

Annual Report 2020-2021



NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi-110016 (INDIA)

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

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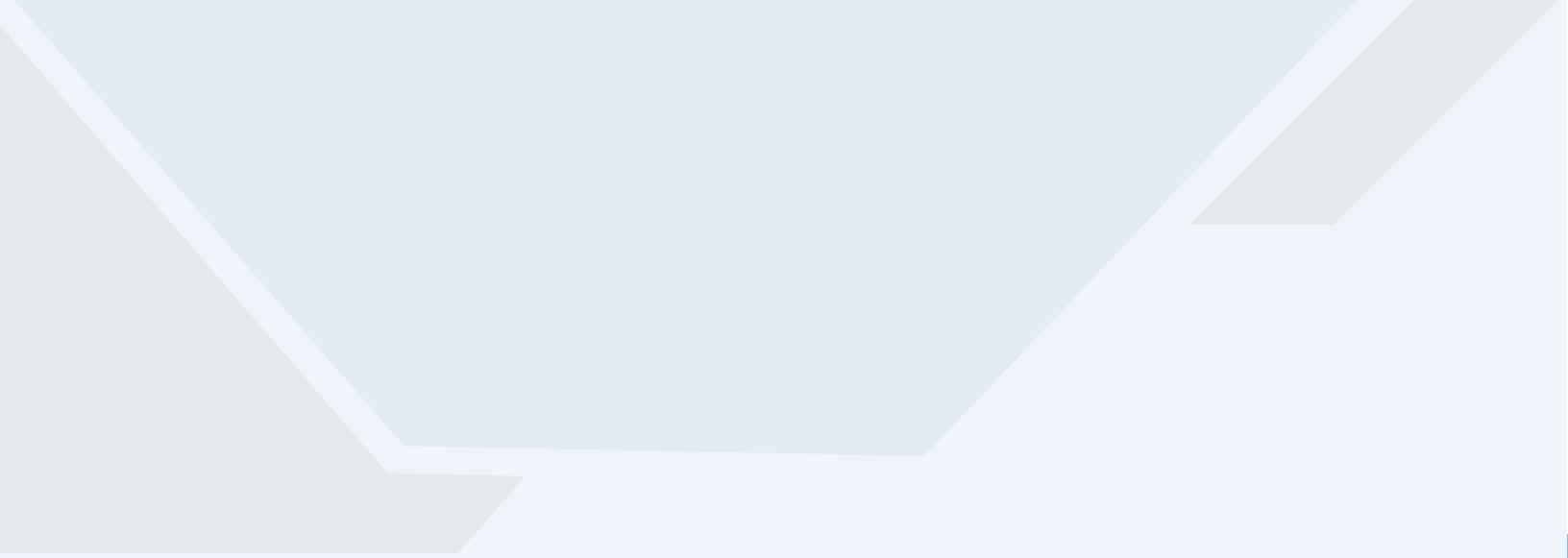
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An Overview



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.

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 Institute of Educational Planning and Administration with the power to award degrees. Hereinafter also referred to as the National University, NIEPA, 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 National 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 postdoctoral 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



initiatives/programmes and research studies to improve educational planning and management; and

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

The above functions of the National 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 National 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 Institute is its engagement with the field as a two-way process. The Institute 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 Institute 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 Institute 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 Institute continues to act as a think-tank in the areas of educational policy, planning and administration. This dual role has enabled the Institute to bring greater authenticity into its academic work of teaching and research.

Academic Structure and Support Services

The academic structure of the Institute 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 Institute 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 Institute 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
- Unit for International Cooperation (UIC)

SUPPORT SYSTEMS

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

CHAIR

- Maulana Abul Kalam Azad Chair



Academic Departments

Educational Planning

The Department of Educational Planning (DEP), one of the fundamental divisions of NIEPA, strives to promote evidence based educational planning with the ultimate mission of contributing towards advancement of human development in India. With the shift in emphasis towards decentralised planning for managing for development results in education, the main effort of the DEP has been to study approaches, frameworks, inputs, processes and outcomes of planning at institutional, district, state and national levels so as to understand and improve educational planning practices in the country.

With the increasing emphasis on education as a means of reducing poverty and promoting sustainable development, the DEP considers the expanded scope of educational planning not only to cover the institutionalisation of strategic planning but also promoting decentralisation of education management and use of local level planning techniques such as school mapping, micro-planning, and school improvement planning for improving quality of public investment in education. Promoting sector-wide approaches (SWAps) in strategic planning in school education and institutional planning in higher education are other key mandates of the DEP.

Teaching, research and training, inter alia, are core functions of the DEP. Needless to mention, creating and disseminating knowledge and skills to advance strategic programme planning in education for addressing issues relating to equity, inclusion, quality of learning outcomes, financing and accountability and use of technology for improving education delivery are the major thrust areas of the DEP.

Accordingly, the DEP conducts capacity development programmes, and undertakes research in related areas, and provides professional support and consultancy to various sub-national, national and international bodies, besides transacting several courses related to educational planning in research and long duration capacity development programmes of the Institute.

In the academic year 2020-21, the activities of the Department were seriously affected by Covid-19 pandemic.

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 tune 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 of District and Block Education Officers, and state level workshops on educational administration and management in states. The department reached out to nearly one thousand and three hundred state, district and block level education officers of school education department across the states and union territories of India through workshops and conferences and capacity building programmes. Programmes relating to educational and academic administration in the institutions of higher education were also organised. Details are provided below.

Major programmes and their highlights

National Scheme of Awards for Innovations and Good Practices in Educational Administration for the year 2019-2020 & 2020-2021

The Scheme of awards called **National Scheme of Awards for Innovations and Good Practices in Educational Administration (NSIEA)** is a **regular long-term programme of the Institute**. In view of the COVID-19 outbreak the applications and nominations received for the consideration of awards during the years **2019-2020 & 2020-2021** have been combined together culminating into a combined event of awards function by the end of the year. Presently, the total no. of nominations eligible for consideration for 2018 - 2019 and 2019 - 2020 are 131, in which 79 nominations are from the district level, whereas 52 are from the Block level. For 2018-19 award, candidates are shortlisted for eligibility selection but multi-stage evaluation as well as validation of the cases are due to be taken.

Orientation cum Workshop on Leadership in Educational Governance for District Level Officers, February 8-12, 2021

One-week orientation programme was organized on leadership issues in educational governance for the district education officers from different states/UTs in the country. The programme was organized in an online mode using Google Meet platform. About 55 participants from different States and UTs participated in this online programme. The programme was widely appreciated by all the participants.

Workshop cum Orientation Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges

The Department organised a workshop cum Orientation programme on Leadership in Educational Administration in Universities and Colleges in online mode from 17th – 19th February 2021. Keeping in view the emerging trends in higher education and challenges before the educational administrators and academic leaders, the programme was designed to deliberate on the issues and find out the most appropriate strategies for meeting out the challenges in the institutional

context of higher education. The policy proposals of NEP 2020 were the major reference point for the delivery of the workshop cum orientation programme. Around 77 senior level academic administrators/ leaders such as Registrar/Deans/Directors/ Heads of Departments from universities and Principals of colleges from different universities and colleges across the states and regions participated in the Programme. The workshop was represented by 19 states. Out of 77 participants, 28 were from the state universities, nine from central universities, and four from the deemed to be University.

Online Internship for M.Ed. Students from RIE, Bhopal from February 22-27, 2021

The Department has been conducting Internship Programme for the M.Ed and M.A (Education) since 2017 on request of the institutions such as Jamia Millia Islamia, New Delhi; RIE, Bhopal etc. Every year 10-15 students from each of the institutions participate and complete the internship. This year there was a change in the mode of delivery of the programme.

A six days online internship was organized for M.Ed students on the basis of the request received from RIE, Bhopal. There were five students who participated in this online internship. During the internship, there were provided exposure to different aspects. To start with, they were familiarized with NIEPA and its various Departments/Centres and the activities undertaken by each one of them. This was followed by acquaintance with several themes like major highlights of NEP 2020, micro planning, school standards and evaluation, academic support systems, education of the disadvantaged groups, and school leadership.

As part of their assignment, students were asked to submit an essay on analyzing online-teaching-learning using SWOC analysis. The internship was well received by the students.

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 formed 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.

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.

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 within a rights-based and inclusive framework. The department covers entire sector of School Education including Early Childhood Care and Education. The major tasks of the department are: Research and Development, Teaching, Training and Consultancy to Central and State Government, International and National agencies etc. covering entire sector of school, ECC, teacher, teacher education.

The department undertakes research studies in diverse areas of school education sector, ECC, teacher and teacher education to provide an empirical base in order to contribute meaningful inputs for developing and improving education in India. The department is also engaged in capacity development programmes for national, state and district-level officials to enhance the knowledge, competencies, and skills to achieve quality education for all. In order to establish synergic linkages; the department collaborates with national and international organizations to draw upon their experience and expertise in the area of school education. Besides, it plays an advisory role and extends support to the State and Central government in the formulation and implementation of plans and policies.

Being a core and oldest department of the institute, its professional contributions have substantive in the formulation of National Policy on Education (1986), the Programme of Action (1992), Right to Education Act (2009) and Education for All (EFA). During the year 2007-2011, department as part of the 'The Consortium for Research on Educational

Access, Transition and Equity' (www.create-rpc.org) contributed significantly in the area of 'Educational Access.' Another sizeable project completed are the Mid-decade assessment of the Education for All in India where a National Report, several thematic studies and State-reviews for each of the six EFA goals on ECCE, primary education, learning and life skills for youth and adults, adult literacy and gender equality have been prepared. The department has also been contributing in policy recommendations for SSA, RMSA and Centrally Sponsored Teacher Education (CSTE).

In the recent years, under the auspices of MHRD, department also supported to institutionalize two national programmes to improve school education sector in India i.e., National Programme on School Standards and Evaluation (Shaala Siddhi) and School Leadership Programme. It also facilitated in establishing 'National Center for School Leadership' and 'School Standards and Evaluation Unit' to develop concept, materials and implement both the programmes in right perspectives.

In this era of education outcomes, the quality of education, improve performance and increase demand for effectiveness at all levels of school education have been emphasized and continuing as center of policy deliberations. Acknowledging the quality of education as the foundation to improve quality of life and critical towards achieving Sustainable Development Goals (SDG), the department proposes to engage in determinants and index of quality of school education, school effectiveness and improvement as long-term goal. The department would also focus on ECC as critical area and generate evidence-based knowledge for policy and planning.

Major focal areas of the Department

1. *Rights-based and Inclusive Approach to Education*

As a focal point for Right to Education Act of Government of India, the department is continuing its endeavour to provide professional support for the extension of the same to pre-school and secondary levels of education within the inclusive framework.

The diversity of learners within RTE framework is also continuing as a critical area of tasks of the department. More specifically learners with disability, disadvantaged and urban deprived will continue as focus area for research, development and training.

2. *Early Childhood Care and Education*

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

3. *School Quality and Improvement*

The critical role of the school, in the changing education context in terms of its effectiveness and improvement is gaining key importance to provide quality education for all children. The quality initiatives in school education sector, thus, necessitate focusing on schools, its quality and improvement. The evidence of low performance of learners is mounting pressure to look at the schools as developmental and improvement perspectives. Therefore, the central focus of the department will continue and shift towards determinants of school quality index, school standards and evaluation framework, school improvement guidelines. It would further focus on school accountability and transparency as key to developmental needs of the schools. As the Department has been continuously extending academic support and consultation for the implementation of SSA and RMSA, the generation of new knowledge and concepts would support the programme with new perspectives.

4. *Teacher Management, Effectiveness and Development*

Centrality of teacher management and development is considered as one of the key indicators to achieve quality school education and school effectiveness. Recent research in India and globally has shown that teacher effectiveness is the most important school-based predictor of student learning. The teacher quality can be placed in three broader format - supply and demand issues; preparation of teachers; and identifying and retaining teachers with greatest potential. The emerging teacher roles, their pedagogical understanding, practices of teaching, their working context and relationship with educational stakeholders necessitate a careful understating and examination of what we know about the realities of teacher development and management. Acknowledging the need for qualified teachers, department has been engaged with national level discourse and research studies on varied aspects of teacher management issues both at elementary and secondary levels. While continuing with these research agenda, the scope of the research and development would encompass teacher effectiveness and improvement, teacher performance management and evaluation, teacher accountability and code of conduct and continuing professional development of teachers.

5. *Governance and Management of Teacher Education*

During the last one-decade teacher education system is struggling to address and improve the quality of its programme through curriculum reform and implementing legal recommendations on duration, norms and standards etc. In spite of the heightened interest in and concerns for improving teacher education and improving teacher's quality, the system continues to be characterized by several deficiencies.

The department is contributing significantly to the policy formulation and planning of teacher education and development. Department

not only contributed to the evaluative study of Centrally Sponsored Scheme of teacher education, but also supported formulation of teacher education policy in different plan periods. The preparation of J. S. Verma Committee report on teacher education and development of reports on National Mission on Teacher and Teaching (Pandit Madan Mohan Malviya Scheme) are significant policy interventions by the department and NIEPA.

The governance, regulation and quality assurance in teacher education has been continuing as neglected zone for research and development. Keeping this perspective in view, department is focusing on research, development, and national deliberations to provide right policy viewpoints to transform teacher education.

6. *School Leadership*

The role of school leadership for managing change and transformation in school quality and enhancing student performance is gaining momentum in India's policy discourse. Accordingly, department was earlier engaged with capturing the existing gap in the leadership development programme and evolving a framework on school leadership to be institutionalized by different states. The department contributed on a UKERI funded project in close collaboration with National College of School Leadership, Nottingham, and extended support to establish a Centre for School Leadership in NIEPA. The Perspective Plan for the Centre has been prepared separately. The department, while continuing its endeavour, would focus on 'Educational Leadership' by bringing 'Teacher Leadership' to the center stage.

7. *Education in Civil Strife Areas and Safe School*

Considering safe school as an important pedagogic tool for school transformation, the department is engaged in developing training materials, capacity development and deliberations to generate renewed understanding amongst different stake holders.

8. *Adult Education and Literacy*

The department continues to contribute significantly to policy making and planning of literacy and lifelong learning programmes.

The department has drawn these focal areas from the draft 'Perspective Plan' of NIEPA as long, medium- and short-term strategies. Though department is always following the recommendations given by different international goals like EFA, MDG and SDG, but major programmes are proposed as immediate need of the government and transformative agenda to improve education outcomes and quality education to all learners irrespective of their socio-economic and cultural background.

Higher and Professional Education

The Department works in the policy, planning and management dimensions of higher and professional education. It encourages research on issues like quality, governance, financing, privatization and internationalization of higher and professional education. It undertakes training programmes and workshops for institutional heads and senior university and state officials in the Planning and management of higher and professional education. The department also provides technical and professional consultancy to policy, planning and implementing agencies of higher and professional education. Since its inception the Department has 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 disseminates the same. The department had been supporting the process of finalization of different five-year plans for higher education. Also, it has been constantly working with the University Grants Commission of India in 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 up 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 program 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 programmes; and the two diploma programmes namely International Diploma in Educational Planning and Administration (IDEPA) and Post Graduate Diploma in Educational Planning and Administration (PGDEPA). The Department has been supervising research scholars of M Phil, Ph.D, IDEPA and PGDEPA programmes on their dissertations.

The members of the department have been constantly researching on many critical and meaningful aspects of higher education such as 'Participation of Muslims in higher education', 'Financing of higher education', 'Self-financing courses in colleges', 'Foreign education providers in India', 'Alternatives and innovative forms of higher education for left-out-youth', 'Mobility of teachers in universities and colleges', 'Foreign students in Indian universities', 'Private universities in India', 'Skills for employability in South Asia', 'Autonomy in Higher Education', 'Governance of Higher Education in Bihar and others states', 'Library Facilities in Indian Undergraduate colleges and its impact on Students' Academic performance', 'UGC Scholarship Evaluation', 'Evaluation of Travel Grant of UGC' and 'Covid -19 and Higher Education'.

Training and Capacity Building in Education

The Department focuses at the national and international levels for enhancing the capacities of the educational administrators. The programmes are designed based on the needs of trainees at the

induction and promotion level. It helps trainees to articulate the important programmes and policies of educational reforms which are in progress in the country and globally. For attaining this 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 (PGDEPA as renamed in 2014) and at the international level International Diploma in Educational Planning and Administration (IDEPA) are conducted annually. In addition, the Department also conducts one-month international programme annually exclusively for the middle level educational administrators namely International Programme for Educational Administrators (IPEA) since 2016.

Post-Graduate Diploma in Educational Planning and Administration (PGDEPA)

The Post-Graduate Diploma in Educational Planning and Administration is one of the unique programmes of NIEPA and has been offered only at NIEPA in the Country since 1982-1983. First thirty-four programmes were called DEPA till 2014. It was upgraded as Post-Graduate Diploma in Educational Planning and Administration (PGDEPA) and was envisaged as a twelve month training programme at the place of six months, to be offered in blended mode. In this program Educational Administrators from all over India from different educational departments such as Directorates, SCERTs, SIEMATs, DIETs, DEOs, Indian Air Force, Indian Navy, etc. represent their respective organisations. PGDEPA programme has flexibility to exit after nine months with DEPA certificates after the successful completion of the programme. During 2020-21 Nineteen participants from various organisations of eight states participated in the programme. Till now, the total number of approximately 900 Participants has been awarded with DEPA or PGDEPA certificate.

International Diploma in Educational Planning and Administration (IDEPA)

NIEPA offers an International Diploma in Educational

Planning and Administration (IDEPA) for the senior and middle educational policy makers, planners, and administrators annually for the international participants. IDEPA was started in 1985 as a sequel to the recommendations of the sub-regional meeting for Asian countries organized by the Indian National Commission for Cooperation with UNESCO in 1983. The National Institute has successfully completed as many as thirty-six such IDEPA Programmes, one in each successive year. Until now, a total of 953 trainees from 95 countries of Africa, Eastern Europe, Central Asia, West Asia, South and South-East Asia, Latin America and Pacific regions have participated in the Programme.

International Programme for Educational Administrators (IPEA)

International Programme for Educational Administrators (IPEA) is short-term specialised programme which has been conceptualised keeping in view workload of most of the educational functionaries and their constraints to participate in a long term programme. Thus, to facilitate the governments of the countries in deputing their educational officials for a short duration programme without affecting the functioning of their offices while fulfilling their demands of capacity building this four-week short-duration programme is being offered. IPEA is being looked at as a boon for the Educational Administrators as they need not stay for a long duration in India but for a four-week packaged programme that fulfils their immediate requirement of capacity building and re-energises them to perform with challenge once they return to their home countries. Till now four programmes have been completed and a total of 75 trainees from 26 countries have participated in this programme.

Other Activities

In addition, all request programmes from Central and State Governments as well as international request/sponsored programmes are organized by the Department drawing academic support from other Departments/individual faculty members, as required.

The aim of the Department is to create a critical mass of trained teams at different capacity levels, including the capacity of individuals and state/UT/district-level teams and institutions in order to equip them with the knowledge and skills required to improve the design, implementation, monitoring and evaluation of educational policies, plans and programmes that constitutes an important component of the capacity development interventions.

Capacity development is pursued through the provision of technical assistance and consultancy services to ministries, education departments of the State/UT governments and national and state/district-level institutions. The Department also carries out research in training and capacity building strategies in education besides conducting need assessment studies.

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 Chair

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.



Centres

National Centre for School Leadership

The National Centre for School Leadership (NCSL) at NIEPA aims to empower school leaders with knowledge, skills and attitudes to transform schools. Since its inception, it has been engaged in various activities at the national and state level and has formulated the National Programme Design and Curriculum Framework on School Leadership Development, the guiding document for the work carried out by the Centre. The Centre has developed materials, handbooks and resource books for conducting various types of capacity building programmes for different clientele spanning both current and prospective school leaders. The Centre predominantly works on four different components viz. Curriculum and Material Development, Capacity Building, Networking and Institution building and Research and Development.

Over the past nine years of its existence, the Centre has enabled the launch of the School Leadership Development programme in all states and union territories of the country. In the year 2019-2020, NCSL was deeply engaged in NISHTHA- National Initiative for School Heads and Teachers Holistic Advancement- world's largest training programme for quality improvement in schools. This was MHRD's mega initiative aiming to build capacities of approx 42 lakh teachers and head teachers across the country. NCSL had generated a module on School leadership Development for school heads and system level functionaries in addition to detailed session details of the School Leadership Package. The NCSL faculty visited all those states where the programme was implemented to build a strong state resource group for capacity building of school heads to transform their schools. There were around 80 rounds of training on school leadership and management across the states in which the NCSL faculty tirelessly participated and transacted the curriculum. To strengthen its presence in states, NCSL established School Leadership Academies (SLAs) in 27 states that act as an extended arm of the Centre. These SLAs conduct capacity building programmes, document leadership practices and also contextualize various resource materials.

Centre for Policy Research in Higher Education (CPRHE)

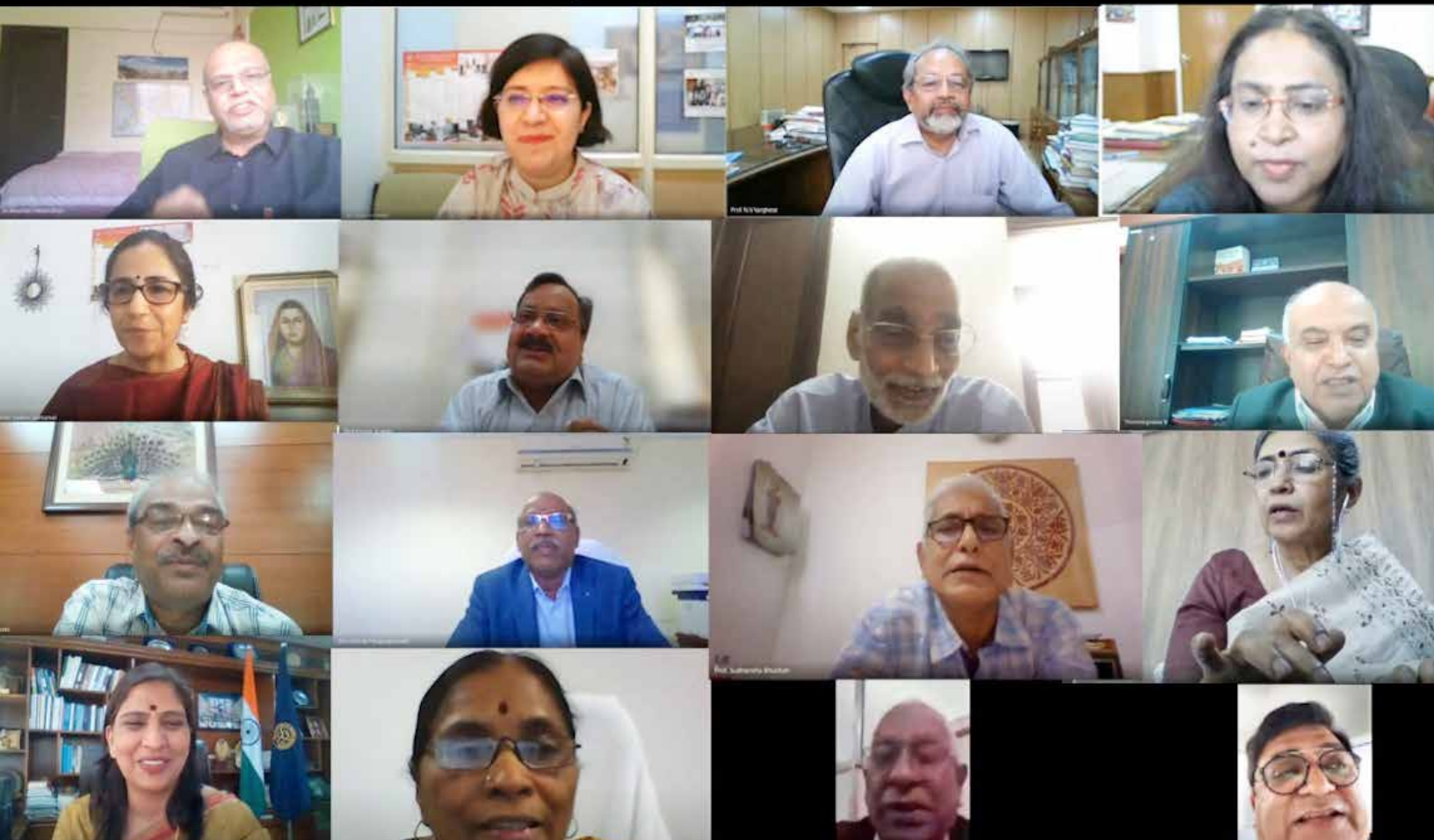
The Centre for Policy Research in Higher Education (CPRHE) (<http://cprhe.niepa.ac.in/>) was established, as an autonomous specialised academic centre in the National Institute of Educational Planning and Administration (NIEPA) to promote research and empirical analyses; and to support policy and planning in higher education in India. The CPRHE aims to serve as a knowledge warehouse, a cutting-edge centre of research and analysis in the area of higher education; and as a think-tank on higher education engaged in promoting scholarly policy discourse on different aspects of higher education development and management in India. The overarching mission of the CPRHE is to contribute to the generation, sharing and application of knowledge required for the formulation of policies, plans and programmes designed for development of education in India. The Centre will focus its efforts on the current national priorities in several inter-related areas: expanding and

improving the provision of higher education; ensuring equity and inclusion; improving quality and relevance; and improving governance and management. It will foster excellence in all aspects of higher education to enable the higher education system in India to achieve global standards on the one hand and to remain locally engaged on the other. All the research activities proposed and undertaken by the CPRHE takes into account the context of National Education Policy (NEP) 2020, the NIEPA Perspective Plan 2030 and the NEP 2020 Implementation Plan prepared by NIEPA.

CPRHE Activities, 2020-21

The CPRHE programmes and activities are primarily integrated and centered around the research themes that are prioritized in the Perspective Plans of the Centre. The CPRHE activities planned for the year 2020-21 follows from the Programme Framework and Action Plan prepared and submitted to the UGC and MHRD in January 2017.

Consultative Meeting of State Higher Education Councils on March 18-19, 2021



The CPRHE activities in the year 2020-21 focused on completing the research projects, finalizing national synthesis reports and state research reports, finalising new research proposals, conducting online workshops and organising webinars, and completing an array of publications based on the CPRHE research. The regular publication activities of the centre namely, India Higher Education Report (published by Sage and Routledge), publication of volumes based on CPRHE International Seminars (published by Springer Nature, Singapore), CPRHE Research Paper Series, Policy Briefs based on the CPRHE research, and, CPRHE Research Reports were carried out in the year 2020-21. The details of the activities are described below

Research

Empirical research is the foremost core activity of the CPRHE undertaken by its faculty members. The CPRHE has successfully completed the first cycle of empirical studies. Six large scale multi-institutional studies across 22 states were launched. The CPRHE have covered themes pertaining to student diversity and social inclusion in higher education; teaching and learning in Indian higher education; governance and management of higher education in India; financing of public higher education institutions in India: flow of funds and their utilization; study of external and internal quality assurance at the institutional level and employment and employability of higher education graduates. Close to 35 research reports have been prepared and are at various stages of finalization.

Research Projects on Request by MHRD/UGC: In addition to the CPRHE research studies, the Centre has carried out research and evaluation studies on request by the Ministry of Human Resource Development (MHRD) and the University Grants Commission (UGC). On request studies have been carried out in research areas that cover an analysis of National Eligibility Test (NET) results of 4.8 million candidates; evaluation of the implementation of the PMMMNMTT scheme; study of the oversupply and concentration of higher education institutions among different regions and states in India; evaluation of

the National Research Professorship (NRP) scheme introduced by the Government of India in 1949 (at the request of MHRD); prepared a concept note on National Higher Education Qualification Framework (NHEQF) for the UGC, and on the request of MHRD, CPRHE conducted a study on 'Fixation of Fees in Private Deemed to be Universities in India'. The project was implemented in the states of West Bengal, Odisha, Maharashtra, Haryana, Uttar Pradesh, Tamil Nadu, Karnataka and Rajasthan. The report has been submitted to the MHRD and a published a research paper in the CPRHE Research Paper Series.

At the request of the UGC, the Centre carried out a large scale evaluation study of the UGC coaching schemes for SC/ST/OBC/Minorities in universities and colleges. The project was implemented in the states of Uttar Pradesh, West Bengal, Jharkhand, Gujarat, Kerala, Punjab, Haryana, Maharashtra, Meghalaya, Tripura. The report is being finalised.

On the request of the Indian Council of Social Science Research (ICSSR), the CPRHE is currently preparing modules on dimensions of managing student diversity in higher education institutions in India. The modules are primarily based on the CPRHE research study titled 'Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Inclusion in Higher Education Institutions'. The aim of the modules is to sensitise faculty and administrators in higher education on issues related to student diversity, academic integration and social inclusion, including the role of higher education in civic learning and democratic engagement. The modules are being developed on the following themes:

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 preparation of the modules is in progress.

International Research Projects: In the year 2020-21, the CPRHE also completed research reports on two international collaborative projects, and organized webinar on the related themes. The international projects that were completed are:

- (a) Planning for flexible learning pathways in higher education (in collaboration with IIEP-UNESCO, Paris). A webinar on Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India was organised on 20 November 2020 in collaboration with IIEP/UNESCO.
- (b) Inequalities and higher education: Between public policies and private sector development (in collaboration with ESPI, Paris). The research outputs prepared and submitted as part of this project in 2020 include: 3 Monographs based on the empirical study and 1 Research Report.

New Research Areas: In the year 2020-21, the CPRHE research proposals for the second round of research approved by its Executive Committee are being finalised on the following themes:

- i) College Readiness and Student Success in Higher Education in India
- ii) Language and Inequalities: A Study of Linguistic Diversity and Student Success in Higher Education in India
- iii) New Managerialism in Higher Education: The Changing Management of Public Higher Education Institutions in India
- iv) Financing of Technical and Professional Education: A Comparative Study of Public and Private Higher Education Institutions in India

- v) Integrating Digital Technology with Teaching and Learning in Indian Higher Education
- vi) Professionalisation of Academics as Teachers in Higher Education Institutions.

Publications

In addition to research, there are four regular activities that were undertaken by the CPRHE in the year 2020-21. These include preparing and finalising India Higher Education Report (IHER) published by Sage, publication of Research Paper Series, preparation of CPRHE Policy Briefs, and, organisation of international seminar on the theme of the CPRHE research.

India Higher Education Report: Five IHERs have already been published on themes pertaining to issues and challenges facing higher education in the country, including on equity, teaching-learning and quality, financing of higher education, and governance and management. In the year 2020-21, the fifth IHER on governance and management was published by Sage and the sixth IHER on Employment and Employability of Higher Education Graduates was sent to press to be published by Routledge. Also in the year 2020-21, the CPRHE initiated preparation for the seventh India Higher Education Report (IHER) 2021 which focuses on 'Private Higher Education in India'. The report is under-preparation to be published by Routledge. The CPRHE also plans to prepare the next issue of India Higher Education Report 2022 on the theme 'Women in Higher Education in India'.

Publications Based on Seminars Organized by the CPRHE: Further, the CPRHE also aims to publish papers presented in the international seminars organised on various themes. For example, in 2020-21, a volume on Teaching-Learning and New Technologies in Higher Education has been published by Springer Nature, while the volume on Innovations in Financing of Higher Education is in press with Springer Nature.

CPRHE Research Paper Series: The Centre brings out a regular publication series titled 'CPRHE Research Papers'. The Centre has already published 14 papers under the series. In the year 2020 - 21, the CPRHE Research Paper Series were published on the themes which included fees in private HEIs and on graduate employment and employability.

CPRHE Policy Briefs: In the CPRHE research cycle, preparing policy briefs on selected research themes is considered as an important mechanism towards a research-based engagement with the institutional level decision-making process for institutional change. Policy Briefs are primarily based on the research studies completed by the Centre and similar studies by other organizations. Based on the findings from the study on 'Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Social Inclusion in Higher Education Institutions', the CPRHE has prepared policy briefs that are titled: CPRHE Policy Brief 1: Equalising Access to Higher Education in India; CPRHE Policy Brief 2: Achieving Academic Integration in Higher Education in India; CPRHE Policy Brief 3: Developing Socially Inclusive Higher Education Campuses in India. These have been translated in Hindi and have been also uploaded on the UGC website. The link to policy briefs uploaded on UGC website is the following:

https://www.ugc.ac.in/pdfnews/8714294_CPRHE-POLICY-BRIEF-1-Diversity-and-Inclusion-in-HE.pdf

https://www.ugc.ac.in/pdfnews/4755136_CPRHE-POLICY-BRIEF-2-Diversity-and-Inclusion-in-HE.pdf

https://www.ugc.ac.in/pdfnews/0373387_CPRHE-POLICY-BRIEF-3-Diversity-and-Inclusion-in-HE.pdf

Research Reports: Based on the research studies completed by the Centre, the CPRHE brings out research reports. 35 research reports have been prepared by the CPRHE including reports for on-request research studies by MHRD and UGC, and, research reports and monographs for international Projects. In the year 2020-21, some of the Synthesis

Report were finalized and state research reports were uploaded on the CPRHE website.

CPRHE Webinars and Online Meetings: In the year 2020-21, the CPRHE, organised 7 webinars, including online meetings. These include two meetings with the authors of the IHER (2021) on the theme Private Higher Education in India. In the year 2020-21 on-line meetings have been also taking place from time to time for both the international projects with IIEP, Paris and ESPI, Paris where CPRHE faculty member have participated.

With respect to Webinars, a webinar on Advancing Gender Equity and Women Empowerment through Education was organised in collaboration with the UGC which brought together national and international academics as speakers. There was a wide participation in the webinar with over 130 participants attending the webinar, including many international participants. Another very successful webinar that the CPRHE organised was on Flexible Learning Pathways (which was in collaboration with IIEP, Paris).

The CPRHE also organised a Policy Dialogue webinar on Reforms for Diversity and Inclusion in Higher Education Institutions in India on 15 December 2020. The policy dialogue was based on CPRHE Policy Briefs primarily based on empirical evidence emerging from the CPRHE study on student diversity and social inclusion in higher education institutions in India.

The Centre has also organised regular consultative meetings with the State Higher Education Councils (SHEC). The State Councils of Higher Education have a central role in the implementation of RUSA and indeed in the broader development of higher education at the state level. In the year 2020-2021, the SHEC meeting was held on 18 and 19 March, 2021. The meeting was attended by representatives from 11 states, including, Vice Chairpersons of State Councils, senior officials from the Directorate of Collegiate Education and Departments of Higher Education in the states. A report of the consultative meeting on

SHEC organised in 2019 was also published in the year 2020-21.

International Seminars: Every year the Centre organises one international seminar on a specific theme related to the research area being explored at the CPRHE. The objective of the seminar is to bring together researchers and experts working globally on the identified theme. Six international seminars in collaboration with the British Council have been organised by the CPRHE. In the year 2020-21, the seventh international seminar on “*Diversity, Inclusion and Student Success in Higher Education*” that was scheduled was postponed due to Covid travel restrictions. It is expected that we will be able to organise the seminar in February 2022.

The CPRHE brings out a thematic report on each seminar and also plans for a substantive volume based on the selected papers presented in the seminar. Seven CPRHE Seminar Reports on the proceedings and themes emerging from the discussions taking place in the national and international seminars have been published. In the year 2020-21, the CPRHE Seminar Report of the international seminar titled ‘Governance and Autonomy in Higher Education’ was published.

Policy Support

The CPRHE has been regularly extending policy support to decision-making bodies such as MHRD, UGC, NITI Aayog and other HE policy makers by undertaking research and evaluation studies at their request, through preparing policy documents and participating in policy level discussions. In the process of preparation of the draft National Policy on Education, the Centre prepared documents extensively on different topics for the TSR Subramaniam Committee (committee set up for preparation of the Education policy), participated in the discussions of the drafting committee for National Policy on Education (Kasturirangan Committee) and, helped develop a Ranking Framework for Higher Education Institutions in India. The Centre has also completed several evaluation studies such as the scheme Pandit

Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMMNMTT), study on concentration and undersupply of higher and technical institutions in India and fixation of fees in private deemed to be universities in India at the request of the MHRD and has completed an evaluation study of UGC Coaching Schemes at the request of UGC. The Centre has contributed to the NEP 2020: Implementation Strategies document developed by NIEPA for the Ministry of Education, Government of India. The Centre is also a member of the Secretariat at NIEPA to support the Ministry of Education Committee on the development of the National Credit Framework. The Centre is invited and represented in various policy meetings.

Visiting Fellows Programme

The Centre has provision for inviting Visiting Fellows to stay with the Centre for fixed terms. The intention is to attract and host international faculty members and research scholars from India and abroad. The first visiting professor of the Centre was Professor William G. Tierney who is a globally renowned professor of higher education and is currently a Wilbur-Kieffer Professor of Higher Education and Co-director, Pullias Centre for Higher Education, Rossier School of Education, University of Southern California, USA. The CPRHE also hosted faculty members Dr Henderson, University of Warwick and research fellows Ms. Anjali Thomas from University of Warwick, UK, Mr. Shashank SR from Graduate Student of Public Policy and Governance, Tata Institute of Social Sciences (TISS) and Ms. Anjali Anil from Tata Institute of Social Sciences (TISS). In February 2020, CPRHE had the opportunity to host Professor Teboho Mohja who is a Professor and Program Director, Higher Education, New York University. Professor Arthur Levine, the Fulbright Nehru Distinguished Chair and, President Emeritus, Woodrow Wilson Foundation, Princeton, New Jersey, USA was supposed to join as a visiting professor at CPRHE in the year 2020-21. We are informed that Professor Levine will join the CPRHE once the COVID situation improves.

List of CPRHE Publications for the Year 2020-21

The list of publications brought out by the CPRHE is given below. This list does not include numerous publications by individual faculty members in academic journals and books. Individual contributions of the faculty members start from page number 9.

India Higher Education Report

1. *India Higher Education Report 2021: Private Higher Education in India* Edited by N.V. Varghese and Jinusha Panigrahi (under-preparation: to be published by Routledge).
2. *India Higher Education Report 2020: Employment and Employability of Higher Education Graduates* Edited by N.V. Varghese and Mona Khare (in press: to be published by Routledge).
3. *Indian Higher Education Report (IHER) 2019: Governance and Management of Higher Education* Edited by N.V. Varghese and Garima Malik, Sage, New Delhi, 2020.

Publications Based on Seminars Organized by the CPRHE:

1. *Teaching-Learning and New Technologies in Higher Education* Edited by N.V. Varghese & Sayantan Mandal. Springer Nature. 2020.
2. *Innovations in Financing of Higher Education* Edited by N.V. Varghese & Jinusha Panigrahi (is in press with Springer Nature)

CPRHE Research Papers Series

The list of research papers are as follows:

1. *Graduate Employment and Sustainable Employability Skills in India* by Mona Khare. CPRHE Research Papers 14, New Delhi, CPRHE/NIEPA, 2020.
2. *Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India* by Jinusha Panigrahi. CPRHE Research Paper 13, New Delhi, CPRHE/NIEPA, 2020.

International Seminar Report Series

1. *Report on the International Seminar on "Governance and Autonomy in Higher Education"* by N. V. Varghese and Garima Malik. (Organized in Collaboration with British Council), CPRHE/NIEPA, New Delhi. 2020.

CPRHE Research Reports

1. *Turning Challenges into Opportunities: Flexible Learning Pathways in Indian Higher Education* by Dr Garima Malik and Professor Narayanan Annalakshmi, Research Report, CPRHE-NIEPA/IIEP – UNESCO, Paris, 2020.
2. "Governance and Management of Higher Education in India" by Dr. Garima Malik, New Delhi, CPRHE/NIEPA. Synthesis Report. 2020.
3. *ESPI India Report: Higher Education in India and Social Inequalities* by Professor Odile Henry, Dr. Jinusha Panigrahi and Dr. Nidhi S. Sabharwal, ESPI, Paris / CPRHE-NIEPA, New Delhi, 2020.
4. *Monograph of Private Higher Education Institutions (IESPs) A Case of Manipal University, Karnataka, India* by Dr. Jinusha Panigrahi, CPRHE/NIEPA. Monograph submitted to IRD-Ceped for the ESPI International Project- . 2020.
5. *Monograph of Private Higher Education Institutions (IESPs) A Case of Manav Rachna International University, Haryana, India* by Dr. Jinusha Panigrahi, CPRHE/NIEPA. Monograph submitted to IRD-Ceped for the ESPI International Project. 2020.
6. *Monograph of Private Higher Education Institutions (IESPs) A Case of Jaypee Institute of Information Technology, Uttar Pradesh, India* by Dr. Jinusha Panigrahi, CPRHE/NIEPA. Monograph submitted to IRD-Ceped for the ESPI International Project 2020.

List of meetings and workshops organized by the CPRHE in the year 2020-21

1. Webinar on Advancing Gender Equity and Empowerment through Education held on July

- 14, 2020 (organised in collaboration with the University Grants Commission).
2. IHER2021: First Peer Review Meeting on Private Higher Education in India held on September 21, 2020.
3. Webinar on Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India held on November 20, 2020 (organised in collaboration with IIEP-UNESCO, Paris).
4. Policy Dialogue Webinar on Diversity and Inclusion in Higher Education in India held on December 15, 2020.
5. IHER 2021: Second Peer Review Meeting on Private Higher Education in India held on December 17, 2020.
6. State Higher Education Council Meeting held on 18-19 March 2021.
7. CPRHE Executive Committee Meeting held on 12 March 2021.

National Resource Centre for Education (NRCE) 2020-2021

The National Resource Centre for Education established at the National Institute of Educational Planning and Administration under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) has been established on January 16, 2018. The NRCE, uniquely one such Centre under the PMMMNMTT scheme, is envisaged as an apex body with the vision of developing teachers who are able to enhance their potentials and push the frontiers of knowledge through research, networking and sharing of existing resources in the competitive knowledge world.

The objectives of the NRCE range from developing the national repository of all resources for teachers for the use of teachers; developing the functional capabilities of teachers through the use of knowledge resources; enhancing the overall development of students through the advanced capabilities of teachers; and

developing the networking among teachers in higher education in India and abroad.

In its approach of assembling as well as creating resources, the NRCE, with its focus on four components- subject wise resources, teaching learning resources, research resources and Student Satisfaction Survey, and duly guided by the Committees for Advisory, Legal as well as IT Support, has made significant progress in the year 2020-2021. Despite the Covid 19 Pandemic, the NRCE smoothly transitioned into conducting its Tier Two and / Finalization Workshops for assembling subject-wise resources through virtual mode.

The NRCE was able to inaugurate its Web Portal on the Moodle Platform, on 11.06.2020. The Website is now as a rich resource repository, hosting subject wise resources of ten subjects, namely Life Sciences, Physics, Chemistry, Mathematics, Economics, History, Political Science, Sociology, Education and Management Resources, as well as Teaching- Learning and Research Resources. The Centre also conducted subject-wise Faculty Enrichment Webinars, which were well attended by teachers from all over India. The NRCE has compiled the Student Satisfaction Survey Report, apart from also piloting its Directory of Experts with Economics.

The NRCE has contributed in a great way in enhancing the sectoral understanding for teachers in higher education, and enhancing their capabilities and being a platform for evolved networking of teachers in higher education, apart from also bringing forth the stakeholders perspective (students). The Centre has been able to make a great beginning in enabling subject-wise networks of teachers from higher education institutions all over India. The Centre is also looking to expanding its reach by working towards enriching as well as adding more subject resources to its repository for teachers in higher education, developing a directory of experts in other subjects, and aligning its objectives with the NEP, 2020, with greater focus on higher education pedagogy and teaching-learning.

Units

Unit on School Standards and Evaluation

The Department of School and Non-formal Education focuses on issues relating to school education, non-formal education and adult literacy within a rights-based and inclusive framework. The department covers entire sector of School Education including Early Childhood Care and Education. The major tasks of the department are: Research and Development, Teaching, Training and Consultancy to Central and State Government, International and National agencies etc. covering entire sector of school, ECC, teacher, teacher education.

The department undertakes research studies in diverse areas of school education sector, ECC, teacher and teacher education to provide an empirical base in order to contribute meaningful inputs for developing and improving education in India. The department is also engaged in capacity development programmes

for national, state and district-level officials to enhance the knowledge, competencies and skills to achieve quality education for all. In order to establish synergic linkages; the department collaborates with national and international organizations to draw upon their experience and expertise in the area of school education. Besides, it plays an advisory role and extends support to the State and Central government in the formulation and implementation of plans and policies.

Being a core and oldest department of the institute, its professional contributions have substantive in the formulation of National Policy on Education (1986), the Programme of Action (1992), Right to Education Act (2009) and Education for All (EFA). During the year 2007-2011, department as part of the 'The Consortium for Research on Educational Access, Transition and Equity' (www.create-rpc.org) contributed significantly in the area of 'Educational Access'. Another sizeable project completed are the Mid-decade assessment of the Education for All in India where a National Report, several thematic studies and State-reviews for each of the six EFA goals on ECCE, primary education, learning and life skills for youth and adults, adult literacy and gender equality have been prepared. The department has also been



contributing in policy recommendations for SSA, RMSA and Centrally Sponsored Teacher Education (CSTE).

Project Management Unit

The Project Management Unit (PMU) at the National 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 Institute 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.

Unit for International Cooperation

India plans to make itself a preferred destination for international students and eventually develop as an important educational hub for international education. The country is also keen to improve its research ecosystem and has launched many important schemes and programmes viz. Study in India Programme, Scheme for Promotion of Academic and Research Collaboration (SPARC) and Global Initiative of Academic Networks (GIAN). Older programmes like the Colombo plan and ITEC have laid a solid foundation upon which to build current efforts. India already has educational cooperation activities with major international organizations, multilateral bodies and bilateral agencies. It is also playing an important role in the network universities that are already set up or are in the process of being set up.

India's leadership potential in the area of international education cooperation can be realized when it is actively engaged, both in the planning and financing of global initiatives. To achieve the objective of playing a lead role in international cooperation requires a mechanism to provide an analysis of the context of specific cooperation arrangements, generation of empirical evidence, preparation of documents and a



regular feedback to the MOE. To facilitate this needs an institutional arrangement and it forms the context for setting up the Unit for International Cooperation (UIC) in NIEPA.

Core Functions of the UIC

The overall responsibility of the unit is to extend support to MOE and other decision making bodies on matters related to international cooperation in education through its research and documentation, advisory and monitoring role. More specifically, the Unit has the following functions:

1. to analyze and document trends and patterns in international cooperation between India and other countries, bilateral and multilateral agencies in the field of education.
2. to help prepare background documents and briefs for official participation in the meetings in the area of international cooperation in education
3. to coordinate and strengthen India's network activities with intergovernmental, bilateral and multi-lateral agencies of cooperation in education.
4. to help design, implement and monitor programmes of cooperation as may be requested by the MOE.
5. to prepare a report on the international cooperation activities carried out by the MOE each year.

The UIC has one Advisor, five Deputy Advisers, one junior project Consultant and one Computer Assistant. The Advisor is in-charge of the Unit and coordinates its activities. Professor K. Ramachandran is the Senior Advisor to the UIC. The Unit is headed by the Vice Chancellor of NIEPA.

Based on various activities of the International Cooperation Cell (ICC) of MOE, the following functional responsibilities are assigned to the Advisor and the Deputy Advisers.

Sl. No.	Name of the vertical	Broad Responsibilities
1.	The Americas (Northern America and Latin America, and the Caribbean)	G-20, E-9, and supporting work/ matters relating to bilateral agreements/ MoUs with countries within the Americas.
2.	Europe	European Union, OECD, and supporting work/ matters relating to bilateral agreements/ MoUs with countries within Europe.
3.	Asia Pacific (Eastern Asia, South-eastern Asia, and the Pacific)	ACD, BRICS, ASEAN, IBSA, and supporting work/matters relating to bilateral agreements/ MoUs with countries within Asia Pacific and member countries of ACD, BRICS, ASEAN and IBSA
4.	Other Asia region (Southern Asia, Caucasus, Central Asia and Western Asia)	Commonwealth, SCO, BIMSTEC, SAARC, and supporting work/matters relating to bilateral agreements/ MoUs with member countries of SCO, BIMSTEC and SAARC.
5.	Africa (Sub-saharan Africa, Northern Africa)	African Union, supporting work relating to bilateral agreements/ MoUs with countries in Africa.
6.	UNESCO	UNESCO, ASEM

Research: Documentation and Analysis

UIC carried out four extensive projects, which involved data collection, documentation and trend analysis of various, bilateral, multilateral and country level education cooperation related issues for all regions – including Asia Pacific, Africa, Other Asia, Europe and Americas. All of them were carried out on the basis of request from the MOE.

Country Fact Sheets

The Country Fact Sheets project initiated in 2019-20 containing data up to March 2020 has been updated and completed with up-to-date information wherever available up to February 2021.

Country Profiles

The Unit has also been involved in the preparation of detailed Country Profiles of 206 countries and territories from all regions of the world. The work has been organized in several stages such that the first stage covers countries that are participating in the three MOE programmes – GIAN, SII and SPARC or have an MOU with the MOE.

Each Country Profile contains comprehensive set of information on India's cooperation with the respective country in the field of education as well as details about the country's education system, enrolment data (school as well as higher education), student mobility data, as well as its socio-economic status, etc. Each country profile is about 5-10 pages long. Currently, country profiles of 18 countries from Other Asia and 6 countries from Asia Pacific have been completed and submitted for internal review.

India and Network University concept

India has been engaging with the following regional counterparts through the concept of Network University, which are at various stages of progress:

- BRICS Network University (BRICS NU)
- ASEAN-India Network of Universities
- SCO Network University
- Russia India Network (RIN)
- Indian Ocean Rim Universities Network (IORUN)

The UIC project on Network University is premised on the question: "how to take forward network university concepts in multilateral organisations". In this context, notes with regards four network universities have been completed and submitted for internal review. Further, a draft outline for comparing the various network universities in tabular form has been prepared and submitted for internal review.

Potential Priority Countries for cooperation – High Priority countries

The project on "priority countries" involved identification of a few countries that might be accorded high priority, medium priority and low priority for achieving enhanced collaboration in the field of education in addition to enhanced political, cultural and economic relations and also generate jobs for Indian educators, experts, scholars, etc. The first stage of the project focused on high priority countries and included notes on 13 countries representing one country from each region/sub-region. A revision of the notes was carried out subsequently with the understanding that the selection of countries need not be according to the five regions nor sub-regions. A few more countries were further added as a result. The main criterion was to look at any country with which India needs to have education collaboration urgently. Such that the educational collaboration would feed into not just education related cooperation but also diplomatic gain/soft power. The second draft has been completed and submitted for internal review. It included notes on the following 16 countries:

- Asia Pacific – Australia, Republic of Korea, Indonesia and Myanmar
- Other Asia – Bangladesh, Kazakhstan and Saudi Arabia
- Africa – Egypt, Nigeria, Ethiopia and South Africa
- Europe – United Kingdom, Germany, France, Norway and Denmark

Research : Engagement with Contemporary Policy Issues

UIC carried out four important policy related projects. While two projects, one in the context of the NEP 2020 and another regarding Pulse Survey have been completed, another involving case studies of five International Branch Campuses (IBCs) was commenced at the end of 2020 and is being carried over into 2021.

COVID-19 and Higher Education Challenges and Opportunities for India

In March 2020, at the height of the COVID-19 outbreak, UIC initiated a study on the impact of the pandemic and the ensuing lockdowns on higher education systems around the world. The research project was titled “COVID-19 and Higher Education: Challenges and Opportunities for India”. The first draft was completed for the following regions: UNESCO, ASEM, Europe, Asia Pacific, South Asia and Africa, as well as India, in May 2020. However, the dynamic and fast changing pace of the pandemic and its impact made the study a difficult proposition. It has been decided that a follow up empirical study would be carried out on the impact of Covid-19 on global student mobility by drawing lessons for India in the near future as the situation stabilizes and becomes conducive for in-depth research.

NEP 2020: Implementation Strategies- Operationalisation of Branch Campuses of Foreign Universities in India

UIC participated in the NIEPA led “National Education Policy (NEP) 2020: Implementation Strategies”, which had contributions from all departments and faculty of NIEPA, including UIC. The UIC Working Group theme was “Operationalisation of Branch Campuses of Foreign Universities in India”. The final draft of the Working Paper submitted to the NEP Core Committee is 10 pages in length with eight sections.

The working paper sought to recommend the key steps to be taken by the government of India and its various regulatory bodies to operationalise the NEP 2020’s proposal to facilitate “top 100 universities in the world ... to operate in India” and the factors to be considered while establishing the International Branch Campuses (IBCs). Among others, it discussed the strategies to be adopted, role of incentives, the ideal regulatory environment and the procedures for establishment of International Branch Campuses in India.

The working paper included several rounds of internal consultations and revisions with contributions from four UIC faculty. The working paper was informed by the following 4 case studies: Monash, South Africa; BITS Pilani-Dubai; Nottingham University Malaysia; and Grameen Caledonian College of Nursing, Bangladesh.

The research was supplemented through insights gathered through interviews with nine academicians and practitioners (including the heads of two IBCs).

Case Studies of International Branch Campuses (IBCs) in Dubai, Malaysia, South Africa, Europe and Qatar: Lessons for India

UIC is currently in the process of taking forward the research undertaken under the auspices of the NIEPA Project on NEP 2020: Implementation Strategies by adding more dimensions to the study. The case study of Bangladesh has been removed and two new case studies added: “Transnational Education in Europe: A Study of Lancaster University International Branch Campuses” and “A critical review of International Branch Campuses in Qatar: lessons for India”. A detailed framework of the paper has been prepared. First draft of the general sections have been prepared. Also the first draft of case studies on Monash South Africa, BITS Pilani Dubai, University of Nottingham Malaysia and Lancaster University International Branch Campuses are complete.

Pulse Survey: Prospects for the Establishment of Branch Campuses in India: International Pulse Survey to Understand the Priorities of ‘Top 200’ Universities

UIC initiated a study on Prospects for the Establishment of Branch Campuses in India by carrying out an International Pulse Survey in December 2020. The survey aimed to gather responses from the ‘top 200’ universities on the basis of the latest Times Higher Education (THE) Rankings with the following major objectives:

- to gather reliable information on the current and future priorities of foreign universities with regard to establishing branch campuses in India
- to identify the major concerns and expectations of the foreign universities with respect to the Indian environment
- to gain initial insights that would help to identify the areas that need policy interventions at various levels to make India a better destination for IBCs

The Concept Note and questionnaire were prepared in December 2020. The online survey was completed by end January 2021 and the final draft Report has been completed and submitted for internal review.

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 National 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 National Institute. Latest ICT, including high-end fully automatic digital scanner, is used for the design, storage and retrieval of digital documents. User friendly software, with multiple search options, is an in-built feature of the digital archives.

A Digital Archives of education documents has been established in 2013. The aim is to place all education documents in one place in soft version. The collection of digital archives is already more than 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 provides access to policy and other related documents covering all aspects, sectors and levels of education system since Independence, so that no policy analyst and planner, researcher, and others interested in education need to go anywhere else for reference and use of the data. The digital archives is intended to generate a community of users as an extended face of NIEPA.

Computer Centre

The Computer Centre backs up the Information Technology needs of the Institute. It provides computing facilities and Internet services to all the trainees





and staff members of the National 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 Institute. Desktop computers have been provided to all the staff members and laptops to all faculty members. Appropriate network security is being maintained in the Institute. 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 National 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 Institute's commitment to disseminate knowledge and information relating to the areas of educational policy, planning and administration by bringing out materials of various training programmes, and other related content, in the form of reports, books, journals, newsletters, research papers and other publications. Some of the periodicals published by the National Institute include the Journal of Educational Planning and Administration, Pariprekshya- A journal in Hindi language, and ANTRIEP Newsletter. The Publication Unit of the National Institute also caters to some specific needs of the Ministry of Education (MoE), 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 National Institute include the Chancellor, the Vice-Chancellor, the 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 Institute. The Vice-Chancellor of the Institute is the Principal Academic and Executive Officer.

The Department of Higher Education (PN I Section), Ministry of Human Resource Development, Vide their Letter No. 2-7/2016-PN-I Dated January 16, 2020 has sent the Revised Memorandum of Association and Rules of NIEPA as per UGC Regulations, 2019 which states that the highest Governing Body of the Institute shall now be the **Board of Management**.

Board of Management The Board of Management shall be the principal organ of management and the apex executive body of the Institute, with powers to make rules of the Institute. The main function of the Board of Management is to carry out the objectives of the Institute as set forth in the Memorandum of Association. The Board of Management is responsible for the general supervision of all the affairs of the National Institute. The Board of Management consists of the Vice-Chancellor of the Institute as the Chairperson (ex-officio); Dean (Academics and Research); three eminent academics as nominated

by the Chancellor, who shall have worked at the rank of Professor and shall neither be from the institution or the sponsoring body nor be their relatives; one representative of the Ministry of Education (MoE) not below the rank of Joint Secretary, Government of India; two Faculty members of the institute: one each from Professors and Associate Professors by rotation based on seniority; and three nominees of the MoE who shall be an eminent academician not below the rank of Professor. The Registrar of the Institute shall be the Ex-officio Secretary of the Board of Management. A list of the members of the Board of Management, as on March 31, 2021, is given at Appendix I.

Finance Committee: The main role of the Finance Committee is to examine the accounts and to scrutinize proposals for expenditure. The annual accounts and financial estimates of the National 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 National Institute. The Finance Committee consists of the Vice-Chancellor of the Institute as the Chairperson; Dean (Academics and Research); a representative of MoE, not below the rank of Joint Secretary; two nominees of the Board of Management; one of whom shall be a member of the Board and the Finance Officer of the National Institute who acts as the Secretary of the Finance Committee.

A list of the members of the Finance Committee, as on March 31, 2021, is given at Appendix II.

Academic Council: The Academic Council is the principal academic body of the National Institute. It is responsible for the maintenance of standards of education, training, research and consultancy; interdepartmental coordination, examination and tests, etc. The Academic Council consists of the Vice-Chancellor of the Institute as the Chairperson (ex-officio); Dean, (Academic & Research) of the Institute; Heads of Departments of the National Institute; two Associate Professors from the Departments, other than the Heads of the Departments, by rotation based on inter-se seniority; two Assistant Professors from the Departments by rotation based on inter-se seniority; three persons from amongst educationists of repute or persons from any other field related to the activities of the institution Deemed to be University, nominated by the Vice-Chancellor; three persons who are not teachers, co-opted by the Academic Council for their specialized knowledge and; the Registrar, who shall be the ex-officio Secretary of the Academic Council. A list of the members of the Academic Council, as on March 31, 2021, is given at Appendix III.

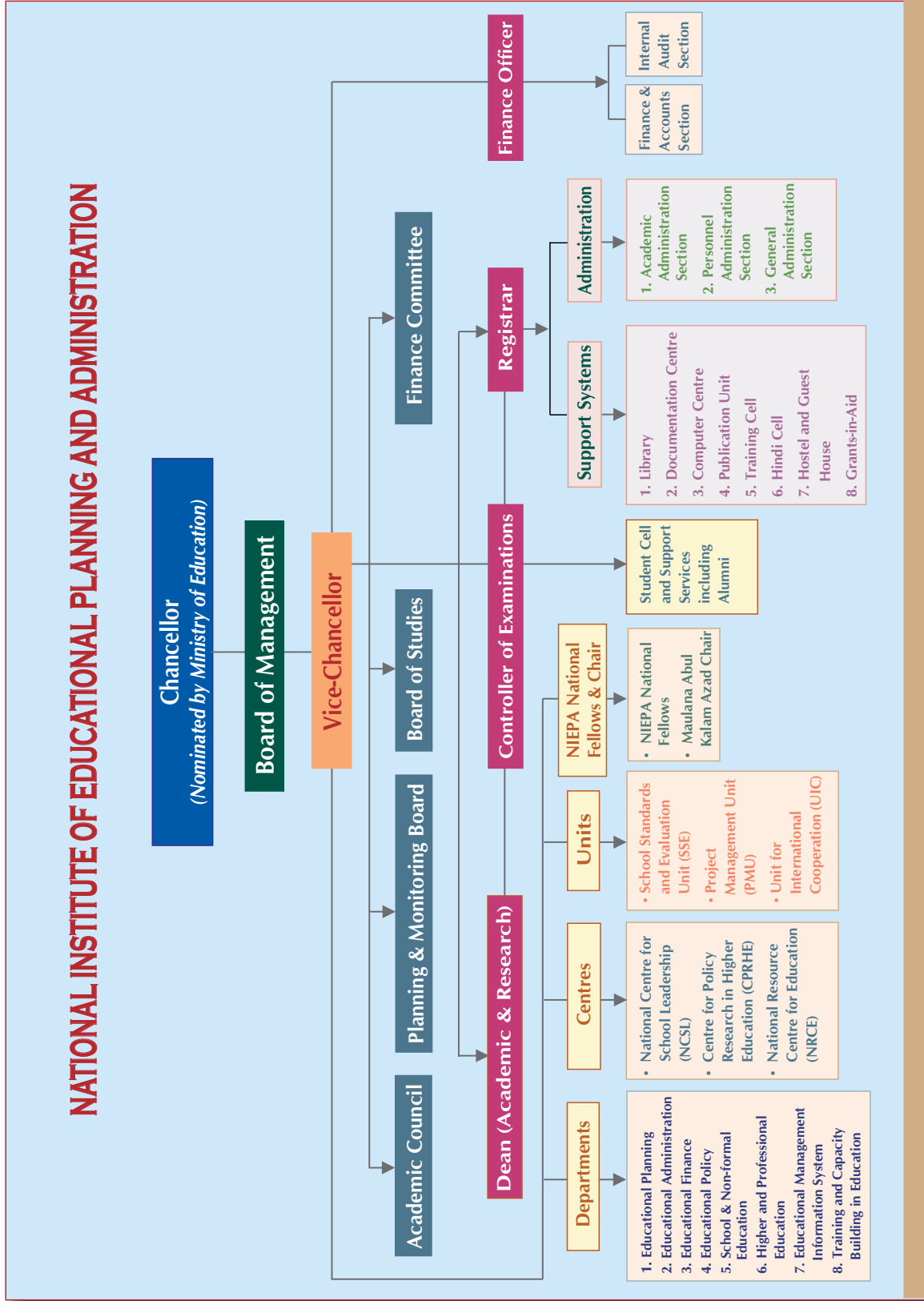
Board of Studies: The Board of Studies of the National Institute comprises the Vice-Chancellor of the Institute as the Chairperson; Dean (Academics & Research); HoD(s) and all professor of the faculty/department; two Associate Professors of the faculty/Department by rotation based on inter-se seniority; two Assistant Professors of the faculty/Department by rotation

based on inter-se seniority; not more than 2 persons to be co-opted for their expert knowledge including those belonging to the profession concerned and; Controller of Examinations shall be the permanent invitee. A list of the members of the Board of Studies, as on March 31, 2021, is given at Appendix IV.

Planning & Monitoring Board: The Planning & Monitoring Board is the principal Planning Body of the Institute and shall be responsible for the monitoring of the development programmes of the Institute. The Vice-Chancellor is the Chairperson of the Planning & Monitoring Board. The Registrar is its Secretary including seven internal members (HoD(s) of all Departments, and; three eminent experts of eminence from outside the Institute. A list of the members of the Planning & Monitoring Board, as on March 31, 2021, 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, which considers the proposals received under the Scheme of Assistance for Studies in Educational Planning and Administration.

Organisational Structure



Administration And Finance



The administrative set-up of the National 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 National Institute. He is also the Secretary of Board of Management and Academic Council. He is supported by an Administrative 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 (2020-21)

The total staff strength of the Institute as on March 31, 2021 was 167.

During the year 2020-21, the Institute received a grant of Rs. 3688.00 lakhs (under Recurring & Non-recurring Head). The Institute had an opening balance of Rs. 302.89 lakhs, under Recurring Head. The internal office and hostel receipts amounted to Rs. 66.76 lakhs during the year. The expenditure during the year under Non- Plan and Plan amounted to Rs. 3352.41 lakhs.

The Institute had a balance of Rs. 1302.89 lakhs and received additional funds amounting to Rs. 220.35 lakhs during the year 2020-21 for the sponsored programmes/studies from other agencies. The expenditure during the year on sponsored programmes/studies amounted to Rs. 487.24 lakhs. (Appendix VII).



Campus and Building Infrastructure



The National 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 National 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 are nurtured through an inter-disciplinary approach in various courses leading to MPhil and PhD degrees so that they become well equipped with the skills of formulating educational plans and management strategies.

Indeed, through its MPhil and PhD degrees with special focus on educational policy, planning and administration, the Institute empowers young scholars and prepares them for a career in educational administration and planning. NIEPA is well placed

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.

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 the Institute include (i) Full-time integrated MPhil-PhD programme, (ii) Full-time Direct PhD programme, and (iii) Part-time PhD programme. These programmes were launched in 2007-08. The MPhil and PhD 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 MPhil and PhD programmes are expected to make significant contribution 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 MPhil and PhD 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 MPhil programme offered by the Institute consists of course work (16 credits) of one-year duration followed by an internship (4 credits) for a duration of six weeks, and dissertation work (16 credits) for one year. All scholars successfully completing the MPhil programme and meeting the prescribed criteria (presently FGPA of 5 or above on

the ten-point scale) are considered for admission and registration to the PhD programme. These scholars are eligible to submit their Doctoral thesis after two years from the date of registration to the PhD programme.

Scholars admitted directly to the full-time PhD programme are expected to complete the one-year course work before confirmation of their registration to the PhD programme. These PhD scholars are eligible to submit their thesis after two years from the date of confirmation for registration to the PhD programme.

Scholars admitted directly to the part-time PhD programme are expected to complete the one-year course work before confirmation of their registration to the PhD programme. A part-time PhD 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 PhD programme.

Table 2.1

Total Number of Scholars Admitted, Pursuing and Graduated in 2020-21

	M. Phil.	Ph.D. Full-time	Ph.D. Part-time	Total
Total number of students admitted during 2020-21	24	17	NIL	41
Total number of scholars pursuing different programmes during the Academic Session 2020-21	39 (including scholars registered in 2020-21)	54 (including scholars registered during the years 2007-08 to 2020-21)	14 (including scholars registered during the years 2007-08 to 2020-21)	107
Total number of scholars graduating during 2020-21	17	06	02	25

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

SIEMATs/DIETs and DEOs/BEOs of Directorates of Education of the state governments.

The 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.

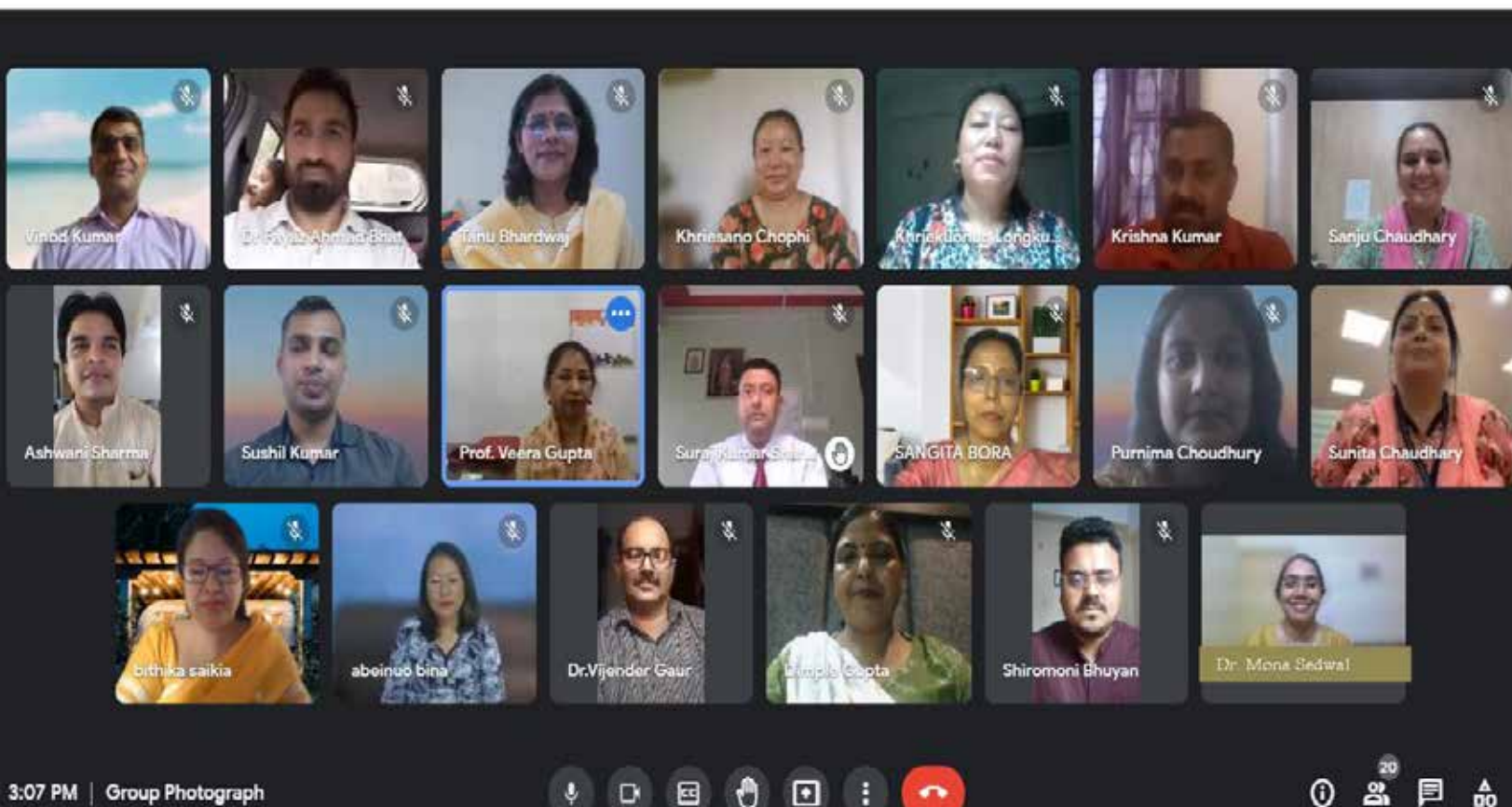


Table 2.2

Post-Graduate Diploma in Educational Planning and Administration (PGDEPA) State-wise Participation			
State-wise	6th PG-DEPA	7th PG-DEPA	Total
Assam	3	6	9
Chhattisgarh	1	-	1
Delhi	-	1	1
Haryana	3	4	7
Himachal Pradesh	2	-	2
Indian Navy	-	2	2
Jammu & Kashmir	-	3	3
Karnataka	2	-	2
Madhya Pradesh	1	-	1
Maharashtra	2	-	2
Manipur	1	-	1
Nagaland	-	3	3
Puducherry	-	1	1
Rajasthan	-	3	3
Sikkim	-	1	1
Tamil Nadu	1	-	1
Uttarakhand	3	3	6
Uttar Pradesh	1	-	1
Indian Air Force	2	2	4
Total	22	29	51

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.

The Sixth PGDEPA was organised from September 2019 to July 2020 where 22 participants from 11 States/UTs/Organisations successfully completed the programme.

The programme was organised and coordinated by the Department of Training and Capacity Building in Education.

International Diploma in Educational Planning and Administration (IDEPA)

The National 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 (ii) dissertation. The IDEPA programme of six months' duration is conducted in two phases. The first phase of the programme involves intensive curricular work for three months at the NIEPA, New Delhi. This phase

is residential and participants are required to stay on the campus throughout this duration. The second phase involves field-based research project work in the participant's home country, under the guidance of one of the faculty members of the National Institute.

The IDEPA programme consists of the intensive curricular with an attempt to strike a balance between theory and practice. The broad form of the agenda includes lectures and group-work, practical exercises, educational and cultural field visits and a research project on a selected aspect of educational development, policy, planning, management, administration, supervision and leadership with the adoption of field-based and inter-disciplinary approach. In order to link theory and practice, applied work consists of (i) Country and Thematic Seminar Paper Presentations, (ii) Field Visits Programme covering field observations of various educational innovations being planned and managed in India, and (iii) Working out the Research Design for a Field Research Project.

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

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

In the year 2020-21, the Institute completed the first phase of the 36th International Diploma programme which was conducted from 1 February to 30 April, 2020 and was attended by 27 participants from 14 countries. The second phase of the 36th International Diploma programme was carried out during the period 1 May to 31 July 2020.

The 37th IDEPA programme, scheduled to be held during February 2021 to April 2021, could not be conducted due to the Corona Pandemic.

The IDEPA programme was organised and coordinated by the Department of Training and Capacity Building in Education.



Table 2.3

**International Diploma in Educational Planning and Administration (IDEPA)
Country-wise Participation**

36th IDEPA (2020)

S. No.	Country	No. of Participants
1.	Afghanistan	2
2.	Bhutan	2
3.	Congo	1
4.	Cuba	1
5.	Ethiopia	1
6.	Fiji	1
7.	Kyrgyzstan	1
8.	Maldives	2

S. No.	Country	No. of Participants
9.	Mongolia	1
10.	Nigeria	4
11.	South Sudan	1
12.	Tanzania	5
13.	Zambia	4
14.	Zimbabwe	1
	Total	27



Table 2.4

Country-wise Participation in all Programmes - 2020-21		
S. No.	Country	No. of Participants
1.	Afghanistan	2
2.	Azerbaijan	2
3.	Bhutan	6
4.	Bangladesh	1
5.	Congo	1
6.	Cuba	1
7.	Cambodia	12
8.	Ethiopia	1
9.	Fiji	1
10.	Kyrgyzstan	1
11.	Kingdom of Eswatini	1
12.	Kenya	3
13.	Maldives	9
14.	Mongolia	1
15.	Mauritius	3
16.	Myanmar	1
17.	Nigeria	5
18.	Nepal	1
19.	Paris	5
20.	Palestine	1
21.	Peru	2
22.	South Sudan	1
23.	Tanzania	5
24.	Turkmenistan	1
25.	Uzbekistan	1
26.	United Kingdom	3
27.	Zambia	4
28.	Zimbabwe	1
	Total	76

Table 2.5

State/UT-wise Participation in Professional Development Programmes - 2020-21		
S. No.	State/ Union Territory	No. of Participants
1.	Andhra Pradesh	151
2.	Arunachal Pradesh	53
3.	Assam	154
4.	Andaman & Nicobar Islands	6
5.	Bihar	162
6.	Chhattisgarh	77
7.	Chandigarh	45
8.	Delhi	324
9.	Goa	18
10.	Gujarat	201
11.	Haryana	275
12.	Himachal Pradesh	115
13.	Jammu & Kashmir	152
14.	Jharkhand	72
15.	Karnataka	265
16.	Kerala	41
17.	Madhya Pradesh	241
18.	Maharashtra	280
19.	Manipur	40
20.	Meghalaya	39
21.	Mizoram	52
22.	Nagaland	61
23.	Odisha	148
24.	Punjab	159
25.	Puducherry	5
26.	Rajasthan	291
27.	Sikkim	82
28.	Telangana	105
29.	Tamil Nadu	158
30.	Tripura	32
31.	Uttarakhand	92
32.	Uttar Pradesh	291
33.	West Bengal	55
	Total	4242

Professional Development Programmes

Professional Development Programmes for various categories of education personnel, aimed at strengthening institutional capacity for improved educational planning and administration, continues to be a major function of the National Institute. During the year 2020-21, the National Institute organised 86 orientation/training programmes, workshops, seminars, conferences and meetings relating to various education sector development issues and different aspects of educational policy, planning and administration. The themes covered by the programmes included planning and management of schools, planning and management of higher education, mapping school provisions at secondary level, planning and management of educational finance and school leadership, etc. The participant groups of these programmes included district and state-level functionaries, directors of education and other state-level officials, heads of national/state/district-level educational institutions, heads of special category institutions such as minority managed educational institutions, vice-chancellors, registrars and other institute 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 National Institute. The training programmes, workshops, seminars, conferences, and meetings coordinated by different Departments/Centres of the National Institute during 2020-21 include the following:

Department of Educational Administration

- Implementation of the Scheme of National Awards for Innovations and Good Practices in Educational Administration – Phase-I (Preparatory Process to Conclusion Phase) NIEPA, New Delhi, April 2020-March 2021.
- Orientation Programme on Leadership in Educational Governance for District Education Officers, NIEPA, New Delhi, February 8-12, 2021.
- Leadership in Educational Administration for Academic Administrators in Universities and Colleges, NIEPA, New Delhi, 17-19 February, 2021.

Department of Educational Policy

- Orientation Programme on Professional Public Policy Making in Education, Online Mode, 17-21 August, 2020.
- National Webinar on National Educational Policy 2020: Prospects, Challenges and Pathways, Online Mode, 19 August, 2020.
- National Discussion Meet on Relevance of Gandhian Educational Ideas in Policy Perspective (To commemorate the 150th Birth Anniversary of Mahatma Gandhi - in collaboration with Gandhi Smriti Sansthan, Rajghat), NIEPA, New Delhi, 1-2 October, 2020.
- Orientation Workshop on Education of the Disadvantaged and Weak under RTE: Policy Issues and Programme Interventions, NIEPA, New Delhi, 15-17 February, 2021.

Department of School and Non-formal Education

- Five Day Workshop (Online) on Gender Equity in School Education: Challenges and Opportunities, NIEPA, New Delhi, 8-12 March 2021

- Webinar on 'Educating Children during and Post-Lockdown Period', organized on 28 June, 2020.
- Online Discussion Meet on 'Achieving Gender Equity in School Education in India: from the Perspective of New Education Policy, 2020', organized on 30 December, 2020.

Department of Higher and Professional Education

Webinar on 'Higher Education During COVID Pandemic' organised on July 24, 2020

Department of Training and Capacity Building in Education

- 36th International Diploma in Educational Planning and Administration (IDEPA) (ITEC Funded), (ONLINE MODE), 31 March-30 April, 2020.
- 6th Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - IV Phase (ONLINE MODE), 27 April-1 May, 2020.
- 6th Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - V Phase, (ONLINE MODE), 4-8 May, 2020.
- 6th Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - VI Phase (ONLINE MODE), 6-10 July, 2020.
- 7th Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - I Phase (at the place of posting), (Field Based), 1-31 August, 2020.
- 7th Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - II Phase (ONLINE MODE), September 1-November 30, 2020.
- Orientation Programme on Policy Making Structures and Processes in Education (ONLINE MODE), 21-25 September, 2020.

- 7th Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - III Phase (at the place of posting) (Field Based), 1 December, 2020-31 March, 2021.
- Policy Dialogue on Role and Functions of Capacity Building Institutions SCERTs and SIEMATs, NIEPA, New Delhi, 5-6 November, 2020.
- Online Meet of Inclusive Education Coordinators on Education of Children with Specific Learning Disabilities (SLD), (ONLINE MODE), 3-4 December, 2020.

National Centre for School Leadership

- Leadership for Excellence: Capacity Building Workshop for School Principals in Eklavya Model Residential Schools (ONLINE MODE), 21 September-1 October 2020.
- Capacity Building Workshop on Leadership Development for Improving Student Learning and Learning Outcomes in Government Schools (ONLINE MODE), 15-18 December, 2020.
- National Advisory Committee Meeting, NIEPA, New Delhi, 1 March, 2021.
- NISTHTA Online Module on School Leadership: Concepts and Applications for Elementary Education (English) – Video Development for NISHTHA (English), Online Module plus 6 videos, 28 August, 2020.
- NISTHTA Online Module on School Leadership: Concepts and Applications for Elementary Education (Hindi) – Video Development for NISHTHA (Hindi), Online Module plus 6 videos, 16 December, 2020.
- NISHTHA Live Streaming on Module on School Leadership, 28 August, 2020.

- NISHTHA Online Module on School Leadership: Concepts and Applications for Secondary Education (English)
 - First Round of Google Meets with 23 School Leadership Academies, 14-16 September, 2020.
 - Second Round of Google Meets with 26 School Leadership Academies, December 2020.
 - Leadership Development Workshop for Farakka Barrage Project Higher Secondary School Teachers, Murshidabad, 11 January-27 February, 2021.
 - National Advisory Group Meeting, 1 March, 2021.
 - Pedagogical Leadership Development Programme for NVS Master Trainers, 22-26 February, 2021.
 - Webinar on School Leadership and Teachers Professional Development, Telangana, 21 May, 2020.
 - Webinar on Being a Reflective Practitioner: The Art of Academic Leadership, Dr. H.R. Gajwani College of Education, Gujarat, 28 May, 2020.
 - Webinar on Holistic Development as a Leader, DIET Chota Mawana, Meerut, Uttar Pradesh, 12 June, 2020.
 - Webinar on Holistic Development as a Leader, DIET Bijnour, Uttar Pradesh, 12 June, 2020.
 - Webinar on School Leadership Development, DIET Kushinagar, Uttar Pradesh, 13 June, 2020.
 - ICT Workshop-2020 through Mission Shikshan Samwad, Professional Association of School Heads in Uttar Pradesh, 10 June, 2020.
 - Becoming Reflective Leaders: Developing Self, State Institute of Educational Training, Uttar Pradesh – Ghaziabad Chapter, 15 June, 2020.
 - NISHTHA Webinar Meeting on Introduction and Preliminary Discussion on NISHTHA for Secondary Level, 22 June, 2020.
 - Organised and conducted online presentation-cum-meeting on pedagogical leadership held with CBSE. Discussed the way forward for the project on pedagogical leadership. Brief information was also shared with VC, NIEPA, 23 June, 2020.
 - Remote Learning and Digital Divide: Addressing Issues of Equity in Instruction, DIET, Pitampura, Delhi, 24 June, 2020.
 - Conducted Online MPhil and PhD Entrance Test on 26 June, 2020; detailed report submitted, 24 June, 2020.
 - Meeting with SLA Sikkim, 25 June-20 August, 2020.
- Online Trainings/ Sessions/ Workshops/ Meetings/Reviews and Advocacy Webinars by NCSL Faculty
- NEP 2020: Leading School Complex and Local Governance, 5 November, 2020.
 - Efficient Resourcing and Effective Governance through School Complex/Cluster, 26 September, 2020.
 - Launch of Online Programme on School Leadership and Management, 22 December, 2020.
 - Inauguration Ceremony and Introduction of School Leadership, Uttar Pradesh, 12 May, 2020.
 - Webinar on School Leadership: Self Development, Uttar Pradesh, 14 May, 2020.
 - Consolidation of Learning and Valedictory, Uttar Pradesh, 21 May, 2020.
 - NEP 2020 and Continuous Professional Development of Leaders, 4 November, 2020.

- NISHTHA Meeting on Orientation for Converting NISHTHA Modules to Online Formats, 29 June, 2020.
 - The Changing World of Educational Leadership Impediments and Prospects amidst Covid-19 Crises, Sourashtra College, 23 July, 2020.
 - New Education Policy: Reflections on Teacher Education, Samashthi Institute for Integrated Learning, Gujarat, 9 August, 2020.
 - Leadership programme for special officers of KGBV, Session on 'Teachers as Reflective Practitioners', Samagra Shiksha, Telangana, 26 August, 2020.
 - Orientation programme for heads of schools, Session on 'Leadership for Transforming Teaching-Learning Process', Samagra Shiksha, Warangal, Urban, Telangana, 19 September 2020.
 - Orientation programme for heads of Schools, Session on 'Leadership for Transforming Teaching-Learning Process', Samagra Shiksha, Siddipet, Telangana, 30 September, 2020.
 - Efficient Resourcing and Effective Governance through Establishment of School Complexes, Jawahar Navodaya Vidyalaya, 4 September, 2020.
 - Efficient Resourcing and Effective Governance through Establishment of School Complexes, Tata Trusts, 11 September, 2020.
 - New Education Policy: Reforms in School Education, Rabindra Thakur Maha Vidyalaya, Tripura, 19 September, 2020.
 - Final Presentation of the CBSE Project before the Chairman, CBSE; VC, NIEPA; and Core Team Members of CBSE Project, 30 September, 2020.
 - Reinventing Schools, Rebuilding the World (web series) – Leading with Compassion, Education Today Society Tomorrow –Initiatives of Change, India, 16 October, 2020.
 - Webinar on National Education Policy-2020: Challenges/Opportunities *vis-à-vis* J&K SCERT, Jammu & Kashmir, 31 October, 2020.
 - New Education Policy: Reforms in School Education and the Changing Role of School Heads, SCERT, Tripura, 9 November, 2020.
 - Invited as expert to teach the session on School Leadership in the UGC sponsored Refresher Course in Teacher Education, JNU, 4 December, 2020.
 - Review and Feedback Workshop, DIET, Una, Himachal Pradesh, 28 December, 2020.
- Centre for Policy Research in Higher Education**
- Webinar on Advancing Gender Equity Women Empowerment through Education, 14 July, 2020.
 - IHER 2021: First Peer Review Meeting on Private Higher Education in India, NIEPA, New Delhi, 21 September, 2020.
 - Webinar on "Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India" (ONLINE MODE), 20 November, 2020.
 - Policy Dialogue on Diversity and Social Inclusion in Higher Education in India (ONLINE MODE), 15 December, 2020.
 - IHER 2021: Second Peer Review Meeting on Private Higher Education in India, NIEPA, New Delhi, 17 December, 2020.
 - CPRHE Executive Committee Meeting, NIEPA, New Delhi, 12 March, 2021.
 - State Higher Education Council Meeting (ONLINE MODE), 18-19 March, 2021.
- Unit on School Standards and Evaluation**
- State Online Orientation Programme on School External Evaluation and Evidence-based School

Improvement, Jammu & Kashmir (ONLINE MODE), 21 September, 2020.

- State Online Orientation Programme on School External Evaluation and Evidence-based School Improvement, Assam (ONLINE MODE), 9-11 November, 2020.
- State Online Orientation Programme on School External Evaluation and Evidence-based School Improvement, Telangana (ONLINE MODE), 12-13 November, 2020.
- State Online Orientation Programme on School External Evaluation and Evidence-based School Improvement, Uttarakhand (ONLINE MODE), 25 November, 2020.
- State Online Orientation Programme on School External Evaluation and Evidence-based School Improvement, Meghalaya (ONLINE MODE), 26-27 November, 2020.
- State Online Orientation Programme on School External Evaluation and Evidence-based School Improvement, Rajasthan (ONLINE MODE), 2 December, 2020.
- State Online Orientation Programme on School External Evaluation and Evidence-based School Improvement, Andhra Pradesh (ONLINE MODE), 7 January, 2021.
- State Online Orientation Programme on School External Evaluation and Evidence-based School Improvement, Bihar (ONLINE MODE), 12-13 January, 2021.
- State Online Orientation Programme on School External Evaluation and Evidence-based School Improvement, Jharkhand (ONLINE MODE), 21-22 January, 2021.
- State Online Orientation Programme on School External Evaluation and Evidence-based School Improvement, Jammu & Kashmir (ONLINE MODE), 9 February, 2021.

IT Services

- Faculty Development Programme to Design, Develop and Deliver Online Courses, NIEPA, New Delhi (ONLINE MODE), 22-26 June, 2020.
- Faculty Development Programme on Building Competencies for Online Teaching, NIEPA, New Delhi (ONLINE MODE), 3-7 August, 2020.
- Faculty Development Programme on Application of ICT in Academic and Research Libraries, NIEPA, New Delhi (ONLINE MODE), 23-27 November, 2020.

National Resource Centre for Education (NRCE)

- Virtual Workshop on Collating Chemistry Resources for Teachers in Higher Education (ONLINE MODE), 18-19 June, 2020.
- Virtual Workshop on Identification of Education Resources for Teachers in Higher Education (ONLINE MODE), 22-23 June, 2020.
- Virtual Workshop on Collating Sociology Subject Resources for Teachers in Higher Education (ONLINE MODE), 25-26 June, 2020.
- Virtual Workshop on Collating Physics Resources for Teachers in Higher Education (ONLINE MODE), 18-19 August, 2020.
- Virtual Workshop on Identification of Management Resources for Teachers in Higher Education (ONLINE MODE), 20-21 August, 2020.
- Virtual Workshop on Identification of Political Science Resources for Teachers in Higher Education (ONLINE MODE), 24-25 August, 2020.
- Virtual Workshop on Identification of Mathematics Resources for Teachers in Higher

- Education (ONLINE MODE), 6-7 October, 2020.
- Virtual Workshop on Identification of History Resources for Teachers in Higher Education (ONLINE MODE), 8-9 October, 2020.
 - Faculty Enrichment Webinar for Education Teachers in Higher Education (ONLINE MODE), 7 January, 2021.
 - Faculty Enrichment Webinar on Life Science Subject for Teachers in Higher Education (ONLINE MODE), 14 January, 2021.
 - Faculty Enrichment Webinar for Sociology Teachers in Higher Education (ONLINE MODE), 28 January, 2021.
 - Faculty Enrichment Webinar on Economics Resources for Teachers in Higher Education (ONLINE MODE), 4 February, 2021.
 - Faculty Enrichment Webinar on Chemistry Resources for Teachers in Higher Education (ONLINE MODE), 11 February, 2021.
 - Faculty Enrichment Webinar on Political Science Subject for Teachers in Higher Education (ONLINE MODE), 18 February, 2021.
 - Faculty Enrichment Webinar on Management Teachers in Higher Education (ONLINE MODE), 3 March, 2021.
 - Faculty Enrichment Webinar on Physics Resources for Teachers in Higher Education (ONLINE MODE), 12 March, 2021.
 - Faculty Enrichment Webinar on History Resources for Teachers in Higher Education (ONLINE MODE), 18 March, 2021.
 - Faculty Enrichment Webinar on Mathematics Resources for Teachers in Higher Education (ONLINE MODE), 24 March, 2021.

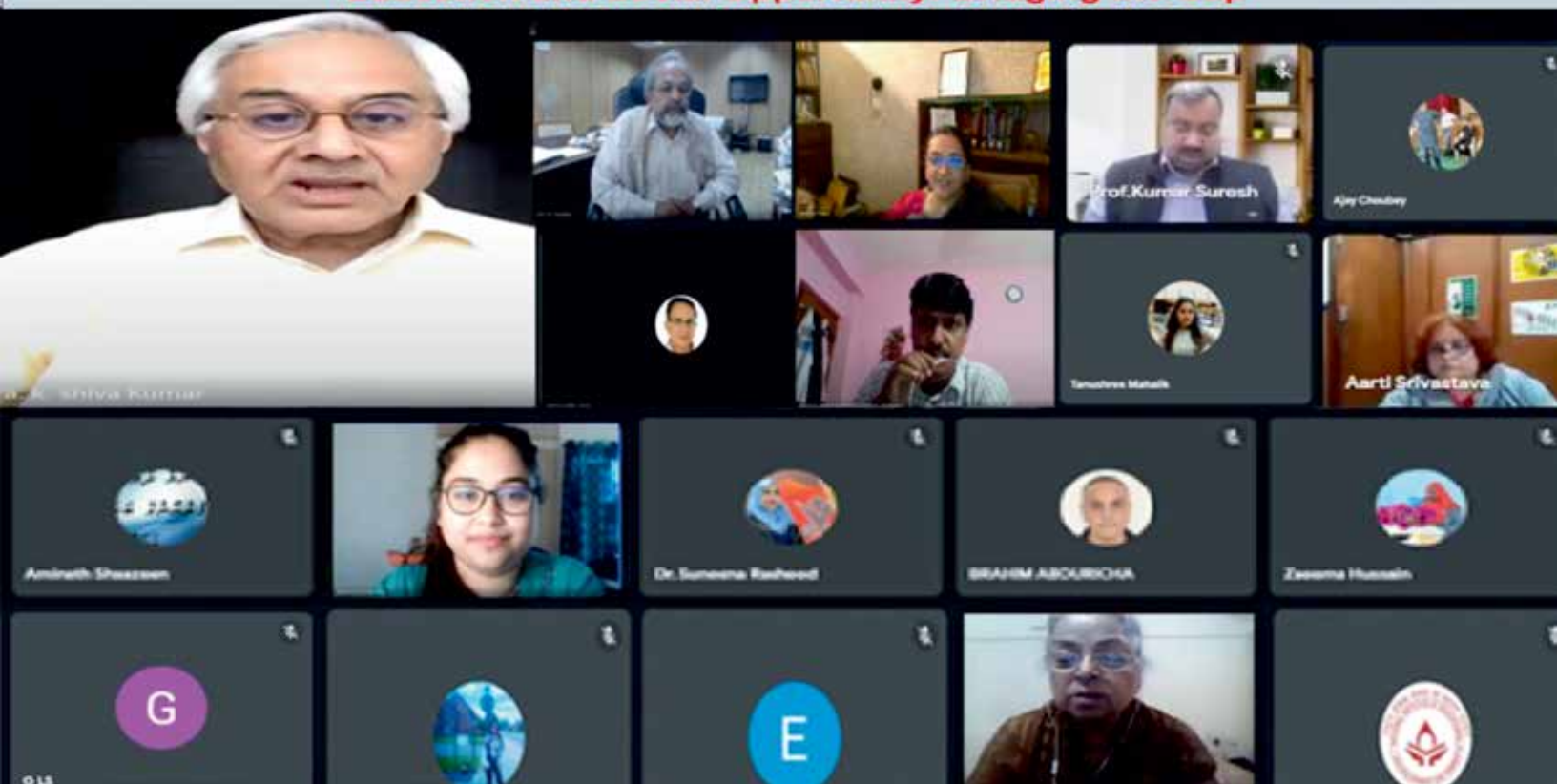
During the year 2020-21, besides the Diploma Programmes, the Institute organised 100 Orientation/ Training Programmes, Workshops, Seminars, Conferences and Meetings, etc. at the national and international levels.

Out of total 4318 participants, 4242 (Table 2.5) were Indian participants and 76 (Table 2.4) 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 Rural India” by Prof. Krishna Kumar, Professor of Education, University of Delhi. The Eighth Foundation Day Lecture in August 2014, was on “Imagining Knowledge: Dreaming Democracy” by Prof. Shiv Visvanathan, Professor at the School of Government and Public Policy at the O. P. Jindal Global University. 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 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. The Twelfth Foundation Day Lecture in August 2018 which was on “The Poor B. A. Student: Crisis of Undergraduate Education in India” by Professor Manoranjan Mohanty, Professor of Political Science, Delhi University (Retd.), and Distinguished Professor, Council for Social Development, New Delhi. The Thirteenth Foundation Day Lecture in August 2019 which was on “Governing Academic: With in and Without” by Professor Pankaj Chandra, Vice-Chancellor, Ahmedabad University, Ahmedabad. The fourteenth Foundation Day Lecture in August 2020 which was held on the reporting period of this report, was on “Education and Social Opportunity: Bridging the Gap” by Professor A.K. Shiva Kumar, Development Economist and Policy Advisor.

Fourteenth Foundation Day Lecture by Prof. A.K. Shiva Kumar on Education and Social Opportunity: Bridging the Gap



National Education Day

National Educational 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 Vatsayayan, Aparna Basu, Furqan Qamar, Faizan Mustafa and Neera Chandhoke have delivered lectures in this series.

The 11th Maulana Azad Memorial Lecture was delivered online on November 11, 2020 by Prof. Dhruv Raina, Professor, History and Philosophy of Science and Education, Zakir Hussain Centre for Educational Studies, School of Social Sciences, JNU, New Delhi. The theme of the Lecture was 'The Future of Higher Education? Through the Lens of the History and Philosophy'. The Lecture was chaired by Prof. N.V. Varghese, Vice-Chancellor, National Institute of Educational Planning and Administration, New Delhi. The event was attended by NIEPA students, faculty members and invited guests, besides scholars and students from other institutions in Delhi.

**Vice-Chancellor
and
Members of the Faculty and Staff
of the
National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi, INDIA**

on the occasion of the
11th Maulana Azad Memorial Lecture
on
**The Future of Higher Education?
Through the Lens of the History and Philosophy of Science**
by
Professor Dhruv Raina
Professor, History and Philosophy of Science and Education
Zakir Hussain Centre for Educational Studies, School of Social Sciences, JNU, New Delhi

Dhruv Raina is a professor at the Jawaharlal Nehru University, New Delhi. He studied physics at Indian Institute of Technology, Mumbai and received his Ph.D. in University. His research has focused upon the South Asia. He has co edited *Situating the Needham* (1999) and *Social History of Sciences Science between Europe and Asia* (2010). *Science and Modernity* (2003) was a collection of and science policy in postcolonial South Asia, mathematics. He has been a Fellow of the incumbent of the Heinrich Zimmer Chair for Indian Philosophy and Intellectual History at Heidelberg University.

Prof. N.V. Varghese
Chairperson
Vice-Chancellor, NIEPA, New Delhi

Prof. Avinash Kumar Singh
Programme Coordinator
Head, Dept. of Educational Policy, NIEPA



3

Research



Research

The National 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 National Institution 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 laid on action research, including longitudinal studies, which could



generate new knowledge in key areas for improving educational policy, planning and management.

Besides MPhil and PhD programmes, the research programme supported by the National Institution 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 confronted with. During the year under report, 7 research studies were completed, while 26 studies were in progress.

Completed Research Studies (as on March 31, 2021)

1. **Governance and Management of Higher Education in India**

Investigator: Dr. Garima Malik

Study completed.

2. **School Choice and Processes: A Study of Neighbourhood Schooling**

Investigator: Dr. Naresh Kumar

Study completed.

3. **Critical Assessment of Participation of Children in Education in Urban Slums in India**

Investigator: Dr. Sunita Chugh

Study completed.

4. **Planning for Flexible Learning Pathways in India Higher Education**

Principal Investigator: Dr. Garima Malik

Study completed.

5. **School Management Committees: A Move towards Open Government in Education in India**

Principal Investigator: Dr. Sunita Chugh

Study completed.

6. **Pedagogical Leadership Development of Principals Working in CBSE Schools in India**

Principal Investigator: Dr. N. Mythili

Study completed.

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

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

Phase-I completed in August 2020

Research Studies in Progress (as on March 31, 2021)

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

Investigator: Prof. Kumar Suresh

The Department of Educational Administration had proposed to conduct the Third All India Survey of Educational Administration in collaboration with the states. The survey work commenced in December 2014. All the states were requested to nominate nodal officers to undertake the work of educational administration in their respective states. Different states responded to the request at different points of time. Even those which had responded could not complete the work of the survey on stipulated time frame due state specific situation. In a series of regional and state specific workshops, the nodal officers and their respective teams were oriented towards the purpose and method of conducting the survey. They were also provided tools for collecting information and data as well as format and contents for preparing the report. Majority of the states had completed the survey work and submitted the reports of their respective states. However, survey work in six states (Jharkhand, Delhi, Jammu & Kashmir, Rajasthan, Tripura and Meghalaya) could not progress much. These states were once again persuaded to undertake the survey work. The survey of educational administration in Delhi, Jharkhand, Jammu & Kashmir, Meghalaya, Rajasthan and Tripura was launched with the workshop of the nodal officers in NIEPA during April 2018. In order to familiarise the nodal officers with the process and method of the

survey and preparation of state report, an orientation workshop was organised for the new nodal officers and their team members on 12-13 April, 2018. A total of 17 officers from these states participated in the workshop. The nodal officers and the team members were oriented about the survey coverage, methodology, content and format of report preparation. It paved the way for the formal launch of the second phase of the survey in six states.

Progress made towards the survey in six states (Delhi, Jharkhand, Jammu & Kashmir, Meghalaya, Rajasthan and Tripura).

Survey work progressed well in all the six states after its re-launch in 2018. As part of the methodology of conducting survey in states, state level workshops in Jharkhand, Jammu & Kashmir, Meghalaya, Rajasthan and Tripura were completed. A series of meetings of the officers from NCT, Delhi on survey was conducted in NIEPA. As per the survey design, data and information have to be gathered from state, regional, district, block and institutional levels covering the organisational set-up, roles, functions and activities of the education department at secretariat, directorate, regional, district, block and institutional levels of educational administration. It covers both the secondary and primary data and information. Primary data would pertain to the year 2017-18. Sample of the survey include three districts - one educationally advanced, one middle ranking and one backward; three blocks - one from each district of the sample; and 24 schools - eight schools from each of the districts which include two primary, two upper primary, two secondary and two senior secondary. The survey work started in five states. In state level workshops and meetings in five states - Jharkhand, Jammu & Kashmir, Meghalaya, Rajasthan, and Tripura - various aspects of the survey as stated above were discussed. Four states, namely Meghalaya, Jharkhand, Rajasthan and Tripura had completed the draft of the state reports. A review meeting was conducted on 13-14 May, 2019 in NIEPA to discuss and finalise the report. The review meeting was attended by nodal coordinators and a few team

members of the survey. Based on the feedback and review of the draft reports, Meghalaya, Rajasthan and Tripura finalised the report of their respective states and submitted the final copy of the report approved by the Department of School Education of the respective states. The final copy of the reports of the survey of three states (Meghalaya, Rajasthan and Tripura) have been received till December 2020. These reports are being reviewed and content edited by the Project Director. These will be submitted for technical editing and dissemination/ publication by March 2021. Delhi had provided all the relevant documents and materials for preparing the report to the Department but expressed inability to prepare the report themselves. Delhi report is being prepared based on the input from the Department of Education, NCT of Delhi. In the case of Jharkhand, no progress has been made after the review meeting of the draft report. Though draft has been shared by the state, the report needs substantial revision in terms of content and information. The meeting of the team had taken place to finalise the report but that remained inconclusive in terms of outcome. After a series of communication, it was brought to our information that the nodal officer had a massive heart attack and passed away. In the meantime, the Principal Secretary as well as other officers have been transferred. Further setback has been experienced due to Covid-19 pandemic. Once again, the department will be pursued to pick up the thread where it was left and complete the process. Jammu & Kashmir was a late starter. The work of survey in Jammu & Kashmir was pending due to no response. The review meeting was conducted on 13-14 May 2019 in NIEPA to discuss and finalise the report. It paved the way for expediting the process. A new team was constituted and the process reinitiated with the launch in Jammu & Kashmir in July 2019. The state has conducted workshop in Srinagar on 15-16 July, 2019 in which officers and institutional heads participated and provided inputs through filled in questionnaires and group discussions. The survey work in Jammu & Kashmir started. The state officials had shown keenness in completing the survey as they also attended the workshop, and some of them remained throughout

the workshop. But the abrogation of Article 370 in the state led to a situation of standstill. The nodal officer had communicated about the reconstitution of the committee to conduct the work of the survey but, after Covid-19 lockdown in March 2020, no information has been received in this regard. Once again, the state will be persuaded to complete the work. Likely to restart now as a separate UT report.

Keeping in view the continuing work of the survey, the project was given extension till March 2021. The outbreak of Covid-19 has created exceptional situation causing further delay in the process of completion of the survey. The completion of the work, including dissemination/ publication will require an additional time of six months. In the given circumstances, the project, therefore, is likely to be completed by September 2021. A separate note will be submitted to the competent authority for the purpose.

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

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

The study is intended to meet out the resource-data gaps on the aspect of structure and functions 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.

Needless to mention there are considerable variations in the designation, status and role of the officers at the district and below the district level. The status, role and functional responsibilities of the field level educational

administration have important bearing on efficient and effective delivery of educational services. The educational administration at the district and below the district level is loaded with the responsibilities of implementing policies and programmes of educational development. Moreover, policy initiatives for educational development in recent years have necessitated certain degree of standardisation in the status, role and functions of educational administration at the field level. In fact, there is no evenness in the structures and functions. There are a number of issues and problems related to educational administration. The state reports of the third All India Survey of Educational Administration indicate them. There are new set of challenges of educational administration. As to what extent the administrative structure in place is responding adequately to the new demands and challenges needs exploration.

It is important to note that many states have introduced reforms in their administrative structure at various levels, especially at district and block levels. Bihar, along with many other states, is an example in this respect. The reform measures introduced in some states may be instructive to others. Many times, reforms introduced in the administrative structure and corresponding functional responsibilities in a state open up possibilities of learning for other states. Due to lack of precise information available in public domain, there is hardly any possibility of mutual learning. Besides non-availability of information on structure of educational administration 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.

It is in this context that the present study has been undertaken. In order to fill the remaining gaps in the third All India Survey as well criticality of information, the present study has undertaken four important levels of educational administration: 1) educational administration at the union level which includes the role and functions of the regulatory and professional bodies, 2) educational administration in union

territories, 3) educational administration in states, and 4) educational administration in NCT of Delhi.

Work under progress but slow progress due to the engagements of the research team members in other studies / superannuation ((Dr. Manju Narula was busy in completing the study on women educational administrators till the date of her superannuation, and Prof. Vineeta Sirohi was committed to complete the study of the MHRD on teachers' involvement in non-teaching activities). Indeed, secondary sources of data have been collected on each of the levels of the educational administration. Preliminary compilation of information is under progress. The preliminary write-up has to be shared and discussed in three workshops to be held in NIEPA/States/UTs addressing three levels - union, states, and UTs. As part of the study, a workshop on Administration and Management of School Education in Union Territories of India was conducted on 22-23 July, 2019. Nominated officers from Lakshadweep, Chandigarh and Puducherry participated. Puducherry submitted a detailed sheet of information. Others are yet to submit. A different strategy is being worked out to gather relevant information from other UTs. The study report was expected to be generated based on field level/ NIEPA based workshops which were scheduled/ likely to be scheduled in March-April 2020 but could not materialised due to disruption in the education sector at all levels. It will now start in a mixed mode for collecting data. Likely to be completed by September 2021.

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)

**Investigators: Prof. Kumar Suresh,
Dr. Manju Narula and Dr. V. Sucharita***

The 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 levels 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 the 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. It is in this context that this study has been undertaken. The study is based on both primary and secondary sources of data. The study is primarily based on the available database built on the 3rd All India Survey of Educational Administration; data collected in the state level conferences of DEOs and BEOs as well as field-based data collection related to the district and block level education officers. The State Reports of 3rd 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 analysed from a critical perspective. The present study is primarily based on the analysis of these data in addition to the data and information collected through field studies. In order to add value to the descriptive data in terms of analytical rigours, qualitative dimensions is also being added through field based study of six districts and six blocks representing different regions and states of India. On the basis of the analysis of both the available data and field based data status, role, responsibilities and challenges of the district and block level education officers is to be studied.

Work is progressing but likely to take additional time due to the engagements of the research team members in other studies / leave /superannuation (Dr. Manju Narula was busy in completing the study on women educational administrators till the date of her superannuation, and Dr. V. Sucharita was

on maternity/ child care leave). Indeed, secondary sources of data have been collected. Primary data is yet to be collected. Research tools for capturing field level dynamics are under finalisation. The report will be prepared after gathering and collating both the primary and secondary sources of data. The study is expected to be completed by September 2021.

4. **Federalism and Union-State Relations in Educational Governance in India**

Investigator: Prof. Kumar Suresh

Governance of education in federal systems is based on constitutionally mandated jurisdictional specification and assignment of responsibilities to the constituting levels of government - usually between the two levels of government - federal and the constituent units. In some cases, the responsibility of governing education rests exclusively with the constituent units. Policy and financial autonomy to the federal units is inherently linked to the patterns of distribution of responsibilities. This, in turn, determines the nature of relationship between the federal governments and constituent units in the governance of education.

Governance of education in India has its own dynamics; deeply rooted in the logic and context of its federal diversity. The constitutionally defined responsibilities and reasonably demarcated jurisdictional competence of the union and the states as two levels of government is the hallmark of a formal model of federal governance of education in India. The model of federal governance is based on an underlying stipulation of autonomy of the federal units at one level, and organic linkage with the larger federal order on the other. The federal government is expected to play an enabling role in educational endeavour of the states and also in harmonising national (federal) priorities with the given nature of federal diversity.

Governance of education in India is a shared responsibility between the union and the states. The reference to shared responsibility is an extension of the logic of the concurrency clauses of constitution effected by the forty-second amendment to the

constitution. This aspect of governance necessitates certain degree of cooperation between the union and the states. The language of cooperative partnership between the union and states is frequently used to describe the model of federal governance of education in India. How far this usage of cooperative partnership (cooperative federalism) has been able to come to the level of symmetrical relationship of a coordinate structure of governance with corresponding competence is a question that requires exploration. Undoubtedly, the original schema of the constitutional arrangements had envisaged a relatively autonomous domain for the states in the governance of education. The post-constitutional developments in the forms of constitutional amendments, subordinate legislations and policy initiatives by the federal government for reforming education have, however, substantially impacted the union- state relations; and also the competence of the states in governing education. A number of policy reforms have been enacted in the field of education during the past many decades but, more specifically, in the decade 1980s onwards. A number of centrally sponsored schemes, proliferation of central regulating agencies, central government's guidelines are important developments of this period. These are at time construed as instruments of expanding role of the federal government and shrinking competence of the state governments. This is in this context that the study is being conducted.

The study is a combination of both desk and field-based research formed by both primary and secondary data. It has three components. First is the study of constitutional and post-constitutional developments impacting union-state relations? Here the major points of reference will be Acts, subordinate legislations and policy initiatives and reforms, including centrally sponsored schemes. Second will be focusing primarily on the school education, and the third will focus on higher education. For empirical insights, a few states will be taken as case for the study. The details of the dimensions to be covered in the study will be worked out in consultation with the experts and members of the Project Advisory Committee.

The study has commenced w.e.f. from January 2019. Secondary literature and materials have been collected. The proposed duration of project is two years starting from January 2019. No substantial progress has been made due to the engagement of the Project Investigator in prioritising the completion of the survey, conducting a series of workshops in the states and meetings of the team of the survey, besides given additional responsibility of Registrar (I/c). The work will be kept on slow pace till the time survey work and studies of Sl. Nos. 2 and 3 are completed. The two studies, along with survey work, are likely to be completed by September 2021.

5. Spatial Dynamics of Comparative Educational Advantages in India

Investigator: Prof. Mona Khare

Main project features: Secondary data based research study to identify determinants of inter-state differentials in educational development in India; to develop multivariate index of educational development after identifying indicators of educational development.

Activities performed: Tabulation and data analysis for school education 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. Three papers drawn from the research study, presented in seminars, accepted for publication, expected to be published in a few months.

State level analysis is completed.

Data at district level has been collected; compiled and final tables have been prepared. District-wise composite indices for education development and socio-economic development for three states have been completed. Now the analysis of these district level multivariate indices is being done.

6. **Modules: Diversity and Discrimination in Higher Education Institutions**

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

The objective of this project, funded by the Indian Council of Social Science Research, is to prepare modules on Student Diversity, Discrimination and Civic Learning. The modules will be to sensitise faculty and administrators in higher education on the issues related to student diversity and the role of higher education in civic learning and democratic engagement.

A detailed proposal with framework on the modules was prepared. An Expert Group has been constituted with academics and representatives from ICSSR, MHRD and NITI Aayog. After preparing draft outline of modules, first meeting of the Expert Group was organised on 17 January, 2017. Each module was presented before the committee.

The first meeting of authors of the modules was held on 16 March 2017. The meeting helped 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

The major objectives of the module will be to discuss the concept of student diversity, equity and social inclusion in higher education; to discuss the approaches to achieving student diversity, equity and social inclusion in higher education; to discuss the existing programmes for addressing student diversity, equity and social inclusion in higher education and areas of action / interventions.

Module 2: Classification of Student Diversity in Higher Education

The module will discuss the stages of student diversity in higher education and introduce the method to assess student diversity in higher education institutions.

Module 3: Approaches to Achieving Academic Integration on Campuses

The objectives of the module are to develop an understanding on the diversity in student-social characteristics and pre-college academic backgrounds; to develop a clear understanding on the link between social and pre-college academic background, choice of discipline and transition to higher education and; to discuss the approach towards academic integration and successful transition to higher education.

Module 4: Forms of Discrimination in Higher Education

The objectives of the module are to develop an understanding on the concept of discrimination and symbolic violence in the campus; to know the forms of discrimination in higher education institutions and; to understand the consequences of discrimination on academic and social integration.

Module 5: Social Inclusion in the Campus

The major objectives are to develop comprehensive understanding of social inclusion in higher education campuses; to discuss the challenges of social inclusion faced by students' diverse backgrounds and to know features of social inclusive campus.

Module 6: Institutional Mechanism for Managing Student Diversity

The objectives are to understand why it is important to institutionally manage student diversity in a massified system; to know existing institutional mechanisms and structures for managing student diversity; to introduce approaches to develop an institutional culture for social inclusion and strategies for managing student diversity.

Module 7: Student Diversity, Civic Learning and Democratic Engagement

The objectives are to introduce the concept of civic learning in higher education; to develop a clear understanding on the link between student diversity as a resource for civic learning; to know approaches

to and types of diversity initiatives to promote civic learning. Completing the draft version of the modules. Research Paper Series 5, February 2017.

7. **Employment and Employability of Higher Education Graduates in India**

Investigator: Prof. Mona Khare

India has one of the largest education systems in the world; employability of the educated graduates is often quoted as one of the biggest challenges the country faces today. India's growth story is unique in the sense that it has defied the widely accepted model of economic development i.e., shifting from agriculture to industry and then services. The manufacturing led growth of the early years of Independence was soon taken over by the tertiary sector predominance. Also the feature of poor employment growth of the 1960's to 1980's and the increasing number of educated job seekers during the period was repeated in the jobless growth of 1990's during the liberalised era. While the Indian economy clearly bypassed the industrial sector and moved directly from agriculture to services sector that today contributes to 3/4th of India's GDP, the same does not hold true on the employment front, where still a majority is occupied in the agriculture and allied activities, a major section of which is subsistence level traditional agriculture. However, future projections reveal that 60 per cent increments in the jobs would be in the service sector. The problem of graduate employability has both supply and demand side aspects. Also the problem of employability and skills deficit cannot be completely delinked from the employment, unemployment and labour market conditions.

The present study tries to combine the impact of both external and internal as well as demand and supply factors affecting and influencing graduate employability. The study proposes to understand the issue of graduate employability and higher education in India along three interlinked domains at macro, institutional and individual levels which are: macroeconomic dimensions of educated

employment/ unemployment trends; changing industry demands and dimensions of university/ higher education; individual stakeholders' changing perceptions/ expectations regarding higher education participation and provision in terms of employment readiness. The study aims to answer the following research questions: a) what are the employers' perceptions regarding employability skills of HE graduates; b) what are the experiences of new employees regarding their employability readiness during university education vis-à-vis their work place requirements; c) what are the students' expectations from HEIs on developing skills for employability; d) what is the response of university faculty and administrators to the role of higher education sector in preparing industry ready graduates? e) is a graduate employability skill policy need of the hour? Perspectives of the major stakeholders such as the employers and the new employees, students and teachers are explored to answer the research questions. It is a multi-level, multi-state study covering multiple cities in the country. The six cities identified are four Tier I cities of Mumbai, Delhi, Bengaluru, Hyderabad; Lucknow as a lead employment provider among Tier II cities; and Udaipur as one among the first three employment providers in the Tier III category of cities.

The major objectives of the study are to analyse perceptions of all stakeholders on graduate employability; to understand the variations between the perceptions of employer-employee community and academic community (students and teachers) on graduate employability skills; to measure employability skill gap differentials across gender, social groups and regions; to study the existing on campus/ off campus employability support in Indian universities and colleges; and to identify institutional barriers in imparting gainful employability skills to higher education graduates.

The Analysis Framework Workshop was organised on January 18-19, 2018. Review of the 5 State Reports (Maharashtra, Rajasthan, Uttar Pradesh, Karnataka and Telangana) for CPRHE study on Employment and

Employability of Higher Education Graduates being done. (Reviewed four, received two final versions). Preparation of synthesis report of CPRHE study on Employment and Employability of Higher Education Graduates (under preparation to be finished soon).

8. Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level

Investigator: Dr. Anupam Pachauri

There is very little empirical evidence to show whether or not there has been any change in quality of the institutions that have accredited by the National Assessment and Accreditation Council (NAAC), and internal quality assurance (IQAs) have been in operation. The broad objectives of this research aimed to understand how external quality assurance (EQA) and IQA enhance quality at the institutional level; how the EQA agencies impact the higher education institutions and programmes and to analyse the structure and function of IQA at the institutional level. Five universities in the second or subsequent cycle of NAAC accreditation and an accredited college affiliated with each of the universities was selected from the five states namely, Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana.

The principal investigator closely followed the progress implementation of the project and helped state teams draft the research reports. This involved help in coding and analysis of quantitative and qualitative data and writing the first draft of the state report. The first draft of the state level reports was prepared by the five institutional teams from the institutions selected for the study. During the process of report writing, detailed feedback on drafts of each chapter was provided to each team. This was followed by editing and review of each report sent to the teams for revision before final submission of the report. Research methodology workshop material was developed for the research teams from ten institutions (four state universities and one affiliated college with each of these universities; one central university and one of its affiliated colleges)

of the research project. The material included detailed review booklets containing comments on the draft reports submitted by each of the five institutional teams. The booklet also contained suggestions for respective teams to improve the research report so as to highlight and analyse the changes in their respective institutions due to external quality assurance and internal quality assurance. Third research methodology workshop was organised where the draft state reports and synthesis report were presented for comments from the peers. Each presentation was followed by review comments by one of the peer team leaders assigned the task to review the research report. This was followed by remarks and comments from all other team members. Finally, the detailed review comments were made by the Project Coordinator and the Principal Investigator of the research project Dr. Anupam Pachauri. The review comment booklet was further revised in view of the comments and discussions at the research methodology workshop and was shared with all the teams so as to facilitate finalisation of the state team reports. A preliminary draft of synthesis report was prepared and presented at the research methodology workshop for the project to receive feedback from the institutional teams.

Currently, the state team reports are being edited by the Principal Investigator/Project Coordinator for web upload and the synthesis report is being finalised. One research paper, and policy briefs will be developed on the theme of IQA and EQA.

Project Output: (a) Five State Reports, (b) One Synthesis Report (c) One Research Paper (d) Two Policy Briefs. In addition, panel on quality assurance was organised at the 6th Annual International Conference of CESI in 2015 and a paper on quality assurance presented at the panel; One edited book India Higher Education Report IHER: 2017 (published in 2018): Teaching Learning and Quality in Higher Education, Sage Publications India Pvt. Ltd.; One book chapter in the edited book IHER:2017; One International Seminar Paper on Impact of Quality

Assurance on Indian Higher Education Institutions presented at the International Seminar on Quality and Excellence in Higher Education presented in 2018; Report on the International Seminar on Quality and Excellence in Higher Education (published by NIEPA in 2019). Edited volume on papers presented at the International Seminar on Quality and Excellence in Higher Education (manuscript is being edited for submission to the publisher); framework/outline of two policy briefs is being developed.

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

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

On the request of UGC, CPRHE/NIEPA has undertaken a study to assess the efficacy of coaching schemes sponsored by the UGC. 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 for entry into the service for SC/ST/OBC and Minorities. Major objectives of the scheme are to provide additional learning input in the form of special coaching classes for disadvantaged groups to facilitate the successful completion of the academic courses and career mobility. Research instruments were developed by the CPRHE team in consultation with the coordinators of UGC coaching schemes and faculty members involved with academic empowerment of disadvantaged groups in Delhi colleges and universities. Case study was carried out in selected higher education institutions receiving grants for coaching schemes. Both qualitative and quantitative methods were adopted for the collection and analysis of data / information. It involves collection of secondary data, administering questionnaire among the students currently attending coaching classes and passed out, focus group discussions with students and interviews with faculty coordinator, faculty members / instructors of coaching classes and institutional leaders.

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. Field visits by the CPRHE research coordinators were completed. It includes Pune University, Maharashtra; Government College, Tripura; North Eastern Hill University, Meghalaya; SBMPG College, Fazilnagar, Kushinagar, Uttar Pradesh; Maharaja Sayajirao University, Baroda, Gujarat; Gaya College, Gaya, Bihar; Doaba College, Jalandhar, Punjab; and Chaudhary Devi Lal University, Sirsa, Haryana. The research coordinators monitored the data collection and took part in data collection along with the case study coordinators and project staff.

10. Public-Private Mix in Secondary Education in India: Size and in School Facilities and Intake Profile

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

Keeping in view the debate on the role of private sector in education in general, and the public-private mix in the delivery of education service in particular, the present macro level study aimed;

- (i) To establish the pattern 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 terms of the mix of schools and likely effects on equity; and
- (iv) To draw implications for programme planning and allocation of resources under RMSA.

The report of the Phase I of the study is being submitted now.

The broad findings of Phase I of the study are;

- (i) Although there has been equitable growth in secondary schools in rural and urban areas between 2009-10 and 2016-17, the percentage share of government secondary schools has decreased while the percentage share of private unaided secondary schools has increased between 2009-10 and 2016-17 not only at the national level but also in a majority of states in western, northern and southern states except the eastern states. This shows that RMSA has not been able to address the issue of equal opportunity to access in secondary education in the country.
- (ii) In a majority of states, the percentage of enrolment in Classes IX-X constituted maximum share in government schools followed by private unaided and government aided schools both in 2009-10 and 2016-17.
- (iii) As we move from low to higher range of enrolment size, the percentage of secondary schools having higher enrolment size increases in case of government and government aided secondary schools but decreases in case of private unaided secondary schools. Hence, small secondary school is not a public/government sector phenomenon and bigger school/enrolment size is not a private sector one either.
- (iv) The girls constitute highest percentage of enrolment in government schools followed by private unaided schools and government aided schools.
- (v) There are considerable variations in the participation of children at secondary level between regions and also between the states within the region.
- (vi) The increase in GER of females is more than that of males not only at the national level but also in most of the states.
- (vii) Out of the total teachers in position, government and aided institutions having nearly 75 per cent of the enrolment in Classes IX-X had only 67 per cent of the teachers available at the secondary level (i.e. for Classes IX-X) in 2016-17 which shows that teacher shortage is a major issue at the secondary level in government and aided institutions in India.
- (viii) Assuming a PTR of 25:1 as ideal in secondary level (in view of subject teachers), the PTR at the secondary level was most favourable in unaided institutions followed by aided and government institutions at the national level in 2009-10, but in 2016-17, the PTR has been favourable in government institutions. This is due to the fact that one of the strategies of RMSA to improve quality in secondary education was the appointment of additional teachers, and in-service training of teachers by adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement.
- (ix) The relationships between the percentage share enrolment in Class IX in government secondary schools and literacy rates and NSDP of the states are not only negative but also significant (as reflected by Pearsons correlation coefficients). These negative relationships indicate that higher the economic and educational status of parents, the lower is the demand for government schools. In other words, educated and economically better off families prefer to send their children to private schools.
- (x) There is not much difference between the government and private secondary schools in terms of availability of infrastructure facilities although the government secondary schools are little better of in this regard due to RMSA intervention.
- (xi) The pass percentage or the performance of students in Class X board examinations was

highest in private unaided secondary schools (85.7 per cent) followed by government aided secondary schools (83.9 per cent) and was the lowest in government secondary schools (72.9 per cent) in 2016-17.

- (i) In government secondary schools, the performance of boys in Class X board examinations was slightly better than that of girls whereas in private unaided schools girls' performance was better than boys in 2016-17.

Notwithstanding the findings and their vital implications for programme planning for the development of secondary education, however, raises additional questions. For instance, one such quite often asked but a fundamental question is why parents choose between a government and a private school. This basic question stimulates many such explorative questions that make an effort to understand this basic issue. It is in this backdrop, Phase II of the study will make an attempt to find answers to the following specific questions;

1. Do the households perceive the complex school hierarchies within their communities? What are the factors which influence the schooling decisions that households make as they navigate the complex school hierarchies within their communities?
2. Do households differentiate between their sons and daughters while choosing schools? In particular, are boys more likely to be sent to schools that are perceived to be of better quality, i.e., private schools?
3. If boys are more likely to be sent to private schools, then the question arises what are the factors affecting household decision with regard to investment in girls' education? Is the pro-male bias in private school choice (explored via question 2) linked to the cost difference between

private and government schools? The ancillary questions here include what is the extent of cost differential between government and private schools?

4. What is the policy impact of the state governments on privatisation of school education on parental choice (particularly parental preference of public education over private education in the state)?
5. Why are there large variations in the availability of teachers and teacher quality and teaching practices between public and private schools? How do these variations affect the performance of children in secondary education between public and private schools?
6. What are the reasons behind the shortage of female teachers in secondary schools particularly in rural schools?
7. Why do female teachers prefer urban and private unaided schools to rural and government schools?
8. What is the relationship between school size and school effectiveness?
9. Does there any relationship exist between schooling provisions and school performance? If so, what is the relationship between schooling provisions and school performance?
10. Do the in-school facilities play any role in making a choice between public and private school? If so, how?

In order to find answers to these questions, the Phase II of the study attempts to explore the following: (i) meta-analysis of existing research; (ii) the need to collect and analyse primary data; and (iii) collect information from all stakeholders in secondary education. It is expected that the arrived answers to the above questions based on the available and collected information would

provide insights and implications for improving equity and quality of the secondary education delivery systems in the states of India. Hence, the Phase II of the study assumes significance.

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

Investigators: Dr. Suman Negi and Prof. Mona Khare

Not provided any details during the period from 1 January, 2020 to 31 March, 2021.

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

Investigator: Dr. S.K. Mallik

Objectives of the Study

1. To find out the nature and extent of implementation of the scholarship schemes for promoting education of the SC children at the secondary level;
2. To examine the effectiveness of the scholarship scheme for the SC children on the school completion and their mobility to higher levels of education;
3. To find out the problems and constraints faced by the students in availing and utilising the scholarship for their studies;
4. To find out problems and constraints faced by the government and school administration authorities in implementation of the schemes; and
5. To explore and identify suitable measures for effective implementation of the schemes.

Methodology

The present study is being conducted in the state of Odisha. There are thirty districts. The literacy rate

will be the basis of selection of district for the purpose of the study. Out of the present thirty districts, two districts having the highest literacy rate of Scheduled Caste population were selected to conduct the study. Out of these two selected districts (Jagatsinghpur and Khordha), two blocks from each district were selected on the basis of high enrolment of Scheduled Caste children at the secondary level. From each block, five Government secondary schools were selected having high enrolment of Scheduled Caste children at the secondary level. The respondents of study are teachers, including headmasters, students, ex-students, administrators and parents.

Current Status of Research Study

1. Review of literature completed.
2. The report writing is in progress and the final report will be submitted by June 2021.

13. 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

Not provided any details during the period from 1 January, 2020 to 31 March, 2021.

14. 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

Not provided any details during the period from 1 January, 2020 to 31 March, 2021.

15. 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 bringing reforms in Indian higher education system. Granting autonomy appears to indicate that autonomy is a panacea to myriads of problems confronting them. The objectives of the study were to explore as to what extent autonomy prevails in Indian higher education institutions in general, and undergraduate colleges in particular; what is the role of the stakeholders in granting autonomy to undergraduate institutions and to compare the functioning of affiliated colleges with those of autonomous affiliated colleges.

In reference to these objectives, data collected from a sample of 40 colleges affiliated to 10 state universities from 5 regions has been analysed. The data includes both empirical and secondary data. Empirical data was collected from the university administrators/college principals and teachers through interviews and focus group discussions. Based on the research questions and the data, report has been divided into five chapters. These chapters deal with the theoretical framework, comparative analysis of autonomy in colleges, autonomy and its impact on autonomous colleges, and regulation and control of autonomy by other regulatory/statutory bodies, and a concluding chapter.

At present, the report is being prepared. After discussion of the report with the HOD and revision based on feedback, the report will be submitted shortly.

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

Investigator: Mr. Anugula N Reddy

Not provided any details during the period from 1 January, 2020 to 31 March, 2021.

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

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

Background and Review

Human Resource Management at all levels has undergone a significant change. Organisations are attaching tremendous importance towards the management and development of their people. It has also been felt that there is a need to build not only the teachers but also the capacities of the educational administrators on continuous basis on whom vests the success of managing the educational institutions efficiently which are under their purview. There are several training institutions established across various states in the country. Yet most of them focus their training either on pre-service or on in-service teacher training. Furthermore, there are no specific programmes of professional development that have been chalked out for the benefit of the educational administrators who are functioning at the district and sub-district levels. These cadres of educational administrators are left mostly neglected and lack the opportunity to upgrade their all round professional skills and competencies to handle the challenging new policy, programmes and projects of the government. Absence of proper professional development programmes has affected the implementation of national and state level programmes for the professional development of the educational administrators.

Focus on Training Model for Educational Administrators

Looking at the present status of the training institutions of the country with very little or no scope for training these educational administrators, there is a need for developing a National Training Framework for the educational administrators working at the state, district and block levels in order to equip them from

time-to-time with the latest dimensions of policies and programmes on education that are in progress. This framework might cater to the educational administrators on a continuous basis with proper effective professional development programmes through recognised training institutions established with the respective states. These can adapt certain guidelines to impart quality training programmes at the entry and middle levels of service period as well as have a wider outreach.

In this context, it is proposed to develop the capacity of the educational administrators through developing a National Training Framework for the educational administrators. The Framework is designed to cover the issues such as: (a) What type of training institutions needs to be developed for these educational administrators, (b) To identify the cadre of educational administrators that needs to be trained, (c) What kind of professional competencies and skills are to be built among these educational administrators, and (d) Gearing up the existing training institutions to national and state levels and their development to be planned.

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 e-learning methods.

The online data collection was planned and information blanks were sent to select educational administrators. The data has to be collected and analysed once the menace of Corona pandemic is over. It is proposed to have a few state visits, and a workshop to thrash out the futuristic dimensions of the administrators in the country.

18. 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 proposes to examine the impact of composition of the SMC in the light of the caste dynamics in the school management.

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 villages.
- 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 provided 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.
- Delayed as unable to go to the field for conducting research due to the annual IDEPA training programme and COVID Pandemic.
- *Current Status of the Study:* The introduction chapter as well as the draft design of the study has been drafted. Secondary data analysis is conducted for the research work.
- *Data Collection:* Tools for conducting research as questionnaires have been developed for the execution in the field. The data is yet to be collected in the specific format based on the FGD and personal interviews.

Delayed as unable to go to the field for conducting research due to the annual IDEPA training programme and COVID Pandemic. The introduction chapter as well as the draft design of the study has been done. Secondary data analysis is conducted for the research work.

19. Library Facilities in Indian Undergraduate Colleges and its Impact on the Students' Academic Performance

Investigator: Dr. Sangeeta Angom

Library is a very important source of learning for the teachers, researchers, students as well as the public.

Most of the libraries in the universities and colleges are for the students and teachers, but some of the university libraries are open for the public also. In India, the situation of colleges, college libraries and college librarians is poor as compared to the advanced countries in the world. Most of the colleges do not have proper library facilities, and wherever libraries are available, these are neither properly maintained nor managed by trained manpower. There are many reasons for this problem, including budget, space, resources, manpower, lack of national policies and standards. The college library plays an important role on the overall development of the students to transform them into knowledgeable persons. Their reading skills, information seeking skills and the knowledge about the library resources can be improved only by a well-maintained college library. However, there is little empirical data about the conditions of college libraries, about electronic/digital resources which are being used by the undergraduates bearing in mind that most colleges in India have not fully digitized their library resources. It is evident from the literature review that quite a few studies have been carried out on the use of academic libraries or facilities in the college library. But most of the studies were confined to a particular state, and there is hardly any study being conducted at the national level on library facilities of higher education institutions especially the undergraduate colleges.

The present study is being undertaken with two specific aims: i) To study various facets of library facilities in Indian colleges keeping in view the NAAC parameters relating to library facilities; and ii) To assess the impact of college library on its user's (student) academic performance.

Objectives of the Study

1. To examine the library facilities provided by the colleges in terms of library building, total collection and other facilities.
2. To find out the fund allocation on the college library.

3. To find out the qualification and working condition (such as education and training, working atmosphere, entitlements - leave, salaries, etc) of the library.
4. To examine the extent of uses of library resources in the colleges.
5. To explore whether college libraries are managing or extending their services to the users as per the NAAC parameters for enhancing quality of education.
6. To find out the status of libraries and their impact on the quality of higher education.
7. To find out the academic performance of students in relation to their engagements in the library.
8. To find out the challenges faced by the colleges with regard to the library facilities, fund allocation and management of services to the users, and to offer measures for improvement.

Research Methodology

This study will be a survey research with analytical approach. The population of the study will be comprised of all undergraduate general degree colleges in India. The sample of the present study will be comprise of 20 states from five regions - East, West, North, South, and NE of the country. Ten colleges from each sample state will be selected randomly from the sample states. Both Government and Private Colleges will be selected.

Both secondary and primary data will be used for the study.

Primary data will be collected through constructed tools, such as i) questionnaires and interview schedules from college administrators, librarians/library in-charge, teachers and students, and ii) secondary data will be collected from the college documents.

Duration of the study: 24 months

Date of joining the project staff: One Junior Project Assistant joined on 22 November 2018. Her extension period ended on 28 September 2020. She has worked in the project for altogether 22 months. Further extension for her engagement is needed for another six months.

Present status of the project: So far, the pilot study was conducted during the month of February to the beginning of March 2020. Four colleges affiliated to Delhi University were selected as sample colleges for conducting the pilot study. It was possible to interact and meet with a few students and teachers from only three colleges. The constructed tools (students, teachers, librarian and principal) were tested during the pilot study, and the original tools were being reviewed accordingly. The pilot study data were analysed using SPSS and the process of making a small pilot study report is on.

The Phase I of field survey for collecting data from the sample colleges was scheduled during March-end to May 2020. However, due to present pandemic, field data collection been postponed till the situation improves.

Current activities and future plans: Currently, the pilot study report is under preparation. The field study is awaited till the Covid situation improves. It is also planned to send by email to the sample colleges for furnishing the questionnaires from the respective college principals as well as the librarians. The progress of the work is delayed.

20. Governance, Regulation and Quality Assurance of Teacher Education in India

Investigator: Prof. Pranati Panda

Not provided any details during the period from 1 January, 2020 to 31 March, 2021.

21. Decision-Making Process at the DEO Office in Gurgaon District in the State of Haryana: A Pilot Study

Investigator: Prof. Vineeta Sirohi

The Study of decision-making processes is not recent. It has been evolving with contributions from a number of disciplines for over some three centuries. As a result, decision theories have embodied several prevalent concepts and models, which exert significant influence over almost all biological, cognitive, and social sciences (Doyle & Thomason, 1999).

The decision-making phenomenon has been a frequently studied theme by several areas of human knowledge. While the impact of anyone's decisions is far-reaching, administrators' decisions have particular significance because they affect all the people who report to them, and the organisation they manage. For this reason, making better decisions is a key concern of administrators and their organisations. Administrators need to be more proactive and more conscious of the decision process, to be aware of when they need more thorough analysis. Building this awareness of the process especially, given the new complexities of decision-making in our modern age, is crucial to successful management. We cannot always guarantee positive outcomes; many factors that affect these outcomes are out of our control. This awareness, however, ensures that we follow a coherent and conscious process that leads to better decisions.

The review of literature would include little more on the Indian situation. The sample of the study would comprise of DEOs in-charge of elementary and secondary education in Gurgaon district in Haryana. The data would be collected by means of semi-structured interview and anecdotes. The interview schedule would be developed and finalised by experts in the field of educational administration and organisational behaviour. The data would be collected by field visits and interviewing DEOs and a few teachers who have been transferred and those

who wanted transfers but were not transferred. The information would also be supplemented by anecdotes and analysed by using qualitative methods. Data collection completed.

22. Leadership Structure, Practices and Models for Small Schools: Challenges and Evolution

Investigator: Dr. Kashyapi Awasthi

This project is funded by IUCTE, Department of Education, The Maharaja Sayajirao Gaekwad University of Baroda.

Research Questions are:

- What are the contextual needs and challenges of head teachers in small schools?
- What are the leadership structures, processes and practices of participation for small schools?
- What new theories or models of leadership emerge from the field?

The project follows positivist and interpretive approaches, using survey design in Phase I to understand the leadership needs and challenges in small schools and study the leadership structures, processes and practices if any. Phase II is designed to gain greater insight into the leadership processes and practices of participation and effectiveness of these in school transformation, and the case study method was used. Gujarat was selected as the sample state and using the data from U-DISE, two districts namely Chhota-Udepur and Kutch were selected as sample districts. Further in consultation with the district authorities, two blocks from each district have been selected *viz.* Sankheda and Nasvadi from Chhota-Udepur and Bhuj, and Lakhpat from Kutch. Since the third research question is about evolving research models for small schools; there was an added indicator in the selection of small schools. The Gunotsav record both for academic and non-academic performance were considered in the selection of schools at primary and

upper-primary levels, and board pass percentage were considered in the selection of schools at secondary and senior secondary levels.

The data collection from both the districts is completed and the quantitative information is compiled in excel sheet for analysis while the records of interviews with school heads have been transcribed for content analysis. The first draft of the chapter conceptualising the research problem, the review of related literature and methodology has been done. The analysis of data is in progress and would take two more months to give a final shape to the report. The report would be submitted by September 2020.

23. Involvement of Teachers in Non-Teaching Activities and its Effect on Education: An All-India Study of Time Spent by Teachers on Election and Election Related Duties

Investigator: Prof. Vineeta Sirohi

MHRD requested NIEPA to conduct a study to obtain real time spent by teachers on election and election related duties from all States and UTs. Therefore, a draft proposal was sent to MHRD and, later, was revised as per the comments from MHRD. The letter from MHRD regarding the approval of revised proposal along with budget was received by NIEPA on 12 April, 2019.

The study was initiated by NIEPA by selecting two districts from each State/UT. Thus, the sample consists of all teachers teaching in primary and upper primary levels in selected government schools of 69 districts. Ten schools from primary and upper primary levels were selected from each district using U-DISE data. Separate questionnaires for Teachers, Head Masters and District Education Officers were developed in consultation with the experts to collect information related to the time spent by teachers in non-teaching activities. Questions were also formulated for interaction with the teachers and administrators during the field visit.

The draft report was submitted to MHRD. On the basis of the feedback received from MHRD, the revisions in the report are in process. Some relevant data received later from the states related to the study is also being analysed.

24. A Comparative Study on Girls' Education in Himachal Pradesh, Haryana and Madhya Pradesh

Investigator: Dr. Madhumita Bandyopadhyay

The current research project on 'A Comparative Study on Girls' Education in Himachal Pradesh, Haryana and Madhya Pradesh' is an extension to the recently completed study (Bandyopadhyay, 2019), entitled 'Participatory Action Project for Improving Participation of Children in Elementary Schools', undertaken in six Indian states - Himachal Pradesh, Haryana, Karnataka, Mizoram, Madhya Pradesh and Odisha - on improving school participation of children.

Drawing from some of its prominent findings of the previous study, it is observed that there has been improvement in girls' enrolment over the years but their engagement in household chores, including sibling care do not allow many girls to attend schools regularly impacting on their learning outcome and retention as well. In the same study, child labour issue has also emerged as one of the critical reasons that hinder children's school attendance. This study has also found inadequate deployment of female teachers that has an impact on enrolment and attendance of girl children in some of the selected schools in Haryana and Madhya Pradesh, the states which are striving for retaining girls in schools till they complete their school education. Followed by this, the issue of drop-out after completing elementary schooling among girls was observed in one of the schools in Madhya Pradesh though it is not uncommon in other states too. The situation confirms to the lack of gender-sensitive atmosphere in government schools that deter many girls meaningfully access to their school education and threat of their silent exclusion over the years.

The ongoing study has selected three states - Himachal Pradesh, Haryana and Madhya Pradesh - on the basis of different rationales drawn from the status of girls' education in the states, particularly from the previous study mentioned above. In Himachal Pradesh, despite having high literacy rate, with no major barrier for children, especially girls in accessing education, there has been considerable indifference among parents whose children were attending the government schools selected for the study. Hailing mostly from migrant families, the students of these schools remain absent for sometime compromising their education. These families largely constitute inhabitants from outside states and often visit their homes with their families. In Madhya Pradesh, especially in the tribal pockets, it has been found significant drop-outs of girls take place because of early marriages in addition to other gender biased social norms. High incidences of early marriages have been highlighted in NFHS-4, 2014-15.

The current study thus is exploring the changing situation with respect to girls' education in the selected states to offer an in-depth and holistic understanding on the scope and relevance of education for girls, their parents and the community. At the same time, it is also exploring how school education is preparing and helping girls to take important decisions for their wellbeing and further education. Following research questions and objectives have been set before the study.

Research Questions

This research will attempt to deal with the following questions:

- Why education of girls is important in Indian context?
- What is the present status (policy and practices) of girls' education in India as well as in the states under study?
- What are the parents'/community's/ stakeholders', including teachers' opinions

regarding girls' education in the states under study?

- Whether there is any progress in achieving gender equality in school education consequent upon introduction of various initiatives to improve girls' participation in school education?
- What are the further interventions that can be made to accelerate the process of achieving gender equity in and through education?

Objectives

Following objectives have been set for the study:

- To examine the impact of different policy initiatives and interventions (innovative and best practices) made by government on the education of girls.
- To find out the present status of girls' education in the area under study.
- To understand the importance given on girls' education and inter-generational change in parental and the community's attitude towards girls' education.
- To study the determining factors (societal norms, school and family related factors and so on) for girls' enrollment, retention and learning achievement.
- To recommend further initiatives to promote girls' education and gender equity in and through education.

Study Area

The study area has been selected from Himachal Pradesh, Haryana and Madhya Pradesh. While Himachal Pradesh has witnessed much progress in Universalisation of Elementary Education; Haryana and Madhya Pradesh are grappling with considerable gender gaps in different aspects of school education.

Present Status of the Project

Following tools have been prepared for data collection:

1. Questionnaire for Household Survey
2. Questionnaire for School Survey
3. Interview Schedule for selected students and their parents, siblings, and grandparents (separately) who completed elementary schooling successfully
4. Interview Schedule for District and Block Education Officers
5. Interview Schedule for Head Teachers
6. Interview Schedule for Teachers
7. Interview Schedule for SMC Members
8. Assessment Tools

- Relevant literature reviews are being collected by the research team for the study, and simultaneously, secondary data for the study is being collected as well. A paper based on secondary data has been written and sent for publication in a book.
- The process of data collection has started in study areas before lockdown with gathering of important information regarding schools and villages where these schools are located. We were waiting for long to visit the field. As we are unable to collect data from the field due to COVID-19 pandemic, we conducted online interviews with the administrators and teachers for collecting data. A tentative schedule has also been prepared for conducting a series of virtual meetings with the above key respondents.
- Online interviews of DEOs, BEOs, BRCs/CRCs and HTs/Teachers of sample district/

block and schools were conducted during 15-30 December, 2020 based on the schedule prepared for the online meetings with these officials (data collected from online interviews are now being entered in SPSS format, and also cases or narratives are being prepared for the report).

- A separate tool format for personal and background information of HT and teachers was also prepared during this period, and data collected through mail from respected respondents.
- We are planning to conduct interviews of SMC members of the schools covered under this study as well. We will also conduct interviews with selected students and their parents.
- We are planning to conduct HH survey in February for which note has been submitted and is under the process of approval.

Additional Initiatives

- An Online Discussion Meet on 'Achieving Gender Equity in School Education in India: from the Perspective of New Education Policy, 2020' with DEOs, BEOs and state level officers was conducted on 30 December, 2020. It provided a lot of relevant information on the status of girls' education in participating states particularly during and after the pandemic. Participants from different states like, Madhya Pradesh, Himachal Pradesh, Odisha, Kerala, Mizoram, Haryana, actively participated in this meet. The report of this virtual meet is being prepared now.
- Another webinar conducted on "Educating Children During and After Lockdown in India" on 28 June, 2020 and a report of this webinar has been prepared and submitted to Hon'ble VC.

These reports will be used for the ongoing research as well.

25. Instructional Design in Indian Higher Education: Status, Review, Challenges and Recommendations

Investigator: Prof. K. Srinivas

With the changing paradigms in teaching-learning, we have witnessed a change in the role of teachers and learners depending upon formal education systems, and open and flexible education systems. With Internet at the helm of affairs in the twenty-first century in educational systems, a learner is the pivot of the learning process. Use of ICT in any form (simple to complex) has impacted all three modes of educational delivery: formal or highly structured traditional mode, non-formal or openly structured and flexible mode, and informal which is completely unstructured. An effective learning design should consider both cognitive and affective learning outcomes and the affective states of learners as they engage with learning. The course design decisions must include a variety of approaches to social learning design by creating collaborative and individual learning environments. With this in the background during this period of January to March 2021, the data which was collected

using the Survey Questionnaire has been checked and cleansed. As a next step, field visit instrument and an interview schedule is being finalised. However, keeping in view the serious pandemic in our country currently, we plan to put the field visit on hold for some time till conditions allow travel for data collection.

In addition, the staff engaged for the project has been assisting in locating and archiving the related studies as they have been guided on the thematic areas and resources told. These include prestigious databases like SCOPUS, Web of Science and other significant databases. A thematic analysis of these studies is underway which will become the part of analysis of main data of this project.

26. Government Aided Schools: A Case Study of Institutional Growth and Decline in Varanasi

Investigator: Dr. Naresh Kumar

Review of Literature is in progress. Preparation of the Interview Schedule is in progress.



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 2020-21 included the following:



Library and Documentation Services

The Library and Documentation Centre of the institute has been acting as a crucial resource and learning centre to meet the information needs of its clientele, including faculty/staff members of the university, research scholars from India and abroad, M.Phil and PhD 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.

Over the past 7-8 years, the library has changed its collection development strategy. The library currently subscribes to over 80 per cent of its journals in both print and online formats. However, the books are still preferred in print format.

For the convenience of the reader, the entire collection of books and other materials has been classified into four major sections - general, reference, serial and area-study collection. During the period under report, 18 books/documents were added to the library. The library has a rich collection of books/bound journals/articles/thesis/documents, besides a good collection of reports of international seminars and conferences organised by international agencies like UNO, UNESCO, OECD, ILO, UNICEF, World Bank, etc. During the year 2020-21, the Library and Documentation Centre also received reputed national and international journals and magazines in the area of educational planning and administration and other allied fields. Indexing of 1,130 important articles

appearing in these journals was also done. The journals databases, procured by the library, include four online journal databases from a number of reputed publishers such as Elsevier, Sage, Emerald, and JSTOR together with one statistical database “EPWRF India Time Series” from EPWRF. Besides, the library has access to 523 e-books of Sage Education Collection. The library is a multi-media resource centre. The non-print materials available in the library include videocassettes, audio-cassettes, films, microfilms, microfiches 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 the 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 Libsys10 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 the sharing of resources at the national and international levels. This has given a facility of 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 hoped that this will result in a comprehensive online archive information source for education in the country.

NIEPA 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 and State Governments' and other research 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), Sarva Shiksha Abhiyan (SSA), Statistical Handbooks of States, All India Educational Surveys, Economic Surveys, Commissions and Committees Reports, State Economic Surveys, State Educational Plans, State Human Development Reports, Five Year Plans, etc. Besides, various publications of the University such as Research Studies, Occasional Paper Series, Annual Reports of the University (1962-2016), Training Programme Reports, Annual Reports of various Ministries, publications of International Institute of Educational Planning (IIEP), Paris are also available. The Centre holds a rich collection of theses, and dissertations of NIEPA's MPhil and PhD Programmes and other universities, dissertations of Postgraduate Diploma in Educational Planning and Administration (PGDEPA) and International Diploma in Educational Planning and Administration (IDEPA). It also has a repository of the International Institute of Educational Planning (IIEP), Paris publications. In addition, the centre houses 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.

Area of the activities and major thrust areas

Documentation Centre in collaboration with Prof. ICT conducts one Faculty Development Programme (FDP) on Applications of ICT in Academic and

Research Libraries for the faculty of all disciplines every year. During 2020-21, it conducted a 5-day FDP on **Applications of ICT in Academic and Research Libraries** from 23 to 27 November 2020. 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 have been extended to the users at their desktops. Moreover, the centre's 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 offers comfortable, peaceful and conducive environment of reading and is equipped with air-conditioned, good lighting and generator-backup facilities for its users. The reading facilities are extensively used by the faculty, research scholars of the university, project staff, research scholars from the universities of India and abroad, participants of PGDEPA, IDEPA and visiting faculty. As a member of DELNET (Developing Library Network), the center has strengthened the interlibrary loan and resource sharing activities. Documentation Centre remains open from Monday to Friday between 9.00 AM and 5.30 PM throughout the year.

Access to digital resources and services

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, Committee and Commission reports are available on intranet. Digital archives of NIEPA offers access to about 12000 policy documents on education and allied areas. These documents can be accessed through intranet as well as on Internet <http://www.niepa.ac.in/darch.aspx> or <http://14.139.60.153/>

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 Knowledge, Sage Education Collection Online, Elsevier and JSTOR. Moreover, access of open educational resources has been provided to the readers such as National Digital Library of India (71,000,000 resources), Directory of Open Access Journals (DOAJ), about 11,665 full-text journals (59,78,365 articles) published from 125 countries, Directory of Open Access Books (DOAB), about 40,601 academic peer-reviewed books from 611 publishers, Networked Digital Library of Electronic Theses and Dissertations (NDLTD), more than 6 million ETDs (6,007,220 ETDs) and Shodhganga (3,00,000 theses) as on April 2021 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 by digital

books, documents, articles, etc. Intranet facilities are heavily used by the research scholars of NIEPA, other universities of India and abroad, project staff, participants of PGDEPA, IDEPA, IPEA and training programmes.

Individual Contribution (Academic Contribution of Dr. D. S. Thakur – 2020-21)

Research Papers/Articles presented and published in International Conferences

- i. Thakur, D. S. (2020). MOOCs in education and research: SWAYAM an innovative teaching-learning tool for new generation of learners. In R.C. Patel and Sujata Srivastava (Eds.), *Innovations and Best Practices in Education*. Vadodara: Inter-University Centre for Teachers Education (IUCTE), pp. 98-109. [ISBN: 978-93-5406-947-5]

Delivered Lectures

- i. Delivered an online lecture on 'URKUND Plagiarism Detection Software: How to use URKUND' in a five-day workshop on Writing Skills organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (29 June-3 July, 2020) on 3 July, 2020 at NIEPA, New Delhi.



- ii. Delivered an online lecture on '*Plagiarism: An obstacle to real learning and how to use URKUND Plagiarism Detection Software*' in a 10-month Postgraduate Diploma in Educational Planning and Administration (PGDEPA) organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (1 September-30 November, 2020) on 22 September, 2020 at NIEPA, New Delhi.
- iii. Delivered an online lecture on '*Open Educational Resources in Higher Education*' in a 10-month Postgraduate Diploma in Educational Planning and Administration (PGDEPA) organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (1 September-30 November, 2020) on 22 September, 2020 at NIEPA, New Delhi.
- iv. Delivered an online lecture on '*Virtual Learning Environment for teaching, training and research institutions in India*' in a five-day **Faculty Development Programme on Applications of ICT in Academic and Research Libraries** organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (23-27 November, 2020) on 23 November, 2020 at NIEPA, New Delhi.
- v. Delivered an online lecture on '*Role of librarians in academic and research libraries in digital era*' in a five-day **Faculty Development Programme on Applications of ICT in Academic and Research Libraries** organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (23-27 November, 2020) on 24 November, 2020 at NIEPA, New Delhi.
- vi. Delivered an online lecture on '*MOOCs in education and research: SWAYAM an innovative teaching learning tool for new generation of learners*' in a five-day **Faculty Development Programme on Applications of ICT in Academic and Research Libraries** organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (23-27 November 2020) on 24 November, 2020 at NIEPA, New Delhi.
- vii. Delivered an online lecture on '*OER: Concept & licensing and search, use and reuse*' in a five-day **Faculty Development Programme on Applications of ICT in Academic and Research Libraries** organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (23-27 November, 2020) on 24 November, 2020 at NIEPA, New Delhi.
- viii. Delivered an online lecture on '*Information literacy*' in a five-day **Faculty Development Programme on Applications of ICT in Academic and Research Libraries** organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (23-27 November, 2020) on 25 November, 2020 at NIEPA, New Delhi.
- ix. Delivered an online lecture and hands-on practice on '*Screencastify video content development and access to creative commons video on YouTube and Google open educational resources*' in a five-day **Faculty Development Programme on Applications of ICT in Academic and Research Libraries** organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (23-27 November, 2020) on 26 November, 2020 at NIEPA, New Delhi.
- x. Delivered an online lecture and hands-on practice on '*OBS Studio video content development*' in a five-day **Faculty Development Programme on Applications of ICT in Academic and Research Libraries** organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (23-27 November 2020) on 26 November, 2020 at NIEPA, New Delhi.

Micro videos created for the faculty, scholars, participants of Diploma Programmes and Faculty Development Programmes

- i. URKUND Plagiarism Detection Software: An introduction
- ii. How to upload documents in URKUND PDS
- iii. How to check similarities in URKUND PDS
- iv. National Digital Library of India
- v. How to access information on National Digital Library of India
- vi. Advanced search of National Digital Library of India

Participation in National and International Webinars / Seminars / Conferences / Workshops/Training Programmes

- i. Participated in Webinar on 'How to access Taylor & Francis journals' organised by Taylor & Francis Group on 19 May, 2020.
- ii. Participated in Webinar on 'Old Tradition of Manuscripts Editing' organised by Indira Gandhi National Centre for the Arts (IGNCA) on 20 May, 2020.
- iii. Participated in Webinar on 'Mediation as a Tool for Conflict Management' organised by Manav Rachna on 27 May, 2020.
- iv. Participated in Emerald Publishing's Webinar on 'Discover Emerald journals for your research' organised by Emerald Publishing on 2 June, 2020.
- v. Participated in a three-day International Webinar on 'Post COVID-19: Challenges & Opportunities for Libraries and Library Professionals' conducted by Department of Library and Information Science, Andhra University, Visakhapatnam, Andhra Pradesh during 3-5 June, 2020.
- vi. Participated in a one-day Webinar on 'Academic Publishing & Enhancing Research Effectiveness' organised by Dr. Zakir Husain Library of Jamia Millia Islamia, New Delhi on 9 June, 2020.

Workshops/ Conferences/ FDP/ Training Programmes Organised

23-27 November, 2020 Documentation Centre in collaboration with Prof. ICT conducted a 5-day **Faculty Development Programme on Applications of ICT in Academic and Research Libraries** in online mode at NIEPA, New Delhi for the financial year 2020-21. Faculty members of all disciplines of Central and State Universities, institutes of national importance and other research organisations attended the programme. It was an ICT based programme where learning resources, including articles, videos, discussion forum, action plan accessed by the participants from the MOODLE Learning Management System **Dr. D. S. Thakur Learning Portal**

10 January-7 February, 2021 Participated and completed **MOOC** titled **Introduction to Technology-Enabled Learning MOOC (TELMOOC)** conducted by the Athabasca University, Canada and Commonwealth of Learning for five weeks.

7 February-7 March, 2021 Participated and completed **MOOC** titled **Blended Learning Practice MOOC (BPL MOOC)** conducted by the Athabasca University, Canada and Commonwealth of Learning for four weeks.

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

- i. Prepared an Information Guide of Faculty Development Programme on **Applications**

of ICT in Academic and Research Libraries (23-27 November, 2020). New Delhi: NIEPA, 2019. 34p.

- ii. Designed, developed, delivered and transacted a 5-day online Faculty Development Programme on **Applications of ICT in Academic and Research Libraries** from 23-27 November, 2020 on **MOODLE Learning Management System** and motivated, engaged and used discussion forum to resolve different queries and issues raised by the participants during and after the training programme.
- iii. WhatsApp Group (NIEPA ARL Workshop) of faculty development programme participants was formed and provided technical support of 30 days to the participants through WhatsApp Group ([NIEPA ARL Workshop](#)) to design and develop 2nd, 3rd and 4th weeks online programme and dissemination of information and links of online resources. All resources (full-text articles, PPTs, Videos and other OERs) accessed by the participants through Dr. D. S. Thakur Learning Portal
[<https://dsthakur.moodlecloud.com/>]
- iv. Srinivas, K. and Thakur, D. S. (2021). Faculty Development Programme on **Applications of ICT in Academic and Research Libraries: A report** (23-27 November, 2020). New Delhi: National Institute of Educational Planning and Administration, 47p. (Unpublished)

Consultancy and Academic Support to Public Bodies

Arranged information for the preparation of Annual Report of Ministry of Education, Government of India

- i. Collected information from all Heads of Departments, Student Cell, Training Cell, and Project Management Unit about activities of NIEPA such as research studies completed/ongoing, enrolment in MPhil and PhD programmes, MPhil and PhD degrees awarded,

and training programmes and conferences/seminars/workshops organised every year for the preparation of the Annual Report 2020-21 of the Ministry of Education, Government of India.

Other Academic and Professional Contributions

Member in different Administrative and Academic Committees:

- i. Member of the NIEPA Digital Learning Monitoring Cell for implementation of Digital Initiatives at NIEPA.
- ii. Authorised Academic Institute Officer to coordinate with M/s CDSL Ventures Limited (CVL) for implementation of National Academic Depository (NAD) mandated by Ministry of Education and UGC for creating safe electronic store house for all academic awards in the institute/university.
- iii. Institute Coordinator for the activities related to Shodhganga and interaction with INFLIBNET (Information and Library Network) of the University Grants Commission.
- iv. Member of the Committee for Development of Institutional Code of Ethics to Check Plagiarism and Malpractices to strengthen the governance process of NIEPA and to formalise NAAC evaluation.
- v. Member of the Committee for Professional Development Programme in the areas of ICT, E-governance, managing Finances etc. for staff to strengthen the governance process of NIEPA and to formalise NAAC evaluation.
- vi. Member of the Committee for E-governance and ICT use in different activities to strengthen the governance process of NIEPA and to formalise NAAC evaluation.
- vii. Member-Secretary to finalise the format of the M.Phil and Ph.D degrees for NIEPA and to upload on the National Academic Depository (NAD) through DigiLocker.

ICT and Learning Management System (LMS) Skills

Learning Management System (LMS)	MOODLE (Modular Object-Oriented Dynamic Learning Environment) Learning Management System
Plagiarism Detection Software (PDS)	Ouriginal PDS
Video creation and editing Software	ScreenCastify, OBS Studio, ShotCut Editing, YouTube Presentation, Screen-Cast-O-Matic Software, etc.
Computer proficiency	Windows 2000, Hypertext Markup Language (HTML),
Front Page 2002	
Working knowledge of	LibSys 4, TECHLIBplus, GYANODAYA, Vidya,
Library software/packages	CDS/ISIS 3.0.

Developed and Updated Intranet

Created and updated the Website of the Library and Documentation Centre of the NIEPA, and developed intranet to access and disseminate various types of digital and online resources available in the Library and Documentation Center such as Indian and foreign journals subscribed to, non-book material items, contents alert of periodicals, digital resources, online databases of books and journals, open educational resources, Electronic Theses and Dissertations (ETDs), indexing databases and Massive Open Online Courses (MOOCs). Moreover, documentation services offered by Documentation Centre such as list of research studies, dissertations, theses, 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.

Membership of Eminent Bodies outside NIEPA

- i. Indian Library Association (ILA), Delhi. (Life Member)
- ii. Government of India Librarians Association (GILA), New Delhi. (Life Member)
- iii. Comparative Education Society of India (CESI), New Delhi (Life Member)

Any other information relating to activities of Department during 2020-21 which the HOD wishes to add

- i. **Authorised** to check the similarities of theses, dissertations and other academic and research writings and publications produced by research scholars, faculty and staff on **Ouriginal (formerly URKUND) Plagiarism Detection Software**.
- ii. **Institute Coordinator** to check the similarities of theses on **Ouriginal Plagiarism Detection Software** and send thesis to uploading on **Shodhganga**.
- iii. **Authorised Academic Institute Officer** to coordinate with **NAD through DigiLocker** for implementation of National Academic Depository (NAD) mandated by Ministry of Education and UGC uploading all academic awards of the institute/university to NAD through DigiLocker.
- iv. **Member-Secretary** for the preparation of the format of the **MPhil and PhD degrees** awarded by the NIEPA. To accomplish the task, various meetings were organised/arranged, Committees formed, visited 3 Central Universities, 2 firms for the selection of paper, check security features and got quotations and finally submitted minutes/report.
- v. Additional responsibilities: Working as **Administrative Officer (I/c) of NIEPA**.



5

Computer and Information Technology Services



Computer and Information Technology Services

IT Services

The Computer Centre backs up the information technology needs of the university. The network as the backbone of the university and its active components are administered, maintained and controlled by the Computer Centre. The Computer Centre is equipped with dedicated 1GBPS Optical Fiber Internet Connectivity provided by NKN/MTNL under the project NMEICT 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 WiFi network access have been provided to all the faculty and staff members to access the network resources for optimal use of resources available in the university. Individual email accounts have been provided to all the faculty and staff members on NIEPA Domain. Desktop/Laptop computers have been provided to all the faculty members. All the staff members of the university have been provided a desktop computer on his/her desk. The Computer Centre facilities are available non-interrupted for almost 12 hours. The Computer Centre with the help of 3rd party company is responsible for maintenance of the university-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 university. The Computer Centre is well equipped with various types of latest desktop computers, laptops and multifunction printers.

The Computer Centre also provides the High Speed Internet Connectivity from the NIEPA building to the hostel. Authenticated and secured Wi-Fi internet connectivity is made available in all the rooms on all the floors of the NIEPA hostel to be used by the guests staying there.

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 university, computer awareness and appreciation modules and other specialised computer services are rendered for various training activities/programmes.

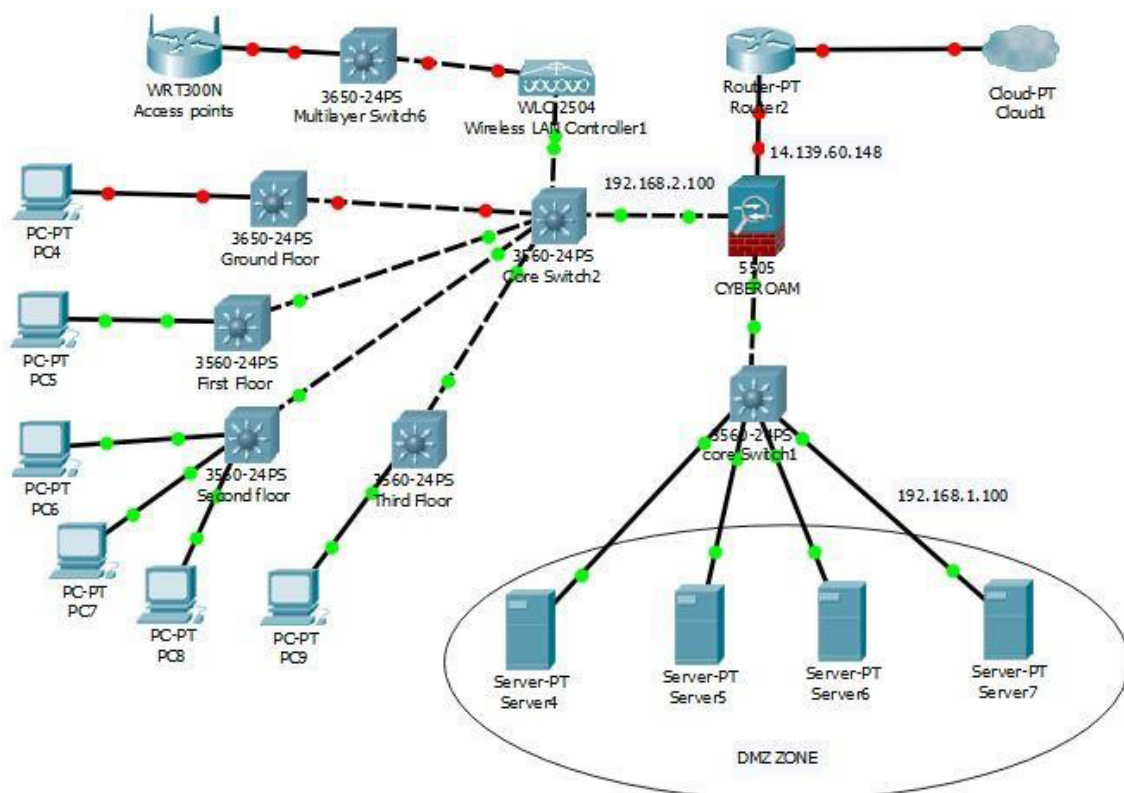
Support is also provided for the software applications for Accounts section. This includes tasks such as salary processing, income tax calculations, pension, provident fund computations, etc. A server with a network version of Statistical Package (SPSS) is installed to enable users to run statistical 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 set up in the university to strengthen the day-to-day needs of the university. The Data Centre is equipped with high-end data servers, blade servers, web servers and SAN storage which are online 24x7x365 for the users. The Data Centre is empowered with dedicated parallel UPSs providing power backup to the servers.

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 Programmer on School Standards and Evaluation (NPSSE) - Shaala Siddhi is also there in the Data Centre and maintained by the Computer Centre.

NIEPA Data Centre Network Architecture



- Data Centre network architecture consists of the Firewall, core switches, wireless Wi-Fi controller and ISP Router.
- There are 8 IBM servers which are associated with many web applications like UDISE, Shaala Siddhi, Oracle server, SDMIS, Data Visualisation, niepa.ac.in, Student Management Information System, School Directory Management System and School Report Card.
- There are two Dell servers which are associated with digital archives and Database servers.
- HP servers are associated with Moodle Portal, NCSL Portal, Quick heal endpoint security and printing server.
- IBM Tower Server for Libsys (OPAC).

Applications running at NIEPA Data Centre – managed and controlled by the inhouse Technical Team

1. www.niepa.ac.in
2. <http://www.nrce.niepa.ac.in/>
3. <http://cprhe.niepa.ac.in/>

4. <http://niepa.ac.in/UIC/uic1.html>
5. <http://niepa.ac.in/darch.aspx>
6. www.antriep.net

ANTRIEP is a network of national institutions in Asia with a vision to create synergy between the participating institutions in order to reinforce their capacities to respond to the growing and increasingly diversified needs for skill development in educational planning and management in the region.

7. www.udise.in

This website is used to disseminate school statistics in the form of publications.

8. <http://ncsl.niepa.ac.in/>

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 36 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.

9. Web applications

- a. www.schoolreportcards.in
- b. Student.udise.in
- c. Sdms.udise.in
- d. <http://udise.schooleduinfo.in/>
- e. www.semisonline.net (merged with udise)

10. <http://shaalasiddhi.niepa.ac.in/>

National Programme on School Standards and Evaluation

11. moodle.niepa.ac.in - Open-Source Learning Management System MOODLE as. This sub-domain is also hosted on university's own Data Centre.

Roles and Responsibilities of the Department of ICT

- Data Centre and server hardware were monitored regularly.
- The issues related to network and Wi-Fi were regularly managed. The network performance of the organisation was tuned regularly by inspecting the network latency.
- Ensuring 24×7 network connectivity to the Data Centre of the organisation and also in the NIEPA hostel.
- Management of Institute Social Media (Twitter & Facebook).
- YouTube and Facebook Live Streaming of the Events.

- Organising the Live Webinars with available NIEPA digital infrastructure.
- Organising the video-conferencing for meetings and webinars.
- Cyber Threats Monitoring and mitigating the attacks to the NIEPA Data Centre and digital infrastructure.
- Operating System Licenses Management
- Facilitated and implemented the E-Wizard for E-Tendering.
- Technical Bid Evaluation in Gem.
- Websites of the organisation were monitored and updated frequently.
- Management of server AMC.
- The security patches of entire servers were updated regularly.
- The server backup of the NIEPA Data Centre was carried out at regular intervals.
- The backup of online courses was regularly done.
- Creation of online courses and the enrolment of users in NIEPA LMS.
- Pushing the Anti-Virus Patches centrally from the server to clients.
- The online UPS is maintained and monitored repeatedly.
- Managing institute CCTV surveillance.
- Monitoring all the domains.
- Managing the niepa.ac.in mail domains.
- Monitoring and managing the online recruitment (permanent and temporary).

New Initiatives Taken in the Last One Year for Using IT as a Preventive Vigilance Tool

S. No.	Targets/Objectives/Goals	Achievements
1.	We have planned to cover all the Systems under cloud-based Anti-Virus Solutions for end point security	Yes, we have covered all the systems under cloud-based Anti-Virus Solutions
2.	We have planned to create the National Academic Repository for the centralised E- Marks card	We have facilitated to implement the National Academic Repository for the institute
3.	We have planned to implement the E-Wizard portal that facilitates for E-tenders	We facilitated to implement the E-Wizard portal for the institute
4.	We planned to implement the Central Public Procurement Portal for E-tenders	We facilitated to implement the central procurement portal for high value tenders
5.	We planned to change the existing Cat 5 to Cat 6 Cabling in Hostel with POE Cisco Switch	We changed the Cat 5 to Cat 6 Cabling in the Hostel with POE Cisco Switch
6.	We planned to use the old HP DL 380 Server after repairing from OEM	We have utilised the old server as Anti-Virus Server with Genuine Windows 2012 standard operating system
7.	We planned to procure a video-conferencing system	Yes, it was procured and used for video-conferencing
8.	We planned to facilitate users to use the Google Drive for synching the system data to drive	We educated the usage of the Google Drives
9.	We planned to facilitate to implement PFMS for the Finance Section	Yes, we facilitated to implement PFMS for the Finance Section
10.	We planned to facilitate the Meetings Online	Yes, we facilitated to use Google Meet for Online Meetings
11.	We have planned to procure the SPSS Software	Yes, we have procured and installed in Network Mode
12.	Forty-two new all-in-one Desktops were procured	New all-in-one desktops installed and replaced the old systems
13.	Four Heavy Duty Printers procured	Installed Heavy Duty Printers floor-wise

S. No.	Targets/Objectives/Goals	Achievements
14.	Payroll Application Deployment on a server	Installed the Payroll software in the server
15.	Planned to conduct the MPhil/ PhD 2020 Exam Online	Yes, we have successfully conducted the online exam
16.	Procurement of Laptops	Twelve Laptops installed and facilitated for the work from home during pandemic
17.	Planned to Conduct the Meetings and Webinars Online during Pandemic	Conducted Online Meetings and Webinars
18.	Planning to Live Streaming the Webinars ?	Yes, we have Live streamed the events
19.	Planned to procure High End Servers	Yes, we have deployed two new servers in NIEPA Data Centre
20.	Planned to procure Network Storage	Yes, we have deployed the Storage in NIEPA Data Centre



6

Publications

Publications

The Publication Unit of the National Institute of Educational Planning and Administration (NIEPA) continued to support the functions relating to knowledge sharing through documentation and dissemination of the outcomes of research and development activities, undertaken by NIEPA to the wider public. In furtherance of the objectives of NIEPA, the Publication Unit publishes Journals/Periodicals, Books, Reports, Occasional Papers, Newsletter, Prospectus of MPhil-PhD Programmes, and Calendar of Training Programmes, etc. It also brings out a series of Survey Reports on Educational Administration in various States and Union Territories. The above publications are brought out in English language, and some of the important and statutory publications are also brought out in Hindi and other Indian languages, as per the requirement, in addition to the English language. The Publication Unit has Skilled and Technically-qualified professionals and is also equipped with computers and printers to carry out various DTP jobs of the Institute.

Some of the important publications brought out by NIEPA during the year 2020-21 included, *Journal of Educational Planning and Administration* - in English, *Pariprekshya*, a Hindi journal, CPRHE Research Papers, MPhil-PhD Prospectus and Curriculum Guide, NIEPA: A Perspective Plan 2020-30, Report on the NORDIC-INDIA Summit on Internationalisation of Higher Education, etc. The Institute also published

several research and seminar/conference reports in the form of Books and Monographs. The major publications brought out by NIEPA during the year 2020-21 included the following:

Journals

- **Journal of Educational Planning and Administration**, Volume XXXIII, No. 3, 2019; Volume XXXIII, No. 4, 2019; Volume XXXIV, No. 1, 2020; Volume XXXIV, No. 2, 2020 and Volume XXXIV, No. 3, 2020
- **Pariprekshya** (a Hindi Journal on socio-economic context of Educational Planning and Administration), XXV, No. 3, 2018 (in press)

ANTRIEP Newsletter

- ANTRIEP Newsletter, Volume 25 No. 1 (January-June 2019) and Volume 25 No. 2 (July-December 2019)

Occasional Papers

- NIEPA Occasional Paper No. 53: "Student Mobility for Higher Education: The Case of Indian Students Studying Medicine in China" by Madhurima Nundy and Rama V. Baru; New Delhi: NIEPA, 56 pages
- NIEPA Occasional Paper No. 54: "Right to Education and Universal Participation of Children Living in Slums: Issues, Gaps and Challenges" by Sunita Chugh; New Delhi: NIEPA, 47 pages

CPRHE Research Papers

- CPRHE Research Paper 13: “Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India” by Jinusha Panigrahi; New Delhi: NIEPA, 56 pages
- CPRHE Research Paper 14: “Graduate Employment and Sustainable Employability Skills in India” by Mona Khare; New Delhi: NIEPA, 64 pages

Priced Publications in collaboration with the Publishers

1. “India Higher Education Report 2019 - Governance and Management of Higher Education in India” edited by N V Varghese and Garima Malik; Sage Publications, 1595.00 (HB)
2. “Teaching Learning and New Technologies in Higher Education” edited by N. V. Varghese and S. Mandal; Springer Nature, €103.99 (HB)

Un-priced Publications

1. Report on the NORDIC-INDIA Summit on Internationalisation of Higher Education (31 October, 2019)
2. NIEPA: A Perspective Plan 2020-30
3. CPRHE Report 2019-20
4. MPhil-PhD Programme Schedule 2020-21
5. MPhil-Ph.D Degree Regulations 2020
6. NIEPA Faculty
7. Report of the International Seminar on “Governance and Autonomy in Higher Education” (20-21 February, 2020)
8. “Education in the Fringes of Urban Cities: A Study of Slums in Hyderabad and Ludhiana” by Sunita Chugh
9. NEP 2020: Implementation Strategies

10. NIEPA Annual Report 2016-17 (English Version)
11. NIEPA Annual Report 2016-17 (Hindi Version)
12. “The Future of Higher Education: Through the Lens of the History and Philosophy of Science” by Professor Dhruv Raina (*NIEPA XIth Maulana Azad Memorial Lecture*)

Others

Besides these publications, the NIEPA also brought out – Calendar of Training Programmes of NIEPA 2020-21; Prospectus (MPhil-PhD Programmes) 2020-21 and 2021-22; Announcements (e-Versions) for IDEPA, PGDEPA and various other Training Programmes; Posters for NIEPA Foundation Day; National Education Day; Writing Pads; Docket Folders, various other programmes’ material, etc.

Mimeographed Publications: In addition, NIEPA 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 comprehensive list of priced and un-priced publications, and publications brought out through private publishers; Information about the current and forthcoming issues of Journal of Educational Planning and Administration; Calendar of Training Programmes of NIEPA; NUEPA - At a Glance, and Prospectus of MPhil/ PhD Programmes; Memorandum of Association and Rules; Full text version of Hindi Journal (Tri-annual) *Pariprekshya*; Full text version of NIEPA Occasional Papers; Full text version of CPRHE Research Papers; Full text version of NIEPA Annual Report (English and Hindi Editions) and web versions of NCSL, *Shala Siddhi*, CPRHE, and DISE Publications etc.

7

Grants-in-Aid Scheme at NIEPA

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 Education (MoE), 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 MoE, Government of India administers the above scheme through this university which operates this scheme through a specially-constituted Grants-in-Aid Committee (GIAC). The committee has been re-constituted March 11, 2021 for appraising and approving the proposals received from various institutions/organizations under the Grants-in-Aid Scheme of MoE, Government of India. The following is the composition of the re-constituted committee as on March 31, 2021.

Professor A.K. Singh	- Chairman
Professor Ilyas Hussain	- Member
Professor Uma Medury	- Member
Professor N.R. Bhanumurthy	- Member
Professor Kumar Suresh	- Member
Professor Veera Gupta	- Member
Professor Pramila Menon	- Member
Professor K. Biswal	- Member
Dr. Sandeep Chatterjee	- Member-Secretary

Due to ongoing Covid-19 Pandemic, no meeting for the Committee was held during the reporting period.

8

Administration and Finance

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 93 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	07
Administration, Finance, Secretarial and other Technical Staff	79
Auxiliary Staff (MTS)	37
Total	167

During the year 2020-2021, following retirements have taken place:

Retirement

Group 'B'

Sl. No.	Name	Designation	Date of Retirement
1.	Shri Satish Kumar	Stenographer Grade -I	31.07.2020
2.	Shri Anil Kumar Gupta	Private Secretary	30.09.2020
3.	Smt. Anjali Arora	Stenographer Grade -I	31.01.2021

Group 'C'

Sl. No.	Name	Designation	Date of Retirement
1.	Shri Pancham Prasad	MTS	31.05.2020
2.	Shri Bikram Singh Negi	UDC	28.02.2021

New Joining

Sl. No.	Name	Designation	Date of Appointment
1.	Dr. Sandeep Chatterjee	Registrar	24.09.2020

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 MoE during the last five years is given in the table below:

Details of Grants Received (2016-2021): (Rs. in lakh)

Sl. No.	Head	2016-17	2017-18	2018-19	2019-20	2020-21
1.	Grant-in- Aid (Plan)	1010.87	2612.95	3184.71	4559.46	3688.00
	Grant-in- Aid (Non-Plan)	1816.11				
	Internal Receipts	74.47	59.32	34.69	39.15	66.76
	Total	2901.45	2672.27	3219.40	4598.61	3,754.76
2.	Expenditure (Plan)	1078.42	2956.09	3491.89	4314.43	3352.41
	Expenditure (Non-Plan)	1721.81				
	Total	2800.23	2956.09	3491.89	4314.43	3352.41
3.	Internal Receipt as % of Expenditure	1%	2%	1%	0.91%	2%
4.	Grant-in-Aid as % of Expenditure	96.51%	100%	100%	94.63%	90.90%

It may be observed from the above Table that the NIEPA Grant has been increasing significantly from 2016-17 to 2020-21 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 in research, training and administration. The cell not only helped in bringing out the various publications in Hindi but also worked for implementing the official language policy in academics, training, and administration.

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

1. The following major items were translated into Hindi for the publication:
 - i. Translation of annual report 2016-17.
 - ii. Translation of NIEPA Perspective Plan 2020-2030.
 - iii. Translation of annual report 2017-18.
 - iv. Translation of annual report 2018-19.
 - v. Translation of NIEPA M.Phil- Ph.D prospectus 2021-22.
2. Publication of annual report 2016-17 in Hindi.
3. Four quarterly reports and one comprehensive report regarding official language implementation were sent to ministry.
5. Hindi day celebration: To commemorate Hindi day a one-day Hindi workshop was organised on 14 September 2020.
6. Apart from above work. Hindi cell of the Institute also translated advt., circulars, notices, letters etc.



ANNEXURE

**Academic
Contributions
of Faculty**



ANNEXURE

ACADEMIC CONTRIBUTIONS OF FACULTY

N. V. Varghese

Vice-Chancellor

Publications

Books

Teaching-Learning and New Technologies in Higher Education (with Sayantan Mandal), Springer, New Delhi, 2021.

India Higher Education Report: Governance and Management of Higher Education (with Garima Mallick), Sage, New Delhi, 2020.

Papers and publications

'Internationalization and cross border mobility in higher education', *International Journal of African Higher Education*, Vol.7, No.2. 2020 pp.23-39.

Internationalization and India's New Education Policy (with Eldho Mathews), *International higher education*, No.106, 2021, pp.19-20.

Financing of higher education in India in University Grants Commission (UGC) ed. *Quality Mandate for Higher Education Institutions in India*, New Delhi, UGC, 2021, pp.223-235.

'Universities, knowledge production and the future of learning' in Orzabayeva, B; Meerman, A; Muros, V. G; Davey and Plewa, C. *The future of Universities thought*

book: Universities during times of crisis, University Industry Innovation Network (UIIN), Amsterdam, 2020, pp. 72-73.

"The Role of Doctoral Education in Developing Research Capacities", in Maria Yudkevich, Philip G. Altbach and Hans de Wit, eds. *Trends and Issues in Doctoral Education: A Global Perspective*, Los Angeles and New Delhi, Sage. 2020. pp.295-315.

"Internationalization of Higher Education: Global Trends and Indian Initiatives" in Pankaj Mittal and Sistla Rama Devi Pani eds. *"Reimagining Indian Universities"*, Association of Indian Universities: New Delhi. 2020.

Participation in Seminars/Meetings

The Committee meeting on Education - Science Technology Innovation Policy (STIP) organised by Ministry of S&T on 10 June, 2020

The Committee meeting on Education - Science Technology Innovation Policy (STIP) on 12 June, 2020

Meeting with Michael Peak on Higher Education and Development, British Council, London on 12 June, 2020

The Committee meeting on Education - Science Technology Innovation Policy (STIP) organised by

Ministry of S&T with Manish Sebarwal on 16 June, 2020

Webinar on student satisfaction survey organised by the QS Ranking of universities on 23 June, 2020

UNESCO Prize meeting with Professor Aurel (Mexico based in Boston) on 3 July, 2020

Speaker on 'Driving institutional growth through internationalization' at the webinar organised by SANNAM on 7 July, 2020

Speaker in the colloquium on "Education as a Public Good: Breaking Barriers & Building Bridges between Public and Private Higher Education Institutions", in the webinar on higher education leaders organised by OP Jindal University on 11 July, 2020

Speaker and Chairing of the webinar on Women Empowerment by PRHE, NIEPA on 14 July, 2020

Inaugural address in the session of NRCE directory of experts on 14 July, 2020

Webinar on QS Student Survey: What do international students want, on 15 July, 2020

Panelist in a meeting on eligible enrolment ratio (EER) at the round table organised by the AIU on 27 July, 2020

Speaker at the session of the International Seminar on Quality Assurance, Academic Standards and Institutional Excellence and the New Educational Policy, organised by OP Jindal University on 6 August, 2020

Chairing a session on Excellence, Internationalization and Global Ranking at the VCs conference organised by the Association of Indian Universities (AIU) on 18 August, 2020

Chairing the NIEPA Webinar on New Education Policy on 19 August, 2020

Lecture on New Education Policy at the webinar organised by Rajiv Gandhi University, Arunachal Pradesh on 20 August, 2020

Lecture on New Education Policy 2020 at the Central University of Tamil Nadu on 20 August, 2020

Lecture on Implications of New Education Policy 2020 at the national seminar by the Kerala State Council of Higher Education (KSCHE) on 26 August, 2020

Lecture on New Education Policy for State Higher Education Council, Telangana (webinar) on 3 September, 2020

Webinar on New Education Policy addressed by the President and Prime Minister and organised by Ministry of Education on 7 September, 2020

Lecture on New Education Policy 2020 on Higher Education, webinar organised by Indira Gandhi National Open University (IGNOU) on 10 September, 2020

Speaker at the webinar on 'New Education Policy 2020: Internationalization and the way forward' with UK India Business Council and jointly organised by FICCI and UKINDIA on 10 September, 2020

Speaker and chairing of the webinar on Teacher Empowerment for New Education Policy Implementation organised by University Grants Commission and NIEPA on 15 September, 2020

Speaker at the webinar on Effective Standard Setting and Accreditation in New Education Policy 2020 (NCERT) on 24 September, 2020

Lecture on New Education Policy 2020 at the webinar organised by Global Education and Career Group and Commissioner of Higher Education, Telangana on 24 September, 2020

Speaker at the webinar on Regulatory Framework for Higher Education in New Education Policy 2020 organised by Usha Martin University, Jharkhand on 25 September, 2020

Inaugural address at the meeting of the Navodaya Vidyalaya schools organised by the NCERT on 6 October, 2020

Lecture on Governance and Leadership in Higher Education organised by the MG University, Kottayam, on 2 November, 2020

Committee meeting on NEP on Teachers organised by the UGC on 2 November, 2020

Committee meeting on NEP on Teachers organised by the UGC on 6 November, 2020

Committee meeting on NEP on Teachers organised by the UGC on 9 November, 2020

Meeting with the State governments on NEP-Implementation organised by School Education Department, Mof Education, on 10 November, 2020

Lecture at Peking University on Educational Planning: Global Trends and Indian Perspectives with an emphasis on NEP 2020 on 24 November, 2020

Speaker at the International webinar on Covid & Higher Education organised by IIEP/UNESCO on 26 November, 2020

Speaker at the Meeting on NPE 2020 and Internationalization organised by the Australian Embassy on 9 December, 2020

Lecture on School Governance at the NCERT on 5 January, 2021

Executive Committee meeting of SIEMAT, Kerala, on 6 January 2021

Think tank meeting on Internationalization organised by the NITI Aayog on 18 January, 2021

Meeting with NVS Commissioner on 18 January, 2021

Meeting of the Advisory Board of the Symbiosis University on 18 January, 2021

Lecture on NEP 2020 at IGTUW on 29 January, 2021

Speaker on a panel at UUKI 2021 on Transnational Education (TNE) on 2 February, 2021

Speaker on internationalization at the VC Meet organised by AIU on 9 February, 2021

Meeting of the National Credit Transfer Committee on 11 February, 2021.

Speaker at the webinar on Global & National Perspective on Challenges of Higher Education organised by SNTD-Mumbai on 16 February, 2021

Speaker on Enhancing Research & Development on Sustainability Issues at the webinar – organised by the Bridge Project on 18 February, 2021

Meeting on NEP 2020 organised by the World Bank on 19 February, 2021

Inaugural Keynote Address at the national seminar on NEP 2020 organised by the Kerala University on 23 February, 2021

Meeting of the Committee of the Higher Education Forum in Africa, Asia and Latin America on 23 February, 2021

Speaker at the webinar on Covid and Equity organised by Widening Access in Higher Education (WAHED, London) on 23 February, 2021

Meeting of the CHEA International Quality Group (CIQG, Washington) on 24 February, 2021

Executive Committee meeting of the Navodaya Vidyalaya Samiti (NVS) at Shastri Bhawan, New Delhi on 25 February, 2021.

Speaker at the FICCI higher education Summit on Regulation and Quality Bench marking organised by FICCI on 26 February, 2021

Meeting of the University Quality Assurance International Board (UQAIB) on 9 March, 2021

Meeting of the National Credit Framework on 25 March, 2021

Meeting of the World Bank Advisory Group on NEP 2020 on 30 March, 2021

Department of Educational Planning

K. Biswal

Publications

Books/Manuals/Reports:

Updated the U-DISE Data Visualisation Portal on the basis of 2017-18 data.

Updated and published online (at <http://udise.in/>) the U-DISE Flash Statistics on School Education 2017/18 (Provisional) on the basis of the Report of the Technical Group on Population Projections 2011-36, MoHFW, GoI. July 2020.

Research Papers/Articles/Notes:

Contributed (with Prof. Geetha Rani, Dr. N. K. Mohanty and Dr. Suman Negi) '**Chapter 2: Attaining the NEP 2020 Enrolment Targets**' of the NIEPA publication entitled, "NEP 2020: Implementation Strategies," December 2020.

Training Programmes/Workshops Conducted/
Organised

Training programmes and workshops could not be conducted because of Covid-19 pandemic.

Training Programmes/Orientation Course Attended

As a Resource Person, participated in the 'Online Orientation Programme on Policy-making Structures

and Processes in Education', organised by NIEPA from 21-25 September, 2020.

Participated in the Peer and Faculty Review Seminars of MPhil and PhD Programmes of NIEPA.

Training Material and Courses Developed and Transacted

As an Associate Faculty, transacted the Compulsory Course No. CC-1 (Economic Perspectives in Education) in the MPhil/PhD Programme, 2020/21.

As Course Coordinator, transacted the Compulsory Course No. CC-6 (Advanced Planning Techniques in Education) in the MPhil/PhD Programme, 2020-21.

As an Associate Faculty, transacted the PGDEPA Course No. 903: *Educational Planning: Concept, Types and Approaches* in September 2020.

As Course Convenor, conducted the PGDEPA (Phase-II) Online Advanced Course No. 907: *Educational Planning* in July 2020 using the Moodle learning platform.

As an Associate Faculty, transacted the IDEPA Course No. 205: *Methodology and Techniques of Educational Planning* in March/April 2020.

Supervision and Evaluation of MPhil/PhD, DEPA and IDEPA Dissertations

Evaluated the PGDEPA dissertation work entitled "A Study on Implementation of Quality Monitoring Mechanism at Elementary Level in Block Kirtinagar of Tehri District, Uttarakhand" by Surendra Singh Negi (PES), Deputy Education Officer, Kirtinagar Block, Tehri Garwal, Uttarakhand.

Evaluated IDEPA dissertation work entitled "General Education Development in Afghanistan" by Mohammad Hamid Ghani, Afghanistan.

Supervised PhD thesis work entitled "A Study of GIS Based School Mapping in Elementary Education in India," by Nidhi Rawat.

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

Supervised PhD (part-time) thesis work entitled “A Study of Inequality of Opportunity in Education and Labour Market Outcomes in India” by Suhail Ahamad Mir.

Supervised PhD thesis work entitled “A GIS Based Analysis of the Outcomes of the School Merger Policy in Rajasthan” by Aysha Malik.

Supervised PhD thesis work entitled “Education Reform, Implementation and Multiple Accountability Relationships: A Study of Reform Implementation in Government Schools of South Delhi” by Kavya Chandra.

Supervised PhD thesis work entitled “Determinants of Student Choice for Vocational Education” by Gowhar Rashid Ganie.

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

Member, Departmental Advisory Board of the Educational Survey Division of the NCERT, New Delhi.

Member, Departmental Advisory Board of the PMD of the NCERT, New Delhi.

Member, Annual Programme Advisory Committee of the SCERT, Delhi.

Member, Annual Programme Advisory Committee of the DIET, Karkardooma, Delhi.

Member, Selection Committee for Appointing Database Manager in NAS in February 2021, Educational Survey Division, NCERT, New Delhi.

Member, Selection Committee for Appointing Senior Consultants in NAS in February 2021, Educational Survey Division, NCERT, New Delhi.

Reviewed and submitted comments on UNICEF-MoE Rolling Plan 2021-22 to the Department of School Education and Literacy, MoE, GoI.

Participated in the Online Meeting of the Department of SE&L, MoE, GoI;organised on 16February, 2021 to discuss UNICEF-MoE Rolling Plan.

As an Expert, participated in the ‘One-day Online Experts Meet for Institutional Planning for Establishing Resource Centres under the UNFPA Sponsored Project on Adolescent Education Programme for Madrasas in Bihar’,organised by the Department of Education, Jamia Millia Islamia, New Delhi on 12 March, 2021.

Other Academic and Professional Contributions

Prepared the Annual Work Plan and Budget, 2021-22 of the Department of Educational Planning, and organised the Departmental Advisory Committee Meeting on 15 February, 2021.

As In-charge, U-DISE Project w. e. f. 4 January, 2017, managed the U-DISE project at NIEPA.

Member, MPhil/PhD Programme Standing Advisory Committee of NIEPA.

Member, MPhil/PhD Programme Committee for Allotment of Supervisors (CAS) of NIEPA.

Member, Board of Studies of NIEPA.

Member, Academic Council of NIEPA.

Member, Departmental Advisory Committee of the Department of Educational Finance, NIEPA.

Member, Departmental Advisory Committee of the Department of Educational Policy, NIEPA.

Member, Departmental Advisory Committee of the Department of Training and Capacity Building in Education, NIEPA.

Member of the Committee for Developing Guidelines for Disbursement of NIEPA Fellowships.

Chairperson, Sub-Committee on Research and Innovation Policy at NIEPA.

Member, Book Selection Committee of NIEPA.

Member, Internal Quality Assurance Cell (IQAC) of NIEPA.

Chairperson, Technical Committee of NIEPA.

Member of the Committee for Developing Guidelines for NIEPA Publications.

Member, Committee to Design the Written Test for Admission to MPhil/PhD Programme of NIEPA.

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

Member of the Interview Board for Admission to MPhil/PhD Programme of NIEPA 2021-22.

Member, Core Group on NIEPA's Engagement with NEP 2020.

Member, NIEPA Internal Review Committee to consider applications received under the CAS.

Member, Planning and Monitoring Committee of NIEPA.

Research Studies

Undertaken the Action Research Project on "Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha". Phase I of the study was completed and the report was finalised in 2014. In Phase II of the action research, model DSEPs were developed by the Action Research Teams of the four sample districts of Tamil Nadu and Odisha.

These model plans as well as the key findings of the research were shared in the National Level Sharing Workshop held at NIEPA, New Delhi from 4-6 June, 2018. Thereafter, the Action Research Teams took quite some time for finalising the model DSEPs and submitted the same to NIEPA in February 2020. The final report of the action research (Phases I & II) is being finalised, and will be submitted to NIEPA by December 2021.

N. K. Mohanty

Participation in National and International Seminars, Webinars and Conferences

Participated in the Conclave on "Transformational Reforms in Higher Education under the National Education Policy 2020" on 7 August, 2020, organised by MoE.

Participated in the Webinar on "How Schools are Performing in India: Insights from Shaala Siddhi" on 8 August, 2020, organised by Shaala Siddhi Unit, NIEPA, New Delhi

Participated in the Webinar on "National Education Policy 2020: Prospects, Challenges and Pathways" on 19 August, 2020, organised by NIEPA, New Delhi.

Participated in the Webinar on "Advancing Gender Equity and Women Empowerment through Education" on 14 July, 2020, jointly organised by CPRHE/NIEPA and the University Grants Commission (UGC).

Participated in the Virtual Workshop on "Managing Energy Transitions in Developing Countries" on 14 July, 2020, jointly organised by the Indian Council for Research on International Economic Relations (ICRIER) and KAPSARC.

Participated in the Webinar on "Higher Education during Covid Pandemic" on 24 July 2020, organised by Department of Higher Education, NIEPA, New Delhi.

Training Programmes/Workshops Conducted/Organised: Could not be conducted due to Covid pandemic situation.

Training Material and Courses Developed and Transacted

Transacted (with Prof. K. Biswal) the Compulsory Course No. CC-6 (Advanced Planning Techniques in Education) for the MPhil /PhD Programme, 2020-21.

As Course Coordinator, conducted the PGDEPA Course No. 903: *Educational Planning: Concept, Types and Approaches* during September-November 2020.

As Course Convenor, conducted the PGDEPA(Phase II) Online Advanced Course No. 907: *Educational Planning* in July 2020 using the Moodle learning platform.

Revised the *Simulation Exercise on Sector Diagnosis: Indicators of Access and Participation*, August 2020.

Revised (with Dr. Suman Negi) the *Simulation Exercise on Sector Diagnosis: Indicators of Internal Efficiency*, August 2020.

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

As a Member of the Study Group VIII (Social Infrastructure) of NCR Planning Board, prepared the Final Report of Study Group on Education along with Prof. Avinash K. Singh of NIEPA, New Delhi and submitted to NCR Planning Board for inclusion in the Regional Plan 2041 for NCR.

Other Academic and Professional Contributions

Prepared the Annual Work Plan and Budget, 2021-22 of the Department of Educational Planning and organised the Departmental Advisory Committee meeting on 18 February, 2021.

As a Member of the Working Group on the Implementation Strategies of NEP 2020, assisted in the preparation of NIEPA Working Paper No.2, "Attaining the NEP 2020 Targets: Internal Efficiency of School Education, Transition Rates and Projection of Enrolment in School and Higher Education in India".

As a Member of the Working Group on the Implementation Strategies of NEP 2020, assisted in the preparation of NIEPA Working Paper No. 9, i.e., "Vocationalisation and Skill Development in School and Higher Education".

As a Member of the Working Group on the Implementation Strategies of NEP 2020, assisted in the preparation of NIEPA Working Paper No.13, i.e., "National Research Foundation".

Supervised and evaluated the PGDEPA 2020 dissertation entitled "Effect of Parental Involvement on Academic Performance of Students at Secondary Level: A Case Study of Government Secondary School, LingiPayong, South Sikkim", of Suraj Kumar Sharma, Headmaster, Government Secondary School, LingiPayong South Sikkim.

Supervised and evaluated the IDEPA 2020 dissertation entitled "Factors Affecting Dropout at Lower Secondary Level: A Case Study of Kyela District in Mbeya Region in Tanzania" by Elias J. Katembo of Tanzania.

As a Member of the MPhil/PhD Admission Committee, assisted in processing applications and other related activities for admission to MPhil/PhD Programme 2020-22.

Assisted in the conduct of the entrance test for admission to MPhil/PhD Programme 2020-22.

Research Studies

Undertaken the Action Research Project on "Development of District Secondary Education

Plan under RMSA in Tamil Nadu and Odisha”. Phase I of the study was completed and the report finalised in 2014. In Phase II of the action research, model DSEPs were developed by the Action Research Teams of the four sample districts of Tamil Nadu and Odisha. These model plans as well as the key findings of the research were shared in the National Level Sharing Workshop held at NIEPA, New Delhi from 4-6 June, 2018. Thereafter, the Action Research Teams took quite some time for finalising the model DSEPs and submitted the same to NIEPA in February 2020. The final report of the action research (Phases I & II) is being finalised, and will be submitted to NIEPA by December 2021.

Undertaken a research project on “Public-Private Mix in Secondary Education in India: Size, In-School Facilities and Intake Profile”. Phase I of the study has been completed and the report of Phase 1 of the project has been submitted on 20 August, 2020. The Phase II of the study is based on the primary data and information to be collected from the sample states. Due to Covid pandemic situation, it has not been possible to visit to the field/states to collect primary data and information for the study.

Suman Negi

Participation in Seminars/Conferences during the year under Report

(National/International)

Online training programme on “Migration and Development: Issues and Perspectives”, from 7-9 October, 2020, organised by V. V. Giri National Labour Institute, NOIDA

One-week online workshop on “Research Methodology” from 17-23 December, 2020, organised by the UGC-HRDC, Jamia Millia Islamia, New Delhi.

Workshops/Conferences/Training Programmes Organised

Coordinated the two-week MPhil workshop on “Use of Software Application in Educational Research”, online mode from 6-17 July, 2020.

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

Courses Transacted

MPhil Compulsory Course on Educational Planning (CC6)

MPhil Workshop on Use of Software Application in Educational Research

PGDEPA Course No. 903: Educational Planning

PGDEPA Advanced Course on Educational Planning - Online

Consultancy and Academic Support to Public Bodies during Period under Report

Resource Person, 3rd One-month Faculty Induction Programme, at HRDC, Jamia Millia Islamia, 4 January, 2021.

Other Academic and Professional Contributions

Discussant for a session on Use of Evidences in Policy Making: Use of Data; Best Practices in Indian and International Scenario, Orientation Programme on Policy Making Structures and Process in Education, 21-25 September, 2020.

Resource Person, Online Meet of Inclusive Education Coordinators on Education of Children with Specific Learning Disabilities (SLD), organised by the Department of Training and Capacity Building, NIEPA, 3-4 December, 2020.

Prepared the Annual Work Plan and Budget, 2021-22 of the Department of Educational Planning and

organised the Departmental Advisory Committee meeting on 18 February, 2021.

As a Member of the Working Group on the Implementation Strategies of NEP 2020, assisted in the preparation of NIEPA Working Paper No.2, “Attaining the NEP 2020 Targets: Internal Efficiency of School Education, Transition Rates and Projection of Enrolment in School and Higher Education in India”.

As a Member of the Working Group on the Implementation Strategies of NEP 2020, assisted in the preparation of NIEPA Working Paper No. 13, i.e., “National Research Foundation”.

Supervised and evaluated MPhil Dissertation- Inequality in School Education in India: A Study on Regional Disparities in Access and Participation. Completed in July 2020.

Supervised and evaluated IDEPA Project Work entitled “A Study to Examine the Primary School Assessment System in Bhutan: A Case Study of Norbugang Primary School, Samtse District”, completed in August 2020.

Supervised and evaluated PGDEPA Project Work - Role of Different Manchs in School for Girls in Rajasthan, completed in March 2020.

Prepared the NIEPA MPhil-PhD Degree Regulations 2020.

As a Member of the NIEPA Admission and Steering Committee for the MPhil-PhD Programme, took the responsibility for preparing the NIEPA Prospectus 2020.

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

Prepared the MPhil-PhD Programme schedule for the two semesters from July 2020-April 2021.

Member of Steering Committee for MPhil and PhD Programme

Member, Standing Purchase Committee.

Member, NIEPA Examination Committee

Member, NIEPA Admission Committee

Member, Equal Opportunities Cell

Member, NAAC Core Team

Department of Educational Administration

Kumar Suresh

Publication/Contribution in Working Paper

As a member of Core Group as well as coordinator of the group, contributed and prepared the working paper on *Reforming Structures of Governance in the Federal Framework of Education in NEP 2020: Implementation Strategies, NIEPA New Delhi* (Published by NIEPA as a consolidated document).

Prepared a write-up on Strengthening of CABE as a part of input provided to the MoE through the institution on the request of the MoE.

As a member of the group, contributed in the development of Working Paper on *Equity, Diversity and Inclusion in School and Higher Education in NEP 2020: Implementation Strategies, NIEPA New Delhi* (Published by NIEPA as a consolidated document).

**Participation in Seminars/Conferences/
Workshops during the year under Report
(National/International) (including title,
organisers, date & place)**

***Participation as Resource Person in Webinars/
Workshops***

Keynote speaker on *NEP and Public Education* in Webinar on “**National Public Policy Discourse on Reimagining Public Education**” organised by Mahatma Gandhi Central University Bihar in collaboration with NEHU, Shillong and Central University Tamil Nadu on 26 June, 2020.

Special Guest-cum-Invited Speaker in National Webinar on *National Policy on Education 2020: A Step towards Revamping Indian Education* on 16 August, 2020, organised by the Department of Education, School of Education, Babasaheb Bhimrao Ambedkar University, Lucknow.

Keynote Speaker in International Webinar on “*National Education Policy 2020: Future Roadmap for Education in India*”, organised by the Allahabad University Constituent Colleges Teachers’ Association (AUCCTA) on 22-23 August, 2020.

Presented a brief to the members of the Asia- Africa Network Dialogue on Education about *India initiative in education towards reforming education through NEP 2020* in international webinar on 24 August, 2020.

Key Speaker on *NEP 2020 and Challenges and Prospects of Virtual Learning in Higher Education* in International Webinar on Virtual Learning: Challenges and Prospects in Higher Education, Rural Institute of Higher Studies, Bhograi, Odisha on 6 September, 2020.

Key Speaker in the Webinar on **National Education Policy 2020: A Discussion on Possibilities and**

Challenges, organised by DIET, Hapur, Uttar Pradesh on 13 September, 2020.

Resource Person /Key Speaker on *Higher Education in NEP 2020* on 15 September in a three-day National Webinar on Perspective of NEP 2020, 14-16 September, 2020, organised by the School of Education, Central University of Kashmir, Srinagar.

Resource Person /Key Speaker - Delivered a lecture in the National Webinar on NEP 2020 “*Roadmap for Higher Education: Prospects and Impediments*” on 11 November, 2020 through virtual platform commemorating the National Education Day organised by the Department of Education, Assam University, Silchar.

Resource Person /Key Speaker-Delivered a special invited lecture on **Affirmation of the Idea of Pluralism, Equality and Citizenship in Indian Constitution** at the Celebration of the Constitution Day on 26 November, 2020.

Resource Person /Key Speaker - Invited to deliver lecture on *NEP 2020 and its Implications for School Education* in the Annual Conference of Naval Education Society by the Director of Naval Education on 18 December, 2020 at Navy Children School, Chanakyapuri, New Delhi.

Invited as a Plenary Speaker to speak on **Governance Reforms in Higher Education: Policy Proposals, Challenges and Possibilities** in the National Seminar on “NEP 2020-A New Paradigm to Empower India” on 16 February, 2021 organised by IQAC in collaboration with UBA of ShyamLal College, University of Delhi in Virtual Mode.

Expert Speaker -Made presentation on **Governance Reforms and Institutional Preparedness for Internationalisation of Higher Education** on 25 March, 2021 in the World Bank-OHEPEE Sponsored National Seminar on ‘New Education Policy 2020 and Internationalization of Higher Education in

India: Opportunities and Challenges'organised by International Office, Utkal University, Bhubaneshwar, 25-26 March, 2021.

Delivered a lecture on **Academic Leadership and Administrative Skill: Why, What and How?** in a 5-day online workshop from 22-26 March, 2021 on "Fundamentals of Administrative Skills for Teachers and Students in Higher Education Institutions" organised by the Maulana Azad National Institute of Technology, Bhopal (MNIT on 24 March, 2021).

Chaired a session on **State Higher Education Councils (SHECs) and Implementation of National Education Policy (NEP) 2020** on 19 March, 2021 in the Consultative Meeting on State Higher Education Councils on 18-19 March, 2021 at the Centre for Policy Research in Higher Education (CPRHE), National Institute of Educational Planning and Administration (NIEPA).

(b) Speaker/ Lectures in HRDC and other Programmes (Note- NEP 2020 has been the main reference point in all the lectures listed below):

Delivered a lecture on **Governance of Higher Education in India**, JMI, on 21 November, 2020 in the second online faculty induction programme from 16 November to 15 December, 2020 organised by the Human Resource Development Centre, Jamia Millia Islamia, New Delhi.

Delivered a lecture on **Diversity, Multiculturalism and Citizenship Education**, 4th Refresher Course on Teacher Education, HRDC, JNU on 2 December, 2020.

Delivered a lecture on **Governance of Higher Education –Global Trends and Implications for India** on 2 January, 2021 in the third online faculty induction programmeorganised by the Human Resource Development Centre, Jamia Millia Islamia, New Delhi.

Delivered a lecture on **Educational Reform for Quality in Education** on 13 January, 2021 organised jointly by UGC-HRDC, Rani Durgawati Vishwavidyalaya, Jabalpur, MP and School of Education, Mahatma Gandhi Central University, Motihari, Bihar.

Delivered a lecture on **Understanding the Role and Responsibilities of Faculty in Higher Education Institutions** in FIP, HRDC, PRSU, Raipur, 3 February, 2021.

Delivered a lecture on **Institutional Planning and Development** in FIP, HRDC, PRSU, Raipur, 3 February, 2021.

Delivered a lecture on **Institutional Planning and Development** in FIP, HRDC, LNIPE, Gwalior, 11 February, 2021.

Delivered a lecture on **Governance of Higher Education –Global Trends and Implications for India** on 13 February, 2021 in the fourth online faculty induction programme organised by the Human Resource Development Centre, Jamia Millia Islamia, New Delhi.

Delivered a lecture on **Governance and Leadership in the Institutional Context of Higher Education** on 15 March, 2021 in Leadership Development Programme organised by UGC-HRDC, Mizoram University from 12-18 March, 2020.

Delivered invited lecture on the theme **Understanding Diversity and Inclusion: Access & Equity** in the short-term course on **Inclusion in Higher Education** for the teachers of Delhi University organised by ILL, University of Delhi on 16 March, 2021.

Resource Person/Speaker in **Research Methodology Course** organised by the Department of Political Science, University of Delhi on 17 March, 2021.

Workshop/Conferences/Training Programmes Organised

Conducted Workshop-cum-Orientation Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges from 17-19 February, 2021 in online mode.

Orientation meeting with the officers (DEOs and BEOs) nominated by the states/UTs for the consideration of Awards for Innovations and Good Practices during 2018-19 held on 15 January, 2021 in online mode through Google meet.

Online Workshop on Writing Skills for Research Scholars, 29 June-3 July, 2020.

Online Internship for MEd students from RIE, Bhopal from 22-27 February, 2021.

Training Materials and Courses Developed and Transacted

As a **Course Coordinator** of the Core Course CC-07 on Educational Administration and Management, prepared the detailed framework of transaction of the course and transacted sessions of the course along with course team members.

As a **Course Coordinator** of the Optional Course OC-07 on Equity and Multicultural Education, prepared the detailed framework of transaction of the course and transacted 10 sessions.

As a member of the course team of CC-01, transacted 11 sessions on Political Perspective on Education.

Transacted PGDEPA Course on Educational Administration in online mode.

Transacted 50 percent of the **Advanced Course in Educational Administration** in Advanced Course of PGDEPA.

Transacted course on educational administration in the IDEPA course.

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

Consultancy and Academic Support to Public Bodies

Member of the Editorial Board of the *Journal, Research and Reflections on Education*, St. Xavier College of Education, Palamkottai.

Member of the Editorial Advisory Board of the *Jamia Journal of Education*.

Expert to evaluate MPhil/ PhD dissertation/ thesis of Delhi University, JNU, IGNOU, Jamia Millia Islamia, etc.

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.

Other Academic and Professional Contributions

Registrar (I/C) till 23 September, 2020. In this capacity, continued with a number of initiatives that were taken for strengthening governance in tune with the principles of transparency, accountability and ease of governance. Some of the initiatives include:

Formulation/ revision of Rules/ Guidelines in the institution (revision of Service Regulations, Recruitment Rules, House Allotment Rules, Delegation of Powers, revision of *Memorandum of Association* as per the UGC revised Regulations for Deemed to be University as well as Institutional Policy Guidelines).

During the period, two meetings, each of the Board of Management, Academic Council, and Board of Studies, were conducted. All the agenda papers and

other related documents were prepared under my inputs and overall supervision.

As **Head of the Department of Educational Administration**, led different activities of the Department, including organisation of Department Advisory Committee meetings and preparation of detailed agenda notes. Also organised Orientation Meeting of the National Awards for Innovations Scheme.

Acted as the **Chairperson of the Committee to prepare the document of MoU** for signing with the MHRD.

As **Chairman of the Committee to prepare the SSR** for the assessment of the institution by NAAC, process initiated and, through a series of meetings, faculty, staff and students were oriented.

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 throughout the year.

Leading a major project of the third All India Survey of Educational Administration as Project Director. This involved a number of activities relating to academic input, guidance and monitoring.

Contributions as an Editor

Editor: NIEPA Occasional Paper Series (Two issues brought out during the period of report); other three under publication

Editor: NIEPA Policy Brief

MPhil/ PhD Supervision

Supervision of Doctoral Scholars: Five Research Scholars (Anuradha Bose, Monika Maini, Pratiksha Tripathi, Nida Khan and Suman Saha) pursuing Doctoral Research under my supervision.

Supervision of MPhil dissertation of Aarushi Kaushik. She has submitted and awarded.

Supervision of PGDEPA/ IDEPA Projects

Project supervision on each for PGDEPA and /IDEPA candidates.

Contribution as a Member of different Academic Bodies of NIEPA

Member of the Academic Council and Board of Studies

Member of the Committee for Allotment of Supervisors

Member of the Committee to Review the Progress of MPhil/ PhD work

Member of the IQAC

Member of the Standing Advisory Committee - MPhil/PhD

Member of the Grants-in-Aid Committee (GIAC)

Member of the M Phil Admission Interview Committee and Moderation Committee

Member of the Review of Proposal for the Seminar Grant

Also, a member of consultative committee and different task forces of the Departments of NUEPA relating to the conduct of programmes

Membership of Eminent Bodies outside NIEPA

Member of Academic Council, NIOS

Member of Academic Council of UGC-CEC, New Delhi

Member of Academic Council of the ARPIT-SWAYAM course of the MHRD under PMMMNMTT, Sant Gadge Baba Amravati University, Amravati, Maharashtra

Life Member of the Indian Sociological Society

Life Member of IIPA, New Delhi

Member of International Sociological Association

Member of Africa-Asia Research Group

Membership of Committees in NIEPA

Member of the Planning and Monitoring Board

Member of the Academic Council and Board of Studies

Member of the Committee for Allotment of Supervisors

Member of the Committee to Review the Progress of MPhil/ PhD work

Member of the IQAC

Member of the Standing Advisory Committee - MPhil/PhD

Member of the Grants-in-Aid Committee (GIAC)

Member of the MPhil Admission Interview Committee and Moderation Committee

Member of the Review of Proposal for the Seminar Grant

Research Review Committee

Member of the Editorial Team of *Paripeksha*

Chairperson of the Committee to finalise Publication Guidelines

Also, a member of consultative committee and different task forces of the Departments of NUEPA relating to the conduct of programmes

Member of the Screening Committee of the Applications for the promotion of faculty under CAS Scheme

Vineeta Sirohi

Publications

Article: "Skill Development and Vocational Education in India: Policies and Practices". Vol. 25 No.1 January-June 2019. Newsletter ANTRIEP (Published in June 2020).

Chapter in IHER Report 2020 on "Informal Modes of Skill Formation" (Under print by Routledge).

Contributed as a Member of the Editorial Board for UNESCO Report: Vocational Education First. State of Education Report for India 2020 Technical and Vocational Education and Training (TVET). Published in December 2020.

As a Coordinator, contributed to the development of working paper on NEP 2020 on the theme "Vocationalisation and Skill Development in School and Higher Education".

Participation in Seminars/Conferences/ Workshops during the year under Report (National/International) (including title, organisers, date and place)

Invited as a Speaker in a National Webinar on "Contemporary Issues in Institutional Leadership" by Tamil Nadu Teachers Education University, Chennai on 26 May, 2020 (Online).

Invited as a Panel Speaker on "Expanding evidence-based research for better planning and monitoring" on the launch event of UNESCO TVET Report organised by UNESCO, Delhi on 8 December, 2020 at New Delhi (Online).

Contributed as a Member of the Working Group, constituted by the NCERT, for the development of Working Paper on "Pre-vocational Education and Vocational Education" for National Curriculum Framework (NCF) - NEP 2020 organised by PSSCIVE (NCERT) on 5 October, 2021 at Bhopal (Online).

Resource Person for two sessions on “Research Design” in Research Methodology Course supported by ICSSR- Qualitative Social Science Research: Methods and Approaches from an Interdisciplinary Perspective organised by Gujarat Institute of Development and Research. Ahmedabad, Gujarat on 2 February, 2021 at Ahmedabad, Gujarat (Online.)

Invited as an Expert in the National Seminar- National Awards for Innovative Practices and Experiments in Education for Schools and Teacher Education Institutions organised by NCERT on 2-3 March, 2021 at New Delhi (Online).

Workshops/Conferences/Training Programmes Organised

Online Orientation Programme organised for the new batch of students admitted to MPhil-PhD Programme 2020-21

Training Material and Courses developed/ transacted during the year under Report

Transaction and Evaluation MPhil-PhD Core Course CC-1 – Psychological Perspective of Education

Transaction and Evaluation- MPhil-PhD Core Course CC-7

Coordinator, Transaction and Evaluation - Optional Course OC-2 – Education and Skill Development

Coordinator, Transaction and Evaluation - IDEPA Course- 202

Coordinator, Transaction and Evaluation - PGDEPA Course on Educational Management - 904

Transaction and Evaluation- Advanced Course-908

Research Guidance to MPhil and PhD Scholars

Research Guidance to PGDEPA and IDEPA Participants

Consultancy and Academic Support to Public Bodies during period under Report

Academic Support to SCERT, Delhi on Restructuring and Formulating Recruitment Rules for Academic Posts created after restructuring of SCERT/DIETs.

Research Study (MHRD Sponsored “Involvement of Teachers in Non-Teaching Activities and its Effect on Education: An All India Study of Time Spent by Teachers on Election and Election-related Duties” – Draft Report submitted to MHRD.

Contributed as a Member, Training Advisory Committee Meeting, CBSE.

Contributed as a Member of the Editorial Board to UNESCO TVET Report 2020.

Provided feedback on UGC Guidelines on ‘Apprenticeship/Internship embedded Degree Programme’.

Academic support to MOE for implementation of NEP 2020 by coordinating and contributing to the working paper on “Vocationalisation and Skill Development in School and Higher Education”.

Participated in the Expert Committee Meeting for Developing Training Module for the Principals of Madrasas in Bihar organised by JMI, New Delhi.

As a Member of the Programme Advisory Committee, participated in meetings of two DIETs of Delhi.

Attended meeting of Governing Body of SCERT, Kerala.

Evaluation of Doctoral thesis of Delhi University.

Other Academic and Professional Contributions

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

Academic support as a Member of the Editorial Board in reviewing research papers submitted for publication to the Journal of Educational Planning and Administration.

Chairperson of the Steering Committee on planning, coordination, administration and management of MPhil-PhD Programme. As a Chairperson, completed different activities which include revision of submission guidelines on PhD Thesis; revision of Application Form and Prospectus for Admission to MPhil-PhD Programme 2021-22; Coordinated and Planned Calendar of Activities and Schedule of MPhil-PhD Programme; Chaired Faculty and Peer Review Seminars of MPhil Scholars; Chaired Faculty and Peer Review Seminars of Ph.D Scholars; Coordinated and Chaired Pre-Submission Seminars of PhD Scholars; Coordinated and participated in SAC meetings; Coordinated and participated in CAS meetings as Member-Secretary; Participated in the meeting of upgradation of scholarships from JRF to SRF scholarships to students.

Participated in the meeting of Board of Studies, NIEPA.

Participated in the meeting of Academic Council, NIEPA.

Screening of applications for academic positions.

Participated and contributed to Research Review Committee Meetings.

Participated in JEPA Editorial Board Meetings.

Participated in DAC 2021 Meeting.

Membership of Eminent Bodies outside NIEPA

Member of Governing Council, SCERT, Delhi.

Member of Executive Committee, SCERT, Delhi.

Member of Recruitment Rules Committee, SCERT, Delhi.

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

Life Member of Association of Clinical Psychologists.

Life Member of Indian Association of Applied Psychology.

Member of Training Advisory Committee, CBSE.

Member of Editorial Board for the State of Education Report for India 2020: Technical and Vocational Education and Training (TVET), UNESCO, New Delhi.

Member of NCF Working Group, constituted by the NCERT, for the Development of Working Paper on “Pre-vocational Education and Vocational Education” for National Curriculum Framework (NCF) - NEP 2020.

Member of the Institute Advisory Board, PSSCIVE (NCERT).

Member of the Committee to evolve screening criteria, procedure/process/scheme of recruitment at SCERT, Delhi.

Membership of Committees in NIEPA

Chairperson, Steering Committee

Special Invitee in the meeting of Board of Studies

Member, Academic Council, NIEPA

Member, Standing Advisory Committee

Member-Secretary, Committee for Allotment of Supervisors (MPhil-PhD)

Chairperson, Admission Committee

Member, Research Review Committee for Dissemination of Research

Chairperson, Equal Opportunity Cell

Member, Internal Complaints Committee

Member, Editorial Board, JEPA

V. Sucharita

Contribution in Working Paper

Contributed in the working paper on *Reforming Structures of Governance in the Federal Framework of Education* in NEP 2020: Implementation Strategies, NIEPA, New Delhi

Contributed in the working paper on *Vocationalization and Skill Development in School and Higher Education* in NEP 2020: Implementation Strategies, NIEPA, New Delhi

Participation in Conferences/Courses

Attended the 4th Refresher Course on Teacher Education organised by JNU-HRDC, New Delhi from 1-14 December, 2020.

Webinars/Lectures Attended

Conclave on Transformational Reforms in Higher Education under NEP 2020 organised by MoE and UGC, New Delhi on 7 August, 2020.

Webinar on National Education Policy–2020: Prospects, Challenges and Pathways organised by NIEPA, New Delhi on 19 August, 2020.

Webinar on Capacity Development of Teachers in Higher Education in the Light of NEP 2020 organised by NRCE, Department of Higher Education, NIEPA, New Delhi on 5 September, 2020.

Participated in the online lecture series on Anthropological Theories by Anthropological Society of India, Southern Regional Centre, Mysore from 5-13 October, 2020.

Attended a webinar on History of Indian Education organised by IASE, Thrissur, Kerala on 26 February, 2021.

Training Programmes/Workshops Conducted

Conducted Orientation-cum-Workshop on “Leadership in Educational Governance for District Level Officers” from 8-12 February, 2021 in online mode.

Conducted online internship for MEd students from RIE, Bhopal from 22-27 February, 2021.

Courses Transacted

MPhil

Teaching in MPhil course on Educational Administration (CC-07) and Equity and Multicultural Education (OC-07).

PGDEPA

Teaching as well as convenor of PGDEPA Course-904 on Educational Administration.

Guidance and Supervision

Supervised PGDEPA participant, Abeinuo, on her dissertation titled, “ECCE in Nagaland with special reference to EBRC Viswema under Kohima District, Nagaland”.

Supervised MPhil scholar, Muhammad Yasin, on his dissertation titled “Understanding Inspection and Supervision in Secondary Schools – A comparative analysis of different schools in Thane District, Maharashtra”.

Other Academic and Professional Contributions

Member of the Academic Council of NIEPA, New Delhi

Member of the Board of Studies of NIEPA, New Delhi

Member of the Screening Committee for screening the applications for admission to MPhil PhD Programme

Member of the Committee for Evaluation of MPhil-PhD Answer Scripts

Member of the Tender Opening and Evaluation Committee

Membership in Professional Bodies

Life Membership of Comparative Education Society of India (CESI)

Life Membership of Indian National Confederation and Academy of Anthropologists (INCAA)

Department of Educational Finance

Mona Khare

Research Studies: Completed and Ongoing Research Project

International

Higher Education Internationalisation in Select Asian Countries UNESCO, Bangkok and Tokyo University, Japan Project. (India Case Study: Draft Report Revised and Final Report submitted in March 2020).

Study on National Strategy for Developing Human Resources for the Industries of the Future. Asia Productivity Organisation, Tokyo, Japan. Draft Report Revised and Final Report submitted in May 2020.

Ongoing “QualIndia Project on Analysis of Quality in Indian Vocational Training Institutions: ITIs and Polytechnic Colleges (QualIndia) with University of Cologne, Chair of Economics and Business Education,

Germany. Federal Ministry of Education and Research, Germany.

Ongoing Neoliberalism versus Political Capitalism, Investing in the Global Common Good -Shifting Paradigms in Funding for Higher Education as a contributing author to the Handbook of Education Policy (UK: Edward Elgar Publishing) with University of Hong Kong and University of Minnesota.

National

Senior Consultant in Fiscal Policy Institute, Bengaluru Research Project “*Capacity Building and Research on Public Finances for Children in Karnataka State*” in partnership with UNICEF. Report on National Education Policy 2020 [NEP 2020] – Financial Implications for Educational Development in Child Budget of Karnataka State. First Draft Submitted in February 2021.

Training Material Development for National and Government of Karnataka’s training programmes on ‘Gender Budgeting’ for officers of Groups A& B cadre on behest of Ministry of Women and Child Development for the year 2020-21. Contributing Author for the chapter titled “Education Sector Gender Budgeting in India” for their publication with the theme ‘Gender mainstreaming efforts: issues and challenges’.

Spatial Dynamics of Comparative Advantage in Educational Development - A State-wise Study (NIEPA): three papers presented in the National/International Seminars, one published, and two under publication based on the study. The virtuous cycle of growth, employment and education in India - path to equitable development, presented in the National Seminar at Council for Social Development, New Delhi. Data at district level has been collected, compiled, and final tables have been prepared. Analysis at district level is in final stages and full report writing is in progressing.

Study on Employment and Employability of Higher Education Graduates in India (CPRHE, NIEPA). Six papers and an edited volume of India Higher Education Report drawn from the study published as follows, and International Seminar Based Book under finalisation.

India Higher Education Report 2020: Employment and Employability of Higher Education Graduates. Co-edited with N.V. Varghese, Routledge (Forthcoming).

Graduate Employment and Sustainable Employability Skills in India, N.V. Varghese and C.M. Malish, CPRHE Research Paper Number 14, CPRHE, NIEPA, New Delhi (2020).

“Employment and Employability of Higher Education Graduates in India - A Multi-stakeholder Perspective” presented in the International Seminar on Employment and Employability of Higher Education Graduates, 19 February, 2019. IHC, New Delhi.

“India: Graduates and Employment”, International Higher Education, Boston College Centre for International Higher Education, Boston University, USA, No.95, Fall, 2018.

“Inter-Group Disparities in Graduate Employability Skills” N.V. Varghese *et al* ed India Higher Report 2016, Sage Publications. 2018.

“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.

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

The IHER 2020 on the related theme is under publication with Routledge. Drawing a few papers from this study as well as other invited authors, two authors' meeting has been conducted for the same, and the final manuscript submitted to Routledge in December 2020.

Five State draft reports have been reviewed and sent to State Teams for revision. One State report is under preparation, and a rough draft of the synthesis report is near completion.

Published Work for the period under Report

Books

India Higher Education Report 2020: Employment and Employability of Higher Education Graduates. Co-edited with N.V. Varghese, Routledge (Forthcoming)

Education Financing in India: Shifting Paradigm – An Edited Book based on National Seminar, NIEPA. Post review reports by Routledge the Book Contract issued by publishers and awaiting signatures by Registrar. Draft Chapters being reviewed and Manuscript being finalized.

Papers/Book Chapters

Triangular Model of Outcome-Based Higher Education Performance, in N.V. Varghese and Sayantan Mandal (eds) Teaching Learning and New Technologies in Higher Education, Springer Nature Singapore Pte Ltd, 2020.

Trends and strategies towards internationalisation of higher education in India (2021), International Journal of Comparative Education and Development, Emerald Publishing Limited, UK Accepted on 16 January, 2020, DOI 10.1108/IJCED-10-2020-0067.

Graduate Employment and Sustainable Employability Skills in India, N.V. Varghese and C.M. Malish, CPRHE Research Paper Number 14, CPRHE, NIEPA, New Delhi (2020).

“Education Sector Gender Budgeting in India” in ‘Gender mainstreaming efforts: issues and challenges’ Training Module by FPI, Department of Finance and WCD, Government of Karnataka. Bengaluru,(2020).

Inbound Student Mobility in Indian Higher Education: A Concern for Gendered Realities,

University News, Vol. 58, No 30, July-2 August, 2020, AIU, New Delhi with Sonam Arora.

Need and Rationale for Gender Budgeting in Higher Education in India (2020), Arthika Charche, Vol. 5, No. 1, January-June, Government of Karnataka, Fiscal Policy Institute, Bengaluru.

Exploring the relationship between economic growth, employment and education in Indian States. In Govinda Rangachar and Poornima M (eds) India's Social Sector and SDGs, Routledge, Taylor and Francis, New York (2019).

Report of the Workshop on Gender Budgeting in Education recently organised at Hyderabad jointly with the Telangana Council of Higher Education.

Participation in Seminars/Conferences/Workshops during the year under Report

International

Expert /Project Partner in QualIndia Project virtual Meeting on 3 December, 2020 by University of Cologne, Germany.

Participated in webinar on 'Higher Education and Innovation to Achieve the Sustainable Development Goals in Asia and the Pacific' on 2 December, 2020 by Osaka, Sapporo, Tokyo.

UNESCO webinar on 'Investing in education and training in the era of covid-19 and beyond. on 2 December, 2020.

National

Resource Person in the Orientation Programme for officers in the Line Departments of Government of Karnataka (GoK) for the purpose of building their capacity to prepare the Child Budget 2021-22 on 19 December, 2020.

Expert in the first Technical Advisory Group meeting of the UNICEF-Project in 2020-21 on "Capacity

Building and Research on Public Finances for Children in Karnataka State", Fiscal Policy Institute, convened online meeting on 16 October, 2020.

Resource Person in ICSSR sponsored forthcoming ISID Capacity Building Programme on "Industrialization, Corporate Sector and Development" from 15-27 February, 2021 on 22 February, 2021.

Guest of honour and key speaker for webinar on 'An insight into The New Education Policy 2020' organised by Inner Wheel Club of Bhopal Legacy on 6 October, 2020.

Eminent Speaker for the webinar on 'NEP 2020 Knowledge Series - Transforming Higher Education-Financial Aspects' on 18 September, 2020 organised by ASSOCHAM.

Webinar on 'The New National Education Policy 2020' on 25 September, 2020 at India International Centre, New Delhi.

Resource Person of the national webinar on 'The New Education Policy 2020 and Higher Education in India' on 28 August, 2020 organised by Department of Education & IQAC, Government Zawlnuam College, Mizoram.

Resource Person of webinar based online programme on 'The New Education Policy 2020 and Higher Education' on 31 August, 2020 by VIMARSH, UCSSH online Dialogue Series (An Initiative by University College of Social Sciences and Humanities), Mohanlal Sukhadia University, Udaipur.

Resource Person for webinar based online programme on the topic 'Leadership in Troubled Times - Innovation, Integration and Grit' on 8 July, 2020 organised by DIET as part of online training programme from 29 June-9 July, 2020 at Hathras, Uttar Pradesh.

Keynote Speaker for the national webinar on 'Covid-19 crisis and its impact on world demography and economy' - Human Resource Development and the NEP on 11 July, 2020 jointly organised by Government Home Science Lead College, Hoshangabad (MP) and Shri Makhanlal Chaturvedi Government College, Babai (Distt. Hoshangabad).

Virtual Round Table discussion on "Quality Assessment in Higher Education - The Need of the Hour" on 11 December 2020 by QSI-GAUGE.

Webinar on 'Higher Education during the COVID Pandemic' on 24 July, 2020 organised by NIEPA.

Webinar on 'Advancing Gender Equity and Women Empowerment through Education' on 14 July, 2020 organised by CPRHE, NIEPA.

Panelist on 'QS IGAUGE Ratings - Methodology 2.0 and Subject Ratings' on 1 August, 2020.

Webinar on 'How Schools are Performing in India? Insights from Shaala Siddhi' on 8 August, 2020 organised by Department of School and Non-Formal Education and School Standards and Evaluation Unit, NIEPA.

Webinar on 'Reimagining the Workplace of the Future' on 13 August, 2020 organised by VERIS.

National webinar on 'National Education Policy-2020: Prospects, Challenges and Pathways' on 19 August, 2020 organised by NIEPA.

National webinar organised by NIEPA on the occasion of 14th Foundation Day Lecture on 'Education and Social Opportunity: Bridging the Gap' on 20 August, 2020.

Webinar on 'Economic Development and Changes in Work Styles Post-COVID-19' on 25 August, 2020.

Participated in 'Online Launch of the 2020 State of the Education Report' on 8 October, 2020 by UNESCO, Delhi.

Workshops/Conferences /Training Programmers organised

PhD pre-submission seminar of Sumit Kumar

Viva-voce of Sanju Chowdhury - PGDEPA dissertation

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

Involved in teaching in the following courses:

Developed background/reading material and transacted sessions in

MPhil/ PhD - CC3, Research Methodology I (Coordinated, conducted and evaluated).

International Diploma in Educational Planning & Administration (IDEPA): Transaction of Classes in IDEPA Course No. 207 on Financial Planning and Management in Education.

National Diploma in Educational Planning & Administration (DEPA and PGDEPA).

Research Guidance and Supervision of MPhil/PhD /PGDEPA

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

Ph.D.- Sandhya Dubey: "Access and Quality Dynamics in Financing of Higher Education". Analysis and Report writing under progress.

PhD-Sonam Arora: Proposal finalised and work under progress.

PhD -Parul Sharma: Proposal finalised and work under progress.

PhD - Raj Gaurav: Synopsis submitted. Being refined further.

MPhil -Karika Das: Dissertation submitted.

IDEPA dissertation: “School Factors affecting Performance of Secondary Students in Science Subjects in South Sudan. A case of selected Secondary Schools in Central Equatoria State”. of OchanLino Victor Owiny from South Sudan, a participant of IDEPA-XXXVI. Submitted.

PGDEPA dissertation: “A Study on the Functioning and Performance of Government Model Primary School, Tapovan Block-Narendra Nagar District-Tehri Garhwal, Uttarakhand” by Pankaj Upreti, Dy Education Officer, PES, Uttarakhand (Finalised, submitted, evaluated and awarded).

PGDEPA dissertation: “Schools as Centres of Overall Child Development: Response to Challenges during COVID 19 – A Case Study of Select Government Schools in Rajasthan” by Sanju Chowdhury. Synopsis and Chapter Scheme finalised. Research Tools under development. (Submitted and viva-voce held).

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

Member: Expert Committee (Education Sector) -15th Finance Commission period i.e. 2020-21 to 2024-25 to prepare the estimate of fund requirement for the Ministry of Human Resource Development, GOI 2018.

Member: Sub-Committee on Index of Service Production in Education Sector, Ministry of Statistics and Programme Implementation, Central Statistical Organisation, GOI.

National Expert and Coordinator (India): Project on Human Resource Development for the Future. Asia Productivity Organisation, Tokyo, Japan. “National strategy in developing human resources for industry of the future in India (Final Report submitted).

National Expert and Coordinator (India): **UNESCO, Bangkok-TOKYO** University Project on Higher Education Internationalisation in Select Asian

Countries. “Internationalisation of Higher Education – A Country Case of India” (Final Report submitted).

Member, Technical Advisory Committee for Child Budget Development, Fiscal Policy Institute, Government of Karnataka.

Project Partner in QualIndia Project with University of Cologne, Germany.

Invited Member, Internal Quality Assurance Cell, NLIU, Gujarat, India.

Review of Manuscript ID CORE-2019-0063 for Oxford Review of Education June 2019.

Studies in Microeconomics, SAGE Publications, and review of manuscript ‘Long Term Effects of Preschool: Evidence from NLSY for Studies in Microeconomics.’

Review work for Sage, Emerald, Oxford.

Other Academic and Professional Contributions

Member, Editorial Board, JEPAA, published by NIEPA, New Delhi

Member-Secretary, MPhil/PhD Progress Review Committee

Member, MPhil and PhD Admission Committee (Interview Board)

Member, Committee for Setting Questions for MPhil/PhD Entrance Examination

DAC, Department of Higher Education

DAC, Department of Educational Finance

Member, MPhil Curriculum Revision and Restructuring Committee.

Reviewer for Studies in Microeconomics, Sage Publications

Guest Editor for Special Issue of Life Science Global, Canada

Review for Management and Economics Research Journal

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 (PhD Evaluation) for various Indian universities

Selection Committee Member for various universities and other Government bodies

Vetukuri P. S. Raju

Publications

Research Papers/Articles

Best Practices in Teaching to improve the quality of school education in West Godavari District of Andhra Pradesh, in 'Innovations and Best Practices in Education' by Department of Education (CASE & IASE), IUCTE, Faculty of Education & Psychology, MS University of Baroda, Vadodara, 2020, pp.40-49, referred, 978-93-5406-947-5.

Financing Tribal Education in India, in 'Tribal Development in India: Challenges and Prospects in Tribal Education', Sage Publications India, 2020, pp.301-314, referred, 978-93-5388-427.7 (HB).

Financing of Higher Education: A Study of PM's Special Scholarship Scheme for Jammu and Kashmir Students (under consideration).

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

Non-enrolment and Drop-out of Muslim Children at Elementary Stage in Uttar Pradesh (under consideration).

Research Studies: Completed and Ongoing Research Projects

Causes of 'Non-enrolment and Drop-out among Muslim Children at Elementary Stage: A Comparative Study of Andhra Pradesh and Uttar Pradesh' (Completed the project).

An Evaluation Study of the Centrally Sponsored 'National Means-cum-Merit Scholarship Scheme' (Project proposal submitted to Ministry of Education, Government of India).

An Evaluation Study of the Centrally Sponsored Scheme 'National Scheme of Incentive to Girls for Secondary Education' (Project proposal submitted to Ministry of Education, Government of India).

Participation in Seminars/Conferences/Workshops

National Education Policy 2020

Participated in webinar on 'Conclave on Transformational Reforms in Higher Education' under the National Education Policy 2020 on 7 August, 2020 organised by UGC and Ministry of Education, Government of India.

Participated in webinar on 'How Schools are Performing in India: Insights from Shaala Siddhi' on 8 August, 2020 organised by Shaala Siddhi unit, NIEPA, New Delhi.

Participated in webinar on the occasion of 14th Foundation Day Lecture on 'Education and Social Opportunity: Bridging the Gap' by Prof. A. K. Shiva Kumar, Development Economist and Policy Advisor on 20 August, 2020 organised by NIEPA, New Delhi.

Participated in webinar on 'National Education Policy 2020 - A New Way Forward' on 11 August, 2020 organised by the Jindal Global Law School.

Participated in webinar on 'National Education Policy 2020: Prospects, Challenges and Pathways' on 19 August, 2020 organised by NIEPA, New Delhi.

Participated in webinar on 'Colloquium on National Education Policy 2020 (An Activity of the UGC-Paramarsh Scheme) on 26 August, 2020 organised by St. Aloysius College (Autonomous), Mangaluru.

Participated in the national webinar on 'Re-Imagining Indian Universities in the context of National Education Policy (NEP) 2020' on 28 August, 2020 organized by IQA Cell, The M S University in association with IUCTE.

Participated in the national webinar on 'New Education Policy 2020 and Higher Education in India' on 28 August, 2020 organised by Department of Education & IQAC, Govt. Zawlnuam College, Mizoram.

Participated in the Eminent Educators' Colloquium: Agenda setting for leadership on the theme 'The Future of Education, Implementing NEP 2020' on 28 August, 2020 organised by the OP Jindal Global University.

Participated in the national webinar on 'NEP 2020 with Special Reference to Teacher Education' on 29 August, 2020 organised by Faculty of Education, RBS College, Agra.

General Topics on Education

Speaker on 'What cost education to pay during COVID-19?' and participated in a two-day webinar on 'Education and Leadership during the Crisis'

organised by the Central University of Jammu, Jammu & Kashmir on 7-8 May, 2020.

Participated in a three-day Online Workshop on 'Development & Standardisation of Tools for Research in Social Sciences' from 16-18 June, 2020 organised by the School of Education, Central University of Jammu, under the scheme of PMMMNM on Teachers and Teaching.

Speaker on 'What price will education pay for COVID-19?' and participated in a three-week Faculty Development Programme for Science, Engineering and Arts faculty on 'Role of Academia in Sustainable Development' organised by Dr. BR Ambedkar University, Srikakulam, Andhra Pradesh on 1 July, 2020.

Participated in webinar on 'Turn the Challenges to Opportunities: COVID-19 Pandemics and Measures to combat in Higher Education of India' by Dr. Ramesh Pokhriyal 'Nishank' ji, Hon'ble Minister Human Resource Development on 28 May, 2020 organized by NAAC, Bengaluru.

Participated in webinar on 'Higher Education during COVID Pandemic' (Based on the survey) organised by the Department of Higher and Professional Education, NIEPA, New Delhi on 24 July, 2020.

Participated in Global Virtual Conference on 'Reimagining and Transforming the Universities: Confluence of Ideas during and beyond the COVID-19 disruption' on 6-7 August, 2020 organised by OP Jindal Global University.

Participated in webinar on 'Advancing Gender Equity and Women Empowerment through Education' on 14 July, 2020 organised by CPRHE/NIEPA, New Delhi.

Participated in webinar on 'Skill Building for 21st Century Careers' on 31 October, 2020 organised by OP Jindal Global University.

Participated in webinar on 'Eminent Educators' Colloquium' on 9 October, 2020 organised by OP Jindal Global University.

Participated in webinar on 'Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India' on 20 November, 2020 jointly organised by CPRHE/NIEPA and IIEP/UNESCO, Paris.

Participated in webinar on 'Eminent Educators' Colloquium' on 6 November, 2020 organized by OP Jindal Global University.

Participated in webinar on 'Maulana Azad Memorial Lecture (National Education Day)' on 11 November, 2020.

Participated in 'Faculty Enrichment Webinar for Management Discipline Teachers in Higher Education' on 3 March, 2021 organised by NRCE, NIEPA.

Participated in webinar on 'Stress Management and Performance Enhancement' on 14 May, 2020 organised by O P Jindal Global University.

Participated in webinar on 'Affirmation of the Idea of Pluralism, Equality and Citizenship in Indian Constitution' on the eve of Constitution Day celebration on 26 November, 2020.

Participated in webinar on 'Do's and Don'ts during COVID times and Management of Cardiac Problems' on 26 November, 2020 organised by NIEPA.

Workshops/Conferences/Training Programmes Organised

Coordinator for Financial Planning and Management in Education (Course 207) for "International Diploma in Educational Planning and Administration" at NIEPA, New Delhi.

Coordinator for Educational Planning (Course No. 905) for "Post Graduate Diploma in Educational Planning and Administration" at NIEPA, New Delhi.

Resource Person for "Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries" from 23-27 November, 2020 organised by NIEPA, New Delhi.

Resource Person for Course No. 905: "Project Work and Writing" in Post Graduate Diploma in Educational Planning and Administration (PGDEPA) at NIEPA, New Delhi.

Training Material and Courses Developed and Transacted

Training material developed and transacted in Course No. 207: 'Financial Planning and Management in Education' in International Diploma in Educational Planning and Administration (XXXVI- 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 in Course No. 905: 'Project Work and Writing' in Post Graduate Diploma in Educational Planning and Administration (PGDEPA) at NIEPA, New Delhi.

Training material developed for Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries.

Consultancy and Academic Support to Public Bodies

Member of the NEP-2020 thematic working group on "Vocationalisation and Skill Development in School and Higher Education".

Member of the NEP-2020 thematic working group on "Operationalisation of National Educational Technology Forum".

Speaker on 'What cost education to pay during COVID-19?' and participated in a two-day webinar on 'Education and Leadership during the Crisis' organised by the Central University of Jammu, Jammu & Kashmir on 7-8 May, 2020.

Speaker on 'What price will education pay for COVID-19?' and participated in three-week Faculty Development Programme for Science, Engineering and Arts faculty on the 'Role of Academia in Sustainable Development' organised by Dr. BR Ambedkar University, Srikakulam, Andhra Pradesh on 1 July, 2020.

Other Academic and Professional Contributions

Supervision: Research guidance provided to PGDEPA participant Dr. Vijender Gaur, SCERT, Haryana to finalise his dissertation on 'A Study of On-line Education in Government Schools of Haryana' (submitted to NIEPA).

Supervision: Research guidance provided to a 36th IDEPA participant Ramadhani's project work on 'The Influence of the Community Participation on Academic Performance of Public Secondary Schools: A Case Study of Mitimbwani Secondary School, Tanga- Tanzania' (submitted to NIEPA).

Evaluation of project work report and *viva-voce* examination of a PGDEPA participant.

Evaluation of IDEPA project work report.

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

Organising committee member of the MPhil/PhD entrance examination.

Invigilator for MPhil/PhD entrance examination.

Member of the screening committee for MPhil/PhD applications.

Warden of the NIEPA Hostel.

Member of the NIEPA Digital Learning Monitoring Cell.

Member of different administrative committees of NIEPA.

Membership of Eminent Bodies outside NIEPA

Joint Secretary and Life Member, Comparative Education Society of India, New Delhi.

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

Department of Educational Policy

Avinash Kumar Singh

Publications

NEP 2020: Implementation Strategies, NIEPA, New Delhi, December, pp.1-194.

2021:'The Autonomous District Councils and Decentralised Educational Governance in the North-East: Change and Continuity' in 'Problems and Prospects of Sixth Schedule:Towards Tribes Autonomy and Governance', Asiatic Society, Kolkata.

Research Completed and Ongoing

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/ Workshops during the year under Report (National/International)

Gave a Talk on 'Impact of Social Cultural Environments on Policy Making' in the Orientation Workshop on 'Public Policy Making in Education' at NIEPA, New Delhi on 21-25 September, 2020.

Delivered a Lecture on 'Policy and Research Linkage' in the Orientation Workshop on 'Education of the Disadvantaged and Weaker Sections under RTE: Policy Issues and Programme Interventions' (NIEPA, New Delhi: 15-17 February, 2021).

Participated as an Expert on RTE in the Consultative Meet on 'Perspectives on Rights of Children', at Chandralok Building, Janpath, New Delhi on 1 June, 2020 (organised by Shiksha Utthan Nyas).

Gave a Talk on 'The Increasing Role of Technology in Education' in the International Webinar on 'Teaching, Learning and the Virtual World: Psychological and Sociological Perspectives' on 9-10 June, 2020 organised by Vasanta College for Women, BHU, Varanasi.

Delivered a Keynote Address in the Webinar on 'Education in Times of Covid' on 6 June, 2020 organised by SS College, Jehanabad, Magadh University, Bihar.

Gave a Talk in the Webinar on '21st Century Transformation in Education and Skills Delivery' on 1-2 June, 2020.

Delivered a Keynote Address in the International Webinar on 'Community Participation in Teacher Education' on 30 June, 2020 organised by Greater Noida College of Education (GNCE), Noida (UP).

Delivered a Talk on 'The Relevance of Gandhian Perspective on Education', in the National Webinar

on "Gandhian Thought on Educational Policies and Practices: A Dialogue" organised by Rajiv Gandhi University, Itanagar on 28-29 July, 2020.

Delivered a Talk in the National Webinar on 'National Education Policy-2020' on 23 August, 2020, Shivaji University, Kolhapur, Maharashtra.

Delivered Inaugural Address in the National Webinar on 'National Education Policy-2020' organised by the Department of Social Work, Assam University, Silchar on 28-29 September, 2020.

Delivered a Talk on 'The Relevance of Gandhi's Experiments with Education- from Policy Perspective' on 27 August, 2020 organised by Mahatma Gandhi Kashi Vidyapith, Varanasi.

Delivered a Talk on 'NEP-2020 and Theme of Inclusion' in the Webinar on 'Education after Covid-19' organised by NIAS Bangalore on 22 October, 2020.

Chaired a Session on the 'Changing Role of School Leadership in Emergencies' in the National Webinar on 'Perspectives and Practices of School Leadership' organised by NCSL, NIEPA on 23-24 March, 2021.

Delivered a Talk on 'The Relevance of Ambedkar's Ideas for Social Sciences' in the Webinar on 'Dialogue with Ambedkar: Critical Reflections for a Social Science Discourse' by Hari Singh Gour University, Sagar on 16-22 January, 2021.

Workshop/ Conferences/ Training Programmes Organised

Orientation Workshop on 'Education of the Disadvantaged and Weaker Sections under RTE: Policy Issues and Programme Interventions' (NIEPA, New Delhi: 15-17 February, 2021).

An Online Show of Video Documentary on 'The Relevance of Gandhian Educational Ideas and Experiments: Implications for Policy and Practices' (in celebration of the 150th Birth Anniversary of Mahatma Gandhi) at NIEPA, New Delhi on 1 October, 2020.

Organised 11th Maulana Azad Memorial Lecture on '*The Future of Higher Education- Through the Lens of History and Philosophy of Science*' delivered by Prof. Dhruv Raina on 11 November, 2020 (in Commemoration of the National Education Day) (Online).

A National Webinar on '*National Education Policy - 2020: Prospects, Challenges and Pathways*' on 19 August, 2020.

Training Material Developed/Evolved during the year under Report

Revised MPhil/PhD Curriculum Guideline, NIEPA.

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

Participated as an external Expert in the Senior Research Fellowship Committee Meeting at IIT, Delhi on 28 September 2020 (Online).

Participated as an external Expert in the Departmental Advisory Board Meeting of the Department of Education of Groups with Special Needs (DEGSN) at NCERT, New Delhi on 28 January 2021.

Participated as Member of the UGC Expert Committee for developing NHEQF at Inter-University Accelerator Centre (IUAC), New Delhi, Delhi.

Other Academic and Professional Contributions

Taught Courses in MPhil, and Diploma Programmes

MPhil Compulsory Course on CC1: '*Perspectives on Education*'

Optional Course on OC7: '*Equity and Multicultural Education*'

Compulsory Course 902: '*Indian Education: A Perspective*' under Post-Graduate Diploma Programme

in Educational Planning and Administration (PGDEPA).

Provided Guidance to PhD Scholars

Provided guidance to Ajay Kumar Choubey, PhD Scholar (Part-Time), NIEPA in his '*Study of the Dynamics of Exclusion in School and Community*'. (Degree awarded in 2020-21).

Provided guidance to Khushbu Singh, PhD Scholar, in her study '*Equality of Educational Opportunity and School Progression amongst the Socially Disadvantaged Groups: An Ethnographic Study of Scheduled Caste Children*'. (Degree awarded in 2020-21).

Provided guidance to Laboni Das, PhD Scholar (Part-Time), in her study '*Social Justice and Local Governance in Elementary Education with reference to the Participation of Disadvantaged Groups*' (Ongoing).

Provided guidance to Nilanjana Moitra, PhD Scholar, in her study '*Tribal Agency and Higher Educational Governance in 5th Schedule Areas of Jharkhand, India*' (Ongoing).

Provided guidance to DalsieGangmei, PhD Scholar, in her study '*Identity and Participation in Higher Education: A Study of Northeast Ethnic Minority Students in Selected Educational Institutions in Delhi*' (Ongoing).

Provided guidance to Bagesh Kumar, PhD Scholar, in his study '*Identity Discourse in Higher Education: A Study of Dalit-Bahujan Student Organisations*' (Ongoing).

Provided guidance to Vandana Tiwari, PhD Scholar, in her study '*Class, Language and Educational Attainment: A Study of the EWS Category Students under RTE Act in Selected Private Unaided Schools in Delhi*' (Ongoing).

Provided guidance to Priyank Sharma, MPhil Scholar, in his study '*The Inclusion of Multiculturalism in School Education*' (Degree awarded in 2020-21).

Membership of Eminent Bodies outside NIEPA

Chairman, Grant-in-Aid Scheme, MHRD, Government of India, New Delhi for over five years since 2015

Member, Comparative Education Society of India (CESI)

Member, Journal of Adivasi and Indigenous Studies (JAIS) Editorial Advisory Board

Member, Committee for Strengthening of Indian Agricultural Research Institute (IARI) as Global University

Member, Departmental Advisory Board, Department of Education of Groups with Special Needs (DEGSN), NCERT, New Delhi

Member, Expert Committee to develop NHEQF, UGC, New Delhi

Other Academic and Professional Activities at NIEPA

Chairman, Research and Publication Review Committee, NIEPA

Controller of Examination, NIEPA

Chairman, Committee for Allotment of Supervisors for MPhil/PhD, NIEPA

Editor, Journal of Educational Planning and Administration (JEPA)

Member, Board of Management, NIEPA

Member, Board of Studies, NIEPA

Member, Academic Council, NIEPA

Manisha Priyam

Publications

2021: Priyam, MEd *Reclaiming Public Universities: Comparative Reflections for Reforms*, Routledge (Forthcoming).

2021: “The Modern University in a Local Arena: The Politics of Educational Reforms in Princely Mysore”, in Rob Jenkins and Louise Tillin (ed.) *Decay and Political Regeneration in Indian Politics: Essays in Honour of James Manor*, Orient Blackswan (Forthcoming). (Book Chapter)

2021: “An Institution of Modernity amidst the Rural Fields of Mysore: Reflections on the Maharaja’s College”, in Srivastav, Aarti (ed.) *The Centenarians*, Routledge (Forthcoming). (Book Chapter)

2021: “Whither Teachers? Educational Reforms in the Era of Globalization”, Book Chapter in Razzack, Azra, Padma Sarangapani and Manish Jain (edited) *Education, Teaching and Learning: Discourses, Cultures and Conversations*, Orient Blackswan, New Delhi.

2021: “Bounded Aspirations and Youth Capacity: Interrogating Public Higher Education in North India”, *Journal of South Asian Culture and History*- Journal Article (Forthcoming).

2021: “Urban Transformations, Youth Aspirations, and Education in India”, *Journal of South Asian Culture and History*, with Mona Mehta and Divya Vaid (Forthcoming).

2020: “Margins and Marginality: The Pathalgadi Movement and Jharkhand Elections 2019”, with Mukulika Banerjee, *The India Forum*, 5 June, 2020 (Available on <https://www.theindiaforum.in/article/margins-and-marginality>).

Research Completed and Ongoing

Ongoing

Political Economy of Higher Education Reforms: A Comparative Perspective, NIEPA

Participation in Seminars/Conferences/ Workshops during the year under Report (National/International)

7 August, 2020: "Policy Regulation and Governance for University Sustainability", Panel Discussion on International Conference on 'Reimagining and Transforming the University: Confluence of Ideas during and Beyond Covid-19', OP Jindal Global University.

8 August, 2020: Goa University, Pinnacle Webinar Series, "New Education Policy 2020: The Good, the Bad, and the Unknown".

21 August, 2020: St. Teresa's Kochi, Webinar under Chairpersonship of Hon'ble Governor of Kerala, Shri Arif M. Khan, "National Education Policy 2020: The Opportunities and Challenges".

22 August, 2020: Oxford University Press, Webinar with School Principals and Administrators, "National Education Policy 2020 and its Implementation in Schools".

24 August, 2020: "India towards 75: The Evolving Social Canvas", Naval War College, Goa (Special Lecture).

29 August, 2020: Oxford University Press, Webinar with School Principals, Administrators, and Teachers, "National Education Policy 2020 and its Implementation in Schools".

4 September, 2020: Bihar Young Thinkers Forum, "NEP 2020 and Bihar: The Way Ahead".

5 September, 2020: "The New Education Policy 2020: The Context of Rural Bihar".

11 September, 2020: "The New Education Policy 2020", Oxford University Press and Zee Learning.

25 September, 2020: "Thinking About Human Rights", HRDC, Jabalpur.

14 October, 2020: Group of Eight, Australia India Institute, "The New Education Policy: Possibilities for India Australia Collaboration", Melbourne.

20 November, 2020: "Elections and Electoral Politics in India", Sushma Swaraj Institute of Foreign Service, Ministry of External Affairs, Government of India.

12 November, 2020: "Gender, Power and Socio-Economic Development", Programme with Diplomats on Gender Inclusive Governance for Development, Lal Bahadur Shastri National Academy for Administration, I-Tec Programme of the Ministry of External Affairs, Government of India.

17 February, 2021: "Understanding Urban Marginality: The Hope with Democracy", Lady Shri Ram College for Women, New Delhi.

18 February, 2021: "Gender, Power, and Socio-economic Development: Concept and Policy Experience from Brazil", Programme with Diplomats on Gender Inclusive Governance for Development, Lal Bahadur Shastri National Academy for Administration, I-Tec Programme of the Ministry of External Affairs, Government of India.

Membership of Eminent Bodies outside NIEPA

Member, Broad-based Committee on Gender Budgeting, Ministry of Women and Child Development.

Member, National Gender Resource Centre, Lal Bahadur Shastri National Academy of Administration, Government of India, Mussoorie.

Invited Teaching Faculty on Gender and Social Development, India Technical and Economic Co-operation Programme, Lal Bahadur Shastri National Academy of Administration, Government of India, Mussoorie.

Participation in Policy Activities

Formulation of Institutional Development Plan for New Education

Policy Paper on Gender Strategies across Ministries, Ministry of Women and Child Development, Government of India

S.K. Mallik

Publications

2021: 'The Autonomous District Councils and Decentralised Educational Governance in the North-East: Change and Continuity' in 'Problems and Prospects of Sixth Schedule: Towards Tribes Autonomy and Governance', Asiatic Society, Kolkata.

Research Completed and Ongoing

Ongoing

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

Participation in Seminars/Conferences/ Workshops during the year under Report (National/International)

Webinar on "What is New Education Policy - 2020" organised by Council for Social Development, Delhi on 7 August, 2020.

Webinar on "How Schools are Performing in India: Insights from Shaala Siddhi" organised by Shaala Siddhi Unit, NIEPA, New Delhi on 8 August, 2020.

Webinar on "National Education Policy - 2020: Prospects, Challenges and Pathways" organised by Department of Educational Policy, NIEPA, New Delhi on 19 August 2020.

National Webinar on "National Education Policy-2020" organised by Academy for Academic Administration, Shivaji University, Kolhapur and Shree Ravalnath Co-op. Housing Finance Society Ltd., Ajara on 23 August, 2020.

Workshop/ Conferences/ Training Programmes Organised

Online Orientation Workshop on 'Education of the Disadvantaged and Weaker Sections under RTE: Policy

Issues and Programme Interventions'(NIEPA, New Delhi: 15-17 February, 2021) (Jointly organised with Prof. A.K. Singh).

Training Material Developed/Evolved during the year under Report

How to prepare Bibliography/References for the Project Work?

Membership of Eminent Bodies outside NIEPA

Editorial support to Journal of Educational Planning and Administration (NIEPA Journal)

Course in-charge: Participants' Seminar, PGDEPA

Guided IDEPA participant -one

Guided PGDEPA participant -one

Teaching in MPhil/ PhD. Optional Course No:05 (Community Participation and Local Governance in Education)

Member of Training Programme and Research Group

Member of MPhil/ PhD Course

Member of Scrutiny Committee for MPhil/ PhD Admission

Member of Scrutiny Committee for MPhil/ PhD Admission

Member of Yoga Committee

Member of Grievance Redressal Committee

Membership of Eminent Bodies outside NIEPA

Member of Association of Educational Planning and Administration

Naresh Kumar

Research Completed and Ongoing

Completed

School Choice and Processes: A Study of Neighbourhood Schooling.

Participation in Seminars/Conferences/Workshops during the year under Report (National/International)

Organised Colloquiums on different themes during 2020-21.

'Affirmation of the Idea of Plurality, Equality and Citizenship in Indian Constitution' Speaker: Prof. Kumar Suresh, 26 November 2020.

'Taking Care of your Heart during the COVID-19 Pandemic' by Dr. Ripen Gupta, Director and Unit Head, Cardiology, Max Smart Hospital, Saket, New Delhi, 26 November 2020.

Training Material Developed/Evolved during the year under Report

Revised and updated optional courses on 'Community Participation in Education' and core courses on 'Qualitative Research Method in MPhil/PhD Curriculum Guideline.

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

Other Academic and Professional Contributions

Taught Courses in MPhil, and Diploma Programmes

CC5: Research Methodology - II

OC5: Community Participation and Local Government Education

Provided Guidance to PhD scholars

Survi on 'Transformed Education System under LPG Reforms and School Choice in India'

Other Academic and Professional Activities at NIEPA

Acted as full time Administrative Officer (Incharge) at NIEPA

Membership of Eminent Bodies outside NIEPA

Member, Comparative Education Society of India

Member, Indian Sociological Society

Department of School and Non-Formal Education

Pranati Panda

Publications

Led the Working Group on "Standards Setting for School and Higher Education" and contributed the chapter on "Standards Setting and Accreditation in School Education", NEP, 2020: Implementation strategies, December 2020, NIEPA.

Led the Working Group on "Teacher Management and Development" and contributed the chapter on "Teacher Management and Development", NEP, 2020: Implementation Strategies, December 2020, NIEPA.

Participation in Seminars/Conferences/ Workshops

International

International Speaker in the '*Indo-Africa discussion: Sharing experiences on teachers during Covid-19*', 27 May, 2020, UNESCO, New Delhi.

Speaker in the webinar on '*UNESCO's 2021 State of the Education Report*', 21 May, 2021, UNESCO, New Delhi.

National

Coordinator and Speaker in the '*How Schools are Performing in India? Insights from Shaala Siddhi*', 8 August, 2020, NIEPA, New Delhi.

Speaker in the '*National Webinar on Teacher Education in NEP 2020: The Way Forward*', and presented on "*NEP and Transformation in Teacher Education*" 22 August, 2020, Forum for Indian Teacher Educators (All Central and State Universities), New Delhi.

Speaker in the webinar on '*National Conference on Early Childhood Education*' and presented on "*ECC and Teacher Management*", 15 June, 2020, National Council of Educational Research and Training (NCERT), New Delhi.

Speaker in the webinar on '*Implications of National Education Policy (2020)*' and presented on "*NEP and School Education: Possibilities and Opportunities*", 10 September, 2020, Indira Gandhi National Open University (IGNOU), New Delhi.

Speaker in the webinar on '*NEP and Pedagogical Reforms: Future Roadmap*' and presented on "*Pedagogical Reforms in Teacher Education*", 12 September, 2020, Aligarh Muslim University (AMU), Aligarh, Uttar Pradesh.

Speaker in the webinar on '*The National Panel Discussion on Implementation Pathways of Teacher Education Programmes in the light of National Education Policy, 2020*' and presented on "*Teacher Educators: A Key Agent to Transform Teacher*

Education", 14-15 September, 2020, Banaras Hindu University (BHU), Varanasi, Uttar Pradesh.

Speaker in the webinar on '*Teacher, Teaching and Teacher Education: Processes, Concerns and Prospects*' and presented on "*Transforming Teacher Education in the light of NEP 2020: Challenges and Choices*", 19 October, 2020, Mata Sundri College for Women and Teaching Learning Centre, Delhi University, New Delhi.

Sparker in the webinar on '*Reconfiguration of School Education in the light of National Education Policy (NEP)-2020*' and presented on "*Quality Framework for Assessment and Accreditation of Schools*", 29 January, 2021, Quality Council of India (QCI), New Delhi.

Sparker in the '*Webinar Series on Major Themes in Teacher Education*' and presented on "*Diversity, Disparity and Quality in Teacher Education*", 11 March, 2021, Institute of Advanced Studies in Education (IASE), Ministry of Education, GOI, Delhi University, New Delhi.

Sparker in the webinar on '*Online Education - Reinventing Teaching and Learning*', 27 July, 2020, APHRDI - Andhra Pradesh Human Resource Development Institute, Andhra Pradesh (AP).

Speaker in the webinar on '*Working Groups for Setting of Standards*', 13 January, 2021, CBSE and Ministry of Education (MoE), New Delhi.

Invitation as Inspiring Speaker for '*National Webinar on Curriculum Comparison Conference 2021*', 20 February, 2021, Green Mentors, Gujarat.

Speaker in the webinar on '*State of Education in India: Teachers, Teaching and Teacher Professional Development*', 5 May, 2021, UNESCO and Tata Institute of Social Sciences (TISS), Mumbai, Maharashtra.

Speaker in the webinar on '*Assessment in School Education in the Context on National Education*

Policy -2020', 3 February, 2021, Council of Boards of School Education in India (COBSE), New Delhi.

Speaker in the webinar on 'Gender Equity in School Education: Challenges and Opportunities' and presented on "Teachers and Teaching from Gender Perspectives", 12 March, 2021, National Institute of Educational Planning and Administration (NIEPA), New Delhi.

Speaker in the webinar on 'School Education and Related Services', 1 April, 2021, Bureau of Indian Standards (BIS), New Delhi.

Coordinated the 'Webinar on Initiation of 100 percent Coverage of the Shaala Siddhi Programme linking to NEP-2020' and presented on "Progress and Achievement of the Shaala Siddhi Programme", National Institute of Educational Planning and Administration (NIEPA), New Delhi.

Speaker in the 'National Webinar on Perspectives and Practices on School Leadership', 24 March, 2021, Kendriya Vidyalaya.

Advisory Committee of Department of School and Non-Formal Education and Shaala Siddhi, 10 March, 2021, NIEPA, New Delhi.

Research Studies and Projects

Coordinating and managing the research project on 'A Study of Governance, Regulation and Quality Assurance of Teacher Education in India', NIEPA.

Training Material and Courses Developed/ Transacted

Revised and developed the Core Course (CC-2) "Education in India" for MPhil and PhD Programme.

Course Co-ordinator for Core Course (CC-2) "Education in India" for MPhil and PhD Programme.

Developed a Module on School Quality and Improvement for Training Package on School Performance Evaluation for Quality Improvement, NIEPA.

Guidance and Supervision of PhD / MPhil / PGDEPA/IDEPA Scholars

Twinkle Panda, PhD Scholar, Title: "Effectiveness of Governance and Quality Assurance of Secondary Teacher Education Programmes on Institutional Process and Outcome".

Komal, PhD Scholar, Title: "Educational Reforms and Continuous Professional Development of Secondary School Teachers: Policy Practices and Effectiveness"

Tina Thankur, M.Phil Scholar, Title: "A Study of International Schools and International Education: Trends, Approaches and Practices".

Khriesano Nagi, Teacher Absenteeism in Government Schools under Sechu Zubza Block, Kohima, Nagaland, PGDEPA Project Work, 2020-21.

Mollen ChingobeCheelo, IDEPA, (Zambia), The enhancement of quality through corporate social responsibility by farming companies in Zambia, particularly Mazakuba district, NIEPA.

Consultancy and Academic Support to Public Bodies

Extended academic support to NCTE on "Guidelines for Refresher Course for Teacher Educators and Refresher Course for Teacher Educators (MEd Level) (NCTE and UGC).

Think Tank on Teacher Education, Government of Odisha and SCERT, Odisha.

External evaluator and examiner for the four PhD thesis of Delhi University, Jawaharlal Nehru University, Allahabad University, Himachal Pradesh University, Utkal University, Osmania University, etc.

Membership of Eminent Bodies outside NIEPA

Executive Board Member, Council of Boards of School Education (COBSE).

Executive Editorial Board Member, State of Education in India, UNESCO, New Delhi.

Member, Journal Advisory Board, NCTE.

Life Membership of Comparative Education Society of India (CESI).

Member, Programme Advisory Board of SCERT, New Delhi.

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

'Policy and Practices of Decentralisation of Elementary Education in India', a Chapter in the book on "Democracy and Public Policy in the Post-COVID-19 World Choices and Outcomes", edited by Rumki Basu, Routledge India, 30 December, 2020, pp: 140-157 ISBN 9780367679781.

'Status of Secondary Education in India: A Review of Status, Challenges and Policy Issues', a Chapter in the book on "Universal Secondary Education in India: Issues, Challenges and Prospects", edited by Jandhyala B.G. Tilak Springer, New Delhi, August 2020, pp: 17-50, ISBN: 978-981-15-5365-3 (in co-authored).

Research Papers/Articles Published during the year under Report

'Schooling and Learning in India, Learning Outcome in Schools: Issues and Initiatives for Improvement' ANTRIEP Newsletter, NIEPA, New Delhi, Vol. 25 No. 2, July-December 2019, NIEPA, ISBN: 0972-7507 (in co-authored).

'Vocational Education in Secondary Education: Indian Perspective in Policy Making, Vocational Education and Skill Development: Policies and Practices', ANTRIEP Newsletter, NIEPA, New Delhi, Vol. 25 No. 1, January-June 2019, NIEPA, ISBN: 0972-7507 (in co-authored).

Seminars/Conferences Attended

Dates	Name of the Webinar	Organised by
2 August, 2020	NEP 2020 on School Education: Implementation Issues	ASPIRE India
3 August, 2020	Understanding NEP Policy and Politics	TISS Progressive Forums
7 August, 2020	Conclave on Transformational Reforms in Higher Education under the National Education Policy, 2020	Ministry of Education
7 August, 2020	New Education Policy, 2020: Setback to Universalisation of School Education?	RTE Forum
10 August, 2020	NEP, 2020 on School Education	Tata Steel
8 August, 2020	How Schools are Performing in India: Insights from Shaala Siddhi	Shaala Siddhi Unit, NIEPA, New Delhi
19 August, 2020	National Education Policy, 2020: Prospects, Challenges and Pathways	NIEPA, New Delhi.
14 July, 2020	Advancing Gender Equity and Women Empowerment	NIEPA New Delhi

Workshops/Conferences/Training Programmes Organised

Webinar on 'Educating Children during and Post-Lockdown Period', 28 June, 2020.

Online Discussion Meet on 'Achieving Gender Equity in School Education in India: from the Perspective of New Education Policy, 2020', 30 December, 2020.

Webinar on 'Gender Equity in School Education: Challenges and Opportunities' 8-12 March, 2021.

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

Webinar on 'Educating Children During and Post-Lockdown Period', 28 June, 2020.

Online Discussion Meet on 'Achieving Gender Equity in School Education in India: from the Perspective of New Education Policy, 2020', 30 December, 2020.

Webinar on 'Gender Equity in School Education: Challenges and Opportunities' 8-12 March, 2021.

Presentation on Gender and Education

Presentation on Parental Involvement in Schools

Programme Highlights

Chaired sessions on Presentation of States on Future Plans for Promoting Gender Equity in School Education

Other Academic and Professional Contributions

Focal point of NIEPA for ANTRIEP and editor of ANTRIEP Newsletter.

Participated in development of a document published by NIEPA: NEP 2020: Implementation Strategies.

(http://www.niepa.ac.in/download/NEP%202020%20Implementation%20Strategy_W.pdf)

Taken classes of MPhil Course works.

On-going Research Project on "A Comparative Study on Girls' Education in Haryana, Himachal Pradesh and Madhya Pradesh".

Edited the ANTRIEP Newsletter on "Learning Outcome in Schools: Issues and Initiatives for Improvement", Vol. 25, No. 2, July-December 2019 NIEPA, ISBN: 0972-7507 (published in 2021).

Edited the ANTRIEP Newsletter on "Vocational Education and Skill Development: Policies and Practices", Vol. 25, No. 1, January-June 2019, NIEPA, ISBN: 0972-7507 (published in 2020).

Guided MPhil student for dissertation on the topic: "Gender Equity in Access to and Participation in Elementary Schools: A Study of Gwalior, Madhya Pradesh".

Guiding PhD students:

"Social Structure, Agency and Aspirations: A Study of Adolescent Girls in Secondary Schools of Gwalior, Madhya Pradesh".

"Social Inequalities in Schooling: A Study of Selected Schools in Delhi".

Girls' Education and Empowerment in Rural Areas: A Study in Uttar Dinajpur District of West Bengal".

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.

Rasmita Das Swain

Publications

'Learning Outcome in Indian Schools: Policies and Initiatives for Improvement', ANTRIEP Newsletter, Vol. 25, No. 2, July-December 2019.

Participation in Seminars/Conferences/ Workshops (National/International)

'Gender Equity in School Education: Opportunities and Challenges', 8-12 March, 2021.

Webinar- 'Affirmation of the Idea of Pluralism, Equality and Citizenship in Indian Constitution' on the eve of Constitution Day Celebration, 26 November, 2020.

Consultative Meeting of State Higher Education Councils, 18-19 March, 2021.

NIEPA Webinar-Do's & Don'ts during COVID Times & Management of Cardiac problems, 26 November, 2020.

Coordinators' Meeting on 'NEP Working Papers', 26 October, 2020, NIEPA.

'Early Childhood Education: NPE 2020 Proposal and Engagement of NIEPA Working Paper Priority Area - Universalizing Pre-school Education and Foundational Literacy and Numeracy', ECCE Inputs for Strategic Implementation, Standards Setting and Accreditation for School Education, 17 September, 2020.

7th National Management Convention, 'Getting Through the Pandemic and Beyond' 21-22 September, 2020 All India Management Association (AIMA) <https://aima.onconf.in/47nmc/>

International Seminar on 'Governance and Autonomy in Higher Education' NIEPA, 2020.

'Plagiarism Check -URKUND Software' by Dr. D.S Thakur Documentation Officer, 3 July, 2020, NIEPA.

'Academic Integrity, Copyrights, ensuring the academic work plagiarism free', by RC Gaur, 2 July, 2020, NIEPA.

'Higher Education during the COVID Pandemic', 24 July, 2020, NIEPA.

Policy Dialogue Webinar on 'Reforms for Diversity and Inclusion in Higher Education Institutions in India', CPRHE, NIEPA, 15 December, 2020.

Policy Dialogue Webinar on 'Reforms for Diversity and Inclusion in Higher Education Institutions in India', 15 December, 2020 (The dialogue is based on Policy Briefs prepared by CPRHE-NIEPA: http://cprhe.niepa.ac.in/Policy_Briefs).

Webinar on 'Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India', 20 November, 2020.

Online Capacity Building Workshop with School Principals of Eklavya Model Residential Schools in Collaboration with the Ministry of Tribal Affairs, 21 September-1 October, 2020' NCSL, NIEPA.

National Conference on 'Early Childhood Education', organised by Department of Elementary Education, National Council of Educational Research and Training (NCERT) New Delhi on Google Meet, 15-17 July, 2020. Paper presented on 'Governance and Management of Quality Early Childhood Education in India: Challenges and Strategic Priorities'.

INFLIBNET (Information and Library Network), an autonomous Inter-University Centre of University Grants Commission organised State Level Online Awareness Programme on Plagiarism Detection Software (PDS) ShodhShuddhi, especially for the States of Haryana and Delhi, 10 August, 2020.

CESI - Research Interest Group (RIG) - 5 Politics of Education organised a Webinar on 'NEP 2020 and Higher Education', 24 September 2020. .

Paper presented – ‘Performance of Tribal Ashram Schools in India: Insights from National Programme on School Standards and Evaluation (Shaala Siddhi)’, January 2020.

Workshops/Conferences/Training Programmes Organised

Mentioned in Shaala Siddhi unit. These are in addition to Shaala Siddhi Training programme.

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

Revision of MPhil Core Course No. 5 on Quantitative Research Method.

Improvement of Research Project Proposal: Governance, Management and Leadership for Quality Early Childhood Education across Odisha, Punjab and Kerala.

Collation of Training Materials for mapping Management of Quality Early Childhood Care and Education (ECCE) in North Eastern States.

Reading and Training Materials Collated for Early Childhood Care and Education (ECCE).

Tool to capture Governance and Management of ECCE.

Invited Lectures in Academic Programmes as a Resource Person

BPS Women University, Khanpur Kalan, Sonapat (HR), HRDC, Faculty Induction Programme, 15 October-13 November, 2020 on the theme “Re-Thinking Teaching-Learning: The Process, Engagement, and Challenges. Session on “Personal - Emotional Development and Counselling” on 22 October, 2020.

Faculty Induction Programme II, 9 December, 2020-8January2021, on the theme “Education, Resilience and the Transforming Role of Academic: Towards the Idea of Lifelong Learning in the Era of New Normal’, 31 December, 2020 on “Emotional Intelligence and Counselling”.

UGC-Human Resource Development Centre of Rani Durgawati Vishwavidyalaya, Jabalpur, Resource Person at the Online Faculty Induction Programme (FIP), 7 November 2020 on ‘Personal and Social Development Counselling’.

Consultancy and Academic Support to Public Bodies

Ministry of Education, States and UTs for Policy Implementation, UNICEF, Planning Approval Board (PAB) Meetings, Department of Psychology of Delhi University and Colleges of Delhi, University of Jammu, University of Rajasthan, Allahabad University, Distance Education Centre of different Universities, Faculty of Management Studies of Delhi University, Institute of Management, Psychological Tests and Assessment Service Centre, Review for Textbooks of Psychology of International and National Publishers, NGOs, Expert for Jammu and Kashmir Police Academy.

Other Academic and Professional Contributions

Teaching MPhil Course

Perspectives on Education (CC-1) Psychological Perspective

Research Methodology-I (CC-3)

Research Methodology-II (CC-5)

Supervision of PGDEPA / IDEPA Project Work - 1+1

Teaching in PGDEPA / IDEPA Course

Supervision of Two Doctoral Scholars and One MPhil Scholar

'Effects of Armed Conflict on School Management in Kashmir: Understanding State and Non-state Actors' Perspectives', Mohammad Ilyas (2019).

A Study on Experiences of Students with Disabilities in the Context of Institutional Governance & Management for Inclusive Culture and Student Development in Government and Private Universities of Haryana', Harleen Kaur (2018).

'Effects of Culture and Teacher-Student Relationship on Student Development in the Context of Jawahar Navodaya Vidyalaya Policies and Practices', MPhil Session (2018-20), Yashmita.

Membership of Eminent Bodies outside NIEPA

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; Indian School Psychology Association, Puducherry; 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; and Sports Psychology Association of India, Patiala.

Life Member - NAOP, IAAP, CESI, AIAER

Contribution as a Member of different Academic Bodies of NIEPA

Member of Steering Committee

Member of Student Counselling

Editing Annual Report of NIEPA

Member of MPhil/PhD Entrance Test and Evaluation Committee

Screening Committee of project junior consultant, and Screening Committee of project junior consultant

Selection Committee Interview of project consultant, and Selection Committee Interview of project junior consultant

Department of Higher and Professional Education

Sudhanshu Bhushan

Publications

Research Project/Articles/Chapters

Book titled "Governance of Higher Education in Bihar: Influence of Power Centres" published by Routledge in 2021.

"COVID and Higher Education" - A national survey was conducted and report prepared under NRCE.

A report on evaluation of Scholarship Scheme of UGC was prepared under my supervision.

Lectures and Webinars on National Education Policy and other Themes

Sl. No.	Dates	Name of the Webinar	Organised by
1.	3 July, 2020	'Covid-19: Impact on the Economy and Inclusive Growth'	Department of Economics, DG Vaishnav College
2.	24 July, 2020	'COVID 19 and Higher Education'	NIEPA
3.	26 July, 2020	'Students' Satisfaction Survey: Implications for Teacher and Teaching Learning'	Teaching Learning Centre (TLC), Ramanujan College, University of Delhi
4.	7 August, 2020	National Webinar on 'New Education Policy-2020'	Department of Sociology, Nizam College, Osmania University, Hyderabad
5.	16 August, 2020	National Webinar on 'Teacher Development under NEP'	Teachers' Forum
6.	21 August, 2020	National Webinar on 'National Education Policy 2020: Opportunities and Challenges'	St. Teresa's College (Autonomous), Ernakulam
7.	27 August, 2020	National Webinar on 'National Education Policy 2020'	ASSOCHAM
8.	2-3 September, 2020	National Webinar on 'New Education Policy - 2020'	PK Roy Memorial College, Dhanbad, Jharkhand
9.	8 September, 2020	'National Education Policy - 2020: Issues and challenges relating to Higher Education'	Women's College, Silchar, Assam
10.	17 October, 2020	'CBCS and Outcome Based Learning'	BPS Women University, Khanpur Kalan (Sonapat), Haryana
11.	17 October, 2020	'Higher Education Ecosystem in the light of NEP - 2020'	BPS Women University, Khanpur Kalan (Sonapat), Haryana
12.	30 October, 2020	'National Education Policy - 2020: Issues and Challenges of Teachers'	Rani Durgawati Vishwavidyalaya, Jabalpur
13.	5 December, 2020	'Student evaluation using Outcome Based Learning - connection with the choice-based credit system History and Evolution of Choice Based Credit System (CBCS)'	Pt. Ravishankar Shukla University, Raipur (Chhattisgarh)
14.	8 December, 2020	'Educational Inequalities in India'	Indian Institute of Dalit Studies
15.	9 December, 2020	'4 th Refresher Course in Teachers Education beginning'	JNU
16.	18 December, 2020	'Education, Resilience and the Transforming Role of Academic: Towards the Idea of Lifelong Learning in the Era of New Normal'	BPS Women University, Khanpur Kalan (Sonapat), Haryana

Sl. No.	Dates	Name of the Webinar	Organised by
17.	18 December, 2020	'Education, Resilience and the Transforming Role of Academic: Towards the Idea of Lifelong Learning in the Era of New Normal'	BPS Women University, Khanpur Kalan(Sonepat), Haryana
18.	23 December 2020	'Teacher Education: Learning Outcomes and Educational Reform- Pedagogy, Assessment and Quality Assurance'	Jamia Millia Islamia, New Delhi
19.	20 January, 2021	'Evolution of the Higher Education Sector of India and University/ College as an Institution – Structure and Functions'	UGC-HRDC, Pt. Ravishankar Shukla University, Raipur (Chhattisgarh)
20.	27 January, 2021	'Prof. Nalla Gounden Endowment Lecture 2020-21'	Department of Econometrics, University of Madras
21.	10 February, 2021	'Understanding the Nuances behind the NEP'	IQAC, Bharati College, Delhi University
22.	17 February, 2021	'Faculty Development Programme on Education Leadership and Gender in the Current Phase of Higher Education'	Bharati College, Delhi University
23.	24 February, 2021	Webinar on 'National Education Policy 2020: Higher Education in Santal Pargana'	Sido Kanhu Murmur University, Dumka, Jharkhand
24.	26 February, 2021	'National Workshop on Research Methodology'	Jammu University
25.	5 March, 2021	NEP 2020	Goa University
26.	3 April 2021	NEP 2020	Indian Economic Association

Members of Committees

An Expert for the evaluation of Research Project Proposals under PMMMNMTT Scheme at School of Education, Central University of South Bihar, Gaya (29March, 2019).

Head, NRCE, Scheme of PMMMNMTT

Member, Editorial Board of International Journal of Social Science and Development Policy.

Member, Evaluation of UGC Scheme on Travel Grant and completed in 2020.

Editor, Indian Economic Journal

Academic Editor, *Pariprekshya*

Aarti Srivastava

Publication

Co-edited book, in James Arvanitakis, Sudhanshu Bhushan, Nayanthara Pothan and Aarti Srivastava eds. *“Teaching and Learning in Higher Education in India and Australia”*, 2020; Routledge. ISBN: 9780367275228.

Srivastava, A. and Lind, J. M. (2020). Women in Higher Education Research, in James Arvanitakis, Sudhanshu Bushan, Nayanthara Pothan and Aarti Srivastava eds. *“Teaching and Learning in Higher Education in India and Australia”*, Routledge. ISBN: 9780367275228.

Srivastava, A. and Ghosh, S. (2021). “*Form to Reform: The Shaping of National Resource Centre for Education*”, in Special Issue on Implementation Strategies for National Education Policy 2020: Reimagining Teacher Education, Vocational Education and Professional Education; University News, Vol. 59 (4), 25-31 January, 54-57. ISSN: 0566-2257.

Srivastava, A. and Taneja, A. (2020). India must combat healthcare threats through research, education; 12-18 April, The Sunday Guardian.

Upcoming/ Accepted

Srivastava, A. and Taneja, A. (2021). “*Skills for Employability and Development South Asia: A Comparative Analysis*”, in Development Governance and Regional Cooperation in South Asia, Springer.

Arora, A. and Srivastava, A. (2021). “*Reimagining Internationalization: Perspectives from India in the Interconnected Global Order*”, CIES Higher Education SIG Journal of Comparative and International Higher Education.

Participation in Seminars/Conferences/ Workshops during 2020-21

Participated in the International Webinar on ‘Advancing Gender Equity and Empowerment through Education’, 14 July, 2020 organised by CPRHE, NIEPA.

Participated in ‘The Future of Higher Education Series; US Embassy Programme’ (US Embassy, University of Chicago and AIU Collaboration), 14 September, 2020.

Participated in the Webinar on ‘National Education Policy 2020: Opportunities, Challenges and Way Forward’, organised by Shastri Indo-Canadian Institute, 14 September, 2020.

Participated in the NIEPA Panel Discussion, 24 September, 2020 (Veera Gupta).

Participated in WICCI Webinar Launch, 11 November, 2020.

Participated in the CPRHE Webinar on ‘Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India’, 20 November, 2020.

Participated in the Roundtable on ‘NEP 2020 and Internationalization’, at US Embassy, 20 November, 2020.

Participated in the CPRHE Webinar on ‘International Journal of Educational Development’, 12 January, 2021.

Participated in the Session on 19 February 2021, at the Workshop-cum-Orientation Programme on ‘Leadership in Educational Administration for Academic Administrators in Universities and Colleges’, 17-19 February, 2021.

Participated in the International Women’s Day celebration seminar, 8 March, 2021, Department of Social Work (DSW) (Delhi School of Social Work), University of Delhi (DU); on ‘Global Crisis and Women: Celebrating their Existence’.

Participated in the International Women’s Day Special Webinar by Shastri Indo-Canadian Institute, on ‘Women in Academia and Research – Breaking Glass Ceilings, Lessons Learned and Forging the Path to Change’, 8 March, 2021.

Participated in the Webinar: ‘International Journal of Educational Development Beyond Business as Usual for Aid and Financing Education in Sub-Saharan Africa’, (IJED Volume 78, October 2020, 102247), 18 March, 2021.

Participated in WICCI Webinar, 31 March, 2021.

Jamia Millia Islamia University Conference Chapter on Skills

Paper Presentations

Presented on Covid Crisis Webinar, 1-5 May, 2020 (Manju Gupta)

Presented at Webinar at GLA, 25May, 2020

Presented an online lecture at ARSD FDP, on Ethnography, 10 June,2020

Presented an online lecture at DIET Varanasi, on school leadership, 18 June, 2020

Presented at Nordic International Webinar, 28 May, 2020

Invited Speaker at the One-day Online National Webinar on 'National Policy on Education 2020: A Step towards Revamping Indian Education', organised by the Department of Education, Babasaheb Bhimrao Ambedkar University, Lucknow, 16 August, 2020.

Invited Speaker at the E-Conclave on 'NEP, 2020: Universalization, Globalization and Inclusion', organised by the National Apex Chamber (PHD Chamber), 7 August, 2020.

Invited Speaker on 'NEP, 2020 and Teacher Education', at UGC-HRDC, DAVV, Indore. 'Refresher Course in Teacher Education: Learning Outcomes and Educational Reform-Pedagogy, Assessment and Quality Assurance', 24 August, 2020.

Invited Speaker at Puducherry University on 'Gandhi and Leadership', 18 August, 2020.

Invited Speaker at the Webinar on 'NEP 2020: Transforming the Indian Education' organised by St. Joseph's College of Education for Women, Guntur, 24 September, 2020.

Invited Speaker at the National Web Conference on 'Education as a Pathway towards Atmanirbhar Bharat'organised by Forum of Indian Teachers (FITE), 3 October, 2020.

Presented on 'Challenges and Prospects of Higher Education', Jamia HRDC Faculty Induction Programme, 7 October 2020.

Presented an Online Lecture on 'Challenges for Women in Higher Education', 17 October.2020, at the First Online One-week Faculty Development Course for Teachers of Professional and Technical Disciplines at SGT University, 12-17 October, 2020, organised by SGT University, Gurugram.

Presented at Faculty Induction Programme of HRDC, Bhagat Phool Singh Vishwavidyalaya, Sonipat, 15 October, 2020.

Presented an Online Lecture on 'Women in Higher Education: Challenges and Opportunities', at SGT University, Gurugram, 24 October, 2020.

Presented an Online, Lecture on 'Institutional Planning and Development' on 19 October, 2020 at UGC-Human Resource Development Centre, Maulana Azad National Urdu University (MANUU), Hyderabad - "Faculty Induction Programme".

Delivered Valedictory Address at Faculty Induction Programme, organised by UGC- HRDC, Gauhati University, on 20 October, 2020. Topic: 'Role of Higher Education in Society: Quality and Pertinence'.

Presented an Online Lecture on 'Women in Higher Education: Challenges and Opportunities' 29 October, 2020, at SGT University, Gurugram.

Presented at Faculty Induction Programme, UGC-Human Resource Development Centre, Rani Durgawati University, Jabalpur, 28October, 2020.

Presented an Online Lecture on 'Challenges for Women in Higher Education' at SGT University, 23 November, 2020.

Presented on 'Education Policy and HE', Invited Lecture at FIP, at Phool Singh University, Sonipat, 14 December, 2020.

Presented at Jamia HRDC: Leadership in Higher Education, 21 December, 2020.

Presented on 'Skills' at Kashmir College, 24 December, 2020.

Presentation on IDP, at MANUU, Hyderabad, 5 January, 2021.

Resource Person at Orientation Programme at Academic Staff College, Rajasthan University on NEP, 10 February, 2021.

Resource Person (in Online mode) for the Faculty Induction Programme, HRDC, Gauhati University on 'Salient Features, NEP-2020', 11 February, 2021.

Resource Person at the Refresher Course on Teacher Education at the HRDC, Gauhati University, 23 February, 2021.

Invited Speaker at the National Webinar on the occasion of International Women's Day, at Ganga Devi Mahila Mahavidyalaya, Patna, 8 March, 2021.

Lead Speaker at IUCTE International Conference (25-27 March, 2021), Baroda (Online), on 'Teacher Scaffolding in Higher Education: Repository of Virtual Resources'.

Presented at the Authors' Webinar: Handbook on 'Teacher Education: Governance, Regulation and Quality Assurance', 30 March, 2021.

Departmental/NRCE Programmes Organised

NRCE Workshop, 18-19 June, 2020

NRCE Workshop, 22-23 June, 2020

NRCE Workshop, 25-26 June, 2020

NRCE Workshop, 18-19 August, 2020

NRCE Workshop, 20-21 August, 2020

NRCE Workshop, 24-25 August, 2020

NRCE Teacher's Day Webinar, 5 September, 2020

Evaluation of UGC Fellowships: BSR and Emeritus Schemes

NRCE Workshop, 6-7 October, 2020

NRCE Workshops, 8-9 October, 2020

NRCE Introductory Webinar, 10 December, 2020

NRCE Faculty Enrichment Webinar for Education Teachers in Higher Education, 7 January, 2021

NRCE Faculty Enrichment Webinar for Life Sciences Teachers in Higher Education, 14 January, 2021

NRCE Faculty Enrichment Webinar for Sociology Teachers in Higher Education, 28 January, 2021

NRCE Faculty Enrichment Webinar for Economics Teachers in Higher Education, 4 February, 2021

NRCE Faculty Enrichment Webinar for Chemistry Teachers in Higher Education, 11 February, 2021

NRCE Faculty Enrichment Webinar for Political Science Teachers in Higher Education, 18 February, 2021

NRCE Faculty Enrichment Webinar for Management Teachers in Higher Education, 3 March, 2021

NRCE Faculty Enrichment Webinar for Physics Teachers in Higher Education, 12 March, 2021

NRCE Faculty Enrichment Webinar for History Teachers in Higher Education, 18 March, 2021

NRCE Faculty Enrichment Webinar for Mathematics Teachers in Higher Education, 24 March, 2021

Training Material and Course Developed/ Transacted during 2020-21

Courses Transacted for MPhil/PhD:

Compulsory Course (CC-2): Education in India

OC-12: Globalisation and Education

OC-11: Economics of Education

Consultancy and Academic Support to Public Bodies

Coordinator of the National Resource Centre for Education, NIEPA

Entrance Test Committee for MPhil/PhD (NIEPA)

Evaluation Committee for MPhil/PhDTest (NIEPA)

Member of NIEPA Core Committee of the NAAC

VC Meet Coordinator

LEAP Coordinator

Book Review Editor of *Samajik Chintan*

Member of Editorial Advisory Board: Gender Issues in Technical and Vocational Education Programme; VV Giri National Labour Institute

Visiting Professor at JRNR Vidyapeeth, Udaipur since August 25, 2018

NEHU Court Member

Kendriya Vidyalaya Sangathan Advisory Council Member -June 2019

Chairperson of the MHRD Effective Publicity Team for communication and outreach at NIEPA - 21 June 2019

Appointed as NCTE Visiting Team Member - 14 July, 2019

Reviewer for STRIDE

Reviewer for SPARC.

Convenor for NIEPA Alumni Committee

Monika Bhisht Reviewer for PhD

Internship of DSSW (Roshan and Akhil)

Reviewed Book Proposal on Right to Education, Routledge, October 2020

NEHU Court Meeting, 3 December, 2020

Examiner for Sweden PhD, 16 December, 2020

Member of NCERT Department Advisory Board of International Relations Division, for a period of three years w.e.f. 6 January, 2021

Jamia Curriculum Revision: Economics, Commerce and Population Studies, of BEd Course, 15 January, 2021

UGC letter regarding establishment of an Office for International Affairs and to establish Alumni Cell, letter dated 13 January, 2020

Amity University, Department of Education, Lucknow, Co-Guide, since 19 January, 2021

Advisory Committee Member of AMU regarding implementation of NEP-2020, since 29 January, 2021

Member of the Secretariat of the National Credit Framework Committee at NIEPA, since 22 January, 2021

ARU Project

NCF Meeting, 17 February, 2021

Dayalbagh Board of Studies Meet, 19 February 2021

Reviewer of an article No HEF-2020-0105, titled Financing of public-funded universities in India: An exploratory study of Aligarh Muslim University, for the Journal: Higher Education for the Future, February 2021.

Chairman/Member of the Interview Board – Walk-in interview for the post of Consultant (Academic Administration & Audit and ICT) at National Institute of Open Schooling (NIOS), held on 10 March 2021.

NIEPA Member of Board of Studies - 19 March, 2021

NIEPA Member of Academic Council -23 March, 2021

NIEPA Member of Board of Management - 26 March, 2021

NCF Meeting, 25 March, 2021

Membership of Eminent Bodies outside NIEPA

Life Member of the following bodies:

Association of Adult Education, ITO, New Delhi (1999)

Bhartiya 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)

India International Centre, Short-term Membership, March 2021 onwards

Other Information

PhD Supervision:

a. Aparajita Gantayet

b. Archana Kumari

MPhil Supervision:

a. Archana Kumari (awarded)

b. Babita Balodi

PGDEPA Supervision:

Bithika Saikia

IDEPA Supervision:

Aminath Saadha

Neeru Snehi

Publications

Research Papers/Articles/Notes

Chapter on 'Teaching Learning at Undergraduate Level' in N. V. Varghese and Sayantan Mandal, (Ed.) 2020. *Teaching Learning and New Technologies in Higher Education*. Springer: NIEPA. pp. 179.

Chapter on 'Women in Science Education and Research', in Ajit Mondal and Neeru Snehi, (Ed.) (Forthcoming). *Dynamics of Women Education in India*.

Research Report

Report of the Study on 'UGC Fellowship and Scholarship Scheme Evaluation' jointly carried out by Dr. Aarti Srivastava, Dr. Neeru Snehi and Dr. Sangeeta Angom.

Participation in National/ International Seminars

Presentation/ Lectures-Webinars

Delivered two lectures each for the sessions titled 'Kirkpatrick Training Evaluation Model' and 'Constructive Alignment' as part of the AICTE sponsored Short-term Training Programme on 'Outcome Based Education and Quality Assurance in Teaching' Phase 1: Theme: 'Outcome Based Education' organised by SCMS School of Technology and Management, Aluva, Cochin, 17-22 August, 2020.

Webinar lecture on 'National Education Policy 2020', organised by Unnat Bharat Abhiyaan, SCMS School of Technology and Management, Cochin, 19 November 2020.

Delivered a lecture on 'Meeting Challenges of Educational Quality', 21 November, 2020 as part of the AICTE sponsored STTP on 'Outcome Based Education and Quality Assurance in Teaching', Phase 3: Theme - 'Quality Assurance in Teaching', 16-21 November, 2020.

Delivered four lectures on Higher Education in India module in Online 107th Faculty Induction Programme from 22 September to 27 October 2020, organised by UGC-Human Resource Development Centre, Goa University.

Delivered four lectures on Higher Education in India module in Online 108th Faculty Induction Program from 17 November to 23 December 2020, organised by UGC-Human Resource Development Centre, Goa University.

Delivered a lecture in the Online Faculty Induction Programme (Gurudakshita) during 11 September to 10 October, 2020, organised by Human Resource Development Centre (HRDC), Pandit Ravishankar Shukla University (PRSU), Raipur.

Delivered a lecture in the Online Faculty Induction Programme (Gurudakshita) during 1 February to 5 March, 2021, organised by Human Resource Development Centre (HRDC), Pandit Ravishankar Shukla University (PRSU), Raipur.

Participated in one of the sessions of the Orientation Programme on Policy Making Structure and Process in Education held during 21-25 September, 2020, organised by Department of Training and Capacity Building in Education, NIEPA.

Delivered a lecture on 'Gender Equity in Shadow Education' in the "Workshop on Gender Equity in School Education: Challenges and Opportunities", held during 8-12 March, 2021 at NIEPA (online).

Chaired a session on 'Experiences of States: Delhi, Chandigarh, Haryana and Punjab' in the "Workshop on Gender Equity in School Education: Challenges and Opportunities", held during 8-12 March, 2021 at NIEPA (online).

Participation in National/ International Workshops / Seminars

Participated in Webinar on 'Internationalization of Higher Education in the post-COVID-19 Era: Challenges and Opportunities for India', 14 May, 2020, Qatar Foundation.

Participated in One-day International Webinar entitled 'Women in STEM' held online on 23 May 2020, organised by the School of Education, Central University of Haryana, Mahendergarh.

Participated in One-day International Webinar entitled 'Context-Based Pedagogy and Assessment in Higher Education' held on 3 June, 2020, organised by the School of Education, Central University of Haryana, Mahendergarh.

Participated in Global Virtual Conference on the theme 'Reimagining and Transforming the University: Confluence of Ideas during and beyond the COVID-19 Disruption' held during 6-7 August, 2020, organised by O.P. Jindal Global University (JGU), India in collaboration with Qatar Foundation.

Participated in eminent educators' colloquium: Agenda setting for leadership on the theme: 'The Future of Education - Implementing NEP 2020', 28 August, 2020, O.P. Jindal Global University, Haryana

Participated in One-day National Webinar on 'New Education Policy: An Appraisal', 3 September, 2020, organised by Samrat Prithviraj Chauhan Government College, Ajmer.

Participated in National Webinar on 'NEP's Road Map for Higher Education 2020: Prospects and Impediments Commemorating the National Education Day', organised by the Department of Education, A.M. School of Educational Sciences, Assam University, Silchar, Assam, 11 November, 2020.

Participated in 'Examining the Politics of Educational Reforms: NEP 2020', 10 September, 2020, CESI India Higher Education and the Pandemic in India, 22 September, 2020, CGHE webinar

Participated in Webinar: 'World Science Day for Peace and Development - Science for and with Society in dealing with COVID-19', 10 November, 2020, UNESCO.

Participated in Webinar on 'Flexible Learning Pathways: Challenges and Opportunities for Higher

Education in India', 20 November, 2020, organised by Centre for Policy Research in Higher Education (CPRHE), NIEPA co-hosted with the International Institute for Educational Planning (IIEP), UNESCO, Paris.

Participated in National Webinar on 'National Education Policy, 2020', 2-6 November, 2020, School of Pedagogical Sciences, Mahatma Gandhi University, Kerala

Participated in Policy Dialogue Webinar on 'Reforms for Diversity and Inclusion in Higher Education Institutions in India', 15 December, 2020, CPRHE, NIEPA.

Participated in Webinar on "Higher Education during the COVID Pandemic", 24 July, 2020, DHPE, NIEPA.

Participated in Higher Education Leaders' Colloquium on the Theme: 'Education as a Public Good: Breaking Barriers and Building Bridges between Public and Private Higher Education Institutions', 11 July, 2020, O. P. Jindal Global University, Haryana.

Participated in Virtual Discussion on 'New Vistas of Higher Education and International Student Mobility', 16 July, 2020, India Centre for Migration (ICM), Sushma Swaraj Bhawan, Chanakyapuri, New Delhi.

Attended Webinar on 'Advancing Gender Equity and Women Empowerment through Education', 14 July, 2020, CPRHE, NIEPA.

Participated in Virtual Workshop on 'Identification of Education Resources for Teachers in Higher Education', 22 June, 2020 by NRCE.

Participated in Virtual Workshop on 'Collating Sociology Subject Resources for Teachers in Higher Education', 25-26 June, 2020, NRCE, NIEPA.

Attended Writing a Research Article for Publication in an Academic Journal, CODATA, International Science Council, 1 June, 2020.

Attended a lecture on 'Academic Integrity, Copyrights, ensuring the academic work plagiarism-free', 2 July, 2020, NIEPA.

Participated in HSS IIT Jammu International Conference, 19-20 March, 2021.

Participated in Panel Discussion: "Mainstreaming Gender in STEM: Policies and Practices", 8 March, 2021, organised on the occasion of International Women's Day by the Department of Science & Technology (DST), Government of India and Centre for Policy Research (CPR), Indian Institute of Science.

Participated in First Peer Review Meeting of IHER 2021 on Private Higher Education on 21 September, 2020, organised by Centre for Policy Research in Higher Education, NIEPA.

Attended 11th Maulana Azad Memorial Lecture on 11 November, 2020 (National Education Day) by Prof. Dhruv Raina entitled 'The Future of Higher Education - Through the Lens of the History and Philosophy of Science', NIEPA.

Participated in Faculty Enrichment Webinar for Education Discipline Teachers in Higher Education, 7 January, 2021, organised by NRCE, NIEPA.

Participated in the Department Advisory Committee of Department of Higher and Professional Education.

Participated in a Three-day Workshop-cum-'Orientation Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges, 17-19 February, 2021, NIEPA.

Participated in Consultative Meeting of State Higher Education Councils, 18-19 March, 2021, organised by CPRHE, NIEPA.

In addition to the above, participated in other seminars/ meetings organised by NIEPA for faculty and research scholars' annual and peer and faculty review seminars.

Other Academic and Professional Contributions

Reviewed a manuscript CED-2019-0218. RV1 for Contemporary Education Dialogue, Sage.

Reviewed a manuscript for CIET's journal, Indian Journal of Educational Technology, CIET-NCERT.

Contributed in 'NEP 2020: Implementation Strategies' by NIEPA.

Supervision and Evaluation

Evaluated the MPhil dissertation work entitled 'Problems and Prospects of Muslim Women in Higher Education in Jammu and Kashmir- A Study of District Kulgam', by Mohd Rouf Bhat.

Supervised and evaluated the PGDEPA dissertation work entitled 'A Study on In-Service Teacher Training Programme of Elementary School Teachers in Kohima, Nagaland' by Khriekuonuo Pienyu.

Supervised the IDEPA dissertation work entitled 'Challenges of Teacher Management in Nigerian Secondary Schools: A Case Study of Education District IV, Lagos State, Nigeria' by Mos Olukunle Adio.

Supervised the MPhil dissertation work entitled 'Exploring the Contours of Academic Freedom: A Study of Doctoral Research in Social Sciences Department' by Srishti Bhatia.

Supervised the PhD work entitled 'The Franchising of Private Tutoring in India' by Harshita Sharma.

Supervised the PhD work entitled 'Understanding the Role of Private Schools in the Development of School Education in J&K: A Study of District Kulgam' by Mohd Rouf Bhat.

Course Coordination

As Convener, conducted the Course 211: Research Methodology and Statistics in IDEPA, February 2020-April 2020.

As Convener, conducted the Course 902: Indian Education- A Perspective in PGDEPA, September 2020.

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.

Involved in transaction of Course 905: Research Methods and Statistics in PGDEPA.

Other Activities

Member of Screening Committee to screen applications for the post of Finance Officer, NIEPA.

Member of Standing Purchase Committee (below Rs. 2.5 lakh).

MPhil-PhD Admission-Screening Committee Meeting on 10th June (Offline).

Member of 'Invigilation/Supervision Committee during conduct of Written Test for Admission to MPhil and PhD', June 2020-21, NIEPA.

Member of 'Evaluation Committee during conduct of Written Test for Admission to MPhil and PhD', June 2020-21, NIEPA.

Membership

Life Member, Comparative Education Society of India (CESI).

Life Member, Indian Social Science Academy.

Sangeeta Angom

Publications

Research papers/articles as chapters in edited volume /book

'Rethinking Higher Education in Northeast India' (chapter) in the book titled "Migration and Ethnicity in Northeast India", edited by M. Amarjeet Singh and H.Shukhdeba Sharma, Shipra, Pp. 136-152.

"Private Universities in India: Reflection on Key Findings" (chapter) in the book titled "Anthology of Qualitative Research in Education", edited by Sandeep Kumar and M. Rajendran, 2020. V.L Media Solutions, Pp. 91-108.

“Chapter 8: Institutional Development Plans in Higher Education” in “NEP 2020: Implementation Strategy”, NIEPA Publication, 2020, Pp-121-126 (contributed the working paper along with Sudhanshu Bhushan, Aarti Srivastava, Neeru Snehi, Manish Priyam and A. Mathew)

Institutional autonomy in Private Universities in India Chapter in India Higher Education Report 2021: Private Higher Education, Edited by N.V. Varghese & Jinusha Panigrahi, Routledge (Forthcoming)

A Centenarian College Case study: St Joseph’s College, Darjeeling, Chapter in the Book titled “Institutional Biographies: The Centenarian”, edited by Aarti Srivastava, Routledge (Forthcoming)

Papers Presented in Seminars and Conferences

Participated and presented paper titled “Impact of Pandemic on Teaching Learning and Research in Indian Higher Education Institutions: Teachers’ Perceptions”, virtual conference for Higher Education Research-Hong Kong 2020, organised by CHER-Hong Kong 2020, 13-14 November, 2020.

Participated and presented paper titled “Rethinking Higher Education: Gender Equity Concerns”, during the International Conference (virtual) organised by Indian Institute of Human Security and Governance (IIHSG), Delhi, 25-26 February, 2021.

Participation in Seminars, Workshops, Conferences, and Meets

Participated in the International Conference on “Roadmap for Humanities and Social Sciences in STEM Higher Education” organised by Department of Humanities and Social Sciences, 19-20 March, 2021 (virtual conference).

Participated in the Five-day Workshop on “Gender Equity in School Education: Challenges and Opportunities” organised by NIEPA from 8-12 March, 2021, and chaired a session in this workshop

on ‘Experiences of States: Tripura, Manipur and Nagaland’.

Attended the First Peer Review Meeting, IHER 2020 on Private Higher Education organised by CPRHE, NIEPA, 21 September, 2020.

Attended the Second Peer Review Meeting, IHER 2020 on Private Higher Education organised by CPRHE, NIEPA, 17 December, 2020.

Attended the Research Academy on Campus Workshop, The International Journal of Educational Development, insights from the editors, 12 January, 2021.

Attended the International Webinar on “India in the Indo-Pacific: Interests, Challenges and Prospects”, 14-15 October, 2020, organised by Department of Politics and International Relations, Central University of Jharkhand, Ranchi, Jharkhand.

Attended the Online Webinar Series ‘Making Education Relevant’ organised by ICSI -International Chamber for Services Industry, 5 June-15 August, 2020.

Attended the Global Virtual Conference on the theme ‘Reimagining and Transforming the University: Confluence of Ideas during and beyond the COVID-19 Disruption’ 6-7 August, 2020, organised by O.P. Jindal University, India in collaboration with Qatar Foundation.

Attended the International Webinar, on “Context Based Pedagogy and Assessment in Higher Education” organised by the School of Education, Central University of Haryana, 3 June, 2020.

Attended the International Webinar on “Women in STEM” organised by the School of Education, Central University of Haryana, 23 May, 2020.

Attended the One-day Webinar on “Academic Publishing and Enhancing Research Effectiveness, organised by Dr. Zakir Husain Library, Jamia Millia Islamia, New Delhi, 9 June, 2020.

Attended the Virtual Conference on “Global Higher Education Skills-Technology-

Opportunities. Special Focus -North East India & ASEAN”, organised by ICSI, India, 29 May, 2020.

Attended the Webinar on “Internationalization of Higher Education in the Post-COVID-19 Era: Challenges and Opportunities for India”,organised by Jio Institute,14May, 2020.

Attended the National Seminar on “Highlights and Implementation of National Education Policy-2020 (Sub-theme: ‘New Education Policy Digital Education Technology Integration’),organised by Bangalore University, Karnataka, 27 August, 2020.

Attended theNational Seminar (virtual) on “NEP-2020: A Way Forward” organised by Department of Education, Rajiv Gandhi University, Rono Hills, Doimukh, Arunachal Pradesh, 20-21August, 2020.

Attended the National Virtual Seminar on “NEP-2020: Prospects, Challenges and Pathways”, organised by Department of Educational Policy, NIEPA, New Delhi, 19 August, 2020.

Attended the Consultative Meeting of State Higher Education Councils organised by theCentre for Policy Research in Higher Education, NIEPA, 18-19March , 2021

Attended the Faculty Enrichment Webinar for Management Discipline Teachers in Higher Education,organised by NRC, NIEPA, 3 March, 2021.

Attended the Faculty Enrichment Webinar for Life Sciences Teachers in Higher Education, orgnaised by the National Resource Centre for Education, NIEPA, 14 January, 2021.

Attended the Policy Dialogue Webinar on ‘Reforms for Diversity and Inclusion in Higher Education Institutions in India organised by CPRHE, NIEPA, 15 December, 2020.

Attended the Foundation Day lecture on 10 December, 2020. The title of the lecture was “Educating Future Citizens: The Introduction of Compulsory Education in the Madras Presidency in the 1920’s and 1930’s”,

organised by Research Interest Group (RIG)-3 History of Education, CESI, New Delhi.

Attended the Webinar on ‘Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India’, jointly organised by CPRHE/NIEPA and the International Institute for Educational Planning (IIEP), UNESCO, Paris, 20 November, 2020.

Attended the Webinar on “Capacity Development of Teachers in Higher Education in the light of NEP-2020”, organised by NIEPA, 5September, 2020.

Attended the Webinar Series on “Examining the Politics of Educational Reforms: NEP-2020”, organised by Research Interest Group (RIG)-5 Politics of Education, CESI, 3 September, 2020.

Attended the 14th NIEPA Foundation Day Lecture on “Education and Social Opportunity: Bridging the Gap” by Prof. A.K. Shiv Kumar, organised by NIEPA, 20 August, 2020.

Attended the National Webinar on “How Schools are Performing in India? Insights from Shaala Siddhi”, organised by Department of Higher and Professional Education, and School Standards and Evaluation Unit, NIEPA, 8 August, 2020.

Attended the Webinar on ‘Higher Education during COVID Pandemic’, organised by the Department of Higher and Professional Education, NIEPA, 24 July, 2020.

Attended the Webinar on ‘Advancing Gender Equity and Women Empowerment through Education’, jointly organized by CPRHE, NIEPA and UGC, 14 July, 2020.

Other Academic Activities

Research Study (Ongoing and Completed)

Completed and submitted survey report on UGC Fellowship and Scholarship Evaluation, conducted by Department of Higher and Professional Education, NIEPA, October 2020-As a member of the survey team.

Research study titled “Library Facilities in Indian Undergraduate Colleges and Their Impact on Students’ Academic Performance”, started in November 2018 – ongoing.

Supervision of PhD and MPhil Students

Supervised PhD scholar Fatima Zarah for her PhD work titled, “Participation of Women in Higher Education in Ladakh and its Prospects for Women Empowerment”.

Supervised MPhil dissertation of Goddam Mihira (2019-21 batch) titled, “Social Science and Humanities curriculum in Higher Education Institutions”, 2021.

Supervision of NIEPA Trainees

Supervised the dissertation work titled, “Status of ICT in Enhancing Teaching Learning Process: A Comparative Study between Government and Private Schools in Lakhimpur district, Assam”, conducted by the VII-PGDEPA participant Indrajit Gam.

Supervised and evaluated the dissertation work on “Assessment of the Induction Training on Secondary School Heads: The Case of Dodoma City”, conducted by the IDEPA-37 participant Edson Mapunda.

Course Coordinator

Coordinator of IDEPA Course 201: Thematic Seminar

Coordinator of PGDEPA Course 905: Research Methodology, Project Work and Writing

Involved in Transaction of Courses

IDEPA Programme

IDEPA Course 201: Thematic Seminar

IDEPA Course 212: Research Methodology and Statistics

PGDEPA Programme

PGDEPA Course 906: Participants’ Seminar

PGDEPA Course 905: Research Methodology Project Work and Writing

PGDEPA Course 902: Indian Education - A Perspective

Involved in Transaction of Course in Other University

As a Resource Person, transacted the course on “Higher Education and its Ecosystem” for three different Faculty Induction Programmes conducted by UGC-HRDC, Goa University during the months of September 2020 December 2020 and March 2021.

Engaged in the Development of NIEPA NEP Document

Engaged in the development of NEP-2020: Implementation Strategies of NIEPA as a member of the thematic group, “Institutional Development Plans in Higher Education”.

Members of NIEPA Committee

Member of the Examination Committee, NIEPA

Member of the Screening Committee for Junior Project Fellow, NIEPA

Member of the Selection Committee for the posts of Project Graphic Designer and Project Consultant

Member of the Selection Committee for the posts of Project Senior Consultant

Member of the Board of Studies

Member of the Academic Council

Member of the thematic group for development of NEP-2020: Implementation Strategies

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)

Member of an Expert Group Committee for developing a course in Life Skills in Higher Education, of the Department of Education and Extension, Savitribai Phule Pune University, Pune.

Department of Training and Capacity Building in Education

B. K. Panda

Contribution for National Education Policy - 2020

Contributed in the following two areas in the preparation of document on “NEP-2020: Implementation Strategies”, NIEPA, November 2020.

Efficient Resourcing and Effective Governance through School Complexes.

Reforming Structures of Governance in the Federal Framework of Governance.

Designed and Conducted International Programmes

International Programme on Institutional Planning and Management for Heads of Educational Institutions

has been designed as an online programme in order to reach the educational leaders to serve their institutions with a focused vision and mission, and achieve the objectives of education as has been highlighted in their programmes and policies. It allows to introspect what has been done so far and where were the lacunae and how it can be rectified for the success of the institution.

International Programme for Educational Administrators was designed keeping in view the priorities and challenges of the educational administrators who are serving in the developing nations. This programme equips them with the basic skills required for overcoming the problems and adapting appropriate innovations to bring about systemic changes in the educational administration they are serving.

Guidance to Doctoral Students

Supervision of Ph D student Jyotsna Sonal on the topic “Inter Tribal Variation in Participation of Tribal Children at Elementary Education in Uttarakhand”.

Supervision of PhD work of Satya Garada on the topic “Problems of Tribal Children in the Schools of Koraput District of Odisha”.

Supervision of PhD work of Poonam Chaudhry on the topic “A Sociological Analysis of Professional Identity of Teachers in Changing Policy Context.”

Research Project in Progress

The “Study on Role and Functions of Educational Administrators in order to Identify Training Needs” is in progress. The first part of the study was completed and submitted in September 2020, and the important outcomes on the “Training Themes” were presented in the Faculty Meeting of NIEPA.

The second part has already been initiated with collection of secondary information required for the study.

Participation in Academic Activities/ Webinars – National and International

Attended a Webinar on “Higher Education during the COVID Pandemic”, 24 July, 2020, Department of Higher and Professional Education, NIEPA.

Attended the *viva-voce* examination of Monika Bisht, PhD scholar, 13 July, 2020, NIEPA.

Attended the *viva-voce* examination of Ajay Kumar Choubey, PhD (Part-time) scholar, 7 July, 2020.

Attended a Webinar lecture on “National Education Policy-2020: Prospects, Challenges and Pathways”, 19 August, 2020, NIEPA, New Delhi.

Attended a Webinar 14th Foundation Day Lecture on “Education and Social Opportunity: Bridging the Gap” by Professor A.K. Shiva Kumar, Development Economist and Policy Advisor, 20 August, 2020, NIEPA, New Delhi.

Attended the *viva-voce* examination of Yashmita and Thiyagarajan M., MPhil scholars, 28 August, 2020, NIEPA.

Participated in the *viva-voce* examination of JyotsanaSonal, PhD scholar, 7 September, 2020.

Attended the *viva-voce* examination of SumanSaha, 14 September, 2020.

Attended the PhD *viva-voce* examination of Anshul Saluja, 19 September, 2020.

Peer and Faculty Review Seminar for scholars of 2020 batch, 15 October, 2020.

Pre-submission seminar of Laxmi Jaiswal, PhD scholar, 22 October, 2020..

Attended a Webinar lecture on “Minding Our Minds during COVID-19: Helping School Going Children Manage Their Mental Health”, 30 October, 2020, UNESCO.

Attended a Webinar lecture on “Flexible Learning Pathways: Challenges and Opportunities for Higher

Education in India”, 20 November, 2020, CPRHE, NIEPA and IIEP, Paris.

Attended Online launch of the 2020 State of the Education Report, 8 December, 2020, UNESCO.

Attended PhD *viva-voce* examination of Rajneesh Kler, 9 December, 2020.

Attended Faculty Enrichment Series, 10 December, 2020, NRCE, NIEPA, New Delhi.

Attended Policy Dialogue Webinar on “Reforms for Diversity and Inclusion in Higher Education Institutions in India”, organised by CPRHE, NIEPA, 15 December, 2020.

Attended International Webinar Lecture Series on “Reforms in Teacher Education and Higher Education around the World”, organised by AIAER & IFORE, 9-14 December, 2020.

Attended a Webinar lecture on “Instructional Decisions Model: A Backward Design Approach to Train Teachers for the Future” by Dr. Brijju Thankachan, Ohio University Heritage College of Osteopathic Medicine, Athens, Ohio, United States, 9 December, 2020.

Attended a Webinar lecture on “Teacher Education in the United Kingdom” by Mrs. Sue Cronin, School of Education, Liverpool Hope University, United Kingdom cronins@hope.ac.uk and Dr (Ms.) Namrata Rao, Faculty of Education, Liverpool Hope University, United Kingdom, 9 December, 2020.

Attended a Webinar lecture on “Teacher Education in the United States” by Prof. (Mrs) Basanti Dey Chakraborty, Department of Early Childhood Education, New Jersey City University, United States, 10 December, 2020.

Attended a Webinar lecture on “Teacher Education in Australia” by Dr. (Ms.) Sylvia Christine Almeida, Faculty of Education, Monash University, FRANKSTON, VIC, Australia, 10 December, 2020.

Attended a Webinar lecture on “Teacher Education

in Russia” by Prof. (Ms.) RozaValeeva, Institute of Psychology and Education, Kazan Federal University, Kazan, Tartan, Russia, 11 December, 2020.

Attended a Webinar lecture on “Teacher Education in Sri Lanka” by Prof. (Ms) G. Dayalatha Lekamge, Faculty of Education, Open University of Sri Lanka, Sri Lanka, 11 December, 2020.

Attended a Webinar lecture on “Teacher Education in Singapore” by Dr. (Ms) Liu Woon Chia, National Institute of Education, Singapore, 12 December, 2020.

Attended a Webinar lecture on “Teacher Education in Post-apartheid South Africa: A Brief Historical Overview” by Prof. Chris Reddy, Faculty of Education, Stellenbosch University, South Africa, 12 December, 2020.

Attended a Webinar lecture on “Training of Higher Education Teachers - An International Overview” by Dr. Sunil Behari Mohanty, 13 December, 2020.

Attended a Webinar lecture on “Teacher Education in Estonia” by Ms. Ene-Silvia Sarv, Estonia, 13 December, 2020.

Attended a Webinar lecture on “Higher Education in India” by Dr. (Mrs.) Ramadevi Pani, Editor, University News, 14 December, 2020, Association of Indian Universities, New Delhi.

Attended a Webinar lecture on “Higher Education in United States” by Prof. (Ms.) Rosemary Papa, 22822 Arbella Road, Laguna Niguel, CA 92677 USA, 14 December, 2020.

Attended *viva-voce* examination of Shaswati Pramanik, PhD scholar, 22 December, 2020.

Attended the Annual Seminar for PhD scholars, 18 December, 2020.

Attended the Webinar on “International Day of Education: Recover and Revitalize Education for the COVID-19 Generation”, 25 January 2021, UNESCO.

Attended a Webinar on “New Education Policy” by Prof. N. V. Varghese, VC, NIEPA, New Delhi, 29 January, 2021, IGDTUW, Delhi.

Attended the Google Meet of the Doctoral thesis of Manika Bora on “Inequality and Education Attainment: A Study of Intergenerational Mobility in Bihar”, 3 February, 2021.

Attended the Pre-Submission Seminar of Laboni Das, PhD (Part-time) scholar, 26 March, 2021.

Attended the Consultative Meeting of State Higher Education Councils organised by the Centre for Policy Research in Higher Education, NIEPA, 18-19 March, 2021.

Attended the Pre-Submission Seminar for MPhil scholars of 2019 batch, 22-23 March, 2021.

Programmes of NIEPA

Conducted an International Programme on Institutional Planning and Management for Education Officers (29 March-12 April, 2021). The programme was attended by 40 education officers from 15 countries.

Associated with the Post Graduate Diploma Programme in Educational Planning and Administration (PGDEPA) and conducted courses which are going on since August 2020 to conclude in July 2021. The programme is in progress as the final Phase VI is yet to be completed; around 25 trainees participated in the online programme.

Veera Gupta

Publications

Books published during the year under Report

Chapters on “Equity and Inclusion”: and “Teacher Education” operationalization of NEP document; email dt. 29th Sept; NIEPA; team member.

Developed Training Packages for “Including Children with SLD in Regular Schools” Email Dt. 22 Jan. Published by NCERT.

Research papers/articles published during the year under Report

“Accessibility of Learning Environments and Learning Processes to Children with Disabilities” Journal of All India Association for Educational Research, Vol 32, Numbers 1&2, June & December 2020, ISSN 0970-9827.

Participation in Seminars/Conferences/ Workshops, Training Programmes during the year Report (including Title, Organisers, Date and Place)

(National/International)

Speaker National Conference on “Counselling Skills & Its Resources”, 18-19 April, Vision Institute of Advanced Studies New Delhi; email dated 28th January

Speaker of the Webinar organised by Tripura University on “Inclusive education policies and practices”, 18 May

Speaker of the Webinar on “CwD and Covid” organised by CBM, RCI and UNESCO, 22 May.

Speaker of the Webinar on “Academic Publishing and Enhancing Research Effectiveness”, 9 June, organised by Jamia Millia Islamia, email dt. 7th June.

Attended a Professional Development Programme on SLD, 20-21 June, organised by DLS, UK.

Attended a Webinar on “Advancing Gender Equity and Women Empowerment through Education”, 8 July, organised by CPRHE/NIEPA.

Attended a Webinar on “Higher Education during the COVID Pandemic”, 23 July, organised by NIEPA.

Attending a Conclave on “Transformational Reforms in Higher Education”, 7 August, organised by UGC MHRD.

Attended “National Education Policy-2020 - Prospects, Challenges and Pathways” 19 August, organized by NIEPA.

Attended “Capacity Development of Teachers in Higher Education in the light of NEP-2020” 5 September, organised by NRCE, NIEPA.

Speaker on National Education Policy-2020; “Deciphering the Transformational Reform”, 16 September, email dt. 8th Sept. Faculty of Education, Jamia Millia Islamia.

Attended a Documentary Show on “The Relevance of Gandhian Educational Ideas and Experiment” email dt. 1st Oct.; NIEPA.

Speaker on “Inclusive Education for Children with Disabilities”, 15 October, email dt. 4th Sept, organised by National Institute of Advanced Studies, Bangalore.

Speaker in SLC Webinar on “Challenges of Teaching Learning in Schools in Rural Areas during COVID -19 Pandemic”, organised by Shyam Lal College, Delhi University, 7 November.

Attended Maulana Azad Memorial Lecture (National Educational Day), 11 November, organised by NIEPA.

Attended a Webinar on “Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India”, 20 November, organised by CPRHE/ NIEPA and the International Institute for Educational Planning (IIEP), UNESCO, Paris.

Attended a Webinar on “Affirmation of the Idea of Pluralism, Equality and Citizenship in Indian Constitution” on the eve of Constitution Day Celebration, 26 November, organised by NIEPA.

Speaker on “Do’s & Don’ts during COVID Times and Management of Cardiac Problems”, 26 November, organised by NIEPA, email dt. 24 Nov.

Attended a Seminar on “Reforms for Diversity and Inclusion in Higher Education Institutions in India”, 15 December, organised by CPRHE NIEPA.

Speaker in the National Webinar on “Inclusive Education: Policies to Practice”, organized by Pandit

Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT); North-Eastern Hill University, Shillong, 5 January, 2021.

Attended the Virtual celebration of the third 'International Day of Education: Recover and Revitalize Education for the COVID-19 Generation' 25 January, email dt. 16 Jan, organised by UNESCO.

Speaker for 'Education of Dyslexic Child; organized by Varsgney Society of teachers on 28th Nov 2020

Speaker in the World Education Conference (WEC Online 2021) on "Special initiatives to educate girls and special children", 16 January, email dt. 31 Dec,organised by Policy Times.

Member Roll-out Workshop on "UDL based Accessible Textbooks and Supplementary Readers for All" Chair for the session on 15 March on 'NCERTS 'UDL Digital Exemplar", 15-16 March, email dt. 14th March, organised by NCERT.

Speaker on "CBSE Provisions for Special Educators of Chandigarh", 16-17 March, organised by Samagra Abhiyan.

Chair for the WBFRP Panel discussion on "Teacher Education reforms in the light of RPWD 16 Act and NEP 20" held on 17 Mar organized by West Bengal forum of Rehabilitation Professionals

Participant in the Consultative Meeting of State Higher Education Councils, 18-19 March, organised by CPRHE, NIEPA.

Workshops/Conferences/Training Programmes Organised

Programme Director, 37th IDEPA 2019-20

Programme Director, 7th PGDEPA 2019-20

Programme Director, 8th PGDEPA 2020-21

Course Director of MPhil 2020 Optional Course (On Inclusive Education)

Director of MPhil 2020 Field Attachment Programme

Director of 7th PGDEPA 2019-20 Advanced Course on Policy Making

Course Director of MPhil 2021 Optional Course (On Inclusive Education)

Director of MPhil 2021 Field Attachment Programme

Programme Director of Online Meet on "Role and Functions of Capacity Building Institutions: SCERTs and SIEMATs", 5-6th November, NIEPA. Based on Research Project Report.

Programme Director of Online Meet on "Education of Children with Specific Learning Disabilities (SLD)", 3-4 December, 2020, organised by NIEPA.

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

Developed Training Packages for "Including Children with SLD in Regular Schools",email dt.22 Jan., published by NCERT.

Member of Pre-Workshop Planning Meeting (PAC Approved Programme 3.02): "Try out Workshop for Including Children with SLD in Regular Schools in Nagaland", 22 February, email dt. 9th Feb, organised by NCERT.

Reviewed Curriculum of BEd, MEd and DEd as Member of the Board of Studies of Dayal Bagh Deemed University, email dt. 18th Feb.

Submitted Internal Complaint Committee Report to Jamia Millia Islamia.

Training Material Developed/Evolved and Reports Prepared during the year under Report

Training Material Developed for Professional Policy Making

Training Material Developed for Inclusive Education Course

Prepared a Report for Online Meet on “Education of Children with Specific Learning Disabilities”

Prepared a Report for Online Meet on “Role and Functions of Capacity Building Institutions: SCERTs and SIEMATs”

Prepared a Report for 37th IDEPA Programme

Prepared a Report for 7th PGDEPA Programme

Membership of Eminent Bodies outside NIEPA

External Member of Internal Complaints Committee, File no. gen 311/JMI/RO/estt/2020, Jamia Millia Islamia

Governing Board Meeting of Dr. Zakir Husain Memorial Welfare Society, Jamia Millia Islamia, Letter dt. 5 Feb, 18 February, 2020

Member of Delhi Education Society for three years w.e.f. 27 June, 2019; Letter dt. 27/6/2019 for 27/6/2019- 26/6/2022 by Delhi Education Society

Member of Governing Body; Email 20 June 2019, 20 July, 2019 by AMAR JYOTI

Member of Board of Management of Sarojini Naidu Centre for women’s Studies.F.No. AC 12 (5) Ro/ 2020 dated 4.6.2020; three years w.e.f. 28 May, 2020; Jamia Millia Islamia, Meeting attended on 29 September

Reviewed PhD Proposal as RDC Member, Dayal Bagh Arga; email dt. 14 Oct

Member of AGM of Amar Jyoti Charitable Trust, email dt. 25 Dec, Amar Jyoti Charitable Trust

Member of Managing Committee of Anglo Arabic Model School, Delhi, email dt. 28 Jan

Member of Board of Studies of Dayal Bagh Deemed University, email dt. 18th Feb

Other Academic and Professional Contributions

Member of Governing Board of AIAER

Reviewed an article for journal of All India Association for Educational Research, manuscript no. 2020126

Reviewed an article for journal of All India Association for Educational Research, manuscript no. 202062

Reviewed PhD Proposal as RDC Member Dayal Bagh Arga; email dt. 14 Oct

Kick Start Meeting on “Developing Training Packages for Including Children with Autism and SLD in Regular Schools”, 29 December, 2020, organised by NCERT

Examiner for the Thesis of Ruchira Guglani - “A Study of the Impact of RTE 2010 on the Education of Children Living on the Streets of Delhi”, email dt. 11 December, 2020, organised by Jamia Millia Islamia

Reviewed Curriculum of BEd, MEd and DEd as Member of Board of Studies of Dayal Bagh Deemed University, email dt. 18th Feb

Member of Pre-Workshop Planning Meeting (PAC Approved Programme 3.02): “Try out Workshop for Including Children with SLD in Regular Schools in Nagaland”, 22 February, email dt. 9th Feb, organised by NCERT

Evaluation of the Thesis of Valli - “An Analytical Study of the Curriculum of Upper Primary Education in Gujarat Peace Education Perspective”, 18 February, email dt. 18 Feb, organized by M S University Baroda

Review of six Research Proposals of DEI Agra, email dt. 2 Mar., organised by DEI Agra

Editor for Interdisciplinary journal of Nav Rachna University, email dt. 4 Mar 2021

Viva-voce of the Thesis of Valli - “An Analytical Study of the Curriculum of Upper Primary Education in Gujarat Peace Education Perspective”, 2 March, email dt 18 Feb, organised by M S University Baroda

Member of the Editorial Board of DEI FOERAA, email dt 2 Feb., Dayal Bagh Deemed University, Agra

Lectures Delivered

Session in FDP organised by SNDT University and RCI on “Qualitative and Quantitative Research Methods”, 8 June

“Financial Literacy for Women in Times of Covid-19”, organised by IQAC and UBA of Shyam Lal College, Delhi University, 8 June

Resource Person on National Webinar of SOE, IGNOU on “Implications of NEP 2020: Implications for Teacher Education”

Session at JMI HRDC “Understanding the Realm of Teaching”, 12 October, email dt. 8th Oct., Jamia Millia Islamia

Lecture on “Experiential Learning through ICT”, email dt. 6 Oct., organised by Chandigarh College of Education, Chandigarh

“Understanding the Realm of Teaching”, 24 November, organised by HRDC, Jamia Millia Islamia

Session on “Understanding Students and Their Needs”, email dt. 2nd Jan, HRDC, Jamia Millia Islamia University, 9 January

Speaker on the Topic: “CWSN in the Context of School Education; Leadership in Educational Governance”, 11 February, organised by NIEPA

National Workshop on “Education of the Disadvantaged under RTE Act”, 15-17 February, email dt. 12th Feb., NIEPA

Training Programme on “Rights to Persons with Disabilities Act, 2016” for Special Teachers Topic: Becoming Familiar (UNCRPD and Overview) with RPWD 2016, organised by Haryana Institute of Public Administration (HIPA) session on 15th, 16th, 22nd, 25th and 26th 2021

The Workshop on the “Specific Learning Disability Training Package ONLINE Nagaland Module”, 1-3 March, organised by NCERT

Supervisor for Research

Supervision of PhD student, Sangita Dey, thesis on “Policy Analysis of Mid Day Meal Programme: from Governance Perspective”

Supervision of Deepinder Sekhon PhD student, thesis on “Analysing the Policy Documents for the Inclusive of CWD with the Framework of Holistic Development”

Supervision of Nivedita Sahani, PhD student, thesis on “To Study the Impact of Teacher Training Programme on the Mental Health of Children with and without Specific Learning Disability (SLD)”

Internal evaluation report of Preeti Sharma, MPhil student, on “An Assessment of Inclusivity in School Education for the Students with Hearing Impairment: A Field Study in Haryana”

Supervision of Preeti Sharma, PhD student, topic under registration “Socio-Economic Barriers to the Right Based Inclusive Education for CWDs in the Mainstream Schools of Haryana at the Secondary Stage: An Empirical Study”

Supervision of Banashree Mondal, MPhil student, thesis on “Status of Monitoring Mechanism Improving Effectiveness of Inclusive Education of Children with disabilities”

PGDEPA Study of Issues Related to Reading Impairment in Class-3 Children Based on NAS-2017 in Haryana State, Investigator: Tanu Bhardwaj

IDEPA dissertation: “Factors Influencing Inclusion of Learners with Disabilities in Regular Primary Schools in Tanzania: A Case Study of Temeke District” by Joseph Challe, Tanzania

IDEPA dissertation: “Investigating the Leadership and Change in Higher Education in Mongolia” by Chintungalag Erdenebaatar, Mongolia

Memberships

Member of Board of Studies

Member of Academic Council

Member of Planning and Monitoring Board, NIEPA

Member, Ek Bharat Shreshth Bharat - Notification F.No. 11018/02.2019-EBSB (Pt.I part -1) dated 1st June 2020 NIEPA

Chairperson of MPhil-PhD Entrance Exam held on 3 July, 2020

Member of SPC above Rs. 2.5 lakh, N.F. 37-25/2009-10/GA

Chairperson of SPC below Rs.2.5 lakh, N.F. 37-25/2009-10/GA

Member of Journal Selection Committee of NIEPA

Member of Grant-in-Aid Committee

Mona Sedwal

Publications

Elusive Vocational Education Programme: An Analysis of Trends in Indian Secondary Schools in Tilak J. (eds) *Universal Secondary Education in India: An Introductory Overview of Issues, Challenges and Prospects*. Springer, Singapore, 2020. pp. 301-322. Print ISBN978-981-15-5365-3; Online ISBN978-981-15-5366-0.

Participation in Seminars/Conferences/Workshops

As Presenter

Presented a paper entitled *Using 'Blended' Learning Approach in Schools: Issues and Challenges on Access, Equity and Quality with Reference to COVID 19 Pandemic in the Indian Context* in the International Conference entitled *Education Beyond Face-to-Face Mode: Opportunities and Challenges*, 25-27 January, 2021, organised online by The Maharaja Sayajirao University of Baroda, Vadodara. The Seminar was organised by the Inter-University Centre for Teachers Education (IUCTE) and Department of Education (CASE and IASE), Faculty of Education and Psychology.

Presentation on *Areas of Capacity Development* in Faculty Meeting, 26 February, 2021, NIEPA.

Invited as an Expert for online Workshop-cum-Meet on the Project Report entitled *Adolescent Education Programme (AEP) for Madrasa Students: Institutional Plans for State Resource Centre (SRC) and Regional Resource Centres (RRCs)*, 10-12 March, 2021, organized by Department of Educational Studies, Faculty of Education, Jamia Millia Islamia, New Delhi in collaboration with UNFPA.

As Participant

Attended numerous Webinars on *NEP, 2020 and Impact of COVID 19 on Education*

Complete list is attached separately, and a few are appended below:

Webinar on *Covid-19 - A Learning Opportunity for Higher Education*, 18 April, 2020, organised by ASSOCHAM National Education Council.

Webinar on *The Future of Higher Education in a Post Covid-19 World*, 4 May, 2020, organized by Economist Intelligence Unit (EIU).

Online event on the launch of a report *New Schools of Thought: Innovative Models for Delivering Higher Education*, 4 May, 2020, developed through a partnership between Qatar Foundation (QF) and the Economist Intelligence Unit (EIU).

Webinar on *Internationalization of Higher Education in the Post COVID19 Era: Challenges and Opportunities for India* by Allan E. Goodman, President & CEO, Institute of International Education, and Francisco Marmolejo, Education Advisor, Qatar Foundation, 14 May, 2020, organized by Jio Institute.

Webinar on *Research, Innovation and Higher Education – Opportunities in the Nordics and EU*, 28 May, 2020, organised by Nordic Centre of India (NCI), New Delhi.

Webinar on *Building a Curious School*, 1 June, 2020, organized by Corwin.

Webinar on *School Closure & Lockdowns Affecting Mental Health of Children*, 12 June 2020, organised by Child Centric Disaster Risk Reduction (CCDRR) Centre, National Institute of Disaster Management.

Webinar on *COVID 19 - Challenges Faced by Secondary School Children*, 13 June, 2020, organised by Child Centric Disaster Risk Reduction (CCDRR) Centre, National Institute of Disaster Management.

Webinar on *Reopening Schools: When, Where and How?*, 17 June, 2020, organised by ASSOCHAM National Council on Education which was addressed by Shri Anurag Tripathi, IRPS, Secretary, Central Board of Secondary Education (CBSE).

Webinar on *Reopening of Schools: Expectation of Parents and Children*, 20 June, 2020, organised by Child Centric Disaster Risk Reduction (CCDRR) Centre, National Institute of Disaster Management.

Virtual Workshop on *Identification of Education Resources for Teachers in Higher Education*, 22-23 June, 2020, organised by National Resource Centre for Education (NRCE), National Institute for Educational Planning and Administration (NIEPA), New Delhi.

Webinar on *Impact of COVID-19 on Right to Education of Children of Migrant Workers*, 26 June, 2020, organised by RTE Forum, New Delhi.

Webinar on *Silver Linings of COVID-19 in Lives of Children*, 26 June, 2020, organised by Child Centric Disaster Risk Reduction (CCDRR) Centre, National Institute of Disaster Management.

Virtual Panel Discussion on *COVID-19 and Violence against Women and Girls*, 26 June, 2020, organised by Institute for Human Development.

Webinar on *Safety of Children after School Reopening*, 27 June, 2020, organised by Child Centric Disaster

Risk Reduction (CCDRR) Centre, National Institute of Disaster Management.

Webinar for a discussion on *Online Education: Continuity or Disruption?* by Prof. Apoorvanand from Delhi University, 29 June, 2020, organised by TERI School of Advanced Studies, New Delhi.

Webinar on *Academic Integrity, Copyrights, Ensuring the Academic Work Plagiarism Free* by Prof. R. C. Gaur, 3 July, 2020, organised by NIEPA, New Delhi.

Webinar on *Plagiarism Check-URKUND Software* by Dr. D.S Thakur, Documentation Officer, NIEPA, 3 July, 2020, organised by NIEPA, New Delhi.

Webinar under Internationalisation of Indian Higher Education Series on *Driving Institutional Growth through Internationalisation*, 7 July, 2020, organised by Sannam S4.

Webinar on *Higher Education: Transform the COVID-19 Threat into a New Model of Education*, 9 July, 2020, organised by ASSOCHAM Education Council.

Higher Education Leaders' Colloquium on *Education and as a Public Good: Breaking Barriers and Building Bridges between Public and Private Higher Education Institutions*, 11 July, 2020, organised by O. P. Jindal Global University, Sonipat, Haryana.

Webinar on *Advancing Gender Equity and Women Empowerment through Education*, 14 July, 2020, jointly organised by the Centre for Policy Research in Higher Education, National Institute of Educational Planning and Administration, New Delhi and University Grants Commission, New Delhi.

Annual Durgabai Deshmukh Memorial Lecture Webinar on *Are Today's Crisis Catastrophic Enough for Neo Classical Economists and Neo Liberal Politicians to Change Their Mindsets?* by Dr. Ashok Khosla, Indian Environmentaand Founder of the *Development Alternatives Group*, 15 July, 2020, organized by Council for Social Development and India International Centre.

International Conference on *Mental Well Being and Stress Management of the Human Being under Pandemic Situation with Uncertainty*, 17 July, 2020, organised by Entrepreneurial Economists Club, Dhaka School of Economics.

Webinar on *Women and Children in Era of COVID-19: Discussing Policies & Way Ahead*, 18 June, 2020, organised by National Institute of Disaster Management.

Webinar on *The Changing World of Educational Leadership Impediments and Prospects Amidst Covid-19 Crises* by Prof. Rashmi Diwan, 23 July, 2020, organised by Sourashtra College, Madurai, Kamaraj University, Tamilnadu.

Webinar on *Higher Education during the COVID Pandemic*, 24 July, 2020, organised by Department of Higher and Professional Education, NIEPA.

Webinar on *Channelising Energy of Children during School Closures*, 26 July, 2020, organised by National Institute of Disaster Management.

Webinar on *Teacher Education in the light of New Education Policy 2019* by Prof. Poonam Batra, 27 July, 2020, organised by Mahavir Mahavidyalaya, Kolhapur.

Webinar on *What May be the Best Assessment Approach for Higher Education Institutions - Online or Offline?* 30 July, 2020, organised by ASSOCHAM National Council on Education in association with Shobhit University and Wheebox.

Global Virtual Conference on *Reimagining & Transforming the University; Confluence of Ideas during & beyond Covid-19*, 6-7 August, 2020, organised by O.P. Jindal Global University India in collaboration with Qatar Foundation and other organisations, including the Association of Commonwealth Universities (ACU), Association of Indian Universities (AIU), Coimbra Group of Brazilian Universities, Laspau (A Harvard University

affiliated network), and the STAR Scholars Network.

Webinar on *Restoring Childhood and Missed Schooling: Mitigating Losses due to Closure of Rural Primary Schools*, 5 August, 2020, organised by Transform Rural India.

Online Conclave on *Transformational Reforms in Higher Education under National Education Policy, 2020*, 7 August, 2020, organised by University Grants Commission and Ministry of Human Resource Development.

Webinar on *National Education Policy, 2020: Setback to Universalisation of School Education?* 7 August, 2020, organised by Right to Education (RtE) Forum.

Web seminar on *COVID-19 Impacting School Dropouts*, 7 August, 2020, organised by National Institute of Disaster Management, Ministry of Home Affairs, Government of India.

Webinar on *New National Education Policy, 2020: What does it Mean for India?* 7 August, 2020, organised by South Indian Scholars' Group of International Studies (SISGIS).

Webinar on *Internationalisation in Higher Education: The Pandemic Changes Everything, The Pandemic Changes Nothing*, by Dr. Mark Elliott, Vice Provost for International Affairs, Harvard University, 7 August, 2020, organised by The US Embassy, New Delhi and The Association of Indian Universities, India.

National Webinar on *How Schools are Performing in India? Insights from Shaala Siddhi*, 8 August, 2020, organised by Department of School and Non-Formal Education, School Standards and Evaluation Unit, National Institute of Educational Planning and Administration (NIEPA), New Delhi.

Online Awareness Programme on *Plagiarism Detection Software (PDS) Shodh Shuddhi*, 10 August, 2020, organised by INFLIBNET (Information and Library

Network), autonomous Inter-University Centre of University Grants Commission.

Webinar on *National Education Policy, 2020: Prospects, Challenges and Pathways*, 19 August, 2020, organised by Department of Educational Policy, NIEPA.

Webinar on the occasion of the 14th Foundation Day Lecture on *Education and Social Opportunity: Bridging the Gap* by Professor A. K. Shiva Kumar, Development Economist and Policy Advisor, 20 August, 2020, organised by NIEPA.

Webinar on *NEP Curtain Raiser: Learning from Existing Replicable Practices & the Way Ahead*, 27 August, 2020, organised by Nexus of Good.

Webinar on *New Education Policy, 2020 - Knowledge Series Transforming Higher Education: Structure and Processes*, 27 August, 2020, organised by ASSOCHAM National Council on Education.

Webinar on *National Education Policy, 2020: A New Paradigm – Higher Education – Changes and Impact*, 29 August, 2020, organised by ASSOCHAM National Council on Education.

Web seminar on *COVID 19 & Child Labour: An Emerging Concern*, 29 August, 2020, organised by National Institute of Disaster Management.

Web event on *Talking across Generations on Reimagining Education on the Why? the What; and Education for a Better Society*, 1-3 September, 2020, organised by UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP).

Webinar on *National Education Policy, 2020: The Brighter Future of Education*, 3 September, 2020, organised by ASSOCHAM National Council on Education.

Webinar on the theme *NEP, 2020 and Paradigm Shift in Teacher Education in Higher Education Institutions*, 3-4 September, 2020, organised by Inter University

Centre for Teacher Education (IUCTE), Benaras Hindu University (BHU), Varanasi.

Webinar on *Examining the Politics of Educational Reforms: NEP, 2020*, 3 September, 2020, organised by Comparative Education Society of India (CESI) Research Interest Group (RIG)-5 on Politics of Education.

Webinar on *Capacity Development of Teachers in Higher Education in the light of NEP, 2020*, 5 September, 2020, organised by National Resource Centre for Education, Department of Higher and Professional Education, NIEPA, New Delhi.

Virtual Conference of Governors on *Role of National Education Policy, 2020 in Transforming Higher Education*, 7 September, 2020, organised by Ministry of Education, Government of India.

Virtual programmes under *Shikshak Parv* on the theme of *National Education Policy, 2020* for principals, teachers, parents, students, schools, HEIs, TEIs, government school education functionaries, educationists, CSOs, etc., 8-25 September, 2020, organised by Ministry of Education. A two-day Conclave on *School Education in the 21st Century, Practitioners Conclave, Technical Sessions* and twelve webinars on NEP and its implementation on different themes, 8-9 September and 14-25 September, 2020.

Web seminar on *Blended Learning and Course Delivery in the Era of COVID-19*, 15 September, 2020, organised by National Institute of Disaster Management (NIDM).

Online Capacity Building Workshop for School Principals of *Eklavya Model Residential Schools on School Leadership Development*, 21 September-1 October, 2020, organised by NCSL, NIEPA in collaboration with the Ministry of Tribal Affairs.

ASSOCHAM Knowledge Series on *National Education Policy, 2020 - Role and Functions of Regulatory and Standard Setting Bodies*, 10 October, 2020, organised by ASSOCHAM National Council on Education,

Webinar on Strategic Debate on *Education during COVID-19: Is Contingency Planning the Way Forward?* 13 October, 2020, organised by IIEP-UNESCO.

Online Awareness Programme on *AICTE's Institutional Development Initiatives*, 20 October, 2020, organised by All India Council for Technical Education.

International Webinar on *Educational Transformation in the Era of COVID-19: Challenges and Issues*, 28-30 October, 2021, organised by the IPS College of Education, Gwalior, Madhya Pradesh, in collaboration with All India Association for Educational Research (AIAER) and IFORE.

Eleventh Maulana Azad Memorial Lecture on *The Future of Higher Education? Through the Lens of History and Philosophy of Science* by Prof. Dhruv Raina, 11 November, 2020, organised by NIEPA.

Webinar on *Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India*, 20 November, 2020, organised by Centre for Policy Research in Higher Education (CPRHE) of National Institute of Educational Planning and Administration (NIEPA), co-hosted with the International Institute for Educational Planning (IIEP), UNESCO, Paris.

National Webinar on *National Education Policy and Quality of Education (NAAC)*, 22 November, 2020, jointly organized by Shree Ravalnath Co-op. Housing Finance Society Ltd., Ajara (Multi-State) and R. B. Madkholkar Mahavidyalaya, Chandigad.

Virtual Talking Across Generations on Education (TAGe) Dialogues on *Reimagining Education*, 7-10 December, 2020, organised by United Nations Educational, Scientific and Cultural Organization (UNESCO), UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) and United Nations Development Programme (UNDP) (UN 75 2020 and Beyond Shaping Our Future Together).

International Webinar Lecture Series on *Reforms in Teacher Education and Higher Education around the World*, 9-12 December, 2020, organized by Institute of Professional Education, Gwalior in collaboration with All India Association for Educational Research (AIAER) and International Forum of Researchers in Education (IFORE).

Foundation Day Lecture on *Educating Future Citizens: The Introduction of Compulsory Education in the Madras Presidency in the 1920's and 1930's*, by Dr. Catriona Ellis from University of Strathelyde, 10 December, 2020, organised by Research Interest Group (RIG)-3 History of Education of Comparative Education Society of India (CESI).

Policy Dialogue Webinar on *Reforms for Diversity and Inclusion in Higher Education Institutions in India*, 15 December, 2020, organised by Centre for Policy Research in Higher Education (CPRHE) of National Institute of Educational Planning and Administration (NIEPA).

Web seminar on *Online Education widening Digital Divide: Issues and Concerns of Children*, 6 January, 2021, organised by National Institute of Disaster Management.

Faculty Enrichment webinar for *Education Discipline Teachers in Higher Education*, 7 January, 2021, organised by National Resource Centre for Education (NRCE), National Institute for Educational Planning and Administration (NIEPA), New Delhi.

Online training programme on *Integrating Disaster Management Plan with Gram Panchayat Development Plan*, 12 March, 2021, organised by National Institute of Disaster Management, Ministry of Home Affairs, Government of India in collaboration with Integrated Institute of Disaster Management.

Online training programme on *Role of Youth in Disaster Risk Reduction*, 16 March, 2021, organised by National Institute of Disaster Management, Ministry of Home Affairs, Government of India.

Online training programme on *Disaster Psycho-social Care with Special Reference to School Children*, 19 March, 2021, organised by National Institute of Disaster Management, Ministry of Home Affairs, Government of India.

Online programme entitled *3-day Training on Basics of Disaster Management*, 24-26 March, 2021, organised by National Institute of Disaster Management, Ministry of Home Affairs, Government of India in collaboration with JNTU Hyderabad.

Workshops/Conferences/Training Programme Organized

Programme Coordinator for the Thirty-sixth International Diploma in Educational Planning and Administration (IDEPA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi, 1 February-30 April, 2020.

Programme Coordinator for the Sixth Post Graduate Diploma in Educational Planning and Administration (PGDEPA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi, 1 August 2019-17 July 2020. The programme was attended by twenty-three participants from eleven states for the Diploma programme at New Delhi and through online mode due to COVID Pandemic.

Programme Coordinator for the Seventh Post Graduate Diploma in Educational Planning and Administration (PGDEPA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi, 1 August, 2020-9 July, 2021. The programme was attended by thirty Education Officers from nine states, Indian Air Force and Indian Navy through online mode via Google Meet due to COVID Pandemic.

Programme Coordinator for the Orientation Programme on *Policy Making Structures and Processes in Education*, 21-25 September 2020, NIEPA, New Delhi through online mode due to COVID Pandemic.

Programme Coordinator for the National Policy Dialogue on *Role and Functions of Capacity Building Institutions: SCERTs and SIEMATs*, 5-6 November, 2020 NIEPA, New Delhi through online mode due to COVID Pandemic.

Programme Coordinator for the Online Meet of Inclusive Education Coordinators on Education of Children with Specific Learning Disabilities (SLD), 3-4 December, 2020, NIEPA, New Delhi through online mode due to COVID Pandemic.

Programme Coordinator for the International Programme on Institutional Planning and Management for Heads of Educational Institutions, 30 March-12 April, 2021, NIEPA, New Delhi through online mode on Google Meet due to COVID pandemic.

Training Material and Courses Developed

Designed and developed the first online programme entitled *International Programme on Institutional Planning and Management for Heads of Educational Institutions*, 30 March-12 April, 2021, NIEPA, New Delhi through online mode on Google Meet due to COVID Pandemic. It was the first e-ITEC programme developed which was funded by Ministry of External Affairs, Government of India.

Designing Institutional Plan: Handbook developed jointly with B. K. Panda, Professor, National Institute of Educational Planning and Administration (NIEPA), March 2021. The training module is extensively used for training the Heads of Educational Institutions at national and international levels.

Designing Institutional Plan: Workbook developed jointly with B. K. Panda, Professor, National Institute of Educational Planning and Administration (NIEPA), March 2021. The training module is extensively used for training the Heads of Educational Institutions at national and international levels.

Consultancy and Academic Support to Public Bodies

Member of jury for the contests on essay writing, slogan writing and poster making conducted during Vigilance Awareness Fortnight (Satarkta Jagrukta Pakhwada), 2020 during 27 October-10 November, 2020, organised by Ministry of Electronics and Information Technology, Government of India.

Part of the team for preparing the Project Report entitled Adolescent Education Programme (AEP) for Madrasa Students: Institutional Plans for State Resource Centre (SRC) and Regional Resource Centres (RRCs) for Department of Educational Studies, Faculty of Education, Jamia Millia Islamia, New Delhi. Jamia Millia Islamia was one of the collaborative partners for project on Adolescence Education Programme for Madrasas of Bihar sponsored by UNFPA, November 2020- January 2021.

Expert guidance on revising Professional Development Programme for Elementary Teachers (PDPET) Course conducted by National Institute of Open Schooling (NIOS), Ministry of Education, Government of India. PDPET is a six-month Certificate Course which serves as a bridge course for those in-service teachers who have already done BED but want to teach at the Primary level. The comments were with respect to Course 524: Pedagogy in School Subjects, School Based Activities and Workshop Based Activities. A virtual meeting was held on 14 December, 2020 to discuss the same.

Other Academic/Professional Contributions

Reviewed one article for *Paripekshya*, Hindi Journal published by NIEPA - March 2021.

As Supervisor

Post Graduate Diploma in Educational Planning and Administration (PGDEPA) participant, Gurdeep S. Chauhan from Air Force, for his project work entitled,

“Exploring the Role of School Leadership, School Management and Teachers in Holistic Development of Students: A Case Study of Middle Section in Army Public School Ambala, Haryana”, 2020.

MPhil Student, Suman Saha, for his dissertation entitled “Implementation of Rashtriya Uchchatar Shiksha Abhiyan in West Bengal: An Analysis on the Role of State Council of Higher Education”, 2020.

Thirty-sixth International Diploma in Educational Planning and Administration (IDEPA) participant, Amit Chand Shiunath from Fiji, for his project work entitled “Policy Analysis on Appointment of Secondary School Principals through Open Merit System of Recruitment in Fiji”, 2021.

Thirty-sixth International Diploma in Educational Planning and Administration (IDEPA) participant, Everisto Phiri from Zambia, for his project work entitled “The Causes of Girls’ Dropouts from Secondary Schools in Kabwe District of Zambia”, 2021.

Membership of Eminent Bodies

Life Member of Comparative Education Society (CESI), India.

Life Member of All India Association for Educational Research (AIAER), Bhubaneswar

Life Member of Indian Sociological Society (ISS), New Delhi

National Centre for School Leadership

Rashmi Diwan

As Head of NCSL, provided guidance in the activities coordinated by all the members of the Centre, addressed participants in various training and capacity building programmes, conducted Advisory and all other committee meetings, etc.

Contributed to material development by submitting a Module on *Leadership Succession for School-Based Improvement* for Intermediate Online Programme (3 Units with 4 quadrants).

Policy Support for Implementation of New Education Policy, 2020

Coordinator for the Working Group on Efficient Resourcing and Effective Governance through School Complexes/Clusters.

MPhil Teaching

Optional Course on School Leadership (OC-15) with Dr Kashyapi Awasthi.

Compulsory Course on Educational Administration and Management (CC-7) with Prof. Kumar Suresh, Prof. Vineeta Sirohi and Dr. Sucharita.

Guidance to PhD Scholars

Shivani Bakshi: *Leadership Pathways to School Improvement: A Study on the Senior Secondary School Principals of Kerala.*

Parvinder Kaur: *Integrated Teacher Education: A Study on Professional Preparation of Secondary School Teachers in RIE.*

Kumari Pallawi: *A Study of School Education and COVID-19 Pandemic: Stepping Forward with the New Normal in the National Capital Territory of Delhi.*

Guidance to DEPA Participant

Sqn Ldr Vinod Kumar: *A Study on Teachers' Perception of Principals' Instructional Leadership at Air Force School, Jaisalmer*

Online Webinars

Keynote Speaker on *The Changing World of Educational Leadership Impediments and Prospects amidst Covid-19 Crises*, 22 July, 2020, organised by Saurashtra University.

Keynote Speaker on *School Complexes in the Context of NEP 2020: what works in the State of Jammu and Kashmir*, 31 October, 2020, organised by SCERT, Jammu and Kashmir.

Discussant Webinar on *Interrupted Education in India (Andhra Pradesh and Telangana): Support for Students during the COVID-19 School Closures*, based on the Study conducted by Young Lives, 12 June, 2020.

Participation in Online Webinars

Policy Dialogue on International Journal of Educational Development Webinar, 12 January, 2021.

Reforms for Diversity and Inclusion in Higher Education Institutes in India, 15 December, 2020.

How Schools are Performing in India? Insights from Shaala Siddhi (Department of School and Non-Formal Education and School Standards and Evaluation Unit), 8 August, 2021

National Education Policy, 2020: Prospects, Challenges and Pathways, 19 August, 2021, organised by Department of Education Policy, NIEPA.

Webinars conducted by MHRD on NEP, 2020.

Other Academic Activities

Involvement in MPhil-PhD Student-related Activities as Chair or Expert in all seminars like annual seminar, review seminar, pre submission, peer review seminar, etc, Also includes supervision of Online Entrance Examination for MPhil-PhD Batch 2020-21.

Invited as expert in meetings and other activities in other departments of NIEPA, including invitee as Member, Department Advisory Committee of Department of School and Non-Formal Education and School Standards and Evaluation Unit, NIEPA.

Invited as Resource Person in the National and International Programme of NIEPA to deliver lectures on School Leadership, School Complexes, Institutional Planning and the Role of School Leadership, etc.

Consultations and other academic activities with premier institutes like NVS, CBSE, KVS etc. Provided inputs to Department of School Education, Ministry of Education on various issues; one is the *Implementation Strategy of 15000 Model Schools*.

Membership in Committees

Board of Studies

Academic Council

Planning and Monitoring

Project Advisory Board

Sunita Chugh

Curriculum and Material Development

Contributed to the development of the module on School Leadership: Concepts and Application for Secondary Level of NISHTHA.

Conceptualised and developed the online version of NISHTHA module on School Leadership: Concepts and Practice for Elementary Level.

Completed and submitted the online module for intermediary level on Leading Partnership having 3 units (all 4 quadrants).

Capacity Development

Conducted the first batch of capacity development programme on Pedagogical Leadership for Principals of NVS Schools, based on the book "Pedagogical Leadership: A Handbook for Leading Learning in Schools", 22-27 February, 2021. Coordinators: Dr. N. Mythili and Dr. Sunita Chugh.

Conceptualised and developed NISTHTA videos for Online Module on School Leadership: Concepts and Applications for Elementary Education, with team members (English and Hindi).

Contextualised NISTHTA Online Module on School Leadership: Concepts and Applications for Elementary Education (Hindi).

Online Workshop on 'Leadership Development for Improving Student Learning and Learning Outcomes in Government Schools', 15-18 December, 2020, Dr. Subitha G.V. Menon and Dr. Sunita Chough.

First Round of Google Meets with 23 School Leadership Academies- Review of the work done in 2020-21 and the Plan of Action for 2021-22.

Leadership Development Workshop for Farakka Barrage Project Higher Secondary School Teachers, Murshidabad, 11 January-27 February, 2021, Charu Smita Malik and Sunita Chugh.

Research and Development

Conceived, planned and conducted research webinar on "Perspectives and Practices on School Leadership", 23-24 March, 2021 as the coordinator of the programme along with Dr. N. Mythili. Thirty-five papers were presented, out of which, 19 were research papers from universities, and the remaining 17 were based on the practices carried out by principals working in KVS and NVS affiliated schools.

Research Project Completed

Critical Assessment of Participation of Children in Urban Slums in India

The present study was undertaken to assess participation of children in school education in slums of ten select cities consisting of different categories- mega cities, metropolitan, and other small cities: Delhi, Mumbai, Kolkata, Hyderabad, Ludhiana, Bhopal, Bhubaneswar, Lucknow, Kanpur, Raipur were selected. The study aimed to ask the central question: What are the factors that determine variability in access and participation of children across slums of ten cities? The unique features of this study were; one, investigating household factors that influence the participation of children; and two, the use of Census of India 2001 & 2011 data on the participation of children in select cities and finding the comparison between the two dataset. Analysis of Census data revealed that children do not start school at the age of six. Further, the participation increases from the age of 7 and reaches the peak in the age group of 9 to 11 years. The decline in enrolment begins at the age of 13 years.

The field survey data collected from the households on age group wise distribution of population show that school going population of 6-14 years age group fall in the range of 28 to 30 percent in selected slums of all the cities except in Kolkata. Social group wise distribution of the slum dwellers in ten cities show that in half of the cities, OBC category population dominates, while in four cities, population under scheduled caste category has the highest percentage. Field data on school going status of children show that except Lucknow, all cities have participation rate more than 80 percent. Dropped out children in the age group of 6-17 years in all the cities are in the range of 5-17 percent with Lucknow slums having the highest percentage of dropouts which also has highest percentage of Muslim population. The school going status of children in selected slums do not show any stark pattern with respect to social category. In Bhubaneswar, Raipur, Mumbai, Delhi and Kanpur, higher percentage of children from the selected slums were attending government schools whereas in

Hyderabad, Bhopal and Lucknow, higher percentage of children are attending private schools.

Occasional Paper on Right to Education and Universal Participation of Children Living in Slums: Issues Gaps and Challenges, NIEPA Occasional Paper 54, NIEPA, 2020

The paper presents the educational status of children in schools in slums of Lucknow (India) city. The paper *inter alia* examines household and school factors that influence participation of children in schooling. Access to schooling facility is nearly universal in the selected slums of Lucknow. A large number of children, particularly belonging to the Muslim community, were enrolled in lower grade compared to their age. The findings also indicate trends of increasing parental choice for private schools. Parents' educational attainment level is a strong determinant of participation of children in schools. These findings shed light on gaps in implementation of RTE 2009 Act (analysis based on select indicators) which may be useful for designing appropriate strategies for ensuring the rights of children in education in the context of slums.

IIEP sponsored Project Report on School Management Committees: A Move towards Open Government in Education in India

The study is part of a large consortium of studies on Open Governance in Education led by, IIEP, UNESCO, Paris. The focus of this study lies in exploring the effectiveness of School Management Committees (SMCs, a form of community participation) in initiating transparency, ushering in citizen engagement and building accountability in school education as an exemplar of open governance in India. Using school related information aggregated at state and national levels (UDISE+, NAS and NPSSE) and review of around 50 studies, both all-India and micro researches on functioning of school management committees, the study applauds the initiatives in the field of open education in India in a rights-based framework. However, more sustained and meaningful involvement

of school-based management structures in school improvement have to still reach an optimum level of operation as stipulated in educational policy and programmes of Indian education system.

Publications

Published a Book on *Education in the Fringes of Urban Cities: A Study of Slums in Hyderabad and Ludhiana* (2021)

This book is set around the milieu of migrants who reside in the fringes of cities, and grapple with the existing resources to make a living and provide education to their children. The central argument of this book revolves around how educational access (or absence of it) contributes to social exclusion of children living in slums. To explore this central argument, the book presents the findings of an extensive and comprehensive survey of households in selected slums of two metropolitan cities - Hyderabad and Ludhiana - focusing on access, participation and learners' achievement of its children, cutting across all levels of school education. The findings reveal that children living in slums in both Hyderabad and Ludhiana had less than optimum levels of educational access. There existed further layers of marginalisation within both slums in terms of gender disparity, differentiation of participation based on government and private schools and learning achievement levels. However, slums in Ludhiana were more at disadvantaged position when measured in terms of factors of and for educational access because of lack of schooling facilities, absence of similar medium of instruction between school teachers and children's first language, poor teaching quality, higher incidence of never-enrolled children, gender disparity in participation, low educational and economic status of parents impacting the school going status of children and lower levels of achievement, especially in language when compared to slums in Hyderabad. In the context of learning achievement levels of children residing in slums, it was found that in both the city slums, the levels were low; however, lower in slums of Ludhiana, reflecting that poor educational access (in terms of

teaching quality and medium of instruction) led to 'marginalisation' within learning levels also, when compared with slums of Hyderabad. Findings of this research affirmatively confirm the central argument of the book that educational access contributes to social exclusion of children living in slums.

Published a Paper (co-authored) on Secondary Education in India: Growth and Inequalities in a book - Tilak, Jandhyala B.G (edited) on Universal Secondary Education in India: Issues, Challenges and Prospects, Springer, July 2020.

Engagement in MPhil Programme

Co-convenor of MPhil Course OC-8 on Education, Democracy and Human Rights: Planning, Transaction of Sessions and Assessment of Student.

Co-convenor of MPhil Course OC-9 on Education, Gender and Development Planning, Transaction of Sessions and Assessment of Student.

Participation in Webinars

'Reaffirming the Right to Education in Challenging Times', organised by RTE Forum, 5 May, 2021.

'Covid-19 and Girls Education', organised by RTE Forum, 14 May, 2021.

'Universalisation of Education and Emerging Challenges from Covid-9 Crisis', 21 May, 2021.

'How Schools are Performing in India? Insights from Shaala Siddhi (Department of School and Non-Formal Education and School Standards and Evaluation Unit)', 8 August, 2021.

'National Education Policy-2020: Prospects, Challenges and Pathways' organised by Department of Education Policy, NIEPA, 19 August, 2021.

Presentation in Webinar

'National Consultative meet on School Leadership', organised by School Leadership Academy, SCERT, Telangana in association with Save the Children (NGO), 10 February, 2021, participated as speaker on the theme 'School Leadership: National Perspective'.

'School Leadership: National Perspective, Consultative Meet', by SCERT, Andhra Pradesh.

Efficient Resourcing and Effective Governance through School Complex/Cluster, September 26, 2020 State Level Webinar, Uttarakhand.

'NEP-2020: Leading School Complex and Local Governance', 5 November, 2020, organised by NIEPA.

Launch of Online Programme on 'School Leadership and Management', 22 December, 2020.

Webinar Series on 'School Leadership', 21 May 2020, organised by SCERT, Telangana, conducted a session on the theme 'School Leadership: The National Perspective'.

Webinar on 'Perspectives and Practices on School Leadership', 23-24 March, 2021, organised by NCSL-NIEPA, participated as a chairperson in a panel discussion on the theme 'School Leadership in Changing Context: Focus on NEP Priority Areas'.

Lectures Delivered in Other Organisations

'Orientation Programme for Heads of Schools,, organised by Samagra Shiksha, Siddipet, Telangana, 30 September, 2020.

'NISHTHA for DMS Teachers on School Leadership: Concepts and Application'.

Chief speaker on Launching Online Course on 'PSLM-Programme on School Leadership & Management', by Maharashtra Institute of Educational Planning & Administration, 2 December, 2020.

Session in a Refresher Course for Faculty of NCERT on 'School Leadership: A National Perspective', 7 January, 2021.

Expert for the module assessment on preparation of training module on 'Conducive Environment for Learners and Learning'.

SLA-SCERT, TS, Hyderabad - Invitation for joining as the Special Guest for virtual National Consultative Meet on 'School Leadership' in collaboration with Save the Children (NGO).

NIEPA Academic Activities

Contributed to NIEPA Think Tank Group for providing policy support for implementation of NEP-2020. Contributed to the following groups:

Equity, Quality and Inclusion

Universalising Pre-school Education and Foundational Literacy and Numeracy

Prepared Annual Work Plan and Budget (AWPB) under Samagra Shiksha as per the revised guidelines from MHRD after PAB held on 12 March, 2020 and submitted to the MHRD.

Member of Editorial Committee of Hindi Journal *Paripekshya*

Member of Examination Committee: Preparation of Final Result of MPhil, Conduct of MPhil and PhD *viva-voce*. Conducted four *viva-voce* for PhD students.

MPhil Supervision

Shadab Anis (MPhil Awarded): 'Urban Marginality And Educational Status: A Study of Children Living in Slums of Patna'

Anushka Tiwari (MPhil): 'Higher Education of Afghan Refugees in Delhi'

PhD Supervision

Deepinder Kaur: 'A Study of School Teacher Recruitment in Punjab'

Mrinmayee Mandal: 'Understanding and Practice of Gender Justice among School Teachers and Administrators: A Study of Government Schools in Delhi'

Shadab Anis: 'Social Exclusion of Urban Marginalised: Impact of Spatial Disparities on the Education of Children Living in Slums'

PGDEPA

Roshani: 'Analysis of Facilities to CWSN in Indore and Devas Districts of Madhya Pradesh'

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

Participated in the deliberations of STAR Project (Strengthening Teaching Learning and Results for States), Ministry of Education

Working Group for Developing the Taxonomy for Teacher Training on DIKSHA

As an expert, provided (and ongoing) academic support in developing training modules on key themes under NEP-2020 for capacity building of principals and teachers of Kendriya Vidyalaya schools.

Kashyapi Awasthi

Publications

Books/Research Articles/Reports/Guidelines

Making Schools Safe and Secure: Guidelines for

Implementation developed as member of working committee formulated by Ministry of Education, Government of India – Added two chapters on Implementation of School Safety and Security Guidelines in Schools; one in the light of the New Education Policy and, another, on tools for the stakeholder assessment of schools.

Participation in Webinars/Conferences/Workshops during the year

Invited as a Keynote Speaker to the 5th Teacher Educators' Conference at Sikkim on 21-22 January, 2021 by the State Council of Educational Research and Training, and presented a paper on 'Development of School Complexes: Policy Implications and Prospects for the State of Sikkim'.

I have been invited as a Resource person, and have been a Presenter for all the webinars scheduled below:

Sl. No.	Title	Organised by	Dates	Timings
1.	Webinar on Being a Reflective Practitioner: The Art of Academic Leadership	Dr. H.R. Gajwani College of Education, Gujarat	28 May, 2020	3.00 pm to 5.00 pm
2.	ICT Workshop-2020 through Mission Shikshan Samwad	Professional Association of School Heads in Uttar Pradesh	10 June, 2020	4:30 pm to 6:30 pm
3.	Becoming Reflective Leaders: Developing Self	State Institute of Educational Training, Uttar Pradesh – Ghaziabad Chapter	15 June, 2020	3:00pm to 5:00pm
4.	Remote Learning and Digital Divide: Addressing Issues of Equity in Instruction	DIET, Pitampura, Delhi	24 June, 2020	3:00pm to 5:00pm
5.	New Education Policy: Reflections on Teacher Education	Samashthi Institute for Integrated Learning, Gujarat	9 August, 2020	10:00am to 1:00pm
6.	Efficient Resourcing and Effective Governance through Establishment of School Complexes	Jawahar Navodaya Vidyalalya	4 September, 2020	10:00pm to 1:00pm
7.	Efficient Resourcing and Effective Governance through Establishment of School Complexes	Tata Trusts	11 September, 2020	1:00 pm to 3:00pm
8.	Leadership for Equity and Excellence: Capacity Building of School Principals in EMRS	Ten-day Workshop with Ministry of Tribal Affairs	4-14 September, 2020	10:00am to 1:00pm, and 2:00 pm to 4:00pm

Sl. No.	Title	Organised by	Dates	Timings
9.	New Education Policy: Reforms in School Education	Rabindranath Thakur Mahavidyalaya, Tripura	19 September, 2020	10:00am to 1:00pm
10.	Reinventing Schools, Rebuilding the World (web series) – Leading with Compassion	Education Today Society Tomorrow –Initiatives of Change, India	16 October, 2020	5:00pm to 7:00pm
11.	New Education Policy: Reforms in School Education and the Changing Role of School Heads	SCERT, Tripura	9 November, 2020	11:00am to 1:00pm
12.	NEP 2020: Learning and Assessment	Saraswati Vidyapeetham, Telangana	22 February, 2021	6:30pm to 8:30pm
13.	Mental Models and Pedagogical Leadership	Faculty Development Workshop at Rajkiya Pratibha Vikas Vidyalaya, GNCT of Delhi	27 February, 2021	10:00 am to 2:00pm
14.	Academic Leadership	Faculty Development Programme at ASC, Jadhavpur University, West Bengal	27 February, 2021	3:00pm to 5:00pm
15.	Dealing with Exam Stress and Anxiety	Manodarpan Initiative CIET, NCERT	12 March, 2021	2:30 pm to 4:00pm
16.	Developing Effective School Complexes: Policy and Practice	SLA, SIEMAT, Rajasthan	26 March, 2021	11:00 am to 2:00pm
17.	Effective School Leadership for NEP Implementation	Private Schools Principals' Association, Hyderabad	31 March, 2021	6:00pm to 8:00pm
18.	National Webinar on School Mental Health and Well Being: Emerging Needs, Solutions and Good Practices	Manodarpan Initiative, GOI, MoE	7 April, 2021	2:30pm to 4:00pm

Consultancy and Academic Support to Public Bodies

Member of the MANODARPAN (an initiative of the MoE, GoI) working group for monitoring mental health issues and concerns of students and supporting mental health and psycho-social aspects of development in post COVID era.

Member of the committee for revising the curriculum and guidelines for selection of system level officers, school principals, vice-principals and teachers in Kendriya Vidyalayas.

Nominated as the member of the working group for implementation of the New Education Policy in the state of Sikkim jointly by NIEPA and SCERT, Sikkim; especially with regard to the development of school complexes.

Member of the Steering Committee on DIKSHA (Digital Initiative for Knowledge Sharing and Advancement) and working on the development of the taxonomy for school leadership strand.

Member of the Steering Committee for development of 'Guidelines for E-content Development' for DIKSHA and worked in collaboration with CIET, NCERT for development of guidelines, published on NCERT portal.

Member of the Committee for Development of Guidelines on School Safety and Security constituted by the Secretary, School Education and Literacy, MHRD, Government of India.

Member of the Advisory Group of IUCTE, Department of Education, M. S. University of Baroda, Gujarat.

Member of Think Tank on Teacher Education constituted by Directorate of Teacher Education, SCERT, Odisha.

Training Material and Courses Developed

Added a new chapter in line with the New Education Policy, 2020 to the existing Guidelines on School Safety and Security prepared as a part of the committee on School Safety and Security.

Developed stakeholder mapping tools for assessment of School Safety and Security at Schools.

Developed advisory guidelines for students, parents, teachers and schools on monitoring and promoting Mental Health issues and concerns in the post COVID era, as a member of the MANODARPAN working group, MoE, GoI.

Developed draft training material on 'Leadership for Equity and Excellence' for the Principals of Eklavya Model Residential Schools.

Revised the curriculum for selection exams and the guidelines for selection of system level officers, school principals, vice-principals and teachers in Kendriya Vidyalayas.

Other Academic and Professional Contributions

Conducted Online Review and Feedback Workshop for School Principals of Himachal Pradesh at DIET Una, on 28 December, 2020.

Conducted an Online two-day Workshop with the School Leadership Academy, SIEMAT, Rajasthan for development of Modules on School Leadership Development with State Resource Group Members in Rajasthan, 24-25, March, 2021.

A ten-day Online Capacity Building Workshop of Principals of Eklavya Model Residential Schools, 21 September-1 October, 2020.

Online Review and Feedback Workshop for Principals of Eklavya Model Residential Schools, 5-6 April, 2021.

Teaching

Shared the Optional Course on School Leadership with Prof. Rashmi Diwan and took nine sessions.

MPhil Programme

Pallavi Kumari: 'Preparing Teachers for Integration of Digital Technology: A Study of Policies, Programmes, Frameworks, Models and Practices.'

Post Graduate Diploma in Educational Planning and Administration (PGDEPA)

Purnima Choudhary: 'A Study of the Process and Practice of Academic Supervision and Feedback in Schools of Dudhnoi Block in Goalpara District of Assam.'

International Diploma in Educational Planning and Administration (IDEPA)

Dawa Gyeltshen: 'A Study of the Factors Leading to Teacher Attrition in Leading Higher Secondary Schools of Sarpang Dzongkhag' of Bhutan.

Mutinta Choonya: 'Assessing the Challenges that Female Head Teachers Face in the Management of schools: A Case Study of Kabwe District of Zambia.'

Subitha G.V.

Participation in Seminars/Conferences/Workshops

Conclave on 'Transformational Reforms in Higher Education under the National Education Policy, 2020', 7 August, 2020, organised by Ministry of Education.

'How Schools are Performing in India: Insights from Shaala Siddhi', 8 August, 2020, organised by Department of School and Non-Formal Education,

School Standards and Evaluation Unit, NIEPA, New Delhi.

'National Education Policy, 2020: Prospects, Challenges and Pathways', 19 August, 2020, organised by Department of Educational Policy, NIEPA, New Delhi.

Webinar series on 'School Leadership', 21 May, 2020, organised by SCERT, Telangana conducted a session on the theme 'School Leadership and Teachers Professional Development'.

Leadership programme for Special Officers of KGBV, organised by Samagra Shiksha, Telangana. Conducted a session on the theme 'Teachers as Reflective Practitioners'.

Orientation programme for Heads of Schools, 19 September, 2020, organised by Samagra Shiksha, Warangal, Urban, Telangana. Conducted a session on the theme 'Leadership for Transforming Teaching Learning Process'.

Orientation programme for Heads of Schools, 30 September, 2020, organised by Samagra Shiksha, Siddipet, Telangana. Conducted a session on the theme 'Leadership for Transforming Teaching Learning Process'.

National consultative meet on School Leadership, 10 February 2021, organised by School Leadership Academy, SCERT, Telangana in association with Save the Children. Participated as speaker on the theme 'School Leadership Academy and its Journey'.

Annual workshop on 'Gender Equity in School Education, Challenges and Opportunities, 8th-12th March, 2021, organised by Department of School and Non-formal Education, NIEPA. Participated in chairing a session 'Scope of Improving Educational Opportunities for Girls from Marginalised Population in the light of NPE, 2020'.

Webinar on 'Perspectives and Practices on School Leadership', 23-24 March, 2021, organised by NCSL-NIEPA. Participated as a speaker in a panel discussion on the theme 'School Leadership in Changing Context: Focus on NEP Priority Areas'.

Participated in orientation workshops with School Leadership Academies constituted in the states of Assam, Karnataka, Tamil Nadu, and Telangana for orienting them on the work plan for the year 2020-21.

Training Programmes/Workshops Conducted

Organised the online workshop on 'Leadership Development for Improving Student Learning and Learning Outcomes in Government Schools', 15-18 December, 2020.

Organised the NCSL-National Advisory Group meeting (2020-21).

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

Developed the course 'Transforming Teaching Learning Process' for the intermediate level online course on 'School Leadership and development'.

Developed materials on the theme 'Teachers as Reflective Practitioners' for the advanced level online course on 'School Leadership and Development'.

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

As a Resource Person, provided (and ongoing) academic support in developing training modules on key themes under NEP-2020 for Capacity Building of Principals and Teachers of Kendriya Vidyalaya Schools.

Other Academic and Professional Contributions

Contributed to NIEPA Think Tank group that was formed for providing policy support for implementation of NEP-2020. Contributed to the following groups:

Constructing school complexes for effective resource sharing and local level governance.

Teacher development and management.

N. Mythili

Curriculum and Material Development

Developed a handbook on Pedagogical Leadership (Authors N.Mythili, *et.al.*, November 2020).

Created the 2nd edition of the handbook on Pedagogical Leadership (Authors: N.Mythili, *et.al.*, March 2021).

Contributed to the development of the module on School Leadership: Concepts and Application for secondary level of NISHTHA programme.

Supported in creating the first draft of the online version of NISHTHA module on School Leadership and Concepts for elementary level.

Completed and submitted the online module for intermediary level on Leading Innovations having 4 units (all 4 quadrants), 'School Head: A Key Driving Force for Innovations'.

Capacity Development

Conducted the first batch of capacity development programme on Pedagogical Leadership for principals of NVS schools based on the book "Pedagogical Leadership: A Handbook for Leading Learning in Schools", 22-27 February, 2021. Coordinators: Dr. N.Mythili and Dr. Sunita Chugh.

Resource Person for the NISHTHA programme for teachers and principals of Demonstration Schools of NCERT on the topic "Academic Leadership", organised by NCERT.

Resource Person for NISHTHA programme (Online) for teachers and principals for Andhra Pradesh on the module "School Leadership: Concepts and Applications".

URL: <https://www.youtube.com/watch?v=QrGy5iAfEwQ&t=900s>

Consultancy and Academic Support Given to Other Organisations

Guided the School Leadership Academies in their work on developing school leadership in six states, that I coordinate, regarding the works assigned to them (Andhra Pradesh, Sikkim, Kerala, Goa, Meghalaya, Manipur).

Collaborated with CBSE for developing Pedagogical Leadership Framework.

Collaborated with NVS for preparing assessment tests for the training on Pedagogical Leadership.

Collaborated with NVS for conducting capacity development of the principals of Jawahar Navodaya Vidyalaya Schools on Pedagogical Leadership.

Research and Development

Research Project Completed

Title of the Project: Pedagogical Leadership for Principals working in CBSE schools in India.

Agency: Central Board of Secondary Education, New Delhi

Duration: December 2019 to November 2020

Output of the project: "A handbook on Pedagogical Leadership for Principals working in CBSE schools in India".

Funding: None

Title of the Project: Developing Assessment Framework for conducting pre-and post-tests for capacity development of principals based on the book "Pedagogical Leadership: A Handbook for Leading Learning in Schools". Assessment tests administered for the Principals of NVS were developed based on Pedagogical Leadership handbook. Following this, capacity development workshop was conducted for 55 principals.

Agency: Navodaya Vidyalaya Samiti, Noida

Duration: January to April 2021

Output: Pre-and post-assessment items and training of 55 principals based on the Pedagogical Leadership handbook. Participants developed and presented a sample Annual Pedagogical Plan for their respective schools.

Organised and conducted a research webinar on “Perspectives and Practices on School Leadership”, 23-24 March, 2021 as the coordinator of the programme along with Sunita Chugh. Thirty-five papers were presented, out of which, 19 were research papers from universities and the remaining 17 were based on practices carried out by principals working in KVS and NVS affiliated schools.

Papers Presented in the Seminars / Conferences

“Exploring the Drivers of School Leadership: Actions or Values?” Paper presented in the National Webinar on “Perspectives and Practices on School Leadership”, organised by National Centre for School Leadership, National Institute for Educational Planning and Administration, New Delhi, 23-24 March, 2021.

Publications

“Pedagogical Leadership: A Handbook for Leading Learning in Schools” -Published by Ministry of Education, Government of India; National Institute of Educational Planning and Administration; and Central Board of Secondary Education, New Delhi (1st Edition, November 2020). New Delhi.

“Pedagogical Leadership: A Handbook for Leading Learning in Schools”-Published by Ministry of Education, Government of India; National Institute of Educational Planning and Administration; and Central Board of Secondary Education, New Delhi (2nd Edition, March 2021). New Delhi.

“Regional Diversity, School Leadership and Quality Education: A Comparative Study of North-eastern States in India” (Chapter in the edited volume on “Universalisation of Secondary Education. Edited by J.B.G. Tilak, New Delhi, India: Springer, 2020).

Lectures Delivered

Invited to deliver a lecture on “Leadership for Learning” as a Resource Person in the 10-day online training programme on “Teaching and Learning”. It was organised by Central University of Rajasthan under the PMMMNNNTI, Government of India.

“School Leadership: Concepts and Applications” in the National Workshop on “Orientation for Teacher Educators”,organised by University Grants Commission, at HRDC, JNU, New Delhi, India in January 2020. (PMMMNNNTI, GoI). I am the Resource Person for this programme since 2018. Delivering talks in various sessions on “School Leadership” for the past four years.

Invited as Panelist to talk on “Women Leaders: Perspectives and Problems”, organised by Council for Social Development, New Delhi, 8 March, 2021.

Delivered a lecture on “Women in School Leadership”, 9 March, 2021 in the workshop on “Gender Equity”, organised on the occasion of International Women’s Day by NIEPA, New Delhi.

Delivered a lecture on “Pedagogical Leadership” at Indian Forum of Educators, Mumbai, 6 March, 2021.

Recognition Received

The book titled “Pedagogical Leadership: A Handbook for Leading Learning in Schools” received wide recognition for its quality and applicability to schools. It received high appreciation by Anita Karwal, Secretary, School Education and Literacy, Ministry of Education, as “Outstanding”.

The book on Pedagogical Leadership has been suggested by the Ministry for including in the DIKSHA Portal. Based on this proposition, NIEPA was also given tenant on DIKSHA Portal so that many other works of NIEPA can also go into DIKSHA Portal in addition to Pedagogical Leadership handbook.

The capacity development programme conducted for NVS principals was highly appreciated by Navodaya Vidyalaya Samiti as successful by more than 100 per cent.

Charu Smita Malik

Workshops/Conferences/ Training Programmes Organised

“Leadership Development Workshop for Farakka Barrage Project Higher Secondary School Teachers, Murshidabad”, 11 January-27 February, 2021 (Co-organised with Prof. Sunita Chugh).

Participated in Launching Online Course on “PSLM-Programme on School Leadership and Management” by Maharashtra Institute of Educational Planning & Administration, 2 December, 2020

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

Developed Online Module on “School Leadership: Concepts and Applications for Elementary School Heads” in English and Hindi for NISHTHA.

Developed 12 video documentations for Online Module on “School Leadership: Concepts and Applications for Elementary School Heads” in English and Hindi for NISHTHA.

Centre for Policy Research in Higher Education

Nidhi S. Sabharwal

Publications

Articles and Chapters in Book

Sabharwal, N.S., Joseph R.S., Bankar A., and Talmale A. (2021). Accessing Silenced Voices? Diary Method as A Source of Data for Understanding Higher Education Experiences of Students from Socially Excluded Groups. In Xuemeng Cao & Emily F. Henderson (eds.). *Exploring Diary Methods in Higher Education Research: Opportunities, Choices and Challenges*. London. Routledge, pp 131-144.

Sabharwal, N.S. (2020). Managing Student Diversity in Indian Higher Education Institutions: Achieving Academic Integration and Social Inclusion. In N. V. Varghese and Garima Malik (eds.), *Governance and Management of Higher Education in India*. New Delhi: Sage, pp. 315-344.

Sabharwal, N.S. (2020). Caste relations in Student Diversity: Thinking through Dr Ambedkar’s Perspective towards a Civic Learning Approach in Higher Education. *The International Education Journal: Comparative Perspective*, 19(1), pp. 31-43.

Sabharwal, N.S. and Tierney, W.G. (2020). “Analyzing the Culture of Corruption in Indian Higher Education. In Elena Denisova-Schmidt (ed.), *Corruption in Higher Education: Global Challenges and Responses* (pp. 111-116). Brill Sense.

Sabharwal, N. S., Henderson, E. F. and Joseph, R. S. (2020). Hidden Social Exclusion in Indian Academia: Gender, Caste and Conference Participation. *Gender and Education*, 32(1), pp. 27-42.

Henderson, E. F. and Sabharwal, N.S. (2020). Feminist Analysis. In Miriam E. David & Marilyn J. Amey (eds.), *The SAGE Encyclopedia of Higher Education*. Sage.

Sabharwal, N. S. (2020). Student Diversity and Discrimination in Indian Higher Education: Curricula Transformation for Civic Learning. In André Mazawi and Michelle Stack (eds.), *Bodies of Knowledge and Their Discontents: Critical International Perspectives on Course Syllabi in Faculties of Education*. Bloomsbury Publishing.

Varghese, N.V., Sabharwal, N.S. and Malish, C. M. (Forthcoming). Equity in Higher Education for Inclusive Growth: Evidence from India. In Saumen Chattopadhyay, Simon Marginson and N.V. Varghese (eds.). *Changing Higher Education in India*. London: Bloomsbury Publishing.

Sabharwal N.S. (Forthcoming): The Nature of Access to Higher Education in India: Emerging Patterns of Social and Spatial Inequalities in Educational Opportunities in Mahabir S Jaglan and Rajeshwari Rajeshwari (eds.), *Reflections on 21st Century Human Habitats in India*. Springer Nature. Singapore.

Sabharwal, N.S. and Malish, C. M. (Forthcoming). Mixed Methods Approach and Qualitative Methodology for Higher Education Policy Research. In George W. Noblit (ed.). *Oxford Research Encyclopaedia of Qualitative Research Methods in Education*. Oxford University Press.

Research Study Reports

ESPI India Report: Higher Education in India and Social Inequalities by Professor Odile Henry, Dr. Jinusha Panigrahi and Dr. Nidhi S. Sabharwal, ESPI, Paris /CPRHE-NIEPA, New Delhi, 2020.

Participation in Webinars/Papers Presented/ Panel Speaker

Presentation on “Gendered Catchment Areas for Higher Education Choice in Haryana, India”, Durham University, 24 February, 2021 organised by Durham University’s School of Education Seminar Series.

Panel speaker: Equity and Inclusion in Higher Education in India – Implications of the NEP 2020. Mukarji Memorial Dialogues Panel Discussion on the “NEP 2020 and the Implications for Higher Education in India”, organised by the Debating Society St. Stephen’s College, 9 February, 2021.

Panel speaker: Diversity and Discrimination in Higher Education, Plenary Session, Rethinking Economics India Network (REIN), Event on “Economics: Diversity and Inclusion”, 23 January, 2021.

Presentation on Challenges of Achieving Academic Integration and Inclusion in Higher Education in India, in the Policy Dialogue Webinar titled “Reforms for Diversity and Inclusion in Higher Education Institutions in India”, organised by CPRHE/NIEPA, 15 December, 2020.

Lecture on Mixed Methods Research in Higher Education: Integrating Quantitative and Qualitative Instruments for Analysis in online orientation programme for “How to Approach Research in Social Science?” Conceptualisation and Methodological Intervention, 5 December, 2020, organised by Savitri Bai Phule Mahila P.G. Mahavidyalaya, Sikar, Rajasthan in collaboration with Pt. Deendayal Upadhyaya Shekhawati University, Sikar, Department of Geography, Government Art College, Sikar, and Department of Geography, Government Lohia College, Churu, Rajasthan as knowledge partners.

Panel speaker: NEP 2020 and Equity in Higher Education: Opportunities, Challenges and Possible Roadmap of Implementation, National Webinar on “National Education Policy-2020: Opportunities,

Challenges and Possible Roadmaps for Successful Implementation”, Department of Biotechnology, Mohanlal Sukhadia University, Udaipur, 11 November, 2020.

Panel speaker: National Webinar on “New Education Policy and Higher Education: Prospects and Challenges”, organised by Government Arts College, Sikar (Rajasthan), 28 October, 2020.

Participated in the National Webinar organized by NIEPA on the occasion of 14th Foundation Day Lecture on 20th August, 2020.

Participated in the National Webinar on “National Education Policy-2020: Prospects, Challenges and Pathways”, 19 August, 2020, organised by NIEPA.

Participated in the Webinar on “How Schools are Performing in India? Insights from Shaala Siddhi”, 8 August, 2020, organised by Department of School and Non-Formal Education, and School Standards and Evaluation Unit, NIEPA.

Participated in the Webinar on “Higher Education during the COVID Pandemic”, 24 July, 2020, organised by NIEPA.

Panel speaker: Gendered Pathways to Educational Success in Haryana, organised by the British Council’s UKIERI SPARC Webinar Series: “Psychology, Sociology, Gender Studies”, 6 July, 2020.

Panel speaker: Dynamics of Inequalities in Access to Higher Education Opportunities in India, Webinar on “Access to Higher Education in India”, 18 May, 2020, organised by School of Law and Warwick Education Studies Department, University of Warwick.

Organisation of Seminars/Workshops/Field Work

Convened the first Webinar of CPRHE/NIEPA on “Advancing Gender Equity and Women

Empowerment through Education” in collaboration with the University Grants Commission, on 15 July, 2020. The Webinar was chaired by Professor N.V. Varghese, Vice-Chancellor, NIEPA and the discussants included Professor Ann Stewart, Professor of Law and Gender Justice, University of Warwick, UK; Professor Santosh Mehrotra, Professor of Economics, Centre for Informal Sector and Labour Studies, School of Social Sciences, Jawaharlal Nehru University, New Delhi; Dr. Archana Thakur, Joint Secretary, UGC; and Professor Meenakshi Gopinath, Director, Women in Security Conflict Management and Peace, New Delhi.

Organised and co-hosted an online session titled “Online Conferences – Frenzy and/or Fatigue?” at the Society for Research in Higher Education (SRHE), 10 December, 2020.

Coordinated the organisation of the CPRHE-EC meeting scheduled for 12 March, 2021.

Teaching/Invigilator/Evaluation

Lecture to Masters students of the University of Warwick on “Gender and Higher Education in India - Implications of the New Education Policy 2020”, 2 March, 2021, “Module on Gender and Development for Masters Students” organised by Department of Sociology, University of Warwick.

Lecture on “Exploring Diary Method Research for Critical, Innovative Social Sciences Research”, 17 February, 2021, Central University of Kashmir.

Lecture on “Inclusivity on Campus, Orientation Programme for Centre for Promotion of Inclusivity” 14 January, 2021, Shivaji College.

Lecture on “Educational Inequalities and COVID 19”, Seminar on “Understanding Global Education and International Development” 10 December, 2020, Warwick Education Studies Department, University of Warwick.

Lecture on “Creating an Ecology for Student Diversity, Equity and Inclusion: The Role of Teachers in Higher Education in India”, 30 November 2020, Gurudakshata (Faculty Induction Programme-2), HRDC, Shimla.

Lecture on “Writing Research Paper”, 1 July, 2020. “Writing Skills Workshop for MPhil Students”, organised by NIEPA during July 2020.

Invigilation for the Online Entrance Test for Admission to NIEPA-MPhil/PhD Programme, 3 July, 2020.

Evaluated papers of the Online MPhil/ PhD Entrance Exam, 3 July, 2020.

Other Activities

Serving as a Member of the Internal Research Review Committee, NIEPA, and provided peer feedback on multiple research reports that have been submitted to the committee.

Coordinated the NIEPA sub-group on “Equity and Inclusion Working Group” and contributed to the “NEP 2020: Implementation Strategies” document developed by the NIEPA Faculty for Ministry of Education, Government of India, November 2020.

Doctoral Supervision and Editorial Memberships/Membership of Eminent Bodies outside NIEPA

Member of the core group on doctoral work – Gendered Pathways to Higher Education, University of Warwick.

Serving as a Mentor to the Rethinking Economics India Network (REIN).

Serving as a Member on the Editorial Board of the journal, Gender and Education, published by Routledge.

Anupam Pachauri

Publications

Articles and Chapters in Books

Chauhan, V.S., Pachauri, Anupam (2021, in print). ‘Motivated, Energised and Capable Faculty: NEP, 2020’ in ‘National Education Policy, 2020: Paths and Destination’, CN College of Education, Ahmedabad.

Pachauri, A. (2021). ‘The fundamental unit of life’ in ‘Science,’ Class IX textbook, National Council for Educational Research and Training (NCERT), New Delhi. ISBN 81-7450-492-3. [e-Book].

Report: CPRHE Publication

C.M., Malish, Pachauri, Anupam (2020). ‘Will flexible higher education entry-exit system increase inequality?’ University World News, 17 October, 2020.

Papers Presented

Pachauri, Anupam (2020). ‘Quality and Accreditation in NEP, 2020’ at Webinar on ‘Quality in HE’, organised by University College of Social Sciences, Mohanlal Sukhadia University, Udaipur, Rajasthan, 11 November, 2020.

Pachauri, Anupam (2020). ‘Higher Education and Quality in NEP, 2020’ at Webinar on ‘NEP, 2020- Prospects and Challenges for Quality Education’, organised by All India Education Forum, New Delhi, 11 November, 2020.

Pachauri, Anupam (2020). ‘Non-state Actors in Public Education and Teachers’ Work’ at Webinar on ‘Regulation of Private Schools and Regulation of Non-state Actors in Public Education System’, organised by Right to Education Forum, New Delhi, 16 July, 2020.

Organisation of Seminars/Workshops

Convenor of a five-part series of Webinars on ‘Workforce and Challenges of Covid-19 Pandemic- Emotive Responses of Teachers’ titled ‘Samar Shesh

Hei, Shesh Hei Sahas aur Ummeed', for the CIE, Department of Education Alumni Association, University of Delhi, every Sunday of May, i.e., 3, 10, 17, 24 and 31 May, 2020.

Participation in Workshops

Faculty Enrichment Webinar for 'Education Discipline Teachers in Higher Education', NIEPA, NRC, NIEPA, 7 January, 2021.

Webinar on 'Innovators in Large Scale Assessment', University of Oslo, 26 January, 2020.

Policy Dialogue Webinar on 'Reforms for Diversity and Inclusion in Higher Education Institutions in India', CPRHE/ NIEPA, 15 December, 2020.

'Global Citizenship amid the Pandemic: Reflections on the PISA 2018 Global Competence Results', Deakin University, Australia, 9 December, 2020.

Webinar on Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India, 20 November, 2020, from 15:30 hrs to 17:30 hrs (IST) jointly organised by CPRHE/NIEPA and the International Institute for Educational Planning (IIEP), UNESCO, Paris.

NIEPA-11th Maulana Azad Memorial Lecture, 11 November, 2020 (National Education Day), NIEPA 2020.

NEP, 2020: The Transformational Potential, Usha Martin University, 26 September, 2020.

Webinar on "Capacity Development of Teachers in Higher Education in the light of NEP, 2020, NIEPA, 5 September, 2020.

Colloquium: Agenda setting for leadership on the theme: 'The Future of Education, Implementing NEP, 2020', Jindal Global University, 28 August, 2020.

Task Force Meeting for the Orientation Programme on 'Professional Policy Making', NIEPA, 21 August, 2020.

Webinar on the occasion of the 14th Foundation Day Lecture on 'Education and Social Opportunity: Bridging the Gap' by Professor A. K. Shiva Kumar, Development Economist and Policy Advisor, NIEPA, 20 August, 2020.

Webinar on 'National Education Policy, 2020: Prospects, Challenges and Pathways', NIEPA, 19 August, 2020.

Conclave on 'Transformational Reforms in Higher Education' under the National Education Policy, 2020, MoE and UGC, 7 August, 2020.

Webinar on 'Higher Education during the COVID Pandemic', NIEPA, 24 July, 2020.

Webinar on 'Advancing Gender Equity and Women Empowerment through Education', CPRHE, 14 July, 2020.

Teaching Assignments/Invigilation/ Evaluation

Teaching

Session on Literature Review for Academic Research -for MPhil/PhD Scholars, 1 July, 2020.

Session on Literature Review in Academic Writing -for MPhil/PhD Scholars, 2 July, 2020.

Invigilation

Invigilation at the Online Entrance Test for Admission to MPhil-PhD Programme, 3 July, 2020.

Conducted Mock Test for the Online Entrance Test for Admissions to MPhil-PhD Programme, 1 July, 2020.

Training Material and Courses Developed/ Transacted

Consultancy and Academic Support to Public Bodies

Short article titled 'Accreditation in Higher Education' contributed to the 'Strategies for National Education Policy, 2020 Implementation Document' developed by the NIEPA Faculty for Ministry of Education, Government of India. December 2020.

Membership of Eminent Bodies outside NIEPA

Life Member, Comparative Education Society of India (CESI), India.

Member, British Association for International and Comparative Education (BAICE), UK.

Garima Malik

Publications

Books

Varghese N.V. and Malik, Garima (2020) (edited) "Governance and Management of Higher Education in India", *India Higher Education Report 2019*. Sage.

Articles and Chapters in Book

Varghese N.V. and Malik, Garima (2020). *Governance of Higher Education in India: An Introduction* in Varghese N.V. and Malik, Garima (edited) "Governance and Management of Higher Education in India", *India Higher Education Report 2019*. Sage.

Varghese N.V. and Malik, Garima (2020). *Governance and Autonomy: A Study of Central and State Universities* in Varghese N.V. and Malik, Garima (edited) "Governance and Management of Higher Education in India", *India Higher Education Report 2019*. Sage.

Organisation of Seminars/Workshops/ Webinars

State Council of Higher Education Meeting, 18-19 March, 2021 at NIEPA, New Delhi. (Forthcoming).

Organised Webinar on *Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India*, 20 November, 2020 (in collaboration with UNESCO-IIEP).

Participation in Workshops

Presented on "Flexible Learning Pathways" and "New and Emerging Governance Structures" in a panel

discussion of St. Stephen's Debating Society -Mukarji Memorial Dialogues , 9 February, 2021.

Research Methodology Seminar for Project on "Flexible Learning Pathways in Higher Education", 19 June, 2020,organised by UNESCO-IIEP Paris.

Participated in "Flexible Learning Pathways Online Meeting", 8 September, 2020,organised by UNESCO-IIEP Paris.

Delivered lecture on "Quantitative Research Methods: Tools for Instrument Development", 22 January, 2021 for University of Rajasthan Research Methodology Workshop (Online).

Presentation on "Flexible Learning Pathways in Higher Education in India" in Peer Review Seminar on Flexible Learning Pathways research project on "Flexible Learning Pathways in Higher Education", 19 June, 2020,organised by UNESCO-IIEP Paris(Online).

Teaching Assignments/Invigilation/ Evaluation

Lectured on "Ecosystem of Higher Education" for Savitribai Phule Pune University Faculty Induction Programme (FIP), October 2020.

Lectured on "Ecosystem of Higher Education: Massification" for Savitribai Phule Pune University Faculty Induction Programme (FIP), December 2020.

Lectured on "Ecosystem of Higher Education: Governance" for Savitribai Phule Pune University Faculty Induction Programme (FIP), January 2021.

Lectured on "Ecosystem of Higher Education: NEP 2020" for Savitribai Phule Pune University Faculty Induction Programme (FIP), February 2021.

Delivered Lecture on "Quantitative Research Methods", 22 January, 2021 for the University of Rajasthan Research Methodology Workshop.

Took MPhil Lectures for CC-5B: Quantitative Research Methodology Unit I: Central Limit Theorem and Probability Distributions, January 2021.

Consultancy and Academic Support to Public Bodies

Member of the Secretariat to support the Ministry of Education Committee on Development of National Credit Framework, January-March 2021.

Organised first meeting of the Committee on 17 February, 2021 for National Credit Framework.

Member of the Working Group to prepare working paper on “*Restructuring Governance and Federal Framework of Governance: Issues and Challenge*” for NIEPA Implementation of NEP, 2020.

Other Activities

Editing seminar volume on “*Governance and Autonomy in Higher Education*” based on the papers presented in International Seminar on “Governance and Autonomy in Higher Education”, 20-21 February, 2020.

Membership of Eminent Bodies outside NIEPA

India Habitat Centre (Life Member)

India International Centre (Member)

International Centre-Goa (Life Member)

Jinusha Panigrahi

Publications

Books

Edited Book on “Innovations in Financing of Higher Education” with N.V.Varghese, Springer Publications India, New Delhi (Manuscript accepted) (Forthcoming).

Edited Book on “India Higher Education Report (IHER) 2021 Private Higher Education” with N.V. Varghese, Routledge, New Delhi (Manuscript under review).

Articles and Chapters in Books

Chapter on “Financing of Public Higher Education Institutions in India” in the Edited Volume on ‘Innovations in Financing of Higher Education’, N.V. Varghese and Jinusha Panigrahi (Eds.), Springer Publications India, New Delhi (Manuscript accepted for publication).

Chapter on ‘Innovations in Financing of Higher Education: An Overview’ with N.V. Varghese in the Edited Volume on ‘Innovations in Financing of Higher Education’, N.V. Varghese and Jinusha Panigrahi (Eds.), Springer Publications India, New Delhi (Manuscript accepted for publication).

The Research Paper titled “Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India” as the CPRHE Research Paper 13 (Eds. Varghese N.V. and C.M. Malish), September 2020, NIEPA, New Delhi.

Chapter on “Economics and Finance of Education: Review of Developments, Trends and Challenges” with Thapa A. and Hadar I.B. in the *Annual Review of Comparative and International Education*, Wiseman A.W. (Ed.), Emerald Group Publishing Limited, United Kingdom, June 2020.

Research Study Reports

“ESPI India Report: Higher Education in India and Social Inequalities” by Professor Odile Henry, Dr. Jinusha Panigrahi and Dr. Nidhi S. Sabharwal, ESPI, Paris /CPRHE-NIEPA, New Delhi, 2020.

Organisation of Seminars/Workshops

IHER 2021: Second Peer Review Meeting on Private Higher Education in India scheduled on 17 December, 2020.

IHER 2021: First Peer Review Meeting on Private Higher Education in India, 21 September, 2020.

Consultancy and Academic Support to Public Bodies

Member of the Advisory Thematic Group on Financing Science, Technology and Innovation Policy (STIP) for preparation of the 5th National Science, Technology and Innovation Policy of the Government of India.

Other Activities

NIEPA Direct PhD, Part-time PhD and MPhil Programme CC-3 course teaching assignments and evaluation of the course.

Invigilated NIEPA Direct PhD, Part-time PhD and MPhil Programme entrance examination for the year 2019-20 at NIEPA, New Delhi.

Membership of Eminent Bodies outside NIEPA

Co-Chair Person (2019-21) of Economics and Finance of Education Special Interests Group (EFE-SIG), Comparative and International Education Society (CIES), USA.

Distinguished Member of World's largest Comparative and International Education Society (CIES), USA.

Malish C. M.

Publications

Articles and Chapters in Book

Malish, C.M. (Forthcoming). Purpose and Context of Measuring Access to Higher Education. *International Higher Education*.

Varghese, N.V, Sabharwal, N.S and Malish, C.M. (Forthcoming). Equity in Higher Education for Inclusive Growth: Evidences from India. In Saumen

Chattopadhyay, Simon Marginson and N.V. Varghese (eds.). *Changing Higher Education in India*. London: Bloomsbury Publishing.

Sabharwal, N.S. and Malish, C.M. (Forthcoming). Mixed Methods Approach and Qualitative Methodology for Higher Education Policy Research. In George W. Noblit (ed.). *Oxford Research Encyclopedia of Qualitative Research Methods in Education*. Oxford University Press.

Malish, C.M. (2020). Measuring Access to Higher Education: Indicators and Indications. *Economic and Political Weekly*, LV (40), pp.54-56. <https://www.epw.in/journal/2020/40/discussion/measuring-access-higher-education.html>

Malish, C.M. (2020). Book Review (The place of humanities in our universities by Mrinal Miri, 2018). *Journal of Educational Planning and Administration*, XXXIII (4), 2, pp. 351-362.

Malish, C.M. (2020). Technology as an enabler. The Hindu, 21 August, 2020. Accessed from <https://www.thehindu.com/opinion/op-ed/technology-as-an-enabler/article32407777.ece>

Malish, C.M.(2020). Social distance on campus, but social disconnect online, University World News, 25 July, 2020. Accessed from <https://www.universityworldnews.com/post.php?story=2020072510090843>

Malish, C.M. and Anupam Pachauri(2020). Will flexible HE entry-exit system increase inequality? University World News, 17 October, 2020. Accessed from <https://www.universityworldnews.com/post.php?story=2020101506320641>

Papers Presented in Webinars

Presentation on Developing Socially Inclusive Campuses in India. Policy Dialogue Webinar on "Reforms for Diversity and Inclusion in Higher Education Institutions in India", 15 December, 2020, organised by CPRHE, NIEPA.

Presentation on NEP and Equitable and Quality Education for All. Expert Conversation (Webinar), 23 September, 2020, organised by Kumaraguru College of Liberal Arts & Science, Coimbatore, Tamil Nadu.

Spoke as a Panelist in Discussion on “National Education Policy: The Forward Strategy”, 15 September, 2020, organised by Manav Rachna International Institute of Research & Studies, Faridabad, Haryana.

Presentation on NEP and Inclusive Development. A Webinar organised by Department of Social Work, Sree Sankaracharya University of Sanskrit, Kalady, Kerala.

Participation in Workshops/Webinars

Attended Online Panel Discussion on “Higher Education - Kerala Looks Ahead”, organised by Kerala State Planning Board, 3 February, 2021.

Attended Webinar on “Higher Education during the Covid Pandemic”, organised by Department of Higher and Professional Education, 24 July, 2020.

Attended Webinar on “Advancing Gender Equity and Women Empowerment through Education”, jointly organised by CPRHE-NIEPA and University Grants Commission, 14 July, 2020.

Organisation of Seminars/Workshops/ Webinars

Policy Dialogue Webinar on “Reforms for Diversity and Inclusion in Higher Education Institutions in India”, 15 December, 2020.

Teaching Assignments/Invigilation/ Evaluations

Lecture on “Diversity and Discrimination in Higher Education” (Online). Pre-PhD Lecture Series, 1 October, 2020. Department of Humanities and Social Sciences, IIT Jammu.

Lecture on “Data collection in Education Research: Issues and Challenges” (Online). Pre-PhD Lecture Series, 25 September, 2020. Department of Humanities and Social Sciences, IIT Jammu.

Session on “Academic Writing: An Introduction”, 23 September, 2020, organised by.

Other Activities

Being an editor of *CPRHE Research Paper Series*, two SreeSankaracharya University of Sanskrit, Payyannoor Centre, Kasaragod, Kerala papers (Research Paper 13 –‘Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India’ by JinushaPanigrahi; and Research Paper 14 –‘Graduate Employment and Sustainable Employability Skills in India’ by Mona Khare) have been brought out.

Serving as member of the editorial board of *Journal of Educational Planning and Administration*.

Serving as a reviewer for *Higher Education: The International Journal of Higher Education Research*.

School Standards and Evaluation Unit

Pranati Panda,
Rasmita Das Swain
and A.N. Reddy

Brief About the Unit

Shaala Siddhi: An Innovative Initiative towards School Evaluation for Quality Improvement

The critical role of the schools in the changing education context in terms of its effectiveness and improvement is gaining key importance to provide

quality education for all children. School as an institutional space for learning is now recognised as the key agency to improve learning outcome and to realise the educational objectives. Internationally and nationally, there is gradual shift towards schools to engage themselves in changing the schooling processes and practices. A growing emphasis is being placed upon comprehensive and holistic school evaluation system as central to school improvement initiatives in India as well to meet the demands for high quality education. The purpose of school evaluation needs to be understood in the context of its role and contributions to the wider goal of improving the quality of school education.

In this context, the National Programme on School Standards and Evaluation (Shaala Siddhi) programme as a national initiative has been institutionalized since 2015 for comprehensive school performance evaluation. The major objective for creating Shaala Siddhi programme is to establish and refer to an agreed set of standards and processes which all schools must strive to achieve in a sustainable manner. It visualises '*School Evaluation*' as the means and '*School Improvement*' as the goal. This programme provides clear pathways for each school, for self and external-evaluation towards school improvement with accountability. School evaluation therefore refers to the evaluation of an individual school-its performance in a holistic manner. It facilitates the schools to understand their strength, opportunities for improvement, prioritising actions, decision making, assigning responsibilities, setting timelines and creating evidence-based support for their improvement. The process of development of the Shaala Siddhi programme followed a very systematic approach. It is strongly supported by evidence-based national and international researches. The programme is based on the notion of '*All children can learn*' and '*All schools can improve*'. The programme further focused on methodology for 'How to evaluate the performance of 1.53 million diversified Indian schools and facilitate them to take action for improvement?'

Standards Setting under Shaala Siddhi Programme

Internationally, standards setting for evaluation and accreditation of school performance are now increasingly being considered as potential levers of change. Standards setting are critical part of school education discourses. It identifies criteria for measurable expectations within the broad framework of school key performance areas. The standards formulate measurable expectations, setting benchmarks for quality, and provide a common basis for assessment, evaluation and accreditation of school performance. Thus, standards can be used as a yardstick or as a measuring point. The value of having national set of standards that all schools throughout the country must use is based on the argument that national standards would:

Raise the level of expectations for all students in a class, school, or education system.

Assure that all students meet national and global levels of achievement.

Ensure better accountability through improved teaching learning process and schooling practices.

The major objective for creating Shaala Siddhi programme is to establish and refer to an agreed set of standards and processes which all schools must strive to achieve in a sustainable manner. As part of this endeavour, a set of standards has been developed through mutually agreed and consultative process with states and other stakeholders. Accordingly, School Standards and Evaluation Framework (SSEF), as a strategic instrument, for school evaluation and accreditation is developed. The Framework identifies 7 Domains as 'key performance areas' and '46 core standards' as reference points for evaluation and action for improvement.

Aligning Shaala Siddhi with NEP 2020

National Education Policy (NEP) 2020 recommends standards setting and regulatory framework for school regulation, accreditation and governance to enable improvements in the quality of school education. Setting of School Standards Authority is suggested to establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity and sound processes of governance). It also emphasised on institutionalisation of accreditation system and development of School Quality Assessment and Accreditation Framework (SQAAF) for all stages of education to ensure that all schools follow certain minimal professional and quality standards.

Major phases that followed the institutionalisation of the programme are: Preparedness; Implementation of school evaluation by the states and UTs; Methodology and approaches; Effectiveness and usability of school evaluation reports for quality improvement.

School Evaluation for Improvement: Preparedness for the Shaala Siddhi Programme

Development of Comprehensive Package for School Evaluation and Improvement

Shaala Siddhi-School Standards and Evaluation Framework (SSEF) - The School Standards and Evaluation Framework is developed as a comprehensive instrument for school evaluation. It enables the schools to evaluate its critical performance areas against the well-defined criteria in a focused and strategic manner. The Framework identifies 7 Domains as 'key performance areas' and '46 Core Standards' as reference points for evaluation and action for improvement.

School Evaluation Dashboard - A comprehensive self-evaluation disclosure report of school along with action for school improvement.

Guidelines for School Self-Evaluation- The guidelines are intended to facilitate the school self-evaluation process in a sequential and guided manner. The schools need to follow the guidelines to make accurate professional judgment.

Guidelines for School External-Evaluation- The guidelines provide clear pathways for conducting effective external-evaluation in a sequential and guided manner.

Guidelines for Evidence-based School Improvement- The guidelines support the schools to link school evaluation with school improvement. These facilitate the schools to undertake action-oriented activities across key domains through prioritisation in an incremental manner.

These documents are translated into 22 languages and distributed in all schools by the states and UTs. Soft copies are also available in the web portal of Shaala Siddhi.

IT-enabled Support for the Shaala Siddhi Programme (www.shaalasiddhi.niepa.ac.in)

Shaala Siddhi is supported by a dedicated and interactive web portal. The web portal has all programme related documents which can be downloaded by all the users. The web portal has an interactive platform wherein each school can upload its self-evaluation report online. The external evaluators need to use the same web portal to provide their evaluation report. A consolidated school evaluation report is generated online encompassing both self and external school evaluation report. The practitioner, policy maker, all other stakeholders can access the information, thus ensuring transparency and accountability of quality school education.

Implementation Strategies for School Evaluation

Capacity Building Programmes

Series of capacity building programmes are organised at national, state, district, block and cluster levels to build preparedness to implement Shaala Siddhi programme in true spirit. Nearly 10 lakh teacher educators,

education officials, head teachers and teachers have trained for preparedness, strategic planning and the implementation of the Shaala Siddhi programme.

Institutional and Structural Arrangements

Shaala Siddhi programme intends to reach all the schools of India and prepare them for the effective implementation of school self-evaluation processes and also make use of evaluation report for school improvement. On the basis of strategic planning for implementation, states and UTs have created:

Human Chain Approach: ‘Core Groups’ at state, district, block and cluster levels following the ‘Human Chain’ approach along with designated ‘Nodal Officers’ at all levels;

Block Chain Approach: Interconnectivity is created with the schools by creating Whatsapp Groups, videos in local languages and also using other software and connectivity.

Methodology and Approaches of School Evaluation

Shaala Siddhi encompasses self and external-evaluation. Self and external-evaluation uses School Standard and Evaluation Framework (SSEF) as a strategic instrument.

School Self-evaluation as an Annual Feature- Self-evaluation is considered as the nucleus of the school evaluation process. It is intended to provide the school personnel with a common understanding of the school’s overall performance and identify priority areas for improvement. The self-evaluation is conducted collectively by all the stakeholders of school. School self-evaluation as an annual feature is implemented by all States and UTs for the years 2016-18, 2018-19 and 2019-20 respectively. The critical role of the State is acknowledged immensely for the effectiveness of the school self-evaluation processes and external-evaluation. The year 2016-18, is considered as the ‘Learning Year’ as the system and schools were getting ready for the new kind of engagement with greater understanding, competencies and skills.

School External-evaluation- External-evaluation of schools is considered as complementary to the self-evaluation process. It follows as corollary to self-evaluation, so as to ensure that the two approaches work in synergy. A collaborative external-evaluation process aims to bring transparency, accuracy and build a better understanding of the overall school improvement process. External-evaluation is conducted for each school once in a three year (33 percent each year). In the year 2019-20, all the States/UTs have initiated external-evaluation of schools.

Progress and Achievement

The National Programme on School Standards and Evaluation (Shaala Siddhi) is an innovative initiative to institutionalise comprehensive school performance evaluation system in India. School self-evaluation as an annual feature is implemented by all the States and UTs for the year 2019-20. The timeline for conducting and uploading of self-evaluation (2019-20) and external evaluation (2019-20) was extended till 2021 on the requests from the States and UTs. Nearly 46,55,846 schools have completed the school self-evaluation process. The portal for uploading Self-Evaluation Dashboard (2020-21) and External-Evaluation Dashboard (2019-20) was opened from 1 March, 2021.

In spite of facing unpredictable and unprecedented challenges due to COVID-19, the collaborative efforts of national and states are making the Shaala Siddhi programme a successful model of school performance evaluation not only unique to India but the world at large.

Capacity Building Programmes

Series of capacity building programmes were organised for States/UTs to build preparedness and implementation of Shaala Siddhi programme in true spirit. Nearly 11 lakh teacher educators, education officials, head teachers and teachers have been trained for preparedness, strategic planning and implementation of Shaala Siddhi programme over the last four years. Following programmes were organised

for effective implementation of school evaluation during the year 2019-20:

Training Programmes/Workshops / Conferences Organised

Online Orientation Programmes on National Consultative Meet on Evaluation for Improvement (Shaala Siddhi), 11-12 February, 2021.

Online Orientation Programmes on Regional Workshop on School External-Evaluation: Shaala Siddhi for North-eastern Region of India, 17-18 December, 2020.

State-specific Capacity Building Programmes on School Self-Evaluation (Shaala Siddhi)

National Webinar on “How Schools are Performing in India? Insights from Shaala Siddhi”, 8 August, 2020, NIEPA, New Delhi.

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Jammu & Kashmir, 21 September, 2020.

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Assam, 9-10 October, 2020.

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Telangana, 12-13 October, 2020.

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Uttarakhand, 25 November, 2020.

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Meghalaya, 26-27 November, 2020.

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Rajasthan, 2 December, 2020.

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Haryana, 8-9 December, 2020.

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Bihar, 12-13 January, 2021.

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Jharkhand, 21-22 January, 2021.

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Jammu & Kashmir, 9 February, 2021.

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Maharashtra, 25 March, 2021.

Online Orientation Programmes for Technical Support on School External-Evaluation and Evidence-based School Improvement for Samagra Shiksha Delhi, 25 March, 2021

Development of Self-learning Modules on ‘School Evaluation for Quality Improvement’

The systematic operationalisation process involves capacity development of state officials for preparedness and effective implementation. NIEPA, as part of *Shaala Siddhi* endeavour, is developing the training modules on standards setting, school evaluation and accreditation. This training package will be used to train critical mass of human resources who are accountable and responsible to extend support for school evaluation for quality improvement.

The training package includes following modules which is being under process:

Module 1: School Quality and Improvement

Module 2: School Performance Management and Evaluation

Module 3: Setting Standards for School Education

Module 4: Shaala Siddhi: Evaluation for Improvement

Module 5: School Standards and Evaluation Framework

Module 6: School Performance Evaluation Dashboard/ Report

Module 7: School Performance Evaluation Analytics

Module 8: Evidence-based School Improvement

Module 9: School Governance for Improvement

Analytical Reports and Outcomes

Research and Development is a critical component which aspires to generate new knowledge for improving school development process. It focuses on collection, documentation and dissemination of school evaluation for school quality improvement. The following reports are also prepared to provide better insights to the Shaala Siddhi programme: National Analytical Report; State Specific Progress and Status Report; State Specific School Self-Evaluation Grading Report; Shaala Siddhi: State Specific Innovative Strategies. In order to strengthen the Shaala Siddhi programme, year-wise analysis of school performance evaluation trends, predictive analysis is carried out to provide directions to take appropriate action for school improvement.

School Performance Analytics are generated on the basis of School Self-Evaluation Dashboards:

National School Performance Analytics, 2018-19.

National School Performance Analytics, 2019-20.

Data Analysis of School Performance based on Self-Evaluation Dashboard (2016-18)

Data Analysis of School Performance based on Self-Evaluation Dashboard (2019-21)

State-wise Performance Analytics, 2016-18 (36 States/ UTs)

State-wise Performance Analytics, 2018-19 (36 States/ UTs)

State-wise Performance Analytics, 2019-21 (In-progress)

Unit for International Cooperation (UIC)

Tshering Chonzom Bhutia

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

To “examine and vet” the Draft Offer on Education in Services prepared by Department of Commerce, GoI, on the basis of request received from Australia under Regional Comprehensive Economic Partnership (RCEP), and also provide comments/ inputs – Reviewed and detailed inputs submitted to MOE on 29 April, 2020.

Prepared Inputs in track change mode on the Draft MoU on Mutual Recognition received from the “Australian side” keeping in mind how it can be modified to ensure balanced mobility within the two countries and submitted to MOE on 6 May, 2020.

Prepared a Background Note for Hon’ble HRM with regard to decision to attend the Meeting of BRICS Ministers of Education on 9 July, 2020 through virtual mode. Inputs were submitted to MOE on 13 May, 2020.

Submitted Policy Note on FDI in Higher Education in India on 17 June, 2020.

Attended a Two-day Webinar “Regulators and Online Learning Online Education Quality Assurance”, 19-20 November, 2020, organised by Ministry of Education, Government of India, and Department of Education Skills and Employment, Australian Government.

Prepared inputs in track change mode on the draft proposal for Australia India Researchers Hub received from the Australian High Commission and submitted to MOE on 8 February, 2021.

Provided several inputs with regard to upcoming BRICS India Chairship 2021:

Prepared draft of email to be sent to BRICS NCC members and submitted to MOE on 8 January, 2021.

Prepared first draft of Status of BRICS NU MOU Implementation and submitted for internal review on 1 February, 2021. The note is currently being revised as per internal inputs.

Attended Preparatory Meeting to discuss India's BRICS Chairship 2021 on 22 January, 2021 at MOE and submitted detailed outcomes of the meeting to MOE on the same day.

Prepared inputs with regard to BRICS Action Plan/ Agenda on Economic and Trade Cooperation, 2021-25 and submitted to MOE on 2 February, 2021.

Attended BRICS Preparatory Meeting chaired by JS (ICC) and attended by VC, NIEPA, IITB and Prof Ramachandran on 27 January, 2021 and submitted summary report of the meeting on 29 January, 2021.

Prepared suggestions for the titles of two themes short-listed for the BRICS Education 2021 – Leveraging Digital Technology for inclusive and equitable quality education in BRICS countries; and prioritising learning outcomes for sustainable education in BRICS countries. Also prepared a short note on the first theme and submitted to the MOE on 7 February, 2021.

Prepared detailed Inputs titled “Activity Plan for BRICS India Chairship, 2021” which included information about the two BRICS education related verticals – BRICS Education Policy and BRICS NU – and the activities planned for 2021 during India's Chairship. Also prepared a detailed funding requirement for the whole year. Submitted all documents to MOE on 10 February, 2021.

Prepared draft Invitation Letter to BRICS Ministers of Education in mid-April 2021.

Prepared draft Agenda and discussion points for the 2nd India-Japan High Level Dialogue/JWG meeting and submitted to MOE on 18 March, 2021.

Prepared draft of MOU with the Government of Negara Brunei Darusalam and submitted to MOE on 22 March, 2021.

Prepared draft of MOU with the Republic of Fiji and submitted to MOE on 9 April, 2021.

Other Academic and Professional Contributions

Contributed to the UIC Project on preparing Fact Sheets of 206 countries and territories. Fact Sheets pertaining to the Asia Pacific region of 33 countries and 2 territories updated up to March 2020 and submitted for internal review on 23 March, 2020. Revised Fact Sheets submitted for internal review on 28 April, 2020.

Contributed to the UIC Project on “COVID-19 and Higher Education: Challenges and Opportunities for India” initiated in March 2020: Completed first draft for the Asia Pacific region in May 2020.

Contributed to the UIC Project on Potential High Priority Countries for enhancing India's higher education partnership. Prepared a detailed note on three Potential High Priority Countries from East Asia, South East Asia and the Pacific – China, Myanmar, and Australia. Submitted first draft for internal review in June-end 2020.

Prepared second draft of Potential High Priority Countries by adding three countries bringing the total number to five - Australia, Japan, Republic of Korea, Indonesia and Myanmar - submitted for internal review in mid-July 2020.

Contributor to the UIC Project on preparing Detailed Country Profiles of 206 countries and territories. Six out of 35 countries/territories from Asia Pacific region

(Australia, Indonesia, Myanmar, China, Malaysia and South Korea) completed and submitted for internal review on 22 September, 2020.

Contributed to the UIC Project on “How to take forward Network University” concepts in multilateral organisations. Prepared Note on BRICS NU and submitted for internal review on 26 September, 2020. Also, prepared a Tabular Note on the NU assignment and submitted for internal review on 29 September, 2020.

Contributed to the NIEPA Project on NEP 2020 Implementation Strategies. Appointed as Coordinator for the Working Group on the theme: “Operationalisation of Branch Campuses of Foreign Universities in India”.

Contributed to the Outline of the Working Paper submitted to Core Committee on 30 September, 2020.

SWOT Analysis of case study on Nottingham University Malaysia submitted in mid-October 2020.

Contributed to the Final Working Paper draft submitted to Core Committee on 31 October, 2020.

Principal contributor to the UIC Project on Case Studies of International Branch Campus (IBC) in Dubai, Malaysia, South Africa, Europe and Qatar: Lessons for India.

Prepared a detailed framework/outline for the paper.

Prepared and shared first draft of the general sections.

The first draft of the case study on University of Nottingham Malaysia is complete.

Contributed to the UIC Project on preparing Fact Sheets of 206 countries and territories updated up to February 2021.

Membership of Eminent Bodies outside NIEPA

Associate Editor, India Quarterly, Sage Publications.

Eldho Mathews

Research Papers/Articles Published during the year under Report

“Leveraging International Influence through Higher Education: An Opportunity in Disruption for India”, Economic & Political Weekly. Vol. 56, Issue No. 1, 02 Jan, 2021. pp. 26-28.

“India’s Higher Education and COVID-19: Responses and Challenges”, International Higher Education. No. 102, Special Issue, 2020. pp. 22-24.

“Mutual Recognition of Academic Qualifications: Policy Implications, Trade-offs and the Way Forward, Comparative and Global Education, Working Paper Series”, O.P. Jindal Global University, Vol. 3, Issue 1. pp. 15-19.

“Lessons from Monash”, The Hindu, 22 December, 2020.

“Keep the Focus on Education”, The Hindu, 1 August, 2020.

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

Submitted a brief note on “UNESCO’s Global Convention and Asia-Pacific Regional Convention on Recognition of Qualifications in Higher Education: Implications and Responsibilities for India” in February 2021.

Submitted inputs for preparing wider draft MoU between India and Morocco in education in March 2021.

Other Academic and Professional Contributions

Contributed to the UIC Project on preparing Fact Sheets of 206 countries and territories. Fact sheets of Africa updated up to March 2020 and submitted for internal review on 23 March, 2020. Revised Fact sheets submitted in April 2020.

Contributed to the UIC Project on Potential High Priority Countries for enhancing India's higher education partnership. Prepared a note on four Potential High Priority Countries from Africa for enhancing India's higher education partnership. These four countries are Egypt, South Africa, Ethiopia and Nigeria.

Contributed to the UIC Project on "COVID-19 and Higher Education: Challenges and Opportunities for India" initiated in March 2020. Prepared Table of Contents and completed paper on "Disruption as Opportunity: Proposals for a Way Forward" in June 2020.

Contributed to the NIEPA Project on NEP 2020 Implementation Strategies. Appointed as Co-Coordinator for the Working Group on the theme: "Operationalisation of Branch Campuses of Foreign Universities in India". Prepared the concept note and outline of the working paper, created the SWOT analysis template, provided inputs for interviewing experts, drafted the chapter on 'International Branch Campuses' and submitted to the NEP Core Committee.

Contributor to the UIC Project on Case Studies of International Branch Campus (IBC) in Dubai, Malaysia, South Africa, Europe and Qatar: Lessons for India. A study on 'International Branch Campus: A Case Study Investigation into the Transformation of Monash University, South Africa' was completed in August 2020.

Report of the International Survey conducted during December 2020-March 2021 on Establishing Branch Campuses in India: Draft submitted for review in March 2021.

Contributed to the UIC Project on preparing Fact Sheets of 206 countries and territories, and updated up to February 2021.

Anamika

Research Papers/Articles Published during the year under Report

Anamika, "After the Offer Letter." The Indian Express, 22 January, 2021, p.8. <https://indianexpress.com/article/opinion/columns/national-education-policy-colleges-iit-iim-placements-collaboration-iit-iim-7156431/>

Nygren, T., Kronlid, D.O., Larsson, E., Novak, J., Bentrovato, D., Wassermann, J., Welply, O., Guath, M., Anamika (2020). Global Citizenship Education for global citizenship? Students' views on learning about, through, and for human rights, peace, and sustainable development in England, India, New Zealand, South Africa, and Sweden. *Journal of Social Science Education*, Vol.19(4), pp.63-97.

Anamika, "Open Campus Challenge: NEP's vision for drawing foreign universities to India requires fine-tuning." The Indian Express, 4 September, 2020, p.8. <https://indianexpress.com/article/opinion/columns/national-education-policy-open-campus-6582118/>

Tibbitts, F., Nygren, T., Novak, J., Bentrovato, D., Wassermann, P. and Anamika (2020). "Insights from students on human rights education in India, South Africa, Sweden and the United States" in J. Zajda (Ed), *Human Rights Education Globally, Globalisation, Comparative Education and Policy Research* 22. The Netherlands: Springer.

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

Participated in ASEM Education Vision and Strategy-2030 Drafting Committee Meeting on 21 April, 2020 (Online), organised by ASEM Education Secretariat, Brussels, Belgium.

Participated in ASEM Education Vision and Strategy-2030 Second Drafting Committee Meeting

on 18 May, 2020 (Online),organised by ASEM Secretariat, Brussels, Belgium.

Participated in the Webinar on Education Vision and Strategy-2030 on 28 May, 2020,organised by ASEM Education Secretariat, Brussels, Belgium.

Participated in ASEM Standing Working Group on Digitalisation,organised by DAAD, Germany.

Moderated an Interactive Brainstorming Session on Action Plan-2030 Lifelong Learning (LLL), including Technical Vocational Education Training (TVET) on 9 February, 2021,organised by ASEM Secretariat, Brussels, Belgium.

Participated in ASEM Education Vision and Strategy-2030 Action Plan on 31 March, 2021 (Online),organised by ASEM Education Secretariat, Brussels, Belgium.

Other Academic and Professional Contributions

Contributed to the UIC Project on “How to take forward Network University” concepts in multilateral organisations. First Draft on Indian Ocean Rim Universities Network (IORUN) submitted for internal review on 29 June, 2020.

Contributed to the Paper on “COVID-19 and Higher Education: Challenges and Opportunities for India” initiated in April 2020 – Contributed to three sections and submitted on 8 May, 2020.

Contributed to the NIEPA Project on NEP 2020 Implementation Strategies in the Working Group: “Operationalisation of Branch Campuses of Foreign Universities in India”.

Interviews Questionnaire prepared in September 2020 and Interviews conducted and Insights from Interviews completed on 22 October, 2020.

A draft of the case study on International Branch Campus of BITS Pilani was completed on 10 October, 2020.

Contributed to three sections in the Working Group on “Operationalisation of National Research Foundation”. Completed and submitted on 24 October, 2020.

Contributor to the UIC Project on Case Studies of International Branch Campus (IBC) in Dubai, Malaysia, South Africa, Europe and Qatar: Lessons for India.

A case study on BITS Pilani-Dubai campus submitted.

Prepared the general section on Internationalisation and Lessons for India from the interviews conducted for the NIEPA NEP Project.

Contributed to the Project on Pulse Survey: Prospects for the Establishment of Branch Campuses in India: International Pulse Survey to Understand the Priorities of ‘Top 200’ Universities. Email request to complete the survey was sent to 168 administrators of ‘Top 200’ Universities in January 2021.

Contributed to the UIC Project on preparing Fact Sheets of 206 countries and territories and updated up to February 2021.

Membership of Eminent Bodies outside NIEPA

Member, International Editorial Board of Human Rights Education Review.

Alok Ranjan

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

Prepared status report on the general situation of the Higher Education System in India; Priority areas, Problems, and Promising areas of cooperation with SCO Member-States and submitted for internal review in March 2020.

Prepared status report on the general situation of the Higher Education System in India; Priority areas,

Problems, and Promising areas of cooperation with SCO Member-States and submitted to the Senior Advisor for review in April 2020.

Other Academic and Professional Contributions

Contributed to the UIC Project on preparing Fact Sheets of 206 countries and territories. Fact Sheets of all countries in South Asia, West Asia and Central Asia and Caucasus region updated up to March 2020 and submitted for internal review on 23 March, 2020. Revised Fact Sheets submitted for internal review on 28 April, 2020.

Contributed to the UIC Project on “COVID-19 and Higher Education: Challenges and Opportunities for India” initiated in March 2020. Completed first draft for the South Asia section in May 2020.

Contributed to the UIC Project on Potential High Priority Countries for enhancing India’s higher education partnership. Prepared a detailed note on High Priority Countries for enhancing India’s higher education partnership in South Asia, West Asia and Central Asia and Caucasus region. Submitted second draft for internal review in mid-July 2020.

Contributor to the UIC Project on preparing Detailed Country Profiles of 206 countries and territories. Country profiles of 18 countries from South Asia (6 countries), West Asia (7 out of 10 countries) and Central Asia (5 countries) completed and submitted for internal review on 12 August, 2020.

Contributed to the UIC Project on “How to take forward Network University” concepts in multilateral organisations. Prepared a Note on SCO Network University and submitted for internal review.

Contributed to the NIEPA Project on NEP 2020 Implementation Strategies in the Working Group on: “Operationalisation of Branch Campuses of Foreign Universities in India”.

Proposal on Grameen Caledonian College of Nursing, Dhaka, Bangladesh submitted in September 2020.

SWOT Analysis of case study (Grameen Caledonian College of Nursing, Dhaka, Bangladesh) submitted in mid-October 2020.

Contributed to the UIC Project on preparing Fact Sheets of 206 countries and territories and updated up to February 2021. Completed Fact Sheets of all countries in South Asia, West Asia and Central Asia and Caucasus region.

Binay Prasad

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

Provided Inputs on the Programme for Development of Russia-India Cooperation in Commercial, Economic and Investment Areas of Russian Far East for the period from 2020 to 2025 in May 2020.

Provided inputs on Migration and Mobility Partnership Agreement between India and Portugal in June 2020.

Provided inputs on the Concept Paper on India-Denmark Green Strategic Partnership in June 2020.

Opinion shared on the personal data processing clause binding on Poland with signatories in the International Agreements in February 2021.

Provided comments on the Counter Draft shared by European Union on India-EU Connectivity Partnership Document in February 2021.

Submitted inputs for the Agenda on the High Level Meeting between India and Finland in February 2021.

Other Academic and Professional Contributions

Contributed to the UIC Project on preparing Fact Sheets of 206 countries and territories. Fact Sheets of all the countries in Europe updated upto March 2020. Revised Fact Sheets submitted for internal review in April 2020.

Contributed to the UIC Project on “COVID-19 and Higher Education: Challenges and Opportunities for

India” initiated in March 2020. Completed first draft for Europe in May 2020.

Contributed to the UIC Project on Potential High Priority Countries for enhancing India’s higher education partnership. Prepared a detailed note on High Priority Countries for enhancing India’s higher education partnership in Europe. Submitted second draft for internal review in July 2020.

Contributor to the UIC Project on preparing Detailed Country Profiles of 206 countries and territories. Country Profiles of 10 MOU countries in Europe completed in August 2020.

Contributed to the UIC Project on “How to take forward Network University” concepts in multilateral organisations. Prepared a note on Russian Indian Network of Universities (RIN) and submitted for internal review.

Contributed to the UIC Project on preparing Fact Sheets of 206 countries and territories and updated upto February 2021. Completed Fact Sheets of all the countries in Europe.

Gaurav Kumar Jha

Publications

Research Papers/Articles Published during the Year under Report

‘A year with no new doctors or engineers in India — that’s what delaying NEET/JEE will do’ for The Print news portal. Published on 28 August, 2020, <https://theprint.in/opinion/year-with-no-doctors-engineers-what-delaying-neet-jee-will-do/490882/>

Participation in Seminars/Conferences/Workshops during the year under Report

Addressed the First International Dialogue on Islam titled ‘Understanding Indonesian Islam’ along with Sri M.J. Akbar, former Minister of State for External Affairs; organised by the Indic-Belt Society and Centre for Chinese and South East Asian Studies, JNU on 26 September, 2020.

Addressed the annual CTBTO Youth Group of the United Nations, Vienna virtually on 8 April, 2020 on ‘Multilateral efforts to Disarmament in times of pandemic: Lessons learned and best practices of the CTBTO’.

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

Prepared and submitted (on 5 July, 2020) Comments on the OECD Proposal for G20 EdWG.

Prepared and submitted Inputs/Minutes for the 2nd G20 Sherpa Meeting scheduled on 10-11 March, 2020.

Prepared and submitted (on 30 June) a Note indicating the important developments so far in the G20 Education Working Group during the year 2020.

ICT Applications

K. Srinivas

Participation in National / International Seminars / Conferences/ Meetings

Invited as a Speaker for National Webinar on ‘Challenges and Possibilities of Digital Teaching and Learning in Present Scenario’ organised by SS Khanna Girls Degree College, Allahabad, 13 June, 2020.

Invited as a Speaker for International Webinar on ‘Alternative Assessment and Evaluation in Teacher Education’, organised by School of Education, Mahatma Gandhi Antarrashtriya Hindi Viswavidyaya, Wardha, 15-16 June, 2020.

Invited as a Keynote Speaker for National Level Online Conference on 'Teaching through a Pandemic: Challenges and Opportunities', organised by DDR College, Chabua, Assam, 20 July, 2020.

Invited as a Speaker for National Webinar on 'Online Education - Opportunities and Challenges', organised by National Institute of Technology (NIT), Warangal, 25 August, 2020.

Invited as a Speaker for National Level Webinar on 'Confident and Technology Compatible Teacher-Part III', organised by Mangalore University Commerce Teachers Association, 26 August, 2020.

Invited as a Speaker for RUSA Sponsored Webinar on 'Paradigm Shift in New Education Policy-2020: Role of Technology in Higher Education Sector', organised by Mehar Chand Mahajan DAV College for Women, Chandigarh, 19 September, 2020.

Invited as a Speaker for an International Workshop on 'Transforming Teaching and Learning through Technology and Gaming', organised by Department of Education, Rural Institute of Higher Studies (RIHS), Bhograi, Odisha, 20 September, 2020.

Invited as an Eminent Speaker for the Webinar on NEP 2020 Knowledge Series - Technology in Higher Education - Challenges of Implementation', organised by ASSOCHAM, New Delhi, 27 October, 2020.

Invited as a Resource Person in the Panel Discussion on 'Online and Digital Education: Ensuring Equitable Use of Technology in Teaching Learning' organised by School of Education, IGNOU on National Education Day, 11 November, 2020.

Invited as a Keynote Speaker for a Two-day International Webinar on 'Increasing Population and Depleting Resources', organised by Paliwal PG College, Firozabad, Uttar Pradesh, 29-30 December, 2020.

Invited as a Keynote Speaker for a National Seminar on 'e-learning', organised by Barrackpore

Rastrapur Surendranath College, Barrackpore, West Bengal, 16 January, 2021.

Important Consultancy and Advisory Services Rendered

Member of the Working Group on Technical Architecture & Standards for National Digital Education Architecture for School Education & Literacy (NDEAR- SE&L).

Member of the Research Innovation and Quality Improvement Project "A Customisable LMS for Proper Utilisation and Adoption of Global Knowledge Pool: An Adaption of Contingency Theory of E-Learning" under RUSA 2.0 awarded by Ministry of Education (MOE), GOI to Mohanlal Sukhadia University, Udaipur, Rajasthan.

Member of the UGC Expert Committee to prepare a concept note on Blended Mode of Teaching.

Member of the Advisory Committee on Certificate Programme in Learning Management System in Higher Education organised by Parul University, Gujarat.

Senate Member of Indian Institute of Information Technology, Sonapat

Academic Support to Public Bodies

Attended the Board of Studies (BOS) meeting for Computer Science Engineering and Electronics Engineering of SRM University, Sonapat, 20 May, 2020.

Lectures Delivered Outside

Invited as a Resource Person/Mentor for a month-long (3 hours / daily) Online Faculty Hands on Orientation Workshop on Designing, Developing and Delivering Online Courses for NIT, Warangal, starting from 3 April, 2020.

Invited as a Resource Person for a Two-day Virtual MOOCs Workshop for Panjab University (PU) Faculty, 4-5 April, 2020.

Invited as a Resource Person for a Two-day Virtual MOOCs Workshop for Maharshi Dayanand University (DU) Faculty, 10-11 April, 2020.

Invited as a Resource Person for a Two-day Virtual MOOCs Workshop for Vikrama Simhapuri University (VSU), Nellore Faculty, 27-28 April, 2020.

Invited as a Resource Person for a One-day Virtual MOOCs Workshop for Rajiv Gandhi University, Arunachal Pradesh Faculty, 29 April, 2020.

Invited as a Resource Person for a Two-day Virtual MOOCs Workshop for Jawaharlal Nehru University (JNU) Faculty, 30 April-1 May, 2020.

Invited as a Resource Person for a Two-day Virtual Workshop on Develop, Deliver and Assess online courses with Moodle Learning Management System, sponsored by MHRD, GOI, organised by IIITDM, Kurnool and IIIT, Tiruchinapalli, 2-3 May, 2020.

Invited as a Resource Person for a Three-day Virtual MOOCs Workshop (Batch-1) on Develop, Deliver and Assess online courses with Moodle Learning Management System, organised by UGC- HRDC, University of Hyderabad, 6-8 May, 2020.

Invited as a Resource Person for a Three-day Virtual MOOCs Workshop (Batch-2) on Develop, Deliver and Assess online courses with Moodle Learning Management System, organized by UGC- HRDC, University of Hyderabad, 9-11 May, 2020.

Invited as a Resource Person for a Three-day Virtual MOOCs Workshop [Batch-3] on Develop, Deliver and Assess online courses with Moodle Learning Management System Organized by UGC- HRDC, University of Hyderabad on May 12-14, 2020.

Invited as a Resource Person for a Two-day Virtual Workshop on Design, Develop and Deliver Online Courses through MOODLE Platform, sponsored by Tamil Nadu State Council for Higher Education (*TANSCHE*), organised by Coimbatore Institute of Technology (CIT), Coimbatore, 15-16 May, 2020.

Invited as a Resource Person for a Two-day Virtual Faculty Development Workshop on Online Teaching, Learning & Evaluation, organised by Education Promotion Society for India (*EPSI*), New Delhi, 13-14 July, 2020.

Invited as a Resource Person for a Three-day Virtual MOOCs Workshop (Batch-1) on Develop, Deliver and Assess online courses with Moodle Learning Management System, organised by UGC-HRDC, Delhi University, 23-24 May, 2020.

Invited as a Resource Person for a Three-day Virtual MOOCs Workshop (Batch-2) on Develop, Deliver and Assess online courses with Moodle Learning Management System, organised by UGC-HRDC, Delhi University, 25-26 May, 2020.

Invited as a Resource Person for a Three-day Virtual MOOCs Workshop [Batch-3] on Develop, Deliver and Assess online courses with Moodle Learning Management System, organised by UGC-HRDC, University of Hyderabad, 29-31 May, 2020.

Invited as a Resource Person for a Two-weeks International Online Faculty Development Programme Digital Initiatives for Higher Education, organised by Sri Venkatasamy Naidu College, Tamilnadu, 4-17 June, 2020.

Invited as a Resource Person for a Two-days Virtual Workshop on Design, Develop and Deliver Online Courses through MOODLE Platform, organized by Bhavan's Vivekananda College, Hyderabad, 9-10 June, 2020.

Invited as a Resource Person for a Two-day Virtual Workshop on Design, Develop and Deliver Online Courses through MOODLE Platform, organised by Maharashtra National Law University, Aurangabad, 11-12 June, 2020.

Invited as a Resource Person for a One-day Virtual MOOCs Workshop, organised by Department of Education, University of Hyderabad, 17 June, 2020.

Invited as a Resource Person for a Two-day Virtual Faculty Development Workshop on Online Teaching, Learning & Evaluation, organised by Tamilnadu Teacher Education University, Chennai, 22-23 July, 2020.

Invited as a Resource Person/Mentor for a Five-days (3 hours / daily) Online Faculty Hands on Orientation Workshop on Designing, Developing and Delivering Online Courses for Sri Sri Sri University, Cuttak, 13-17 August, 2020.

Invited as a Resource Person for a Five-day Faculty Development Programme on Designing, Developing and Delivering Online Courses organised by Andhra Pradesh State Council of Higher Education (APSCHE) and Indian Institute of Information Technology, Kurnool.

Training Programmes / Workshops/ Conducted / Organised

A Six-day Faculty Development Programme on Design, Develop & Deliver MOOC Courses through SWAYAM Platform, NIEPA, New Delhi.

A Six-day Faculty Development Programme on Design, Develop & Deliver MOOC Courses through SWAYAM Platform, NIEPA, New Delhi.

A Six-day Faculty Development Programme on MOOCs and Application of ICT in Academic & Research Libraries, NIEPA, New Delhi.

Training Material and Courses Developed and Transacted

Prepared training material in Four Quadrant approach and uploaded in Professor K Srinivas Learning Portal [<http://profksrinivas.in>]

Conducted all Workshops in Blended / Flipped Environment.

Developed Screen Recording Material for MOODLE Learning Management System.

PhD Viva-Voce Examiner

PhD *viva-voce* examiner for the thesis titled “*Impact of Smart Classes on Teaching-Learning amongst Secondary School Learners*” by Bichitra Chaudhary, Jamia Millia Islamia, New Delhi, June 2019



APPENDICES

APPENDIX I

MEMBERS OF THE BOARD OF MANAGEMENT (As on March 31, 2021)

Chairman

1. Prof. N. V. Varghese
Vice-Chancellor, NIEPA
- Chairman

Dean (Academic & Research)

2. Prof. Sudhanshu Bhushan
Head, Department of Higher and
Professional Education
NIEPA, New Delhi
- Member

3-5 Three eminent academics as nominated by the Chancellor

3. Prof. Kapil Kapoor
Former Pro Vice -Chancellor, JNU
B-2/332, Ekta Garden,
9-I.P. Extension, Mother Dairy Marg,
Delhi-110092
- Member
4. Prof. D. S. Chauhan
Vice-Chancellor
GLA University, 17km Stone, NH-2.
Mathura-Delhi Road, P.O. Chaumuhan,
Mathura-281 406 (U.P)
- Member

5. Prof. P. Duraisamy
Former Vice-Chancellor,
University of Madras,
New NO. 3. Old No. 2/1,
Third Street, Nehru Nagar, Adyar
Chennai - 600 020
- Member

Representative of Ministry of Education

6. Ms. Neeta Prasad
Joint Secretary (ICC/P)
Department of Higher Education
Ministry of Education
Shastri Bhawan, New Delhi
- Member

APPENDIX II

MEMBERS OF THE FINANCE COMMITTEE

(As on March 31, 2021)

- | | | |
|--|-------------|--|
| 1. Prof. N. V. Varghese,
Vice-Chancellor
NIEPA, New Delhi | Chairperson | 4-5 Two nominees of the Board of Mangement |
| Dean (Academic & Research) | | 4. Prof. Badri Narayan Tiwari Member
President and Director
G.B. Pant Social Science Institute,
Jhusi, Prayagraj- 211019 (Uttar Pradesh) |
| 2. Prof. Sudhanshu Bhushan
Head, Department of Higher and
Professional Education
NIEPA, New Delhi | Member | 5. Prof. P. S. Rana Member
Professor (Head) Economics
Hemvati Nandan Bahuguna Garhwal University,
Garhwal,
Srinagar – 246 147 (Uttarakhand) |
| Representative of Ministry of Education | | 6. Finance Officer (I/c) Ex-officio Secretary
NIEPA, New Delhi |
| 3. Ms. Darshana Momaya Dabral
JS & FA
Department of Higher Education
Ministry of Education
Shastri Bhawan, New Delhi | Member | |

APPENDIX III

MEMBERS OF THE ACADEMIC COUNCIL

(As on March 31, 2021)

- | | | | |
|--|-------------|--|--------|
| 1. Prof. N.V. Varghese
Vice-Chancellor
NIEPA, New Delhi | Chairperson | 6. Prof. Mona Khare
Professor and Head
Department of Educational Finance
NIEPA, New Delhi. | Member |
| Dean (Academic & Research) | | | |
| 2. Prof. Sudhanshu Bhushan
Head, Department of Higher and
Professional Education
NIEPA, New Delhi | Member | 7. Prof. Kumar Suresh
Professor & Head
Department of Educational Administration
NIEPA, New Delhi. | Member |
| 3 to 12 HoD(s) of all Department | | | |
| 3. Prof. Sudhanshu Bhushan
Professor and Head,
Department of Higher and Professional
Education
NIEPA, New Delhi | Member | 8. Prof. B. K. Panda
Professor & Head
Department of Training and
Capacity Building in Education
NIEPA, New Delhi | Member |
| 4. Prof. A. K. Singh
Professor and Head
Department of Educational Policy
NIEPA, New Delhi | Member | 9. Prof. K. Biswal
Professor and Head
Department of Educational Planning,
NIEPA, New Delhi | Member |
| 5. Prof. Pranati Panda
Professor and Head
Department of School and Non-Formal
Education &
School Standards and Evaluation Unit
NIEPA, New Delhi | Member | 10. Prof. Veera Gupta
Professor and Acting Head
Department of Training and Capacity Building in
Education
NIEPA, New Delhi | Member |
| | | 11. Prof. Rashmi Diwan
Professor & Head
National Centre for School Leadership
NIEPA, New Delhi | Member |

12. Prof. K. Srinivas
Professor
ICT & Head, PMU
NIEPA, New Delhi

Member

13 to 20 All Professors

13. Prof. P. Geetha Rani
Professor
Department of Educational Planning,
NIEPA, New Delhi

Member

14. Prof. Vineeta Sirohi
Professor
Department of Educational Administration
NIEPA, New Delhi

Member

15. Prof. Madhumita Bandyopadhyay
Professor
Department of School and Non-Formal
Education
NIEPA, New Delhi

Member

16. Prof. Aarti Srivastava
Professor
Department of Higher and Professional
Education
NIEPA, New Delhi

Member

17. Prof. Rasmita Das Swain
Professor
School Standards and Evaluation Unit
NIEPA, New Delhi

Member

18. Prof. Manisha Priyam
Professor
Department of Educational Policy
NIEPA, New Delhi

Member

19. Prof. Neeru Snehi
Professor
Department of Higher and Professional
Education
NIEPA, New Delhi

Member

20. Prof. Sunita Chugh
Professor
National Centre for School Leadership
NIEPA, New Delhi

Member

21 to 23 Three eminent experts from outside the Institute

21. Prof. H. Ramachandran
National Fellow, ICSSR

Member

22. Prof. Poonam Batra
Central Institute of Education,
University of Delhi,
Delhi

Member

23. Prof. S. Madheswaran
Professor & Head, Centre for
Economic Studies and Policy,
Institute for Social and Economic
Change, Bangalore

Member

Two Associate Professors nominated by the Vice-Chancellor

24. Dr. Sangeeta Angom
Associate Professor
Department of Higher and Professional
Education
NIEPA, New Delhi.

Member

25 to 26 Two Assistant Professors nominated by the Vice-Chancellor

25. Dr. Kashyapi Awasthi
Assistant Professor
Department of School and Non-Formal
Education
NIEPA, New Delhi

Member

26. Dr. V. Sucharita
Assistant Professor
Department of Educational Administration

Member

**27 to 29 Three persons Coopted for their
Specialized Knowledge**

27. Prof. Sudarshan Iyengar Member
Plot No. 3, ARCH Campus
Nagaria, Ozarpada Road
Dharampur - 396050
District Valsad, Gujarat
28. Prof. Atul Sarma Member
Chairman, OKDISCD, Guwahati
264, Rama Apartment, Sector-11, Pocket 2
Dwarka, New Delhi – 110075
29. Prof. Geetha B. Nambissan Member
Zakir Hussain Centre for Educational Studies
School of Social Sciences
Jawaharlal Nehru University
New Delhi

Controller of Examination

30. Prof. A. K. Singh Permanent Invitee
Professor & Head,
Department of Educational Policy
NIEPA, New Delhi
31. Dr. Sandeep Chatterjee Ex-officio Secretary
Registrar, NIEPA

APPENDIX IV

MEMBERS OF THE BOARD OF STUDIES

(As on March 31, 2021)

1. Prof. N.V. Varghese Vice-Chancellor NIEPA, New Delhi	Chairperson	6. Prof. Mona Khare Professor and Head Department of Educational Finance NIEPA, New Delhi.	Member
Dean (Academic & Research)			
2. Prof. Sudhanshu Bhushan Head, Department of Higher and Professional Education NIEPA, New Delhi	Member	7. Prof. Kumar Suresh Professor & Head, Department of Educational Administration NIEPA, New Delhi.	Member
3 to 15 HoD(s) and All Professor of the Faculty/ Department			
3. Prof. Sudhanshu Bhushan Professor and Head, Department of Higher and Professional Education NIEPA, New Delhi	Member	8. Prof. B. K. Panda Professor & Head Department of Training and Capacity Building in Education NIEPA, New Delhi	Member
4. Prof. A. K. Singh Professor and Head Department of Educational Policy NIEPA, New Delhi	Member	9. Prof. K. Biswal Professor and Head Department of Educational Planning, NIEPA, New Delhi	Member
5. Prof. Pranati Panda Professor and Head Department of School and Non-Formal Education & School Standards and Evaluation Unit NIEPA, New Delhi	Member	10. Prof. Rashmi Diwan Professor & Head National Centre for School Leadership NIEPA, New Delhi	Member
		11. Prof. K. Srinivas Professor ICT & Head, PMU NIEPA, New Delhi	Member

12. Prof. Veera Gupta Member
Professor and Acting Head
Department of Training and Capacity Building in
Education
NIEPA, New Delhi
13. Prof. P. Geetha Rani Member
Professor
Department of Educational Planning,
NIEPA, New Delhi
14. Prof. Vineeta Sirohi Member
Professor
Department of Educational Administration
NIEPA, New Delhi
15. Prof. Madhumita Bandyopadhyay Member
Professor
Department of School and Non-Formal Education
NIEPA, New Delhi
16. Prof. Aarti Srivastava Member
Professor
Department of Higher and Professional Education
NIEPA, New Delhi
17. Prof. Rasmita Das Swain Member
Professor
School Standards and Evaluation Unit
NIEPA, New Delhi
18. Prof. Manisha Priyam Member
Professor
Department of Educational Policy
NIEPA, New Delhi
19. Prof. Neeru Snehi Member
Professor
Department of Higher and Professional Education
NIEPA, New Delhi
20. Prof. Sunita Chugh Member
Professor
National Centre for School Leadership
NIEPA, New Delhi

Two Associate Professors nominated by the Vice-Chancellor

21. Dr. Sangeeta Angom Member
Associate Professor
Department of Higher and Professional Education
NIEPA, New Delhi.

Two Assistant Professors nominated by the Vice-Chancellor

22. Dr. Kashyapi Awasthi Member
Assistant Professor
Department of School and Non-Formal Education
NIEPA, New Delhi
23. Dr. V. Sucharita Member
Assistant Professor
Department of Educational Administration
NIEPA, New Delhi

24 to 25 Two persons Co-opted for their expert Knowledge

24. Prof. Santosh Panda Member
Staff Training and Research Institute
Indira Gandhi National Open University (IGNOU)
New Delhi-110068
Email: spanda.ignou@gmail.com
25. Prof. Janaki Rajan Member
Department of Teacher Training & Non-Formal
Education
Jamia Millia Islamia, Jamia Nagar
New Delhi – 110025
Email: janakirajan1@rediffmail.com

Controller of Examination

26. Prof. A. K. Singh Permanent Invitee
Professor & Head,
Department of Educational Policy
NIEPA, New Delhi

APPENDIX V

MEMBERS OF THE PLANNING AND MONITORING BOARD

(As on March 31, 2021)

- | | | | |
|--|-------------|---|--------|
| 1. Prof. N.V. Varghese
Vice-Chancellor
NIEPA, New Delhi | Chairperson | 6. Prof. Kumar Suresh
Professor & Head
Department of Educational Administration
NIEPA, New Delhi. | Member |
| 2 to 9 HoD(s) of All Department | | | |
| 2. Prof. Sudhanshu Bhushan
Professor and Head,
Department of Higher and Professional
Education
NIEPA, New Delhi | Member | 7. Prof. B. K. Panda
Professor & Head
Department of Training and Capacity Building in
Education
NIEPA, New Delhi | Member |
| 3. Prof. A. K. Singh
Professor and Head
Department of Educational Policy
NIEPA, New Delhi | Member | 8. Prof. K. Biswal
Professor and Head
Department of Educational Planning,
NIEPA, New Delhi | Member |
| 4. Prof. Pranati Panda
Professor and Head
Department of School and Non-Formal
Education & School Standards and
Evaluation Unit
NIEPA, New Delhi | Member | 9. Prof. Veera Gupta
Professor and Acting Head
Department of Training and Capacity Building in
Education
NIEPA, New Delhi | Member |
| 5. Prof. Mona Khare
Professor and Head
Department of Educational Finance
NIEPA, New Delhi. | Member | | |

APPENDIX VI

FACULTY AND ADMINISTRATIVE STAFF

(As on March 31, 2021)

Vice-Chancellor

Prof. N. V. Varghese

Department of Educational Planning

K. Biswal, Professor and Head

P. Geetha Rani, Professor (*On Deputation*)

N. K. Mohanty, Assistant Professor

Suman Negi, Assistant Professor

Department of Educational Administration

Kumar Suresh, Professor and Head

Vineeta Sirohi, 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, 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, Professor

Kashyapi Awasthi, Assistant Professor

Department of Higher and Professional Education

Sudhanshu Bhushan, Professor & Head and
Head, National Resource Centre for Education
(NRCE)

Aarti Srivastava, Professor

and Co-ordinator, National Resource Centre for
Education (NRCE)

Neeru Snehi, Professor

Sangeeta Angom, Associate Professor

Department of Educational Management Information System

Department of Training and Capacity Building in Education

B. K. Panda, Professor and Head

Veera Gupta, Professor

Savita Kaushal, Assistant Professor (*On Deputation*)

Mona Sedwal, Assistant Professor

Computer Centre

K. Srinivas, Professor and Head

National Centre for School Leadership

Rashmi Diwan, Professor and Head

Sunita Chugh, Professor

N. Mythili, Assistant Professor

Subhitha G. V., Assistant Professor

Centre for Policy Research in Higher Education

Mona Khare, Professor

Nidhi Sadana Sabharwal, Associate Professor

Anupam Pachauri, Assistant Professor

Garima Malik, Assistant Professor

Jinusha Panigrahi, Assistant Professor

Malish C. M., Assistant Professor

School Standards and Evaluation Unit

Pranati Panda, Professor and Head

Rasmita Das Swain, Professor

A. N. Reddy, Assistant Professor

Project Management Unit

K. Srinivas, Professor & Head

Administration and Academic Support

Registrar

Kumar Suresh (I/c) 30.06.2018 (AN) to 23.09.2020
Sandeep Chatterjee

General and Personal Administration

G. Veerabahu, Administrative Officer (on lien)
Naresh Kumar, Administrative Officer (I/c)
till 15.03.2021
D.S. Thakur, AO (I/c) – 16.03.2021 onward
Chander Prakash, Section Officer (GA)
Sonam Anand Sagar, Section Officer (P) (adhoc)

Academic Administration

P.P. Saxena, Section Officer

Finance and Accounts

Puja Singh, Finance Officer (I/c)

Training Cell

Jai Prakash Dhama, Section Officer

Publication Unit

Pramod Rawat, Deputy Publication Officer

Hindi Cell

Manoj Gaur, Junior Translation Officer

Library and Documentation Centre

Puja Singh, Librarian
D.S. Thakur, Documentation Officer

Computer Centre

K. Srinivas, Head
Chandra Kumar M.J., Systems Analyst

Hostel

V.P.S. Raju, Hostel Warden
Kashyapi Awasthi, Assistant Hostel Warden

VII

**ANNUAL ACCOUNTS
2020-21**

BALANCE SHEET

As on 31-03-2021

(Amount in Rs)

SOURCES OF FUNDS/LIABILITIES	SCHEDULE	CURRENT YEAR	PREVIOUS YEAR
CORPUS/CAPITAL FUND	1	(15,90,92,631)	(15,37,32,539)
CURRENT LIABILITIES AND PROVISIONS	2	65,66,37,962	62,24,60,551
TOTAL		49,75,45,331	46,87,28,012
FIXED ASSETS	3	20,07,83,918	19,44,72,690
Fixed Assets - Plan		-	-
Fixed Assets - Non Plan		-	-
Fixed Assets - Intangible Assets		-	-
Fixed Assets - Patents and Copyrights		-	-
Fixed Assets - Other (Sponsored Projects)		-	-
CURRENT ASSETS	4	22,12,39,072	18,86,41,543
LOANS, ADVANCES and DEPOSITS	5	7,55,22,341	8,56,13,779
TOTAL		49,75,45,331	46,87,28,012
SIGNIFICANT ACCOUNTING POLICIES	15		
CONTINGENT LIABILITIES AND NOTES TO ACCOUNTS	16		

Sd/-
(Vetukuri P.S. Raju)
Finance Officer (I/c)

Sd/-
(Sandeep Chatterjee)
Registrar

Sd/-
(N. V. Varghese)
Vice-Chancellor

INCOME AND EXPENDITURE ACCOUNT

For the year ended 31-03-2021

(Amount in Rs)

PARTICULARS	SCHEDULE	CURRENT YEAR	PREVIOUS YEAR
A. INCOME			
Academic Receipts	6	3,78,150	8,25,760
Grants / Subsidies	7	31,31,72,934	38,93,83,450
Interest earned	8	13,46,370	18,30,212
Other Income	9	61,22,783	36,59,277
TOTAL (A)		32,10,20,237	39,56,98,699
B. EXPENDITURE			
Staff Payments and Benefits (Establishment expenses)	10	23,05,38,555	27,81,22,709
Academic Expenses	11	6,25,21,636	7,71,04,082
Administrative and General Expenses	12	3,21,59,894	3,79,48,173
Transportation Expenses	13	4,90,326	9,36,637
Repairs and Maintenance	14	99,37,048	1,66,68,157
Depreciation	3	1,53,17,372	1,40,81,559
TOTAL (B)		35,09,64,830	42,48,61,317
Balance Being Surplus / (Deficit) Carried to Capital Fund		(2,99,44,593)	(2,91,62,618)

Sd/-
(Vetukuri P.S. Raju)
Finance Officer (I/c)

Sd/-
(Sandeep Chatterjee)
Registrar

Sd/-
(N. V. Varghese)
Vice-Chancellor

SCHEDULES 1 TO 5 FORMING PART OF BALANCE SHEET

As on 31-03-2021

SCHEDULE 1 CORPUS/CAPITAL FUND

(Amount in Rs)

PARTICULARS	Current Year (2020-21)	Previous Year (2019-20)
Balance at the beginning of the year	(15,37,32,539)	(13,93,71,066)
Add: Contributions toward Corpus/Capital Fund	2,12,32,693	1,47,78,209
Add: Assets Donated/Gifts Received	7,128	22,936
Add: Carried forward unadjusted balances	29,48,773	-
Add: Assets Purchased out of Sponsored Project Funds	3,95,907	-
Add: Excess of Income over expenditure transferred from the Income and Expenditure Account	-	-
Total	(12,91,48,039)	(12,45,69,921)
(Deduct): Deficit transferred from the Income and expenditure Account	2,99,44,593	2,91,62,618
Balance at the year end	(15,90,92,631)	(15,37,32,539)

SCHEDULE 2

CURRENT LIABILITIES AND PROVISIONS

(Amount in Rs)

Particulars	Current Year (2020-21)	Previous Year (2019-20)
A. CURRENT LIABILITIES		
Security Deposit	10,78,873	10,12,413
Subscription of Journals (Advance)	1,06,740	1,39,020
Outstanding Liability	24,392	29,48,773
Salary Payable	1,35,66,263	1,34,01,775
Interest payable to MHRD	-	-
Receipts against Sponsored Projects (Net of expenditure)	11,99,28,311	13,98,94,084
Income received in Advance (Unutilized grants of year 2020-21)	4,99,68,375	1,55,74,002
Total (A)	18,46,72,954	17,29,70,067
B. PROVISIONS		
Pension	40,76,61,203	38,82,48,765
Gratuity	4,16,22,749	3,96,40,713
Leave Encashment	2,26,81,056	2,16,01,006
Total (B)	47,19,65,008	44,94,90,484
Total (A + B)	65,66,37,962	62,24,60,551

SCHEDULE 2 (A)

SPONSORED PROJECTS

(Amount in Rs)

S. No.	Name of the Project	Opening Balance		Grant Received during the year	Other Receipts 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)	-	94,93,874	39,33,042	2,70,653	1,36,97,569	45,42,603	-	91,54,966
2	Establishment and Operationalization of DISE (UNICEF) Dr. K.Biswal	-	6,98,946	-		6,98,946	-	-	6,98,946
3	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
4	India-Africa Institute of Educational Planning and Administration at Burundi (South Africa)	-	23,51,152	-	2,92,866	26,44,018	26,44,018	-	-
5	Project on Sarva Shiksha Abhiyan (M/HRD)	-	1,07,294	-		1,07,294	-	-	1,07,294
6	Secondary Education Management Information Systems (SEMIS) M/HRD (Prof A C Mehta)	-	5,03,573	-		5,03,573	-	-	5,03,573
7	Administration Overhead Charges/ Interest on Saving Account	-	3,20,29,638		33,34,970	3,53,64,608	26,20,935	-	3,27,43,673
8	Primary and Upper Primary Education in Tribal Area (DR. K. Sujatha)	(13,63,560)	-	13,63,560	-	-	-	-	-
9	Samagra Shiksha	(45,42,486)	1,88,46,986	1,04,50,000	1,16,53,404	3,64,07,904	2,65,82,815	-	98,25,089
10	Mahatma Gandhi Institute of Education Peace (MGIEP)		21,00,000	-	-	21,00,000	21,00,000	-	-
11	Rajiv Gandhi Foundation Chair Teacher	-	-	-		-	-	-	-
12	Centre for Policy Research (UGC) Professor N.V Vergheese	(12,84,354)	-	12,84,354	-	-0.19	-	-	(0.19)

13	National Fellowship (ICSSR)	-	-	-	-	-	-	-	
14	Dealing with Diversity, Discrimination and Inequality (Dr. Nidhi Sadana-CPRHE) Central Scheme Programme	-	20,05,865	-	-	20,05,865	-	-	20,05,865
15	Srilanka Programme (Smia Zaidi)	-	7,79,234	-	-	7,79,234	-	-	7,79,234
16	Drafting Committee NEP (Bharat Bhushan)	-	-	-	-	-	-	-	-
17	School Standard under RMSA	-	4,46,564	-	-	4,46,564	-	-	4,46,564
18	Senior Fellowship Dr. A. Mathew (ICSSR)	-	47,333	-	-	47,333	-	-	47,333
19	State Political Study Dr. A Mathew (ICSSR)	(68,746)	-	-	-	-68,746	3,50,000	-	(4,18,746)
20	Pandit Madan Mohan Malviya	-	2,35,94,755	-	-	2,35,94,755	-	-	2,35,94,755
21	Teaching and Research Australia (Vera Gupta)	-	-	-	-	-	-	-	-
22	IEPA (Ministry of External Affairs)	-	4,01,555	3,20,719	-	7,22,274	-	-	7,22,274
23	IIEP-UNESCO (Dr. Sujatha)	-	41,56,240	-	-	41,56,240	2,187	-	41,54,053
24	Teacher Educator- British Council	-	-	-	-	-	-	-	-
25	National Resource Centre on Education (PMMMT)	-	2,82,32,703	3,600	67,348	2,83,03,651	54,32,669	-	2,28,70,982
26	IPEA- Myanmar	(22,87,350)	-	33,88,628	-	11,01,278	1,55,002	-	9,46,276
27	SWAYAM Scheme Involvement of Teachers- Vineetha Sirohi	-	10,55,971	-	-	10,55,971	10,55,971	-	-
28	LEAP PROGRAMME	-	33,18,177	-	1,90,067	35,08,244	25,94,557	-	9,13,687
29	Policy and Practice- Gujarat and Rajasthan	-	3,26,652	-	1,00,000	4,26,652	2,43,470	-	1,83,182
30	Planning and Flexible Learning (Garima Malik)	(58,676)	-	6,59,031	-	6,00,355	2,02,042	-	3,98,313
31	Open Government in Educational Training (Sumita Chugh)	-	7,965	5,06,340	-	5,14,305	1,47,661	-	3,66,644
32	ESPI Inequality in Higher Education (Jinusha)	-	1,62,932	-	-	1,62,932	-	-	1,62,932
33	School Standard Education EFC (Prof. Pranati Panda)	-	86,63,305	-	-	86,63,305	-	-	86,63,305
34	NVS Pedogogical (N Mythili)	-	-	1,26,000	-	1,26,000	50,000	-	76,000
Total		(96,05,172)	13,98,94,085	2,20,35,274	1,59,09,308	16,82,33,495	4,87,23,930		11,95,09,565

SCHEDULE 2 (B)

UNUTILISED GRANTS FROM MOE

(Amount in Rs.)

Particulars	Current Year (2020-21)	Previous Year (2019-20)
A. Grants Plan MHRD		
Balance B/f	1,55,74,002	-3,62,10,839
Add: Receipts during the year (Grants)	36,88,00,000	45,59,46,500
Total (a)	38,43,74,002	41,97,35,661
Less: Utilized for Revenue Expenditure	31,31,72,934	38,93,83,450
Less: Utilized for Capital Expenditure	2,12,32,693	1,47,78,209
Total (b)	33,44,05,627	40,41,61,659
Unutilized carried forward (a-b)	4,99,68,375	1,55,74,002
B. Grants Non Plan MHRD		
Balance B/f	-	-
Add: Receipt during the year (Grants)	-	-
Total (c)	-	-
Less: Utilized for Revenue Expenditure	-	-
Less: Utilized for Capital Expenditure	-	-
Total (d)	-	-
Unutilized carried forward (c-d)	-	-
Grand Total (A+B)	4,99,68,375	1,55,74,002

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 (More than 180 Days)	Additions (Less than 180 Days)	Deduction	Closing Balance	Depreciation Opening Balance	Depreciation for the Year on Addition	Deduction/ Adjustment	Total Depreciation		
1	2	3	4	5	8	9	10	11	12	13	14	15	
1	Land	0%	23,07,892	-	-	-	23,07,892	-	-	-	-	23,07,892	
2	Buildings	2%	11,67,96,393	-	-	-	11,67,96,393	23,35,928	-	-	23,35,928	11,44,60,465	
3	Office equipment	8%	96,45,033	20,48,152	-	-	1,16,93,185	7,71,603	1,63,852	-	9,35,455	1,07,57,730	
4	Computer and Peripherals	20%	41,21,658	55,00,486	81,01,136	-	1,77,23,280	8,24,332	19,10,211	-	27,34,542	1,49,88,738	
5	Furniture and Fixtures	8%	58,84,300	-	49,300	-	59,33,600	4,70,744	1,972	-	4,72,716	54,60,884	
6	Vehicles	10%	13,97,374	-	-	-	13,97,374	1,39,737	-	-	1,39,737	12,57,637	
7	Library Books	10%	79,95,680	-	18,489	-	80,14,169	7,99,568	924	-	8,00,492	72,13,676	
8	Journals	10%	4,00,90,002	17,47,541	33,730	-	4,18,71,273	40,09,000	1,76,441	-	41,85,441	3,76,85,832	
	Total (A)		18,82,38,332	92,96,179	82,02,655	-	20,57,37,166	93,50,912	22,53,400	-	1,16,04,312	19,41,32,854	
9	Computer Software	40%	8,58,406	9,97,395	9,20,240	-	27,76,041	3,43,362	5,83,006	-	9,26,368	18,49,673	
10	E- Journals	40%	49,07,703	18,16,224	-	-	67,23,927	19,63,081	7,26,490	-	26,89,571	40,34,356	
	Total (B)		57,66,109	28,13,619	9,20,240	-	94,99,968	23,06,444	13,09,496	-	36,15,939	58,84,029	
11	Computer and Peripherals	20%	1,67,256	0	3,95,907	-	5,63,163	33,451	39,591	-	73,042	4,90,121	
12	Furniture and Fixtures	8%	3,00,993	0	-	-	3,00,993	24,079	-	-	24,079	2,76,914	
	Total (C)		4,68,249	-	3,95,907	-	8,64,156	57,531	39,591	-	97,121	7,67,035	
	Grand Total (A+B+C)												

SCHEDULE 4

CURRENT ASSETS

(Amount in Rs.)

S.No	Particulars	Current Year (2020-21)	Previous Year (2019-20)
1. Stock			
1.	Publication in Hand	6,12,082	4,36,633
2.	Inventory	8,65,438	7,81,272
2. Cash And Bank Balances :			
1.	State Bank of India (34778757702) (Current A/c)	31,910	32,559
2.	Bank Balances (Saving A/c)	21,96,69,230	18,73,69,243
3.	Postage Stamps in Hand	60,412	21,836
TOTAL		22,12,39,072	18,86,41,543

SCHEDULE 5

LOANS, ADVANCES AND DEPOSITS

(Amount in Rs.)

S. No.	Particulars	Current Year (2020-21)	Previous Year (2019-20)
1. Advance to Employees (Non-Interest Bearing)			
1.	Festival Advance	-	-
2. Long Term Advance to Employees (Interest Bearing)			
1	Motor car	-	-
2	Computer Advance	-	-
3	Scooter Advance	-	-
3. Advance and Other amounts recoverable in cash or in kind or for value to be received			
1	On Capital Account	7,43,71,491	7,29,42,930
2	Miscellaneous Advance to Faculty/Staff	5,000	11,43,000
3	Medical Advance	5,74,500	5,25,640
4	LTC Advance	-	7,10,421
5	TA Advance to Faculty	-	5,85,421
4. Prepaid Expenses			
1.	Insurance	54,306	2,897
2.	Other Expenses	-	-
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	-	-
7. Other - Current Assets receivable from UGC/ Sponsored Projects			
1.	Debit Balances in Sponsored Projects	4,18,746	96,05,172
TOTAL		7,55,22,341	8,56,13,779

SCHEDULE 6

ACADEMIC RECEIPTS

(Amount in Rs)

S. No.	Particulars	Current Year (2020-21)	Previous Year (2019-20)
FEES FROM STUDENTS			
Academic			
1.	Student fees	2,88,510	6,17,914
Total (A)		2,88,510	6,17,914
Sales			
1.	Sale of Publications	53,040	1,85,446
2.	Sale of Prospectus	36,600	22,400
Total (B)		89,640	2,07,846
GRAND TOTAL (A+B)		3,78,150	8,25,760

SCHEDULE 7

GRANTS/SUBSIDIES (IRREVOCABLE GRANTS RECEIVED)

(Amount in Rs.)

Particulars	Current Year (2020-21)	Previous Year (2019-20)
Balance B/f	1,55,74,002	-3,62,10,839
Add: Receipts during the year	36,88,00,000	45,59,46,500
Add: Other receipts during the year	-	-
Total	38,43,74,002	41,97,35,661
Less: Utilized for Capital Expenditure (A)	2,12,32,693	1,47,78,209
Balance	36,31,41,309	40,49,57,452
Less: Utilized for Revenue Expenditure (B)	31,31,72,934	38,93,83,450
Balance C/f(C)	4,99,68,375	1,55,74,002

SCHEDULE 8

INTEREST EARNED

(Amount in Rs.)

S. No.	Particulars	Current Year (2020-21)	Previous Year (2019-20)
1.	On Saving Accounts with Scheduled banks		
	a) Plan	161	14,61,366
	b) Overhead Administrative Fund A/c	13,21,155	2,14,358
	c) Hostel A/c	9,887	26,131
	d) Canara Bank	3,279	1,02,655
	e)NR A/c	14,888	19,214
2.	On Loans		
	a. Employees/Staff (Interest on Bearing Advances)	(3,000)	6,488
	Total	13,46,370	18,30,212

SCHEDULE 9

OTHER INCOME

(Amount in Rs.)

S. No.	Particulars	Current Year (2020-21)	Previous Year (2019-20)
A. Income from Land and Buildings			
1.	Hostel Room Rent	22,95,250	17,77,550
2.	License fees	5,10,796	5,91,707
3.	Water charges recovered	34,343	37,004
Total A		28,40,389	24,06,261
B. Others			
1	Income from Royalty	58,272	67,786
2	Misc Receipts	1,00,216	91,246
3	Use of Staff Car	-	-
4	Institutional Charges received from various projects	22,32,317	1,50,000
5	Sale of Condemned Items	-	30,170
6	Sale of tender forms	-	9,000
7	Admission Fees for Medical Reimbursement Pensioners	4,06,100	3,55,800
8	Rent, Rates, Taxes	-	90,864
9	Contribution for Medical Scheme	2,99,563	3,13,677
10	Leave Salary Pension Contribution	1,85,926	1,44,473
Total B		32,82,394	12,53,016
Grand Total (A+B)		61,22,783	36,59,277

SCHEDULE 10

STAFF PAYMENTS AND BENEFITS (ESTABLISHMENT EXPENSES)

(Amount in Rs.)

S. No.	Particulars	Current Year (2020-21)		Previous Year (2019-20)	
		Recurring	Amount	Recurring	Amount
1	Salaries and Wages	9,17,03,960	9,17,03,960	8,95,69,110	8,95,69,110
2	Allowances and Bonus and OTA	2,96,72,225	2,96,72,225	4,47,06,692	4,47,06,692
3	Contribution to New Pension Scheme	37,83,822	37,83,822	45,13,935	45,13,935
4	Staff Welfare Expenses (Liveries)	1,21,656	1,21,656	-	-
5	LTC Facility	8,51,223	8,51,223	15,64,428	15,64,428
6	Medical Reimbursement	86,21,922	86,21,922	1,01,96,717	1,01,96,717
7	Children Education Allowance	10,60,500	10,60,500	4,84,650	4,84,650
8	Travelling Allowance	-	-	68,553	68,553
9	Others (Government Contribution-CPF + Interest Paid)	2,11,320	2,11,320	42,33,892	42,33,892
10	Retirement and Terminal Benefits				
a)	Pension	7,88,64,631	7,88,64,631	10,69,86,864	10,69,86,864
b)	Gratuity	1,00,35,602	1,00,35,602	90,41,927	90,41,927
c)	Leave Encashment	56,11,694	56,11,694	67,55,941	67,55,941
	Total	23,05,38,555	23,05,38,555	27,81,22,709	27,81,22,709

SCHEDULE 10A

EMPLOYEES RETIREMENT AND TERMINAL BENEFITS

(Amount in Rs.)

S. No	Particulars	Pension	Gratuity	Leave Encashment	Total
1	Opening Balance as on 01-04-2020(a)	38,82,48,765.00	3,96,40,713.00	2,16,01,006.00	44,94,90,484.00
2	Less: Actual Payment during the year (b)	5,94,52,193.00	80,53,566.00	45,31,644.00	7,20,37,403.00
3	Balance Available on 31-03-2021 c(a-b)	32,87,96,572.00	3,15,87,147.00	1,70,69,362.00	37,74,53,081.00
4	Provision required on 31-03-2021 as per Actuarial Valuation (d)	40,76,61,203.00	4,16,22,749.00	2,26,81,056.00	47,19,65,008.00
A.	Provision to be made in the Current year (d-c)	7,88,64,631.00	1,00,35,602.00	56,11,694.00	9,45,11,927.00

SCHEDULE 11

ACADEMIC EXPENSES (INCLUDING SC/ST)

(Amount in Rs.)

S. No.	Particulars	Current Year (2020-21)		Previous Year (2019-20)	
		Recurring	Amount	Recurring	Amount
1	Field Work/ Participation in Conference (TA to Faculty)	4,61,916	4,61,916	12,02,938	12,02,938
2	Field Work/ Participation in Conference (TA to Participant)	4,01,632	4,01,632	63,36,265	63,36,265
3	Expenses on Seminars/Workshops (Academic Programme Expenses)	8,17,333	8,17,333	31,37,917	31,37,917
4	Payment to visiting faculty (Honorarium to R/Person)	5,84,356	5,84,356	9,44,267	9,44,267
5	Institute Research Studies	3,30,44,849	3,30,44,849	3,78,58,549	3,78,58,549
6	Fellowship to Students (M.Phil and Ph.d)	2,30,31,935	2,30,31,935	1,79,06,687	1,79,06,687
7	Stipend/Books and Project Grants	-	-	7,32,247	7,32,247
8	Publication Expenses (Approtioned from Printing)	16,65,535	16,65,535	13,23,493	13,23,493
a)	Add: Last Year Stock	4,36,633	4,36,633	3,81,199	3,81,199
b)	Less: Stock of Books in Hand	-6,12,082	-6,12,082	-4,36,633	-4,36,633
9	Subscription for Membership	2,53,234	2,53,234	34,340	34,340
10	Others (Photocopy Charges)	3,27,135	3,27,135	6,60,311	6,60,311
11	Grants to NGO	7,45,600	7,45,600	40,64,398	40,64,398
12	NER (Including (SC/ST)	-	-	29,58,104	29,58,104
13	Overhead Admin Fund 1108	13,63,560	13,63,560	-	-
TOTAL		6,25,21,636	6,25,21,636	7,71,04,082	7,71,04,082

SCHEDULE 12

ADMINISTRATIVE AND GENERAL EXPENSES

(Amount in Rs.)

S. No.	Particulars	Current Year (2020-21)		Previous Year (2019-20)	
		Recurring	Amount	Recurring	Amount
A	Infrastructure				
1	Electricity Charges	60,70,855	60,70,855	95,45,650	95,45,650
2	Water Charges	1,00,45,279	1,00,45,279	82,87,797	82,87,797
3	Rent, Rates and Taxes (including property tax)	2,41,851	2,41,851	-	-
4	Security Expenses	78,51,329	78,51,329	86,47,504	86,47,504
B	Communication		-		
1	Postage and Telegram	1,87,040	1,87,040	6,86,332	6,86,332
2	Telephone, Fax and Internet Charges	6,22,227	6,22,227	6,68,364	6,68,364
C	Others		-		
1	Stationery	13,32,380	13,32,380	21,98,068	21,98,068
2	Catering Expenses	5,90,964	5,90,964	29,96,974	29,96,974
3	Audit Fees	1,32,444	1,32,444	2,46,400	2,46,400
4	Wages Charges	3,19,437	3,19,437	1,08,336	1,08,336
5	Consultancy Fees	21,09,000	21,09,000	31,46,500	31,46,500
6	Legal Expenses	1,47,440	1,47,440	39,400	39,400
7	Advertisement Charges	10,82,857	10,82,857	8,38,155	8,38,155
8	Newspaper Charges	3,22,485	3,22,485	3,19,602	3,19,602
9	Others (Course Fees and Training)	10,445	10,445	10,400	10,400
10	Misc Expenditure	10,93,861	10,93,861	2,02,350	2,02,350
12	Charges (Other Accounts)		-	6,341	6,341
	Total	3,21,59,894	3,21,59,894	3,79,48,173	3,79,48,173

SCHEDULE 13

TRANSPORTATION EXPENSES

(Amount in Rs.)

S. No.	Particulars	Current Year (2020-21)		Previous Year (2019-20)	
		Recurring	Amount	Recurring	Amount
1	Staff Car				
	a) Maintenance of Staff Car	1,16,886	1,16,886	1,25,524	1,25,524
	b) Insurance	27,698	27,698	67,307	67,307
	c) Petrol, Oil and Lubricants	3,17,069	3,17,069	2,33,311	2,33,311
2	Vehicle Taxi Hiring Expenses	28,673	28,673	5,10,495	5,10,495
	TOTAL	4,90,326	4,90,326	9,36,637	9,36,637

SCHEDULE 14

REPAIRS AND MAINTENANCE

(Amount in Rs.)

S. No.	Particulars	Current Year (2020-21)		Previous Year (2019-20)	
		Recurring	Amount	Recurring	Amount
1	Maintenance of Building	3,55,663	3,55,663	8,78,229	8,78,229
2	Estate Maintenance-Electrical (ARMO)	-	-	21,10,110	21,10,110
3	Maintenance of Furnitures and Fixtures	7,965	7,965	88,718	88,718
4	Maintenance of Office Equipments	14,57,350	14,57,350	44,37,227	44,37,227
5	Housekeeping Services	81,16,070	81,16,070	91,53,873	91,53,873
	TOTAL	99,37,048	99,37,048	1,66,68,157	1,66,68,157

SCHEDULE 15

SIGNIFICANT ACCOUNTING POLICIES

1. BASIS FOR PREPARATION OF ACCOUNTS

- 1.1 The accounts are prepared under the Historical Cost Convention unless otherwise stated and generally on the Accrual method of accounting.

2. REVENUE RECOGNITION

- 2.1 Fees from Students, sale of tender forms, sale of admission forms 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 & 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 (2019-20). 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 University.

8. MEDICAL CONTRIBUTION

- 8.1 Medical contributions received as per medical scheme of NUEPA 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.

11. SPONSORED PROJECTS

- 11.1 In respect of ongoing Sponsored Projects, the amounts received from sponsors are credited to the head "Current Liabilities and Provisions - Current Liabilities - Other Liabilities - Receipts against ongoing sponsored projects." As and when expenditure is incurred/ advances are paid against such projects, or the concerned project account is debited with allocated overhead charges, the liability account is debited.

12. As per audit observations, Schedule 13 is added in Annual Accounts and change in Fixed Assets Schedule 4 has been carried out as to categorize into sub-division of Fixed Assets - Intangible assets, patents and copyrights, other (sponsored projects).

SCHEDULE 16

CONTINGENT LIABILITIES AND NOTES TO ACCOUNTS

1. FIXED ASSETS

- 1.1 Fixed assets created out of Plan grant, additions in the year to Fixed Assets in Schedule 3 include Assets purchased out of Institute Funds (₹ 2,12,32,693) and Library Books and other assets of the value of (₹7,128) gifted to the University. The Assets have been set up by credit to Capital Fund.
- 1.2 Fixed assets created out of Project grant, additions in the year to Fixed Assets in Schedule 3 (e) include Assets purchased out of Project Funds (₹ 3,95,907).
- 1.3 In the Balance Sheet as on 31.03.2021 and the Balance Sheet of earlier years, Fixed Assets created out of Institute's funds. The additions during the years from 01.04.2020 to 31.03.2021 from Institutes' 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 2021, 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 31.03.2021 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 31.03.2021 and taking into account the payments made in 2020-21 and the net provisions existing, further provisions were made in accounts for 2020-21 by debit to Income and Expenditure Account for 2020-21.

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

though Bank Balances of Plan Grant Accounts and Advances Paid out of Grant Funds and outstanding adjustments as on last date of financial year were exhibited on Assets side of Balance Sheet. The unutilized grants as on 31st March, 2021 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 2021 and the Income and Expenditure account for the year ended on that date.

RECEIPT AND PAYMENT A/C

For the year ended on 31.03.2021

(Amount in Rs)

Receipts	Current Year (2020-21)	Previous Year (2019-2020)	Payments	Current Year 2020-21	Previous Year 2019-20
Opening Balance			Expenses		
1 Saving Bank A/c	18,74,01,802	13,19,02,420			
2 Postage in Hand	21,836	50,922	a) Establishment Expenses	21,43,51,639	25,35,24,462
Grants Received from MOE			b) Academic Expenses	3,39,77,048	6,57,32,807
From Government of India (MOE)			c) Administrative Expenses	3,59,44,206	3,33,92,975
a) Plan	36,88,00,000	45,59,46,500	d) Repairs and Maintenance	21,86,248	1,52,23,571
			e) Travelling Expense	3,45,742	
Academic Receipts	41,21,266	23,40,157	Payments against Fellowship	2,35,26,435	1,79,06,687
Receipts against Sponsored Projects/ Schemes	3,27,39,979	9,28,41,295	Payments against Sponsored Projects/ Schemes	4,35,19,327	6,80,43,745
Interest received			Expenditure on Fixed Assets and Advances to CPWD		
a) Saving Bank A/c	161	14,61,366	1 Fixed Assests	2,11,93,566	1,47,78,209
b) NRA/c	14,888	19,214			
c) Canara Bank	3,279	1,02,655	2 Advances to CPWD	14,28,561	3,10,66,487
d) Overhead Admin Fund	13,21,155	2,14,358	Other Payments including Statutory Payments		
e) Hostel A/c	9,887	26,131	Charges (Other Accounts)	-	6,341
f) Leave Salary Pension Cont.	1,85,926	1,44,473	Deposits and Advances		
g) Interest on Interest Bearing Advances	(3,000)	6,488	Prepaid Expenses	54,306	-
Other Income	-	18,07,956	Other Advances	7,59,327	-
Deposits and Advances	1,94,460	4,38,541	Remittances		
Remittances	9,17,16,030	5,91,73,576	Closing Balances	9,17,12,030	5,95,27,130
Misc Receipt including Statutory Receipts			Bank Balances	21,97,01,140	18,74,01,802
1 Overhead Administration Fund A/c 1108	22,32,317	1,50,000	Postage in Hand	60,412	21,836
TOTAL	68,87,59,987	74,66,26,052	TOTAL	68,87,59,987	74,66,26,052

Sd/-
(Vetukuri P.S. Raju)
Finance Officer (I/c)

Sd/-
(Sandeep Chatterjee)
Registrar

Sd/-
(N. V. Varghese)
Vice-Chancellor

PROVIDENT FUND ACCOUNT

Balance Sheet As on March 31, 2021

(Amount in Rs)

Liabilities	Current Year	Previous Year	Assets	Current Year	Previous Year
	2020-21	2019-20		2020-21	2019-20
Subscription :		14,94,70,845	GPF/CPF Investment	15,51,05,136.00	14,36,01,109
GPF:	13,00,29,187.00				
CPF:	31,42,976.00				
<u>GPF</u>					
Subscription in the Year	2,35,63,900.00	2,33,66,600			
Interest Credited	94,23,166.00	96,20,345			
Less: Withdrawal	(1,98,50,292.00)	(3,04,98,609.00)	<u>CASH AT BANK</u>		
<u>CPF</u>			SBI A/c No. 10137881013	1,07,36,203.00	78,95,557
Subscription in the Year	2,40,000.00	2,22,760			
Interest Credited	97,486.00	83,278			
<u>Institute Contribution (CPF)</u>					
Interest Credited	85,093.00	72,998			
Contribution for March 2021	2,11,320.00	2,00,520			
<u>Interest Reserve</u>					
Excess of Income over Expenditure	1,88,98,503.00		Excess of Expenditure over Income	0	10,42,071
	16,58,41,339.00	15,25,38,737		16,58,41,339.00	15,25,38,737

Sd/-
(Vetukuri P.S. Raju)
Finance Officer (I/c)

Sd/-
(Sandeep Chatterjee)
Registrar

Sd/-
(N. V. Varghese)
Vice-Chancellor

PROVIDENT FUND ACCOUNT

Receipt and Payment Account for the Financial Year 2020-21

(Amount in Rs.)

Receipt	Current Year 2020-21	Previous Year 2019-20	Payment	Current Year 2020-21	Previous Year 2019-20
Opening Balance	78,95,557.00	1,09,32,920.00	GPF Advance/Withdrawal	1,98,50,292.00	3,04,98,609.00
GPF Subscription	2,35,63,900.00	2,33,66,600.00	CPF Advance/Withdrawal	-	-
CPF Subscription	2,40,000.00	2,22,760.00	Investment During the Year	10,86,80,872.00	11,41,74,778.00
CPF Institute Contribution	2,11,320.00	2,00,520.00			
Investment Encashed	9,91,74,778.00	10,39,58,912.00			
Interest Received	81,81,812.00	1,38,87,232.00	Closing Balance	1,07,36,203.00	78,95,557.00
	13,92,67,367.00	15,25,68,944.00		13,92,67,367.00	15,25,68,944.00

Sd/-
(**Vetukuri P.S. Raju**)
Finance Officer (I/c)

Sd/-
(**Sandeep Chatterjee**)
Registrar

Sd/-
(**N. V. Varghese**)
Vice-Chancellor

PROVIDENT FUND ACCOUNT

Income and Expenditure Account for the Financial Year 2020-21

(Amount in Rs.)

EXPENDITURE	Current Year 2020-21	Previous Year 2019-20	INCOME	Current Year 2020-21	Previous Year 2019-20
Interest Credited to:					
GPF Account	94,23,166	96,20,345	Interest earned on Investment/ Saving Account	81,81,812.00	1,38,87,232.00
CPF Account	97,486	83,278	>Add: Interest accrued on 03/2021	49,37,437.00	30,42,833.00
Interest on Institute Contribution (CPF)	85,093	72,998	>Less: Interest accrued for 03/2020	(30,42,833.00)	(63,44,151.00)
Institute Contribution (CPF)	2,11,320	2,00,520	Received Institute Contribution (CPF)	2,11,320.00	2,00,520.00
Excess of Income over Expenditure	4,70,671	8,09,293			
	1,02,87,736	1,07,86,434		1,02,87,736	1,07,86,434

Sd/-
(Vetukuri P.S. Raju)
Finance Officer (I/c)

Sd/-
(Sandeep Chatterjee)
Registrar

Sd/-
(N. V. Varghese)
Vice-Chancellor

BALANCE IN BANK ACCOUNTS

As on 31-03-2021

(Amount in Rs.)

S. No.	Bank Accounts	Current Year (2020-21)	Previous Year (2019-20)
1	State Bank of India (10137881320) Non Plan	2,54,250	2,35,362
2	Syndicate Bank (913920210001112) Plan	7,11,12,078	3,02,89,470
3	Syndicate Bank (91392010001092) Project	11,93,37,176	13,00,81,763
4	Syndicate Bank (91392010001108) Overhead Administrative Fund	2,84,48,392	2,62,58,480
5	Syndicate Bank (91392015365) Hostel	4,06,203	3,96,316
6	Canara Bank A/c 25536	1,11,133	1,07,854
7	Current A/c State Bank of India (34778757702)	31,910	32,559
	TOTAL	21,97,01,140	18,74,01,802

LIST OF GRANTS TO NGO

LIST OF GRANTS TO NGO FOR 2020-21

(Amount in Rs.)

S. No.	Name of the NGO	Amount Released
1	Destitute Ages Young Association	1,25,000
2	Amar Jyoti Charitable Trust	1,85,600
3	Council for Social Development	1,50,000
4	Sh. Brahmalingeshwara Swamy Educational Health and Cultural Rural Development Trust	1,35,000
5	M/s Mother Society Nandyal, Kurnool	1,50,000
TOTAL		7,45,600

Annexure-C

DETAIL OF INVESTMENT

DETAILS OF INVESTMENT FOR THE PERIOD FROM 01-04-2020 TO 31-03-2021

(Amount in Rs.)

Sl. No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount
1	Punjab National Bank	84175	12-07-2020	12-10-2021	1,07,60,225
2	Canara Bank	316100	29-06-2020	29-06-2021	70,00,000
3	Syndicate Bank	197821	31-03-2021	31-03-2024	55,16,368
4	Syndicate Bank	197811	31-03-2021	31-03-2024	44,17,301
5	Syndicate Bank	197828	31-03-2021	31-03-2024	77,17,025
6	Syndicate Bank	969781	31-03-2021	31-03-2024	38,54,486
7	Punjab National Bank	4151	25-02-2021	25-02-2022	1,07,54,678
8	Syndicate Bank	197860	31-03-2021	31-03-2024	98,86,930
9	Syndicate Bank	197861	13-03-2021	30-03-2021	98,86,930
10	Syndicate Bank	197862	13-03-2021	30-03-2021	98,86,930
11	Canara Bank	316099	23-06-2021	23-06-2021	70,00,000
12	Syndicate Bank	197895	20-05-2021	20-05-2021	65,00,000
13	Canara Bank	316101	29-06-2021	29-06-2021	70,00,000
14	Syndicate Bank	197964	14-02-2019	14-08-2021	20,00,000
15	Syndicate Bank	970252	09-03-2019	09-09-2021	75,00,000
16	SBI Spl Deposit	812	27-06-1981	-	14,24,264
17	Syndicate Bank	868981	08-11-2019	08-11-2021	45,00,000
18	Syndicate Bank	868982	08-11-2019	08-11-2021	45,00,000
19	Syndicate Bank	869041	20-02-2020	25-02-2021	50,00,000
20	Syndicate Bank	869042	20-02-2020	25-02-2021	50,00,000
21	Syndicate Bank	869043	20-02-2020	25-02-2021	50,00,000
22	Syndicate Bank	869044	20-02-2020	25-02-2021	50,00,000
23	Syndicate Bank	869138	07-12-2020	07-12-2023	50,00,000
24	Syndicate Bank	869139	07-12-2020	07-12-2023	50,00,000
25	Syndicate Bank	869140	07-12-2020	07-12-2023	50,00,000
Total					15,51,05,136

ENCASHMENT 2020-21

(Amount in Rs.)

Sl. No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount
1	Canara Bank	510179	29.07.2019	29.07.2020	66,97,171
2	Canara Bank	510631	22.06.2019	22.06.2020	74,55,466
3	Canara Bank	495247	20.12.2018	27.06.2020	70,00,000
4	Canara Bank	495248	20.12.2018	27.06.2020	70,00,000
5	Canara Bank	197821	17.09.2019	31.03.2021	54,84,288
6	Canara Bank	197811	20.01.2020	31.03.2021	43,87,431
7	Canara Bank	197828	07.02.2020	31.03.2021	76,78,004
8	Canara Bank	969781	16.02.2020	31.03.2021	38,38,292
9	Canara Bank	197860	13.03.2020	30.03.2021	98,69,895
10	Canara Bank	197861	13.03.2020	30.03.2021	98,69,895
11	Canara Bank	197862	13.03.2020	30.03.2021	98,69,895
12	Canara Bank	84175	12.04.2019	12.07.2020	98,96,543
13	PNB	4151	25.02.2020	25.02.2021	1,01,27,898
TOTAL					9,91,74,778

FD MADE DURING THE YEAR 2020-21

(Amount in Rs.)

Sl. No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount
1	Canara Bank	316099	23.06.2020	23.06.2021	70,00,000
2	Canara Bank	316100	29.06.2020	29.06.2021	70,00,000
3	Canara Bank	316101	29.06.2020	29.06.2021	70,00,000
4	Canara Bank	869138	04.12.2020	07.12.2023	50,00,000
5	Canara Bank	869139	04.12.2020	07.12.2023	50,00,000
6	Canara Bank	869140	04.12.2020	07.12.2023	50,00,000
7	Canara Bank	197821	31.03.2021	31.03.2024	55,16,367
8	Canara Bank	197811	31.03.2021	31.03.2024	44,17,301
9	Canara Bank	197828	31.03.2021	31.03.2024	77,17,025
10	Canara Bank	969781	31.03.2021	31.03.2024	38,54,486
11	Canara Bank	197860	31.03.2021	31.03.2024	98,86,930
12	Canara Bank	197861	31.03.2021	31.03.2024	98,86,930
13	Canara Bank	197862	31.03.2021	31.03.2024	98,86,930
14	PNB	4151	25.02.2021	25.02.2022	1,07,54,678
15	Canara Bank	84175	12.07.2020	12.10.2021	1,07,60,225
TOTAL					10,86,80,872

Investment Statement 2020-21

(Amount in Rs.)

Opening Balance	14,55,99,042
Investment During the year	10,86,80,872
Total Investment	25,42,79,914
Encashment during the year	9,91,74,778
Net Investment (Closing Balance)	15,51,05,136

TRIAL BALANCE

1-APR-2020 TO 31-MAR-2021

(Amount in Rs.)

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Capital Account	153732539.00 Dr		3351807.75	150380731.25 Dr
Capital Fund	153732539.00 Dr		3351807.75	150380731.25 Dr
Current Liabilities	612855379.29 Cr	457740380.71	466709604.23	621824602.81 Cr
Deduction From Bills		2698920.00	2717251.00	18331.00 Cr
Income Tax From Contractor - Project		478908.00	491684.00	12776.00 Cr
Income Tax From Contractor - Recurring		2148470.00	2154025.00	5555.00 Cr
TDS on GST		71542.00	71542.00	
Deduction From Salary		52483673.00	52485494.00	1821.00 Cr
GPF Subscription and Recovery		23363900.00	23363900.00	
Group Insurance Scheme		69980.00	69660.00	320.00 Dr
Income Tax (Salary) - Project		345000.00	345000.00	
Income Tax(SALARY)- Recurring		23678955.00	23678955.00	
L.I.C.		137413.00	139554.00	2141.00 Cr
PM CARE FUND - COVID 19		227912.00	227912.00	
Recovery of New Pension Scheme		2683813.00	2683813.00	
Society Recoveries		1976700.00	1976700.00	
SPECIFIC PROJECTS	130288912.29 Cr	48723929.71	37944582.23	119509564.81 Cr
Provisions	449490484.00 Cr		22474524.00	471965008.00 Cr
Provisions - Gratuity	39640713.00 Cr		1982036.00	41622749.00 Cr
Provisions - Leave Encashment	21601006.00 Cr		1080050.00	22681056.00 Cr
Provisions - Pension	388248765.00 Cr		19412438.00	407661203.00 Cr
Outstanding Liabilities	2948773.00 Cr	2948773.00		
Salary Payable	13401775.00 Cr	13401775.00	13566263.00	13566263.00 Cr
Security Deposits Adjustable	1012413.00 Cr	128000.00	194460.00	1078873.00 Cr
Subscription of Journal (Advance)	139020.00 Cr	32280.00		106740.00 Cr
Transfer Between Fund- Recurring		67805500.00	122805500.00	55000000.00 Cr
Transfer Between Funds- Non Recurring		91712030.00	91716030.00	4000.00 Cr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Transfer Between Funds- Overhead Admin Fund A/c		122805500.00	67805500.00	55000000.00 Dr
Transfer Between Funds- Project A/c		55000000.00	55000000.00	
Un-Utilised Grant - Recurring	15574002.00 Cr			15574002.00 Cr
Fixed Assets	194472690.00 Dr	21699036.75	70437.00	216101289.75 Dr
Computers and Peripherals	4121658.00 Dr	13601622.00		17723280.00 Dr
Computer Software	858406.00 Dr	1917635.00		2776041.00 Dr
Fixed Assets- Sponsored	468249.00 Dr	395907.00		864156.00 Dr
Furniture and Fixture	5884300.00 Dr	49300.00		5933600.00 Dr
Land	2307892.00 Dr			2307892.00 Dr
Library Books	7995680.00 Dr	18488.75		8014168.75 Dr
Office Building	116796393.00 Dr			116796393.00 Dr
Other Office Equipment	9645033.00 Dr	2048152.00		11693185.00 Dr
Purchase of E-Journals	4907703.00 Dr	1816224.00		6723927.00 Dr
PURCHASE OF JOURNAL	40090002.00 Dr	1851708.00	70437.00	41871273.00 Dr
Purchase of Staff Car	1397374.00 Dr			1397374.00 Dr
Current Assets	264650150.27 Dr	832476053.62	800783776.83	296342427.06 Dr
Inventory	781272.00 Dr	865438.00	781272.00	865438.00 Dr
Inventory- Stationery	781272.00 Dr	865438.00	781272.00	865438.00 Dr
Prepaid Expenses	2897.00 Dr	54306.18	2897.00	54306.18 Dr
Prepaid - Insurance	2897.00 Dr	54306.18	2897.00	54306.18 Dr
Recovery From Staff			240.00	240.00 Cr
GSLIS			240.00	240.00 Cr
Deposits (Asset)	98298.00 Dr			98298.00 Dr
Security Deposits Recoverable	98298.00 Dr			98298.00 Dr
Loans and Advances (Asset)	2964482.00 Dr	2677963.00	5062945.00	579500.00 Dr
L.T.C. Advance	710421.00 Dr	167000.00	877421.00	
Medical Advance	525640.00 Dr	2269463.00	2220603.00	574500.00 Dr
Miscellaneous Advance	1143000.00 Dr	241500.00	1379500.00	5000.00 Dr
TA Advance to Faculty/Staff	585421.00 Dr		585421.00	
Cash-in-hand		932100.00	932100.00	
Cash- Project		899600.00	899600.00	
Cash Recurring		32500.00	32500.00	

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Bank Accounts	187401802.27 Dr	805616908.16	773317570.83	219701139.60 Dr
3000 - Syndicate Bank - 91-1092 - Project	130081763.29 Dr	86880706.58	97625294.06	119337175.81 Dr
4000- CURRENT A/C 34778757702	32558.50 Dr		649.00	31909.50 Dr
6000 - Hostel Account	396315.81 Dr	9886.78		406202.59 Dr
8000 - Canara Bank	107854.05 Dr	3279.00		111133.05 Dr
9000- OVERHEAD ADMIN FUND A/C 1108	26258479.52 Dr	71358972.04	69169060.00	28448391.56 Dr
SBI - 10137881320- Non- Recurring	235361.54 Dr	91834889.27	91816001.27	254249.54 Dr
Syndicate Bank - 91-1112 Recuring	30289469.56 Dr	555529174.49	514706566.50	71112077.55 Dr
Deposit to CPWD - Civil/Electrical	72942930.00 Dr	21678680.00	20250119.00	74371491.00 Dr
Postage in Hand	21836.00 Dr	38576.00		60412.00 Dr
Publication in Hand	436633.00 Dr	612082.28	436633.00	612082.28 Dr
Indirect Incomes		15126119.27	391773422.58	376647303.31 Cr
Receipt - OVERHEAD ADMIN FUND A.C 1108			3553472.04	3553472.04 Cr
9001- RECEIPT OVERHEAD 1108			2232317.00	2232317.00 Cr
INTEREST ON SAVING - OVERHEAD ADMIN A/C 1108			1321155.04	1321155.04 Cr
Receipt - Recurring		15126119.27	19406623.51	4280504.24 Cr
Admission Fees for Medical Reimburment- Pensioner			406100.00	406100.00 Cr
Contribution for Medical Scheme(CGHS)			299563.00	299563.00 Cr
Hostel Rent			2295250.00	2295250.00 Cr
Interest on Interest Bearing Advances		3000.00		3000.00 Dr
Interest on Saving A/c - NR		103971.27	118859.27	14888.00 Cr
Leave Salary and Pension Contribution		16848.00	202774.00	185926.00 Cr
Miscellaneous Receipts		15000000.00	15100216.40	100216.40 Cr
Recovery of Licence Fees			510796.00	510796.00 Cr
Recovery of Water Charges			34343.00	34343.00 Cr
Royalty			58271.84	58271.84 Cr
Sale of Prospectus		2300.00	38900.00	36600.00 Cr
Sale of Publication			53040.00	53040.00 Cr
Student Fees			288510.00	288510.00 Cr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Receipts -Recurring			368800161.25	368800161.25 Cr
Grants From MHRD- Recurring			368800000.00	368800000.00 Cr
Interest on Saving Account - Recurring			161.25	161.25 Cr
Receipts- Hostel A/c			9886.78	9886.78 Cr
Interest Earned on Hostel A/c			9886.78	9886.78 Cr
Interest on Saving A/c- Canara Bank			3279.00	3279.00 Cr
Indirect Expenses		354078089.32	18430631.28	335647458.04 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		1363560.00		1363560.00 Dr
9002- EXPENDITURE- OVERHEAD ADMIN FUND 1108		1363560.00		1363560.00 Dr
Recurring- Expenditure		352713880.32	18430631.28	334283249.04 Dr
4. Universities Studies/NGOs		33210949.00	166100.00	33044849.00 Dr
CPRHE		10586766.00		10586766.00 Dr
CPRHE - MISC EXPENDITURE		1513420.00		1513420.00 Dr
CPRHE- SALARY TO FACULTY		7714488.00		7714488.00 Dr
CPRHE- SALARY TO STAFF		1132466.00		1132466.00 Dr
CPRHE - WORKSHOPS		226392.00		226392.00 Dr
UIC		8900239.00	116100.00	8784139.00 Dr
UIC - Expenditure		21839.00		21839.00 Dr
UIC - Salary		8350263.00	116100.00	8234163.00 Dr
UIC - TA to Staff		528137.00		528137.00 Dr
3RD ALL INDIA SURVEY-ADVANCE TO STATE (RSTYAGI)		66000.00		66000.00 Dr
3rd All India Survey (R.S Tyagi)		458565.00		458565.00 Dr
Autonomy of Indian Higher Edc.		20517.00		20517.00 Dr
Comparative Educational Advantage - Mona Khar		141000.00		141000.00 Dr
Critical Assessment of Children Educ.		619290.00		619290.00 Dr
Deaprtment of Higher and Professional Edu		108581.00		108581.00 Dr
Deaprtment of Training and Capacity Building		196323.00		196323.00 Dr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Decision Making Process at DEo - Sangeeta Angom		210000.00		210000.00 Dr
Department of Educational MIS - A N Reddy		101414.00		101414.00 Dr
DEPA SALARY		388549.00		388549.00 Dr
Digital Archives of Edn Documnets (Dr. Mathew)		200161.00		200161.00 Dr
Dise- Plan		997212.00		997212.00 Dr
GIRLS EDUCATION IN HARYANA, HP, MP		1708011.00	50000.00	1658011.00 Dr
Governance, Regulation and Quality of Assurance- Pf		504995.00		504995.00 Dr
Government Aided Schools: Institutional Growth		202742.00		202742.00 Dr
Grant in Aid Study		4762945.00		4762945.00 Dr
Instructional Design in Indian Higher Edu.		250549.00		250549.00 Dr
Involvement of Teachers		350134.00		350134.00 Dr
Library Facilities in India Undergraduate Colleges		228800.00		228800.00 Dr
National Credit Framework		38286.00		38286.00 Dr
National Innovation in Edn. Admin		976272.00		976272.00 Dr
Political Economy of Higher Edu. Reforms- Dr. Manis		105000.00		105000.00 Dr
PROJECT MANAGEMENT UNIT- DR K BISWAL		1071598.00		1071598.00 Dr
Women in Educational Admin		17000.00		17000.00 Dr
Establishment Expenses - Recurring		13816.00	13816.00	
Bonus		13816.00	13816.00	
1. OH 36 - Salary		161968277.00	10294353.00	151673924.00 Dr
Allowances and Honorarium		32417645.00	2753082.00	29664563.00 Dr
Gratuity		10370569.00	334967.00	10035602.00 Dr
Interest on PF Paid to Subscribers		211320.00		211320.00 Dr
Leave Encashment		5611694.00		5611694.00 Dr
Leave Travel Concension		851223.00		851223.00 Dr
Liveries		121656.00		121656.00 Dr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
MEDICAL REIMBURSEMENT TO PENSIONERS		3472371.00	89770.00	3382601.00 Dr
MEDICAL REIMBURSEMENT TO STAFF		5241367.00	2046.00	5239321.00 Dr
New Pension Scheme		4061110.00	277288.00	3783822.00 Dr
Overtime Allowance		7662.00		7662.00 Dr
Pay of Establishment		29355522.00	2179300.00	27176222.00 Dr
Pay of Officers		69185638.00	4657900.00	64527738.00 Dr
Tuition Fees		1060500.00		1060500.00 Dr
3. OH 31- General		157520838.32	7956362.28	149564476.04 Dr
Academic Prog (Including SC/ST)		817333.00		817333.00 Dr
Advertisement		1082857.00		1082857.00 Dr
Audit Fees		159386.00	26942.00	132444.00 Dr
Catering Charges		590964.00		590964.00 Dr
CONSULTANCY PAYMENT		2109000.00		2109000.00 Dr
Course Fees/Training		10445.00		10445.00 Dr
Daily Wages Charges		320006.00	569.00	319437.00 Dr
Electricity Charges- Recurring		6905779.00	834924.00	6070855.00 Dr
Fellowship to (M.Phil/Ph.D) Student		23526435.00	494500.00	23031935.00 Dr
Grants to NGOs		745600.00		745600.00 Dr
Honorarium to Res Persons (Including SC/ST)		594756.00	10400.00	584356.00 Dr
House Keeping Services		8116070.00		8116070.00 Dr
Insurance		27697.82		27697.82 Dr
Legal Expenses		147440.00		147440.00 Dr
Local Conveyance/Taxi Charges		28673.00		28673.00 Dr
Maintenance of Building/ Hostel		355663.00		355663.00 Dr
Maintenance of Equipment		1457350.00		1457350.00 Dr
Maintenance of Furniture and Fixture		7965.00		7965.00 Dr
Maintenance of Staff Cars		116886.00		116886.00 Dr
Membership and Subscription Charges		253234.00		253234.00 Dr
News Paper Charges		322485.00		322485.00 Dr
Other Misc. Admv. Expenses		1205539.50	112328.00	1093211.50 Dr
PENSION		82630907.00	3766276.00	78864631.00 Dr

Particulars	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Petrol, Oil and Lubricant Charges		356386.00	39317.00	317069.00 Dr
Photocopying Charges		327135.00		327135.00 Dr
Postage and Telegramme		225616.00	38576.00	187040.00 Dr
Printing Expenses		2102168.00	612082.28	1490085.72 Dr
Rate/Rent and Taxes		518121.00	276270.00	241851.00 Dr
Security Charges		7864070.00	12741.00	7851329.00 Dr
Stationery/Store Items		2210483.00	878103.00	1332380.00 Dr
TA/DA to Faculty		461916.00		461916.00 Dr
TA/DA to Participants (Including SC/ ST)		411489.00	9857.00	401632.00 Dr
Telephone Charges		622227.00		622227.00 Dr
Water Charges Recurring		10888756.00	843477.00	10045279.00 Dr
Difference in opening balances	0.02 Dr			0.02 Dr
Grand Total		1681119679.67	1681119679.67	



Audit Report

AUDIT REPORT

SEPARATE AUDIT REPORT OF THE COMPTROLLER & AUDITOR GENERAL OF INDIA ON THE ACCOUNTS OF NATIONAL INSTITUTE OF EDUCATIONAL PLANNING & ADMINISTRATION FOR THE YEAR ENDED 31 MARCH 2021

1. We have audited the attached Balance Sheet of National Institute of Educational Planning & Administration (NIEPA), Income & Expenditure Account and Receipts & 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 observation 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 the auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatements. An audit includes examining, on a test basis, evidences supporting the amounts and disclosure in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management as well as evaluating the overall presentation of financial statements. We believe that our audit provides a reasonable basis for our opinion.
- 4. Based on our audit, we report that:**
- i. We have obtained all the information and explanations, subject to observations 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 Receipts & Payments Account dealt with by this report have been drawn up in the format prescribed by the Government of India, Ministry of Education, subject to 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 (NIEPA) in so far as it appears from our examination of such books.

iv. We further report that:

A. Balance Sheet

A.1 Liabilities

A.1.1 Current Liabilities and Provisions (Schedule 2) - Rs. 65.66 crore

The above includes unutilized grant-in-aid of Rs. 5.00 crore whereas unutilized grant-in aid as on 31st March 2021 was Rs. 9.85 crore. This has resulted in understatement of Current Liabilities and Provision and overstatement of Capital Fund by Rs. 4.85 crore. This is being pointed out since 2019-20 but remedial action has not been taken.

A.2 Assets

A.2.1 Loans Advances & Deposits (Schedule-5) - Rs.7.55 crore

The above does not include TDS of Rs.195.28 lakh (2014-15: Rs.0.78 lakh, 2018-19: Rs. 30.17 lakh, 2019-20: Rs.114.68 lakh and 2020-21: Rs. 49.65 lakh) recoverable from the Income Tax Department resulting in understatement of Loans, Advances & Deposits as well as understatement of Capital Fund by Rs. 195.28 lakh. This is being pointed out since 2015-16 but remedial action has not been taken.

B. Significant Accounting Policies

As per the format of Accounts prescribed by Ministry of Education and Accounting Standard 15, Retirement benefits should be provided on the basis of actuarial valuation which is not being followed by NIEPA. As per Significant Accounting Policy No. 5.1, the provision for retirement benefit was calculated during the year 2020-21 by increasing 5% of the previous year (2019-20) actuarial evaluation. Moreover, the Notes on Accounts No. 2.3 on this issue is factually incorrect as in the note it has been stated that the provisions for retirement benefits has been made on the basis of actuarial valuation as on 31.03.2021.

C. General

C.1 NIEPA has paid Rs. 21.28 crore as advance to CPWD during 2010-11 to 2020-21. As per expenditure statement received from CPWD, the actual expenditure incurred by CPWD during this period was Rs. 14.84 crore whereas as per the ledger it is Rs. 13.98 crore.

The difference of Rs. 0.86 crore was not explained to audit despite being pointed out in the SAR for the year 2019-20. Further, the expenditure statement of CPWD for the year 2020-21 was not furnished to audit. In view of the above audit could not verify the Capital Advances of Rs. 7.44 crore shown in the Accounts.

C.2 As per the Significant Accounting Policy No. 3.3, depreciation on fixed assets is provided on straight line method at the rates specified therein but depreciation has been charged on the net value as on the last day of the previous year instead of the gross value of fixed assets. The disclosed accounting policy has not been adopted in the preparation of accounts.

Further, depreciation on office equipment and furniture & fixtures has been charged @ 8 % whereas in the disclosed SAP rate of 7.5 % has been mentioned.

D. Grant-in-aid

NIEPA received grants-in-aid of Rs.36.88 crore during 2020-21 out of which Rs.3.57 crore was received in March 2021. It had opening balance of Rs.6.41 crore as on 1st April 2020. Out of the total fund of Rs. 43.29 crore, it utilized Rs. 33.44 crore (Rs. 2.12 crore Capital and Rs. 31.32 crore revenue) leaving a balance of Rs. 9.85 crore as on 31st March 2021.

It also received grant of Rs. 2.24 crore for specific projects from Ministry of Education during the year and had an opening balance of Rs. 8.23 crore in these projects. Out of the total of Rs. 10.47 crore, an expenditure of Rs. 3.78 crore was incurred by NIEPA during the year leaving a balance of Rs. 6.69 crore as on 31st March 2021.

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.

- v. 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 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 the state of affairs of the National Institute of Educational Planning & Administration, New Delhi as on 31 March 2021; 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: 24.03.2022

For and on behalf of the C&AG of India

4-
24.3.2022

Director General of Audit

Home, Education & Skill development

1. Adequacy of internal audit system

The Internal Audit system of NIEPA is not adequate as:

- The NIEPA has neither an internal audit department nor the internal audit is conducted by the Ministry.
- NIEPA does not have any internal audit manual.

2. Adequacy of internal control system

The internal control system of NIEPA needs strengthening in the following areas:

- 33 external audit paras pertaining to the period from 2000-01 to 2011-12 were outstanding as on 31.03.2021.
- Non maintenance of separate Fixed Asset register for Specific Projects.
- Details of expenditure incurred by CPWD for the year 2020-21 was not available with NIEPA
- Non conduct of Physical verification of Fixed Assets since 2013-14.

3. System of physical verification of fixed assets

- The physical verification of Fixed Assets viz furniture and fixture, was done upto 31.03.2013 and that of computers was conducted upto 31.03.2012. 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 2020-21.

5. Regularity in payment of statutory dues

- No payments for over six months in respect of statutory dues were outstanding as on 31.03.2021.

Annexure to Management Letter

Part-A (Persistent Irregularity)

1. Current Liabilities and Provisions (Schedule 2) - Rs. 65.66 crore

The above includes unutilized grant-in-aid of Rs. 5.00 crore whereas unutilized grant-in-aid as on 31st March 2021 was Rs. 9.85 crore. This has resulted in understatement of Current Liabilities and Provision and overstatement of Capital Fund by Rs. 4.85 crore. This is being pointed out since 2019-20 but remedial action has not been taken.

2. Fixed Assets (Schedule 3)-Rs. 20.08 crore

The above does not include laptop worth Rs.0.80 lakh purchased from the specific project account during 2019-20. This has resulted in understatement of fixed assets and understatement of capital fund by Rs. 0.80 lakh. This was pointed out in the previous report but no compliance has been shown to audit.

3. Loans Advances & Deposits (Schedule-5) - Rs.7.55 crore

The above does not include TDS of Rs. 195.28 lakh (2014-15: Rs. 0.78 lakh, 2018-19: Rs. 30.17 lakh, 2019-20: Rs. 114.68 lakh and 2020-21: Rs. 49.65 lakh) recoverable from the Income Tax Department resulting in understatement of Loans, Advances & Deposits and overstatement of Capital Fund by Rs. 195.28 lakh. This is being pointed out since 2015-16 but remedial action has not been taken.

4. NIEPA has paid Rs. 21.28 crore as advance to CPWD during 2010-11 to 2020-21. As per expenditure statement received from CPWD, the actual expenditure incurred by CPWD during this period was Rs. 14.84 crore whereas as per the ledger it is Rs. 13.98 crore.

The difference of Rs. 0.86 crore was not explained to audit despite being pointed out in the SAR for the year 2019-20. Further the expenditure statement of CPWD for the year 2020- 21 was not furnished to audit. In view of the above audit could not verify the Capital Advances of Rs. 7.44 crore shown in the Accounts.

5. As per the format of accounts prescribed by Ministry of Education for Higher Educational Institutions while calculating the grants utilized for revenue expenditure the provisions for retirements benefits made in the accounts on the basis of actuarial valuation are to be excluded and the actual expenditure incurred on the retirement benefits during the year is to added. However in the annual accounts for the year 2016-17, 2017-18 and 2019-20 the grant utilized for revenue expenditure shown by NIEPA in Schedule 8 of the accounts includes provisions for retirements benefit on actuarial valuation. Comment on this issue was raised in the SAR for the year 2016-17, 2017-18 and 2018-19.

The year-wise details are as under:-

			Amount (in crore)
Financial Year	Grant utilized for revenue expenditure as per accounts	Grant utilized for revenue expenditure as per audit	Difference
2016-17	18.16	17.21	0.95
2017-18	29.21	27.33	1.88
2018-19	36.45	34.41	2.04
Total Difference			4.86

No discrepancy in the figures shown under the head "grants utilized for revenue expenditure" was observed in the financial year 2019-20 and 2020-21.

However as no rectification of the error in the accounts of 2016-17, 2017-18 and 2018-19 has been done in the subsequent years (i.e. 2019-20 and 2020-21) the opening balance of grant-in-aid as well as the closing balance of grant-in-aid has been understated by Rs. 4.86 crore which needs to be rectified in the accounts for the year 2021-22.

Part-B (Other Irregularity)

i. Current Liabilities and Provisions (Schedule 2) - Rs. 65.66 crore

The above does not include liability for expenses amounting to Rs. 25.49 lakh pertaining to the period 2016-17, 2017-18 and 2020-21, but not paid during the year as detailed below:

Sr. No.	Voucher No./ date	Period pertaining to	Name of agency	Amount (in Rs.)
1.	49/ 27.05.2021	March and April 2017	Pink Housekeeping	97,659
2.	05/ 07.04.2021	February and March 2021	Good Housekeeping	15,65,196
3.	121/13.07.2021	February and March 2021	Diljeet singh Security Agency	8,86,622
Total				25,49,477

This has resulted in understatement of Current Liabilities and Provision and overstatement of Capital Fund by Rs. 25.49 lakh.

ii. Fixed Assets (Schedule 3)-Rs. 20.08 crore

No separate fixed asset register was maintained for specific projects and hence audit could not verify the fixed assets of Rs. 7.67 lakh in the specific project account (Schedule 3(e)).

iii. Schedule 7 and Schedule 2(B) of the accounts shows opening balance and closing balance of the grant-in-aid as Rs. 1.56 crore and Rs. 5.00 crore respectively whereas the correct figures of the opening balance and closing balance is Rs. 6.41 crore and Rs. 9.85 crore respectively. The Schedule 7 and Schedule 2(B) of the accounts needs to be rectified.

iv. Provident Fund Account

As per the Accounts GPF subscription for the year is Rs. 235.64 lakh whereas the amount as per the Ledger is Rs. 233.64 lakh. NIEPA replied that the difference is due to the subscription received w.r.t. the employees under deputation whose subscription is directly taken into GPF bank account. The subscription received in respect of the employees under deputation should be entered in the ledger to avoid discrepancy.

v. Income and Expenditure Account of Provident Fund

The interest earned on 5 FDRs matured during the year 2020-21 amounting to Rs. 17.09 lakh was wrongly shown as interest accrued as detailed below:

Sr. No.	FD No/Bank	Date of Maturity	Amount	Accrued Interest
1.	197861/Syndicate bank	31.03.2021	98,86,930	5,70,598
2.	869041/ Syndicate Bank	25.02.2021	50,00,000	2,84,795
3.	869042/ Syndicate Bank	25.02.2021	50,00,000	2,84,795
4.	869043/ Syndicate Bank	25.02.2021	50,00,000	2,84,795
5.	869044/ Syndicate Bank	25.02.2021	50,00,000	2,84,795
Total				17,09,778

This resulted in understatement of interest earned and overstatement of interest accrued by Rs. 17.10 lakh.

- vi. As per Significant Accounting Policy No. 5.1, the provisions for retirement benefits for the year 2020-21 have been calculated by increasing 5% of the previous year (2019-20) actuarial evaluation. Whereas as per the Notes on Accounts Nos. 2.3 & 6.1 provisions for retirement benefits have been made on the basis of actuarial valuation which is contradictory to Significant Accounting Policy No. 5.1. Notes on Accounts No. 2.3 & 6.1 needs to be rectified accordingly.



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