assam: 04-08September, 2017.

The Orientation Workshop on 'Qualitative Research Methods in Education' at NIEPA, 17-28 December, 2017.

IDEPA Course - Research Methods and Statistics, February 2018.

Research Studies Completed

Completed a research study on 'Evaluation of the Implementation of the Infrastructure Development in Minority Institutions (IDMI) Scheme' for MHRD in December 2017.

Supervision and Evaluation

Evaluated M.Phil. dissertation 'Growth of Urbanisation in Udaipur District: A Case Study of Tourism Development in Udaipur City', submitted to the Centre of study for Regional Development, School of Social Sciences, Jawaharlal Nehru University, New Delhi.

Supervised M.Phil. Dissertation 'School Consolidations and its Impact on Students: An Analysis of the Rajasthan School Merger Policy', submitted by Ms. Aysha Rehman.

Supervised IDEPA dissertation 'A Study on the Repetition Rates in Grade-XI at the Upper Secondary Level: A Case Study of Mon State, Myanmar', submitted by Ms. Aye Phyu from Myanmar.

Supervised PGDEPA dissertation 'A Study of Teacher Management under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Papum Pare District of Arunachal Pradesh', submitted by Mr. Limar Bhoje from Arunachal Pradesh.

Consultancy and Academic Support to Public Bodies during Period under Report

On request of MHRD, was a part of the evaluation study of the 'Implementation of the Infrastructure Development in Minority Institutions (IDMI) Scheme' under MHRD.

Other Academic and Professional Contribution

Have contributed in numerous ways as a Steering Committee Member for M.Phil. and Ph.D. program.

Member, Standing Purchase Committee.

Was a Member of the MHRD-MoU committee and helped in preparing the MoU document?

Contributed in the initial screening of application forms as a part of the Screening Committee.

Membership of Eminent Bodies outside NIEPA

Member, Programme Advisory Committee (PAC), SCERT, Dehradun, Uttarakhand.

Member, Research Advisory Committee (RAC), SCERT, Dehradun, Uttarakhand

Department of Educational Administration

Kumar Suresh

Publications

Kumar Suresh and V. Sucharita. 2017. Compendium of Innovations and Good Practices in Educational Administration, New Delhi: NIEPA

Research Study Completed during 2017-2018

The Culture of Testing: Socio-cultural drivers and the effects on youth in the Asia-Pacific region (UNESCO requested study as a part of larger study of nine countries of Asia-Pacific Region).

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

Conference/Workshops/Programmes organised

State Level Conferences of DEOs and BEOs

Four state level conferences of District and Block Level Education Officers on Educational Planning and Administration were organised during 2017-2018, two each in Maharashtra (19-20 June 2017 in Nashik and 6-7 February 2018 in Pune) and Tamil Nadu (Chennai, 30-31 August, 2017 and 20-21 September, 2017).

Orientation Programme on Management of Diversity and Equity in Universities and Colleges, 10 - 14 July, 2017.

Implementation of the Scheme of National Awards for Innovations in Educational Administration for District and Block Level Education Officers, April 2017-March 2018.

Workshop on Writing Skills for Research Scholars

Participation in Seminars/ Conferences/ Workshop/Invited Lectures in Academic Programmes as Resource Person

Presentation on “Current Trends of Global Higher Education and its influence on India” in the Faculty Induction Programme organised by the Faculty Development Centre, Banasthali Vidyapith on 15 December, 2017

Delivered invited lecture on Institutional Governance and Challenges of Leadership in the Institutions of Higher Education in the College Principals Meet on 10 March, 2018 at HRDC, SantGadge Baba Amravati University, Amravati, Maharashtra.

Keynote Address on “Quality Issues in Higher Education” in the National Seminar on Role of IQAC in enhancing the Quality of Education in HEIs on 19 January, 2018 by Bhopal School of Social Sciences, Bhopal, Madhya Pradesh.

Delivered Special Lecture on “Equity and Diversity in the Institution of Higher Education” at Global O.P. Jindal University on 5th October, 2017.

Keynote Address on “Policy Reforms and Trends Educational Governance” in the official launch of IECI on 31 January, 2018 in Townhall, Kozhicode, Kerala

Delivered Lecture on the topic “Multiculturalism, Constitution and Education” Organised by UGC-HRDC, JNU on 27th March, 2018.

Chaired two sessions in Workshop on Leadership Development in Higher Education for Vice-Chancellors organised by NIEPA under (PMMMNMNTT) Scheme of the MHRD, December 2017.

Chaired a session in Workshop on Leadership Development in Higher Education for University Administrators organised by NIEPA under (PMMMNMNTT) Scheme of the MHRD, January, 2018.

Consultancy and Academic Support to Public Bodies

UGC Observer for the SLET in West Bengal, Kolkata

Membership of Eminent Bodies outside NIEPA

Member of Academic Council, NIOS

Member of Academic Council of UGC-CEC

Member Governing Body- Motilal Nehru College, University of Delhi

Governing Body-Maiteryi College, University of Delhi

Member of Academic Council, Academic Council-Sant Gadge Baba Amravati University, Amravati, Maharashtra.

Member of Expert Committee-

ICSSR Expert Committee to evaluate proposals of major research

Member of the Board of Studies of the Department of Educational Studies, Jamia Millia Islamia, New Delhi

Member of the Board of Studies of the Department of Sociology, Aligarh Muslim University, Aligarh

Member of the Expert Committee for finalising Teacher Innovator Award organised by the Administrative Staff College of India, Hyderabad, 5th August, 2017

Membership in Academic Professional Bodies

Life member of the Indian Sociological Society

Life Member IIPA, New Delhi

International Sociological Association

Any Other Academic Contributions

Editor: NIEPA Occasional Paper Series

Two Occasional papers were published during this period

Supervision of M. Phil and Ph. D

Supervised M. Phil dissertation of Ms. Pratiksha Tripathi

Four Ph. D. scholars Ms. Sonali Chitalkar, Ms. Pooja Shukla, Ms Anuradha Bose and Manashi Thapliyal Navani (Co-supervisor) are pursuing their doctoral researches.

Supervision of PGDEPA Project work

Supervised PGDEPA project

Coordination and Teaching in M. Phil/ Ph.D. Programme

Coordinator the core course CC-07 on Educational Administration and Management and transacted twenty-five sessions

Coordinator Optional Course OC -07 on Equity and Multicultural Education and transacted 10 sessions

As a member of the course team of CC-01 transacted 10 sessions on Political Perspective on Education

Coordination and Teaching in PGDEPA Course as well as Advanced Course in Educational Administration

As course coordinator prepared the detailed framework of transaction of the course and transacted the course along with others.

Transacted course on educational administration in the IDEPA course

Transacted course on educational administration in the IEPA Myanmar programme

Teaching in other Programmes

Served as a Resource person and delivered more than 15 lectures in training/ capacity building programmes organised by the Department of Educational Administration and other Departments in NIEPA.

Contribution as a member of different academic bodies of NIEPA

Chairperson of the Committee for preparation of Report for review of NIEPA by the UGC

As programme Director of the Scheme of National Awards for Innovations in Educational Administration for District and Block Level Education Officers discharged many responsibilities relating to the implementation of the Scheme

Coordinator of Curriculum revision of course CC-07- Educational Administration and Management.

Coordinator Curriculum revision of Optional Course OC -07 on Equity and Multicultural Education

Coordinator of Curriculum revision of course on writing skills workshop

Committee for Allotment of Supervisors;
Committee to Review the progress of M.Phil/ Ph.D work;
Steering Committee of the M.Phil/ Ph. D programme;
Student Counselling Centre; Standing Committee M. Phil/Ph.D.,
Member of GIAC,
M. Phil Admission interview committee and evaluation of script,
Review of Proposal for Seminar grant;
Member of consultative committee and different task forces of the departments of NIEPA relating to the conduct of programmes.

Vineeta Sirohi

Seminars/Conferences/Workshops participated

Participated in the Vice Chancellor's Conference on Leadership in Higher Education, 7-8 Dec. 2017.

Workshops/Training programmes organised

Coordinated and Organised Orientation Programme on Planning and Management of Vocational Education and Training (5 days) from 13 -17 Nov. 2017.

Training Material and Courses developed/transacted

Revised M. Phil/Ph.D. Optional Course OC-2 -Education and Skill Development

Revised M. Phil/Ph.D. Core Course CCI - Psychological Perspective of Education

Contributed to the revision of the Core course CC7 on Educational Administration and Management

Contributed to the revision of the optional course on School Leadership and Management

Teaching CCI course (10 Sessions)

Contributed in teaching course on Educational Administration and Management in PGDEPA

Coordinator and transaction of Advance Course on Educational Administration and Management In PGDEPA

Consultancy and Academic Support to Public Bodies

Academic Support to MHRD by conducting a study on "Involvement of Teachers in non-teaching activities and its effect on education: A study of select states in India"

Consultancy to UNESCO as TVET India Consultant and conducted a study on "TVET Teacher Training Programmes and Institutions in the Asia and Pacific Region".

Participated and contributed to workshop on Evaluation of Vocational Education programme in Haryana organised by NCERT, New Delhi. 12-14 July, 2017.

Academic Support to MHRD as nominated member expert of selection committee for award of 2018 Commonwealth Scholarships in United Kingdom -15th March 2018.

Other Academic and Professional contributions

Supervised and guided IDEPA Project

Supervised and guided 2 Ph. D. Research Scholars

Delivered lectures in various training programmes of the department and outside the department in NIEPA

Screening committee member for applications of Innovations in Educational Administration -11 Dec. 2017

Convenor of Evaluation of applications of Innovations in Educational Administration by external experts/evaluators 12-13 Dec. 2017

Contributed in finalisation of evaluation for awards in Innovations in Educational Administration -19 Dec. 2017

Participated in the meeting for collaboration between NIEPA and NEF- SUNY, USA on 11th Jan.'18 at NIEPA

Membership of Eminent Bodies outside NIEPA

Member of Training Advisory Committee CBSE

Life Member of Association of Clinical Psychologists

Life member of Indian Association of Applied Psychology

Member of the Editorial Team of the Indian Journal of Vocational Education, PSSCIVE

Manju Narula

Participation in Seminars/Conferences/Workshops

International

Participated in 8th International CESI Conference titled 'Criticality, Empathy and Welfare in Contemporary Educational Discourses' at Jammu, held from 16th -18th November 2017 and presented a paper on "Women Educational Administrators: Challenges and Opportunities".

Research Studies Completed

2017, Involvement of Teachers in Non-Teaching Activities and its Effect on Education: A study in Selected States of India, (Co-authored (second) with Prof. Vineeta Sirohi), Sponsored by MHRD.

Involved in MHRD evaluative study

Evaluation of the Implementation of the Scheme for Providing Quality Education in Madrasas (SPQEM) in Two States:

1. Chhattisgarh
2. Madhya Pradesh

Book

Manju Narula and Ajit Mondal Eds. (2017), Education in Emerging India, Atlantic Publishers, New Delhi (in Press)

Articles

Manju Narula (2017), Indian Education in the Era of Globalization, Pivotal Issues, in Indian Education, In edited volume, Kalpaz Publications, New Delhi.

Reflections on Reforms in Educational Administration: Case Study of Bihar, India, accepted in Journal-Paripekshya (NIEPA).

Workshops/Conferences/Training Programmes organized

Orientation-cum- Workshop on Educational Administration and Management for State and District Level Women Administrators from August 21-25, 2017

Orientation cum Workshop on Management and Supervision of Schools for Institutional Heads from September 7, 2017

Workshops/Conferences/Training Programmes Attended

State Level Conference for District and Block Level Education Officers on Educational Planning and Administration in Maharashtra, 19-20 June 2017 in Nashik

Coordination & Teaching

Course Team member & Teaching in course “Educational Administration” in the unit Educational Management in PGDEPA (face to face)

Preparation of material and teaching in course “Educational Administration” in the unit Educational Management in Advance Course on Educational Administration Course in PGDEPA

Teaching in Educational Administration course in IDEPA

Teaching in other Programmes

Orientation Programme on Leadership in Educational Governance for District Education Officers

Involved in M.Ed. internship programme for M.Ed. students, which the department hosts. This year, students from RIE Bhopal visited for internship programme.

Supervision and Guidance

Supervised the dissertation of the participant of PGDEPA Ms. Bhanu Deka, “A Study on the Status of Girls’ Education with Special Reference to KGBV in Barpeta District, Assam”.

Supervising the dissertation of Mr. Ashok Kumar Kainth on the topic, “A study on implementation of in-service teacher training programmes in DIET Bilaspur at Jukhala, Himachal Pradesh.

Supervised the dissertation of IDEPA participant Mr. Mamadou Faye from Senegal on the topic, “School System Inspection in the Academy of Kaolack Teachers and Headmasters Expectations and Reflections”.

Other Academic and Professional contributions

Member of Screening Committee for M.Phil./Ph. D Programme

Member for evaluation of Written Test Scripts

Member in revision of M.Phil./Ph. D course in:

Educational Management and Administration: Core Course

Education, Literacy and Life Long Learning- Optional Course

Professional development & Management of Teachers-Optional Course

School Leadership- Optional Course

Membership of Eminent Bodies outside NIEPA

1. Life membership of All India Association of Teacher Educators (AIATE)
2. Life membership of Comparative Education Society of India
3. Life membership of Society for Education and Economic Development

V. Sucharita

Publications

V. Sucharita and K. Sujatha (2018). Engaging with social inclusion through RTE: A case study of two private schools in Delhi, *International Journal of Inclusive Education* (Routledge), DOI:10.1080/13603116.2018.1430179.

Published a book review of the book titled “Educating Ex-Criminal Tribes – Issues and Concerns by Malli Gandhi” in *Journal of Educational Planning and Administration* (JEPA), Vol. XXXI, No. 2

Participation in Conferences

Participated and presented a paper titled “Policy making for Tribal Education – Issues and Challenges” in National Conference on “Revisiting Tribal Policies, Research and Innovation” on 29th and 30th August, 2017, University of Hyderabad, Hyderabad.

Three-day conference on Innovations in School Education (NAAVONMESH) from April 18-20, 2017, NCERT, New Delhi

Training Programmes/workshops Conducted

Organized an orientation programme on “Leadership in Educational Governance for District Level Education Officers”, July 31 – August 4, 2017, NIEPA, New Delhi

Co-ordinated 5-day internship programme for RIE Bhopal students from 18th – 22nd September, 2017.

Courses Transacted

M.Phil.

Transacted sessions in Educational Administration Course (Course no. CC - 07)

PGDEPA:

Transacted sessions in ‘Educational Administration’ course (Course no. 907)

IDEPA:

Involved as a facilitator and Evaluator in “Participants Seminar” for IDEPA participants.

Research Projects Completed

(As a Team Member) Strengthening Ministry of Education Leadership in the Implementation of Education Policy and Reforms (188-RAS-0401) by IIEP – UNESCO.

Guidance and Supervision

Guided a PGDEPA participant, Mr.Kelhikha Kenye for his project on “Community Participation in Elementary Education: A study under Pfutsero Block, Phek district Nagaland”

Guided M.Phil student Ms. Nilanjana Moitra for her dissertation titled “Understanding Enablers and Barriers to Employment amongst Higher educated

Tribal Youth: A study amongst the Scheduled Tribes of Jharkhand”.

Other academic and professional contributions:

Chaired a group work session on “Issues in Teacher Management” in Orientation Workshop on Women Educational Administrators for State and District Level Administrators, August 21-25, 2017, NIEPA, New Delhi

Chaired a session on “Sharing of State Experiences” in Orientation Programme on Planning and Management of Vocational Education and Training, November 13-17, 2017, NIEPA, New Delhi

Co-ordinator and Member of the Screening Committee to screen the applications received for the consideration of National Awards for Innovations in Educational Administration, 2017-18

Co-ordinated the Experts Evaluation Committee meeting for the National Awards for Innovations in Educational Administration, 2017-18

Member of the Departmental Promotion Committee to consider the promotion for the post of UDC.

Member in the M.Phil. course revision team for the course on Educational Administration

Member in “Initial M.Phil./PhD application screening committee” for M.Phil/PhD applications.

Invigilation for M.Phil./PhD entrance exam

Completed Research Studies in the Department

1. The Culture of Testing: Socio-cultural drivers and the effects on youth in the Asia-Pacific region (UNESCO requested study)

Professor Kumar Suresh

On the request of the Section of Inclusive Quality Education of the UNESCO, Bangkok Office, a study, as part of nine countries study of Asia-Pacific region,

was conducted and report on India was submitted. This study proposed to better understand the socio-cultural drivers behind the “culture of testing” and their effects on the relevance of education and aspirations to youth.

In the Asia-Pacific region, a growing “culture of testing” has seen many countries striving to increase levels of student learning achievement as a core focus of their education policies and as a perceived measure of their education system’s performance. A variety of assessments and exams exist throughout the region, both low-stakes and high-stakes that education systems aim to utilize in order to measure learning outcomes. While the existence of these exams may be rationalized as efforts to enhance educational quality, this focus purely on “high scores” may also be undermining other fundamental aspects of learning that are often not captured in tests and examinations, at least in the way that they are traditionally conceived. To examine the relationship between these socio-cultural factors and education systems, particularly examinations, UNESCO Bangkok conducted a regional study on “The Culture of Testing”. Nine countries of the region have been taken as cases for comparative understanding. India is one of the case studies. Report with respect to India was prepared and submitted. The synthesis of regional report is under publication.

The study of culture of examination and testing in India is a part of the larger study of Culture of Testing: Socio-cultural drivers and the effects on youth in the Asia-Pacific region. This case study of India aims at understanding the prevailing culture of examinations in India. It also attempts to get insight as to how culture of examination and testing has been impacted by the transforming context of society, culture and economy. It also tries to find out the answer of the question whether India is also heading towards or following in line with a growing culture of testing like Confucian tradition countries which have historically placed great importance to testing and examination. The central question has been examined in the light of prevailing

practices of examination and testing. Analysis is based on both primary and secondary sources of data.

The primary data has been collected mainly from ten schools/ colleges from six states. In order to fill the information gaps in case of Raipur, one more school has been included. In this case the count of total schools/ colleges goes to eleven. The selected schools/ colleges included 2 each (one government and one private) from the following states of India—Delhi and National Capital Region (East Vinod Nagar, East Delhi) and (NOIDA, Uttar Pradesh); Chhattisgarh (Bastar and Raipur), Odisha (Sambalpur), Karnataka (Bangalore) and Telangana (Hyderabad). Views and opinion on various issues related to examination and testing as well as teaching- learning process were collected through questionnaires, in-depth interview and focused group discussions with the students, teachers and parents/ guardians of the students studying in these institutions. Views on opinions were also collected from educational experts and administrators at the national level.

Data were collected mainly from three groups of respondents- students, teachers and parents/ guardians on five major interrelated themes which included importance of testing, expectations, motivations and influences, expectations from exams, private tutoring and perception of examination and impact on learning. Analysis of data affirms the point that testing and score has assumed critical importance as a measure of learning and achievement. Both students and teachers spend most of their time in preparation for examination or examination related activities. Both students and parents assign importance to examination due to three crucially important reasons: i) exam is the measure of learning; ii) helps in identification of career path; and iii) important for promotion to the next level. Some of the other responses included; source to get scholarship, helps in developing competitive spirit, opportunity to assess one’s ability and potential, developing a sense of judgement between right and wrong etc.

So far as expectations from high stakes examinations are concerned both students and parents agreed that to get top grades in the all the subjects, be able to select best opportunities once the student graduates and to be the best student in the class are the major expectations from exams. Parents and teachers have great influence on the student. Therefore, students' approach towards examination and testing is also shaped by them.

There are huge expectations from the students and their performance in examinations. The expectations come from various sources such as parents, teachers, peer groups, family members, and community etc but most of the expectations come from the parents. Performance of students in examination is not merely a concern of individual student but also an equal concern of parents, family members, siblings and community at large. Therefore, if a student performs well in examination, the performance is celebrated by all of them. Even schools celebrated it as their achievement. Student is generally awarded in a function organised by the school. This indicates a kind of link between examination and broader context of society and culture. Expectations 'related to examinations and performance outcomes put the students under tremendous pressure. For managing expectations, students simply confine themselves to study. They increase the hours of their study. Many of them cut themselves off from TVs, social media or socialising activities.

Every student aspires to achieve high score as they think high score will help them in getting admission in institutions of their choice. The prevailing context of competition among the students to score high and pressure to perform well in examination put them in a situation of stress and anxiety. Parental expectation to perform well in high stakes examinations adds enormous pressure on students. This trend has serious implications for students as well as parents and teachers. The entire context of teaching-learning process in contemporary India is informed by examination centric approach to education.

Acute competition on account of different social, economic and educational processes the students are forced into private tutoring. Majority of students attend private tuitions. Percentage of students attending private tuition is very high. The respondents in the study did not give a very clear picture about the household expenditure on private tutoring but the data of the National Sample Survey Organisation indicates that considerable amount of household expenditure is spent on private tuitions. Many studies and survey reports (Sujatha, 2013; Jaychandran, 2014; Nanda, 2015; Mohanty, 2017) conducted on the incidence of private tutoring testify the same point. Out of the various reasons attributed to private tutoring, a few noted was to prepare for graduation/entrance exam and to improve grades in school. In response to the question on reason for attending private tuition, 37.14% students say that it motivates them to study more, to 25.71% students it is a means to get higher scores on the exam and 20% believe that it improves their understanding and comprehension. There could be combination of all the factors responsible for contributing to expansion of private tutoring.

As per the responses, it was inferred that the nature and quality of education system also influenced the prevalence of tutoring; nevertheless, students seek tutoring in subjects they perceived to be difficult to understand in school. It was also observed that the parents of students with identified special educational needs also seek private tutoring as they felt that their children were not receiving sufficient help in school. Parental education and economic circumstances most likely influenced attitudes towards private tuitions.

In fact, examination and testing in contemporary education system in India, like many other countries of the Asia -Pacific region, has come to occupy a central place. Emphasis is primarily placed on testing score based on rote memorisation of textbook and reproduction of information in examinations. Test score is one of the most important determinants of

access to premier institutions of post- secondary education. The emerging trend of education system in India is highly weighted towards examination, testing and score. Over emphasis on testing and examination undermines the core purpose of education. The policy related to examination and testing also supports the culture of testing and examination.

The findings of the study suggest that all the focus is directed on race for facing overwhelming pressure to 'succeed' as success of student is only defined by clearing a set of standardized exams, achieve high score and then getting into a good college/university. Their happiness, mental health, none of it matters in the context. Pressure from parents and school, fear of failure and to do well in studies have substantial effects on the attitude of youth towards examinations as the self-worth of student is determined by the academic success and grades, and not on the basis of individual qualities they already possess.

2. Involvement of Teachers in Non-Teaching Activities and its Effect on Education: A Study in Select States of India (Study conducted on request of the Department of School Education and Literacy, MHRD, Govt. of India)

Dr. Vineeta Sirohi and Dr Manju Narula

As per the mandate given by the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act 2009) under section 27, no teacher shall be deployed for any non-educational purpose other than decennial population census, disaster relief duties or duties relating to local authority or State legislature or Parliament as the case may be. The RTE Act, 2009 provides for teachers' adequate presence in the school. The non-teaching functions so performed by the teachers might affect quality of education, including students' learning levels. Keeping this in view, the Ministry of Human Resource Development, Government of India had requested the National Institute of Educational Planning & Administration

(NIEPA) to conduct the study, "Involvement of Teachers in Non-Teaching Activities and its Effect on Education: A Study in Select States of India".

The current study has been conducted in four states representing different geographical regions of the country. The sample comprised of 872 teachers from 200 schools from 8 districts of the four selected states of Gujarat, Karnataka, Odisha and Uttarakhand. In addition, questionnaires were administered to 153 Head masters (HM's), 47 Block Education Officers (BEOs) and 8 District Education Officers (DEOs). Two districts were randomly selected from each state, in each district 25 government primary and upper primary schools were selected using systematic random sampling procedure, using the list of schools available in Unified District Information System of Education (UDISE) of 2015-16. Schools were selected to represent both rural and urban areas in the proportion of population residing in rural and urban areas. After data collection unannounced visits were made to a few schools to verify the information and data supplied by the schools. The data were analysed using both quantitative and qualitative methods.

The study focused on the time spent by teachers in the different types of non-teaching activities. This time is in addition to the time spent by teachers to teach children inside or outside the classroom. All other activities other than direct teaching have been classified under different categories of non-teaching activities. A total of 47 such non-teaching activities were listed, within and outside school, and teachers indicated the time spent on these activities. On the basis of the nature of these non-teaching activities, they have been divided into three categories – core activities included 10 activities eg. Lesson planning, checking homework, assessment of learners, parent-teacher meeting, school related activities included 29 activities eg. maintaining different records for-MDM, scholarships, uniform, textbooks; medical check-up of students, attachment with CRC/BRC/DEO's office;

facilitating visit of officials, etc and activities delivered to other departments included 8 activities eg. Census updating, election duty, conducting pulse polio camps etc.

Of the total time spent by a teacher in school, 42.6 percent of the time was spent on non-teaching core activities; 31.8 percent of the time on non-teaching school related activities and 6.5 percent of the time on non-teaching activities delivered to other departments. On the other hand only 19.1 percent of the time was spent for teaching.

A further analysis of activities delivered to other departments indicates that teachers spend the most time on the Booth Level Officer (BLO) duty. In the eight activities delivered to other departments 32.62 percent of the time is devoted to various duties related to the BLO work. Teachers are required to work throughout the year doing the various activities. Teachers also reported that since the BLO duty requires them to interact with the electorate, get new voters registered etc they work beyond school hours and also on holidays. Many a times they have to attend to requests during school hours too. Census related work is done only once in 10 years and the proportion of time spent on it is very little (4.3 percent), teachers spend the least amount of time on actual conducting of elections on polling days. It also shows that on polling days since schools are shut, teaching time is not affected.

Across the four states, teachers in primary classes spend more time on non-teaching activities in the two categories of school related activities and activities delivered to other departments, compared to teachers teaching in upper primary classes. With respect to location of schools, teachers in urban areas were found to be spending more time in activities delivered to other departments, when compared to their rural counterparts.

One of the mandates of this study was, to also look at impact, of teacher's involvement in non-teaching activities, on students learning achievement. The regression analyses bring to light that as the time spent on non-teaching activities increases for teachers, the percentage of students scoring grade A or grade B in their annual tests decreases. Hence, teachers' non-availability adversely affects students' achievement levels.

The Department of Education needs to take steps including policy measures to ensure that teachers spend major part of their school time directly teaching children and in the core activities that support teaching in class. An overwhelming pointer that emerged from the present study is an urgent need for the government to frame policy regarding the key roles and responsibilities of teachers, legitimate in view of their profession, related to right of children to quality education and in managing the school.

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

Professor Kumar Suresh

Background and brief about the study

Management of elementary school education India has been conceived as a shared responsibility between the community, the state government and the local bodies. Various policy documents both relating to local government and education have underlined the importance of local governance and community participation in the management of elementary education. The Kothari Commission, Education Policy 1868, Education Policy, 1986, and Programme of Action, 1992; and CABE Report, 1993 are specifically important with regard to envisioning the indispensable role of the local bodies in the effective management of elementary education. Community participation and active involvement of local bodies have been seen as

requisite for achieving the goal of universal education. Moreover, the educational development programmes and central sector interventions in the field of education have highlighted the role and of the involvement of local bodies in the management and delivery of education at the local level. The central sector programme of DPEP and the Sarva Siksha Abhiyan are specifically important in this regard. Similarly, different committees and commissions relating to local government have highlighted the importance of local government as institutional mechanism of local democracy, community participation, bottom-up approach of planning and development and effective management of resources and services at the local level. The Balwant Rai Mehta Committee and the Ashok Mehta Committee recommendations on the one hand and the 73rd and 74th constitutional amendment on the other are crucially important in this regard. The RTE Act, 2009 unequivocally locates the role of local bodies in the management of elementary education. The provision of School Management Committee along with the involvement of local bodies in different activities of the school is important in this regard. The RTE Act 2009 stipulates a three-way partnership between the central, state and local government. As per the provision of the Act, the management of elementary education is a shared responsibility of the three orders/ tiers/ spheres- central, state and local- of the government.

From the perspective of multilevel governance in a federal structure, local governments are now seen as an important sphere of governance. This sphere of governance is loaded with the responsibilities of efficient and cost- effective delivery of services at the local level. But more than the fixing-up a role of a service delivery mechanism, the local governments in recent years are also being perceived as a model of local democracy. This perception has acted as a main factor of creating the institutions of local self-government in India. This has also been one of the prime movers of decentralization debate in India. If we specifically

focus on the role and competence of local bodies in the management of elementary education, it has been affirmed both in the in the policy documents and scholarly writings.

The concept of shared responsibility in the management of elementary education in India emanates from a wide variety of Acts, circulars, government orders and guidelines related to the implementation of various educational development programmes initiated during the last two decades. The PRIs have been conceived as the central agency in the entire process of partnership between community and the state in the management of elementary education. The question, however, remains as to what extent the PRIs have been devolved power and responsibilities by their respective states. It needs to be noted that most of the states have not devolved the functions, functionaries and finances to the local bodies. If they have been assigned responsibilities for managing elementary schools by virtue of the state Acts of orders do they find themselves competent in discharging these responsibilities? In fact, a paradoxical situation exists so far as the issues of competences and power sharing are concerned. Though the states aspire for more and more power and autonomy as a state right to self-governance under federal dispensation, it emerges out as a problematic site once it comes to the issue of sharing power and resources with the local government. The state governments in most of the cases do not want share power and give autonomy to the local bodies as a third tier of the federal governance. This has constraining effect on the competence of the local bodies in most of the cases. Over the years it has been observed that the state governments have not facilitated the growth of the local bodies as coordinate structure of federal power sharing. By and large, local bodies have remained as dependent structure. One of the most important constraining factors in the competence of the local bodies is the issue of financial competence. The local bodies are not endowed with the financial capacity which is a key to competent

structure of local government. In this situation the role and competence of the local government is bound to peripheral. The whole concept of shared responsibility and partnership is limited by the constraints of competence deficit.

It is in this background that the study was conducted as a small study of the larger project of the Third All India Survey of Educational Administration. The study primarily attempted to map out the nature of relationship between the state and local bodies in the management of elementary schools from the federal perspective of power sharing and working of the principle of subsidiarity. There are two levels of mapping out the relationship. At the first level, which was the primary focus of the study, aims at examining the competence of the local bodies on basis of power and responsibilities provided to them through state Acts, government orders and circulars. The other level of examination proposed to ascertain as to what extent power and responsibilities are shared between the local bodies and the state in an empirically grounded situation. The study primarily focused on the analysis of Acts, government orders and circulars relating to devolution of power and impacting the competence of the local bodies. As a part of critical analysis of empirically informed grounded reality, four districts, two from each state (Patna and Arwal from Bihar and Raisen and Vidisha from Madhya Pradesh) and eight blocks, two from each district, were selected for the study.

The findings of the study indicate that there is still a vast gap between the precept and practice of empowering the local bodies and making the local bodies as competent institutional structure of local governance as per federal principle of subsidiarity. Mapping of the Acts, circulars and orders of the government indicates devolution of power to these bodies but the operational reality speaks of deficient devolution of power. The responsibility relating to management of schools assigned to the local bodies do not get

adequate attention by the representative of the bodies. The in-depth interview with the education officers specifically highlighted that education is the least priority areas of the local bodies. Their representation is mostly ceremonial. Participation of the local bodies is mainly restricted to financial domain of the management of school education. The participatory structure of governance at the school level in form of SMCs created under the provision the of RTE Act 2009 and subsequent Rules of the state governments is hardly emerged as empowered structure. The SMCs as empowered structure of participatory school governance cannot be detached from the ground reality of schools as site of power politics in the given structure of power relationship. They are functional mainly on paper. The visits to schools, non participant observation of the school functioning and interviews with both the education officers, head teachers, presidents of SMCs and a very few members of the SMCs affirmed the fact SMCs are hardly functional as per the intended creation of structure and mandated role.

4. Evaluation of Implementation of the Scheme for Providing Quality Education in Madrasa (SPQEM)

Dr. Manju Narula (As a team member)

On the behest of MHRD, NIEPA is conducting an Evaluative study (Scheme for Providing Quality Education in Madrasas) of the functioning of Madrsas in four states- Uttar Pradesh, Madhya Pradesh, Chhattisgarh and Tripura in which 4 faculty members are involved as members of the team. The Scheme started in 2009-10 and under the scheme Madarsas and Maktabs those who had applied for the grants are receiving financial assistance by Government of India. The Scheme encourages Madarsas &Maktabs to introduce formal subjects i.e. Science, Mathematics, Social Studies, Hindi & English so that children studying in Madarsas &Maktabs to attain academic proficiency for classes I to XII. The scheme provides

an opportunity to students in Madarsas to acquire education comparable to standards in the national education system.

5. Strengthening Ministry of Education Leadership in the Implementation of Education Policy and Reforms

K. Sujatha, A.N. Reddy, V. Sucharita, R. S. Tyagi

India is currently witnessing demographic transition with rapidly changing demographic trends in fertility, mortality, population density and age structures. However, the transition is not uniform across the country and there are regional variations. In similar vein, there have been many developments in education sector as well in the last decade, which again varies across states. Against this backdrop of changing demographic trends and the education scenario, it is imperative to understand the major demographic changes in the last two decades and whether these demographic changes are reflected in the education sector. The study also aims to understand the various education policies that have had an impact on the enrolment rates and attempts to analyze whether the priorities in education policy shifted due to demographic changes.

Since the study involves three case countries in Asia (India, Malaysia and the Republic of Korea) which are demographically and socio-culturally different, the objectives were framed in such a manner so as to make them more appropriate for the Indian context and relevant to Indian education system. Thus, the objectives for the Indian study were:

- To study the demographic transition in India and the sample states and its ramifications on education with a focus on elementary education;
- To examine the impact of demographic transition on the school going age child population and enrolment patterns in elementary education in selected sample states;

- To review the existing policy frameworks that guided elementary education with focus on access, participation, equity, and quality;
- To suggest policy measures to reach education quality and equity goals in the light of demographic changes.

The Indian study involved a combination of both quantitative as well as qualitative approach for data collection.

The quantitative approach was employed to analyze the trends in access to schooling, expansion of schooling in terms of schools, enrolment, changing size of schools, emergence of private sector, etc. The trends in demographic transition were examined at all India level and in 20 major states. The demographic transition is analyzed in terms of trends in the size of population, gender, social and religious, rural/urban composition of population, changes in birth rates, death rates, and fertility rates from 1991 onwards. Data on demographic transition was derived from several secondary sources. Though census remained an important secondary source, birth rates, death rates and fertility rates will be derived from Sample Registration System (SRS). Data on education facilities was derived from Selected Educational Statistics/Statistics on School Education and District Information System for Education (DISE).

The qualitative approach was employed to understand the policy responses to the changes in demographic transition and education. The data was collected from reviewing policy documents, annual plans, vision documents, government orders, joint review missions of the programmes etc. Keeping in view the broad research questions, the education policies and legislations implemented in the last ten years are being reviewed. In particular, the research team focused more on Sarva Siksha Abhiyaan (SSA) as this programme was exclusively meant for universalization of elementary education and is being implemented since the last ten years.

Major findings:

When we look at the increase in number of schools, the number of primary schools has increased by 1.5 times from 560.9 thousand in 1990-91 to 847.1 thousand in 2014-15. Similarly, the number of upper primary schools has also increased by more than 2.7 times from 151.5 thousand to 425 thousand between 1990-91 and 2014-15. Similarly trends in the growth of enrolment at primary and upper primary stage particularly during recent years reflect declining child population. Enrolment at primary stage has increased by 1.3 times from 97.4 million to 129.1 million and at upper primary stage it nearly doubled from 34 million to 67.6 million between 1990-91 and 2015-16. The number of teachers continued to grow albeit at declining pace particularly after 2010 owing to various factors that include among others large backlog in meeting norms on teacher availability, increase in enrolment. The number of teachers in primary schools has increased from about 1900 thousands 2000-01 to about 2500 thousand in 2010-11 and further to 2670 thousand in 2015-16. Similarly, number of teachers working in upper primary schools increased from 1326 thousand in 2000-01 to 2239 thousand in 2010-11 and further to 2612 thousand in 2015-15. The Gross Enrolment Ratio (GER) at primary stage has declined from a little over 100 per cent during early years of 1990s to less than 90 per cent during 1992-93 to 1996-97. It increased to over 90 per cent during 1997-98 to 2003-04. From 2004-05 onwards it is over 100 per cent. Similarly, GER at upper primary stage has declined from a little over 60 per cent during 1990-91 to 1992-93 to less than 60 per cent during 1993-94 to 2000-01. Though it has been increasing steadily over the years but yet to reach or surpass 100 per cent. One can also notice wide variation in GER across different states. GER has been less than 100 per cent in several states even in 2014-15 while some other states are acknowledged for their achievements in universal elementary education.

These include Kerala, Himachal Pradesh. Other states where GER is less than 100 per cent include Andhra Pradesh, Uttar Pradesh, etc. But a few educationally backward states found to have GER 100 or more than 100 per cent which include Jharkhand, Assam, Chhattisgarh, etc. Some of these incongruent patterns are difficult to explain.

The most visible manifestation of demographic transition on education is in the declining size of school. The size of school in terms of enrolment has been declining over the years. The size of school is however declining due to various factors which include opening of new schools there by reducing the size of catchment area. The increasing presence of private schools is also said to be one of the reasons for declining size of government schools. However, as data shows, the size of private schools is also declining.

To address this issue of progressive decrease in the size of the schools at the policy level, the process of rationalization is taking place in wherein the states are in the process of merging the schools having less enrolment or upgrading the schools from primary to upper primary or from upper primary to high school so that schools are viable with appropriate strength and it is feasible to provide one teacher per class.

Much of policy discussion on demographic transition is focusing on taking advantage of the so-called demographic dividend. Many policies like skill development, training, startups, etc. are being initiated to take advantage of bulging young population to reap advantage of demographic dividend. Thus, the demographic transition is yet to enter the parlance of educational planning, particularly in the elementary and secondary education sector.

Department of Educational Finance

Mona Khare

Publications

Books Published

Disparities in Graduate Employability Skills, in Varhese N. V. with Nidhi Sabharwal and Malish, C.M. (eds.), India Higher Education Report 2016: Equity Sage, 2018. New Delhi.

Research Papers/Articles Published

“Challenging the Aid Industry Structure: Shifting Dynamics of India’s Education Development Cooperation” - Revista de Economia Politica e Historia Economica , Issue 40, July-August 2018.

Challenges of Financing Elementary Education in India: Past Trends and Future Potential (2016), Academic International Conference on Multidisciplinary Studies and Education ,AICMSE 2016 (Oxford) Conference Proceedings, ISBN Number 978-1-911185-16-1 (Online). FLE Learning Ltd UK.

“Taking the Skills March Forward in India – Transitioning to the World of Work, Matthias Pilz Ed India: Preparation for the World of Work, Springer VS.

Submitted to MHRD the Background Paper on Elementary Education

Financing, including Exploring Public-Private Partnership, Corporate Social Responsibility for New Education Policy.

Triangular Model of Outcome Based Higher Education Performance International Seminar on Teaching-

Learning and New Technologies in Higher Education, New Delhi. (Forthcoming)

The Virtuous Cycle of Growth, Employment and Education in India - Path to Equitable Development, Council for Social Development, New Delhi (under publication).

Participation in Seminars/Conferences/Workshops

National

Plenary Keynote: Models of Sustainable Development Research - Framework for Studying Organizational Behavior at the Global Conference on ‘Making Management Studies Matter (MMSM 2017)’ during 25-26 November, 2017 at Bangalore University.

Plenary Keynote on “Models of Sustainable Development of Higher Education Institutions -Framework for Unique Identity at National Seminar on “Role of Science and Technological Interventions for Tribal Development” at IGNTU, Amarkantak on 29-30 November, 2017.

Keynote Speaker and Member of a Distinguished Panel on Analysis of Indian Budget 2018-19, organised by School of Business Studies, Sharda University.

Session Chair on Group Presentations: Workshop on Higher Education Leadership Development for Vice Chancellors by NIEPA, 7-8 December, 2018.

Participated in the Indian Economic Outlook 2018: The Vision by Indian Chamber of Commerce at the Shangrila Hotel, New Delhi on 10 January, 2018.

World Education and Skill Conclave on 7 September, 2017 in India International Centre, 40, Lodi Estate, Max Mueller Marg, New Delhi.

Report Launch and Symposium on Inclusive Universities: Linking Equity, Diversity and Excellence for the 21st Century, organised by Umaas, Amherst at IHC, 12 February, 2018.

Chaired and Session Keynote Speaker at International Conference on Changing Paradigms in Marketing of Services with Special Focus on Tourism and Hospitality (ICCPMS), University of Hyderabad.

Higher Education Roundtable by World Bank Imperial Hotel, New Delhi on 12 August, 2017.

Inaugural Address in the ICSSR-sponsored Research Methodology Workshop, organised by Guru Ghasidas University, Bilaspur, 1 March, 2017.

Resource Person in the ICSSR-sponsored Research Methodology Workshop, organised by Guru Ghasidas University, Bilaspur, 1-10 March 2017.

International

Expert Panelist for Panel on: What are the current gaps and priorities for indicators of internationalization of higher education in Asia-Pacific? Second Stakeholders Meeting on Indicators for Internationalization of Higher Education in Asia and the Pacific from 9-10 November, 2017 in Bangkok, Thailand.

Group Lead and Chair: Mapping indicators and their utilization at the Institutional Level for internationalization of higher education. Second Stakeholders Meeting on Indicators for Internationalization of Higher Education in Asia and the Pacific from 9-10 November, 2017 in Bangkok, Thailand.

Discussant “Future of VET Research” in International Conference on the past and the future of research in the field of school to work transition, skill formation and vocational education and training in India by Center for Modern Indian Studies (CMIS) and the German Research Center for Comparative Vocational Education and Training (GREAT), University of Cologne, Germany, 24 October, 2017 at German House, New Delhi.

Chair Moderator “what happened and will be needed in VET research” in International Conference on the past and the future of research in the field of school to work transition, skill formation and vocational education and training in India by University of Cologne, Germany, 25 October, 2017.

Workshops/Conferences /Training Programmes Organised

Organised a three-day Workshop on “Higher Education Leadership Development for University Administrators” (26-28 February, 2018) where 100 officers from Indian Universities participated.

Organised 2nd Methodology Workshop for Employability Project in CPRHE for State Teams. (There were 17 participants representing 6 Universities from 6 States).

Organised a three-day Workshop on “Gender Budgeting in Education” in collaboration with Bangalore University, Bengaluru 2017.

Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India” in Hitachi and Eli companies at Hyderabad.

Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India” in Oriental, Lucknow.

Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India” in CISCO, Bengaluru.

Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India” in HCL, Lucknow.

Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India” in TCS, Bengaluru.

Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India” in Mahindra-Tech, NOIDA.

Organised and conducted Round Tables and FGDs on the Project “Employment and Employability of Higher Education Graduates in India” in Reliance Nippon Life Insurance, New Delhi.

Organised and conducted face-to-face interviews with a few Senior Executives on the Project “Employment and Employability of Higher Education Graduates in India” in Bangalore University, Bengaluru.

Organised and conducted face-to-face interviews with a few Senior Executives on the Project “Employment and Employability of Higher Education Graduates in India” in Mumbai University.

Organised and conducted face-to-face interviews with a few Senior Executives on the Project “Employment and Employability of Higher Education Graduates in India” in Delhi University.

Organised and conducted face-to-face interviews with a few Senior Executives on the Project “Employment and Employability of Higher Education Graduates in India” in Hitachi and Eli companies at Hyderabad.

Organised and conducted face-to-face interviews with a few Senior Executives on the Project “Employment and Employability of Higher Education Graduates in India” at HCL and Oriental Insurance Companies, Lucknow.

Organised and conducted face-to-face interviews with a few Senior executives on the Project “Employment and Employability of Higher Education Graduates in India” in National Stock Exchange, Mumbai.

Organised and conducted face-to-face interviews with a few Senior Executives on the Project “Employment and Employability of Higher Education Graduates in India” in Mahindra-Tech, NOIDA.

Organised and conducted face-to-face interviews with a few Senior Executives on the Project “Employment and Employability of Higher Education Graduates in India” in Reliance Nippon Life Insurance, New Delhi.

Training Material and Courses Developed/ Transacted

Involved in teaching in the following courses:

Developed Background/Reading Material and Transacted sessions in

- i) Higher Education Leadership Development Programme for University Administrators.
- ii) Workshop on Gender Budgeting in Education.
- iii) Second Methodology Workshop on Research Project: Employment and Employability of Higher Education Graduates in India.
- iv) M. Phil Ph.D. - CC3, CC5 and OC 11.
- v) International Diploma in Educational Planning & Administration (IDEPA).
- vi) National Diploma in Educational Planning & Administration (DEPA).

Supervision of M. Phil./Ph. D. Work

1. Ph. D. Work (On-going)

- i) Showik Mukherjee (Research Scholar) - Shadow Education at Secondary Level Schooling in Burdwan District of West Bengal: A Multilevel Analysis
- ii) Sumit Kumar (Research Scholar) - Inter-Relationship between Spatial Distribution of Knowledge-based Industries and Migration for Higher Education in India.
- iii) Sandhya Dubey - “Access and Quality Dynamics in Financing of Higher Education”.

- iv) PG DEPA Dissertation: A Study of Fund Flow and Utilization Pattern under RMSA in Sadar Block of Distt Mandi, Himachal Pradesh by Shri Naresh Sharma, Lecturer, DIET, Mandi.

2. M. Phil. Study (Submitted)

- i) Suhail Ahmad Mir (Research Scholar) - Inequality of Opportunity in Education in India (Awarded)
- ii) Sandhya Dubey - Impact of the Public Education Expenditure across Different Levels on Higher Education Access in India: A Panel Data Analysis (Submitted)

Reading Material Development

Consultancy and Academic Support to Public Bodies

Prepared the methodological note entitled “Education Performance Index: Alternative Methodologies” on request of Expenditure Management Commission (EMC), Government of India education performance in India in order to improve operational efficiency of India to measure expenditures through focus on utilisation, targets and outcomes.

Prepared a paper on the theme “Education Financing includes exploring Public-Private Partnership, Corporate Social Responsibility” as desired by Ministry of Human Resource Development for National Workshop of Quality of School Education in New Delhi.

Prepared the methodological note entitled “Defining Parameters for Measuring and Identifying Educationally Backward Blocks” for Ministry of Human Resource Development (MHRD), GOI suggesting the criteria which would be more apt in the present scenario for redefining an EBB (June 2016).

Other Academic and Professional Contributions

Member, expert committee to prepare the estimate of fund requirement for the 15th Finance Commission

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

Reviewer for Studies in Microeconomics, Sage Publications

Guest editor for Special Issue of Life Science Global, Canada

Reviewer for Management and Economics Research Journal

Coordinator, Maintenance and Management of the NIEPA Web Portal

Member Secretary, M.Phil./Ph.D. Progress Review Committee

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

Member – M. Phil. Curriculum Revision and Restructuring Committee

Attended various meetings in the Ministry as and when directed by the Vice Chancellor.

Membership of Eminent Bodies outside NIEPA

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

Reviewer of Book Proposal: For Springers, Singapore.

Editorial Advisory Board: Himgiri Education Review, ISSN 2321-6336

External Examiner (Ph. D. Evaluation) for various Indian universities

Selection Committee Member for various universities and other Government. bodies

V P S Raju

Publications

Research Papers/Articles/Notes

Non-enrolment and dropout of Muslim children at primary stage in the Mewat district of Haryana.

Student Support System for Quality and Excellence in Higher Education, CPRHE, NIEPA (under consideration).

Research Studies Completed

Mid-Term Evaluation of 'Central Sector Scheme of Scholarship for College and University Students' (for Department of Higher Education, MHRD, Government of India).

Interim report submitted to the Department of School Education and Literacy, MHRD on "An Evaluation Study of the Centrally-sponsored National Means-cum-Merit Scholarship Scheme".

Interim report submitted to the Department of School Education and Literacy, MHRD on "An Evaluation Study of the Centrally-sponsored Scheme of National Scheme of Incentive to Girls for Secondary Education".

Ongoing Research Projects

Causes of non-enrolment and dropout of Muslim children at elementary stage in Andhra Pradesh and Uttar Pradesh: A Comparative Study

An Evaluation Study of the Centrally-sponsored 'National Means-cum-Merit Scholarship Scheme' (for the Dept. of School Education and Literacy, MHRD, Govt. of India).

An Evaluation Study of the Centrally-sponsored Scheme 'National Scheme of Incentive to Girls for Secondary Education' (for the Department of School Education and Literacy, MHRD, Government of India).

Seminars/Conferences/Workshops

National

Paper presented on 'Alternative Methods in Financing of Higher Education: A Study of Central Sector Scheme of Scholarship for College and University Students' from 7-8 September, 2017, organised by the Department of Higher and Professional Education, NIEPA.

Participated in the Mahatma Gandhi Conference from 3-5 October, 2017 at NIEPA, organised by the Department of Educational Policy, NIEPA.

Participated peer and faculty review seminar for Ph.D. scholars of 2016-17 on 09 May, 2017.

Participated in Pre-submission seminar for M.Phil. students at NIEPA, New Delhi.

Participated in the Workshop on 'Leadership Development in Higher Education for University Administrators' from 26-28 February, 2018 at Pride Plaza Hotel, Aerocity, New Delhi, organised by NIEPA, New Delhi.

Participated in the one-day Conference on Peace at Constitutional Club, New Delhi on 2 October, 2017, organised by MIT, World Peace University, Pune.

Participated in the Workshop on 'Leadership Development in Higher Education for Vice-Chancellors' from 7-8 December, 2018 at Pride Plaza Hotel, Aerocity, New Delhi, organised by NIEPA, New Delhi.

Participated in the pre-submission seminar presentation by M.Phil. Students at NIPEA, New Delhi.

Participated in the National Seminar on 'Governance, Regulation and Quality Assurance in Teacher Education' from 15-16 March, 2018, organised by the Department of School and Non-Formal Education at NIEPA, New Delhi.

International

Paper presented on 'Innovative Methods of Financing Higher Education: A Study of Prime Minister's Special Scholarship Scheme for Jammu and Kashmir Students' from 16-18 November, 2017 at CESI, University of Jammu, Jammu & Kashmir.

Paper presented on 'Student Support System for Quality and Excellence in Higher Education' at International Seminar on 'Quality and Excellence in Higher Education' (Jointly organised by CPRHE, NIEPA and British Council) from 22-23 February, 2018 at India Habitat Centre, New Delhi.

Workshops/Conferences/Training Programmes Organised

Orientation Programme in Financial Planning and Management of Education in the States from 11-15 September, 2017 at NIEPA, New Delhi.

Orientation Programme in Planning and Management of College Finances from 19-21 March, 2018 at University of Rajasthan.

Training Material and Courses Developed & Transacted

Training material developed and transacted in the Orientation Programme in Financial Planning and Management of Education in the States at NIEPA, New Delhi.

Training material developed and transacted in the Orientation Programme in Planning and Management

of College Finances at Rajasthan University, Jaipur from 19-21 March, 2018.

Training material developed and transacted the Course No. 207 'Financial Planning and Management in Education' in International Diploma in Educational Planning and Administration (XXXIII, IDEPA) at NIEPA, New Delhi.

Training material developed and transacted in Course No. 903: 'Educational Planning' in Post Graduate Diploma in Educational Planning and Administration (PGDEPA) at NIEPA, New Delhi.

Training material developed and transacted a Course No. 905: 'Project Work and Writing' in Post Graduate Diploma in Educational Planning and Administration (PGDEPA) at NIEPA, New Delhi.

M.Phil. curriculum development on Adult Education.

Other Academic and Professional Contributions

Evaluation and viva-voce examination of PGDEPA participant on 04 April, 2017.

Guidance given to PGDEPA participant for project work/dissertation.

Guidance given to IDEPA participant for project work/dissertation.

Delivered lecture on 'Need and importance of developing school leadership for better management of school functioning' for Vidyabharati School Principals on 2 November, 2017.

Preparation of the perspective plan for the Department of Educational Finance.

Validation of cases for 'National Awards for Innovations in Educational Administration-2018', NIEPA from 4-12 February, 2018.

Preparation of the Departmental Advisory Committee meeting agenda for the department.

Supervision of M. Phil./IDEPA/PGDEPA

A study of academic and non-academic challenges faced by first generation college learners as undergraduate students (Shikha Diwakar) (M. Phil, Submitted).

A study of armed conflicts and education in Kashmir Administrative Division of Jammu & Kashmir. (Mohammad Ilyas) M.Phil.

An evaluation study on the Mid-Day Meal Programme in Elementary Schools of Sagalee Block under Papum Pare District, Arunachal Pradesh (Mr. Sendo Lombi) PGDEPA.

A study of educational achievement of primary students of broken family in Galle educational zone, Galle district, Sri Lanka (Mr. W.T. Raweendra Pushpakumara) IDEPA.

Consultancy and Academic Support to Public Bodies

Conducted Mid-Term Evaluation Studies of three Centrally-sponsored Schemes for the Department of Higher Education, and Department of School Education and Literacy, MHRD, Government of India.

Membership of Eminent Bodies outside NIEPA

Life Member, Comparative Education Society of India, New Delhi.

Alumni member of International Institute for Educational Planning ((IIEP/UNESCO), Paris.

Member in different Administrative and Academic Committees

Member of the committee for screening of M.Phil. application forms.

Organising committee member of the M.Phil./Ph.D. entrance examination.

Invigilation for conducting M.Phil./Ph.D. entrance examination.

Screening Committee & Interview Board Member of the Project Staff selection.

Invigilation work for M.Phil./Ph.D. entrance examination.

Member of the Tender Opening Committee of NIEPA.

Member of the NIEPA Digital Learning Monitoring Cell.

Department of Educational Policy

Avinash Kumar Singh

Publications

Singh, A.K.(2017). 'The Coming Crisis of Social Science Education in India - Issues and Challenges in Wankhede G and Ivan Reid, Accessing Higher Education: Footprints of Marginalised Groups, Aakar Books, New Delhi.

Research Completed and Ongoing

Completed

Evaluation of the Implementation of the Scheme for Providing Quality Education in Madrasas (SPQEM) Joint Project (Prof. A.K. Singh, Dr. Manju Narula, Dr. S.K. Mallik and Dr. Naresh Kumar).

Ongoing

Study of the implementation of the Provision of 25 per cent seats to the Children of the Weaker Sections and

Disadvantaged Groups in Private Schools under the Right to Free and Compulsory Education (RTE) Act, 2009 in selected states: Policy and Practices.

Participation in Seminars/Conferences

Participated as Resource Person in the Orientation Workshop on 'Education of the Disadvantaged and Economically Weaker Sections at the Elementary Level: Policy Issues and Programme Interventions' at NIEPA, New Delhi, from 21-25 August, 2017.

Participated as Resource Person in the Orientation Workshop on 'Functioning of Local Authority and Autonomous Councils (Sixth Schedule of the Constitution) in Management of Elementary Education in the North-East States', at Guwahati, from 11-15 September, 2017.

Presented Paper 'Gandhi's Experiments with Education in Bihar: Retrospect and Prospects in the National Discussion Meet on 'Education, Work and Rural Development: Gandhi's Educational Ideas in Policy Perspective' at NIEPA, New Delhi, from 3-5 October, 2017.

Acted as Resource Person in the Ph.D. Research Advisory Committee Meeting at Swami Vivekananda Centre for Multidisciplinary in Educational Studies, Belur Math, on 14 September, 2017.

Chaired a Session on 'Equity and Quality' in the National Seminar on 'Future of Higher Education: Economic and Social Contexts', on 7-8 September, 2017.

Delivered a talk on 'Policy Making in Education in India: Socio-Political Contexts' in the Orientation Workshop on 'Policy Making in Education: Focusing on Inclusive Education' at NIEPA, New Delhi, on 18 September, 2017.

Delivered a talk on 'Functioning of Education Committees in the National SMC Convention at Constitution Club, New Delhi, on 12 December, 2017

Workshop/ Conferences/ Training Programmes Organised

National Discussion Meet on 'Gandhian Educational Ideas in Policy Perspective' (Centenary of Champaran Satyagrah Movement), NIEPA, New Delhi: 3-5 October, 2017.

Jointly organised with Dr. S.K. Mallik the Orientation Workshop on 'Strengthening of School Management Committees under RTE' at the Institute for Social and Economic Change (ISEC), Bangalore: 20-24 March, 2018).

Jointly organised with Dr. S.K. Mallik the National Consultative Meet on 'Implementation of Right to Education Act: Progress, Issues and Way Forward' {National Law School of India University (NLSIU)}, Bangalore: 26-28 March, 2018.

Organised Maulana Azad Memorial Lecture on 'Essentials for Excellence in Higher Education' delivered by Prof. Furqan Qamar on 9 November, 2017 at India Habitat Centre, New Delhi.

Training Material Developed/Evolved during the Year under Report

Revision of NIEPA M.Phil./Ph.D. Curriculum, 2017-18

Consultancy and Academic Support to Public Bodies during the Period under Report

Doctoral Advisory Board, Swami Vivekananda Teacher Training College, Belur Math, since 2016 – Contd.

Chairperson, Grant-in Aid Committee, MHRD/ NIEPA, 2016 - Contd.

Member, Executive Committee, Maharashtra Prathmik Shikshan Parishad, Mumbai.

Other academic and Professional Contributions

Providing guidance to Ajay Kumar Choubey, Ph.D. Scholar (Part-Time), NIEPA in his 'Study of the Dynamics of Exclusion in School and Community'.

Providing guidance to 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'.

Providing guidance to Sajjad Ahmad, Ph.D. scholar in his study 'Education, Culture and Livelihood: A Study of the Nomadic Pastoralist Bakarwals in Jammu and Kashmir'.

Providing guidance to Dalsie Gangmei, Ph.D. scholar in her study 'Identity and Participation in Higher Education: A Study of Northeast Ethnic Minority Students in Selected Educational Institutions in Delhi'.

Provided guidance to the Aastha Jain (Christ College, Bangalore), relating internship at NIEPA, during 2017-18.

Provided Guidance to Nna Etienne Prosper in IDEPA dissertation on 'Education, Rehabilitation and Peace in Cameroon: A Case Study of the Central African Refugee Children in GADO BADZERE'.

Veera Gupta

Publications

Gupta, V. 2017 (Editor) "Policy and Planning of Inclusive Education with Focus on CWSN"; published by Excel India; ISBN 978-93-86724-60-1; (Conference Proceedings, 9-10 November, 2017).

Article on 'Use of ICT to Address Specific Learning Disability in India': ANTRIEP Vol. 23 No. 1 January-June 2017.

Education for 'All': Role of Examination Boards, COBSE Annual Conference Proceedings, 2-4 November, 2017; Theme: Innovations in Evaluation.

Paper on "Assessment of School Performance on Inclusion in India" ISBN 978-93-86724-60-1; published by Excel India.

'Professional Public Educational Policy Making in India', Higher Education Review, May 2017 issue at pp 34-35; available at <http://www.thehighereducationreview.com/magazines/six-sigma-training-special-may>

Research Completed and Ongoing

Ongoing

A Study on Policy and Practices for Inclusion of Children with 'Specific Learning Disability' in Schools.

Participation in Seminars/Conferences during the Year under Report

Participated in Round Table on "Separation of roles in Education", 20 March, 2018, Centre for Civil Society, New Delhi.

Convocation address at Sardar Patel College of Education, Gurgaon, 23 March, 2018.

Paper presented on "Psychological Health" in International Conference, on 24 March, 2018, Department of Psychology, Aligarh Muslim University, Aligarh.

Presented paper in International Seminar "Quality and Excellence in Higher Education", organised by CPRHE, presented a paper on "API as a measure of Quality", 22-23 February, 2018.

Training Material Developed/Evolved during the Year under Report

Reading material for 'Orientation Programme on Policy Making with Focus on CWSN', 18-22 September, 2017.

“Professional Policy Making” for Advance Course for PGDEPA.

Inclusive Education with Focus on CWSN - Optional Course for M. Phil.

Consultancy and Academic Support to Public Bodies during the Period under Report

Meeting of Advisory Committee ICIE 2018, 15 March, 2018, Amar Jyoti, New Delhi.

Review of the article entitled “Nature of Inclusion for Students with Intellectual and Developmental Disabilities: Do Indian educational policies drive inclusive education? Manuscript ID TIED 2017-18-0379, International Journal of Inclusive Education.

Examiner to evaluate the thesis on 'Pariksha Pranali and Shakshil Vismata: Ek Samajshastriya Addhyayan', by Ritu Bala under the supervision of Dr. Nirupma Jaimini. 23 January, 2018, Delhi University.

Lok Sabha question D. No. 5193 for reply on 5.3.2018 regarding the Disability Act.

Member of the committee to examine various issues for reasonable accommodation so as to enable employees with disabilities to utilise their potential, Directorate of Education, New Delhi.

Meeting of the Committee in the matter of Shri Jugal Kishor v/s The Director (Education) in pursuance of instruction of the Hon'ble court of State Commission of Persons With Disabilities, Government of NCT of Delhi, Case no. 4/1473/2016/Wel./CD/1993-94 dt. 26.9.2017.

Resource Person in sessions on “models of in-service training’ and project planning for ‘change management’ in the Teacher Educator Planning Workshop

A collaborative workshop between the National Institute of Educational Planning and Administration and British Council; 13 November, 2017.

Evaluator for General Studies paper for UPSC; 20-29 November, 2018; UPSC, New Delhi.

Reviewer for the article on “Perceptions of typically developing children in India about their siblings with disability”, TIED 2017-19, International Journal of Inclusive Education, Taylor & Francis Group.

Moderator of examination; 30 November Jamia Millia Islamia, Delhi.

Review-cum-Consultation meeting for weight of school bags, 24 August; NCPCR and NCERT.

Evaluation of the Vocational Programme in Haryana; 12-14 July; NCERT, New Delhi.

Examiner for viva-voce exam of PGDEM; 4 May; Jamia Millia Islamia, Delhi.

e-pathshaala module review; 14-15 April; NCERT, New Delhi.

Lecture on “Shaala Siddhi”, 11 January, 2018, DIET, Karardooma, Delhi.

Lecture on “Assessment of Children Why, How, and When” In-service Teacher Education Institute of Tech Mahindra Foundation on 12 January, 2018.

Lecture on CBCS and credit transfer, Devi Ahilya University, Indore with AIU on 15 January, 2018.

Need Assessment of Teacher Training of BEOs of Jammu and Srinagar under Pandit Madan Mohan Malviya National Mission; 9 October, Central Jammu University.

Lecture on Educational Policies, 17 August, Directorate of Air Force Schools, New Delhi.

State Examination Board Conclave 2017’ as Key Speaker on 'Examination Reforms and New Contexts: Legislations (RPWD 2016) and SDGs', 31 August, 2017, Bihar State Examination Board.

Lecture in Orientation Programme for AMU School Teachers at UGC Human Resource Development Centre on 12 June; UGC Human Resource Development Centre, AMU.

Session on Cognitive Disabilities; 14 June; Society for Disability and Rehabilitation Studies. New Delhi.

Other Academic and Professional Contributions

Supervision of Ph.D. student Sangita Dey on Policy Analysis of Mid-Day Meal Programme: from Governance Perspective.

Supervision of Ph.D. student, Deepinder Sekhon on Policies and Practices for CWSN

Supervision of Nivedita Sahani M.Phil. dissertation on “A Study on the Concept of Disability in India with Special Emphasis on the Assessment Procedures of Children with Special Needs - 36th Meeting of GIAC; NIEPA.

Steering Committee for M.Phil. and Ph.D. meeting.
Academic Council Meeting.

Membership of Eminent Bodies outside NIEPA

Governing Body Member of PSG College of Arts and Science, Coimbatore; Oct. 2017.

Member of Advisory Committee ICIE 2018, Amar Jyoti.

Manisha Priyam

Publications

2017: “From Clients to Citizens: Learning from Brazil’s Bolsa Familia Provides Opportunities to Delhi” in N. Jayaram edited Social Dynamics of the Urban, Springer.

2017: “Educational Policy and Development”, in George W. Noblit (edited) Oxford Research Encyclopaedia of Education, New York.

Research Completed and Ongoing

Ongoing

The Political Economy of Higher Education Reform in India: Comparative Perspective on the Principles, Policies, and Institutions for Reform (1991-2012).

Participation in Seminars/Conferences

“Global Wars, National Legacies, and State Controls: The Dilemmas of Institutionalism of Public Universities”, National Seminar on “The Futures of Higher Education: Economic and Social Contexts”, 7-8 September, 2017; organised in the Centenary Year of the Indian Economic Association, National Institute for Educational Planning and Administration, New Delhi, September 8, 2017.

“Social Welfare Policies and the Politics of Development”, Invited Lecture, Indian Institute for Democratic Leadership, Mumbai, October 3, 2017.

“Vikaswaad, the poor and emerging scenarios in caste politics”, Invited Lecture, Indian Institute for Democratic Leadership, Mumbai, October 3, 2017.

“PISA Education Policy and Teachers: Emerging Issues”, Principals Meet organised by the Oxford University Press, Kochi, October 7, 2017.

“Ethnography, Elections, and Politics: Lessons from Emerging Field Work in Delhi”, Ashoka University, Sonapat, Haryana, October 27, 2017.

“From Clients to Citizens: Lessons from Brazil’s Bolsa Familia for Delhi”, Invited Lecture, IIT, Gandhinagar, November 1, 2017.

“From Clients to Citizens: Lessons from Brazil’s Bolsa Familia for Delhi”, Invited Lecture, Indian Institute of Management, Ahmedabad, November 17, 2017.

“Path Dependence, Educational Development, and the Kerala Model: Unpacking Contested Histories”, Invited Lecture, Centre for the Study of Developing Societies, Delhi, November 30, 2017.

“Integrated Learning Solutions”, Principals Meet, organised by the Oxford University Press, Patna, December 15, 2017

“Gender Equity and Education” Panel Discussion at Difficult Dialogues, Goa University and International Center, Goa, January, 2018.

“Understanding Political Processes and Advancing Democratic Theory: Considerations on the Use of Political Ethnography”, Savitri Bai Phule Pune University (SPPU), February 16, 2018.

“Rigour Before Relevance? A ‘Cross’-Case for Multidisciplinary Approaches in Studies of Poverty and Development”, National Seminar on Research Methodology, North Bengal University, West Bengal, March 16, 2018.

“Education Policy Reforms”, First Refresher Course in Teacher Education, JNU-HRDC. March 28, 2018.

“Mid-Day Meal Scheme in India”, First Refresher Course in Teacher Education, JNU-HRDC., March, 2018.

Workshops/ Conferences/ Training Programmes Organised

Maharaja’s College Mysore: An Ethnography”, Presentation at Seminar on Ethnography of Centenarian Colleges, Department of Higher and Professional Education, NIEPA (6 October, 2017).

National Seminar on “Urban Marginality, Social Policy, and Education in India”, organised by Manisha Priyam, NIEPA, New Delhi (12-13 February, 2018).

National Seminar on “Policy Deliberations on Public Universities in India: Autonomy as an Idea and Practice”, NIEPA, New Delhi (8-9 March, 2018).

Other Academic and Professional Contributions

Providing guidance to S. Arokia Mary (Part Time Ph.D.) on ‘Social Justice, Gender and Educational

Participation: An Ethnographic Study of Girls’ from Urban Margins’.

Providing guidance to Lakpachui Siro (Ph.D.) on ‘Impact of Ethnicity in Access to Higher Education in Manipur’.

Providing guidance to Naomi Prachi Hazarika on ‘Urban Marginality, Social Policy and Educational Aspirations: An Ethnographic Inquiry’.

S K Mallik

Research Completed and Ongoing

Completed

Evaluation of the Implementation of the Scheme for Providing Quality Education in Madrasas (SPQEM) Joint Project (Prof. A.K. Singh, Dr. Manju Narula, Dr. S.K. Mallik and Dr. Naresh Kumar).

Ongoing

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

Participation in Seminars/Conferences

National Seminar on Urban Marginality, Social Policy, and Education in India at NIEPA, New Delhi (12-13 February, 2018).

International Seminar on Quality and Excellence in Higher Education (22-23 February, 2018).

Workshop on Leadership Development in Higher Education for University Administrators (26-28 February, 2018).

National Workshop on Engaging with Public Universities in India: Autonomy as an Idea and its Practice (8-9 March, 2018).

Lecture delivered at DIET Motibagh (October 2017).

Lecture delivered at DIET Motibagh (January 2018).

Visit to Odisha for validation of innovations in educational administration (5-9 February, 2018).

Workshops/ Conferences/ Training Programmes Organised

Orientation Workshop on ` Education of the Disadvantaged Children and Economically Weaker Sections at Elementary Level: Policy Issues and Programme Interventions (NIEPA, New Delhi: 21-25 August, 2017).

Orientation Workshop on `Functioning of Local Authority and Autonomous Councils under Sixth Schedule of the Constitution in Management of Elementary Education in North Eastern States' (Hotel Rajdhani Regency, Guwahati: 11-15 September, 2017).

Jointly organised with Prof. A.K. Singh the Orientation Workshop on `Strengthening of School Management Committees under RTE' (ISEC, Bangalore: 20-24 March, 2018).

Jointly organised with Prof. A.K. Singh the National Consultative Meet on `Implementation of Right to Education Act: Progress, Issues and Way Forward' (NLSU, Bangalore: 26-28 March, 2018).

Training Material Developed/Evolved during the Year under Report

How to prepare Bibliography/References for the Project Work, 2017, NIEPA, New Delhi.

Other Academic and Professional Contributions

Teaching in M. Phil./ Ph.D. Optional Course No: 05

(Community Participation and Local Governance in Education)

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

M. Phil. Guidance

Vadana Tiwari: Stakeholders' Understanding of Policy Intent: A Study of Section 12 (1)c of Right to Education Act (2009) in Selected Private Unaided Schools of Delhi (Awarded)

Kavya Chandra: Community Participation and Accountability: A Case of School Management Committees in School of New Delhi (ongoing)

Course In-charge:

Participants' Seminar IDEPA & PGDEPA

Guided IDEPA participant

Guided PGDEPA participant

Membership of Eminent Bodies outside NIEPA

Member of Association of Educational Planning and Administration

Naresh Kumar

Publications

Research Papers/Articles

Kumar, Naresh and Sonali Hazra. 2018. 'Education, Participation and Disparity: A Descriptive Picture of the State of J&K', Journal of Indian Education, XLIII (1): 60-71.

Kumar, Naresh. 2017. 'Secondary Education at the Crossroad: A Reflection on Social, Gender and

Regional Disparity in J&K, Man and Development, CRRID Chandigarh, XXXIX (2): 89-102.

Participation in Seminars/Conferences during the Year under Report

(National/International)

Colloquium on 'Conceptual Contestation: Producing Gender Knowledge in and for Higher Education' by Emily F. Handerson, Centre for Educational Studies, University of Warwick, England, April 17, 2017

Colloquium on 'India's Aid and Soft Power in Africa: The Case of Education and Training' by Prof. Kenneth King and Pravina King, UK, April 18, 2017

Colloquium on 'The Role of Teachers in Implementation of EdTech: Emerging Issues and Questions' by Dr. Patricia Burch, University of Southern California, USA.

Colloquium on 'What does my IITian tag actually mean? Relations between Educational Titles and Posts: The Case of IIT Students' by Prof. Odile Henry, University of Paris, France, August 22, 2017.

Colloquium on 'Governance and Education in US' by Dr. Craig L Dicker, Counselor, Cultural and Educational Affairs, U.S. Embassy, New Delhi, August 31, 2017.

Colloquium on 'Doing Fieldwork and its Challenges: Reflections from Research in Delhi!' by Syeda Jenifa Zahan, Department of Geography, FASS, National University of Singapore, Singapore, September 13, 2017.

Colloquium on 'Global Skills and Graduate Outcomes' by Dr. Sarah Richardson, Research Director, Australian Council for Educational Research in India, September 21, 2017.

Colloquium on 'Will Failing Students Help them Learn? The RTE 2009 and the Reversal of the No

Detention Policy', Prof. Nalini Juneja, Former Professor, NIEPA, November 02, 2017.

Knowledge for Change - Launch of International Consortium on 'Community Based Research', organised by UNESCO Chair in Community-based Research & Social Responsibility in Higher Education and NIEPA, November 13, 2017.

Colloquium on 'Drain of Government Schools in India. Is School Consolidation, the Answer? Evidences from Karnataka' Dr. Shiva Kumar Jolad, Former Professor, IIT, Gandhinagar, November 20, 2017.

Colloquium on 'Indian Migration to US' Dr. Neil G. Ruiz, Associate Director, Global Migration & Demography, Pew Research Center, Washington, DC, January 25, 2018.

Consultancy and Academic Support to Public Bodies during the Period under Report

Teaching and Sessions

M.Phil./Ph.D. Compulsory Course on 'Research Methodology- II'(CC5) - Total Sessions (20).

IDEPA Compulsory Course on 'Education and Development: An International Perspective (Course No. 202)'- Total Sessions (1).

PGDEPA 2017 – Taught one session on 'Education and Society in Indian Context'.

Supervision and Viva-voce Conducted

2017- Supervised the 33rd IDEPA dissertation on 'Education Reform: HRM. Staffing Norm Implantation at Kandal Province. Challenge and Impact of New Staffing Norm at Pilot Area, Academic Year 2015-16'. Submitted by Sip Pagnasoley, Cambodia.

2017 (December-February)- Supervised PGDEPA dissertation on 'A Study of Teacher Management up to Secondary Level in Government Schools under

Soreng Sub-Division in West Sikkim'. Submitted by Durga Mani Pradhan.

Academic Support and Meetings

2017, March 30- Screening of the applications received for the positions of Senior Consultant, Consultant and Junior Consultant.

2017, May 30- Meeting of the Admission Committee of M.Phil. and Ph.D. programmes 2017-18.

2017, June 5- Screening of the applications received for admission to M.Phil. and Ph.D. programmes 2017-18.

2017, July 01- Evaluation of the written test script of the entrance test conducted for the M.Phil. and Ph.D. programmes 2017-18.

2017, April 21- Preparing draft for the UGC review of the functioning of the institutions deemed to be universities.

July 2017- Prepared the List of Invitees for the Foundation Day Lecture 2017.

2017, September 08- Screening of the applications received for the positions of Senior Consultant, Consultant and Junior Consultant.

Nation Language Committee, 2017.

Steering Committee, 2018-19

Sessions and Lectures Delivered

Invited Expert Speaker on Grounded Theory Research in a National Symposium on "Psychosocial Perspectives in Education: An Exploration through Action Research and Grounded Theory Research" on 30 December, 2017. National Symposium was organised by Central Institute of Education, Delhi University under the aegis of IASE, MHRD, Government of India.

Invited Speaker in the Plenary Session on Innovation in teaching learning process & infusion of ICT & research in teaching learning and evaluation in National

Seminar on Role of IQAC in enhancing the Quality of Education in Higher Education Institutes (HEIs), Bhopal School of Social Sciences January 19-20, 2018.

Invited Speaker in the National Workshop on "Constructivist Approach of Teaching and Learning for Teachers and Teacher Educators" from 30 January-01 February, 2018. National Workshop was organised by MGAHV, Wardha.

Invited Speaker NEW INSTITUTIONALISM & SCHOOLING FOR THE URBAN MARGINALISED: INSIGHT FROM VARANASI in the National Seminar on "Urban Marginality", 12-13 February, 2018. The Seminar was organised by the Department of Educational Policy, NIEPA.

Invited as Expert Mentor in a National Workshop on "Psychosocial Perspectives in Education: An Exploration through Action Research and Grounded Theory Research" on 06 January, 2018. National Symposium was organised by Central Institute of Education, Delhi University under the aegis of IASE, MHRD, Government of India.

Invited to Chair in National Symposium on "Psychosocial Perspectives in Education: An Exploration through Action Research and Grounded Theory Research" on 10 March, 2018. National Symposium was organised by Central Institute of Education, Delhi University under the aegis of IASE, MHRD, Government of India.

Invited Speaker in a College in Delhi "Private Schooling and the Education of the Marginalised" Department of Sociology, Lakshmi Bai College, University of Delhi, 22 March, 2018.

Others

Singh, Avinish K, Manju Narula, S.K. Mallik and Naresh Kumar. 2018. 'Evaluation of the Implementation of the Scheme for Providing Quality Education in Madarsas (SPQEM): A Report'. Submitted to MHRD, Government of India.

Department of School and Non Formal Education

Pranati Panda

Publications

Books/ Chapter

School Education and Accountability in India: Mapping Current Policies and Practices. (2017). Jacob Easley II and Pierre Tulowitzki (ed.): Educational Accountability: A response to critique; Furthering the International Point of View. International Congress for School Effectiveness and Improvement: Australia

School Standards and Evaluation Documents

Guidelines for School External-Evaluation. (2018). School Standards and Evaluation Unit, NIEPA: New Delhi (Both English and Hindi).

Shaala Siddhi: State Specific Reports on Progress and Implementation. (2017). School Standards and Evaluation Unit, NIEPA: New Delhi.

Shaala Siddhi: State Specific School Self Evaluation Grading Report. (2017). School Standards and Evaluation Unit, NIEPA: New Delhi.

National Report on School Performance Analytics: Development, Progress and Implementation, School Standards and Evaluation Unit, NIEPA: New Delhi.

Shaala Siddhi: School Self Evaluation Analytics Maharashtra, (2017). School Standards and Evaluation Unit, NIEPA: New Delhi.

Participation in Seminars/Conferences/ Workshops

National/International

Presented and shared the progress and achievement of the Shaala Siddhi programme, in the meeting of the Advisory Committee, NIEPA, New Delhi, 20 February, 2018,

Participated in the one-day Workshop of Higher Officers of DOE and other local bodies regarding SSEP, New Delhi, 22 February, 2018.

Participated in the Workshop on Leadership Development for Higher Education for Vice-Chancellors, New Delhi, 7-8 December, 2017.

Participated as an expert in State level Conference of District and Block Education Officers on Educational Planning and Administration, Pune, 6-7 February, 2018.

Participated in the Directorate of Teacher Education and SCERT, Odisha, 6 September, 2017.

Participated in the NCSL National Advisory Group Meeting (2017-18). NIEPA, New Delhi, 7 March, 2018.

Invited as an expert in Higher Education Leadership Development Programme for University Administrators, New Delhi, 26-28 February, 2018.

Participated as an expert in State Level Conference on Educational Planning and Administration for DEOs and BEOs, Chennai, Tamil Nadu, 30-31 August, 2017.

Participated as think tank member and presented on Capacity Building Programme on Planning for Teachers Education for Heads of Teacher Education Institutes (TEIs) of Odisha, 17-21 July, 2017.

Invited as Resource Person to take sessions on 'Comprehensive School Safety – Need of the Hour and Hope for the Future', Vijayawada, Andhra Pradesh, 14 March, 2018.

Invited as an expert in State Level Conference on Educational Planning and Administration for DEOs and BEOs, Pune, Maharashtra, 6 February, 2018.

Delivered a lecture on External Evaluation in the State Core Committee for School Standard Evaluation Programme for retired school principals and officials at district, block, and cluster level, Old Secretariat, Delhi, 22 February, 2018.

Invited as a speaker to take a session on School Standards and Evaluation (Shaala Siddhi): An Initiative towards School Improvement; Visit of International Delegates from NILERD to NIEPA, 23 February, 2018.

Research Studies and Projects

Training Programmes/Workshops /Conferences Organised

Organised and co-ordinated National Seminar on 'Governance, Regulation and Quality Assurance in Teacher Education', 15-16 March, 2018.

Training Programmes Organised at National Level (NIEPA)

State Specific Capacity Building Programmes on School Self-Evaluation (Shaala Siddhi):

Co-ordinated and conducted school self-evaluation capacity building programme on Shaala Siddhi for 48 participants, Maharashtra, 21- 24 June, 2017.

Organised and carried out capacity building programme on Shaala Siddhi (school self-evaluation) for 525 teacher educators, education officials and school heads, Haryana, 03-04 June, 2017.

Facilitated and conducted school self-evaluation capacity building programme on Shaala Siddhi for 55 teacher educators, education officials and school heads, Rajasthan, 15 September, 2017.

Organised and carried out capacity building programme on Shaala Siddhi (school self-evaluation)

for 250 teacher educators, education officials and school heads, Bihar, 19-20 September, 2017.

Facilitated and conducted school self-evaluation capacity building programme on Shaala Siddhi for 58 teacher educators, education officials and school heads, Himachal Pradesh, 15 December, 2017.

Co-ordinated and conducted capacity building programme on Shaala Siddhi (school self-evaluation) for 45 teacher educators, education officials and school heads, Jammu & Kashmir, 28-29 December, 2017.

Organised and carried out capacity building programme on Shaala Siddhi (school self-evaluation) for 70 teacher educators, education officials and school heads, Odisha, 27-28 March, 2017.

Workshops on Web Portal Development and Management

Conducted a series of workshops on Web portal Development with Advanced Features for Shaala Siddhi, 2017, NIEPA, New Delhi.

Training Material and Courses Developed/ Transacted

Developed a foundation course (Core Course-2) on Education in India for M.Phil. & Ph.D. Programme.

Developed Strategic Planning and Monitoring Framework on National Programme on School Standards and Evaluation (Shaala Siddhi), NIEPA, New Delhi.

Developed Guidelines for School External-Evaluation, School Standards and Evaluation Unit, NIEPA, New Delhi.

Other Academic Activities

Coordinating and Teaching Core Course (CC-2) "Education in India" for M.Phil. and Ph.D. Programme.

Reviewing the Post-Doctoral Fellowship Proposal in the meeting of the Committee for Post- Doctoral Fellowship.

Consultancy and Academic Support to Public Bodies

Extended academic support to the 3rd World Congress on Disaster Management, Vishakhapatnam, 8 November, 2017.

As an expert at a meeting of Kendriya Vidyalaya Management Committee, New Delhi, 18 December, 2017.

As an external expert, attended the meeting of Selection Committee in Education, Patna University, 10 March, 2018.

Supervisor for Research

Supervision of Ph.D. scholar Shadma Absar on A Study of Distributed Leadership of School Heads and Its Impact on Teachers' Work Behaviour.

Supervision of Ph.D. scholar Sakshi Kalra on Pre-Service Teacher Preparation for Inclusive Education: A Study of Policies and practices in Elementary Teacher Education.

Membership of Eminent Bodies outside NIEPA

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, 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

Madhumita Bandyopadhyay

Publications

Chapter in Book

'Social and Regional Inequality in Elementary Education in India: Retrospect and Prospect' in Dynamics of Inclusive Classrooms: Social Diversity, Inequality and School Education in India. Edited by Manoj K Tiwary, Sanjay Kumar, Arvind K Mishra, Orient BlackSwan, New Delhi, 2017 ISBN: 9789352870134 .

'Achieving the Goals of Universalization of Elementary Education through Inter-Sectoral Convergence' in Pivotal Issues in Indian Education edited by Ajit Mondal, Kalpaz Publications, 2017 ISBN: 978-93-512-8259-4.

'Access and Equity in Elementary Education in India: Policy and Practices', in book edited by Deepa Idnani on Right to Education and Schooling, Rawat Publications, Jaipur, India, 2017, ISBN: 978-81-316-0839-5.

Research Papers/Articles Published

'Teachers and Teacher Education in India: Issues, Trend and Challenges' in Edulight, Vol. 6, Issue 11, May 2017.

'Quantity, Quality and Equity in Secondary Education in India' in Indian Social Science, IASSI, Vol. 36, No. 4, October-December, 2017.

'Present Status of Infrastructure Facilities in Schools in India: From National and State Level Perspective', Draft prepared for Sub-committee of the CABE on Improving Conditions of Government of Schools, 2017 published on DISE Website - [http://www.dise.in/Downloads/Paper_on_Physical_Facilities_\(Draft_prepared_for_CABE\)_-Report.pdf](http://www.dise.in/Downloads/Paper_on_Physical_Facilities_(Draft_prepared_for_CABE)_-Report.pdf)

The Tenth ANTRIEP Policy Seminar and Members' Meeting, ANTRIEP Newsletter edited, Vol. 23 No. 2 July-December, 2017, NIEPA, New Delhi.

Use of ICT for Teaching-Learning in Schools, ANTRIEP Newsletter edited, Vol. 23 No. 1 January-June, 2017, NIEPA, New Delhi.

Participation in Seminars/Conferences during the Year under Report

Attended Annual Policy Seminar on Demographic Changes: What are the Implications for Educational Policy and Planning? 3-5 May, 2017, Institute Aminuddin Baki (IAB), Malaysia.

Prepared the report of the proceedings of First Session of Higher Education Leadership Development Programme 26-28th Feb 2018 at Hotel Pride Plaza, Aero City, New Delhi.

Consultancy and Academic Support to Public Bodies during period under Report

Attended CABE Sub-committee Meeting on Girls' Education in India in 2017

Attended CABE Sub-committee Meeting on 11th January, 2018 regarding 'Extension of Right of Children to Free and Compulsory Education (RTE) Act 2009 to Pre-school Education and Secondary Education'

Membership of Eminent Bodies outside NIEPA

Life Membership of Comparative Education Society of India (CESI)

Membership of ASPIRE India, A Delhi-based NGO

Member of BAICE, UK

Member of Advisory Board of the Indian Journal of Educational Research, University of Calcutta

Others

Focal point of NIEPA for ANTRIEP and Editor of ANTRIEP Newsletter.

Edited ANTRIEP Newsletters on Gender Issues in School Education: Existing Policies and Practices, ANTRIEP Newsletter edited, Vol. 22 No. 2 July-December, 2016, NIEPA, New Delhi, ISSN: 0972-7507

'Use of ICT for Teaching-Learning in Schools' and 'The Tenth ANTRIEP Policy Seminar and Members' Meetings', ANTRIEP Newsletters Vol. 23, Nos. 1 & 2, January-June, 2017 and July-December, 2017, NIEPA, New Delhi.

M.Phil. Coursework (Research Methodology),

Completed the Research Project on 'Present Situation of Educational Access and Participation of Children at Elementary Level: A Comparative Study of Madhya Pradesh and Chhattisgarh.'

On-going Research Project on 'Participatory Action Research for Improving the Participation of Children in Elementary Schools in India.'

Coordinated and participated in revision of Curriculum of MPhil Course Work, CC5: Research Methodology Course (Qualitative method), OC5: Community Participation and Local Governance in Education, and OC9: Education, Gender and Development

Department of Higher and Professional Education

Sudhanshu Bhushan

Publications

Bhushan S and Verma A, (2017). "Quality Assurances in Higher Education - An Indian Experience", in Mahsood Shah Quyen Do, *The Rise of Quality Assurance in Asian Higher Education*, Chandos Publishing.

Presentation of Papers

Presented a Paper on outcome-based education in a one-day Workshop on "Outcome-based Education" at AJK College of Arts and Science, Coimbatore on 30-31 March, 2018.

Delivered a lecture on the "Issues and Challenges of Higher Education" in a Faculty Induction Programme on 22 December, 2017 at the Teaching Learning Centre at SGTB Khalsa College, University of Delhi.

Delivered keynote address "Reforms in Higher Education: Challenges & Opportunities" at AIFUCTO 29th Statutory Conference on 19 December, 2017.

Presented a Paper on "Future of Higher Education Financing", for XLI Indian Social Science Congress, during 18-22 December, 2017 at Periyar University, Salem.

Workshops Attended

Participated as a Member of ICAR accreditation to prepare the guidelines on 18-19 April, 2017.

Co-chaired a panel discussion on 'Employability and Mobility' in Australia-India Knowledge Partnerships Roundtable on 10 April, 2017.

Participated in a Colloquium with senior G8 representatives to explore possible partnership development in shared research priorities and human capital development on 11 April, 2017.

Acted as a Resource Person in a National Level Leadership Development of Principal of the Colleges during 28-30 December, 2017 at Society for Education and Economic Development, New Delhi.

Participated in the first regional workshop of PMMMNMTT to present NRCE activities on 7 March, 2018 at IHC Delhi.

Chaired Session in National Workshop on "Engaging with Public Universities in India: Autonomy as an Idea and Its Practice" at NIEPA on 8-9 March, 2018.

Participated in the second regional workshop of PMMMNMTT to present NRCE activities on 6 April, 2018 at IISER, Bhopal.

Aarti Srivastava

Publication

Srivastava, Aarti. (2017). "Youth, Education, and Employment in India: Harvesting Gold", in Tom Dwyer eds. *Handbook of the Sociology of Youth in BRICS Countries*; World Scientific.

Co-edited book, "The Future of Higher Education Learning & Teaching", *Indian and Australian Cross-Cultural Collaboration*, 2017.

Srivastava, Aarti and Joanne M. Lind. (2017). "Women in Higher Education Research" in the book - "Future

of Higher Education Learning and Teaching - India Australia Cross Cultural Collaboration”.

Srivastava, Aarti. (2018). “Financing and Quality: The Reshaping of Higher Education”, India Higher Education Report 2018.

Srivastava, Aarti and S. Ghosh. (2017). Higher Education in India: How Data Can Transform; Education India Journal; August, Vol.6(3), 3-17, ISSN 2278-2435.

Srivastava, Aarti and S. Ghosh. (2017). Higher Education: Imperative for Policy; The Signage; January-June, Vol. 5(1), 18-29, ISSN 2321-6530.

Participation in Seminars/Conferences/ Workshops

Invited as Resource Person in the International Conference on “Globalization and Well-being”, organised by CCS University, Meerut 14-16 April, 2017.

Invited Paper on setting up BRICS University by Centre for Russian Studies, SIS, JNU in April 2017.

Invited as Resource Person by Indian Chambers of Service Industry in the International Conference on “Look-East Policy”, CLMV, April 2017.

Invited as Chief Rapporteur in the International Workshop on “ICT in Higher Education”, May 2017.

Resource Person in the Workshop on “Equity in Higher Education”, organised by NIEPA, July 2017.

FM 102.6MhZ Radio Talk on Higher Education, August 2017.

Workshop on “Development of Module for Programme for Leadership Development in Higher Education”, Jamia Milia Islamia, New Delhi, September 2017.

Organised the “Educationist’s Meet on New Education Policy” as part of the Alumni Association of JNU (AAJ), on 24 September, 2017.

Panelist on Lok Sabha Channel for Special Talk (INSIGHT) on “Research in Higher Education”.

Participated in 6th Edition of Education Conclave, organised by India Today Group at Hotel Hyatt Regency, New Delhi, October 2017.

Resource Person in “Specialised Course on Financing in Higher Education”, Imphal, Manipur, October 2017.

Invited as Resource Person on International Conference on “Reflective Teacher”, organised by Banaras Hindu University, Varanasi, November 2017.

Invited as Resource Person by Amar Singh College, Srinagar, December 2017.

Invited as Resource Person for Faculty Development Programme, organised by Banasthali Vidyapith, Rajasthan, January 2018.

Invited as Resource Person on “Constructivism and Evaluation”, organised by Mahatma Gandhi International University, Wardha, January 2018.

Participated in India-ASEAN Business Council Forum and the “Mekong Ganga Cooperation (MGC) Business Forum”, during the India-ASEAN Commemorative Summit, organised by FICCI in partnership with the Government of India, on Wednesday, 24 January, 2018 at The Lalit, New Delhi.

Invited as Resource Person at the National Labour Institute, 19 February, 2018.

Participated in the International Seminar on “Quality and Excellence in Higher Education”, jointly organised by CPRHE and NIEPA, 22-23 February, 2018, India Habitat Centre, New Delhi.

Invited Lecture on “Importance Educational Landmarks in University Education: Policies and Legislation”, JMI, on 24 February, 2018.

Rapporteur for Registrar Meet (PMMMNTT Scheme, MHRD, Pride Plaza), 26-28 February, 2018.

Participated at the First Dissemination Workshop on “Roadmap for Education 2035”, organised by TIFAC, on 27 February, 2018.

Resource Person for the First Regional Workshop (Northern Region) of the PMMMNMTT Scheme, MHRD, 7 March, 2018, India Habitat Centre, New Delhi.

Chair for Session at Symposium on Inclusion, CIE, Delhi University, 8 March, 2018.

Session Chair for Group Work at Workshop on Autonomy in Higher Education, entitled: “Engaging with Public Universities in India: The Idea and the Practice of Autonomy”, 8-9 March, 2018, at NIEPA.

Panelist for thematic session on ‘Major Policy Shifts in Teacher Education: Implications on Change Management’, at the National Seminar on ‘Governance, Regulation and Quality Assurance in Teacher Education’, 16 March, 2018, NIEPA.

Resource Person at Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha TLC, for Training Programme on “Evaluation Formats and Strategies, in Session on Introduction to Basic Concepts of Evaluation”, 29 March, 2018.

Resource Person at Teaching Learning Centre, Bhatinda, 25-26 March, 2018.

Paper Presentations

Presented a paper on “Skill Gaps Among Youth” at the International Conference on “Governance, Human Rights and Regional Co-operation in South Asia: Opportunities and Challenges of Globalization”, 19-20 April, 2017 at Jamia Milia Islamia, New Delhi.

Presented a paper on “Women and Leadership” for CII Meet in Australia India Business Week, 29 August, 2017.

Presented a paper on “Women and Leadership in Higher Education: Breaking the Glass Ceiling”, at IEA Seminar, 7 September, 2017.

Presented a paper on “A Case Study of St. John’s College Agra”, at the Authors’ Meet, 6-7 October, 2017, for the book - “Institutional Biographies of Colleges in India: The Centenaries”.

Presented a paper on “Teaching Learning in Higher Education” in Orientation Programme for Heads of Muslim Minority Institutions of Higher Learning, 15-19 January, 2018 at NIEPA.

Departmental Programmes Organised

Organised Data Support Workshop for AISHE, MHRD, June 2017.

Organised Authors’ Workshop on ‘Institutional Biographies of Colleges in India: The Centenaries’, on 6-7 October, 2017 (21 participants).

Organised a Specialised Course on “Teaching-Learning in Higher Education for College Principals”, from 20-24 November, 2017 (26 participants).

Organised the Vice-Chancellors’ Meet on ‘Leadership Development in Higher Education’, on 7-8 December, 2017 (70+ VC participants).

Training Material and Course Developed/ Transacted during 2015-16

Courses Transacted for M.Phil./Ph.D.

Compulsory Course, CC – 2

Optional Course, OC – 1

Consultancy and Academic Support to Public Bodies

Coordinator of the National Resource Centre for Education, NIEPA

Entrance Test Committee for M.Phil./Ph.D. (NIEPA)

Evaluation Committee for M.Phil./Ph.D. Test (NIEPA)

Member of Departmental Promotion Committee at NIEPA

Membership of Eminent Bodies outside NIEPA

Life Member of the following bodies:

Association of Adult Education, IP Estate, New Delhi (1999)

Bharatiya Gyanpith Parivar, New Delhi (1999)

Indian Economic Association (2004)

Indian Society of Labour Economics (1998)

National Book Trust (1998)

UP Bharat Scouts and Guides (2003)

Theosophical Society, Varanasi (2004)

CESI, New Delhi (2010)

All India Association of Educational Research (2009)

Indian Association of Teacher Education (2015)

Indian Social Science Academy (2016)

Ph. D. Supervision

Ph.D - Aparajita Gantayet

Ph.D.- Anuneeta Mitra

Ph.D. Swati Waghmare

PGDEPA Supervision: Anju Tinna, Rajasthan

Neeru Snehi

Publications

Research Papers/Articles/Notes

'Reforming Undergraduate Education in India: Is Institutional Autonomy a Major Concern?', Edulight, Volume 6, Issue 12, pp 205-214, November 2017.

'Faculty Development in Tertiary Sector: A Review of Global Practices', Jamia Journal of Education, Volume 4, Number 2, March 2018.

'Impact of Digital Technology on Higher Education', University News: Special Issue on Innovation, Entrepreneurship and Disruptive Technology in Higher Education with Special Focus on Human Values, Vol.56 No.12, 19-25 March, 2018.

Trainings

Coordinated 'A Workshop for Improvement of AISHE- Evaluation Study on AISHE' on 22 June 2, 2017, at NIEPA, New Delhi.

Participation in National/ International Seminars

National

Presented a paper on 'Faculty Development in Tertiary Sector: A Review of Global Practices' at the National Seminar on 'Futures of Higher Education: Economic and Social Contexts' 7-8 September, 2017, NIEPA, New Delhi.

Participated and presented a paper on 'Case Study of Government College, Ajmer' during the Feedback Workshop of the Book entitled - "Institutional Biographies of Colleges: The Centenarians" on 6-7 October, 2017, organised by Department of Higher and Professional Education, NIEPA.

Presented a paper on 'Institutional Governance for Quality Higher Education' during CESI, Annual International Conference, 16-18 November, 2017, at University of Jammu, Jammu.

Presented a paper on 'Higher Education Budgeting Models' in a 'Specialised Course in Higher Education - Financing of Higher Education', 28 October - 3 November, 2017 at University of Manipur, Imphal.

Presented a paper on 'Reforming the Evaluation of Teacher Learning Strategies in Higher Education' at the National Workshop on 'Teaching Learning and Evaluation in Higher Education Emerging Trends' is now scheduled for 20-21 December, 2017 at Amar Singh College, Srinagar.

Presented a paper on 'Faculty Development in Indian Higher Education', in an Orientation Programme for Heads of Muslim Minority Institutions of Higher Learning, 15-19 January, 2018 at NIEPA.

International

Presented a paper on 'Technology in Teaching Learning at Indian Higher Education Institutions - Prospects and Challenge' at 'Conference on "Virtual Higher Education Campus in a Global World - The Role of Academic Campus in an Era of Technological Progress", 25-27 February, 2018 at Ariel University, Israel.

Participation

Participated in 'Specialised Course on Teaching and Learning in Higher Education', 20-24 November, 2017, at NIEPA New Delhi,

Participated in 'Specialised Course in Higher Education - Financing in Higher Education', 30 October-3 November, 2017, at Imphal, Manipur.

Participated and prepared report of session in the 'Workshop on Leadership Development in Higher Education for Vice Chancellors', 7-8 December, 2017 at Pride Plaza, organised by NIEPA, New Delhi.

Participated in the National Seminar on 'Governance, Regulation and Quality Assurance in Teacher Education', 15-16 March, 2018, at NIEPA, New Delhi.

Participated in the Consultative Meeting on State Higher Education Councils (SHECs) on 15-16 February, 2018, at NIEPA, New Delhi.

Participated and prepared a report of session in the International Seminar on 'Quality and Excellence in Higher Education', organised by the Centre for Policy Research in Higher Education (CPRHE), NIEPA, 22-23 February, 2018, at the India Habitat Centre, New Delhi.

Other Academic and Professional Contributions

Supervision/Evaluation

Shalini Tiwari – M.Phil., Topic "Internationalization in Indian Higher Educational Institutions: A Case Study of Jawaharlal Nehru University", graduated 2018

Chetan Pancholi, Topic: "Study of KGBV in Dang District of Gujarat" (PGDEPA)

Course Coordination

Convener of Course 212: Research Methodology and Statistics in IDEPA

Convener of Course 902: Indian Education - A Perspective in PGDEPA

Teaching

Involved in Transaction of Course 212: Research Methodology and Statistics in IDEPA

Involved in Transaction of Course 902: Indian Education - A Perspective in PGDEPA

Other Activities

Member of the 'Committee for Conducting Written Test' for M. Phil. & Ph.D. Entrance Exam

Member of the Evaluation Committee for M.Phil./ Ph.D. Test (NIEPA)

Member of the Organising Committee of International Conference on "Virtual Higher Education Campus in a Global World?" Ariel University, Israel, 25-27 February, 2018

Member, Academic Council, NIEPA

Member, Board of Studies, NIEPA

Membership

Life Member, Comparative Education Society of India (CESI)

Life Member, Comparative and International Education Society (CIES)

Sangeeta Angom

Publications

Research Papers/Articles in Journals

“The Changing Landscape of Indian Doctoral Education” in “Education for Futures : Issues and Challenges”, a book chapter. Edited by D. Balaramulu, R. K. Murthy, G. Balaji and Sreenivasa Dasu Publishers, Candian Academic Publishing, India Ltd July 2017

“Role of Teachers in Academic Reforms for Quality Higher Education” in “Higher Education and Professional Ethics: Roles and Responsibilities of Teachers”. Edited by Satya Sundar Sethy. 2018. Routledge , India

Workshops/Conferences/ Training Programmes Organised

Coordinated a five-day “Specialised Course in Financing in Higher Education”, 30 October-3 November, 2017 at the Department of Teacher Education, Manipur University, Imphal

Participation in Seminars, Workshops and Conferences

National

Presented a paper on “Idea of a University: Rethinking the Indian Private Universities Context” during the National Workshop on “Futures of Higher Education: Economic and Social Contexts”, organised by Department of Higher & Professional Education, NIEPA, 7-8 September, 2017.

Participated and presented a paper on “Public-Private Partnership: A Reform for Quality Higher Education” during the Annual National Conference of North East India Education Society (NEIES), 23-24 November,

2017 at Education Department, Rajiv Gandhi University, Arunachal Pradesh.

Participated and presented a paper on “Case Study of St. Joseph’s College, Darjeeling” during the Feedback Workshop of the book – “Institutional Biographies of Colleges: The Centenarians”, 6-7 October, 2017, organised by Department of Higher and Professional Education, NIEPA.

Lecture on “Education Scenario (School) in NE: Issues and Challenges” during the Orientation Workshop on “Functioning of Local Authority and Autonomous Councils: Sixth Schedule of the Constitution in Management of Elementary Education, NE States”, organised by Department of Education Policy, 11-15 September, 2017 at Guwahati.

Invited lecture on “Private Universities in India: Growth Status and Concerns” during the Manipur Research Forum, 23 September, 2017, SSS-1 , JNU, New Delhi.

Presented a paper on “Act East Policy: Rethinking the North East India Higher Education Context”, National Conference on “India Act East Policy: Needs and Priorities of North East India and Myanmar”, 12-13 March, 2018, organised by Centre for NE Studies and Policy Research, Jamia Millia Islamia, New Delhi.

Participated in Policy Seminar on ‘Indigenous Knowledge Systems and Youth Empowerment’ at NIEPA (113), 2-3 March, 2017, organised by Department of Policy, NIEPA, New Delhi.

Participated in a two-day Workshop on “Engaging with Public Universities in India: The Idea and the Practice of Autonomy”, 8-9 March, 2018, organised by Department of Educational Policy, NIEPA, New Delhi.

Participated and presented major findings of Empirical Research on Private Universities in India during the Consultative Meeting of Chairmen/Vice Chairmen of

State Councils of Higher Education, 15-16 February, 2018, organised by CPRHE, NIEPA, New Delhi.

Participated and report a session during the National Consultative Workshop on “Leadership Development in Higher Education”, organised by NIEPA, 7-8 December 2017, Hotel Pride Plaza, New Delhi.

Participated in the programme on “Specialised Course on Teaching and Learning in Higher Education”, 20-24 November, 2018 at NIEPA, organised by Department of Higher Education, NIEPA, 2017.

International

Presented a paper on “Changing Landscape of Doctoral Study in India” during the International Conference on Higher Education: Challenges and Opportunities”, 8-9 July, 2017, under the Department of Education, Osmania University, Hyderabad.

Presented a paper on “Privatisation of Higher Education in India: Trends and Consequences” during the Comparative Education Society of India (CESI) Annual International Conference, 16-18 November, 2017, at University of Jammu, Jammu.

Invited lecture on “Private Universities in India: Growth Status and Concerns” at the Manipur Research Forum, 23 September, 2017, SSS-1 JNU, New Delhi.

Presented a paper on “Indian Universities: Understanding its Experiences in Technological Age” during the International Conference at “Virtual Higher Education Campus in a Global World?”, 25-27 February, at Ariel University, Ariel, Israel.

Participated in the International Seminar on “Quality and Excellence in Higher Education”, organised by CPRHE, NIEPA on 22-23 February, 2018, India Habitat Centre, New Delhi.

Participated and reported during session on “Sub-Theme 4 School as Foundation for Inclusive Skills Development and Social Change” during a two-

day International Conference on “Inclusive Quality Education towards Sustainable Development Goal 4 and Lessons from Kerala Model”, 17-18 June, 2017, organised by Institute of Social Sciences at IIC, New Delhi.

Other Academic Activities

Supervision of M.Phil. Student

1. Supervised and evaluated M.Phil. dissertation of Abhishek Pandey entitled, “The Problem of Governmentality and Emergence of Universities: A Comparative Study of India and Australia in Late Nineteenth Century”, 2018.

Supervision of NIEPA Trainees

1. Supervised and evaluated dissertation work of IV-PGDEPA participant H.B Thaninson Anal entitled, “A Case Study of District Institute of Education and Training, Chandel, Manipur”.

2. Supervised dissertation work of IDEPA-34 participant Haileleule Getnet [Ethiopia] entitled, “Impact of ICT/Technology on Teaching-Learning Process: A Case Study of Addis Ababa University”.

Course Coordinator

Coordinator of Course 201, IDEPA: Thematic Seminar

Involved in Transaction of Courses

IDEPA

Involved in Transaction of Course 212 - Research Methodology and Statistics

PGDEPA Programme

Involved in the Course 906: Participants’ Seminar

Involved in Transaction of Course 905: Research Methodology and Statistics

Involved in Transaction of Course 902: Indian Education: A Perspective

Training Material and Course Development

Developed Higher Education Module on Financing in Higher Education

Member of NIEPA Committee

Member of Examination Committee, NIEPA

Membership of Eminent Bodies outside NIEPA

Life Member of North East India Education Society, Shillong (NEIES)

Life Member of Comparative Education Society of India (CESI)

Life Member of Comparative and International Educational Society (CIES)

Member of the Organising Committee of International Conference on “Virtual Higher Education Campus in a Global World?”, 25-27 February, 2018, Ariel University, Israel.

Department of Educational Management Information System

Arun C Mehta

Publications

Brought out Elementary Education in India, Where do we stand, U-DISE Flash Statistics 2015-2016, NIEPA, New Delhi

Prepared a Paper on U- DISE Success Story

Submitted a paper on Role of U-DISE in strengthening EMIS in India under NIEPA Occasional Paper Series, Jan 2018

Participation in Seminars/Conferences/ Workshops Organised

National Workshop on U- DISE & Student Database Management Information System, July 5 to 8, 2017 and Chaired a session on Data Capture Format, Hotel Tj Viventa, Faridabad, Surajkund.

Participated in Google user study, The Raj, 13.09.2017.

Participated in International conference on Education. Policy Shifts in NEO- Liberal Times, Core Concern & Critical issues, Gargi College, Delhi, 14 & 15 Sept 2017.

Participated & Presented a paper on Date Management for improving School Governance & Chaired a Session on Group Work, State Level Conference on Educational Planning & Administration for DEO & BEO at Anna University, Chennai, September 20 & 21 2017.

Attended CyFy2017: Conference on Cyber Security & Internet Conversance, The Taj Mansingh, October 3& 4, 2017

Attended as Resource Person conference of DEO & BEO of Maharashtra, February 6&7, 2018 at Pune & Delivered a lecture on Data Management Issues & Chaired a session on Group work outcome.

Attended 3 Day Seminar on Leadership in Higher Education, February, 26-28,2018 as a Group Work Facilitator.

Other Academic Activities

Reviewed three papers received for International Conference on Comparative & International Society: Remapping Global Education South-North Dialogue,

CIES 2018 Mexico City on (i) Governance of Indian Higher Education (ii) Indigenous Development of Higher Education (iii) World University Rankings.

Guided PGDEPA Participant, A Study of Functioning of BEO in Mayurbhaj District of Odisha.

Prepared a brief note on 'Indian Education System (Private vs Public) Issues and Challenging (Elementary Education) & Submitted to VC, NIEPA, 11/12/2017

Participant as an Expert in Workshop to finalize the Projection Methodology & related parameters under PAC Research Programme, NCERT, New Delhi, December 21 & 22, 2017.

Member Advisory Board: Enrolment Projections & Trends of School Education by 2025, NCERT (2017)

Nominated by VC, NIEPA to MHRD Technical Committee of Projection, 03/01/2018.

Reviewed Innovation Awards & Visited Sabarkantha District, Gujrat & Lower Dewang Valby, February 2018

Conducted Department Advisory Committee meeting of Department of EMIS, NIEPA on 12/13/2018.

Training Programmes Conducted

Delivered a lecture on Introduction to U-DISE, IAS Trainees, 2017.

Conducted Training Programmes on Planning & Monitoring of Elementary Education for SSA Officers of UT Puducherry, August 28 to 30, 2017

Delivered Inaugural Address, 28/08/2017.

Lecture on Educational Indicators + Practical Exercise, 29/08/2017

Population Projection & Practical Exercise, 30/08/2017

PGDEPA 2017-2018: Delivered a lecture on Role of Data in Education Planning, 25-09-2017

Conducted Training Programme on Using Indicators for Planning & Monitoring of Elementary Education, 16 & 17 October 2017 and delivered a session on Educational indicators & Projection Techniques

Conducted (with Shri A N Reddy) Training Programme on Using Indicators for Planning & Monitoring of School Education (Jan 29 to Feb 2, 2018). Delivered sessions on (i) Evolution of EMIS through U-DISE (II) Indicators & Internal Efficiency of Education System (iii) Enrolment & Population Projection (iv) Chaired a session on Group Work on use of U-DISE Data.

Other Academic and professional Contribution

Visited Gandhi gram Rural University, Dundigal, July 12&13, 2017 to revise Curriculum for M.Phil. Programme.

As a Controller of Examination managed M.Phil. & PhD Entrance Exam, June 2017, member of Interview Board, June 3 to 5, 2017.

Attended 57th NCERT Foundation Day, 01/09/2017

Guided two doctoral scholars

Attended 2017 SKOCH Merit Awards, Constitution Club, New Delhi (08-09-2017)

Member of Interview Board for SCERT Delhi in connection with selection process of Change Makers in Education Fellowship, 18 & 19 September 2017.

Member Screening Committee for Statistics under CAS for Assistant Professor at NCERT, New Delhi, 09/010/2017 & 24/07/2017.

Attended one day meeting on Trend & Projection of School Enrolment, at NCERT, 26.07.2017

Training Materials and Course Developed/ transacted

Undertaken a Course on Use of Software Application in Educational Research (with Dr. Suman Negi), 10th July 2017,

Introduction to Large scale Database

Taken two sessions on Information System & Education indicators, Research Methodology course, 26/10/2017.

Revised Option Course (OC4) on EMIS of M. Phil & Ph.D. Programme, January 2018

Taken a Course on EMIS in DEPA, 26 & 27 March 2018

Introduction to Basic Concept of EMIS

Introduction to U-DISE

K. Biswal

Published Work

Books/Manuals/Reports:

Published the “U-DISE Flash Statistics on School Education 2016/17”. NIEPA, New Delhi.

Updated the Online U-DISE Publications of NIEPA on the basis of U-DISE data for 2016/17.

Research Papers/Articles/Notes: Nil

Participation in National and International Seminars and Conferences

Participated in the ‘International Policy Forum on Using Open School Data to Improve Transparency and Accountability in Education’ jointly organized by the UNESCO-IIEP, Paris and the Department of Education, Government of the Philippines at Manila from January 24-26, 2018.

Attended as a Panelist in the ‘Workshop for Monitoring SGD 4 in India’ jointly organized by the MHRD, GoI

and the UNFPA India on 21st August 2017 at India Habitat Centre, New Delhi.

Participated and made a presentation on ‘Status of Girls’ Participation in School Education in India’ on 17th January 2018 in the National Workshop on Girls Education organized by the TSG/MHRD at India Habitat Centre, New Delhi.

Training Programmes/Workshops Conducted/Organised

Designed and conducted (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) ‘Capacity Building Programme on Planning for Teacher Education for Heads of Teacher Education Institutes (TEIs) of Odisha’, from July 17-21, 2017 at Bhubaneswar, Odisha.

Organized in collaboration with UNICEF India Country Office the ‘National Level Review Workshop on U-DISE and SDMIS’ from July 4-8, 2017 at Vivanta by Taj, Surajkund, Faridabad, Haryana.

Designed and conducted (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) ‘Training Programme on Planning and Monitoring of School Education Development Programmes’ (for all States and UTs other than North-Eastern States) from August 21-25, 2017 at NIEPA, New Delhi.

Designed and conducted (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) ‘Training Programme on Planning and Monitoring of School Education Development Programmes in North-Eastern States’ from September 04-08, 2017 at Guwahati, Assam.

Organized, in collaboration with UNICEF India Country Office, the National Review Meeting on U-DISE and SDMIS from October 10-11, 2017 at Hotel Pride Plaza, Aerocity, New Delhi.

Training Programmes/Orientation Course Attended

Acted as Resource Person in the Training Programme on Planning and Designing Research Projects in

Education for the Faculty of SCERTs and DIETs of Sikkim at Gangtok Sikkim organized by the Department of Educational Planning from January 29 - February 02, 2018.

Participated as Resource Person in the 'North-Eastern Regional Workshop for State/ District Level MIS Coordinators on Formulation and Appraisal of AWP&B under the SSA and U-DISE' organized by the TSG/MHRD from November 28 - December 01, 2017 at Gangtok, Sikkim.

Participated as Resource Person in the 'Western Regional Workshop for State/ District Level MIS Coordinators on Formulation and Appraisal of AWP&B under the SSA and U-DISE' organized by the TSG/MHRD from December 6-7, 2017 at Gangtok, Sikkim.

Participated as Resource Person in the 'Eastern Regional Workshop for State/ District Level MIS Coordinators on Formulation and Appraisal of AWP&B under the SSA and U-DISE' organized by the TSG/MHRD from December 26-27, 2017 at Bhubaneswar, Odisha.

Participated as Resource Person in the 'Regional Workshop for State/ District Level MIS Coordinators on Formulation and Appraisal of AWP&B under the SSA and U-DISE' organized by the TSG/MHRD from January 4-5, 2018 at Lucknow, Uttar Pradesh.

Training Material and Courses Developed & Transacted

Transacted (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) the Compulsory Course No. CC-6 (Advanced Planning Techniques in Education) for the M. Phil /PhD Programme, 2017-18.

Associate Faculty for transacting the PGDEPA Course No 903: Educational Planning: Concept, Types and Approaches in September, 2017.

As Course Convenor, conducted the PGDEPA Online Advanced Course No 907: Educational Planning in July, 2017.

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

Supervision and Evaluation of M. Phil/PhD, DEPA and IDEPA Dissertations

Evaluated the M. Phil Dissertation entitled 'Incentives in Higher Education: A Study of Motivation amongst Research Scholars in JNU' by Nainy Rao, Zakir Husain Centre for Educational Studies, School of Social Sciences, JNU, New Delhi-110067.

Supervised PGDEPA dissertation work entitled, A Study of the Implementation Status of Inclusive Education for the Disabled at Secondary Stage (IEDSS) Scheme in Uttarakhand with Special Reference to Dehradun District' by Shri Chandi Prasad Raturi, Dy. Secretary, Uttarakhand Board of School Education, Ramnagar, Nainital.

Supervised IDEPA dissertation work entitled "Trends and Causes of Dropouts in Primary Education: A Study of Select Government Primary Schools in Munuki Payam(District) of Central Equatoria State Juba, Republic of South Sudan" by Mr. Duku El Said Santo Sakajo, School Inspector, South Sudan

Supervised PhD work entitled, "A Study of GIS Based School Mapping in Elementary Education in India," by Ms. Nidhi Rawat.

Supervised PhD 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.

Important Consultancy and Advisory Services Rendered to the M/HRD, UGC, State Governments, International Organizations, and National Institutions

Attended the 'Meeting on University Autonomy' organized by the UGC on 6th April 2017 at its Office, Bahadur Shah Zafar Marg, New Delhi – 02.

Member of the MHRD Committee to Review the Variables in the U-DISE DCF 2016/17.

Attended various Meetings of the Committee to Review the Variable in the U-DISE DCF 2016/17 held on 6th April 2017, 12th April 2017, 29th May 2017, and 24th July 2017 at MHRD, Shastri Bhawan, New Delhi, and prepared the draft U-DISE DCF 2017/18 and finalized the DCF for 2017/18 on the basis of the recommendations of the Review Committee.

Attended the Meeting on ASMITA (All Schools Monitoring, Information Tracking and Analysis) held on 19th April 2017 at MHRD, Shastri Bhawan, New Delhi.

Attended the SSA Joint Review Mission Wrap-up Meeting held on 27th April 2017 at MHRD, Shastri Bhawan, New Delhi.

Attended the Meeting on National Achievement Survey held on 28th April 2017 at NCERT, New Delhi.

As Member of the UGC Expert Committee, visited Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth (Deemed to be University), Katwaria Sarai, New Delhi from May 22-23, 2017 to review the functioning of the University.

Attended 'One-day Workshop on the Modalities of Evaluation of IDPs of HEIs in Odisha organized by the Department of Higher Education, on 26th May 2017 at Bhubaneswar, Odisha. Thereafter, evaluated and submitted to the Department of Higher Education, Government of Odisha the Institutional Development

Plans (IDPs) of select colleges of Odisha covered under the World Bank funded project.

Attended one-day Meeting on Evaluation of Applications for Fulbright-Nehru Fellowship held on 15th June 2017 at United States-India Educational Foundation (USIEF), 12 Hailey Road, New Delhi, and afterwards, evaluated more than 100 applications for Fulbright-Nehru Fellowship.

Attended One-Day Workshop on Odisha State Human Development Report (OSHDR) organized by NIT, Rourkela on 23rd June 2017 at Hotel Marrison, Jan Path, Bhubaneswar to discuss the contents, chaptalization scheme, and strategic plan for drafting the Odisha SHDR.

Attended One-Day Workshop on Odisha State Human Development Report (OSHDR) organized by NIT, Rourkela on 1st August 2017 at Hotel Marrison, Jan Path, Bhubaneswar and finalized the draft outline of the Chapter on Education for inclusion in the Odisha SHDR.

As Member of the Consultancy Monitoring Committee (SSA) of the MHRD, GoI, contributed in finalizing the Third Party Evaluation Report of the SSA Programme.

As a Member of the UGC Expert Committee, visited international Institute for Population Sciences (IIPS), Deonar, Mumbai from September 11-13, 2017 to review the functioning of the Institute as a Deemed to be University.

As a Member of the Committee Constituted by the MHRD, GoI under the Chairmanship of Prof. S.M.I.A. Zaidi for Preparing the Concept Note on Merger of the SSA and the RMSA, contributed substantially in drafting the Concept Note.

Presented the Concept Note on Merger of the SSA and RMSA (prepared by the Committee constituted by the MHRD) in the meeting held at Shastri Bhavan on

26th September 2017 under the chairmanship of the Secretary (SE&L), MHRD, New Delhi.

Attended Consultancy Monitoring Committee (SSA) meeting held on 21st November 2017 at MHRD, Shastri Bhavan, New Delhi to review the Third Party Evaluation Report of the SSA.

As a Member of Divisional Advisory Board of the Educational Survey Division of the NCERT, New Delhi, attended the Divisional Advisory Board Meeting held on 12th December 2017 at Zakir Husain Block, NCERT, New Delhi to review the Annual Work Plan and Budget of the Survey Division.

As a Member of the UGC Expert Committee, visited Christ University (Deemed to be University), Hosur Road, Bangalore from December 14-16, 2017 to review the functioning of the university.

As a Member of the UGC Expert Committee, visited Indira Gandhi University, Rewari, Haryana from December 21-23, 2017 to review the infrastructure and other facilities for inclusion of the University under Section 12-B of the UGC Act, 1956.

Attended the Meeting on Secondary Education Development Programme in Four States, jointly organized by the World Bank and the MHRD, GoI on 7th February 2018 at Hotel Claridges, New Delhi.

As Chairman, attended various Meetings of the Technical Sub-Committee of DIKSHA held during 2017/18 at NCTE and CIET, NCERT, New Delhi.

As a Member of the UGC Expert Committee, visited Sri Chandrasekharendra Sarawathi Vishwa Mahavidyalaya, Enathur, Kancheepuram, Tamil Nadu from February 15-17, 2018 to review the functioning of the University.

As a Member of the UGC Expert Committee, visited Bhupal Nobles' University, Udaipur, Rajasthan from February 23-24, 2018 to review the functioning of the University.

Provided technical support to various States and UTs for preparation of State and District School Education Development Plans (Perspective and AWP & B) and using key performance indicators for monitoring progress in school education.

As a Member, contributed in drafting and finalization of the Report of the Expert Group on Financial Data on School Education, constituted by the MHRD, GOI under the Chairmanship of Prof. J.B.G. Tilak, NIEPA.

As Member, participated in various Shaala Kosh, Steering Committee meetings of the MHRD, GoI.

As a Member, participated in various meetings of the DIKSHA Steering Committee of the MHRD, GoI.

Member of the Committee for Formulation of the Framework for Implementation of the Samagra Shiksha (Integrated Scheme on School Education) constituted by the Department of School Education and Literacy, MHRD, GoI. Contributed in preparing the Draft Framework for Implementation of the Samagra Shiksha.

Prepared and finalized (with Dr. N. K. Mohanty) the Results Framework and Monitoring Document of RMSA, MHRD, GOI. Provided 2016-17 data for all the quantitative indicators in the RFD on the basis of analysis of SEMIS 2009/10 and U-DISE 2016-17 data. Also, presented the RMSA RFD 2017/18 in the meeting of the Joint Review Mission of the RMSA in June 2017

Other Academic and Professional Contributions

In-charge, U-DISE Project at NIEPA w. e. f. 4th January 2017.

Head, Project Management Unit, NIEPA.

As Head, PMU, prepared the 'Progress Reports of Research Studies/Projects at NIEPA' for various quarters of 2017/18 for monitoring and review.

Prepared the U-DISE Project Proposals for 2017/18 and 2018/19 for funding support from UNICEF India Country Office, New Delhi.

In collaboration with UNICEF India Country Office Team, finalised the key indicators for launching the Dashboard/Data Visualization App of the U-DISE (<http://udise.schooleduinfo.in/>)

As In-charge, U-DISE Project, contributed towards designing and finalising the School Directory Management System (SDMS) portal (both Desktop and Mobile Android Apps) of NIEPA (<http://sdms.udise.in/>), which was launched in August 2017 with the objective of preparing and updating school directories at national as well as sub-national levels.

As In-charge, U-DISE Project, contributed towards designing and updating the Student Database Management Information System (SDMIS) software of NIEPA (<https://student.udise.in/>) as a student tracking system to capture student-wise data on school progression and outcomes for the year 2017/18.

Finalized the U-DISE DCF 2017/18 and upgraded the Data Capture Application/Software of the U-DISE on the basis of the recommendations of the MHRD Committee to Review the Variables in the U-DISE DCF 2016/17 for U-DISE data collection for the year 2017/18.

Organised the 'Meeting on Review of U-DISE Activities by Secretary (SE&L), MHRD' at NIEPA on 1st August 2017.

Member, Board of Studies of NIEPA.

Member, Academic Council of NIEPA.

Convener of the Working Group for Launching NIEPA Research Reports Publication Series 2015.

Member, Grand-in-Aid Committee of NIEPA.

Member of the Works Review and Advisory Committee of NIEPA.

Member of the Publication Advisory Committee of NIEPA.

Member, NIEPA Committee for Preparing the MoU between NIEPA and the MHRD, GoI.

Member, Committee to Design the Written Test for admission to M. Phil/PhD Programme of NIEPA

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

Research Studies

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.

After having identified the capacity building needs of the Planning Teams of the sample districts in Phase I of the action research, interventions to improve planning practices and develop model district secondary education plans in Tamil Nadu and Odisha were made in Phase II of the study. In Phase II, the Action Research Teams of the sample districts in Tamil Nadu and Odisha were engaged in developing the Model District Secondary Education Plans. It took more than the expected time to get the Model Secondary Education Plans developed in sample districts due

to policy instability (i.e. frequent transfer of SPDs of RMSA and DEOs and members of the District Level Action Research/Planning Teams). In 2016/17, the model DSEPs were shared in state level workshops in Chennai and Bhubaneswar, and subsequently, the District Action Research Teams were requested to revise the plans in the light of comments and suggestions received in the state level workshops. As on 31st March 2018, all the 4 sample District Research Teams of Tamil Nadu and Odisha were in the process of finalizing their Model District Secondary Education Plans.

Department of Training and Capacity Building in Education

B. K. Panda

Organising Programmes

Diploma Programmes

Organised the Third Post Graduate Diploma Programme in Educational Planning and Administration, 2016-17. Along with the programme team members, prepared Handbook, Brochure, Reading Material and Report of the programme.

Organised the Fourth Post Graduate Diploma Programme in Educational Planning and

Administration, 2017-18. Along with the programme team members, prepared Handbook, Brochure, Reading Material and Report of the programme.

Organised the 33rd International Diploma in Educational Planning & Administration (IDEPA) from February 1, 2016-17. Along with the programme team members, prepared Handbook, Brochure, Reading Material and Report of the programme along with the programme team members.

Organised the 34th International Diploma in Educational Planning & Administration (IDEPA) from February 1, 2017-18. Along with the programme team members, prepared Handbook, Brochure, Reading Material and Report of the programme.

Organised the second International Programme in Educational Planning and Administration (IPEA) from 17 July-August 12, 2017.

Training for Heads of Schools of Ashram Schools of Maharashtra (13-17 November, 2017).

Training for Heads of Schools of Ashram Schools of Maharashtra (14-18 February, 2018).

Training for Heads of Schools of Ashram Schools of Andhra Pradesh (9-13 January, 2018).

Guidance Provided to M. Phil. /Ph.D. Scholars of NIEPA

A Study on "Protection and Reconstruction of School Education during Armed Conflict: A Case Study of Manipur" by N. Rebecca. Awarded.

A Study of "Education among the Scheduled Tribes in the Pithoragarh District of Uttarakhand" by Jyotsna Sonal.

A Study of "Management of Teachers in the Government Schools of Delhi" by Poonam Chaudhari.

Modules Developed for NCERT

Mapping Resources for Effective Schooling.

Concept and Process of Institutional Planning.

Development of Programmes and Courses

Developed an advanced course on “Capacity Building for Development” for the Post Graduate Diploma Programme in Educational Planning and Administration (PGDEPA and IDEPA).

Developed and designed a four-week short-duration training programme entitled “International Programme in Educational Planning and Administration (IPEA) for the Education Officers”. Presented and got the clearance from the Ministry of External Affairs, Government of India for conducting the programme on a regular basis at NIEPA in the lines of existing IDEPA programme.

Research Projects

Education among the Scheduled Caste Children - An Intensive Study of Two Villages of Rajasthan – in progress.

An Intensive Study to Critically Examine the Present vis-a-vis Futuristic Role and Functions of Educational Administrators in order to Identify Training Needs – in progress.

Savita Kaushal

Publications

Articles in Journals/ Magazines/ Books

Published two Chapters (Chapter 9 : Meeting the Challenges of Making the Schools Ready , pp 106-117 and Chapter 11: 'Being' and 'Becoming' a ECCE Professional: Reflections on Professional Development of ECCE Personnel", pp 121-136 in the book entitled Challenges of Education in India, edited

by Kumar, K and Singh, S., published by Politic India Publications, Patna, ISBN:978-81-926723-2-8.

Published article entitled “ICT Based Initiatives in Teaching-Learning at School Level in India ' in Asian Network of Training and Research Institutions in Educational Planning Newsletter, Vol 23, Number1, January-June 2017, published by NIEPA.

Published a book entitled “Basic Education in India through Open and Distance Learning”, published by Lap Lampert ISBN (978-620-2-05132-3) October 2017.

Research Article entitled "Perceptions of District Education Officers towards Technology-based Capacity Building Interventions: A Study of U-DISE Training Programmes, Indian Journal of Adult Education" , Vol 78, Number 4, October-December 2017, pp 88-103, published by Indian Adult Education Association, New Delhi, India, ISSN-0019-5006.

Article entitled "Lessons from the Case Study of Free Progress School” in a book entitled “Teacher Education: Issues and Challenges”, pp 124-126, edited by Balaramulu, D Murthy, RK and Sreenivasa Dasu P, Canadian Academic Publishing, 2017, ISBN 978-1-926488-52-3.

Article entitled “ICT Based Initiatives in Teaching-Learning at School Level in India " in Asian Network of Training and Research Institutions in Educational Planning Newsletter, Vol 23, Number1 , January-June 2017, published by NIEPA.

Programme/Course Development

Coordinator of Post Graduate Diploma Programme in Educational Planning and Administration, 2017-18. Prepared Background Paper, Handbook, Brochure, Reading Material, Report of the Programme and

Selected Reading Material (Course Code: 901) along with the programme director and senior programme coordinator. Revision of Course in terms of course content, identification of reading material, transaction strategies and evaluation for Course Code 905 and Course Code 909 for PGDEPA.

Coordinated Workshop based on Project Reports completed under PGDEPA (2016-17), April 10-14, 2017.

Coordinated Workshop based on Advanced Course Work under PGDEPA (2016-17), April 17-21, 2017. Transacted ten sessions of Course Code 909 in the programme.

Coordinated Advanced Course Workshop for PGDEPA, June 27-July 01, 2017 on assessment, presentation and award of DEPA and PGDEPA (2016-17).

Associated with conceptualising, preparing and delivering the International Programme on Educational Planning and Administration (IPEA) along with the Department and faculty members for the IPEA Programme, 17 July to 10 August, 2017.

Programme Convenor of the International Programme of Educational Administrators', 17 July-11 August, 2017.

Coordinated Teacher Education Planning Workshop – A Collaborative Workshop, organised by NIEPA with British Council, 8 November, 2017.

Programme Coordinator of Orientation Programme in Institutional Development for Heads of Minority Managed Institutions of Higher Learning, 15-19 January, 2018. Transacted five sessions in the programme.

Contribution as a Resource Person in NIEPA Training Programmes

Associate Faculty and Resource Person of Course Code 901 (Basics in Educational Planning and

Administration) for PGDEPA and conducted seven sessions for Course Code 901 (Basics in Educational Planning and Administration) of PGDEPA.

Course Convener and Resource Person of Course Code 905 (Project Work and Writing) for PGDEPA and conducted twenty sessions for Course Code 905 (Project Work and Writing) of PGDEPA.

Took four sessions of Course Code 902 (Indian Education: A Perspective) for PGDEPA.

Took four sessions in International Programme for Educational Administrators (IPEA), 17 July-11 August, 2017.

Took three sessions in Orientation Programme in Institutional Development for Heads of Minority Managed Institutions of Higher Learning, 15-19 January, 2017.

Course In-charge of Course Code 211 for the 34th IDEPA Course. Took eleven sessions for Research Methodology Course Code 211 of IDEPA, in February 2017.

Course Coordinator of Course Code 213 (Project Work) for the 34th IDEPA Course. Conducted revision of the course for the programme that commenced on 1 February, 2017 and took four sessions for the course.

Conducted validation of two institutions in Uttar Pradesh and Delhi for the Innovation Awards Programme of NIEPA.

Participation in Seminars/ Conferences (National/ International)

Participated in e-seminar organised by IIEP, Paris. The title of Seminar was "Transforming

Teacher Education to Improve Learning Outcomes" held online from May 29-June 2, 2017.

Participated and presented a paper in "The Seminar on Developing New Curriculum-2017",

organised by the State Council of Educational Research and Training, Tamil Nadu at Chennai from 20-22 July, 2017.

Presented a paper entitled "Pathways to Higher Education of Refugees in India under UNHCR: DAFI Scholarships: An Analysis" in the National Seminar on "Media, Politics and Higher Education", organised by the Osmania University on 29-30 August, 2017 at Osmania University, Hyderabad. .

Presented a paper entitled "Challenges and Strategies in Meeting the Educational Needs of Children of Manual Scavengers: Case Study of a Sulabh School, Delhi" in the National Seminar on "Social and Occupational Mobility of Manual Scavengers in India: A Policy Analysis from Social Exclusion Perspective", organised by the University of Hyderabad at Hyderabad, 27-29 March, 2018.

Consultancy and Academic Support to Public Bodies

Took two sessions entitled "Vocational Education through Open Schooling/ Distance Education", 11 September, 2017 in the international Training Programme on "Skill Development and Employment Generation", organised by the V.V Giri Labour Institute, 4-22 September, 2017.

Resource Person for the programme "Inspirers of Dreams", organised by Chrysalis at Chennai, 8 November, 2017.

Participated in the National Consultation Meet on "Sustainability in Context of Early Childhood Education", at the NCERT, 21-22 November, 2017.

Editorial Board Member of Greener Journal of Educational Research, Greener Journal of Public Administration and Policy Research and Greener Journal of Vocational and Technical Education. <http://gjournal.org> ISSN :2354-225X.

Member of the Board of Editors for the Journal entitled "Educational Science Review (A Referred and Peer Review Half Yearly Research Journal of Education), University Grants Approved Journal Number 64133, ISSN : 0974-5947.

Member of ARNEC (Asia Pacific Regional Network for Early Childhood).

M.Phil. and Ph.D. Programme

Guided Ms Nida Khan,, NIEPA for her M.Phil. Research Work entitled "Functioning and Management of Minority Schools : A Study of Selected Schools in Delhi".

Revised Optional Course Six on Early Childhood Care and Education for the M. Phil. Programme.

Participation in Training Programmes

Guidance to PGDEPA, IDEPA, Diploma in School Leadership Management Participants and M. Phil. Students

Guidance for dissertation to IDEPA participant Chencho Tshering (Bhutan) on the research study entitled "Impact of ECCD Program on Children's Academic Achievement in the Schools".

Guidance for dissertation to IDEPA participant Sangay Wangdi (Bhutan) on the research study entitled "Academic Achievement between Day School and Boarding School in Rural and Urban Areas in Bhutan".

Guidance for dissertation to PGDEPA participant Amit Chauhan from Uttarakhand on the research study entitled "A Study of Implementation of Mid-Day Meal Scheme in Yamuna River Valley, Uttarkashi District of Uttarakhand".

Guidance for dissertation to PGDEPA participant Krishna Datta Deka from Assam on the research study entitled "Management of Pre-Primary Education in Titabar Block of Jorhat District, Assam".

Mona Sedwal

Publications

Books

“India Education Report: Progress of Basic Education”, Oxford Publishing House, New Delhi. 2017, Paperback, 288 pages, ISBN 9780199474714, edited by R. Govinda.

Chapter in a Book

Introduction: Basic Education for All in India - Tracking Progress in “India Education Report: Progress of Basic Education”, edited by R. Govinda and Mona Sedwal, published by Oxford Publishing House, New Delhi, 2017. pp. 1-29. ISBN 9780199474714.

Participation in Seminars/Conferences/ Workshops

Presented a paper entitled “Emergence and Expansion of Indian Universities in India before Independence: A Historical Perspective” in the National Seminar on “Future of Higher Education: Economic and Social Contexts”, 7-8 September, 2017, at National University of Educational Planning and Administration (NIEPA), New Delhi. The Seminar was organised by the Department of Higher & Professional Education which was a Pre-Conference Seminar on emerging issues in Higher Education to be organized in collaboration with Indian Economic Association in its centenary year.

Presented a paper entitled “Industrial Technical Institutes for Skill Development – A Review” in the Comparative Education Society of India (CESI) Annual International Conference 2017 entitled “Criticality, Empathy and Welfare in Contemporary Educational Discourses”, 16-18 November, 2017, at University of Jammu, Jammu.

Chaired a session for the Forty-third “All India Sociological Conference on Neo-Liberalism,

Consumption and Culture”, 9-12 November, 2017, at ONGC Building, University of Lucknow. The Conference was organised by Department of Sociology, University of Lucknow. Ten presentations were made on 11 November, 2017 in RC Session III of the Research Committee on Education and Society (RC-05). The session also had Co-Chairperson - Dr. Brajesh Kumar, BBAU, Lucknow.

Chaired Technical Session 20 on “Pedagogical Issues in Teacher Education” in the Comparative Education Society of India (CESI) Annual International Conference 2017 entitled “Criticality, Empathy and Welfare in Contemporary Educational Discourses”, 16-18 November, 2017 at University of Jammu, Jammu, 17 November, 2017.

Chaired a session in a two-day Symposium on “Inclusion in School: Perspectives and Possibilities”, 8-9 March, 2018 at Central Institute of Education (CIE), Department of Education, University of Delhi, New Delhi. The Symposium was organised by Department of Education, under the aegis of Institute of Advanced Studies in Education (IASE), Ministry of Human Resource Development (MHRD), Government of India, 8 March, 2018.

Proposed a Vote of Thanks in the Book Release event of “India Education Report: Progress of Basic Education”, edited by Prof. R. Govinda and Dr Mona Sedwal, 5 September, 2017, in India International Center (Main), Max Muller Marg, New Delhi. The book was released by Prof. Shyam Menon and the event was organised by Council for Social Development (CSD), New Delhi.

Special Invitee for the tenth Federation of Indian Chambers of Commerce and Industry (FICCI) Global Skills Summit on “New Age Skills for Today and Tomorrow”, 15 September, 2017, at FICCI Federation House, Tansen Marg, New Delhi. The Summit focused on the automation potential in the global workplace today and its impact on employment and productivity.

Workshops/Conferences/Training Programme Organised

- Programme Coordinator for the thirty-third International Diploma in Educational Planning and Administration (IDEPA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi, 1 February-30 April, 2017. The programme was attended by twenty-six participants from nineteen countries for the diploma programme at New Delhi.
- Programme Coordinator for the second International Programme for Educational Administrators (IPEA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi, 17 July-11 August, 2017. The programme was attended by sixteen participants from ten countries for the programme at New Delhi.
- Programme Coordinator for Teacher Educator Planning Workshop, 13 November, 2017, at National Institute of Educational Planning and Administration (NIEPA), New Delhi. This was a collaborative workshop between National Institute of Educational Planning and Administration and British Council, India.
- Programme Coordinator for Training Workshop on “School Development Planning for Heads of Ashram Schools” 18-22 December, 2017, at Eluru, Andhra Pradesh. The Group Work and its presentations were conducted for the participants with a focus on School Development Plan during the training workshop.
- Programme Coordinator for the thirty-fourth International Diploma in Educational

Planning and Administration (IDEPA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi, 1 February-30 April, 2018. The programme was attended by twenty-seven participants from twelve countries for the diploma programme at New Delhi.

Consultancy and Academic Support to Public Bodies

Provided feedback on the Draft of the B. El. Ed. Third Year paper on School Planning and Management, March 2018.

Other Academic/Professional Contributions

Evaluated two Manuscripts on education for Routledge, An imprint of Taylor & Francis Books, April and November 2017.

Reviewed an Article for International Journal of Education Economics and Development (IJEED), May 2018. Inderscience Publishers, Editorial Office, P.O. Box 735, Olney, Bucks MK46 SWB, UK.

Membership of Eminent Bodies

Life Member of Comparative Education Society (CESI), India Secretariat at Zakir Husain Centre for Educational Studies, School of Social Sciences, Jawaharlal Nehru University, New Mehrauli Road, New Delhi. Membership Number: CESI/LM/39.

Life Member of All India Association for Educational Research (AIAER), Bhubaneswar, Odisha, Membership Number: 3129.

Life Member of Indian Sociological Society (ISS), New Delhi, Membership Number: LMI-3791.

National Centre for School Leadership

Rashmi Diwan

Leading all the School Leadership Development Activities, Capacity Building Programmes across the States

Face-to-face Training Programmes in the States and at the National Level, including four regional workshops on Roadmap for School Transformation in collaboration with NCERT, New Delhi.

Launch of online programme: Contributed Modules on Developing Perspectives in School Leadership

Material Development

School Heads: Updating, Revising Handbooks

School Administrators: Conceptualisation and Preparation of Curriculum Framework for School Administrators

Preparation of Roadmap to School Transformation

Draft of Policy Guidelines on School Leadership Development

Networking and Institution Building

State Departments of School Education

State Leadership Academies

Involvement in Activities of NIEPA

Teaching /Training Sessions

M.Phil. Core Course on Educational Administration

IDEPA Course on Educational Management

DEPA Course on Educational Management

Teaching in most of the programmes organised by other departments of the Institute

Research Guidance

Meenu Sharma - Ph.D. Scholar – ‘Role of Adult Education in Improvement of the Quality of Life of Neo-literates in Ajmer District of Rajasthan’ (awarded)

Parul Chowdhary – M.Phil. Scholar - ‘A Study on Working Styles of Women Principals in Colleges Affiliated to University of Delhi’ (awarded)

Rashim Wadhwa – Ph.D. Scholar - ‘Determinants of Entry to Higher Education in India’

Geeta Behl - Ph.D. Scholar- ‘Leadership Development and School Improvement: A Comparative Study of Government and Private Senior Secondary Schools of Rajasthan’

Shivani Bakshi - Ph.D. Scholar – ‘Leadership Pathways to School Improvement: A Study on the Senior Secondary School Principals of Kerala’

Diploma in Educational Planning and Administration (DEPA)

Wilayat Ali: Functioning of DIET Kargil in Remote Area of Jammu and Kashmir: Challenge and Future Prospects - An Ethnographic Study

International Diploma in Educational Planning and Administration (IDEPA)

Satish Kamrup: A Study of the Role of Heads of Schools in Motivating the Teaching Staff in Mauritius

M.Phil.-Ph.D. Programme

Revision of M.Phil. Course on Educational Administration – CC 07

Revision of M.Phil. Optional Course 15 on School Leadership and Management

Member, Committee on Allotment of Supervisors

Member, Steering Committee

Supervision, Conduct of Written Test

Committee for short listing candidates for M.Phil.-Ph.D. Programme

Other Activities of NIEPA

Special Invitee, NIEPA Academic Council

Special Invitee, Board of Studies of NIEPA

Expert in Selection Committees at NIEPA

Member, Book Selection Committee

Invited for Programme- on Academic Leadership in Higher Education

Invited as Member in the meeting to discuss the modalities of setting up of Programme Management Unit at NCSL, NIEPA, 22 September, 2017

Perspective Plan of NIEPA, led the team to work out details on the theme entitled “Access, Equity and Diversity”

On the Advisory Committee of

Department of School and Non-Formal Education and Shaala Siddhi

Department of Training and Capacity Building

Activities outside NIEPA

Expert, RMSA Evaluation Committee for Third Party Evaluation

Invited for several meetings to discuss the proposal for setting up a Central University of Teacher Education, now renamed as National Institute of Teacher Education

Nominated member of several meetings with MHRD. Includes Prime Minister Programme, meetings conducted by HRM, 65th Meeting of CABE, Consultative Meeting of Parliament, etc.

Invited as Expert in the Consultancy Monitoring Committee (CMC) to monitor the review/appraisal of RMSA by Joint Secretary, MHRD

National Conference on Innovations in School Education, 18-20 April, 2017, CIET, NCERT

Meeting organised by MHRD to discuss the Action Plan for untrained In-service Teachers, Strengthening of DIETs and School Leadership, 17 July, 2017 at IHC

Participation and Presentation on School Leadership Development in MHRD - World Bank Collaborative Programme on Strengthening Secondary Education in Focus States

Sunita Chugh

Publications

Migration-turned Urban Disadvantaged: Status of Education among Children in Slums of Two Cities, Indian Journal of Educational Research, Volume VI, March 2017

Research Studies

Ongoing

Study on “Critical Assessment of Participation of Children in Education in Urban Slums in India”. The project is being carried out in ten cities (Hyderabad, Bhubaneswar, Raipur, Mumbai, Kolkata, Lucknow, Bhopal, Kanpur, Ludhiana, and Delhi) across the country. Data collection from households has been completed in 8 cities and is in very advanced stage in remaining two cities (Mumbai and Raipur). School survey has been initiated in Lucknow, Kanpur, Bhopal and Ludhiana. Data collection from schools of Hyderabad has been completed. 2. Data entry of the data collected from households has finished for eight cities. Brief reports have been prepared by analysing household data for the cities of Lucknow, Bhopal, Kanpur, Ludhiana, and Delhi. Profile of nine cities has been prepared on the basis of secondary data (Census and city reports).

Workshop/ Consultation Organised

Capacity Building Workshop of State Resource Group for School Leadership Development for Lakshadweep, in Delhi, 17-28 April, 2017.

Coordinator: State Level Conference on Educational Planning & Administration for DSEOs, DMCs & BMCs of Meghalaya, 25-26 October, 2017.

Roadmap for School Transformation: Regional Workshop on School Leadership Development and Teacher Development – Northern Region, at CIET in Delhi, 3-5 December, 2017.

Roadmap for Transforming School Education: Participated in the workshop of Mentoring of Chandigarh by Punjab, organised by MHRD, 17-18 July, 2017.

Roadmap for Transforming School Education: Participated in the workshop of Mentoring of Dadra and Nagar Haveli and Daman & Diu by Gujarat, organised by MHRD, 27-28 July, 2017.

Organised a workshop of the ten city research coordinators for a research project on “Critical Assessment of Participation of Children in Education in Urban Slums in India”, 27 November, 2017, NIEPA, New Delhi.

Validation of Innovative Practice in Educational Administration: Visited schools and interacted with the officials of Kabirdham district and prepared report, Chhattisgarh.

Capacity Building of Systemic Administrators for School Leadership Development at Gangtok, Sikkim, 18-20 March, 2018.

Organised a one-day online orientation programme on “School Leadership and Development for Education Officers of West Bengal”, 21 March, 2018, Kolkata.

Participation in Seminars/Workshops

Presented a paper on “Privatisation as an Irreversible Force: Current Trends in School Education in India” In the Comparative Education Society of India, 8th Annual International Conference on “Criticality, Empathy and Welfare in Contemporary Educational Discourses”, 16-18 November, 2017, at Jammu University, Jammu.

Presented a paper on “Exploring and Addressing Issue of Universal Participation in Elementary Education among Children Living in Slums of Lucknow in Uttar Pradesh”, in a conference on “Inclusive Quality Education: Towards Sustainable Development Goal 4”, 17-18 June, 2017, at India International Centre, New Delhi.

Other Academic and Professional Contribution

Associated with the Development of draft Roadmap and Policy Guidelines on School Leadership Development.

Participated in the meetings of CABE Sub-Committee on Extension of RTE to pre-school and secondary education convened by MHRD.

Visited schools of Hyderabad on 17-18 January, 2018, and also conducted Focus Group Discussion with children.

Participated as a Resource Person in a workshop on “Academic Leadership Programme and Unit Writing”, 17-19 August, 2017, at Jamia Millia Islamia, New Delhi and prepared a Module on “Professional Learning Community for Academic Excellence in Higher Education”.

Coordinator of M.Phil. Course OC 10- Education, Literacy and Lifelong Learning.

Participated in deliberations of M.Phil. course on CC 3: Education in India, OC 7: Equity and Multicultural Education, OC 5: Community Participation and Local Governance in Education, OC 8: Education, Democracy and Human Rights, OC15: School Leadership and Management.

As an Associated Faculty in Participant Seminar in PGDEPA Programme.

Various sessions on leading Partnership in a one-month summer programme on “School Leadership and Management 2-27 June. 2017

Prepared a research proposal on “Educational Status of Children of Leprosy Affected People”, MHRD request.

Supervised and evaluated PGDEPA dissertation entitled “A Study on Leadership Role of Primary

School Head Teachers of Municipal School Board, Vadodra” by Ghorecha Rameshkumar.

Supervising Ph.D. thesis on “Social Exclusion and Schooling: A Comparative Study of Slums of Delhi and Jaipur” by Mridusmita Singh.

Other Activities

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

Member of the Examination Committee

Member of the Student Welfare Committee

Member of the Official Language Implementation Committee

Member of the Housing Allotment Committee

Consultancy and Academic Support to Public Bodies

Attended PAB meetings for School Leadership Development for the select states for 2017-18

Kashyapi Awasthi

Publications

National Teachers’ Platform: A Resource for Our Teachers, Our Heroes: A Strategy and Approach, NCTE, MHRD, May 2017

Participation in Seminars/Conferences/Workshops

National

Participated and presented a paper entitled “Leading Schools: Moving from Issues and Challenges to Potential Solutions in School Education” at the National Conference on Teacher Education: Current Scenario and Future Possibility at CIE, New Delhi, 10-11 March, 2017.

Participated in the workshop on “School Education for Development of National Teachers’ Portal”, organised by Department of School Education and Literacy, MHRD at India Habitat Centre, New Delhi, 9 March, 2017.

Participated and presented a paper on “Roadmap to School Leadership Development” in all the five MHRD Regional Workshops at Raipur (21-22 April), Pune (28-29 April), Bangalore (12-13 May), Guwahati (5-6 May) and Chandigarh (1-2 June) 2017.

Participated and presented a paper on “Roadmap to School Leadership Development” in all the four MHRD Regional Review Workshops at Jaipur (12-13 October), Srinagar (3-4 October), Kerala (10-11 November) and Ranchi (17-18 November) 2017.

Participated in a four-week “Refresher Course on Teacher Educators”, organised at Academic Staff College, Jawaharlal Nehru University, New Delhi, 26 March-20 April, 2018.

International

Presented a paper on “Internationalizing Dharma Dhamma: Harnessing Inner and Outer Environment and Practicing Sustainable Development” at the 4th International Dharma Dhamma Conference on “State and Social Order in Dharma Dhamma Traditions”, 11-13 January, 2018 at Rajgir, Bihar.

Workshops/ Conferences Organised

National Resource Group Workshop for sharing the draft Curriculum Framework for Systemic Administrators and the Roadmap to School Leadership Development on 4-5 September, 2017.

Review and Feedback Workshops in Rajasthan, 27-28 April, 2017, at SIEMAT, Goner, Jaipur.

Review and Feedback Workshops in Rajasthan, 10-11 May, 2017, at SIEMAT, Goner, Jaipur.

One-month Certificate Course on School Leadership and Management for 50 school principals, 22 May-18 June, 2017, at SIEMAT, Goner, Jaipur.

One-month Certificate Course on School Leadership and Management for 50 school principals, 1-30 June, 2017 at SIEMAT, Uttarakhand,

Capacity Building of SRG Members on School Leadership Development in the State of Rajasthan, 12-21 July, 2017.

Capacity Building of SRG Members on School Leadership Development in the State of Himachal Pradesh, 12-22 August, 2017.

Capacity Building of SRG Members on School Leadership Development in the State of Gujarat, 3-13 October, 2017.

Regional Workshop for sharing of Roadmap to School Leadership Development with all southern states, 23-25 November, 2017.

Capacity Building of SRG Members on School Leadership Development in the State of Arunachal Pradesh, 15-25 January, 2018.

Orientation for Online Programme in the State of Arunachal Pradesh, 26 January, 2018.

Review and Feedback Workshop at Andaman & Nicobar Islands, 7-8 February, 2018, at Port Blair.

Capacity Building of Systemic Administrators for School Leadership Development at Gangtok, Sikkim, 15-20 March, 2018.

Training Material and Courses Developed / Transacted

Developed a Course Design on “School Education for Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie” for all levels of officers.

Jointly developed a Concept Note on the “Strengthening of DIETs” and evolved functional models based on the contextual needs of the states.

Course Coordinator for the Online Course on “School Leadership and Management” and developed modules on Perspectives in School Leadership.

Developed Action Plan for Improving School Education in State of Uttar Pradesh and UT of Andaman and Nicobar Islands.

Developed draft Roadmap and Policy Guidelines on School Leadership Development.

Consultancy and Academic Support to Public Bodies

Convener and Member of the Committee constituted by Department of School Education and Literacy, MHRD for developing a Concept Note on the Establishment of Central University of Teacher Education (CUTE).

Member of the Committee constituted by MHRD under the chairmanship of Shri Sanjay Awasthi for framing the Memorandum of Association (MOA) and rules for setting up a National Institute of Teacher Education (NITE).

Convener and Member of the Committee constituted by Department of School Education and Literacy, MHRD for developing a Detailed Project Report (DPR) for the establishment of the National Institute of Teacher Education.

Nominated as Member, Think Tank, Teacher Education, by Directorate of Teacher Education, SCERT, Odisha.

Member of the Committee constituted by Department of School Education and Literacy, MHRD for strengthening of DIETs.

Member on the Committee for implementing the guidelines for strengthening of DIETs. Provided

consultancy and guidance to DIETs and SCERTs in Andhra Pradesh, 30 November, 2017.

Member of the Programme Advisory Committee for improvement of Quality in School Education GCERT, Gandhinagar,

Member of the Advisory Editorial Board of Himgiri Education Review (HER) ISSN 2321-6336.

Member of the Committee constituted by Addl. Secretary, Ms. Rina Ray, Department of School Education and Literacy, MHRD to develop an Action Plan for Improving Quality of Education in Schools in Uttar Pradesh.

Member of the Committee constituted by Secretary, Department of School Education and Literacy, MHRD to develop Course Design on School Education for Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie.

Member of the Committee for the Development of the Roadmap on School Leadership constituted by Department of School Education and Literacy, MHRD, GOI.

Other Academic and Professional Contribution

Invited to take sessions on Academic Leadership at the Faculty Development and Research Centre, Banasthali Vidhyapeeth, 26 April, 2018.

Invited as keynote speaker at the Education Today Society Tomorrow, Asia Plateau, Panchgini, 6 May, 2018.

Jury Member for the 2nd NPSC Essay Writing Competition for teachers.

Invited as Resource Person for a three-day training programme on “Enhancing Effective Educational Leadership in Teachers”, sponsored by DoPT, GOI at Uttarakhand Academy of Administration, Nainital, 9-11 January, 2017.

Moderator at a panel discussion on “The Landscape of Education in Rajasthan: Prospects; Today and Tomorrow” with the Hon’ble Minister of Education, Rajasthan, Shri Vasudev Devnani; Shri C S.Rajan, Dy. Chairman, CM’s Advisory Council (CMAC); Shri Nareshpal Gangwar, Secretary, School Education; Dr. Urvashi Sahni, Member, Education, CMAC; Smt. Gauri Iswaran, Member, Education, CMAC; Smt. Seema Bansal, Director, Social Impact, BCG; and Ms. Euphrates Eowes, Education Chief, UNICEF, 26 July, 2017.

Invited as a moderator by Department of Teacher Education, MHRD, GOI at a session on “Suggestions and Evaluations for Centrally Sponsored Schemes on Teacher Education”, 25 August, 2017, at India Habitat Centre, New Delhi.

Attended PAB meetings for School Leadership Development for the States/UTs of Rajasthan, Gujarat, Uttarakhand, Chandigarh, Lakshdweep, Andaman & Nicobar Islands, Tripura, Nagaland, and Arunachal Pradesh for 2017-18.

Invited as Resource Person at Faculty Development and Research Centre, Army Welfare Education Society, for Capacity Building of the newly recruited School Principals, 19 June, 2018 on “Developing Professionalism in Schools: Strategies and Intervention”.

Invited at the Modern School, Barakhamba Road, New Delhi for delivering a lecture on “Parents as Educators”, 15 February, 2017.

Invited as Resource Person at Department of Teacher Education, NCERT for two sessions on “Educational Leadership and Leadership Strategy and Roadmap for Transforming Schools”, 18-19 September, 2017.

Provided Academic Support and Consultancy to the newly recruited Mandal Education Officers on “Academic Supervision and Monitoring” at the

request of the Commissioner of Schools, Department of Education, Andhra Pradesh.

Invited for meeting under the chairmanship of Secretary, Department of School Education and Literacy, MHRD on the issues of “Teacher Motivation and Teacher Development”, 11 April, 2017.

Invited as a Jury Member for the “44th Jawaharlal Nehru National Science, Mathematical and Environment Exhibition for Children, 2017”, at KV, Sector 8, RK Puram, New Delhi, 18 February, 2017.

Invited as Resource Person for a Programme on “Project Planning, Monitoring and Evaluation for the DIET Faculty of North-Eastern Region” at SCERT, Sikkim, Gangtok to take sessions on “Institutional Planning, and Institutional Assessment” by Department of Planning and Monitoring Division (PMD), NCERT, 27-28 February, 2017.

Research Guidance

A Study of the Perceptions of Government School Heads regarding School Leadership Development Programme in Jaipur, Rajasthan – Bharat Joshi, DEPA.

A Study of Principals’ Roles and Responsibilities in Leading Schools: An Analysis of Five State Secondary Schools in Mauritius – Yugesh Dutt Pandey, IDEPA.

N. Mythili

Publications

“Representation of Women in School Leadership Positions in India”, Occasional Paper 51, 2017, New Delhi: NIEPA.

“Does School Leadership Matter for Student Learning in India? A Case Study of Sikkim”, Indian Educational Review, Vol-56, No. 2, 2017.

“Preparing Schools for the Future: Moving Away from the Conventional Approach (2014)” by Ahmed,

Rusmini Ku (2014). Book review published in Journal of Educational Planning and Administration 31(4), October 2017.

Participation in Seminars/ Conferences/ Workshops

Workshop on Capacity Building of State Resource Group on School Leadership Development Programme, Puducherry (22 May-1 June, 2017), and State Resource Group, Manipur, (16-27 November, 2017).

Workshop on Capacity Building of SRGs for School Leadership Academy at SCERT, Sikkim (10-23 July, 2017).

One-month Certificate Programme at SLA, Sikkim (17 August -16 September, 2017).

One-day Orientation to Online Programme for SLDP, Puducherry (2 June, 2017), Sikkim (17 July, 2017) and Manipur (27 November, 2017).

Workshops/Conferences/ Training Programmes Organised

Coordinated the Capacity Building of Orientation to Faculty of School Leadership Academy for 12 states of India (19-24 March, 2018).

Training Material and Courses Developed/ Transacted

Prepared the entire course module on the key area- Leading Innovations for online course on School Leadership and Management Programme.

Prepared detailed format with explanatory notes and a prototype for writing booklets for PG Diploma in School Leadership and Management (PGDSLML). Coordinating the work on different booklets to be authored by other team members.

Prepared formats for bringing out NCSL's Newsletter.

Prepared a general format of writing modules for online courses for system level administrators.

Teaching

Taught sessions on 'Decision Making' for IDEPA participants (10 April, 2017). Taught on 'Leading Innovations', KVS Principals in their one-month orientation programme on SLDP (27 July, 2017) as well as in a 10-day workshop on SLDP for participants from Lakshadweep (18 April, 2017). Taught 'Knowing More about Innovations' to participants from Northern and Western states in the Orientation to one-month Certificate Programme on School Leadership and Management (18 January, 2018 and 19 March, 2018).

Taught sessions on all key areas in SRG workshop for school leadership academy in Sikkim (July 10-19, 2017) and in Manipur (16-27 November, 2017). Taught sessions related to leading innovations, building partnerships and consolidation of key areas in SRG workshop at Puducherry (22 May-1 June, 2017).

Other Academic and Professional Contributions

Established School Leadership Academy. Interviews were held to select the consultant for taking forward the SLDP programmes in Sikkim on 18 July, 2017.

School Leadership Academy was also established in Manipur in March 2017.

Attended JRM meeting and JRM wrap up meeting organised by MHRD (17 and 24 April, 2017).

Attended the workshop on CSR initiatives MHRD (25 May, 2017).

Delivered a lecture on "Perspectives on School Leadership" at Dharshan Academy for school principals, Delhi (21 June, 2017).

Participated as a Member of Interview Panel for selection of fellows for PSLM at SCERT, Delhi (18-19 August, 2017).

Delivered a talk on “School Leadership Development Programme” to international participants from National Institute of Labour Economics, Research and Development (earlier known as IAMR) who visited NIEPA on (23 February, 2018).

Subitha G. V.

Publications

Re-conceptualizing teachers’ continuous professional development within a new paradigm of change in the Indian context: an analysis of literature and policy documents, Professional Development in Education, 44(1) 2018.

Participation in Seminars/ Conferences/ Workshops

One-day orientation on follow up design at SSA, Guwahati, 13 August, 2017.

One-month Residential Induction Programme on School Leadership for newly appointed School Principals (3-31 July, 2017) in SCERT, Guwahati.

Capacity Building of SRG from SLA, SCERT, Guwahati (30 June-2 July, 2017).

Workshop on Capacity Building of State Resource Group on School Leadership Development Programme, Puducherry (22 May-1 June, 2017).

Two-day Review Programme on School Leadership and Management at SCERT, Guwahati (29-30 March, 2018).

Workshops/Conferences/ Training programmes Organised

One-month Certificate Course in School Leadership and Management for the KVS School Principals - An Induction Programme (9 July-12 August, 2017).

Regional Workshop on School Leadership Development and Teacher Development – East and

North Eastern Region, at CIET, NCERT, New Delhi (11-13 December, 2017).

Orientation of Online Programme on School Leadership and Management in Odisha (16 December, 2017).

Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the State of Telangana (6-10 January, 2018).

Training Material and Courses Developed/ Transacted

Prepared the entire course module on the key area “Transforming Teaching-Learning Process for Online Course on School Leadership and Management Programme”.

Taught sessions on ‘Transforming Teaching-Learning Process’ in a One-month Certificate Course in School Leadership and Management for the KVS School Principals - An Induction Programme (9 July- 12 August, 2017).

Anthony Joseph

Participation in Seminars / Conferences

Colloquium on ‘Conceptual Contestation: Producing Gender Knowledge in and for Higher Education’ by Emily F. Handerson, Centre for Educational Studies, University of Warwick, England. 2017, April 17, NIEPA, Delhi.

Colloquium on ‘India’s Aid and Soft Power in Africa: The Case of Education and Training’ by Prof. Kenneth King and Pravina King, UK. 2017, April 18: NIEPA – DELHI:

Colloquium on ‘The Role of Teachers in Implementation of EdTech Emerging Issues and Questions’ by Dr. Patricia Burch, University of Southern California, USA. 2017, July 05: NIEPA – DELHI:

Colloquium on 'What Does My IITian Tag Actually Mean? Relations between Educational Titles and Posts: The Case of IIT Students' by Prof. Odile Henry, University of Paris 8, France. 2017, August 22: NIEPA – DELHI:

Colloquium on 'Governance and Education in US' by Dr. Craig L Dicker, Counselor, Cultural and Educational Affairs, U.S. Embassy, New Delhi. 2017, August 31: NIEPA – DELHI:

Colloquium on 'Doing Fieldwork and its Challenges: Reflections from Research in Delhi!' by Syeda Jenifa Zahan, Department of Geography, FASS, National University of Singapore, Singapore. 2017, September 13: NIEPA – DELHI:

Colloquium on 'Global Skills and Graduate Outcomes' by Dr. Sarah Richardson, Research Director, Australian Council for Educational Research in India 2017, September 21: NIEPA – DELHI: .

Colloquium on 'Will Failing Students Help Them Learn? The RTE 2009 and the reversal of the 'No Detention Policy', Prof. Nalini Juneja, Former Professor, NIEPA. 2017, November 02: NIEPA – DELHI:

Knowledge for Change - Launch of International Consortium on 'Community-based Research'. Organised by UNESCO chair in Community-based Research & Social Responsibility in Higher Education and NIEPA. 2017, November 13: NIEPA – DELHI:

Colloquium on 'Drain of Government Schools in India. Is School Consolidation, the Answer? Evidences from Karnataka', Dr. Shiva Kumar Jolad, Former Professor, IIT, Gandhinagar. 2017, November 20: NIEPA – DELHI:

Colloquium on 'Indian Migration to US', Dr. Neil G. Ruiz, Associate Director, Global Migration & Demography, Pew Research Center, Washington, DC. 2018, January 25: NIEPA – DELHI:

Conference Paper Presentation

Comparative Education Society of India (CESI) – 2017 – University of Jammu, 16-18 November, 2017.

National Seminar on Performance Assessment in Education: Towards Quality and Excellence, 06-07 March, 2018.

The Maharaja Sayajirao University of Baroda, Vadodara-390002, Gujarat, Interrogating Assimilated Perspectives of Performance Assessment in Teacher Education

International Conference on Education for Peace, Human Rights and Tolerance, 13-14 March, 2018, Department of Education, University of Mizoram.

Workshops / Conferences / Training Programmes Organised

National Professional Development Resource Facilitator - Capacity Building Workshop on School Leadership Development Programme (SLDP) for State Resource Groups, in the following States:

DELHI - Capacity Building Workshop of State Resource Group for School Leadership Development for Lakshadweep, in Delhi, 17 -28 April, 2017.

TAMIL NADU - Capacity Building Workshop of State Resource Group for School Leadership Development at the State Leadership Academy in Tamil Nadu - Mother Teresa Women's University, Kodaikanal, 16-25 June, 2017.

TAMIL NADU - School Leadership Development – One-month Certificate Programme at the State Leadership Academy in Tamil Nadu - Mother Teresa Women's University, Kodaikanal, 30 October-30 November, 2017.

DELHI – School Leadership Development – One-month Certificate Course in School Leadership and Management for 84 Principals of Kendriya Vidyalayas, 12 July-09 August, 2017.

Delhi - Roadmap for School Transformation: Regional Workshop on School Leadership Development and Teacher Development - Western Region, 18-20 December, 2017.

TAMIL NADU: Coordinator for Capacity Building of 450 TN SSA School Heads as State Resource Group for School Leadership and Development Programme. 8-12 January, 2018.

Training Material and Courses Developed / Transacted during the Year under Report

1. SLDP – ONLINE MODULE for NCSL - NIEPA

Building and Leading Teams – Key Area 04

2. SLDP – ONLINE MODULE for DIKSHA PORTAL

Unit 1: Building Teams - Creating processes for collaboration and cooperation

Module Name – TEAM DEVELOPMENT and LEARNING

Section 1: Self, School and Society

Section 2: Team Development Life Cycle

Section 3: Dialogue, Learning Teams and Learning

Consultancy and Academic Support to Public Bodies

Facilitating Teachers' forum meeting

Delhi MCD Schools

Ten Schools, Ten Meetings – 15-31 March, 2018

Teacher Learning: Responsibilities and Expectations

Shifting the focus from Teaching to Learning

Thinking about What Matters for the Teacher Learner

Membership of Eminent Bodies outside NIEPA

Comparative Education Society of India (CESI)

Blogs

Reflexive Pedagogy: A Candid and Mordant Gaze upon Teaching and Teacher Identity (05/08/18)

Reflexive Pedagogy: Researching Teacher Education (05/03/18)

Competence-based Education and Training (CBET) - Sensible, Seductive, Spurious (03/16/18).

Jubilee Hall at 70: A Call to Remember, Rejoice, Renew (02/10/18).

Reflexive Pedagogy: Interrogating Assimilated Educational Perspectives for a Robust Jurisprudence of Dignity (10/20/17).

A Delhi Metro Ride: How do we LEARN? (08/05/17).

Charu Smita Malik

Publications

Research Papers

“Development of Secondary Education in Uttar Pradesh - A Time-series Analysis of Selected Indicators”, Manpower Journal, Vol. LI Nos.1&2, January-June 2017.

Workshops/Conferences/Training Programmes Organised

Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the State of Maharashtra, 21-27 November, 2017.

Capacity Building for Resource Persons to facilitate the conduct of One-month Certificate Course on School Leadership and Management, 15-20 January, 2018.

Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the State of Uttar Pradesh, Batch-I (25 October-03

November, 2017), Batch-II (06-15 November, 2017) - conducted by School Leadership Academy.

One-month Certificate Course on School Leadership and Management in the State of Uttar Pradesh, 1-30 June, 2017 - conducted by School Leadership Academy.

Training Material/Courses Developed/ Transacted during the Year under Report

Developed two courses for Online Programme on School Leadership and Management, (pslm.NIEPA.org):

1. Developing Self
2. Leading School Administration

Monika Bajaj

Training Programmes/Conferences/Workshops Organised

Provided academic, administrative and logistic support in organising the following National and State-level programmes on School Leadership besides participating in the group activities and preparing their minutes:

Workshop on School Leadership Development for System Level Officials, 4-5 September, 2017.

Capacity Building Programmes on School Leadership Development for Principals/HMs/AHMs/Educational functionaries in the UT of Lakshadweep, 17-28 April, 2017.

One-month Certificate Course on School Leadership and Management for 81 newly recruited school principals of Kendriya Vidyalayas (KVs), 12 July-9 August, 2017.

Workshop for Resource Person to Facilitate the Conduct of One-month Certificate Course on School Leadership and Management, 15-20 January, 2018.

Workshop for Resource Person to Facilitate the Conduct of One-month Certificate Course on School Leadership and Management, 19-24 March, 2018.

One-day National Advisory Committee Meeting, 7 March, 2018.

Roadmap for School Transformation: Regional Workshop on School Leadership Development and Teacher Development (Southern Zone), 23-25 November, 2017.

Roadmap for School Transformation: Regional Workshop on School Leadership Development and Teacher Development (North-Eastern Zone), 11-13 December, 2017.

Training Materials and Courses Developed & Transacted

Provided academic support in developing e-content, self-instructional materials and video resources for two courses: Building and Leading Teams, and Leading Partnership for Online Course in School Leadership and Management

Teaching

Took teaching sessions during the One-month Certificate Course on School Leadership and Management for 81 newly recruited school principals of Kendriya Vidyalayas (KVs), 12 July-9 August, 2017.

Other Academic and Professional Contributions

Prepared reports of various meetings of NCSL like National Advisory Group (NAG) Meeting and In-House Meetings.

Prepared e-database of State officials, National Resource Group (NRG), State Resource Group (SRG) and school heads.

Gathered school data from UDISE 2016-17 for making the perspective plan of School Leadership Development Programme.

Centre for Policy Research in Higher Education

N. V. Varghese

Publications

Books Published

Varghese N. V., Sabharwal, N. S. and C. M. Malish (eds). (2018). India Higher Education Report 2016: Equity. New Delhi: Sage.

Research Papers/Articles Published

Research Papers/Articles

Varghese N.V., Malik G. and Gautam D.R. (2017). Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results. CPRHE Research Paper Series 8. CPRHE / NIEPA, New Delhi.

Varghese, N.V. (2017). Globalization and Cross-border Mobility in Higher Education in Dash T.R. and Behera, M. (eds). Educational Access and Excellence, Allied publishers, New Delhi, pp.9-24.

Varghese N.V. (2017). Reviving Higher Education in India. IIEP Newsletter, Vol 33, No.1 January-June 2017, p 11.

Varghese N.V. (2017). Education Research and Emergence of Higher Education as a Field of Study in India. Researching Higher Education in Asia: History, Development and Future, edited by Jisun Jung and others. Springer. pp. 299-313.

Varghese N.V. and Sarkar N. (2017). Managing massification: An analysis of private higher education in India. CPRHE / NIEPA, New Delhi.

Varghese N.V., Sabharwal N.S. and Malish C.M. (2017). Equity and inclusion in higher education in India. CPRHE / NIEPA, New Delhi.

Varghese, N.V. and Sabharwal, N. S. and Malish, C M. (2018). "Higher Education and Equity: Introduction to IHER 2016". In Varghese, N V., Sabharwal, N S and Malish, C M (eds). India Higher Education Report 2016: Equity. New Delhi: Sage.

Research Reports

Varghese, N.V., Panigrahi, J. and Rohtagi, A. (2017). "Concentration and Undersupply of Higher and Technical Institutions in India", CPRHE / NIEPA Research Report submitted to Ministry of Human Resource Development (MHRD), Government of India, New Delhi.

Workshops/Conferences/Training Programmes Organised

- Wrap-up Meeting of the 9th RMSA, Joint Review Mission (JRM), MHRD, 15 June, 2017.
- Higher Education Committee Meeting, FICCI, New Delhi, 19 June, 2017.
- Expert Group Meeting on Diversity and Discrimination in Higher Education (CPRHE / NIEPA), New Delhi, 26 June, 2017.
- Lecture on the Challenge of Widening Participation in the Indian Higher Education, University of Liverpool, 28 June, 2017.
- Lecture on the Diversity and Widening Participation in Higher Education University of Liverpool Campus, London.

- Inauguration of National Level Review Workshop of UDISE and SD MIS for MIS officers of States and UTs, 04 July, 2017.
- National Convention on Digital Initiatives for Higher Education for Vice Chancellors, organised by University Grants Commission and MHRD, 8-10 July, 2017.
- Panel Discussion on Balancing Access-Quality-Relevance in the Roundtable on Key Issues and Trends in Higher Education, organised by The World Bank, New Delhi, 18 August, 2017.
- Video Conference with all State and UT Education Ministers and Secretaries in-charge of School Education with HRM on Learning Outcomes, Unqualified Teachers' Training and Issues pertaining to B.Ed./D.Ed colleges – Chaired by HRM, 16 August, 2017.
- Meeting with Professor K. Kasturi Rangan, Chairman, Committee on Education Policy, 21 August, 2017.
- Delivered Keynote Address at the Round Table Conference of Deans/Directors of B-Schools with the theme “National Institutional Ranking Framework: An Interactive Session on Concepts and Processes, organised by Welingker Institute of Management Development and Research, Bangalore, 28 August, 2017.
- Panel Discussion on Indian Higher Education Policy and its Development, organised by Australia Business Week in India-2017, Australian High Commission 29 August, 2017.
- Inauguration of the UNESCO New Delhi Cluster Office's new premises jointly by Shri Prakash Javadekar, HRM and Ms. Irina Bokova, UNESCO Director-General, followed by Dinner - invitation by UNESCO New Delhi and MHRD, 30 August, 2017.
- Meeting of the Executive Committee of Navodaya Vidyalaya Samiti (NVS), chaired by HRM, 31 August, 2017.
- Inaugural address at the State Level Conference on Educational Planning and Administration for District and Block Level Education Officers, 19 September, 2017.
- Lecture at the Alumni Association of JNU (AAJ) Meeting on India's New Education Policy, 25 September, 2017.
- Meeting with Professor Marginson to discuss two NIEPA research papers on (i) Equity and Inclusion in Higher Education, and (ii) Private Higher Education, 03 October, 2017.
- Presentation at the Second Edition of Higher Education Conclave on “Higher Education & Skilling: Quality, Governance & Innovation”, organised by CII, 06 October, 2017.
- Delivered the 3rd MNLU Foundation Day Lecture at Maharashtra National Law University (MNLU), 10 October, 2017.
- Lecture on Challenges of Marketing and Massification in Higher Education, IIC, 04 November, 2017.
- Inauguration Keynote address on Criticality, Empathy and Welfare in Contemporary Educational Discourse, organised by Comparative Education Society of India (CESI), 16 November, 2017.
- Kick-off Meeting on Enhancing Quality Assurance Management and Benchmarking Strategies in Indian Universities (EQUAM-BI), organised by NAAC, 06 December, 2017.
- Meeting of 10th PAB of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT), MHRD, 20 December, 2017.

Mona Khare

Refer to Department of Educational Finance

Nidhi S. Sabharwal

Publications

Books Published

Varghese N. V., Sabharwal, N. S. and C. M. Malish (eds). 2018. India Higher Education Report 2016 – Equity. New Delhi: Sage.

Research Papers/Articles Published

Tierney W.G. and Sabharwal N.S. (2018). Reimagining Indian Higher Education: A Social Ecology of Higher Education Institutions. Teachers' College Record. Volume 120, No.5.

Varghese, N.V. and Sabharwal, N. S. and Malish, C M. (2018). "Higher Education and Equity: Introduction to IHER 2016". In Varghese, N V, Sabharwal, N S and Malish, C M (eds). India Higher Education Report 2016: Equity. New Delhi: Sage.

Madhusoodanan J., Sabharwal, N. S. and C.M. Malish. (2018). "Equity and Excellence: A Study of Navodaya Vidyalaya". In Varghese, N V, Sabharwal, N. S. and Malish, C.M. (eds). India Higher Education Report 2016: Equity. New Delhi: Sage.

Sabharwal, N.S. and Malish, C.M. (2018). "Diversity and Discrimination: Role of Higher Education for Civic Learning". In Varghese, N. V., Sabharwal, N.S. and Malish, C.M. (eds). India Higher Education Report 2016: Equity. New Delhi: Sage.

Nidhi S Sabharwal (2018). Mind the Gap: Gendered and Caste-based Disparities in Access to Conference Opportunities. Conference Inference. <https://conferenceinference.wordpress.com/2018/02/12/guest-post-by-nidhi-s-sabharwal-mind-the-gap->

gendered-and-caste-based-disparities-in-access-to-conference-opportunities.

Sabharwal, N. S. and C. M. Malish. (2017). Student Diversity and Challenges of Inclusion in a Massified Higher Education System in India, International Higher Education. No. 91. pp 25-27.

Tierney W.G. and Sabharwal N. S. (2017). Academic Corruption: Culture and Trust in Indian Higher Education. International Journal of Educational Development. 55. pp 30-40.

Borooah V.K. and Sabharwal N.S. (2017). English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities, CPRHE Research Paper Series.

Tierney, W. G., Sabharwal, N. S. and C. M. Malish. (Forthcoming). Inequitable Structures: Class and Caste in Indian Higher Education. International Journal of Qualitative Studies in Education.

CPRHE Policy Briefs

Sabharwal N.S. and C.M. Malish (2017). Equalising Access to Higher Education in India (2017). CPRHE Policy Briefs 1. Delhi: Centre for Policy Research in Higher Education / NIEPA. New Delhi.

Sabharwal N.S. and C.M. Malish (2017). Achieving Academic Integration in Higher Education in India (2017). CPRHE Policy Briefs 2. Centre for Policy Research in Higher Education / NIEPA. New Delhi.

Sabharwal N.S. and C.M. Malish (2017). Developing Socially Inclusive Higher Education Campuses in India (2017). Policy Briefs 3. Delhi: Centre for Policy Research in Higher Education / NIEPA. New Delhi.

CPRHE Reports/Mimeo

Sabharwal N.S. and C.M. Malish (2017). Report on National Seminar on "Student Diversity and Discrimination in Higher Education in India". CPRHE / NIEPA. New Delhi.

Varghese N. V., Sabharwal, N. S. and C. M. Malish (2017). Equity and Inclusion in Higher Education in India. Draft paper prepared for Discussion Meeting with Prof. Simon Marginson, at British Council Delhi. Delhi: Centre for Policy Research in Higher Education. NIEPA.

Participation in Seminars/Conferences/ Workshops

National

Student Diversity and Civic Learning in Higher Education in India: Thinking through Ambedkar's Perspective, International Research Symposium 2017 "Other Ways of Knowing and Doing": Globalizing Social Science Knowledge in Higher Education 11-12 December, 2017, organised by the Centre for Comparative and Global Education (CCGE), International Institute for Higher Education Research and Capacity Building (IIHED), O.P. Jindal Global University, Jagdishpur, Distt Sonipat, Haryana..

"Access to Higher Education: Contemporary Issues", organised by Department of Education, New Delhi, 19 February, 2018.

"Shaping the Future of the Margins: Student Aspirations and Higher Education Institutions". A paper presented in the National Seminar on "Urban Marginality, Social Policy and Education in India", NIEPA, New Delhi. (Jointly with C.M.Malish), 12-13 February, 2018.

Symposium on "Inclusive Universities: Linking Equity, Diversity and Excellence for the 21st Century", organised by University of Massachusetts Amherst and Pune University, at India Habitat Centre, New Delhi, 12 February, 2018.

National Seminar on "Futures of Higher Education: Economic and Social Contexts", NIEPA, organised by Department of Higher and Professional Education, NIEPA, New Delhi, 7-8 September, 2017.

Higher Education Round Table, organised by World Bank Group, The Imperial Hotel, New Delhi, 12 August, 2017.

International

International Seminar on "Quality and Excellence in Higher Education", organised by CPRHE, at India Habitat Centre, New Delhi, 22-23 February, 2018.

International Conference on "Inclusive and Quality Education: Towards Sustainable Development Goal 4", organised by The Institute of Social Sciences, New Delhi, at India International Centre, New Delhi, 17-18 June, 2017.

Workshops/Conferences /Training Programmes Organised

Organised the CPRHE Executive Committee Meeting scheduled on 13 March, 2018.

CPRHE / NIEPA – University of Massachusetts, Amherst Meeting on Student Diversity and Social Inclusion in Higher Education: NIEPA, New Delhi, 13 February, 2018.

First Research Methodology Workshop of the project "Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges", organised at CPRHE-NIEPA (Jointly with C.M. Malish), 2-3 May, 2017.

Training Material and Courses Developed/ Transacted

Conducted sessions on 'Academic Writing and Publishing Research Papers' as part of the 'Academic Writing Workshop' for the M.Phil. and Ph.D. Scholars at NIEPA, coordinated by Professor Kumar Suresh at NIEPA, 20 July, 2017.

Developed and transacted a session on "Affirmative Action and Inclusion in the Institutions of Higher Education: Policies and Practices", In Orientation-

cum-Workshop on Management of Diversity and Equity in Universities and Colleges, NIEPA, New Delhi (Jointly with C M Malish), 10-17 July, 2017.

Other Academic and Professional Contributions

Member of the M.Phil. Curriculum Review Committee for the core course on Research Methodology (CC 3-I).

Member of the MPhil Curriculum Review Committee for the core course on Education Policy (CC 4).

Member of the M.Phil. Curriculum Review Committee for the core course on Research Methodology (CC 5-II).

Member of the M.Phil. Curriculum Review Committee for the optional course on Equity and Multi-Cultural Education (OC 7).

Member of the M.Phil. Curriculum Review Committee for the optional course on Inclusion of Education of Person with Disabilities (OC 13).

Member of the group to develop research agenda on 'Access, Equity and Diversity' for the Perspective Plan of NIEPA, convened by Professor Rashmi Diwan, NIEPA.

Screening of application of the M.Phil./Ph.D. candidates at NIEPA 2017.

Teaching Assignments/Evaluations

Taught M.Phil. classes on the theme "Education of the Disadvantaged for the Compulsory Course 1, Perspectives on Education", National Institute of Educational Planning And Administration, 21 August, 2017.

Taught M Phil. classes on the theme "Discrimination and Exclusion in Education for the Optional Course, 7 titled Equity and Multicultural Education", 24-25 April, 2017.

Taught the M. Phil. Classes on the theme "Inclusion of Marginalised Section: Policies and Challenges for the Optional Course", 14-19 April, 2017.

Taught a session on "Writing and Publishing Research Paper in Writing Skills Workshop", organised by NIEPA, 20 July, 2017.

Doctoral Supervision and Editorial Memberships

Member of the Core Group on Doctoral Work – Gendered Pathways to Higher Education, University of Warwick, United Kingdom.

Member of the Editorial Board of Gender and Education.

Member of the UKRI International Development Peer Review College.

Research Studies

Completed Research Project

Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions

Role: Principal Investigator

Given the diversification of higher education system and consequent diversity in student population, this research project aims to explore diversity and discrimination in higher education campuses in India. As a result of higher education expansion and enhanced aspirational levels of families cutting across the class and caste boundaries, a large number of non-traditional social groups enters into college campuses, and campuses are now occupied by students belonging to various social, economic, linguistic, gender, regional and physical ability backgrounds. Although it appears to be a positive development towards equity in higher education, existing research raised concerns that social divisions and its associated practices, prejudices and values are getting reproduced in higher education campuses.

The project attempted to understand nature and forms of diversity in campuses and structure and mechanism that exist to deal with diversity and discrimination. The project also examined how opportunity provided by growing diversity could be better leveraged for inculcating civic and democratic learning and to transform institutions which were assumed to have crucial role to play in contemporary society. The study adapted combination of quantitative and qualitative methodology for collection and analysis of information. The study administered a detailed questionnaire based survey among 3200 students, conducted close to 200 interviews with faculty and administrators and close to 70 focus group discussions with students. The study was implemented in institutions located across six states, namely, Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh. Six state research reports and synthesis report are completed and were submitted to the Research Advisory Committee in October 2016 for finalising the reports. Before submitting the research reports to the RAC, the chapters in the reports were thoroughly reviewed and detailed feedback were given by the coordinators in preparation for the reports to be peer-reviewed in the third research methodology workshop. The third research methodology workshop was held on the 7-8 June, 2016.

The third methodology workshop for the research project was organised with the objective to discuss and review the draft research reports and discuss the synthesis report. The synthesis report prepared in the Centre included collation and analysis of data from the student survey and thematic analysis of interview transcripts and focus group discussions. The third research methodology workshop meeting was attended by members of the research teams from 12 higher education institutions listed above. The workshop was organised as a peer-review meeting. One of the members from another research team was the discussant for the draft research report which was followed by a discussion by all the members of the research teams present at the workshop.

The drafts of the research reports were prepared in advance under guidance and in collaboration with the research team at CPRHE. The workshop was organised in a way that the research teams got sufficient time to make full presentation followed by a discussion. General guidelines were followed while commenting on drafts: the comments were solely based on review of the draft reports; critical suggestions were provided to improve analysis and writing; focus was given on internal consistency in writing and arguments; focus was on arguments developed in each section/sub-section and data set used for the same; emphasis was given on data triangulation, and to ensure that there was an adequate integration of qualitative and quantitative data; the reviewer focused whether draft explained "why" of the results, the process (how) of the results along with description (what) of the results.

Based on the comments received from the group, the research reports were revised and presented in the third advisory research committee held on 18 October, 2016. The Centre organised a seminar on the theme on 27-28 February, 2017 which brought together academics, educationists and policy makers across India to delve deeper into student diversity, equity and inclusion in higher education in India. The Centre plans to bring out policy briefs and modules to sensitise educational administrators. The project is funded by the ICSSR.

Major Findings

The study developed a method of classifying student diversity in higher education institutions in India. The study thus identified three stages of student diversity are: Stage I is social diversity which is quantifiable; measurable and is visible aspect of diversity in nation's population. Stage II is academic diversity wherein academic differences have to be addressed to achieve equity in academic outcomes. Stage III diversity is a condition of social inclusion, wherein, forms of discrimination that shapes the experiences of diverse

students have to be addressed to achieve inclusion in higher education.

The study finds that inequality persists in terms of choice of subject areas of study. Students from the advantaged groups (such as students from non-SC/ST/OBC social group) increasingly choose sciences and engineering study programmes. The analysis shows that this can be due to variations in the pre-college academic experiences. Students from advantaged social groups have mostly attended private schools with English medium of instruction unlike students from the socially-excluded groups (such as the SCs, STs and OBCs) who studied in government schools with regional language as the medium of instruction. Social group disparity in the choice of subjects of studies leads to stratifications of disciplines based on caste and ethnicity. Such disciplinary stratification adds to the existing inequalities in education and the prospects and nature of employment after studies.

Furthermore, students from disadvantaged socio-economic group are also more likely to be first-generation learners with limited social and cultural capital that aid and support learning at higher education levels. Multiple disadvantages in the form of academic inequalities at the point of entry, being first-generation learners, negative outlook of faculty members towards student diversity and limited institutional initiatives leads to academic vulnerabilities in the classrooms and negatively affect academic integration of students from the socially-excluded groups and, hence, chances of their academic success. Thus, while overall social diversity may have improved, social group disparity continues to exist in opportunities for academic success.

The findings of the study indicate that discrimination continues to exist in higher education campuses. It was found that dominant attitude of faculty members and institutional leaders towards increasing student diversity are mostly negative. To institutionalise equality and protect students from discrimination,

there are clear directives from higher education authorities to create cells such as Equal Opportunity Cells, Women's Cell, Anti-Ragging Cells in higher educational institutions. The empirical findings indicate that although all types of institutional arrangements (in the form of cells) exist, the cells are not effectively functioning, awareness of students about the cells was low; many did not know whom to contact and how to complain. It seems there is limited institutional interest in planning, monitoring and coordinating the functioning of the cells to make them effective and helpful to students who need them badly.

The study shows that we have made progress in terms of achieving diversity in the campuses. Affirmative action policies at the time of admission have contributed to achieving Stage I diversity. However, addressing issues of diversity in the campuses need detailed examination and further progressive action. But, a lack of perspective towards diversity and insensitivity from the institutional leaders can create a vacuum in the discourse on diversity and equity in higher education. Developing a diversity perspective is an important step wherein student diversity is valued.

This shows that there is a long distance to travel to reach Stage II and Stage III diversity. Though external factors are important, achieving Stage II and Stage III diversity is an internal matter of the institution. The study clearly shows that we have reached a stage in addressing diversity in the campus where the attention needs to be shifted to the initiatives within institutions. This is what we may like to term as "institutional turn" in addressing changing nature of student diversity. "Institutional turn" predisposes drastic changes in ways in which the institutions are functioning, and changes in attitude and perception of institutional stakeholders such as faculty members and academic administrators.

The first and foremost diversity initiative at the institutional level is to sensitise leaders and faculty members on ways to address student diversity more positively and to see diversity as an asset. Institutions

also play a role in fostering learning about diverse others and dialogues across differences which, in turn, has an effect on the campus climate. Pedagogical interventions that include awareness about the diverse 'others' and dialogue across differences are diversity initiatives for fostering positive campus climate and inter-group relationships. Thus, to realize the ideals in the Constitution and to contribute to democratization of society, higher education institutions in India need to help students acquire and internalize knowledge, values and skills to promote diversity, civic learning and democratic functioning.

6 state team reports and one synthesis report have been prepared as a part of this project.

Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India by Dr. Nidhi S. Sabharwal and Dr. C. M. Malish, New Delhi, CPRHE / NIEPA, 2016.

Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Bihar by Professor Asha Singh, Dr. Fazal Ahmad and Dr. Barna Ganguli, New Delhi, CPRHE / NIEPA, 2016.

Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Uttar Pradesh by Professor Nidhi Bala, Dr. Shravan Kumar and Dr. Roma Smart Joseph, New Delhi, CPRHE / NIEPA, 2016.

Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Karnataka by Dr. Sreejith Alathur, Professor A. H. Sequeira and Dr. B. V. Gopalakrishna, New Delhi, CPRHE / NIEPA, 2016.

Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Maharashtra by Dr. H. A. Hudda, Dr. A. V. Talmale and Dr. A. C. Bankar, New Delhi, CPRHE / NIEPA, 2016.

Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Kerala by Professor K. X. Joseph, Dr. T. D. Simon, Dr. K. Rajesh, New Delhi, CPRHE / NIEPA, 2016.

Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Delhi by Dr. C. V. Babu and Dr. Satyendra Thakur, CPRHE / NIEPA, 2016.

Ongoing Research Project

Higher Education Success and Social Mobility: A Study on UGC Coaching Schemes for SC/ST/OBC and Minorities.

Role: Co-Principal Investigator

Research Study Project entitled 'Higher Education Success and Social Mobility: A Study on UGC Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges' aims to investigate the effects of schemes initiated by the University Grants Commission's (UGC) to foster higher education success, career and occupational mobility of disadvantaged. The University Grants Commission (UGC) requested CPRHE / NIEPA to undertake a study to assess the efficacy of coaching schemes sponsored by the UGC. The UGC introduced coaching schemes for disadvantaged groups in higher education since 11th Plan period. This has been in existence in the last one decade. Major objectives of the scheme are to provide additional learning input, in the form of special coaching classes for disadvantaged groups to facilitate their successful completion of the academic courses and career mobility. The following are those coaching schemes: 1. Remedial coaching for SC/ST/OBC and Minorities, 2. Coaching for NET / SET for SC / ST / OBC and Minorities, and 3. Coaching class for entry into service for SC / ST / OBC and Minorities.

This study is guided by the following broad research questions:

- 1) Who are the beneficiaries of UGC coaching schemes disaggregated by social groups?
- 2) How are UGC coaching schemes being implemented in colleges and universities?
- 3) What is the effect of coaching schemes on student's success?
- 4) What are the constraints in implementing of the schemes?

The objectives of the study are the following:

- a) To analyse social group composition of beneficiaries of UGC coaching schemes;
- b) To understand implementation process of UGC coaching schemes at the institutional and UGC level;
- c) To understand challenges and constraints faced by each stake holders (for eg: faculty members, coordinators, institutional leaders and administrators at UGC) while implementing coaching schemes;
- d) To explore student experiences in terms of learning, feedback systems and peer group interaction in coaching classes;
- e) To analyse the effect of coaching schemes on academic progress and success in NET/SET and competitive examinations for employment; and
- f) To evolve new policies and practices that strengthens implementation of coaching schemes.

The activities completed under this research project are:

- 1) A detailed research proposal for the study was developed and shared with UGC for their approval.

2) After the approval, the Centre identified institutions for case studies. The process of identification of institutions included the following steps: As a first step, list of institutions availing these schemes was collated from UGC headquarters and UGC regional offices; based on the list and suggestions from UGC regional offices, a tentative list of institutions for case studies was prepared. The following considerations were devised for selection of case study institutions. They were: 1. Regional representation; 2. Representation of types of institutions; 3. Institutions implementing all the three schemes; 4. Comparatively higher budget allocation; 5. Institutions from SC-ST dominated area; 6. Institutions serving minorities; and 7. Institutions serving women.

3) The Centre constituted a research advisory committee with academics and representatives from UGC and MHRD. The Centre organised first meeting of the research advisory committee on 4 October, 2016 to discuss proposal, methodology and institutions selected for case studies. Based on the recommendation of the committee, 12 institutions have been finalised for undertaking the case studies.

4) Quantitative and qualitative research instruments have been developed. Research tools include formats to collect secondary data available at the institutional level, survey questionnaires to be administered among the students currently attending coaching classes and passed out, focus group discussion with students and interviews with faculty coordinators, faculty members/instructors of coaching classes and institutional leaders.

The research instruments for the study have been vetted in consultation with the coordinators of UGC coaching schemes and faculty members involved with academic empowerment of disadvantaged groups in Delhi colleges and universities. Instrument development workshop was organised on 22 December, 2016. The discussion provided grassroots

picture of the ways in which scheme is implemented in colleges and universities. And, each of the instruments was discussed in detail.

5) Based on the inputs from the members, research instruments were revised and finalised.

Formalisation of research team in all case study institutions has been completed. The process of forming research teams in case study institutions included consultations with heads of the institutions to identify coordinators of the case study institutions. Coordinators were contacted by letter to formalise the research collaboration.

6) The first research methodology workshop with research coordinators of the case study institutions has been organised.

7) The project has been launched.

The study is being implemented in 12 higher education institutions located across 12 states in India, namely, Punjab, Uttar Pradesh, Tripura, Bihar, Delhi, Kerala, Gujarat, Jharkhand, Maharashtra, Haryana, West Bengal and Meghalaya.

Anupam Pachauri

Participation in Seminars/Conferences/ Workshops

National

'Improving Teaching in Higher Education in India: Balancing Experience and Outreach'. Paper presented at the 'National Seminar on the Futures of Higher Education: Economic and Social Contexts', organised in the centenary year of the Indian Economic Association by the Department of Higher and Professional Education on 7-8 September, 2017 at NIEPA, New Delhi: IEA and NIEPA.

International

The Question of 'Publicness' in Public Private Partnerships in Education". Paper presented at the Panel on Public-Private Partnerships at the Equalities in Public Private Partnerships (EQUIPPPS) International Research Network Workshop on Redefining the "Public Good": Exploring the Conceptual Contours of Public Good in the Context of "Public-Private Partnerships" in the Delivery of Public Services, jointly organised by Tata Institute of Social Sciences (TISS) and Jawaharlal Nehru University with International Research Network EQUIPPPS on 26-27 February, 2018 at TISS Mumbai, Mumbai: EQUIPPPS, JNU and TISS.

'Effects of External and Internal Quality Assurance on Higher Education Institutions in India: Findings from the National Study'. Paper presented with Dr. Sayantan Mandal at the 'International Seminar on Quality and Excellence in Higher Education', organised by the Centre for Policy Research in Higher Education (CPRHE), National Institute of Educational Planning and Administration (NIEPA) and the British Council on 22-23 February, 2018 at India Habitat Centre, New Delhi: NIEPA and British Council.

Workshops/Conferences/Training Programmes Organised

Co-Convener with Professor N.V. Varghese, International Seminar on 'Quality and Excellence in Higher Education', jointly organised by CPRHE-NIEPA and the British Council at the India Habitat Centre, New Delhi: CPRHE-NIEPA and British Council, 22-23 February, 2018.

Organised Research Report Review (third research methodology workshop) of the CPRHE-NIEPA national research project titled 'Quality of Higher Education in India: A Study of Internal and External Quality Assurance at the Institutional Level', organised by the Centre for Policy Research in Higher Education at NIEPA, New Delhi: CPRHE-NIEPA, 6-7 September, 2017

Training Material and Courses Developed/ Transacted

Conducted sessions on 'Qualitative Data Analysis of the Data on Employability of Higher Education Graduates' on 19 January, 2018 at the Second Research Methodology Workshop, for the research team faculty members from universities across selected Indian states, as part of the Research Project on 'Employability of Higher Education Graduates' on 18-19 January, 2018, coordinated by Professor Mona Khare, New Delhi: CPRHE-NIEPA.

Conducted sessions on 'Literature Review in Academic Writing' on 18 July, 2017 as part of the 'Academic Writing Workshop' for the M.Phil. and Ph.D. Scholars at NIEPA, coordinated by Professor Kumar Suresh at NIEPA.

Teaching on 'Negotiating Access: Issues of Consent and Construction of Researcher's Ridentity' on 25 October, 2016 in the 'Workshop on Research Methods in Education', organised by Dr. Naresh Kumar, Department of Educational Policy, National University of Educational Planning and Administration. 2016.

Research methodology workshop material has been developed for the research teams from ten institutions (four state universities and one affiliated college with each of these universities and one central university and one of its affiliated colleges) of the research project - 'Quality of Higher Education in India: A Study of Internal and External Quality Assurance at the Institutional Level.' The research materials include- i) format for developing institutional profile; ii) survey questionnaires for faculty; iii) survey questionnaires for students' interview; iv) interview schedules for the institutional leaders - a) Vice Chancellor, b) Registrar, c) Finance Officer, d) Head of the Department at the University level, e) Head of the Department at the college level, f) College Principal, g) College Accountant; and v) thematic formats for focus group discussion with a) the faculty, and b) the students

to understand the changes in the institutions due to external quality assurance and internal quality assurance. New Delhi: CPRHE-NIEPA.

Consultancy and Academic Support to Public Bodies

MHRD Evaluative Project on the "Evaluation of the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT)" with N.V. Varghese and Anupam Pachauri at CPRHE / NIEPA. Project Coordinator/Principal Investigator: Professor N.V. Varghese, Dr. Anupam Pachauri and Dr. Sayantan Mandal.

Other Academic and Professional Contributions

Research Project (Ongoing): Research Project Coordinator/Principal Investigator to a CPRHE / NIEPA Major Research Project (sponsored by UGC) on 'Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level.'

Coordinator/Co-Editor of IHER 2017: India Higher Education Report 2017 on the theme: 'Quality and Teaching-Learning in Higher Education' is being co-edited with Professor N.V. Varghese and Dr. Sayantan Mandal. A concept note was developed in collaboration with the co-conveners of the IHER 2017. The draft chapters were reviewed and elaborate feedback has been given on the chapters. The final chapters submitted by the authors are being processed for finalising the manuscript.

Contribution to Other Institutional Activities

M.Phil. Curriculum Development: Course Committee Member for the Optional Course on Education and Skill Development (OC 02), coordinated by Dr. Vineeta Sirohi, Department of Educational Administration, NIEPA.

M.Phil. Curriculum Development: Course Committee Member for the Optional Course on International and

Comparative Education (OC 03) coordinated by Dr. Mona Sedwal, Department of Training and Capacity Building in Education, NIEPA.

M.Phil. Curriculum Development: Course Committee Member for the Optional Course on Globalisation and Education (OC 12), coordinated by Professor Mona Khare, Department of Educational Finance, NIEPA.

M.Phil. Curriculum Development: Course Committee Member for the Optional Course on Professional Development and Management of Teachers (OC 15), coordinated by Professor Pranati Panda, School Standards and Evaluation Unit, NIEPA.

Member of the group to develop research agenda on 'Governance, Management and Accountability' for the Perspective Plan of NIEPA, convened by Professor Kumar Suresh, NIEPA.

Coordinator/Co-Editor: India Higher Education Report 2017 on the theme: Quality and Teaching-Learning in Higher Education with Professor N.V. Varghese and Dr. Sayantan Mandal. A concept note was developed in collaboration with the co-conveners of the IHER 2017. The draft chapters were reviewed and elaborate feedback given on the chapters. The final chapters submitted by the authors were processed for finalising the manuscript. The finalised manuscript was submitted to the publishers in September 2017 and has been accepted by Sage for publication in the year 2018-19.

Screening of application of the M.Phil./Ph.D. candidates at NIEPA 2017.

Membership of Eminent Bodies outside NIEPA

Member: British Association for International and Comparative Education (BAICE)

Life Member: Comparative Education Society of India (CESI)

Garima Malik

Publications

Research Papers/Articles Published

"Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results" CPRHE / NIEPA Research Paper Series 8, New Delhi (Jointly with NV Varghese and D R Gautam), October 2017.

Participation in Seminars/Conferences/Workshops

National

Participated in Workshops

Panelist in panel on "Role of Institutions and Stakeholders in Overall Growth of Higher Education" in the National Seminar on "Recreating approaches to pedagogy for quality enhancement in higher education", Kanoria PG Mahila Mahavidyalaya, Jaipur, 30 January, 2018.

Rapporteur- Vice Chancellors Leadership Workshop, organised by NIEPA, Pride Plaza, Aerocity, 7-8 December, 2017.

Rapporteur- Leadership Development Workshop for University Administrators, organised by NIEPA, Pride Plaza, Aerocity, 26-28 March, 2018.

International

"Autonomy of Higher Education Institutions in India: Necessity in the Era of Globalization". Paper presented at International Conference on "Globalization and Development", organised by the Department of Economics & Politics of Visva-Bharati University, Santiniketan, 23-25 February, 2018.

Workshops/Conferences /Training Programmes Organised

Organised the third Research Methodology Workshop to discuss draft State Reports and National Synthesis

Report at CPRHE/NIEPA, New Delhi, 11-12 September, 2017.

Organised State Council of Higher Education Meeting at NIEPA, New Delhi, 15-16 February, 2018.

Consultancy and Academic Support to Public Bodies

Prepared report for “Evaluation of National Research Professorship Scheme” (with Professor N.V. Varghese). Report submitted to MHRD in August 2017..

Other Academic and Professional Contributions

Prepared CPRHE Annual Report (2016-17) (with Dr. Sayantan Mandal).

Resource Person for UGC-Human Resource Development Centre at Savitribai Phule Pune University. Delivered lecture on “Preparing Policy Briefs” at the short-term programme on Research Methodology on 18 January, 2018.

Member of M.Phil. Curriculum Review Committee for the Optional Course on Globalization and Education (OC-12).

Member of MPhil Curriculum Review Committee for the Optional Course on International and Comparative Education (OC-3).

Membership of Eminent Bodies outside NIEPA

Member - India Habitat Centre

Member - International Centre, Goa

Jinusha Panigrahi

Publications

Journal Article

Paper entitled “Innovative Financing of Higher Education: Changing Options and Implications”, in the Journal ‘Higher Education for the Future’, Kerala State

Higher Education Council (KSHEC), Government of Kerala, Sage Publications, New Delhi, Vol. 5, No. 1, pp. 61-74, January 2018.

Research Study/Seminar Reports

Report of the Research Project on “Concentration and Undersupply of Higher and Technical Institutions in India” with N.V. Varghese and A. Rohatgi submitted in June 2017 to the Ministry of Human Resource Development (MHRD), Government of India, New Delhi.

Report on the International Seminar “Innovations in Financing of Higher Education” jointly with N.V. Varghese, December 2017, NIEPA, New Delhi.

Participation in Seminars/Conferences/ Workshops

National

Paper entitled “Changing Sources of Financing of Higher Education Institutions: An Assessment of Inclusiveness” presented in the National Seminar on “Futures of Higher Education: Economic and Social Contexts”, organised by Department of Higher and Professional Education, the National Institute of Educational Planning and Administration, New Delhi, 07-08 September, 2017.

Participated in Round Table: Key Issues and Trends in Higher Education, organised by World Bank at Conference Room: Emily Eden & Hodges, The Imperial Hotel, New Delhi, 12 August, 2017.

Participated in the International Conference on ‘Inclusive Quality Education towards Sustainable Development Goal 4 and Lessons from Kerala Model’, organised by Institute of Social Sciences in collaboration with UNICEF and Government of Kerala, at India International Centre, New Delhi, 17-18 June, 2017

Invited Lectures Delivered

Delivered lectures on various Methods of Financing of Higher Education for the ‘Special Course in Higher Education on Financing in Higher Education’, for University and College Administrators particularly, Pro-Vice chancellors, Registrars, Principals and Finance Officers, organised by Department of Higher Education, NIEPA, New Delhi at Manipur University, Imphal, Manipur, 30 October-03 November, 2017.

Delivered a lecture on “Mobilisation of Resources for Education” at the International Diploma in Educational Planning and Administration (IDEPA), at NIEPA, New Delhi, 03 April, 2017.

Delivered a lecture on “Utilisation of Resources in Education” at the International Diploma in Educational Planning and Administration (IDEPA), at NIEPA, New Delhi, 05 April, 2017.

Rapporteur in Seminars/Workshops

Rapporteur - session in the Workshop on ‘Leadership Development in Higher Education for Registrars’, organised by Department of Educational Finance, NIEPA, at Aero City, New Delhi, 26-28 February, 2018.

Rapporteur - session on “External Quality Assurance (Plenary Session)” in the International Seminar on ‘Quality & Excellence in Higher Education’, organised by Centre for Policy Research in Higher Education, jointly with British Council India, in India Habitat Centre, New Delhi, 22-23 February, 2018 at Aero City, New Delhi.

Rapporteur- session on “Leadership Strategies for Improved Institutional Performance (Plenary Session)” in the Workshop on ‘Leadership Development in Higher Education for Vice-Chancellors’, organised by Department of Higher and Professional Education, NIEPA, 7-8 December, 2017 at Aero City, New Delhi.

Rapporteur - session on ‘The Kerala Model of Educational Development: Lessons in Governance, Cross-Sectoral Linkages and Partnerships’ in the International Conference on ‘Inclusive Quality Education towards Sustainable Development Goal 4 and Lessons from Kerala Model’, organised by Institute of Social Sciences in collaboration with UNICEF and Government of Kerala, 17-18 June, 2017 at India International Centre, New Delhi.

International

Nominated as an International Visitor from India by US Department of State for the “International Visitor Leadership Program (IVLP) for Furthering US-India Relationship in Higher Education”, for three weeks from 19 March-06 April, 2018, Washington (DC), United States of America.

Workshops/Conferences /Training Programmes Organised

Organised an Interactive Session of NIEPA with Students & Faculty of New York University, 16 January 2018, at National NIEPA, New Delhi.

Organised Research Methodology Workshop/Peer Review Meeting on “Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation”, 25-26 September, 2017, at NIEPA, New Delhi.

Organised the Second Peer Review Meeting of the India Higher Education Report 2018 on “Financing of Higher Education” with N.V. Varghese, on 14 September, 2017, at NIEPA, New Delhi.

Organised the First Peer Review Meeting of the India Higher Education Report 2018 on “Financing of Higher Education” with N.V. Varghese, on 30 May, 2017, at NIEPA, New Delhi.

Other Academic and Professional Contributions

Curriculum Development and Answer Script Evaluation

Answer script evaluation of Direct Ph.D., Part-time Ph.D. and M. Phil. programme 2017-18, NIEPA, New Delhi.

Member of the team for revision of M. Phil. curriculum for the Optional Course (OC 12) on Globalization and Education and participated in the meeting organised on 15 January, 2018, at NIEPA, New Delhi.

Member of the team for revision of M. Phil. curriculum for the Optional Course (OC 12) on Globalization and Education and participated in the meeting organised on 09 January, 2018, at, NIEPA, New Delhi.

Member of the team for revision of M. Phil. curriculum for the Optional Course (OC 9) on Gender, Education & Development and participated in the meeting organised on 28 November, 2017, at NIEPA, New Delhi.

Member of the team for revision of M. Phil. curriculum for the Optional Course (OC 3) on International and Comparative Education and participated in the meeting organised on 27 November, 2017, at NIEPA, New Delhi.

Research Project (Ongoing)

Research Project Coordinator/Principal Investigator to a CPRHE / NIEPA Major Research Project (sponsored by UGC) on "Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation".

Coordinating a MHRD Consultancy Project on "Concentration and Over Supply of Higher Education Institutions in India" with N.V. Varghese, at CPRHE / NIEPA.

Teaching Activities in NIEPA

Courses Taught

Delivered a lecture on "Mobilisation of Resources for Education" at the International Diploma in Educational Planning and Administration (IDEPA), at NIEPA, New Delhi, 03 April, 2017.

Delivered a lecture on "Utilisation of Resources in Education" at the International Diploma in Educational Planning and Administration (IDEPA), at NIEPA, New Delhi, 05 April, 2017.

Participation in Conferences/Seminars

Other Internal Activities in NIEPA

Chairing Sessions in Workshops/Meetings

Chaired a session in the Workshop on 'Improving Participation of Children in Elementary Schools in India', organised by the Department of School & Non-formal Education, NIEPA, New Delhi, 14-16 December.

Membership of Eminent Bodies outside NIEPA

Co-Chairperson (Elect) Comparative and International Education Society, United States of America.

Life Member of Comparative Education Society of India (CESI).

Malish C. M.

Publications

Books published

India Higher Education Report 2016: Equity: (2018). Sage: New Delhi (Jointly with N.V. Varghese and Nidhi S. Sabharwal)..

Research Papers/Articles Published

Field of Higher Education Research, India (2018). C. Shin, P. Teixeira (eds.), Encyclopaedia of International Higher Education Systems and Institutions. Springer.

Student Diversity and Challenges of Inclusion in Higher Education in India (2017). International Higher Education, 91, pp. 25-27. (Jointly with Nidhi S Sabharwal).

Chapters in Book

Education and Equity: Introduction to IHER 2016 (2018). In Varghese, N. V., Nidhi S. Sabharwal and C. M. Malish (Eds). India Higher Education Report 2016: Equity. Sage: New Delhi, pp. 1-15 (Jointly with N.V. Varghese and Nidhi S. Sabharwal).

Equity and Excellence: A Study of Jawahar Navodaya Vidyalaya (2018). In Varghese, N. V., Nidhi S. Sabharwal and C. M. Malish (Eds). India Higher Education Report 2016: Equity. Sage: New Delhi, pp. 273-300 (Jointly with Madhusoodanan, J. and Nidhi S. Sabharwal).

Diversity and Discrimination: Role of Higher Education for Civic Learning (2018). In Varghese, N. V., Nidhi S. Sabharwal and C. M. Malish (Eds). India Higher Education Report 2016: Equity. Sage: New Delhi, pp. 393-414 (Jointly with Nidhi S. Sabharwal).

CPRHE Policy Briefs

Equalising Access to Higher Education in India (2017). CPRHE Policy Briefs 1. Delhi: Centre for Policy Research in Higher Education (Jointly with Nidhi S. Sabharwal).

Achieving Academic Integration in Higher Education in India (2017). CPRHE Policy Briefs 2. Centre for Policy Research in Higher Education, New Delhi (Jointly with Nidhi S. Sabharwal).

Developing Socially Inclusive Higher Education Campuses in India (2017). Policy Briefs 3. Delhi: Centre for Policy Research in Higher Education (Jointly with Nidhi S Sabharwal).

CPRHE Reports & Mimeo

Report on the National Seminar on “Student Diversity and Discrimination in Higher Education in India (2017)”. Delhi: Centre for Policy Research in Higher Education (Jointly with Nidhi S. Sabharwal).

Equity and Inclusion in Higher Education in India (2017). Draft paper prepared for discussion meeting with Prof. Simon Marginson at British Council Delhi. Delhi: Centre for Policy Research in Higher Education (Jointly with N.V. Varghese and Nidhi S. Sabharwal).

Participation in Seminars/Conferences/Workshops

National

Shaping the Future of the Margins: Student Aspirations and Higher Education Institutions. A paper presented in the National Seminar on “Urban Marginality, Social Policy and Education in India”, NIEPA, New Delhi (Jointly with Nidhi S. Sabharwal), 12-13 February, 2018.

Symposium on “Inclusive Universities: Linking Equity, Diversity and Excellence for the 21st Century”. India Habitat Centre, New Delhi, India, organised by University of Massachusetts Amherst and Pune University, 12 February, 2018.

National Seminar on “Futures of Higher Education: Economic and Social Contexts”. NIEPA, organised by Department of Higher and Professional Education, NIEPA New Delhi, 7-8 September, 2017.

Higher Education Round Table. The Imperial Hotel New Delhi, organised by World Bank Group, 12 August, 2017.

International

Diversity and Discrimination in Higher Education in India - A paper presented in V International Summer School on Higher Education Research - Higher Education and Social Inequality. Higher School of Economics, St.Petersburg, Russia, 10-16 June 2017.

International Seminar on “Quality and Excellence in Higher Education”, India Habitat Centre, New Delhi, India, organised by CPRHE, 22-23 February, 2018.

Participated in V International Summer School on Higher Education Research - Higher Education and Social Inequality. Higher School of Economics, St.Petersburg, Russia, 10-16 June 2017.

International Conference on “Inclusive and Quality Education: Towards Sustainable Development Goal 4”, India International Centre, New Delhi, organised by The Institute of Social Sciences, New Delhi, 17-18 June, 2017.

Workshop/Conferences/Training Programmes Organised

First research methodology workshop of the project “Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges”, organised at CPRHE-NIEPA (Jointly with C.M. Malish), on 2-3 May, 2017.

Training Material and Courses Developed/ Transacted

Developed and transacted a session on “Focus Group Discussion as a Qualitative Research Method”, in the Course on “Qualitative Research Methods in Education”, NIEPA, 18-29 December, 2017.

Developed and transacted a session on “Affirmative Action and Inclusion in the Institutions of Higher Education: Policies and Practices”, in the Orientation-cum-Workshop on Management of Diversity and

Equity in Universities and Colleges, NIEPA, New Delhi (Jointly with Nidhi S Sabharwal), 10-17 July, 2017.

Other Academic and Professional Contributions

Co-editor of CPRHE Research Paper Series.

Reviewer of Higher Education: International Journal of Higher Education Research.

Organised demonstration of qualitative data analysis software (Atlasti and Nvivo) for NIEPA faculty.

Member of M.Phil. Curriculum Review Committee for the Core Course on Research Methodology (CC 5).

Member of M. Phil. Curriculum Review Committee for the Optional Course on Equity and Multi-cultural Education (OC 7).

Member of M.Phil. Curriculum Review Committee for the Optional Course on Inclusion of Education of Person with Disabilities (EC 13).

Research Studies

Ongoing Research Project

Higher Education Success and Social Mobility: A Study on UGC Coaching Schemes for SC / ST / OBC and Minorities

Role: Principal Investigator

Research Study Project entitled ‘Higher Education Success and Social Mobility: A Study on UGC Coaching Schemes for SC / ST / OBC and Minorities in Universities and Colleges aims to investigate the effects of schemes initiated by the University Grants Commission’s (UGC) to foster higher education success, career and occupational mobility of disadvantaged. The University Grants Commission (UGC) requested CPRHE / NIEPA to undertake a study to assess the efficacy of coaching schemes

sponsored by the UGC. The UGC introduced coaching schemes for disadvantaged groups in higher education since the 11th Plan period. This has been in existence in the last one decade. Major objectives of the scheme is to provide additional learning input, in the form of special coaching classes for disadvantaged groups to facilitate their successful completion of the academic courses and career mobility. The following are those coaching schemes: 1. Remedial coaching for SC / ST / OBC and Minorities, 2. Coaching for NET / SET for SC / ST / OBC and Minorities, and 3. Coaching class for entry into service for SC / ST / OBC and Minorities.

This study is guided by the following broad research questions:

- 1) Who are the beneficiaries of UGC coaching schemes disaggregated by social groups?
- 2) How are UGC coaching schemes being implemented in colleges and universities?
- 3) What is the effect of coaching schemes on students' success?
- 4) What are the constraints in implementing of the schemes?

The objectives of the study is the following:

- a) To analyse social group composition of beneficiaries of UGC coaching schemes;
- b) To understand implementation process of UGC coaching schemes at the institutional and UGC level;
- c) To understand challenges and constraints faced by each stakeholder (eg: faculty members, coordinators, institutional leaders and administrators at UGC) while implementing coaching schemes;

- d) To explore student experiences in terms of learning, feedback systems and peer group interaction in coaching classes;
- e) To analyse the effect of coaching schemes on academic progress and success in NET / SET and competitive examinations for employment;
- f) To evolve new policies and practices that strengthen implementation of coaching schemes.

The activities completed under this research projects are:

- 1) A detailed research proposal for the study was developed and shared with UGC for their approval.
- 2) After the approval, the Centre identified institutions for case studies. The process of identification of institutions included the following steps: As a first step, a list of institutions availing these schemes was collated from UGC headquarters and UGC regional offices; based on the list and suggestions from UGC regional offices, a tentative list of institutions for case studies was prepared. The following considerations were devised for selection of case study institutions. They were: 1. Regional representation; 2. Representation of types of institutions; 3. Institutions implementing all three schemes; 4. Comparatively higher budget allocation; 5. Institutions from SC-ST dominated area; 6. Institutions serving minorities; and 7. Institutions serving women.
- 3) The Centre constituted a research advisory committee with academics and representatives from UGC and MHRD. The Centre organised first meeting of the research advisory committee on 4 October, 2016 to discuss proposal, methodology and institutions selected for case studies. Based on the recommendation of the committee, 12 institutions have been finalised for undertaking the case studies.

- 4) Quantitative and qualitative research instruments have been developed. Research tools include formats to collect secondary data available at the institutional level, survey questionnaires to be administered among the students currently attending coaching classes and passed out, focus group discussion with students, and interviews with faculty coordinators, faculty members/instructors of coaching classes and institutional leaders.
- 5) The research instruments for the study have been vetted in consultation with the coordinators of UGC coaching schemes, and faculty members involved with academic empowerment of disadvantaged groups in Delhi colleges and universities. Instrument development workshop was organised on 22 December, 2016. The discussion provided grassroots picture of the ways in which scheme is implemented in colleges and universities. And, each of the instruments was discussed in detail.
- 6) Based on the inputs from the members, research instruments were revised and finalised.
- 7) Formalisation of research team in all case study institutions has been completed. The process of forming research teams in case study institutions included consultations with heads of the institutions to identify coordinators of the case study institutions. Coordinators were contacted by letter to formalise the research collaboration.
- 8) The first research methodology workshop with research coordinators of the case study institutions has been organised.
- 9) The project has been launched.

The study is being implemented in 12 higher education institutions located across 12 States in India, namely, Punjab, Uttar Pradesh, Tripura, Bihar, Delhi, Kerala, Gujarat, Jharkhand, Maharashtra, Haryana, West Bengal and Meghalaya.

Completed Research Project

Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination in Higher Education Institutions

Role: Co-Principal Investigator

Given the diversification of higher education system and consequent diversity in student population, this research project aims to explore diversity and discrimination in higher education campuses in India. As a result of higher education expansion and enhanced aspirational levels of families cutting across the class and caste boundaries, a large number of non-traditional social groups enters into college campuses, and campuses are now occupied by students belonging to various social, economic, linguistic, gender, regional and physical ability backgrounds. Although it appears to be a positive development towards equity in higher education, existing research raised concerns that social divisions and its associated practices, prejudices and values are getting reproduced in higher education campuses.

The project attempted to understand nature and forms of diversity in campuses and structure and mechanism that exist to deal with diversity and discrimination. The project also examined how opportunity provided by growing diversity could be better leveraged for inculcating civic and democratic learning and to transform institutions which were assumed to have crucial role to play in contemporary society. The study adapted combination of quantitative and qualitative methodology for collection and analysis of information. The study administered a detailed questionnaire-based survey among 3200 students, conducted close to 200 interviews with faculty and administrators, and close to 70 focus group discussions with students. The study was implemented in institutions located across six States, namely, Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh. Six State research reports and synthesis report are completed and were

submitted to the Research Advisory Committee in October 2016 for finalising the reports. Before submitting the research reports to the RAC, the chapters in the reports were thoroughly reviewed, and detailed feedback were given by the coordinators in preparation for the reports to be peer-reviewed in the third methodology workshop. The third research methodology workshop was held on the 7-8 June, 2016.

The third methodology workshop for the research project was organised with the objective to discuss and review the draft research reports and discuss the synthesis report. The synthesis report prepared in the Centre included collation and analysis of data from the student survey and thematic analysis of interview transcripts and focus group discussions. The third research methodology workshop meeting was attended by the members of the research teams from 12 higher education institutions listed above. The workshop was organised as a peer-review meeting. One of the members from another research team was the discussant for the draft research report which was followed by a discussion by all the members of the research teams present at the workshop.

The drafts of the research reports were prepared in advance under guidance and in collaboration with research team at CPRHE. The workshop was organised in a way that the research teams got sufficient time to make full presentation followed by a discussion. General guidelines were followed while commenting on drafts: the comments were solely based on review of the draft reports; critical suggestions were provided to improve analysis and writing; focus was given on internal consistency in writing and arguments; focus was on arguments developed in each section/sub-section and data set used for the same; emphasis was given on data triangulation, and to ensure that there was an adequate integration of qualitative and quantitative data; the reviewer focused whether draft explained "why" of the results, the process (how) of

the results along with description (what) of the results.

Based on the comments received from the group, the research reports were revised and presented in the third advisory research committee held on 18 October, 2016. The Centre organised a seminar on the theme on 27-28 February, 2017 which brought together academics, educationists and policy makers across India to delve deeper into student diversity, equity and inclusion in higher education in India. The Centre plans to bring out policy briefs and modules to sensitise educational administrators. The project is funded by the ICSSR.

Major Findings

The study developed a method of classifying student diversity in higher education institutions in India. The study thus identified three stages of student diversity are: Stage I is social diversity which is quantifiable; measurable and is visible aspect of diversity in nation's population. Stage II is academic diversity wherein academic differences have to be addressed to achieve equity in academic outcomes. Stage III diversity is a condition of social inclusion, wherein, forms of discrimination that shape the experiences of diverse students have to be addressed to achieve inclusion in higher education.

The study finds that inequality persists in terms of choice of subject areas of study. Students from the advantaged groups (such as students from non-SC / ST / OBC social group) increasingly choose sciences and engineering study programmes. The analysis shows that this can be due to variations in the pre-college academic experiences. Students from advantaged social groups have mostly attended private schools with English medium of instruction unlike students from the socially-excluded groups (such as the SCs, STs and OBCs) who studied in government schools with regional language as the medium of instruction. Social group disparity in the choice of subjects of studies leads to stratifications of disciplines based on

caste and ethnicity. Such disciplinary stratification adds to the existing inequalities in education and the prospects and nature of employment after studies.

Furthermore, students from disadvantaged socio-economic group are also more likely to be first-generation learners with limited social and cultural capital that aid and support learning at higher education levels. Multiple disadvantages in the form of academic inequalities at the point of entry, being first-generation learners, negative outlook of faculty members towards student diversity and limited institutional initiatives leads to academic vulnerabilities in the classrooms and negatively affect academic integration of students from the socially excluded groups and, hence, chances of their academic success. Thus, while overall social diversity may have improved, social group disparity continues to exist in opportunities for academic success.

The findings of the study indicate that discrimination continues to exist in higher education campuses. It was found that dominant attitude of faculty members and institutional leaders towards increasing student diversity are mostly negative. To institutionalise equality and protect students from discrimination, there are clear directives from higher education authorities to create cells such as Equal Opportunity Cells, Women's Cell, Anti-Ragging Cells in higher educational institutions. The empirical findings indicate that although all types of institutional arrangements (in the form of cells) exist, the cells are not effectively functioning, awareness of students about the cells was low; many did not know whom to contact and how to complain. It seems there is limited institutional interest in planning, monitoring and coordinating the functioning of the cells to make them effective and helpful to students who need them badly.

The study shows that we have made progress in terms of achieving diversity in the campuses. Affirmative action policies at the time of admission have contributed to achieving Stage I diversity. However, addressing

issues of diversity in the campuses need detailed examination and further progressive action. But, a lack of perspective towards diversity and insensitivity from the institutional leaders can create a vacuum in the discourse on diversity and equity in higher education. Developing a diversity perspective is an important step wherein student diversity is valued.

This shows that there is a long distance to travel to reach Stage II and stage III diversity. Though external factors are important, achieving Stage II and Stage III diversity is an internal matter of the institution. The study clearly shows that we have reached a stage in addressing diversity in the campus where the attention needs to be shifted to the initiatives within institutions. This is what we may like to term as "institutional turn" in addressing changing nature of student diversity. "Institutional turn" predisposes drastic changes in ways in which institutions are functioning and changes in attitude and perception of institutional stakeholders such as faculty members and academic administrators.

The first and foremost diversity initiative at the institutional level is to sensitise leaders and faculty members on ways to address student diversity more positively and to see diversity as an asset. Institutions also play a role in fostering learning about diverse others and dialogues across differences which, in turn, has an effect on the campus climate. Pedagogical interventions that include awareness about the diverse 'others' and dialogue across differences are diversity initiatives for fostering positive campus climate and inter-group relationships. Thus, to realise the ideals in the Constitution and to contribute to democratisation of society, higher education institutions in India need to help students acquire and internalise knowledge, values and skills to promote diversity, civic learning and democratic functioning.

6 State team reports and one synthesis report have been prepared as a part of this project.

- i) "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India" by Dr. Nidhi S. Sabharwal and Dr. C. M. Malish, New Delhi, CPRHE / NIEPA, 2016.
- ii) "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Bihar" by Professor Asha Singh, Dr. Fazal Ahmad and Dr. Barna Ganguli, New Delhi, CPRHE / NIEPA, 2016.
- iii) "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Uttar Pradesh" by Professor Nidhi Bala, Dr. Shruvan Kumar and Dr. Roma Smart Joseph, New Delhi, CPRHE / NIEPA, 2016.
- iv) "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Karnataka" by Dr. Sreejith Alathur, Professor A. H. Sequeira and Dr. B. V. Gopalakrishna, New Delhi, CPRHE / NIEPA, 2016.
- v) "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Maharashtra" by Dr. H. A. Hudda, Dr. A. V. Talmale and Dr. A. C. Bankar, New Delhi, CPRHE / NIEPA, 2016.
- vi) "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Kerala" by Professor K. X. Joseph, Dr. T. D. Simon, Dr. K. Rajesh, New Delhi, CPRHE / NIEPA, 2016.
- vii) "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Delhi" by Dr. C. V. Babu and Dr. Satyendra Thakur, CPRHE / NIEPA, 2016.

Sayantana Mandal

Publications

Research Papers/Articles Published

Freirean Approach in Analyzing Teaching-Learning in Indian Higher Education - a theoretical discourse, Indian Journal of Adult Education, Indian Adult Education Association, Vol 78, No. 3, 2017.

Participation in Seminars/Conferences/Workshops

National

Improving Students by Improving Teachers: the changing perspectives teaching learning in Indian Higher Education, International Research Symposium 2017, O.P. Jindal Global University, Jagdishpur, Distt Sonapat, Haryana, 11-12 December, 2017.

Improving Teaching in Higher Education in India: balancing expertise and outreach, with Pachauri A., National Seminar on Future of Higher Education: Economic and Social Contexts, NIEPA, New Delhi, 7-8 September, 2017.

Rapporteur for the International Conference on Inclusive Quality Education: Towards Sustainable Development Goal 4 and Lessons from Kerala Model, India International Centre, New Delhi, 17-18 June,

Rapporteur for Vice Chancellors Leadership Workshop, organised by NIEPA, Pride Plaza, Aerocity, 7-8 December, 2017.

Rapporteur for the International Conference on Quality and Excellence in Higher Education, at the India Habitat Centre, New Delhi, 21-22 February, 2018.

Rapporteur for Leadership Development Workshop for University Administrators, organised by NIEPA, Pride Plaza, Aerocity, 26-28, March 2018.

International

Competences in Competitive Higher Education and the Universities of Yesteryears, 18th International Conference on Education Research, Seoul National University, Seoul, Korea, 19-20 October, 2017.

Indian Adult and Lifelong Learning System, Seoul National University, Korea, 18 October, 2017.

Participation: Special Session(s)

Visiting Scholar at the University of Deusto, Bilbao, Spain to be a guest lecturer at the Masters of Lifelong Learning (MALLL) (Cohort 10). Scholarship funded by the European Commission.

Workshops/Conferences/Training Programmes Organised

Organised the third research methodology workshop to discuss draft state reports and national synthesis report for the project titled 'Teaching and Learning in Indian Higher Education', at CPRHE / NIEPA, New Delhi, 29-30 August, 2017.

Training Material and Courses Developed/ Transacted

M.Phil./Ph.D. Entrance Exam Invigilation.

Consultancy and Academic Support to Public Bodies during the Period under Report

Policy Support

MHRD Evaluative Project on "the Evaluation of the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT)" with N.V. Varghese and Anupam Pachauri at CPRHE / NIEPA. Project Coordinator/Principal Investigator: Professor N.V. Varghese, Dr. Anupam Pachauri and Dr. Sayantan Mandal.

Other Academic and Professional Contributions

Research Project

i) *Research Project Coordinator/Principal Investigator to a CPRHE / NIEPA Major Research Project (sponsored by UGC) on "Teaching and Learning in Indian Higher Education"*

Teaching-learning is considered vital for all educational sectors. While extensive research and development are being conducted on improving teaching-learning in primary and secondary education sectors, there seems a lack of substantial and contemporary research for evidence-based policy making to improve teaching-learning in Indian higher educational arena. It is an important area to focus considering the continuously changing landscape of higher education, increased international competition, diversity of the student body and types of educational service providers, increasing demand of value for money and efficiency, and hence, call for new teaching methods among other reform prerequisites. Studies also infer that in spite of the focus on excellence (along with equity and expansion) as a national agenda for higher educational reform (XI and XII Plan, Planning Commission, Government of India), teaching in higher education has an overall limited success in improving the conditions of the youth of India. It is in this backdrop, CPRHE / NIEPA took the initiative to undertake a research organised at higher education institutions across the nation, focusing on understanding the teaching and learning processes from different vantage points.

The overarching scope of the proposed research project therefore aims to analyse the process and status of teaching-learning in higher education in India to develop an empirical body of knowledge to facilitate robust evidence-based policy making and kindle further research. The study may play an important role in providing empirically grounded understandings of how India can better respond to the challenges facing in its higher education system in terms of effective

teaching and learning, including faculty development. By looking at teaching quality across a whole range of academic disciplines at both bachelors and masters levels, the current study will address a gap in higher education research in India. Indeed, it will be one of the first studies to make a contribution to the literature of teaching and learning as a multifaceted phenomenon in higher education in the Indian contexts.

The research project is presently examining the process of teaching and learning in higher education in India, and developing an empirical body of knowledge that can inform on-going and future national policies. Within this overarching scope, the main objectives of the research project are to understand the process of teaching and learning in the higher education institutions (colleges and universities) in India and identify possible diversities and different practices; to understand the dynamics of teaching across a range of disciplines at bachelors' and masters' level programmes; to analyse the effectiveness of teaching and teaching environment (institutional) in the learning of the students in higher education; to provide an empirically grounded and analytically robust understanding of policy priorities and policy responses in terms of teaching and learning, faculty and learner development in India's higher education institutions and finally to suggest specific policy changes in the field of teaching and learning in higher education based on the evidences generated by the research. The research project is a multi-state, multi-institute study and employed mixed methods approach to examine the issues. The study was launched in 2014-15 with a research methodology workshop with research teams from the University of Calcutta, West Bengal; Guru Ghasidas University, Chhattisgarh; Maharaja Sayajirao University of Baroda, Gujarat; and the Periyar University, Tamil Nadu. During the last academic year of 2015-16, the study has progressed substantially. The second Research Methodology Workshop has been organised and the data collection phase is over. It includes rich qualitative data such as

classroom observation and focus group discussions among others and a large set of quantitative data from teachers, students and administrators. The quantitative data collected by the four research teams were prepared for SPSS analysis. The qualitative data collected from institutional administrators, faculty members and focus group discussions with the students and faculty members of the respective higher education institutions were transcribed and analysed. The first draft of the state level reports is being prepared by the selected institutions which are being edited and reviewed and sent back to the teams for revision before submitting the final report. The synthesis report is in final stages of preparation. The CPRHE closely monitored the progress implementation of the project and helped state teams to draft the research reports. This involved help in coding and analysis of quantitative and qualitative data and writing of draft state report and providing regular feedback and comments on chapters submitted so far.

Both the state and the central teams are now preparing the reports, which will be discussed in the third expert committee meeting and in the next research methodology workshop.

ii) *Coordinated a MHRD Evaluative Project on "the Evaluation of the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT)" with N.V. Varghese and Anupam Pachauri at CPRHE / NIEPA.*

Prepared the CPRHE Annual Report 2017 with Garima Malik, faculty CPRHE/ NIEPA.

CPRHE/ NIEPA Website

Coordinated CPRHE website which provides information about the Centre, its mission and roadmap. The website highlights the ongoing national research projects and upcoming events and works as a digital platform to disseminate the resources, such as CPRHE research paper series, CPRHE reports,

international seminars and conference reports. The website development is taking place in consultation with the technical team of NIEPA.

Journal Editing

Co-editor of the Bengali journal - Janasiksha Bhabna (on mass education and lifelong learning), Quarterly, Kolkata.

Membership of Eminent Bodies outside NIEPA

Indian Adult Education Association (IAEA), New Delhi.

ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub), Network 5 - Core Competences.

Satyen Maitra Janasiksha Samiti (SMJS), Kolkata.

Indian Paulo Freire Institute (IPFI), Kolkata.

School Standards and Evaluation Unit

Pranati Panda

Refer to Department of School and Non-Formal Education

Veera Gupta

Publications

Books/ Chapters

Module for SDEPA, State Institute of Educational Management and Training, Uttarakhand

Module for Orientation Programme on Professional Policy Making; NIEPA, 21-25 November, 2016

Module on Professional Policy Making for the Phase V (Advance Course) of Post-Graduate Diploma in Educational Planning and Administration (PGDEPA 2015-16)

Research Papers/Articles

Article published 'Educational Planning: Dropout of CWSN and SLD Children in India', IAFOR Journal of the Social Sciences: Vol 2, Issue 2, Winter 2016 Publication, ISSN 2187-0640, 20 December, 2016.

Article published in Higher Education Review magazine; 'Policy Making in India' pp. 74, 12 December, 2016.

Participation in Seminars/Conferences during the Year under Report

National/International

National Conference on Innovations in Educational Administrations; chair and evaluate presentations in one session, NIEPA.

Third Annual Public Health Symposium on "Health Promotion: Ensuring Health Lives and Well-being". Speaker for the session on 'Social Determinant of Health', PGI, Chandigarh, 9-10 March 2017

All India Educational Conference on Minority Education: Challenges and Prospects. Session on the topic of Innovation in Education, All India Educational Movement, Delhi, 5 March, 2017

Policy Round Table on School Education, Centre for Civil Society, New Delhi, 22 March, 2017.

International Seminar on 'Governance of Universities: Issues and Challenges', NIEPA, 23-24 March, 2017,

National Conference of Shaala Siddhi, NIEPA, 6-7 February, 2017.

Participation in the International Conference on Financing of Higher Education, CPRHE, NIEPA, 16-17 February, 2017.

Unlearn Workshop, Panel Discussion on Enrollment of SLD and Policies on SLD; UNESCO and Mahatma Gandhi Institute of Peace; 9-10 April, 2017

ANTRIEP Regional Workshop; 19-21 April, 2017

Consultancy and Academic Support to Public Bodies during the Period under Report

CBSE paper setting for education officers; 18 October 2016

UPSC; 15-23 January, 2017

PSG College; BOM Meeting

I P University; Inspection of AShtVakr Institution, 2 June, 2017

Directorate of Education Delhi; Consultation on Powers of School Management Committee; 3 June, 2017

MHRD; PAB Meeting on Shaala Siddhi; 3 May, 2016

NCERT; Planning Meeting at NCERT for Outreach Programme for Inclusion of CWSN in Mainstream Schools; 5 May, 2016

Haryana UPSC; Evaluator for GK Paper 30 days

Department of School Education Telengana; One-day Contextualisation Workshop on Shaala Siddhi; 6 April

Maharaja Surajmal Institute; Selection Committee Member for Recruitment of B.Ed College; 28 April

Training Material Developed/Evolved during the Year under Report

Coordination of the 209 course of IDEPA, NIEPA, 14 March-17 April, 2017

Membership of Eminent Bodies outside NIEPA

Governing Body Member of PSG College of Arts and Science Coimbatore; D.O. No. F.2-26 (7) 2004 (AC)

Civil Service Examiner UPSC, 15-23 January, 2017

Lectures Delivered

Lecture on School Education: Quality, Assessment and Evaluation in International Training Programme on Manpower Information System From 19 January-16 March, 2017, National Institute of Labour Economics Research and Development (NILERD).

SCERT, Delhi is organising a 5-day Training Programme for DURCC / CRCC at Government Co-ed SSS Lajpat Nagar, Veera New Delhi from 07-11 March, 2017. Session on Shaala Siddhi, SCERT, Delhi.

Lecture on 'Educational Management' IDEPA 209 Course; NIEPA, 14-16 March, 2017.

Lecture on 'Ethics of Teaching' and 'Planning for Teaching', NIT, Kurukshetra, 17 March, 2017.

Lecture on Shaala Siddhi, DIET Karkardooma, Delhi, 30 March, 2017.

Session on Shaala Siddhi with delegates of NILERD (IAMR), at NIEPA, 17 February, 2017.

Capacity Building of Principals of Delhi on Shaala Siddhi, MCD and NDMC and SCERT, 31 January, 2017.

Lecture on Policy Research methods, Jamia Millia Islamia, New Delhi, 23 January, 2017.

Shaala Siddhi Presentation in Secretariat of Delhi, NIEPA, 5 December, 2016,

Session on Shaala Siddhi in the Orientation Programme on Educational Management for the State Level Educational Administrators, NIEPA, 5-9 December, 2016.

Presentation on Shaala Siddhi in BEO Workshop, NIEPA, 16 December, 2016.

Panel Discussion on Girl Education, for the Programme for Minority Institutions, NIEPA, 21 December, 2016,

Lecture on Shaala Siddhi, PGDEPA, NIEPA. 9 November, 2016.

Lecture on Shaala Siddhi in the Workshop on "Field Experiences of Decentralization of School Management at the Elementary Level", 7-11 November, 2016, on 10th November, NIEPA.

Capacity Building Workshops on Shaala Siddhi in Punjab, Haryana and Chandigarh, 14-17 November, 2016.

Capacity Building Workshops on Shaala Siddhi at Jammu, 27-&-29, November, 2016.

Lecture in PGDEPA on 'Management of Education of CWSN', NIEPA, 5 October, 2016.

Capacity Building Workshops on Shaala Siddhi in Chattisgarh, 4-6 October, 2016.

Capacity Building Workshops on Shaala Siddhi in Uttar Pradesh, 24-25 October, 2016.

Capacity Building Workshops on Shaala Siddhi in Manipur, 2-3 September, 2016.

Capacity Building Workshops on Shaala Siddhi in Goa, 23-24 September, 2016.

Lecture, Faculty Development Programme, Maharaja Surajmal Institute, 6 August, 2016.

Lecture in launch of Dilli Shaala Siddhi, SCERT, Delhi, 5 August, 2016.

Capacity Building Workshops on Shaala Siddhi, Daman and Diu; 26-27 August, 2016.

Lecture on Policy Conceptualisation; International Programme for Educational Administrators, NIEPA, 18 July to 12 August, 2016.

Lecture on Shaala Siddhi; in BEO, DEO conference at Srinagar; 30 May-1 June, 2016.

20 Lectures in 'Professional Policy Making for the Phase V (Advance Course) of Post-Graduate Diploma in Educational Planning and Administration (PGDEPA) 2015-16; 8-14 April, 2016.

Supervisor for Research

Supervision of Ph.D. student, Sangita Dey, on Policy Analysis of Mid-Day Meal Programme: from Governance Perspective.

Supervision of Ph.D. student, Deepinder Sekhon, on Policies and Practices for CWSN No. F. 11-8/2014-15/AA/CAS dt. 27 August, 2015.

"A Study of the Role and Activities of Educational Block Resource Centre Coordinators of Kohima District, Nagaland"; Dissertation submitted in partial fulfillment of the requirement for the Post Graduate Diploma in Educational Planning and Administration 2016-17; Ruokuoneinuo Marina.

Evaluation of dissertation as external examiner of Nidhi Tripathy, under the guidance of Dr. Girish Kumar, entitled "Gifted Children, the Untapped National Human Resource: Lost; 42 Advance Professional Programme in Public Administration- 1 July, 2016-30 April, 2017, IIPA.

Investigation on Courses of School Dropout in Zanzibar: The Case of Mkwatoni Teacher Center of North a District, Khamis Silima Kombo (Tanzania), IDEPA, NIEPA.

Evaluation of thesis by Temsukala Scholar in Dr. K.R. Narayanan Centre for Dalit & Minorities Studies, Jamia Millia Islamia, entitled "Education and Identity in Nagaland: An Interpretation of the Emergence of Naga Society in Modern Times" under the guidance of Prof. Azra Razzack.

Members of Different Bodies

32nd-35th Meetings of GIAC; NIEPA

Steering Committee for M.Phil. and Ph.D. Meeting

Member of Departmental Promotion Committee; 9 May, 2016

Academic Council Meeting; 27 May, 2016

Rasmita Das Swain

Publications

Gupta, V., & Swain, R.D. (2017). Assessment of School Performance on Inclusion in India, National Conference on Policy and Planning of Inclusive Education with Focus on CWSN. (Ed.) Excel India Publishers, New Delhi.

Participation in Seminars/Conferences/

Workshops

National Consultation on Promoting Convergence and Coordination in ECCE, NIEPA, New Delhi, 9 October, 2017.

National Discussion Meet on Gandhian Educational Ideas in Policy Perspective: Relevance, Challenges and Prospects, NIEPA, New Delhi, 3-5 October, 2017.

National Conference on Inclusive Education in India, NIEPA, New Delhi, 9-10 November, 2017.

Training Programmes /Conferences/Workshops Organised/Participated

Orientation Programme of Shaala Siddhi for Delhi State January 31, 2017, Tyagraj Stadium, New Delhi.

National Consultative Meet on Shaala Siddhi (National Programme on School Standards and Evaluation) (Shaala Siddhi) February 06-07, 2017

Workshops on web portal development with advanced features for Shaala Siddhi (Shaala Siddhi) February 11, 2017

Workshops on web portal development with advanced features for Shaala Siddhi (Shaala Siddhi) February 13 -18, 2017

Workshops on finalization and translation of Guidelines for Self and External Evaluation (Shaala Siddhi) February 21-23, 2017

Workshops on web portal development with advanced features for Shaala Siddhi (Shaala Siddhi) 27 February to 04 March 2017

Workshops on finalization and translation of Guidelines for Self and External Evaluation (Shaala Siddhi) March 07-10, 2017

Workshops on Web portal development with advanced features for Shaala Siddhi, 06-11 March 2017

State Specific capacity building programme on Shaala Siddhi for Gujarat March 28-29, 2017

Participated with Shaala Siddhi team to organise capacity building programme on Shaala Siddhi (school self-evaluation) for 525 teacher educators, education officials and school heads, Haryana, 03-04 June, 2017.

Capacity building programme on Shaala Siddhi: Maharashtra 21-24 June, 2017

Participated with Shaala Siddhi team to Organise School Self-Evaluation capacity building programme on Shaala Siddhi for 55 teacher educators, education officials and school heads, Rajasthan, 15 September, 2017.

Participated with Shaala Siddhi team to organise capacity building programme on Shaala Siddhi (school self-evaluation) for 250 teacher educators, education officials and school heads, Bihar, 19-20 September, 2017.

Participated with Shaala Siddhi team to organise school Self-Evaluation capacity building programme on Shaala Siddhi for 58 teacher educators, education officials and school heads, Himachal Pradesh, 15 December, 2017.

Participated with Shaala Siddhi team to organise capacity building programme on Shaala Siddhi (school self-evaluation) for 45 teacher educators, education officials and school heads, Jammu & Kashmir, 28-29 December, 2017.

Review workshop on Guideline for External Evaluation (Shaala Siddhi) 10-13 January 2018

Expert group workshops on Development of Guideline for External Evaluation (Shaala Siddhi) 15 -17 January, 2018

National Consultative Meet on External-Evaluation (Shaala Siddhi) on 23-24 January, 2018

Workshops on Guideline for External Evaluation (Hindi) 22-23 March, 2018

Workshops on Finalisation and Translation of Guidelines for Self and External Evaluation, 07-10 March, 2017.

Expert Group Workshop on Development of Guideline for External Evaluation, 15-17 January, 2018.

National Consultative Meet on External Evaluation (Shaala Siddhi), 23-24 January, 2018.

National Seminar on Governance, Regulation and Quality Assurance in Teacher Education, 15-16 March, 2018.

Capacity Building Programme on Shaala Siddhi: Mumbai, Maharashtra, 21-24 June, 2017.

Core Group Meeting and Capacity Building Programme on Shaala Siddhi: Kurukshetra, Haryana, 03-04 June, 2017.

Core Group Meeting and Capacity Building Programme on Shaala Siddhi: Jaipur, Rajasthan, 15 September, 2017.

Capacity Building Programme on Shaala Siddhi: Patna, Bihar, 19-20 September, 2017.

Workshop with District Teams for the Implementation of Shaala Siddhi in Shimla, Himachal Pradesh, 15 December, 2017.

Workshop with SCERT, Delhi, 26 April, 2018.

International Conference on Financing the Higher Education by NIEPA, India Habitate Centre, February 16-17, 2017

Indigenous Knowledge Systems and Youth Empowerment -Policies and Practices, 2-3 March, 2017; NIEPA

National Conference on Innovations in Educational Administration (For District and Block level Officers) March 4, 2017 Pravasi Bhartiya Kendra by NIEPA, New Delhi

Engaging with Public Universities in India: Autonomy as an Idea and practices, Lecturer by Prof. Malabika Sarkar, Founding of Presidency University, Kolkata March 09, 2017 NIEPA

University-Industry Interface: Challenges and Possibilities for Higher Educational Institution Lecturer by Dr. Rajiv Dubey, NIEPA, March 14, 2017

National Discussion Meet on Gandhian Educational Ideas in Policy Perspective: Relevance, Challenges and Prospect Oct 3-5, 2017, NIEPA, New Delhi.

National Consultation on Promoting Convergence and Coordination in ECCE, NIEPA, Oct 9, 2017, New Delhi

National Conference on Inclusive Education in India, Nov 9-10, 2017 NIEPA, New Delhi

Participated in the NCSL National Advisory Group Meeting (2017-18). NIEPA, New Delhi, 7 March, 2018.

National Seminar on 'Governance, Regulation and Quality Assurance in Teacher Education' 15-16, March 2018

Training Material and Course Developed/ Transacted

Guideline on School Self-evaluation. (2017). (English), School Standards and Evaluation, NIEPA, New Delhi.

Guideline on School Self-evaluation. (2017). (Hindi), School Standards and Evaluation, NIEPA, New Delhi.

Guideline on School External-evaluation. (2017). (English), School Standards and Evaluation, NIEPA, New Delhi.

Guideline on School External-evaluation. (2017). (Hindi), School Standards and Evaluation, NIEPA, New Delhi.

User Manual for Web portal (2017), (English), Unit on School Standards and Evaluation, NIEPA, New Delhi.

Shaala Siddhi: National Analytic Report on School Self Evaluation (2017). School Standards and Evaluation, NIEPA, New Delhi. (July 2017, Oct 2017, November 2017, December 2017, January, 2018)

State Specific School Self - Evaluation Grading Dashboard (2017). School Standards and Evaluation, NIEPA, New Delhi. (July 2017, Oct 2017, November 2017, December 2017, January, 2018)

Shaala Siddhi: Strategic Planning and Implementation (2017). School Standards and Evaluation, NIEPA, New Delhi.

Shaala Siddhi: Perspective Plan 2017-2020, (2017). School Standards and Evaluation, NIEPA, New Delhi.

National Report on Progress and implementation of Shaala Siddhi. (2017). School Standards and Evaluation, NIEPA, New Delhi.

Shaala Siddhi: School Self Evaluation Analytics Maharashtra. (2017). School Standards and Evaluation, NIEPA, New Delhi.

Coordination of web portal management and development

Developed along with Unit Members: Guidelines, Monitoring Framework and Analytical Reports

Guideline on School Self-Evaluation (English & Hindi)

Guideline on School External-Evaluation (English & Hindi)

User Manual for Web Portal

National Report on Progress and Implementation of Shaala Siddhi

Shaala Siddhi: School Self Evaluation Analytics

National Grading Reports

State Specific Grading Report (22 States and UTs)

Course Transacted for M.Phil. /Ph.D.

Compulsory Course, CC - 1

Consultancy and Academic Support to Public Bodies

Contributed to the Development of Web Portal Shaala Siddhi

Development of Compulsory Course CC-1 for M.Phil./Ph.D.

Orientation for DIET Staff on School Self Evaluation in NIEPA, 6 February, 2018

Other Academic and Professional Contribution

Supervision of IDEPA Project Titled: Leadership for Skill Development: A Case Study of Ethio Telecom Excellence Academy, Addis Ababa, Ethiopia.

Invited Lecture Delivered

Invited lecture in Vidya Bharti Institute of Educational Research & Training, Nehru Nagar, New Delhi, 3 November, 2017.

Membership of official and other committees:

Committee for evaluation of Entrance Examination of M.Phil./Ph.D.

Member of M. Phil Examination Evaluation for Research Methodology I & II and Perspectives of Education (CC-I)

Restructuring of M. Phil/Ph.D. curriculum

Member of Steering Committee

Member in NAAC committee for Research and Innovations

Planning Approval Board (PAB) Meetings of MHRD for Shaala Siddhi

Management of Shaala Siddhi web portal

Management of Shaala Siddhi programme along with Unit Head

National Academy of Psychology, New Delhi

Indian Association of Applied Psychology, Chennai

Comparative Education Society of India (CESI), New Delhi

All India Association for Educational Research (AIAER), Bhubaneswar, Odisha

Indian School Psychology Association

Indian Science Congress Association, Calcutta

Indian Association of Positive Psychology, New Delhi

Praachi Association of Cross-Cultural Psychology, Meerut

National HRD Network, Hyderabad

Indian Society for Training and Development, New Delhi

Sports Psychology Association of India, Patiala

Contributed to M. Phil / PH. D Curriculum Review (Feb 2018)

15. Other academic and professional activities:**Participation in Consultancy Activities**

MHRD

UNICEF

Planning Approval Board Meetings (PAB)

UGC

Department of Psychology, Colleges of Delhi University

University of Jammu, University of Rajasthan, Allahabad university

Review of Text Books of Psychology of International and National Publishers

Distance Education Centre of different Universities

Jammu and Kashmir Police Academy

Faculty of Management Studies, University of Delhi

Psychological Tests and Assessment Service Centre

Academic resource person to Human Resource Development Centers (Department of Psychology and Education)

ICT Applications

K. Srinivas

Publications

Books/Chapters

Written a chapter on "A Discourse on Open and Distance Learning (ODL) in India" in edited book entitled "Education in Emerging India" from SAGE Publications, New Delhi in 2017.

Participation in Seminars/Conferences/ Workshops

Role of ICT in Teaching and Learning: Challenges and Issues ,As Keynote Speaker, National Seminar on ICT in Teaching and Learning Process, Chhotu Ram College of Education, Rohtak,18 November, 2017

Steps to enable the Flipped Learning/ Classroom, As Invited Speaker, National Conference on e-learning & e-technologie : Prospects & Challenges, organised by Instructional Media Centre, Maula Azad National Urdu University, Hyderabad,20-21 February, 2018.

Participated as Resource Person for a two-day Faculty Development Workshop on "Moodle MOOCs & OER" for Ranchi University, Ranchi, 8-9 April, 2017.

Conducted a Faculty Development Workshop in two phases (6 days each phase) for the Government Lecturers of Telangana State on "Effective Use of Smart Classrooms and Preparation & Transaction of e-Content", 9-14 May ,2017.

Participated as a Recourse Person for a two-day Orientation Programme Workshop, conducted by UGC-HRDC, Guru Ghasidas University, Bilaspur, 15-16 May, 2017.

Participated as a Recourse Person for a two-day Orientation Programme Workshop, conducted by UGC-HRDC, Devi Ahilya Viswavidyalay, Indore, 22-23 May, 2017.

Participated as a Recourse Person for a two-day Refresher Programme, conducted by UGC-HRDC, Devi Ahilya Viswavidyalay, Indore for the faculty members of Bhopal School of Social Sciences, Habibganj, 24-25 May 2017.

Conducted Faculty Development Workshop in two phases (6 days each phase) for the Government Lecturers of Telangana State on " Effective Use of Smart Classrooms and Preparation & Transaction of e- Content", 1-6 June,2017.

Conducted a day-long practical hands-on workshop for the faculty members of the Institute of Social Sciences Trust (ISST) on Moodle MOOC and Open Educational Resources, 27 July, 2017.

Conducted a three-day long practical hands-on workshop for the faculty members of Department of Education , Benarus Hindu University, Varanasi on Technology-enabled Online Teaching, Learning and Assessment with Moodle MOOC and Open Educational Resources, 21-23 August, 2017.

Participated in a day-long brainstorming session on Implementation of Online Learning Management System for the Indira Gandhi Women Technical University (IGDTW), Delhi under Delhi Police Project, 30 August, 2017.

Participated as a Recourse Person for a two-day Faculty Orientation Programme, conducted by Madurai Kamraj University, Madurai, 4-5 September, 2017.

Conducted a two-day long practical hands-on workshop for the faculty members of Central University of Jammu on Technology-enabled Online Teaching, Learning and Assessment with Moodle MOOC and Open Educational Resources, 15-16 September, 2017.

Participated in a two-day long state level conference of BEOs, DEOs, at Chennai, 20-21 September, 2017.

Conducted a day-long skill-oriented training workshop on “Advances in Instructional Technologies for Enhancing Teaching-Learning and Training Competencies”, organised by Centre for Advancement of Faculty Training (CAFT), Division of Agricultural Extension, ICAR-IARI, New Delhi, 16 October, 2017.

Conducted a three-day long skill-oriented workshop for the faculty members of Mannar Thirumalai Naicker College on Technology-enabled Online Teaching, Learning and Assessment with Moodle MOOC and Open Educational Resources, 23-25 October, 2017.

Conducted a three-day long skill-oriented workshop for the faculty members of on ICT in Educational Processes, organised by Teaching and Learning Centre of Lal Bahadur Shastri Sanskrit Vidyapeeth (LBSSV), New Delhi under the scheme of Pandit Madan Mohan Malaviya Mission on Teacher & Teaching (PMMMTT), 27-30 October, 2017.

Conducted a three-day long skill-oriented workshop for the engineering faculty members of different universities on Moodle MOOCs, OER, Educational Technology Tools, organised by NIT, Warangal E & ICT Academy, 9-11 November, 2017.

Conducted a three-day long skill-oriented workshop for the faculty members of National Law University, Odisha (NLUO) on Moodle MOOCs, OER, Educational Technology Tools, 20-22 November, 2017.

Conducted a three-day long skill-oriented workshop for the faculty members of Maulana Azad National Urdu University (MANUU) on Moodle MOOCs, OER, Educational Technology Tools, 27-29 November, 2017.

Conducted a day-long skill-oriented training workshop on “Instructional Technologies for Enhancing Teaching-Learning and Training Competencies”, organised by, Jamia Hamdard, New Delhi, 30 November, 2017.

Conducted a three-day long skill-oriented workshop for the faculty members of on MOOCs, OER &

Moodle, organised by Teaching and Learning Centre of Tejpur Univeristy under the scheme of Pandit Madan Mohan Malaviya Mission on Teacher & Teaching (PMMMTT), ng 11-13 December, 2017.

Conducted a day-long skill-oriented training workshop for Banasthali University Faculty on Online Teaching, Learning and Assessment, organised by Banasthali University, Jaipur, 31 December, 2017.

Conducted a three-day long skill-oriented workshop for the faculty members of Jawaharlal Nehru Technological University, Hyderabad on Moodle MOOCs, OER, Educational Technology Tools, 5-7 January, 2018.

Conducted a three-day long skill-oriented workshop for the faculty members of Central University of Karnataka, Gulbarga on Moodle MOOCs, OER, Educational Technology Tools, 22-24 January, 2018.

Conducted a three-day long skill-oriented workshop for the faculty members of Padmavati Mahila University, Tirupati on Moodle MOOCs, OER, Educational Technology Tools, 29-31 January, 2018.

Conducted a three-day long skill-oriented workshop for the faculty members of BR Ambedkar Open University, Hyderabad on Moodle MOOCs, OER, Educational Technology Tools, 8-10 February, 2018.

Other Academic and Professional Contributions

Participated as an expert in the meeting for revising PG Diploma in Educational Technology Programme and developing MOOCs, organised by School of Education, IGNOU, 7 April, 2017.

Member of the National Academic Committee (NAC) for the overall conduct and supervision of National Children’s Science Congress (NCSC) by the Department of Science and Technology, Government of India for three years.

Member of the Academic Advisory Committee (AAC) on NCERT–MOOCs for identifying and approving the MOOCs Proposals, 25 & 27 September, 2017.

Represented NIEPA in the first SWAYAM Board Meeting, at Shastri Bhawan New Delhi, 14 November, 2017.

Member of the Academic Advisory Committee (Subject Matter Expert Group) on UGC-MOOCs in Humanities & Social Sciences for identifying and approving the MOOCs proposal, 4 December, 2017.

Participated in a day-long workshop to finalise the draft research tools for the study entitled “Impact of OER Policy Implementation and OER Use in Open and Distance Learning System”, organised by Commonwealth Educational Media Centre for Asia (CEMCA) on 29 September, 2017.

Participated in the 65th Meeting of the Central Advisory Board of Education (CABE) at Vigyan Bhavan, New Delhi, 15-16 January, 2018.

Participated as a member of the first meeting of the Core Area Expert Committee for B.Voc (IT/ITeS), organised by School of Vocational Education and Training, Indira Gandhi National Open University, Maidan Garhi, New Delhi, 17 January, 2018.

SWAYAM MOOC Advisory Committee Membership

Academic Advisory Committee Member for NCERT, National Coordinator for School Level SWAYAM MOOC Courses.

Academic Advisory Committee Member for UGC (PG Courses), National Coordinator for PG Course for SWAYAM MOOC Courses.

Participated in First SWAYM Board Meeting representing NIEPA.

SWAYAM MOOC - National Resource Centre (NRC – Discipline Specific) Academic Advisory Committee Membership

Academic Advisory Committee Member for National Institute of Technology (NIT), Warangal, Telangana.

Academic Advisory Committee Member for Guru Jambheshwar University of Science and Technology, Hisar, Haryana.

Academic Advisory Committee Member for Rani Durgavati University, Jabalpur, Madhya Pradesh

Academic Advisory Committee Member for Shri Lal Bahadur Sasty Sanskrit Vidyapeeth, New Delhi.

SWAYAM MOOC - National Resource Centre Education Academic Advisory Committee Membership

Academic Advisory Committee Member for National Institute of Educational Planning and Administration (NIEPA), New Delhi.

National Fellows

A. Mathew

Publications

“Policy Discourses on Higher Education Development in Kerala: Duel for Equity and Less Privatisation”, The Indian Journal of Technical Education, Vol. 39, No. 4, October-December 2016, pp. 53-78.

“Inclusion and Privatisation Strands in Karnataka Higher Education Policy”, The Indian Journal of Technical Education; Vol. 39, No. 3. July-September 2016, pp. 71-92.

“Andhra’s Fee Reimbursement Scheme: Intended and Unintended Impact on Higher Education in AP and Telangana”, College Post, April-June 2017, pp.3-9; and pp.24-25.

“Private Engagement in Maharashtra Higher Education: From Philanthropy to Commercialisation and Resisting Regulation”, College Post, April-June 2018, pp.11-22

“Long Standing Tension in Indian Federalism: Case of Central and Centrally Sponsored Schemes in Education”, College Post: October-December 2016.

“Promotion in the Academic Profession in India: Upward Mobility of Teachers in Higher Education”, co-author, in LibingWang and Wesley Teter (ed), Recalibrating Careers in Academic: Professional advancement policies and practices in Asia-Pacific, UNESCO, Bangkok, 2017, pp.105-40.

Book Review: Ayyar, R.V. Vaidyanatha (2016). The Holy Grail: India’s Quest for Universal Elementary Education, Oxford University Press, New Delhi. Journal of Educational Planning and Administration, Vol. XXXI, No. 2, April 2017, pp.169-73.

Participation in Seminars/Conferences/ Workshops

Resource Person in National Conference on “Innovations in Educational Administration”, organised by Department of Educational Administration, NIEPA, 5-7 March 2017.

Paper presented in the National Seminar on “Public Sphere and Education: Possibilities and Challenges for Educational Policy”, NIEPA, 16-17 March, 2017,

Paper presented in the International Conference on “Inclusive and Quality Education: Towards Sustainable Development Goal 4”, organised by Institute of Social Sciences, in Delhi, 17-18 June, 2017.

Paper presented in National Seminar on “The Futures of Higher Education: Economic and Social Contexts”, organised by Department of Higher & Professional Education, NIEPA, 7-8 September, 2017.

Resource Person in the International Autumn School 2017, Department of Adult, Continuing Education & Extension, University of Delhi, 16-30 September, 2017.

Participated in the Workshop on “Leadership Development in Higher Education for Vice-Chancellors”, organised by Department of Higher Education and Professional Development, NIEPA, 7-8 December, 2017.

Participated in the Workshop on “Leadership Development in Higher Education: Report of the Workshop for Vice-Chancellors”, at Hotel Pride Plaza, New Delhi, 7-8 December, 2017.

Participated in the International Seminar on “Innovations in Financing of Higher Education”, organised by CPRHE, NIEPA, 19 December, 2017.

Paper presented in the International Seminar on “Quality and Excellence in Higher Education”, organised by the Centre for Policy Research in Higher Education (CPRHE), NIEPA at the Indian Habitat Centre, New Delhi, 22-23 February, 2018.

Workshops/Conferences/Training Programmes Organized

Digital Archives of Educational Documents: Open for free access, the Digital Archives has nearly 12,000 Documents uploaded on its website till date.

Membership of Eminent Bodies outside NIEPA

Life Member: Comparative Education Society of India

Life Member: Indian Adult Education Association



APPENDICES

APPENDIX I

MEMBERS OF THE NIEPA COUNCIL

(AS ON MARCH 31, 2018)

Composition of NIEPA Council

President

1. Union Minister for
Human Resource Development
Government of India President

2. Prof. N. V. Varghese,
Vice-Chancellor, NIEPA Vice-President

Ex-officio Members

3. Secretary to the Government of India,
Department of Higher Education Member

4. Secretary to the Government of India,
Department of School Education
and Literacy Member

5. Chairman, University Grants
Commission, New Delhi Member

6. Director, National Council of
Educational Research and Training
(NCERT), New Delhi Member

7. Financial Advisor, MHRD,
Government of India Member

Three eminent educationists nominated by the President

8. Prof. H.C. Verma
Department of Physics
Indian Institute of Technology
Kanpur – 208 016

9. Prof. Vinay Kumar Pathak
Vice Chancellor
Dr. A.P.J. Abdul Kalam Technical University
IET Campus, Sitapur Road, Lucknow
Uttar Pradesh – 226021

10. Prof. Mohammad Akhtar Siddiqui
Professor
Institute of Advanced Studies in Education,
Faculty of Education, Jamia Millia Islamia,
New Delhi-110025

**Five persons representing States by rotation
nominated by the President, Members
(One each from the five zones)**

11. The Addl. Chief Secretary (Higher Education)
Govt. of Karnataka
Room No:645, 6th Floor
M.S.Building, Bangalore-560 001
12. Addl. Chief Secretary
School Education Department
Department of Public Relation
Bhopal – 462003
13. Additional Chief Secretary to Govt. of Haryana,
Haryana School Education Department
Chandigarh
14. Principal Secretary
Education Department
Meghalaya Civil Secretariat
Myntdu Building, Shillong-793001

15. Secretary (School Education)
Govt. of Jharkhand
Secretariat, Ranchi
Jharkhand – 834 001

**One member of the faculty of the National
Institute nominated by the President**

16. Prof. N.V. Varghese
Director, Centre for Policy Research in Hr. Edu.
NIEPA
New Delhi
17. Registrar (I/c)
Secretary
NIEPA
New Delhi

APPENDIX II

MEMBERS OF THE BOARD OF MANAGEMENT

(AS ON MARCH 31, 2018)

- (a) Vice-Chancellor of the Institute – Chairman – ex-officio;
- (b) Three nominees of the President of the Institute;
- (c) One nominee of the MHRD, GoI;
- (d) Dean of Faculty of the Institute; and
- (e) Two members of the faculty (Professor and Associate Professor or Assistant Professor) of the National University by rotation according to fitness/suitability-cum-seniority.

Registrar of the Institute shall be the Secretary of the Board of Management.

APPENDIX III

MEMBERS OF THE FINANCE COMMITTEE

(AS ON MARCH 31, 2018)

1. Prof. N. V. Varghese Chairman (ex-Officio)
Vice-Chancellor
NIEPA
New Delhi-110016

(Nominees of the President, NIEPA Council)

2. Shri Inder Pal Singh
IA& AS (Retd.)
Dy. CAG of India
Office of CAG of India, New Delhi
3. **One person to be nominated by the Vice-Chancellor**

Representative of the MHRD

4. Mrs. Kiran Arora
Under Secretary
Ministry of Human Resource Development
(Representative of Joint Secretary & Financial Advisor)
Government of India
Shastri Bhawan
New Delhi-110001

Other Members

5. Shri Subhash C. Sharma Secretary
Finance Officer (I/C)
NIEPA
New Delhi-110016
6. Shri Basavaraj Swamy Invitee
Registrar
NIEPA
New Delhi - 110016

APPENDIX IV

MEMBERS OF THE ACADEMIC COUNCIL

(AS ON MARCH 31, 2018)

1.	Prof. N. V. Varghese Vice-Chancellor NIEPA, New Delhi	Chairman	
2 to 4	3 persons from amongst eminent educationist from the field related the activities of the Institute who are not in the service National University	Members	To be nominated by the President
5.	Dr.(Mrs.) Najma Akhtar Professor and Head Dept. of Training and Capacity Building in Education NIEPA, New Delhi	Member	
6.	Dr. Sudhanshu Bhushan Professor and Head Department of Higher and Professional Education, NIEPA, N. Delhi.	Member	
7.	Dr. Arun C. Mehta Professor and Head Department of Educational Management Information System (EMIS), NIEPA, New Delhi.	Member	
8.	Dr. S.M.I.A. Zaidi Professor and Head Department of Educational Planning, NIEPA, New Delhi.	Member	
9.	Dr. A.K. Singh Professor and Head Department of Educational Policy, NIEPA, New Delhi	Member	
10	Dr. Pranati Panda Professor and Head Department of School and Non-Formal Education, and Head, School Standards and Evaluation Unit NIEPA, New Delhi	Member	
11.	Dr. Mona Khare Professor and Head Department of Educational Finance, NIEPA, New Delhi	Member	

12.	Dr. Kumar Suresh Professor and Head Department of Educational Administration, NIEPA, New Delhi	Member	
13.	Dr.(Ms.) Veera Gupta Associate Professor School Standards and Evaluation Unit, NIEPA, New Delhi	Member	
14.	Dr.(Ms.). Neeru Snehi Assistant Professor Department of Higher and Professional Education NIEPA, New Delhi.	Member	Nominated by the Vice- Chancellor
15.	Prof. Furqan Qamar Secretary General Association of Indian Universities, AIU House 16, Comrade Indrajit Gupta Marg (Kotla Marg) New Delhi – 110002 Phone: 23236105, Email: sgoffice@aiu.ac.in	External Expert	
16.	Prof. Atul Sarma Chairman, OKDISCD, Guwahati 264, Rama Apartment, Sector-11, Pocket 2 Dwarka, New Delhi – 110075 Cell: 09873097723, Email: sarmaatul@yahoo.com	Spl.Invitee	Invited as an expert
17.	Prof. Sudarshan Iyengar Plot no. 3, ARCH Campus Nagaria, Ozarpada Road Dharampur - 396 050 District Valsad, Gujarat, India Cell: 9898636916, Email: sudarshan54@gmail.com	Spl. Invitee	
18.	Prof. Rashmi Diwan Head, NCSL NIEPA, New Delhi	Invitee	
19.	Prof. K. Biswal Incharge, U-DISE NIEPA, New Delhi	Invitee	
20.	Prof. K. Srinivas Head, IT & PMU NIEPA, New Delhi	Invitee	
21.	Dr. Nidhi Sabharwal Associate Professor, CPRHE, NIEPA, New Delhi	Invitee	
22.	Dr. Suman Negi Associate Professor, NIEPA, New Delhi	Rapporteur	
23.	Prof. S.M.I.A. Zaidi Registrar (I/c) NIEPA, New Delhi.	Secretary	

APPENDIX V

MEMBERS OF THE BOARD OF STUDIES

(AS ON MARCH 31, 2018)

- | | | | |
|--|-----------------|--|---------------|
| 1. Prof. N. V. Varghese
Vice-Chancellor
NIEPA, New Delhi | <i>Chairman</i> | 7. Dr. Nalini Juneja
Professor & Head
Department of School & Non-Formal Education
NIEPA, New Delhi | <i>Member</i> |
| 2. Prof. Veena R. Mistry
B-5, CS Patel Enclave
3, Pratap Ganj
Vadodra – 390 002 | <i>Member</i> | 8. Dr. S.M.I.A. Zaidi
Professor & Head
Department of Educational Planning
NIEPA, New Delhi | <i>Member</i> |
| 3. Prof. S. Hom Chaudhary
A-47/9, Upper Republic
Aizawl – 796 001 | <i>Member</i> | 9. Dr. Arun C. Mehta
Professor & Head
Department of Educational Management
Information System (EMIS)
NIEPA, New Delhi. | <i>Member</i> |
| 4. Prof. Vasant Bhat
Dean & Professor
Regional Institute of Education
Mysore | <i>Member</i> | 10. Dr. A.K. Singh
Professor & Head
Department of Educational Policy
NIEPA, New Delhi | <i>Member</i> |
| 5. Dr.(Mrs.) Najma Akhtar
Professor & Head
Dept. of Training and Capacity Building in
Education
NIEPA, New Delhi | <i>Member</i> | 11. Dr. Kumar Suresh
Professor & Head
Department of Educational Administration
NIEPA, New Delhi | <i>Member</i> |
| 6. Dr. Sudhanshu Bhushan
Professor & Head
Department of Higher & Professional Education
NIEPA, New Delhi. | <i>Member</i> | 12. Prof. Rashmi Diwan
Head, NCSL
NIEPA, New Delhi. | <i>Member</i> |

13. Prof. K. Biswal Head, Project Management Unit NIEPA, New Delhi.	<i>Member</i>	18. Prof. Mona Khare NIEPA, New Delhi.	<i>Invitee</i>
14. Prof. N.V. Varghese Director, CPRHE NIEPA, New Delhi.	<i>Member</i>	19. Prof. Neelam Sood NIEPA, New Delhi.	<i>Invitee</i>
15. Dr. (Mrs.) Veera Gupta Associate Professor (seniormost) NIEPA, New Delhi.	<i>Member</i>	20. Prof. B.K. Panda NIEPA, New Delhi.	<i>Invitee</i>
16. Neeru Snehi Assistant Professor (seniormost) NIEPA, New Delhi.	<i>Member</i>	21. Prof. K. Srinavas NIEPA, New Delhi.	<i>Invitee</i>
17. Prof. Pranati Panda NIEPA, New Delhi.	<i>Invitee</i>	22. Sh. Basavaraj Swamy Registrar, NIEPA, New Delhi.	<i>Secretary</i>

APPENDIX VI

FACULTY AND ADMINISTRATIVE STAFF

(AS ON MARCH 31, 2018)

Vice-Chancellor

Prof. N. V. Varghese

Department of Educational Planning

S.M.I.A. Zaidi, Professor and Head

P. Geeta Rani, Professor

N. K. Mohanty, Assistant Professor

Suman Negi, Assistant Professor

Department of Educational Administration

Kumar Suresh, Professor and Head

Vineeta Sirohi, Professor

Manju Narula, Assistant Professor

V. Sucharita, Assistant Professor

Department of Educational Finance

Mona Khare, Professor and Head

Vetukuri P.S. Raju, Assistant Professor

Department of Educational Policy

Avinash K. Singh, Professor and Head

Manisha Priyam, Associate Professor

S. K. Mallik, Assistant Professor

Naresh Kumar, Assistant Professor

Department of School and Non-Formal Education

Pranati Panda, Professor and Head

Rashmi Diwan, Professor

Madhumita Bandyopadhyay, Professor

Sunita Chugh, Associate Professor

Kashyapi Awasthi, Assistant Professor

Department of Higher and Professional Education

Prof. Sudhanshu Bhushan, Professor and Head

Aarti Srivastava, Associate Professor

Neeru Snehi, Associate Professor

Sangeeta Angom, Assistant Professor

Department of Educational Management Information System

Arun C. Mehta, Professor and Head

K. Biswal, Professor

A. N. Reddy, Assistant Professor

Department of Training and Capacity Building in Education

Prof. Najma Akhtar, Professor and Head

B. K. Panda, Professor

Savita Kaushal, Assistant Professor

Mona Sedwal, Assistant Professor

Computer Centre

K. Srinivas, Professor and Head

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

Prof. N. V. Varghese, Professor and Director

Mona Khare, Professor

Nidhi Sadana Sabarwal, Associate Professor

Anupam Pachauri, Assistant Professor

Garima Malik, Assistant Professor

Jinusha Panigrahi, Assistant Professor

Malish C. M., Assistant Professor

Sayantan Mandal, Assistant Professor

School Standards and Evaluation Unit

Prof. Pranati Panda, Professor and Head

Veera Gupta, Professor

Rasmita Das Swain, Associate Professor

Project Management Unit

K. Srinivas, Professor & Head

Maulana Abul Kalam Azad Chair

--

Advisor (IAIEPA Project)

Prof. K. Ramachandran, Professor

Administration and Academic Support

Registrar

Shri Basavaraj Swamy upto 08.03.2018 (A.N.)
Prof. SMIA Zaidi (I/c) 08.03.2018 (A.N.) onwards

General and Personal 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

Dr. Subhash C. Sharma, Finance Officer (I/c)
Chander Prakash, Section Officer

Training Cell

Jai Prakash Dhama, Section Officer (Incharge)

Publication Unit

Pramod Rawat, Deputy Publication Officer

Hindi Cell

Subhash C. Sharma, Hindi Editor & Assistant
Hostel Warden

Library and Documentation Centre

Puja Singh, Librarian
D.S. Thakur, Documentation Officer

Computer Centre

Naveen Bhatia, Computer Programmer

The cover features a light blue background with several overlapping, rounded geometric shapes in various shades of blue. A large white rounded rectangle is positioned in the upper right, containing the title text. A blue circle with a white border is located on the left side, partially overlapping a blue horizontal band.

**ANNUAL ACCOUNTS
2017-18**

BALANCE SHEET

As on 31-03-2018

(Amount in Rs)

SOURCES OF FUNDS/LIABILITIES	SCHEDULE	CURRENT YEAR	PREVIOUS YEAR
CORPUS/CAPITAL FUND	1	-	-
CURRENT LIABILITIES AND PROVISIONS	2	56,76,70,015	58,39,38,955
TOTAL		56,76,70,015	58,39,38,955
APPLICATION OF FUNDS/ASSETS	Schedule	Current Year	Previous Year
FIXED ASSETS	3	19,11,31,842	19,74,26,332
CURRENT ASSETS	4	18,22,05,495	20,57,18,655
LOANS, ADVANCES AND DEPOSITS	5	5,87,19,877	4,74,51,931
CAPITAL FUND	-	13,56,12,801	13,33,42,037
TOTAL		56,76,70,015	58,39,38,955
SIGNIFICANT ACCOUNTING POLICIES	14		
CONTINGENT LIABILITIES AND NOTES TO ACCOUNTS	15		

Sd/-
(Subhash Chand Sharma)
Finance Officer (I/C)

Sd/-
(Kumar Suresh)
Registrar (I/c)

Sd/-
(N V Varghese)
Vice-Chancellor

INCOME AND EXPENDITURE ACCOUNT

For the year ended 31-03-2018

(Amount in Rs)

PARTICULARS	SCHEDULE	CURRENT YEAR	PREVIOUS YEAR
A. INCOME			
Academic Receipts	6	4,56,501	4,48,958
Grants / Subsidies	7	29,20,92,402	26,74,81,987
Interest earned	8	7,05,649	21,03,203
Other Income	9	28,61,576	62,84,363
TOTAL (A)		29,61,16,128	27,63,18,511
B. EXPENDITURE			
Staff Payments and Benefits (Establishment expenses)	10	19,00,00,285	17,85,99,027
Academic Expenses	11	5,72,02,817	5,83,87,433
Administrative and General Expenses	12	2,53,09,906	2,40,67,185
Repairs and Maintenance	13	1,95,79,394	1,54,44,699
Depreciation	3	1,47,94,821	1,74,85,313
TOTAL (B)		30,68,87,223	29,39,83,656
Balance Being Surplus / (Deficit) Carried to Capital Fund		(1,07,71,095)	(1,76,65,145)

Sd/-
(Subhash Chand Sharma)
Finance Officer (I/C)

Sd/-
(Kumar Suresh)
Registrar (I/c)

Sd/-
(N V Varghese)
Vice-Chancellor

SCHEDULES 1 TO 5 FORMING PART OF BALANCE SHEET

As on 31-03-2018

SCHEDULE 1 CORPUS/CAPITAL FUND

(Amount in Rs)

PARTICULARS	Current Year (2017-18)	Previous Year (2016-17)
Balance at the beginning of the year	(13,33,42,037)	(13,57,76,016)
Add: Contributions toward Corpus/Capital Fund	84,91,956	2,00,95,929
Add: Assets Donated/Gifts Received	8,375	3,195
Add: Assets Purchased out of Sponsored Project Funds	-	-
Add: Excess of Income over expenditure transferred from the Income and Expenditure Account	-	-
Total	(12,48,41,706)	(11,56,76,892)
(Deduct): Deficit transferred from the Income and expenditure Account	1,07,71,095	1,76,65,145
Balance at the year end	(13,56,12,801)	(13,33,42,037)

SCHEDULE 2

CURRENT LIABILITIES AND PROVISIONS

(Amount in Rs)

Particulars	Current Year (2017-18)	Previous Year (2016-17)
A. CURRENT LIABILITIES		
Security Deposit	11,25,858	6,33,858
Subscription of Journals (Advance)	2,11,876	1,35,910
Outstanding Liability	29,66,498	24,58,883
Salary Payable	80,51,567	85,46,217
Interest payable to MHRD	14,91,772	-
Receipts against Sponsored Projects (Net of expenditure)	13,07,68,949	12,92,35,573
Income received in Advance (Unutilized grants of year 2017-18)	1,53,52,376	5,46,41,734
Total (A)	15,99,68,896	19,56,52,175
B. PROVISIONS		
Pension	35,21,53,075	33,53,83,881
Gratuity	3,59,55,295	3,42,43,138
Leave Encashment	1,95,92,749	1,86,59,761
Total (B)	40,77,01,119	38,82,86,780
Total (A + B)	56,76,70,015	58,39,38,955

SCHEDULE 2 (A)

SPONSORED PROJECTS

(Amount in Rs)

S. No.	Name of the Project	Opening Balance		Receipts/ Re-coveries during the year	Total	Expenditure during the year	Closing Balance	
		Debit	Credit				Debit	Credit
1	2	3	4	5	6	7	8	9
1	International Diploma in Educational Planning and Administration (IDEPA)	-	48,05,356	69,97,259	1,18,02,615	50,24,025	-	67,78,590
2	Establishment and Operationalization of DISE (UNICEF) Dr. K. Biswal	-	12,57,890	20,81,912	33,39,802	22,74,031	-	10,65,771
3	Project on Sarva Shiksha Abhiyan (M/HRD)	-	1,13,194	-	1,13,194	5,900	-	1,07,294
4	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)	-	5,63,371	-	5,63,371	-	-	5,63,371
5	Secondary Education Management Information Systems (SEMIS) M/HRD (Prof A C Mehta)	-	14,58,894	-	14,58,894	5,66,869	-	8,92,025
6	India-Africa Institute of Educational Planning and Administration at Burundi (South Africa)	-	23,51,152	-	23,51,152	-	-	23,51,152
7	Primary and Upper Primary (Edcil) Dr. K. Sujatha	(13,63,560)	-	-	(13,63,560)	-	(13,63,560)	-
8	Mahatma Gandhi Institute of Education Peace (MGIEP)	-	21,00,000	-	21,00,000	-	-	21,00,000
9	Leadership Programme (M/HRD) Dr. Rashmi Diwan	(8,70,595)	-	1,11,60,000	1,02,89,405	1,14,29,554	(11,40,149)	-
10	Center for Policy Research (UGC) Professor N.V. Verghese	-	2,91,00,982	-	2,91,00,982	1,46,32,155	-	1,44,68,827
11	National Fellowship (ICSSR) Professor Ehsanul Haq	-	-	-	-	-	-	-

12	Administrative Overhead Charges/ Interest on Saving A/c	-	1,76,43,026	38,34,447	2,14,77,473	18,097	-	2,14,59,376
13	Dealing with Diversity, Discrimination and Inequality (Dr. Nidhi Sadana- CPRHE)	-	17,55,196	6,40,000	23,95,196	11,35,990	-	12,59,206
14	Central Scheme Programme School Standard Education (Prof. Pranati Panda)		1,78,18,643	-	1,78,18,643	55,93,005	-	1,22,25,638
15	UNESCO Regional Centres (K. Sujatha)		9,48,001	-	9,48,001	-	-	9,48,001
16	Srilanka Programme		13,29,194	-	13,29,194	5,49,960	-	7,79,234
17	School Standard Under RMSA		17,28,480	-	17,28,480	12,81,916	-	4,46,564
18	Senior Fellowship Dr A. Mathew (ICSSR)		37,333	3,44,000	3,81,333	3,20,000	-	61,333
19	State Political Study Dr A Mathew (ICSSR)		6,65,012	10,00,000	16,65,012	9,13,973	-	7,51,039
20	Pandit Madan Mohan Malviya		4,16,38,322	-	4,16,38,322	75,30,364	-	3,41,07,958
21	Teaching and Research Australia (UGC) Dr. Sudhansu Bhushan	(12,95,075)	-	14,89,914	1,94,839	1,94,839	-	-
22	IEPA (Ministry of External Affairs)	(9,62,079)	-	27,34,811	17,72,732	12,68,294	-	5,04,438
23	IIEP - UNESCO (K. Sujatha)		39,21,527	-	39,21,527	7,13,288	-	32,08,239
24	Teacher Educator- British Council	-	-	45,000	45,000	45,000	-	-
25	National Resource Center on Education (PMMMT)	-	-	2,67,00,000	2,67,00,000	9,107		2,66,90,893
	Total	(44,91,309)	12,92,35,573	5,70,27,343	15,50,26,607	5,35,06,367	(25,03,709)	13,07,68,949

SCHEDULE 2 (B)

UNUTILISED GRANTS FROM MHRD

(Amount in Rs.)

Particulars	Current Year (2017-18)	Previous Year (2016-17)
A. Grants Plan MHRD		
Balance B/f	5,46,41,734	5,95,21,650
Add: Receipts during the year (Grants)	26,12,95,000	10,10,87,000
Total (a)	31,59,36,734	16,06,08,650
Less: Utilized for Revenue Expenditure	29,20,92,402	8,58,70,987
Less: Utilized for Capital Expenditure	84,91,956	2,00,95,929
Total (b)	30,05,84,358	10,59,66,916
Unutilized carried forward (a-b)	1,53,52,376	5,46,41,734
B. Grants Non Plan MHRD		
Balance B/f	-	-
Receipts during the year (Grants)	-	18,16,11,000
Total (C)	-	18,16,11,000
Less: Utilized for Revenue Expenditure	-	18,16,11,000
Less: Utilized for Capital Expenditure	-	-
Total (d)	-	18,16,11,000
Unutilized carried forward (c-d)	-	-
Grand Total (A+B)	1,53,52,376	5,46,41,734

SCHEDULE 3 FIXED ASSETS

(Amount in Rs.)

S.No.	Assets Head	Rate of Depreciation	Gross Block				Depreciation for the year				Net Block	
			Opening Balance	Additions	Deduction	Closing Balance (4+5+6-7+8)	Depreciation Opening Balance	Depreciation for the Year on Addition	Deduction/ Adjustment	Total Depreciation (10+11-13)		
1	2	3	4	5	8	9	10	11	12	13	14	
1	Land	0%	23,07,892	-	-	23,07,892	-	-	-	-	-	23,07,892
2	Buildings	2%	12,19,75,038	21,26,487	-	12,41,01,525	24,39,501	42,530	-	24,89,287	-	12,16,12,238
3	Office equipment	7.50%	1,09,35,297	3,27,645	-	1,12,62,942	8,20,147	24,573	-	8,44,721	-	1,04,18,221
4	Computer and Peripherals	20%	43,11,175	19,36,300	-	62,47,475	8,62,235	3,87,260	-	12,49,495	-	49,97,980
5	Furniture and Fixtures	7.50%	64,24,993	76,980	-	65,01,973	4,81,874	5,774	-	4,87,648	-	60,14,325
6	Vehicles	10%	13,50,123	-	-	13,50,123	1,35,012	-	-	1,35,012	-	12,15,111
7	Library Books	10%	82,24,196	7,51,576	-	89,75,772	8,22,420	75,158	-	8,97,577	-	80,78,195
8	Journals	10%	2,90,26,987	16,11,582	-	3,06,38,569	29,02,699	1,61,158	-	30,63,857	-	2,75,74,712
	Total (A)		18,45,55,702	68,30,570	-	19,13,86,271	84,63,888	6,96,452	-	91,67,597	-	18,22,18,674
9	Computer Software	40%	23,42,422	-	-	23,42,422	9,36,969	-	-	9,36,969	-	14,05,453
10	E- Journals	40%	98,21,232	16,69,761	-	1,14,90,993	39,28,493	6,67,904	-	45,96,397	-	68,94,596
	Total (B)		1,21,63,653	16,69,761	-	1,38,33,415	48,65,462	6,67,904	-	55,33,366	-	83,00,049
11	Computer and Peripherals	20%	3,26,672	-	-	3,26,672	65,334	-	-	65,334	-	2,61,338
12	Furniture and Fixtures	7.50%	3,80,305	-	-	3,80,305	28,523	-	-	28,523	-	3,51,782
	Total (C)		7,06,977	-	-	7,06,977	93,857	-	-	93,857	-	6,13,120
	Grand Total (A+B+C)		19,74,26,332	85,00,331	-	20,59,26,663	1,34,23,207	13,64,357	-	1,47,94,821	-	19,11,31,842

SCHEDULE 4

CURRENT ASSETS

(Amount in Rs.)

S.No	Particulars	Current Year (2017-18)	Previous Year (2016-17)
1. Stock			
1.	Publication in Hand	3,57,313	3,71,853
2.	Inventory	11,15,241	4,37,289
2. Cash And Bank Balances :			
1.	State Bank of India (34778757702) (Current A/c)	33,857	9,006
2.	Bank Balances (Saving A/c)	18,06,57,811	20,48,78,248
3.	Postage Stamps in Hand	41,273	22,259
TOTAL		18,22,05,495	20,57,18,655

SCHEDULE 5

LOANS, ADVANCES AND DEPOSITS

(Amount in Rs.)

Particulars	Current Year (2017-18)	Previous Year (2016-17)
1. Advance to Employees (Non-Interest Bearing)		
1. Festival Advance	89,100	64,800
2. Long Term Advance to Employees (Interest Bearing)		
1 Motor car	-	12,000
2 Computer Advance	-	5,700
3 Scooter Advance	21,000	-
3. Advance and Other amounts recoverable in cash or in kind or for value to be received		
1 On Capital Account	4,17,94,325	4,06,93,626
2 Miscellaneous Advance to Faculty/Staff	27,30,337	12,00,090
3 Medical Advance	6,21,368	2,48,439
4 LTC Advance	9,16,034	-
5 TA Advance to Faculty	40,000	6,09,816
4. Prepaid Expenses		
1. Insurance	26,774	10,272
2. Other Expenses	98,48,526	-
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	30,406	17,581
7. Other - Current Assets receivable from UGC/ Sponsored Projects		
1. Debit Balances in Sponsored Projects	25,03,709	44,91,309
TOTAL	5,87,19,877	4,74,51,931

SCHEDULE 6

ACADEMIC RECEIPTS

(Amount in Rs)

S. No.	Particulars	Current Year (2017-18)	Previous Year (2016-17)
FEES FROM STUDENTS			
Academic			
1.	Student fees	2,77,800	1,75,500
Total (A)		2,77,800	1,75,500
Sales			
1.	Sale of Publications	92,401	1,98,158
2.	Sale of Prospectus	86,300	75,300
Total (B)		1,78,701	2,73,458
GRAND TOTAL (A+B)		4,56,501	4,48,958

SCHEDULE 7

GRANTS/SUBSIDIES (IRREVOCABLE GRANTS RECEIVED)

(Amount in Rs.)

Particulars	Current year (2017-18)	Previous year (2016-17)
	Total	Total
Balance B/f	5,46,41,734	5,95,21,650
Add: Receipts during the year	26,12,95,000	28,26,98,000
Add: Other receipts during the year	-	-
Total	31,59,36,734	34,22,19,650
Less: Utilized for Capital Expenditure (A)	84,91,956	2,00,95,929
Balance	30,74,44,778	32,21,23,721
Less: Utilized for Revenue Expenditure (B)	29,20,92,402	26,74,81,987
Balance C/f(C)	1,53,52,376	5,46,41,734

SCHEDULE 8

INTEREST EARNED

(Amount in Rs.)

S. No.	Particulars	Current Year (2017-18)	Previous Year (2016-17)
1.	On Saving Accounts with Scheduled banks		
	a) Non-Plan	-	11,75,350
	b) Plan	-	6,03,253
	c) Overhead Administrative Fund A/c	6,26,435	2,97,462
	d) Hostel A/c	13,608	13,913
2.	On Loans		
	a. Employees/Staff (Interest on Bearing Advances)	65,606	13,225
	Total	7,05,649	21,03,203

SCHEDULE 9

OTHER INCOME

(Amount in Rs.)

S. No.	Particulars	Current Year (2017-18)	Previous Year (2016-17)
A. Income from Land and Buildings			
1.	Hostel Room Rent	18,64,580	36,72,170
2.	License fees	2,11,613	2,85,428
3.	Water charges recovered	5,643	10,131
Total A		20,81,836	39,67,729
B. Others			
1	Income from Royalty	10,696	26,665
2	Misc Receipts	86,630	61,844
3	Use of Staff Car	-	4,204
4	Institutional Charges received from various projects	-	13,80,696
5	Sale of Condemned Items	16,189	-
6	Sale of tender forms	11,000	-
7	Admission Fees for Medical Reimbursement Pensioners	3,01,200	4,61,400
8	Contribution for Medical Scheme	3,54,025	3,81,825
Total B		7,79,740	23,16,634
Grand Total (A+B)		28,61,576	62,84,363

SCHEDULE 10

STAFF PAYMENTS AND BENEFITS (ESTABLISHMENT EXPENSES)

(Amount in Rs.)

S. No.	Particulars	Current Year (2017-18)			Previous Year (2016-17)		
		Non - Plan	Plan	Total	Non - Plan	Plan	Total
1	Salaries and Wages	1,58,16,009	2,33,84,637	3,92,00,646	3,90,16,330	18,147	3,90,34,477
2	Allowances and Bonus and OTA	2,76,60,112	3,69,00,752	6,45,60,864	6,65,64,939	11,46,082	6,77,11,021
3	Contribution to New Pension Scheme	7,28,882	8,95,400	16,24,282	17,70,139	-	17,70,139
4	Staff Welfare Expenses (Liveries)	-	78,726	78,726	1,08,400	-	1,08,400
5	LTC Facility	2,88,284	18,42,119	21,30,403	25,95,689	-	25,95,689
6	Medical Reimbursement	22,45,587	43,84,138	66,29,725	83,84,365	-	83,84,365
7	Children Education Allowance	-	5,86,797	5,86,797	9,82,096	-	9,82,096
8	Travelling Allowance	-	1,52,533	1,52,533	1,45,382	-	1,45,382
9	Others (Government Contribution-CPF)	-	23,04,664	23,04,664	67,864	-	67,864
10	Retirement and Terminal Benefits	-	-	-	-	-	-
a)	Pension	-	5,14,08,677	5,14,08,677	4,70,04,572	-	4,70,04,572
b)	Gratuity	-	1,04,73,741	1,04,73,741	61,34,841	-	61,34,841
c)	Leave Encashment	-	1,08,49,227	1,08,49,227	46,60,181	-	46,60,181
	Total	4,67,38,874	14,32,61,411	19,00,00,285	17,74,34,798	11,64,229	17,85,99,027

SCHEDULE 10A

EMPLOYEES RETIREMENT AND TERMINAL BENEFITS

(Amount in Rs.)

S. No	Particulars	Pension	Gratuity	Leave Encashment	Total
1	Opening Balance as on 01-04-2017(a)	33,53,83,881	3,42,43,138	1,86,59,761	38,82,86,780
2	Less: Actual Payment during the year (b)	3,46,39,483	87,61,584	99,16,239	5,33,17,306
3	Balance Available on 31-03-18 c(a-b)	30,07,44,398	2,54,81,554	87,43,522	33,49,69,474
4	Provision required on 31-03-2018 as per Actuarial Valuation (d)	35,21,53,075	3,59,55,295	1,95,92,749	40,77,01,119
A.	Provision to be made in the Current year (d-c)	5,14,08,677	1,04,73,741	1,08,49,227	7,27,31,645

SCHEDULE 11

ACADEMIC EXPENSES (INCLUDING SC/ST)

(Amount in Rs.)

S. No.	Particulars	Current Year (2017-18)			Previous Year (2016-17)		
		Non - Plan	Plan	Total	Non - Plan	Plan	Total
1	Field work/ Participation in Conference (TA to Faculty)	-	44,99,831	44,99,831	-	47,07,053	47,07,053
2	Field work/ Participation in Conference (TA to Participant)	-	71,78,287	71,78,287	-	76,12,767	76,12,767
3	Expenses on Seminars/Workshops (Academic Programme Expenses)	-	63,18,680	63,18,680	-	48,52,343	48,52,343
4	Payment to visiting faculty (Honarium to R/ Person)	-	6,86,732	6,86,732	-	5,13,592	5,13,592
5	INSTITUTE Research Studies	-	1,20,06,191	1,20,06,191	-	2,00,35,471	2,00,35,471
6	Fellowship to Students (M.Phil and Ph.d)	-	95,57,090	95,57,090	-	1,06,52,992	1,06,52,992
7	Stipend/Books and Project Grants	-	5,71,251	5,71,251	-	2,72,422	2,72,422
8	Publication Expenses (Approtioned from Printing)	-	9,59,640		-	17,52,494	
	1) Add: Last year stock	-	3,71,853	9,74,180	-	3,47,993	17,28,634
	2) Less: Stock of Books in Hand	-	(3,57,313)		-	(3,71,853)	
9	Subscription for Membership	-	1,34,138	1,34,138	-	2,75,198	2,75,198
10	Others (Photocopy Charges)	-	5,72,589	5,72,589	-	4,15,255	4,15,255
11	Grants to NGO	-	1,07,37,980	1,07,37,980	-	57,91,537	57,91,537
12	NER (Including SC/ ST)	-	39,65,868	39,65,868	-	15,30,170	15,30,170
	TOTAL	-	5,72,02,817	5,72,02,817	-	5,83,87,433	5,83,87,433

SCHEDULE 12

ADMINISTRATIVE AND GENERAL EXPENSES

(Amount in Rs.)

S. No.	Particulars	Current Year (2017-18)			Previous Year (2016-17)		
		Non - Plan	Plan	Total	Non - Plan	Plan	Total
A	Infrastructure						
1	Electricity Charges		85,65,129	85,65,129	84,93,297	4,96,350	89,89,647
2	Water Charges		14,47,886	14,47,886	23,84,580	12,06,754	35,91,334
3	Rent, Rates and Taxes (including property tax)		4,02,786	4,02,786	3,96,977	-	3,96,977
4	Security Expenses		26,31,679	26,31,679	-	15,58,294	15,58,294
B	Communication						
1	Postage and Telegram		4,79,278	4,79,278	-	5,25,043	5,25,043
2	Telephone, Fax and Internet Charges		9,28,725	9,28,725	10,32,798	1,43,737	11,76,535
C	Others						
1	Stationery		7,36,072	7,36,072	-	16,89,002	16,89,002
2	Catering Expenses		49,85,686	49,85,686	-	11,71,032	11,71,032
3	Petrol, Oil and Lubricants Expenses		2,45,383	2,45,383	3,26,445	-	3,26,445
4	Insurance		45,630	45,630	93,019	-	93,019
5	Taxi Hiring		13,27,741	13,27,741	-	5,10,143	5,10,143
6	Audit Fees		-	-	-	-	-
7	Wages Charges		14,98,401	14,98,401	-	9,69,786	9,69,786
8	Advertisement Charges		13,39,755	13,39,755	-	23,19,410	23,19,410
9	Newspaper Charges		1,04,587	1,04,587	1,57,979	9,357	1,67,336
10	Others (Course Fees and Training)		-	-	-	5,750	5,750
11	Misc Expenditures		5,69,364	5,69,364	75,095	5,01,705	5,76,800
12	Charges (other accounts)	955	-	1,804	-	-	632
	Total	955	2,53,08,102	2,53,09,906	1,29,60,190	1,11,06,363	2,40,67,185

SCHEDULE 13

REPAIRS AND MAINTENANCE

(Amount in Rs.)

S. No.	Particulars	Current Year (2017-18)			Previous Year (2016-17)		
		Non - Plan	Plan	Total	Non - Plan	Plan	Total
1	Maintenance of Building		63,93,893		-	32,29,615	91,61,684
2	Estate Maintenance-Electrical (ARMO)			63,93,893	-	59,32,069	
3	Maintenance of Furniture and Fixture		1,06,137	1,06,137	-	-	-
4	Maintenance of Office Equipment		50,06,505	50,06,505	-	21,23,986	21,23,986
5	Maintenance of Vehicle (Staff Car)		1,74,766	1,74,766	2,31,737	-	2,31,737
6	Housekeeping Services		78,80,093	78,80,093	-	38,98,642	38,98,642
7	Gardening (Horticulture)		18,000	18,000	-	28,650	28,650
	TOTAL	-	1,95,79,394	1,95,79,394	2,31,737	1,52,12,962	1,54,44,699

SCHEDULE 14

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 and royalty 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 and 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 as this is preferred method for autonomous organization. Further, the acquisition of assets is usually spread over the whole year and hence depreciation gets evened out.

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 and Peripherals.

4. STOCK

- 4.1 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.

5. RETIREMENT BENEFITS

- 5.1 Retirement benefits i.e., pension, gratuity and leave encashment were provided on basis of actuarial valuation in last year annual accounts (2016-17). Hence this year, the current year provision is calculated by increasing 5% the previous year evaluation.
- 5.2 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 debited in the Accounts to the respective provisions. Other retirement benefits pertaining 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).

6. GOVERNMENT AND UGC GRANTS

- 6.1 Government Grants and UGC grants are accounted on realization basis.
- 6.2 To the extent utilized towards capital expenditure, government grants are transferred to the Capital Fund.
- 6.3 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.
- 6.4 Unutilized grants (including advances paid out of such grants) are carried forward and exhibited as a liability in the Balance Sheet.

7. Fellowship to Ph.D and M.Phil Students

- 7.1 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 Institute.

8. MEDICAL CONTRIBUTION

- 8.1 Medical contributions received as per medical scheme of NIEPA are taken as receipts in Plan A/c, as medical reimbursement is paid from Plan A/c.

9. GRANTS TO NGOS

- 9.1 Grants/Financial Assistance to NGOs having similar objective is being accounted as expenditure under Plan Account.

10. SALE PROCEEDS OF CONDEMNED ITEMS

- 10.1 Sale proceeds of unserviceable and obsolete items are taken as incomes under "Other income" as the value of items condemned have already depreciated fully.

SCHEDULE 15

CONTINGENT LIABILITIES AND NOTES TO ACCOUNTS

1. FIXED ASSETS

- 1.1 Fixed assets are created out of Plan grant only. Additions in the year to Fixed Assets in Schedule 3 include Assets purchased out of Plan Funds (₹ 85,00,331) and Library Books and other assets of the value of (₹8,375) gifted to the University. The Assets have been set up by credit to Capital Fund.
- 1.2 In the Balance Sheet as on 31.03.2017 and the Balance Sheet of earlier years, Fixed Assets created out of Plan funds. The additions during the years from 01.04.2017 to 31.03.2018 from Plan and other funds, and the depreciation on those additions respectively have been exhibited distinctly (Schedule-3).

2. CURRENT LIABILITIES AND PROVISIONS

- 2.1 Expenditures which were due as on 31st March 2018, but were not paid is provided for, as outstanding liability and salary payable.
- 2.2 In view of no taxable income under Income Tax Act 1961, no provision for income tax has been considered necessary.
- 2.3 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 31.03.2018 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 31.03.2018

and taking into account the payments made in 2017-18 and the net provisions existing, further provisions were made in accounts for 2017-18 by debit to Income and Expenditure Account for 2018-19.

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 are 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 transfer 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 through 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 as on 31.03.2017 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 round off to the nearest rupee.
11. Schedules 1 to 13 are annexed and form an integral part of the Balance Sheet at 31st March 2018 and the Income and Expenditure account for the year ended on that date.

RECEIPT AND PAYMENT A/C

For the year ended on 31.03.2018

(Amount in Rs)

RECEIPTS	CURRENT YEAR	PREVIOUS YEAR	PAYMENTS	CURRENT YEAR	PREVIOUS YEAR
OPENING BALANCE			EXPENSES		
1 Saving Bank A/c	20,49,09,513	15,52,15,150	1. Establishment Expenses	17,05,90,746	15,99,96,423
From Government of India (MHRD)			2. Academic Expenses	5,73,67,345	5,26,70,722
a) Non-Plan	-	18,16,11,000	3. Administrative Expenses	1,62,86,367	1,73,56,659
b) Plan	26,12,95,000	10,10,87,000	4. Repairs and Maintenance	1,37,14,880	1,54,33,917
Academic Receipts	16,05,463	16,83,536	Payments against Fellowship	95,57,090	1,06,52,992
Receipts against Sponsored Projects/ Schemes	5,92,42,798	11,62,06,646	Payments against Sponsored Projects/ Schemes	5,57,21,821	7,83,19,479
Interest received			Expenditure on Fixed Assets and Advances to CPWD		
1. Saving Bank A/cs			1. Fixed Assets		
a) Plan	14,91,772	6,03,253	a) Plan	1,62,13,995	2,00,95,929
b) Non-Plan	-	11,75,350	b) Non-Plan	-	-
c) Canara Bank	-	-	2. Advances to CPWD	90,91,700	31,78,297
d) Overhead Admin. Fund	3,55,470	2,97,462	Other Payments including Statutory Payments		
e) Hostel A/c	13,608	13,913	Charges (Other Accounts)	849	632
2). Interest on Interest Bearing Advances	52,781	21,016	Deposits and Advances	24,33,694	6,44,928
Other Income	18,64,580	36,72,170	Remittances	4,03,33,118	4,06,94,278
Deposits and Advances	5,72,700	2,92,300	Closing Balances		
Remittances	4,03,50,883	4,06,94,278	Bank Balances	18,04,20,704	20,48,87,254
Misc Receipt including Statutory Receipts			Postage in Hand	22,259	22,259
1. Overhead Administrative Fund A/c 1108	-	13,80,696			
TOTAL	57,17,54,568	60,39,53,769	TOTAL	57,17,54,568	60,39,53,769

Sd/-
(Subhash Chand Sharma)
Finance Officer (I/C)

Sd/-
(Kumar Suresh)
Registrar (I/c)

Sd/-
(N V Varghese)
Vice-Chancellor

BALANCE SHEET

Provident Fund Balance Sheet for the Year 2017-18

(Amount in Rs)

Liabilities	Current Year	Previous Year	Assets	Current Year	Previous Year
Opening Balance	16,28,15,677	14,91,81,700	<u>INVESTMENT</u>		
<u>GPF</u>			GPF/CPF Investement	14,13,29,886	14,43,70,593
Subscription in the Year	1,77,32,547		Int. Accrued as on 31.03.2017	30,76,090	16,50,504
Interest Credited	1,01,53,083				
Less: Withdrawal	-4,61,88,557	14,45,12,750			1,24,63,435
<u>CPF</u>			<u>CASH AT BANK</u>		
Subscription in the Year	72,000		SBI A/c No. 10137881013	42,70,955	1,67,94,580
Interest Credited	55,282	1,27,282			1,19,620
<u>University Contribution (CPF)</u>					
Interest Credited		46,318			45,036
Contribution for March 2017		69,736			67,864
<u>Interest Reserve</u>					
Excess of Income over Expenditure		39,20,845			9,38,022
	14,86,76,931	16,28,15,677		14,86,76,931	16,28,15,677

Sd/-
(Subhash Chand Sharma)
Finance Officer (I/C)

Sd/-
(Kumar Suresh)
Registrar (I/c)

Sd/-
(N V Varghese)
Vice-Chancellor

PROVIDENT FUND ACCOUNT

Income and Expenditure Account for the Year Ended 31-03-2018

(Amount in Rs.)

Expenditure	Current Year	Previous Year	Income	Current Year	Previous Year
Interest Credit:					
GPF Account	1,01,53,083	1,06,10,165	Interest earned on Investment/Saving Account	1,27,49,942	1,23,99,051
CPF Account	55,282	47,620	Add: Interest accrued on 03/2017	81,16,923	66,91,337
			Less: Interest accrued for 03/2016	(-66,91,337)	14,25,586.00
Interest on University Contribution (CPF)	46,318	45,036	Received University Contribution (CPF)	69,736.00	67,864
University Contribution (CPF)	69,736	67,864			
Excess of Income over Expenditure	39,20,845	9,38,022			
	1,42,45,264	1,17,08,707		1,42,45,264	1,17,08,707

Sd/-
(**Subhash Chand Sharma**)
Finance Officer (I/C)

Sd/-
(**Kumar Suresh**)
Registrar (I/c)

Sd/-
(**N V Varghese**)
Vice-Chancellor

PROVIDENT FUND ACCOUNT

Receipt and Payment Account of GPF/CPF for the Financial Year 2017-18

(Amount in Rs.)

	Receipt			Payment	
	Current Year	Previous Year		Current Year	Previous Year
	2017-18	2016-17		2017-18	2016-17
Opening Balance	1,67,94,580.01	58,67,704.00	GPF Advance/ Withdrawal	4,61,88,557.00	1,65,59,102.00
GPF Contribution and Receipt	1,77,32,547.00	1,84,12,372.00	CPF Advance/ Withdrawal	-	
CPF Contribution and Receipt	72,000.00	72,000.00			
FD Encashed	5,18,32,093.00	4,44,81,020.00			
CPF Contribution	69,736.00	67,864.00	Investment Made	4,87,91,386.00	4,79,46,329.00
Interest Received on GPF/CPF A/c and FD from Bank	1,27,49,942.42	1,23,99,051.00	Closing Balance	42,70,955.43	1,67,94,580.00
	9,92,50,898.43	8,13,00,011.00		9,92,50,898.43	8,13,00,011.00

Sd/-
(Subhash Chand Sharma)
Finance Officer (I/C)

Sd/-
(Kumar Suresh)
Registrar (I/c)

Sd/-
(N V Varghese)
Vice-Chancellor

BALANCE IN BANK ACCOUNTS

As on 31-03-2018

(Amount in Rs.)

S. No.	Bank Accounts	Current Year (2017-18)	Previous Year (2016-17)
1	State Bank of India (10137881320) Non-Plan	10,26,073	4,16,63,463
2	Syndicate Bank (91392010001112) Plan	2,54,07,637	1,31,51,503
3	Syndicate Bank (91392010001092) Project	12,82,65,240	12,47,44,264
4	Syndicate Bank (91392010001108) Overhead Administrative Fund	2,55,77,844	2,49,51,610
5	Syndicate Bank (91392015365) Hostel	3,70,185	3,56,577
6	Canara Bank A/c 25536	10,832	10,832
7	Current A/c State Bank of India (34778757702)	33,857	9,006
TOTAL		18,06,91,668	20,48,87,254

LIST OF GRANTS TO NGO

LIST OF GRANTS TO NGO FOR 2017-18

(Amount in Rs.)

S. No.	Name of the NGO	Amount Released
1	Prajayatna	4,47,000.00
2	Aligarh Historian	5,17,000.00
3	Indian History Congress	7,05,000.00
4	Samatha Society	2,80,000.00
5	Monalissa Shiksha Avam	1,50,000.00
6	Society For Education and Development	12,74,000.00
7	New Shiv Shakti	2,47,930.00
8	Suman Shiksha Yevan	1,50,000.00
9	SIEMAT UP	2,50,000.00
10	Dalit Gramin Vikas	6,00,000.00
11	Ashirwad Rural Development	1,50,000.00
12	Society for Social Transformation	1,45,525.00
13	Anand Memorial Foundation	2,50,000.00
14	Association for Global Rural	1,50,000.00
15	Sastra University	16,59,150.00
16	Navneet Foundation	5,54,750.00
17	Society to Disability	7,89,649.00
18	CEPECAMI, AMU	2,93,846.00
19	Vivekanand College, Kolhapur	14,240.00
20	Azim Premji University	3,00,000.00
21	Indian Academy of Social Science	2,50,000.00
22	Sana Educational Development Society	1,50,000.00
23	Water Agricultural Technology	1,50,000.00
24	Manipur Educational Development and Research, Imphal	1,09,890.00
25	PG Department of Education	5,50,000.00
26	Mata Kameshwari Foundation	4,50,000.00
27	Urmila Foundation Madhubani	1,50,000.00
	TOTAL	1,07,37,980.00

DETAIL OF INVESTMENT

Detail of Investment for the period from 01.04.2017 to 31.03.2018

Sl. No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount in Rs.	Rate of Interest (%)
1	Syndicate Bank	970000/970075	20.05.2017	20.05.2018	76,14,235.73	6.60
2	Canara Bank	032137/037230/994560	12.06.2017	12.06.2018	70,00,000.00	6.90
3	Canara Bank	510179	29.1.2018	29.07.2018	59,63,740.00	6.35
4	Syndicate Bank	197811	07.09.2017	07.09.2018	40,00,000.00	6.50
5	Syndicate Bank	197821	17.09.2017	17.09.2018	50,00,000.00	6.50
6	Syndicate Bank	197828	25.09.2017	25.09.2018	70,00,000.00	6.50
7	Syndicate Bank	969781	04.10.2017	04.10.2018	35,00,000.00	6.50
8	Syndicate Bank	197860	30.10.2017	30.10.2018	90,00,000.00	5.50
9	Syndicate Bank	197861	30.10.2017	30.10.2018	90,00,000.00	5.50
10	Syndicate Bank	197862	30.10.2017	30.10.2018	90,00,000.00	5.50
11	Canara Bank	032400/037953/994980	30.11.2016	04.12.2018	70,00,000.00	6.50
12	Canara Bank	032401/037954/994981	30.11.2016	04.12.2018	70,00,000.00	6.50
13	Syndicate Bank	197895	05.01.2018	05.01.2019	65,00,000.00	6.60
14	Syndicate Bank	197964	05.02.2018	05.02.2019	20,00,000.00	6.75
15	Punjab National Bank	CBU022534/139900/23143/84157	12.01.2018	12.02.2019	95,00,000.00	6.50
16	Punjab National Bank	CBU022534/1543	16.02.2018	16.02.2019	1,46,97,437.00	6.50
17	Syndicate Bank	970252	26.02.2018	09.03.2019	75,00,000.00	6.75
18	Punjab National Bank	CBU022534/1066/ pu\$4420/ 84166	12.01.2018	12.03.2019	95,00,000.00	6.50
19	Punjab National Bank	CBU022534/139900/23143/84175	12.01.2018	12.04.2019	91,30,209.00	6.50
20	SBI SPL Deposit	812	27.06.1981	-	14,24,264.00	
TOTAL					14,13,29,885.73	

ENCASHEMENT 2017-18

(Amount in Rs.)

Sl. No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount
1	Syndicate Bank	197812	07.09.2016	07.09.2017	30,00,000.00
2	Syndicate Bank	407156/969620	26.01.2017	26.01.2018	35,00,000.00
3	Syndicate Bank	969825	28.01.2017	28.01.2018	50,00,000.00
4	Punjab National Bank	CBU022534/ 139900/23143	26.11.2016	30.12.2017	1,63,91,447.00
5	Punjab National Bank	CBU022534/ 1066/pu54420	01.01.2017	31.12.2017	98,86,403.00
6	Punjab National Bank	CBU022534/ 1543	16.02.2017	16.02.2018	1,40,54,243.00
TOTAL					5,18,32,093.00

FD MADE DURING THE YEAR 2017-18

(Amount in Rs.)

Sl.No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount	Rate of Interest (%)
1	Canara Bank	510179	29.01.2018	29.07.2018	59,63,740.00	6.35
2	Punjab National Bank	CBU022534/ 139900/23143/84157	12.01.2018	12.02.2019	95,00,000.00	6.50
3	Punjab National Bank	CBU022534/ 1066/pu54420/84166	12.01.2018	12.03.2019	95,00,000.00	6.50
4	Punjab National Bank	CBU022534/ 139900/23143/84175	12.01.2018	12.04.2019	91,30,209.00	6.50
5	Punjab National Bank	CBU022534/1543	16.02.2017	16.02.2018	1,46,97,437.00	6.50
TOTAL					4,87,91,386.00	

INVESTMENT STATEMENT 2017-18

	(Amount in Rs.)
Opening Balance	14,43,70,593.00
Investment made during the year	4,87,91,386.00
Total Investment	19,31,61,979.00
Encashment during the year	5,18,32,093.00
Net Investment (Closing Balance)	14,13,29,886.00

TRIAL BALANCE

1-APR-2017 TO 31-MAR-2018

(Amount in Rs.)

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Capital Account	115676891.11 Dr	17665145.63	8500331.00	124841705.74 Dr
Capital Fund	115676891.11 Dr	17665145.63	8500331.00	124841705.74 Dr
Current Liabilities	579447645.84 Cr	291329100.72	277047761.76	565166306.88 Cr
Amount Payables	15973.00 Cr			15973.00 Cr
Amount Payable - CPF	15973.00 Cr			15973.00 Cr
Deduction From Bills		823241.00	823241.00	
Income Tax From Contractor - Project		150237.00	150237.00	
Income Tax From Contractor - Recurring		671752.00	671752.00	
Income Tax on Contractors - Non- Recurring		1252.00	1252.00	
Deduction From Salary		39509877.00	39527642.00	17765.00 Cr
GPF Subscription & Recovery		17696547.00	17696547.00	
Group Insurance Scheme		81320.00	81160.00	160.00 Dr
Income Tax (Salary) - Non- Recurring		6472600.00	6472600.00	
Income Tax (Salary) - Project		1533100.00	1533100.00	
Income Tax(SALARY)- Recurring		8165048.00	8165048.00	
L.I.C.		291396.00	291396.00	
Recovery of New Pension Scheme		1790229.00	1808154.00	17925.00 Cr
Society Recoveries		3479637.00	3479637.00	
SPECIFIC PROJECTS	124744263.84 Cr	65592551.72	69113528.35	128265240.47 Cr
Provisions	388286780.00 Cr		19414339.00	407701119.00 Cr
Provisions - Gratuity	34243138.00 Cr		1712157.00	35955295.00 Cr
Provisions - Leave Encashment	18659761.00 Cr		932988.00	19592749.00 Cr
Provisions - Pension	335383881.00 Cr		16769194.00	352153075.00 Cr
Interest Payable to MHRD			1491772.41	1491772.41 Cr
Outstanding Liabilities	2427946.00 Cr	2427946.00	2917796.00	2917796.00 Cr
Payment of Behalf of :	14964.00 Cr			14964.00 Cr
Salary Payable	8546217.00 Cr	8546217.00	8051567.00	8051567.00 Cr
Security Deposits Adjustable	633858.00 Cr	4000.00	496000.00	1125858.00 Cr
Subscription of Journal (Advance)	135910.00 Cr	135910.00	211876.00	211876.00 Cr
Transfer Between Fund- Recurring		25000000.00	25000000.00	
Transfer Between Funds- Non Recurring		40000000.00	40000000.00	

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Transfer Between FUnds- Overhead Admin FUnd A/c		35000000.00	35000000.00	
Transfer Between Funds- Project A/c		35000000.00	35000000.00	
Un-Utilised Grant - Recurring	54641734.00 Cr	39289358.00		15352376.00 Cr
Fixed Assets	197426332.15 Dr	21965663.00	28260152.00	191131843.15 Dr
Computers and Peripherals	4311174.90 Dr	1936300.00	1249495.00	4997979.90 Dr
Computer Software	2342422.00 Dr		936969.00	1405453.00 Dr
Fixed Assets- Sponsored	706977.00 Dr		93857.00	613120.00 Dr
Furniture & Fixture	6424993.34 Dr	76980.00	487648.00	6014325.34 Dr
Land	2307892.03 Dr			2307892.03 Dr
Library Books	8224195.95 Dr	751576.00	897577.00	8078194.95 Dr
Office Building	121975037.99 Dr	2126487.00	2489287.00	121612237.99 Dr
Other Office Equipment	10935296.82 Dr	327645.00	844721.00	10418220.82 Dr
Purchase of E-Journals	9821232.24 Dr	6685042.00	9611678.00	6894596.24 Dr
PURCHASE OF JOURNAL	25411680.95 Dr	10061633.00	7898602.00	27574711.95 Dr
Purchase of Journals	3615306.00 Dr		3615306.00	
Purchase of Staff Car	1350122.93 Dr		135012.00	1215110.93 Dr
Current Assets	248679276.95 Dr	632140387.55	642398001.20	238421663.30 Dr
Advance to Staff	2058345.00 Dr	21887362.00	19637968.00	4307739.00 Dr
L.T.C. Advance		2659675.00	1743641.00	916034.00 Dr
Medical Advance	248439.00 Dr	2045425.00	1672496.00	621368.00 Dr
Miscellaneous Advance	1200090.00 Dr	14220262.00	12690015.00	2730337.00 Dr
TA Advance to Faculty/Staff	609816.00 Dr	2962000.00	3531816.00	40000.00 Dr
Interest Accrued	17581.00 Dr	12825.00		30406.00 Dr
Interest Accrued on Loans & Advance	17581.00 Dr	12825.00		30406.00 Dr
Inventory	437289.00 Dr	1115241.00	437289.00	1115241.00 Dr
Inventory- Stationery	437289.00 Dr	1115241.00	437289.00	1115241.00 Dr
Prepaid Expenses	10272.00 Dr	9875300.00	10272.00	9875300.00 Dr
Prepaid - Insurance	10272.00 Dr	26774.00	10272.00	26774.00 Dr
Prepaid - Others - Journals		9848526.00		9848526.00 Dr
Recovery From Staff	82500.00 Dr	180300.00	152700.00	110100.00 Dr
Car Advance	12000.00 Dr		12000.00	
Computer Advance	5700.00 Dr		5700.00	
Festival Advance	64800.00 Dr	150300.00	126000.00	89100.00 Dr
Scooter Advance		30000.00	9000.00	21000.00 Dr
Deposits (Asset)	40693626.00 Dr	9091700.00	7991001.00	41794325.00 Dr
Deposit to CPWD - Civil/Electrical	40693626.00 Dr	9091700.00	7991001.00	41794325.00 Dr
Sundry Debtors	98298.00 Dr			98298.00 Dr
Cash-in-hand		1880155.00	1880155.00	

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Cash		5400.00	5400.00	
Cash- Project		1760615.00	1760615.00	
Cash Recurring		114140.00	114140.00	
Bank Accounts	204887253.95 Dr	587698918.55	611894504.20	180691668.30 Dr
3000 - Syndicate Bank - 91-1092 - Project	124744263.84 Dr	99606722.35	96085745.72	128265240.47 Dr
4000- CURRENT A/C 34778757702	9006.00 Dr	25500.00	649.00	33857.00 Dr
6000 - Hostel Account	356577.03 Dr	13608.21		370185.24 Dr
8000 - Canara Bank	10832.10 Dr			10832.10 Dr
9000- OVERHEAD ADMIN FUND A/C 1108	24951609.68 Dr	35626434.38	35000200.00	25577844.06 Dr
SBI - 10137881320- Non- Recurring	41663462.56 Dr	153575596.49	194212986.49	1026072.56 Dr
Syndicate Bank - 91-1112 Recuring	13151502.74 Dr	298851057.12	286594922.99	25407636.87 Dr
Postage in Hand	22259.00 Dr	41273.00	22259.00	41273.00 Dr
Publication in Hand	371853.00 Dr	357313.00	371853.00	357313.00 Dr
Indirect Incomes		284222382.41	580338510.00	296116127.59 Cr
RECEIPT- CURRENT A/C			25500.00	25500.00 Cr
4002- Student Fees			25500.00	25500.00 Cr
Receipt - OVERHEAD ADMIN FUND A.C 1108			626434.38	626434.38 Cr
INTEREST ON SAVING - OVERHEAD ADMIN A/C 1108			626434.38	626434.38 Cr
Receipt - Recurring		1837271.00	5195454.00	3358183.00 Cr
Admission Fees for Medical Reimburment- Pensioner		228600.00	529800.00	301200.00 Cr
Contribution for Medical Scheme(CGHS)		153300.00	507325.00	354025.00 Cr
Hostel Rent		454000.00	2318580.00	1864580.00 Cr
Interest on Interest Bearing Advances		15331.00	80937.00	65606.00 Cr
Interest on Saving Bank Account		401661.00	401661.00	
Miscellaneous Receipts		11601.00	98231.00	86630.00 Cr
Recovery of Licence Fees		111718.00	323331.00	211613.00 Cr
Recovery of Water Charges		2533.00	8176.00	5643.00 Cr
Royalty		402.00	11098.00	10696.00 Cr
Sale of Condemned Items		16189.00	32378.00	16189.00 Cr
Sale of Prospectus		15000.00	101300.00	86300.00 Cr
Sale of Publication		262336.00	354737.00	92401.00 Cr
Sale of Tenders Forms			11000.00	11000.00 Cr
Student Fees		164600.00	416900.00	252300.00 Cr
Receipts -Recurring		262385111.41	554477513.41	292092402.00 Cr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Grants From MHRD- Recurring		261295000.00	553387402.00	292092402.00 Cr
Interest on Saving Account - Recurring		1090111.41	1090111.41	
Receipt- Non-Recurring		20000000.00	20000000.00	
Grants From MHRD- Non-Recurring		20000000.00	20000000.00	
Receipt - Hostel Telephone Booth			13608.21	13608.21 Cr
Indirect Expenses		402418924.48	95531702.20	306887222.28 Dr
Depreciation		14794820.00		14794820.00 Dr
Depreciation - Building		2489287.00		2489287.00 Dr
Depreciation - Computer		1249495.00		1249495.00 Dr
Depreciation- Computer Software		936969.00		936969.00 Dr
Depreciation - E-Journals		4596397.00		4596397.00 Dr
Depreciation - Furniture		487648.00		487648.00 Dr
Depreciation - Journals		3063857.00		3063857.00 Dr
Depreciation - Library Books		897577.00		897577.00 Dr
Depreciation - Office Equipment		844721.00		844721.00 Dr
Depreciation - Others (Sponsored)		93857.00		93857.00 Dr
Depreciation - Vehicles		135012.00		135012.00 Dr
EXPENDITURE- CURRENT A/C		649.00		649.00 Dr
4003- Misc Expenditure		649.00		649.00 Dr
EXPENDITURE-OVERHEAD ADMIN FUND A.C 1108		200.00		200.00 Dr
9002- EXPENDITURE- OVERHEAD ADMIN FUND 1108		200.00		200.00 Dr
Non-Recurring - Expenditure		122294791.00	75554962.00	46739829.00 Dr
Establishment Expenses - Non- Recurring		122294791.00	75554962.00	46739829.00 Dr
1001 - Pay to Officer		44412495.00	33232646.00	11179849.00 Dr
1002 - Pay to Establishment		4636160.00		4636160.00 Dr
1003 - Salary - Allowances		29982659.00	2339179.00	27643480.00 Dr
1004 - Overtime Allowance		16632.00		16632.00 Dr
1005 - Medical Re-Imbursement		4158406.00	1912819.00	2245587.00 Dr
1006 - Leave Travel Concession		289616.00	1332.00	288284.00 Dr
1010 - New Pension Scheme (Govt. Share)		728882.00		728882.00 Dr
1011 - Gratuity		7761584.00	7761584.00	
1012 - Pension		29397652.00	29397652.00	
LIC- NR		223174.00	223174.00	
Misc Contingency- Non Recurring		687531.00	686576.00	955.00 Dr
Recurring- Expenditure		265328464.48	19976740.20	245351724.28 Dr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
1. Establishment Expenses - Recurring		154398004.00	11136593.00	143261411.00 Dr
Allowances & Honorarium		42330997.00	5450024.00	36880973.00 Dr
GRATUITY		10473741.00		10473741.00 Dr
Interest on PF Paid to Subscribers		2304664.00		2304664.00 Dr
Leave Encashment		10849227.00		10849227.00 Dr
LEAVE TRAVEL CONCESSION		1844443.00	2324.00	1842119.00 Dr
Liveries		78726.00		78726.00 Dr
MEDICAL REIMBURSEMENT TO PENSIONERS		1468947.00		1468947.00 Dr
MEDICAL REIMBURSEMENT TO STAFF		2915191.00		2915191.00 Dr
New Pension Scheme		1063152.00	167752.00	895400.00 Dr
Overtime Allowance		19779.00		19779.00 Dr
Pay of Establishment		9808429.00	955311.00	8853118.00 Dr
Pay of Officers		16770599.00	2239080.00	14531519.00 Dr
PENSION		53730779.00	2322102.00	51408677.00 Dr
Travelling Allowance		152533.00		152533.00 Dr
Tuition Fees		586797.00		586797.00 Dr
2. Office Expenses - Recurring		49817727.48	4930231.49	44887495.99 Dr
Advertisement		1339755.00		1339755.00 Dr
Catering Charges		4985686.00		4985686.00 Dr
Daily Wages Charges		1498401.00		1498401.00 Dr
Electricity Charges		2492279.49	2492279.49	
Electricity Charges- Recurring		8569679.49	4550.00	8565129.49 Dr
Horticulture		18000.00		18000.00 Dr
House Keeping Services		7880093.00		7880093.00 Dr
Insurance		85555.00	39925.00	45630.00 Dr
Local Conveyance/Taxi Charges		1327741.00		1327741.00 Dr
Maintenance of Building/ Hostel		6393893.00		6393893.00 Dr
Maintenance of Equipment		5016970.00	10465.00	5006505.00 Dr
Maintenance of Furniture & Fixture		106137.00		106137.00 Dr
Maintenance of Staff Cars		174766.00		174766.00 Dr
News Paper Charges		105683.00	1096.00	104587.00 Dr
Other Misc. Admv. Expenses		699058.50	129695.00	569363.50 Dr
Petrol, Oil & Lubricant Charges		245383.00		245383.00 Dr
Postage & Telegramme		520551.00	41273.00	479278.00 Dr
Rate/Rent and Taxes		402786.00	402786.00	
Rent, Rate and Taxes		402786.00		402786.00 Dr
Security Charges		2631679.00		2631679.00 Dr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Stationery/Store Items		2144668.00	1408596.00	736072.00 Dr
Telephone Charges		937525.00	8800.00	928725.00 Dr
Water Charges		390766.00	390766.00	
Water Charges Recurring		1447886.00		1447886.00 Dr
3. Academic Expenses - Recurring		23992017.00	3056328.71	20935688.29 Dr
Academic Prog (Including SC/ST)		6685812.00	367132.00	6318680.00 Dr
Honorarium to Res Persons (Including SC/ST)		719832.00	33100.00	686732.00 Dr
Membership and Subscription Charges		135138.00	1000.00	134138.00 Dr
Photocopying Charges		572822.00	233.00	572589.00 Dr
Printing Expenses		1331493.00	357313.00	974180.00 Dr
Stipend, Book & Project Grants DEPA		571251.00		571251.00 Dr
TA/DA to Faculty		4640467.00	140635.71	4499831.29 Dr
TA/DA to Participants (Including SC/ST)		9335202.00	2156915.00	7178287.00 Dr
4. Universities Studies/NGOs		33154848.00	853587.00	32301261.00 Dr
3RD ALL INDIA SURVEY-ADVANCE TO STATE (RSTYAGI)		157355.00		157355.00 Dr
3rd All India Survey (R.S Tyagi)		761873.00		761873.00 Dr
ADVANCED TRAINING FOR IMPROVING SCHOOL - MADH		231000.00		231000.00 Dr
Central Sector Scheme Scholarship		581297.00		581297.00 Dr
Central Term Evaluation Sector- V P S Raju		107000.00		107000.00 Dr
Comparative Educational Advantage - Mona Khar		561733.00		561733.00 Dr
CONF. OF DEOs & BEOs CAPA. BUILD.		1679581.00		1679581.00 Dr
Critical Assessment of Children Educ.		2269483.00	270000.00	1999483.00 Dr
DEPA SALARY		498156.00		498156.00 Dr
Digital Archives of Edn Documnets (Dr. Mathew)		22484.00		22484.00 Dr
Evaluation of SPQEM Scheme in Madrasa		10714.00		10714.00 Dr
Fellowship to (M.Phil/Ph.D) Student		10074677.00	517587.00	9557090.00 Dr
Grant in Aid Study		1780441.00		1780441.00 Dr
Grants to NGOs		10737980.00		10737980.00 Dr
Intensive Study Ti Critical Examine Present		190000.00	20000.00	170000.00 Dr
Involvement of Teachers		382615.00	9464.00	373151.00 Dr
National Innovation in Edn. Admin		943726.00	20000.00	923726.00 Dr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
National Means-Cum-Merit Scholarship		231548.00		231548.00 Dr
National Scheme to Girls (V P S RAJU)		47377.00		47377.00 Dr
Participatory Action Res.Child Ele. Level India		816516.00		816516.00 Dr
PROJECT MANAGEMENT UNIT- DR K BISWAL		708535.00		708535.00 Dr
Publication of Books Biography- Aarti Srivas		288424.00		288424.00 Dr
Public Private Mix Sec. Edu- N K Mohanty		10321.00		10321.00 Dr
REVISITING EQUITY UNDER RTE- DR NARESH KUMAR		30000.00	15000.00	15000.00 Dr
Roles of School Head- Dr. Rashmi Diwan		17000.00		17000.00 Dr
Teaching & Research in Australia - Vineeta		15012.00	1536.00	13476.00 Dr
S. North East Region		3965868.00		3965868.00 Dr
North East Region		3965868.00		3965868.00 Dr
Profit & Loss A/c	17665145.63 Dr		17665145.63	
Grand Total		1649741603.79	1649741603.79	



Audit Report

AUDIT REPORT

SEPARATE AUDIT REPORT OF THE COMPTROLLER AND AUDITOR GENERAL OF INDIA ON THE ACCOUNTS OF THE NATIONAL INSTITUTE OF EDUCATIONAL PLANNING & ADMINISTRATION FOR THE YEAR ENDED 31 MARCH 2018

1. We have audited the attached Balance Sheet of the National Institute of Educational Planning & Administration (NIEPA) erstwhile National University of Educational Planning & Administration (NUEPA) as at 31 March 2018, Income & Expenditure Account and Receipts and Payments Account for the year ended on that date under Section 20 (1) of the Comptroller and Auditor General's (Duties, Powers & Conditions of Service) Act, 1971. The audit has been entrusted for the period up to 2020-21. These financial statements are the responsibility of the NIEPA'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 and 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 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, subject to the observation in the report, 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 Receipt & Payment Accounts dealt with by this report have been drawn up in the format prescribed by the Government of India, Ministry of Human Resource Development, Government of India vide

order no. 29- 4/2012-FD dated 17 April 2015, subject to the observation in the report.

iii In our opinion, proper books of accounts and other relevant records have been maintained by the National Institute of Educational Planning & Administration in so far as it appears from our examination of such books.

iv We further report that:

A. Provident fund Balance Sheet

The Balance Sheet has not been drawn as per the format prescribed by MHRD as detailed below:-

(i) The amount of Rs. 14.45 crore shown under GPF includes the cumulative balance of the interest reserve and liabilities of CPF for the previous years. The amount of Rs. 2.43 lakh shown under CPF is the liability towards the CPF subscribers for the current year only.

(ii) The interest reserve of Rs. 39.21 lakh shown in the Balance sheet is for the current year and does not include the cumulative balance of the previous years.

The actual liabilities of GPF and CPF and cumulative balance of interest reserve available with NIEPA was not disclosed in accounts. It should be disclosed in the accounts.

B. Income and Expenditure

B.1 Income

B. 1.1 Grants/Subsidies (Schedule 7)-Rs. 29.20 crore

(i) As per the format of accounts prescribed by Ministry of Human Resource Development grant utilized for revenue expenditure (exclusive of provision for retirement benefits and inclusive of actual expenditure on retirement benefits) should be shown as income in the above Schedule. Therefore the grant utilized for revenue expenditure should be Rs. 27.33 crore (Annexure II) but the same has been shown as Rs. 29.21 crore in the above schedule resulting in overstatement of Grants/

Subsidies with consequent overstatement of Capital Fund and understatement of Current Liabilities & Provisions - unutilized grant-in-aid by Rs. 1.88 crore.

(ii) The above includes opening balance of grant-in-aid of Rs. 5.46 crore whereas the closing balance of grant-in-aid as on 31 March 2017 is Rs. 6.41 crore resulting in understatement of Current Liabilities and Provisions— unutilized grant-in-aid and overstatement of Capital Fund by Rs. 0.95 crore

C. General

Corpus/Capital Fund amounting to Rs. (-) 13.56 crore has been shown under assets instead of showing it under liabilities in violation of MHRD format of accounts.

D). Grant-in-aid

NIEPA received grants-in-aid of Rs. 26.13 crore, out of which Rs. 5.40 crore was received in March 2018 and had opening balance of Rs. 6.41 crore. Out of the total fund of Rs. 32.54 crore it utilized Rs. 28.18 crore (Annexure II) leaving a balance of Rs. 4.36 crore as on March 2018.

It also received grant of Rs. 3.79 crore for specific projects from Ministry of IIRD during the year and had an opening balance of Rs. 6.40 crore in these projects. Out of the total of Rs. 10.19 crore an expenditure of Rs. 2.64 crore was incurred by NIEPA during the year on these projects leaving a balance of Rs.7.54 crore as on 31.03.2018.

E. Management Letter

Deficiencies which have not been included in the Audit Report have been brought to the notice of the Vice-Chancellor, National Institute of Educational Planning & Administration through a Management Letter issued separately for remedial/corrective action.

Subject to our observations in the preceding paragraphs, we report that the Balance Sheet Income and Expenditure Account and 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 Significant Accounting Policies and Notes on Accounts, and subject to the significant matters stated above and other matters mentioned in Annexure I to this Audit Report, give a true and fair view in conformity with accounting principles generally accepted in India:

- a. in so far as they relate to the Balance Sheet of the state of affairs of the National Institute of Educational Planning and Administration as at 31 March 2018; and
- b. in so far as they relate to the Income and Expenditure Account of the deficit for the year ended on that date.

Place: New Delhi

Dated: 29.11.2019

For and on behalf of the C&AG of India



Director General of Audit

Central Expenditure

Annexure - 1

1. Adequacy of Internal Audit System

- The Institute has neither an internal audit department nor the internal audit is conducted by the Ministry.
- The institute does not have any internal audit manual.

2. Adequacy of Internal Control System

The internal Control of NIEPA needs strengthening in following areas:

- 33 external audit paras pertaining to the period from 2000-01 to 2011-12 were outstanding as on 31/3/2018.
- In certain cases the vouchers were not countersigned by the Finance Office before payment.

3. System of physical verification of fixed assets

- The physical verification of Fixed Assets viz furniture and fixture, computers etc. was completed upto 31.3.2012.
- The physical verification of books and publications was completed upto July 2012.

4. System of Physical Verification of inventory

- The physical verification of stationery and consumable was completed upto 31.3.2012

5. Regularity in payment of statutory dues

- As per the Accounts, no statutory dues over six months were outstanding as on 31.3.2018.

Annexure -II
Working of Revenue Expenditure

Head of Income & Expenditure Accounts	Amount
Establishment Expenses as per Income & Expenditure Accounts (Schedule 10)	19,00,00,285
Academic Expenses (Schedule 11)	5,72,02,817
Administrative and General Expenses as per Income & Expenditure Account (Schedule 12)	2,53,09,906
Repair & Maintenance Expenses as per Income & Expenditure Accounts (Schedule 13)	1,95,79,394
	29,20,92,402
Less provision for retirement benefits included in above (Schedule 10A)	7,21,31,645
Add Actual Expenditure on retirement benefits (Schedule 10A)	5,33,17,306
	27,32,78,063
Total Expenditure	
Revenue expenditure	27,32,78,063
Capital Expenditure as per Schedule 7 of Accounts	84,91,956
Total Expenditure	28,17,70,019

November 30, 2017

NOTIFICATION

**Subject: Use of the word 'University' by Institutions Deemed to be Universities –
Directions issued by Hon'ble Supreme Court**

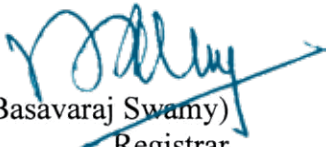
The University Grants Commission *vide* its communications No.F.5-1/2017 (CPP-I/DU) dated 10th November, 2017 and 29th November, 2017 on the captioned subject has directed to change the name of the University as per orders of the Hon'ble Supreme Court of India.

This matter was discussed in the meeting of Heads of Departments and Professors of the University called by the Vice-Chancellor on 30/11/2017 and also in the meeting of the Finance Committee held on 30/11/2017.

Based on the discussions as above, it has been decided to change the name of the University from **National University of Educational Planning and Administration (NUEPA)** to **National Institute of Educational Planning and Administration (NIEPA) [Deemed to be University]** with immediate effect.

Necessary changes in this regard have already been made on the University website and changes in other records shall be made in due course.

This is issued with the approval of competent authority.


(Basavaraj Swamy)
Registrar

1. Joint Secretary (P&ICC), Department of Higher Education, Govt. of India, Ministry of Human Resource Development, Shastri Bhavan, New Delhi
2. All Faculty Member, Officers, Staff and Students of NUEPA, New Delhi



National Institute of Educational Planning and Administration

(Deemed to be University)

17 - B, Sri Aurobindo Marg, New Delhi - 110 016 (INDIA)

EPABX Nos.: 91-011-26544800, 26565600

Fax: 91-011-26853041, 26865180

e-mail: niepa@niepa.ac.in

URL: <http://www.niepa.ac.in>