PAPERS TO BE LAID ON THE TABLE OF RAJYA SABHA.

NEW DELHI

DATE: 5-08-2021

AUTHENTICATED

(signature)

(SUBHAS SARKAR)

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

डॉ. सुभाष सरकार
Dr. Subhas Sar
शिक्षा राज्य
Minister of State for
भारत सरकार/Govt. of
नई दिल्ली/New Delhi

*****

Ministry of Education
(Department of Higher Education)

Delay Statement of Annual Report of National Institute of Educational Planning & Administration (NIEPA), New Delhi for the year 2018-19

Sl. No.	Details	Date
1.	Preparation of Annual Accounts for the year 2018-19 of the Institute	22-06-2019
2.	Approval of Annual Accounts for the year 2018-19 by the Finance Committee	17-07-2019
3.	Audit of Annual Accounts carried out by the Office of the Director General of Audit (Central Expenditure), New Delhi	14-08-2019 to 30-08-2019
4.	Approval of Annual Accounts for the year 2018-19 by the Board of Management	08-11-2019
5.	Receipt of the Audit Report from the office of the Director General of Audit (Central Expenditure), New Delhi	29-11-2019
6.	Preparation of the Annual Report 2018-19	26-07-2021
7.	Approval of the Annual Report and Annual Accounts 2018-19 by the Board of Management	28-07-2021

2.   It is to inform that as the Board of Management was not in existence therefore the Annual Accounts for the years 2018-19 could not be audited by the Office of the Director General of Audit (Central Expenditure), New Delhi. Now, the auditing for the year 2018-19 has been completed and Annual Report and Annual Accounts for 2018-19 have been approved by Board of Management on 28-07-2021.

*****

NEW DELHI

AUTHENTICATED

DATE: 5-08-2024

(SUBHAS SARKAR)

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

*****

Ministry of Education
(Department of Higher Education)

Review of Annual Report of National Institute of Educational Planning and Administration (NIEPA), New Delhi for the year 2018-19

(i) **Brief Background of the NIEPA:-** The National Institute of Educational Planning and Administration (NIEPA) (Deemed to be University), established by the Ministry of Human Resource Development, Government of India, is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia. Beginning as the UNESCO Regional Centre for Training of Educational Planners, Administrators and Supervisors in 1961-62; and going through further changes in its nomenclature and scope of work, it was transformed as National Institute of Educational Planning & Administration (NIEPA) in 1979. In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Government of India have empowered it to award its own Degrees by way of conferring on it the status of Deemed to be University in August 2006. Like Central Universities, NIEPA is fully maintained by the Government of India.

(ii) **Mandate of the NIEPA:-** NIEPA is actively engaged in teaching, research and advisory services in the areas of educational policy, planning and administration. The core activities of the University include Providing technical support to Central and State Governments in educational policy and planning; Organizing professional development programmes in educational planning and administration for educational professionals of the country; Developing expertise among young scholars through programmes of M.Phil. and Ph.D., as well as other capacity building activities; Conducting research in all aspects of school and higher education; Extending advisory services to national and international organizations; Functioning as a clearing house for dissemination of knowledge and information; and Providing a forum for exchange of ideas and experiences among policy makers, planners, administrators and academics.

(iii) **Brief details of Programmes showing targets and achievements:-** NIEPA has started M.Phil. and Ph.D. programme in educational planning and administration with a broader inter-disciplinary social science perspective since 2007. Since then, 185 research scholars for M.Phil., 100 for Ph.D. Programme have been registered at NIEPA. As many as 109 M.Phil. and 21 Ph.D. Degrees have been awarded so far till March 2019. In 2018-19, 32

students including 21 in M.Phil. and 11 in Ph.D. programme (10 Full-time and 1 in Part-time) have been enrolled at NIEPA. The university follows the Government of India's reservation policy for the admission process in M.Phil and Ph.D. Programmes and recruitment in different positions. It gives grants to government and non-governmental organizations to conduct research, organize seminars, etc. concerning issues education policies of Government of India including education of socially disadvantaged groups, i.e., SCs/STs and minorities. NIEPA has also carried out several surveys, research studies and training programmes to reduce the disparity of low levels of educational attainment and lessen the poverty and elevate their economic and social life.

During 2018-19, one hundred and eleven training programmes have been conducted which include long-term and short-term training programmes, seminars, conferences and meetings of senior national and international education policy makers, planners and administrators. NIEPA has conducted national and international conferences/seminars/ workshops on education and allied areas. It has conducted 'National Workshop on Leadership Development in Higher Education for University Administrators' during 7-9 January 2019. NIEPA has organised 111 such professional development programmes during 2018-19. Besides training programmes, NIEPA also conducts three diploma programmes every year (i) Post Graduate Diploma in Educational Planning and Administration (PGDEPA), (ii) International Diploma in Educational Planning and Administration (IDEPA) and (iii) Post Graduate Diploma in School Leadership and Management (PGDSLM). In addition, NIEPA has completed 9 research studies in the field of educational planning and administration during 2018-19 and 34 research studies are in progress during the period 2018-19.

NIEPA has provided Grants-in-Aid to 24 organizations for organizing seminars and conferences on education and allied areas to generate wider awareness of educational policies and programmes in the country.

(iv) Major Policy/Reforms taken during the year 2018-19:- Research and training programmes on Scheduled Castes, Scheduled Tribes and minorities are the areas of concern of National Institute of Educational Planning and Administration. Scheduled Castes, Scheduled Tribes and minorities are the most deprived section of the society with extremely low levels of educational attainment. Several initiatives have been taken by the Government of India for their upliftment. NIEPA carries out surveys and research studies on the Scheduled Castes, Scheduled Tribes and minorities and several programmes have been evolved for their educational upliftment. It conducts seminars and field-based training programmes in tribal areas also.

(v) During the year 2018-19, NIEPA had received an amount of Rs. 3184.71 lakhs as grants of Ministry of Education, Government of India.

(vi) In view of the foregoing, the performance of National Institute of Educational Planning and Administration (NIEPA) during 2018-19 was found satisfactory.

******

NIEPA

Annual Report
2018 - 2019

ANNUAL REPORT

2018-19

**National Institute of
Educational Planning and Administration**

(Deemed to be University)

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

Faculty Coordinator: Prof. Neeru Snehi

Contents

1

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 University of Educational Planning and Administration with the power to award degrees. NUEPA, like any other Central University is fully maintained by the Government of India.

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

NIEPA Vision and Mission

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

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. The key strategic objectives of the Institute are:

- strengthening institutional capacity at the national and State/UT levels to formulate and implement effective policies, plans and programmes to ensure achievement of education sector development goals and targets and to institutionalise a responsive, participatory and accountable system of educational governance and management at the school, community, district, State/UT and national levels;

- expanding the pool of specialized human resources, including young professionals and scholars, in the areas of educational policy, planning and administration, equipped with the knowledge and skills required to support educational reforms and to promote effective planning, design, implementation and monitoring of education sector development programmes;

- enhancing the knowledge base relating to the areas of educational policy, planning and administration and allied disciplines in order to promote the formulation of evidence-based policy responses and effective programmatic initiatives required to address the current and emerging education sector-related challenges;

- improving access to and sharing of information and knowledge, including research results, best practices and innovations, relating to educational planning and management practices to promote adoption of improved education policies and effective educational planning and management practices to facilitate achievement of education sector development goals and targets;

- promoting inter-disciplinary inquiries that shape education policy formulation, educational planning and management practices/techniques at all tiers of education system and structures, and strategic approaches to improving educational planning processes, educational governance and management, and monitoring and evaluation of education programmes; and as a leader in inter-disciplinary inquiries that shape education policy formulation and educational planning and administration practices in the country.

Core Functions

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

- Providing leadership in reforming educational policy, planning and management at all tiers of education systems and structures;

- Developing and organizing advanced level interdisciplinary programmes of teaching, including pre-doctoral, doctoral and post-doctoral programmes, and professional development programmes to build a cadre of well trained educational planners and administrators and to ensure sustainable institutional capacity for design, implementation, monitoring and evaluation of educational policies, plans and programmes;

- Shaping the research agenda and undertaking, aiding and promoting research and evaluation to facilitate the generation of new knowledge required to support capacity development programmes and the formulation of evidence-based policy options and improved educational planning and management practices/techniques required to ensure achievement of education sector development goals and targets;

- Providing technical support to Central and State Governments as well as national and state-level institutions to meet their educational planning and management-related capacity building and research needs and to help them improve the design, implementation, monitoring and evaluation of educational policies, plans and programmes;

- Extending consultancy services to national and international agencies to help them formulate and evaluate education sector development programmes;

- Functioning as a clearing house of ideas and information for providing accessibility to existing and new knowledge in the field of education, in general, and education policies, planning and administration, in particular; providing a forum for exchange of ideas/experiences and policy dialogue among policy makers, educational planners and administrators and academics for identifying effective policies and educational planning and management techniques/ practices required to address education sector-related challenges and achieve education sector development goals/ targets;

- Networking and collaboration with national and international institutions and organizations, including the agencies, funds and programmes of

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

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

The above functions of the Institute are carried out in close coordination and association with governments and institutions at both the Central and State/UT levels. While pursuing high level scholarship, the Institute continues to be actively engaged in matters related to planning and administration of the education system and programme implementation and evaluation. A key aspect of the 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

IAIEPA

- India-Africa Institute of Educational Planning and Administration

SUPPORT SYSTEMS

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

CHAIRS AND NATIONAL FELLOWS

- Maulana Abul Kalam Azad Chair
- NIEPA National Fellows

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 decentralized 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 institutionalization of strategic planning but also promoting decentralization 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.

Educational Administration

The Department of Educational Administration is actively engaged in studies, research and dissemination of knowledge on various dimensions of administration and management covering all sectors and all levels of education. One of the prime concerns of the Department is to build a sound knowledge base and create a strong professional support for educational administrators and researchers on multiple aspects of educational administration and management. The department has built a sound knowledge and data base on educational administration and management in tuned with its focus. During the period of report the department has conducted a number of studies and organized many outreach and capacity building programmes, including a large scale third All India Survey of Educational Administration, the scheme of National Awards for Innovations in Educational Administration and national level conference 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.

Scheme of National Awards for Innovations and Good Practices in Educational Administration

The Scheme of awards called National Scheme of Awards for Innovations and Good Practices in Educational Administration (NSIEA) intends to recognize and document innovations and good practices in the areas of educational administration

and management. Though variety of innovations takes place at the field level of educational administration, there is hardly any mechanism to recognize and document those innovations. Since no systematic attempt has been made to recognize grassroots innovations in educational administration, most of them are either unnoticed or remain localised with a little impact factor. In this context, NIEPA endeavours to create space for recognizing innovations in educational administration and management at the field level through a **National Scheme of Awards for Innovations and Good Practices in Educational Administration and Management.**

Since its launch in 2014, more than two hundred cases of innovations and good practices have been shared during four rounds of national conference on innovations in educational administration and awards functions. More than 500 District and Block Level Education Officers from different states and UTs have participated during the last four rounds of conferences and awards functions, besides a good number of resource persons and education experts. On all the four occasions the Honorable Minister for Human Resource Development, Ministry of Human Resource Development, Government of India, graced the occasion and distributed the awards to selected officers. This year the National Conference and Awards Function was organised from 03-04 January 2019 in New Delhi

The selected candidates were given awards and certificate of appreciation in Awards Function held on 4thJanuary 2019 by Shri Prakash Jawadekar, Honourable HRM, Dr. Satyapal Singh, Hon'ble Minister of State for MHRD, Ms. Rina Ray, Secretary, School Education and Literacy, Dr. N. Saravana Kumar, Joint Secretary, Department of Higher Education graced the occasion. The programme was organised by Professor Kumar Suresh, Head of the Department under overall guidance of Professor NV Varghese, Vice-Chancellor, NIEPA and with the support of colleagues and staff at NIEPA.

Internship Programme

The Department hosted internship programmes for two batches of postgraduate students of Education from RIE, Bhopal, and Jamia Millia Islamia, New Delhi

Educational Finance

The twin objectives of the Department are to conduct and promote serious research on economic and financial aspects of education at all levels at national, sub-national and global levels, and to build knowledge and skill capacity of manpower involved in financial planning and management in education sector in India and other developing countries. In the context of educational policy, planning and administration, finances form an important issue. The Department of Educational Finance focuses its activities - research, teaching, training and consultancy - around policy, planning and development issues relating to public and private financing of education, including specifically mobilization of governmental and private resources, allocation of resources and utilisation of resources in all levels of education from primary to higher, estimation of resource requirements. Mostly, but not exclusively, research areas cover policy issues in financing of education; programmes; policy issues are the focus of consultancy/advisory services; and theoretical and empirical issues relating to economics and financing of education form the content of the teaching programmes; planning techniques and management approaches form the content of training and orientation.

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 has 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 in the policy formulation and planning of teacher education and development. Department not only contributed in 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 of Higher and Professional Education has, over the last quarter of a century, been constantly providing research support and policy advice to the Ministry of Human Resource Development, Government of India. The WTO cell in the Department played an important role in analyzing requests and firming up India's offers under GATS. The Department studied various dimensions of internationalization in higher education and organized seminars to debate and disseminate the same. The Department has been supporting the process of finalization of different five year plans for higher education and has been constantly working with the University Grants Commission for holding seminars and conferences of experts, vice-chancellors, deans and registrars of the universities, directors of academic staff colleges and college principals. It has also provided academic support to the regional conferences of UNESCO, leading to the world conference on higher education, and Planning Commission and World Bank sponsored seminar on performance funding in Indian higher education. Among the annual features of the Department are regular training programmes for the principals of colleges of different categories. The Department has

been providing academic support to the Universities and colleges in seminars on various dimensions of access, quality and academic reforms. The Department is actively engaged in the transaction of coursework for M Phil, PhD and diploma programmes on educational planning and administration and has been supervising research scholars on their dissertations.

Training and Capacity Building in Education

The Department focuses on creating linkages at the national and international levels for improving the capacities of their administrators. The programmes are designed based on the merit and cadre particularly for trainees at the induction and promotion level 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 and Administration (PG DEPA) and at the international level International Diploma in Educational Planning and Administration (IDEPA) are conducted annually. The Department also conducts one month international programme exclusively for the middle level educational administrators namely International Programme for Educational Administrators (IPEA) annually. 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 Chairs

Centres

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.

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. In the year 2018-19, the major activities carried out by the Centre pertained to developing modules and materials for Leadership vertical on DIKSHA portal, translation of online

National Conference on
Leadership Pathways for School Improvement
22-24 January 2019
Juniper, India Habitat Centre, New Delhi
organised by
National Centre for School Leadership
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

RASHMI DIWAN   N.V. VARGHESE   SUNITA CHUGH

programme on school leadership and management (basic level) in Hindi and its subsequent launch, translation and contextualization of NCSL materials in Oriya, Telugu, Tamil, Marathi and Assamese. The Centre conducted specialized programmes for Leadership Development of System level functionaries and build capacities of resource persons for One Month Certificate Course on School Leadership and Management for different states. In order to institutionalize school leadership programmes, NCSL established 21 School Leadership Academies across states. The Centre developed a research proposal to study leadership practices in contextually challenging situations. A National Conference on Leadership Pathways for School Improvement was organized to bring together academicians, policy makers and school heads on a common platform to discuss empirical researches and leadership practices on the ground. Twenty eight research papers were presented by the scholars of various educational institutions and forty nine case studies of the school heads were presented.

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 the 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.

CPRHE Activities, 2018-19

The CPRHE activities planned for the year 2018-19 follows from the Programme Framework and Action Plan prepared and submitted to the UGC and MHRD in January 2017. The CPRHE activities in the year

2018-19 focused on completing existing launched research projects, finalizing national synthesis reports and state research reports, organizing expert committee meetings, methodology workshops and seminars. The CPRHE also identified priority areas for the research in the next phase. The regular publication activities of the centre namely, India Higher Education Report (published by Sage), CPRHE Research Paper Series, Policy Briefs based on CPRHE research and CPRHE research reports were carried out in the year 2018-19. The details of the activities are described below:

Research

Empirical research is the foremost core activity of CPRHE undertaken by the CPRHE faculty. The CPRHE research projects are large scale and national level research projects launched in the following areas: a) Diversity and Inclusion in Higher Education; b) Governance and Management of Higher Education in India; c) Teaching and Learning in Indian Higher Education; d) Financing of Public Higher Education Institutions; e) Quality of Higher Education in India; and Employment and Employability of Higher Education Graduates in India. At present the CPRHE research projects are being implemented in selected institutions located in 22 states of India. List of CPRHE research projects is given below:

a. *Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Inclusion in Higher Education Institutions*: The study has been implemented in institutions located across six states, namely, Bihar, Delhi, Karnataka, Kerala, Maharashtra and Uttar Pradesh.

b. *Governance and Management of Higher Education in India*: The study has been implemented in institutions located across states, namely, Uttar Pradesh Tamil Nadu, Maharashtra and Rajasthan.

c. *Teaching and Learning in Indian Higher Education*: The research project is being implemented in the states of Chhattisgarh, West Bengal, Gujarat and Tamil Nadu.

d. *Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation*: The empirical study was implemented in five states such as; Bihar, Odisha, Punjab, Uttarakhand and Telangana.

e. *Quality of Higher Education in India: A Study Of External And Internal Quality Assurance at the Institutional Level*: The case studies have been conducted in universities selected from five states of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana.

f. *Employability of Higher Education Graduates in India*: The six cities identified are four Tier I cities of Mumbai, Delhi, Bangalore, 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.

Research Projects on Request by MHRD/UGC: The Centre is also carrying out other projects on request from the UGC and MHRD. Five such research projects have been completed and the reports have been submitted to UGC and MHRD. On request research projects have been on the following themes:

i) A study on National Eligibility Test (NET) which analyzed profiles of 4.8 million candidates appeared for the NET examination.

ii) At the request of MHRD, the CPRHE initiated a study to evaluate the implementation of the PMMMNMTT scheme;

iii) At the request of MHRD, the CPRHE undertook the study to understand the issues related to oversupply and concentration of higher education institutions among different regions and states in India;

iv) The Centre submitted a concept note on National Higher Education Qualification Framework (NHEQF) to the UGC;

v) At the request of MHRD, the Centre carried out an evaluation of the National Research Professorship (NRP) scheme introduced by the Government of India in 1949.

In the year 2018-19, CPRHE has been engaged in implementing 3 studies on request by UGC, MHRD and the ICSSR. The studies are:

vi) At the request of MHRD, CPRHE has initiated the study to understand the *Fixation of Fees in Private Deemed to be Universities in India*. The project has been implemented in the states of West Bengal, Odisha, Maharashtra, Haryana, Uttar Pradesh, Tamil Nadu, Karnataka and Rajasthan. The report was submitted in March, 2019;

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

viii) On the request of the Indian Council of Social Science Research (ICSSR), the CPRHE is currently preparing modules on dimensions of student diversity and social inclusion in higher education institutions. The modules are primarily based on the CPRHE research study titled 'Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Discrimination 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 2018-19, the CPRHE also initiated research on two international collaborative research projects that the Centre is participating in. These are: (a) Planning for flexible learning pathways in higher education (funded by IIEP-UNESCO, Paris) and (b) Social inequalities and private higher education (funded by ESPI, Paris).

New Research Projects: In the year 2018-19, the CPRHE embarked on developing new research projects in areas identified in the CPRHE Programme Framework. The new research proposals are being developed on the following themes:

i) College Readiness and Student Success in Higher Education in India

ii) Language and Inequalities: A Study of Medium of Instruction in Higher Education in India

iii) New Managerialism in a Knowledge Economy: 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 in Higher Education

Publications

India Higher Education Report: CPRHE/NIEPA has initiated an annual publication on Indian higher education titled as 'India Higher Education Report' (IHER). The IHER focuses on the current issues and challenges facing the higher education sector in India. The Centre has already published three annual issues focusing on equity, teaching, learning and quality. The fourth issue of India Higher Education Report (IHER) 2018 focuses on financing of higher education. The manuscript is in press to be published by Sage. In the year 2018-19, the CPRHE initiated preparation for the fifth India Higher Education Report (IHER) 2019 which focuses on governance and management of higher education. The report is under-preparation to be published by Sage.

CPRHE Research Paper Series: The Centre is bringing out a regular publication series titled 'CPRHE Research Papers'. The Centre has already published eleven papers under the series. In the year 2018-19, the CPRHE published three research papers on the following themes:

i) Teaching-Learning in Higher Education: Evolution of Concepts and A New Tool of Analysis;

ii) Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India;

iii) Concentration of Higher Education Institutions in India: A Regional Analysis.

Research Reports and Policy Briefs: Based on the research studies completed by the Centre, the CPRHE brings out research reports. 33 research reports have been prepared by the CPRHE. The CPRHE also plans to prepare policy briefs on selected themes. The primary target group of these policy briefs will be policy makers and policy actors at the state and national levels.

Based on the research studies completed by the Centre and similar studies by other organizations, the CPRHE prepared the following policy briefs based on the findings from the study on 'Higher Education for

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

In the year 2018-19, the CPRHE policy briefs were 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

Seminars and Meetings

International Seminars: Every year, the Centre organises one international seminar on a specific theme related to higher education with an objective to bring together researchers and experts working globally on the identified theme. The CPRHE brings out a thematic report on each seminar and also has plans for a substantive volume based on the selected papers presented in the seminar. The CPRHE has organised 4 international seminars. The fifth international seminar on 'Employment and Employability of Higher Education Graduates' was scheduled on 19 and 20 February 2019. All international seminars have been organised in collaboration with the British Council.

Research Workshops and Meetings: Each empirical research project at CPRHE organises expert committee meetings, research instrument development workshops, and research methodology meetings. Besides, the Centre has also organised research dissemination workshops and consultative meetings with the State Higher Education Councils. 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. The state level planning is core to the coordinated development of higher education in the states. A two-day consultative meeting was organised on 25-26 February, 2019. The objective of the meeting was to have discussions around new initiatives in higher education. The meeting was attended by vice chairpersons of State Councils, senior officials from the Directorate of Collegiate Education and Departments of Higher Education in the states. A total of 12 members from 7 states attended this meeting. In the year 2018-19, the Centre organised close to 9 meetings and workshops.

Policy Support

The Centre also undertakes research and evaluation studies at the request of the MHRD, UGC and other policy makers and regulators of higher education. The CPRHE has completed 6 studies on request by policy-making bodies. The CPRHE has been extending policy support to decision-making bodies such as MHRD, UGC, NITI Aayog. The CPRHE has participated in the discussions of the drafting committee for National Policy on Education (Kasturirangan Committee) and helped developing a Ranking Framework for Higher Education in India.

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 renowned professors 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. In March 2019, the CPRHE hosted Professor William G. Tierney, again as a visiting professor. In January 2019, the CPRHE hosted Professor Odile Henry who holds a doctorate in sociology from the Ecole des Hautes Etudes en

Sciences Sociales (Paris). Since September 2012, she is professor at the Paris University after having taught as assistant professor at Dauphine University (Paris). In February 2019, the CPRHE had the opportunity to host Dr. Emily F. Henderson who is a faculty member in the Centre for Education Studies, University of Warwick, UK. The CPRHE also hosted Ms. Anjali Thomas, doctoral scholar from the University of Warwick in 2018-19.

List of CPRHE Publications

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.

India Higher Education Report

1. *Indian Higher Education Report 2019: Governance and Management of Higher* Education Edited by N.V. Varghese and Garima Malik (under-preparation to be published by Sage).

2. *India Higher Education Report (IHER) 2018: Financing of Higher Education*, Edited by N.V. Varghese and Jinusha Panigrahi (*Manuscript submitted for publication).*

3. *India Higher Education Report (IHER) 2017: Quality and Teaching Learning*, Edited by N.V. Varghese, Anupam Pachauri and Sayantan Mandal, SAGE, *New Delhi, 2018.*

4. *India Higher Education Report 2016: Equity*, Edited by N.V. Varghese, Nidhi S. Sabharwal and C. M. Malish, SAGE, New Delhi, 2018.

5. *India Higher Education Report 2015,* Edited by N.V. Varghese and Garima Malik, Routledge, CPRHE/NIEPA, 2015.

CPRHE Research Papers Series

The list of research papers are as follows:

1. *Concentration of Higher Education Institutions in India: A Regional Analysis* by N.V. Varghese, Jinusha Panigrahi & Anubha Rohtagi. CPRHE Research Paper 11, CPRHE/NIEPA, 2018.

2. *Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India* by Nidhi S. Sabharwal and C.M. Malish. CPRHE Research Papers 10, New Delhi, CPRHE/NIEPA, 2018.

3. *Teaching-Learning in Higher Education: Evolution of Concepts and A New Tool of Analysis* by Sayantan Mandal CPRHE Research Papers 9, New Delhi, CPRHE/NIEPA, 2018.

4. *Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results* by N.V. Varghese, Garima Malik and Dharma Rakshit Gautam Research Paper 8, New Delhi, CPRHE/NIEPA,2017.

5. *English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities* by Vani K. Borooah and Nidhi S. Sabharwal, CPRHE Research Papers 7, New Delhi, CPRHE/NIEPA, 2017.

6. *Financing of Higher Education: Allocation of Resources to Public Higher Education Institutions in India and Other Innovative Methods of Financing* by Jinusha Panigrahi, CPRHE Research Papers 6, New Delhi, CPRHE/NIEPA, 2017.

7. *Governance and Management of Higher Education Institutions in India* by Garima Malik, CPRHE Research Papers 5, New Delhi, CPRHE/NIEPA, 2017.

8. *Re-imagining Indian Higher Education: A Social Ecology of Higher Education Institutions* by William G. Tierney and Nidhi S. Sabharwal, CPRHE Research Papers 4, New Delhi, CPRHE/NIEPA, 2016.

9. *Student Diversity and Civic Learning in Higher Education in India* by Nidhi S. Sabharwal and C. M. Malish, CPRHE Research Papers 3, New Delhi, CPRHE/NIEPA, 2016.

10. *Reforms in Higher Education in India: A Review of Recommendations of Commissions and Committees on Education* by A. Mathew, CPRHE Research Paper 2, New Delhi, CPRHE/NIEPA, 2016.

11. *Challenges of Massification of Higher Education in India* by N.V. Varghese, CPRHE Research Papers 1, New Delhi, CPRHE/NIEPA, 2015.

International and National Seminar Report Series

1. *Report on the International Seminar on "Quality and Excellence in Higher Education", by N. V. Varghese and Anupam Pachauri. (*Organized in Collaboration with British Council), CPRHE/NIEPA, New Delhi. (under-preparation to be published).

2. *Report on the International Seminar on "Innovations in Financing of Higher Education",* by N. V. Varghese and Jinusha Panigrahi. (Organized in Collaboration with British Council), CPRHE/NIEPA, New Delhi, 2017.

3. *Report on the National Seminar on Student Diversity and Discrimination in Higher Education in India.* by N.S. Sabharwal and C. M. Malish. (Organized in Collaboration with British Council), CPRHE/NIEPA, New Delhi, 2017.

4. *Report on the International Seminar on Teaching-Learning and New Technologies in Higher Education* by N. V. Varghese and Sayantan Mandal. (Organized in Collaboration with British Council), CPRHE/NIEPA, New Delhi, 2016.

5. *Report on the International Seminar on Massification of Higher Education in Large Academic Systems* by N. V. Varghese and Jinusha Panigrahi. Organized in Collaboration with British Council, CPRHE/NIEPA, New Delhi, 2015.

CPRHE Research Reports

1. "Fixation of Fees in Private Deemed-to-be Universities in India" by Dr. Jinusha Panigrahi, CPRHE/NIEPA, Research Report submitted to Ministry of Human Resource Development (MHRD, Government of India, New Delhi, 2019.

2. "Governance and Management of Higher Education in India" by Dr. Garima Malik, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.

3. "Governance and Management of Higher Education in Uttar Pradesh" by Professor Rakesh Raman, Professor Seema Singh and Dr. Sanjeev Kumar New Delhi, CPRHE/NIEPA, 2018.

4. "Governance and Management of Higher Education in Maharashtra" by Professor Sanjeev Sonawane, Dr. Vaibhav Jadhav and Dr. Khandave Ekanath, New Delhi, CPRHE/NIEPA, 2018.

5. "Governance and Management of Higher Education in Rajasthan" by Dr. Rashmi Jain, Dr. Deeptima Shukla and Dr. Nidhi Singh, New Delhi, CPRHE/NIEPA, 2018.

6. "Governance and Management of Higher Education in Tamil Nadu" by Professor Annalakshmi Narayanan, Dr. A. R. Bhavana and Dr. C. Esther Buvana, New Delhi, CPRHE/NIEPA, 2018.

7. "Teaching and Learning in Indian Higher Education" by Dr. Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.

8. "Teaching and Learning in Indian Higher Education: Chhattisgarh" by Professor Chandrashekhar Vazalwar, Dr. Sudhir Sudam Kaware, Dr. Payal Banerjee, New Delhi, CPRHE/NIEPA, 2018.

9. "Teaching and Learning in Indian Higher Education: Gujarat" by Professor Karanam Pushpanadham, Professor S. C. Panigrahi, Professor N. Pradhan, New Delhi, CPRHE/NIEPA, 2018.

10. "Teaching and Learning in Indian Higher Education: Tamil Nadu" by Dr. R. Ramesh, Dr. M. Vakkil, Dr. R. Vinodh Kumar, New Delhi, CPRHE/NIEPA, 2018.

11. "Teaching and Learning in Indian Higher Education: West Bengal" by Professor Nimai C. Maiti, Professor Kutubuddin Halder, Dr. Sudeshna Lahiri, New Delhi, CPRHE/NIEPA, 2018.

12. "Financing of Higher Education: Institutional Responses to decline in Public Funding" by Dr. Jinusha Panigrahi, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.

13. Evaluation Report on National Research Professorship Scheme by N. V. Varghese and Garima Malik, New Delhi, CPRHE/NIEPA, 2017

14. Evaluation of the Implementation of the Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNMTT) Scheme by N. V. Varghese, Anupam Pachauri and Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2017.

15. Concentration and Undersupply of Higher and Technical Institutions in India by Varghese, N.V., Panigrahi, J. & Rohtagi, CPRHE/NIEPA, Research Report submitted to Ministry of Human Resource Development (MHRD), Government of India, New Delhi, 2017.

16. "Financing of Public Higher Education Institutions in Punjab: A Study of Flow of Funds and their Utilisation: A Case Study of Punjabi University, Patiala and Desh Bhagat College, Dhuri" by Dr. Harvinder Kaur, Dr. Neelam Kumari and Dr. Balbir Singh, New Delhi, CPRHE/NIEPA, 2017.

17. "Financing of Public Higher Education Institutions in Telangana: A Study of Flow of Funds and their Utilisation: A Case Study of University of Hyderabad" by Professor K. Laxminarayana, Professor Nagaraju Gundimeda and Dr. K. Ramachandra Rao, New Delhi, CPRHE/NIEPA, 2017.

18. "Financing of Public Higher Education Institutions in Odisha: A Study of Flow of Funds and their Utilisation: A Case Study of Utkal University" by Dr. Himanshu Sekhar Rout, Dr. Mitali Chinara and Mr. Rajanikanta Tripathy, New Delhi, CPRHE/NIEPA, 2017.

19. "Financing of Public Higher Education Institutions in Uttarakhand: A Study of Flow of Funds and their Utilisation: A Case Study of Kumaun University" by Professor B. D. Awasthi, Professor N. C. Dhoundiyal and Dr. Mohan Chandra Pande, New Delhi, CPRHE/NIEPA, 2017.

20. "Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India" by Dr. Nidhi S. Sabharwal and Dr. C.M. Malish, New Delhi, CPRHE/NIEPA, 2016, Synthesis Report.

21. "Diversity and Discrimination In Higher Education: A Study of Selected Institutions in Bihar" by Professor Asha Singh, Dr. Fazal Ahmad and Dr. Barna Ganguli, New Delhi, CPRHE/ NIEPA, 2016.

22. "Diversity and Discrimination In Higher Education: A Study of Selected Institutions in Delhi" by Dr. C.V. Babu, Dr. Satyender Kumar and Dr. Nitin Kumar, CPRHE/NIEPA, 2016

23. "Diversity and Discrimination In Higher Education: A Study of Selected Institutions in Uttar Pradesh" by Professor Nidhi Bala, Dr. Shravan Kumar and Dr. Roma Smart Joseph, New Delhi, CPRHE/NIEPA, 2016.

24. "Diversity and Discrimination In Higher Education: A Study of Selected Institutions in Karnataka" by Dr. Sreejith Alathur, Professor A.H. Sequeira and Dr. B.V. Gopalakrishna, New Delhi, CPRHE/NIEPA, 2016.

25. "Diversity and Discrimination in Higher Education: A Study of Selected Institutions in Maharashtra" by Dr. H.A. Hudda, Dr. A.V. Talmale and Dr. A.C. Bankar, New Delhi, CPRHE/NIEPA, 2016.

26. "Diversity and Discrimination In Higher Education: A Study of Selected Institutions in Kerala" by Professor K.X. Joseph, Dr. T.D. Simon and Dr. K. Rajesh, New Delhi, CPRHE/NIEPA, 2016.

27. Teacher Recruitment in Higher Education in India; the Role of National Eligibility Test by N. V. Varghese, Garima Malik and Dharma Rakshit Gautam, Research Report submitted to University Grants Commission (UGC), Government of India, New Delhi, 2015.

28. Pachauri, A. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level. Synthesis Report of the research project under the aegis of CPRHE-NIEPA. (under-preparation)

29. Agnihotri, K., Varma, M., Dwivedi, S. 2017. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level in Madhya Pradesh. Research Study Report of the research project under the aegis of CPRHE-NIEPA.

30. Betsur, N., K.B. Praveena, Rayan, B.D. 207. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level in Karnataka. Research Study Report of the research project under the aegis of CPRHE-NIEPA.

31. Bazeley, B. Nongkynrih, D., Khyreim, I.S., 2017. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level in Meghalaya. Research Study Report of the research project under the aegis of CPRHE-NIEPA.

32. Lodha, S., Paliwal, N., Pokharna,B. 2017. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level in Rajasthan. Research Study Report of the research project under the aegis of CPRHE-NIEPA.

33. Talla, M., Murthy,R., Pariti, A. 2017. Quality of Higher Education in India: A study of external and internal quality assurance at the institutional level in Telangana. Research Study Report of the research project under the aegis of CPRHE-NIEPA.

CPRHE Policy Briefs

1. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा की सुलभता में समानता. CPRHE नीति सार 1,प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.

2. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा का शैक्षणिक समेकन. CPRHE नीति सार 2, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.

3. निधि एस. सभरवाल और मलीश सी. एम. (2019). भारत में उच्च शिक्षा के लिए सामाजिक समावेशन से संपन्न परिसरों का विकास. नीति सार 3, प्रथम हिन्दी संस्करण, फरवरी, 2019. CPRHE/NIEPA, New Delhi.

4. Sabharwal N.S. and Malish C.M. (2017). Equalising Access to Higher Education in India. CPRHE Policy Brief 1. CPRHE/NIEPA, New Delhi.

5. Sabharwal N.S. and Malish C.M. (2017). Achieving Academic Integration in Higher Education Campuses in India. CPRHE Policy Brief 2. CPRHE/NIEPA, New Delhi.

6. Sabharwal N.S. and Malish C.M. (2017). Developing Socially Inclusive Higher Education Campuses in India. CPRHE Policy Brief 3. CPRHE/NIEPA, New Delhi.

List of meetings and workshops organized by the CPRHE in the year 2018-19

1. IHER 2019 First Peer Review Meeting on Governance and Management of Higher Education in India held on 4 May, 2018.

2. Third Expert Committee Meeting on the Research Project Financing of Public Higher Education Institutions in India was organised on 26 June, 2018.

3. Third Expert Committee meeting on the Research Project Governance and Management of Higher Education in India was organised on 26 July, 2018.

4. Third Expert Committee Meeting on the Research Project Teaching and Learning in Indian Higher Education was organised on 12 September, 2018.

5. IHER 2019 Second Peer Review Meeting on Governance and Management of Higher Education in India held on 27 September, 2018.

6. International Seminar on Employment and Employability of Higher Education Graduates was organised on February 19 and February 20, 2019 at India Habitat Centre, New Delhi.

7. State Higher Education Council Meeting held on February 25 and February 26, 2019.

8. CPRHE, Executive Committee Meeting is scheduled on 27 March 2019.

National Resource Centre for Education

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, the NRCE has made significant progress in the reporting period.

Units

Unit on School Standards and Evaluation

The National Programme on School Standards and Evaluation (Shaala Siddhi) is an innovative initiative to institutionalize comprehensive school performance evaluation system in India. 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 visualizes '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 and its performance in a holistic manner. It facilitates the schools to understand their strength, opportunities for improvement, prioritizing actions, decision-making and creating evidence-based support for their improvement.

As part of this endeavour, a set of standards have 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, School Evaluation Dashboard, Guidelines for Self and External-Evaluation and Guidelines for Evidence-based School Improvement are developed. The Shaala Siddhi programme has a dedicated web-portal (www.shaalasiddhi.niepa.ac.in) that provides access to all materials, guidelines, uploading of dashboards etc. The Dashboard provides evidence of self-disclosures of performance level of schools. Series of capacity building programme are organised to prepare the State for the effective implementation of the Shaala Siddhi programme.

Project Management Unit

The Project Management Unit (PMU) at the Institute was set up with the objective of supporting and managing in-house and sponsored research. It functions as a centralized system of administration for proper coordination of all the externally funded and internal research projects of NIEPA, Ministry of Human Resource Development, Department of Education's Grant-In-Aid Scheme for Studies, Seminars, Evaluation etc. for implementation of Education Policy and NIEPA's scheme of assistance for Studies in the Area of Educational Planning and Administration (individual researcher).

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

The PMU takes care of all the work related to Completed and ongoing research projects/studies in the 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.

India Africa Institute

The India – Africa Institute of Educational Planning and Administration

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

The first phase of academic activities will include: (i) Training of educational planners and administrators in African Union (AU) Member States; (ii) Research and case studies dealing with issues relevant to the situation/needs of AU Member States; (iii) Assessment/analysis of trends in education development, both at the country and regional/continental levels; (iv)

Technical assistance to AU Member States to help them meet their specific educational planning and management-related capacity building and research needs; (v) Documentation and dissemination of research findings and innovations, lessons learned, and case studies relating to effective educational planning and management practices; (vi) Networking with educational researchers and institutions engaged in educational research in Africa and outside the African continent for exchange of experiences and knowhow for addressing key educational planning and management- related challenges in AU Member States; and (vii) Policy dialogue to evolve appropriate policy responses and programmatic interventions required to facilitate achievement of the education development goals and targets set by AU Member States.

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

Academic Support Service Units

Library and Documentation Centre and Digital Archives

The Institute maintains a state-of-the-art library having a wide and rich collection of books and other materials relating to the areas of educational policy, educational planning, educational administration and allied disciplines. The Library and Documentation Centre provides various services to its users viz. CAS, SDI, Reference Service, Web OPAC, Circulation, Xeroxing. The Library and Documentation Centre has been a member of Developing Library Networking (DELNET) to promote sharing of its resources, both at national and international levels. The Library presently has a collection of over 59,208 books/documents and 7,616 journals besides a rich collection of reports of International Seminars and Conferences organized by International Agencies like UNO, UNDP, UNESCO, ILO, UNICEF, World Bank, OECD etc.. The Library also receives 250 journals and magazines, both national and international, in the areas of educational policy, planning and management and other allied fields. The Library has also subscribed to three on-line journals databases, like JSTOR, ELSEVIER and SAGE for its users. The Documentation Centre of NIEPA has about 17,993 volumes, comprising a unique collection of official reports, Central and State Government publications, Educational Surveys, Five-year plans, Census reports and non print materials etc.. The Documentation Centre also has very important international reports and surveys on education which are needed for educational research and policy – making. A digital archives has been set up in the Institute to provide access to all documents in soft form in one place as a source of reference and research on all aspects, sectors and levels of education in India. The purpose is to create a community of users as an extended face of the Institute. Latest ICT, including high-end fully automatic digital scanner, is used for the design, storage and retrieval of digital documents. 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.
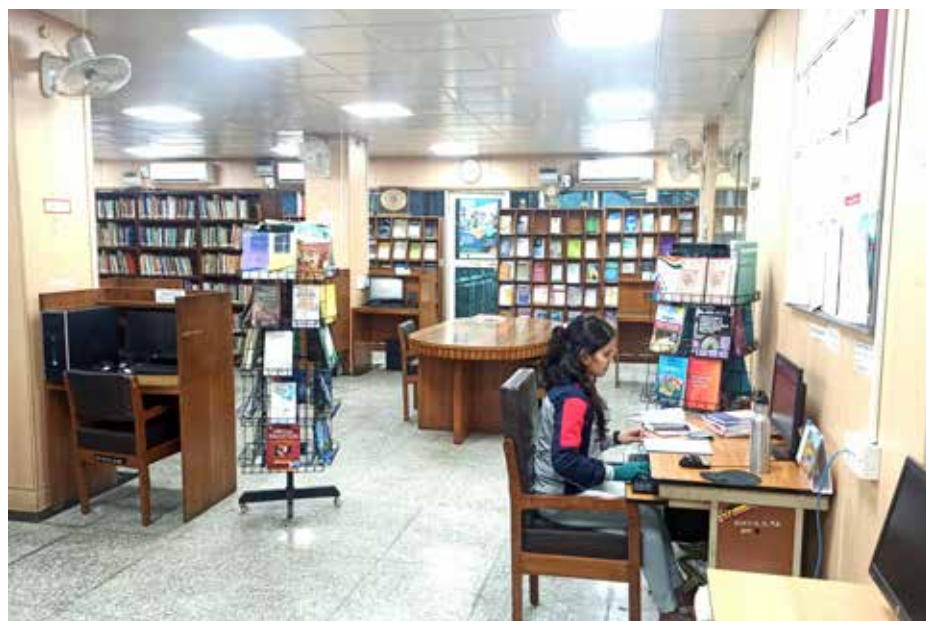
Computer Centre: The Computer Centre backs up the Information Technology needs of the Institute. It provides computing facilities and Internet services to all the trainees and staff members of the Institute. Network points have been provided to all the faculty and staff members to access the Network 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 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 Institute include the Journal of Educational Planning and Administration, Pariprekshya, a journal in Hindi language, and ANTRIEP Newsletter. The Publication Unit of the Institute also caters to some specific needs of the Ministry of Human Resource Development (MHRD), Government of India.

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

Governance and Management

The National Institute of Educational Planning and Administration (NIEPA) is a 'Deemed to be University' under Section 3 of the UGC Act 1956 and registered under the Societies Registration Act, 1860. The authorities of the Institute include the President, the Chancellor, the Vice-Chancellor, the Council, Board of Management, the Academic Council, the Finance Committee and the Board of Studies and such other authorities as may be declared or nominated by the Board of Management of the Institute. The Vice-Chancellor of the Institute is the Principal Academic and Executive Officer.

NIEPA Council: The NIEPA Council is the apex body of the Institute headed by the President. The main function of the Council is to carry out the objectives of the Institute as set forth in the Memorandum of Association. The Council is responsible for the general supervision of all the affairs of the Institute. The Minister of Human Resource Development, Government of India is the President of the NIEPA Council. The Vice-Chancellor of the Institute is its Vice- President. The ex-officio members of the Council include Secretary to the Government of India (GoI), Department of Higher Education, Ministry of Human Resource Development (MHRD); Secretary to the Government of India, Department of School Education and Literacy, MHRD; Chairperson, University Grants Commission (UGC); Director, National Council of Educational Research and Training (NCERT); and Financial Advisor, MHRD, Government of India. Other members of the Council include three eminent educationists nominated by the President, five persons representing the States/UTs

Governance

NIEPA Council
President, Minister of Human Resource Development

Board of Management

Academic Council   Board of Studies   Finance Committee
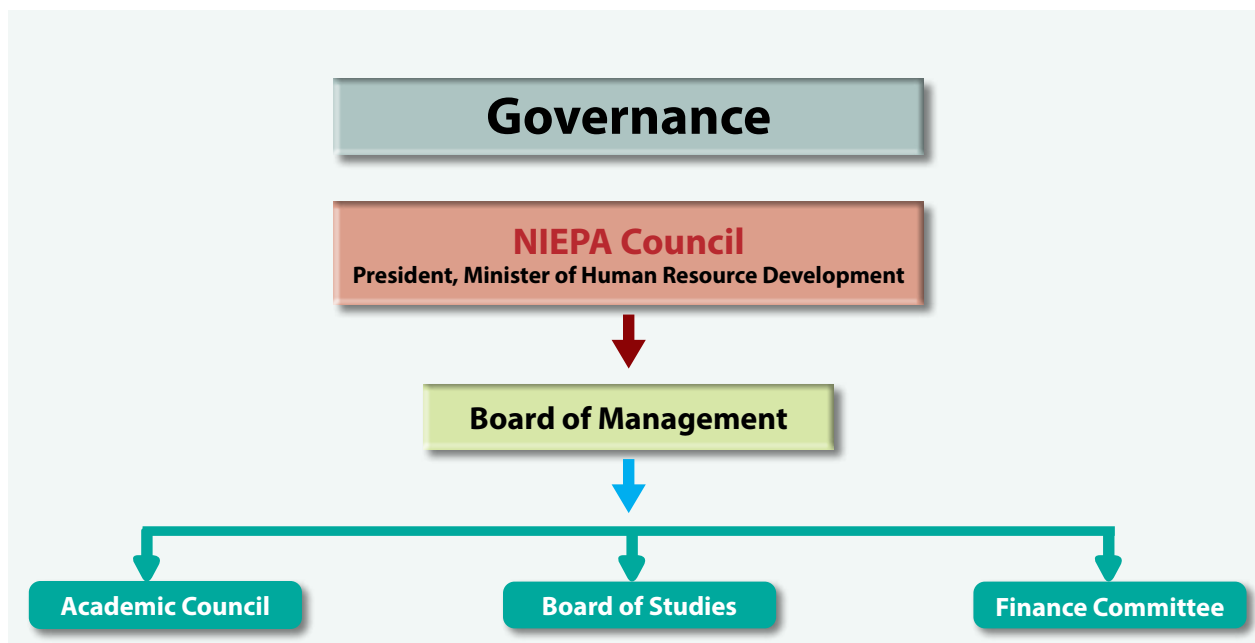
nominated by the President (one each from the five zones), and one member of the faculty of the Institute nominated by the President. Registrar of the Institute is the Secretary of the Council. A list of the members of the Council as on March 31, 2019 is given at Appendix I.

Board of Management: The Board of Management is the principal executive body of the Institute. The Board of Management consists of the Vice-Chancellor of the Institute as the Chairman (ex-officio); three nominees of the President of the Institute; one nominee of the MHRD, GOI; one nominee of the chairperson, UGC, Dean of Faculty of the Institute; and two members of the Faculty (Professor and Associate Professor or Assistant Professor) of the Institute. The Registrar of the Institute is the Secretary of the Board of Management. A list of the members of the Board of Management, as on March 31, 2019, is given at Appendix II.

Finance Committee: The main role of the Finance Committee is to examine the accounts and to scrutinize proposals for expenditure. The annual accounts and financial estimates of the Institute are placed before the Finance Committee for consideration and, thereafter, submitted to the Board of Management, together with the comments of the Finance Committee, for approval. The Finance Committee fixes limits of the total recurring expenditure and the total non-recurring expenditure of a given year, based on the income and resources of the Institute. The Finance Committee consists of the Vice-Chancellor of the Institute as the Chairman (ex-officio); two persons nominated by the President of the NIEPA Council; one person nominated by the Vice-Chancellor; Financial Advisor, MHRD; a representative of the UGC and the Finance Officer of the Institute who acts as the Secretary of the Finance Committee. A list of the members of the Finance Committee, as on March 31, 2019, is given at Appendix III.

Academic Council: The Academic Council is the principal academic body of the Institute. It is responsible for the maintenance of standards of education, training, research and consultancy; inter-departmental coordination, examination and tests, etc.. The Academic Council consists of the Vice-Chancellor of the Institute as the Chairman (ex-officio); Dean of Faculty of the Institute, Heads of Departments of the Institute; three nominees of the President of the Institute from among eminent educationists from the field related to the activities of the Institute and who are not in the service of the Institute; one Associate Professor from the Institute, other than the Head of the Departments, by rotation, nominated by the Vice-Chancellor; one Assistant Professor from the Institute by rotation, nominated by the Vice-Chancellor; and three members, who are not members of the teaching staff, co-opted by the Academic Council, for their specialized knowledge. The Registrar of the Institute is the Secretary of Academic Council. A list of the members of the Academic Council, as on March 31, 2019, is given at Appendix IV.

Board of Studies: The Board of Studies of the Institute comprises the Vice-Chancellor of the Institute as the Chairman (ex-officio); Dean of the Faculty; Head of Departments; one Associate Professor and one Assistant Professor nominated by the Vice-Chancellor; and not more than two persons co-opted for their expert knowledge by the Vice- Chancellor. A list of the members of the Board of Studies, as on March 31, 2019, is given at Appendix V.

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

Visit of the UGC Expert Committee to Review the functioning of NIEPA
6-7 September 2018

The UGC Expert Review Committee visited the Institute to review the functioning of National Institute of Educational Planning and Administration (NIEPA) (Deemed to be University) on 6-7 September, 2018. The Committee consisted of Prof. H.C.S. Rathore, Vice-Chancellor, Central University of South Bihar as Chairperson of the Committee, Prof. Dr. G. Viswanathan, Former Vice-Chancellor, TNTEU, Prof. (Ms.) Pami Dua, Delhi School of Economics, Mrs. Mamta Kukreti Section Officer, NCTE as Member and Shri Satish Kumar, Deputy Secretary, University Grants Commission as its Secretary. The Committee held discussions with the Vice Chancellor, Registrar and Head of Departments of the university and visited different Sections/Units to assess facilities available for teaching, research and policy support.

After perusal of the documents the Committee also held extensive meetings with Faculty members, Administrative staff and students of the university. The Committee was very satisfied with the teaching, research, policy support and training activities carried out by NIEPA. The Committee observed that: "The Faculty is highly qualified, motivated and involved in the basic mandate of the Deemed to be University and engaged in good work which includes teaching, training and research"

"The publications displayed are a clear indication of the research work as has been successfully carried out by NIEPA. The Committee highly appreciated the efforts put in and the result gained in the domain of research". These research provide direct inputs to the decision taken by the policy making bodies and help NIEPA to remain as a think tank in the field of educational policy, planning and administration. It noted with appreciation that "the Students provided a very positive feedback regarding quality of teaching and learning".

Keeping in view the contribution of the institution to research, teaching and policy support to the governments and other institutions, the Committee unanimously recommended the continuation of the status of "the Deemed to the University" given to the National Institute of Educational Planning and Administration.

Administration And Finance

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

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

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

Staff strength (2018-19)

The total staff strength of the Institute as on March 31, 2019 was 167.

During the year 2018-19, the Institute received a grant of Rs. 3184.71 lakhs (under Recurring & Non-recurring Head). The Institute had an opening balance of Rs. 264.33 lakhs, under Recurring Head. The internal office and hostel receipts amounted to Rs. 34.69 lakhs during the year. The expenditure during the year under Non- Plan and Plan amounted to Rs. 3491.89 lakhs.

The Institute had a balance of Rs. 1282.65 lakhs and received additional funds amounting to Rs. 768.62 lakhs during the year 2018-19 for the sponsored programmes/studies from other agencies. The expenditure during the year on sponsored programmes/studies amounted to Rs. 996.36 lakhs. (Appendix VII).

CAMPUS AND BUILDING INFRASTRUCTURE

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

Besides, the Institute also has 25 quarters of Type III in Bindapur, Dwarka, New Delhi. On Campus, the Institute has well-equipped training halls, computer centre, international dining hall, gymnasium and classrooms etc.

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

2

Teaching and Professional Development Programmes

Teaching and Professional Development Programmes

M.Phil. and Ph.D.

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.

Preparing Scholars for Educational Administration

The Institute is a feeder institution that develops human resources, with specialization in educational policy, planning and administration, in accordance with the requirements of educational administration at both the macro level of policy making and planning and the micro level related to the primary, secondary and higher stages of educational administration. Such specialists are nurtured through an inter-disciplinary approach in various courses leading to M.Phil. and Ph.D. degrees so that they become well equipped with the skills of formulating educational plans and management strategies.

Indeed, through its M.Phil. and Ph.D. 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

to contribute to the development of specialized 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 M.Phil.-Ph.D. programme, (ii) Full-time Direct Ph.D. programme, and (iii) Part-time Ph.D. programme. These programmes were launched in 2007-08. The M.Phil. and Ph.D. programmes are designed to build the research capacity of scholars from diverse backgrounds while providing a strong knowledge and skill base in related areas of educational policy, planning, administration and finance. Research studies completed under the M.Phil. and Ph.D. programmes are expected to make significant 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 M.Phil. and Ph.D. programmes, include Educational Policy, Educational Planning, Educational Administration, Educational Finance, Education Management Information System, School Education, Higher Education, Equity and Inclusion in Education, Gender Issues in Education, Education of the Minorities, Comparative Education and Internationalization of Education.

The two-year M.Phil. programme, offered by the Institute, consists of course work (16 credits) of one-year duration followed by an internship (4 credits) for duration of six weeks, and dissertation work (16 credits) for one year. All scholars successfully completing the M.Phil. 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 Ph.D. programme. These scholars are eligible to submit their Doctoral thesis after two years from the date of registration to the Ph.D. programme.

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

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

	M. Phil.	Ph.D. Full-time	Ph.D. Part-time	Total
Total number of students admitted during 2018-19	21	10	01	32
Total number of scholars pursuing different programmes during the Academic Session 2018-19	19 (including registered in 2018-19)	43 (including scholars registered during the years 2007-08 to 2018-19)	19 (including scholars registered during the years 2007-08 to 2018-19)	81
Total number of scholars graduating during 2018-19	10	-	03	13

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 had been conducting a training programme leading to Diploma in Educational Planning and Administration (DEPA) which was designed as a pre-induction course for District Education Officers (DEOs) from different States/UTs of India since 1982-83. However, from the year 2014-15, the programme has undergone transition from DEPA to Post-Graduate Diploma in Educational Planning and Administration (PGDEPA) while incorporating fundamental changes in its nature and content. One of the important considerations for redesigning the programme was 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 2.1

Post-Graduate Diploma in Educational Planning and Administration (PGDEPA) State/UT-wise Participation			
State-wise	**4th PGDEPA (2017-18)**	**5th PGDEPA (2018-19)**	**Total**
Arunachal Pradesh	2	-	2
Assam	2	3	5
Chhattisgarh	1	3	4
Gujarat	3	-	3
Haryana	-	3	3
Himachal Pradesh	2	2	4
Jammu & Kashmir	1	-	1
Karnataka	-	1	1
Madhya Pradesh	-	1	1
Maharashtra	1	3	4
Manipur	4	4	8
Meghalaya	2	-	2
Mizoram	2	2	4
Nagaland	2	1	3
Odisha	1	-	1
Rajasthan	2	-	2
Tripura	-	1	1
Sikkim	1	-	1
Uttarakhand	3	3	6
West Bengal	-	1	1
Indian Air Force	2	2	4
Total	**31**	**30**	**61**

A basic concern while designing the PGDEPA programme was to address the difficulty of many State Education Departments to depute their officials for a long duration programme. To ensure it, 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 at a stretch and the participants learn at their own place of work. It has been envisaged as a programme leading to a Post Graduate Diploma transacting through different Phases from I-VI. 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 for final evaluation and award of PGDEPA certificate.

The fourth PGDEPA, organized from September 2017 to July 2018, was attended by 31 participants from 15 States/UTs who successfully completed the programme as indicated in Table 2.1. The programme was conducted and coordinated by the Department of Training and Capacity Building in Education.

International Diploma in Educational Planning and Administration (IDEPA)

The Institute has been organising a six-month programme leading to an International Diploma in Educational Planning and Administration (IDEPA) for professionals from developing countries since 1985. The IDEPA Trainees come from many countries of Asia, Africa, Central Asian Republics, South America and the Caribbean regions. The programme has three components: intensive curricular work; applied work; and project work. The duration of IDEPA programme is six months which is conducted in two phases. The first phase involves three months of intensive curricular work at the NIEPA, New Delhi. This phase is residential and participants are required to stay on the campus throughout this phase. The second phase involves field-based research project work in the participants' home country, under the guidance of one of the faculty members of NIEPA.

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 participants' home country, each participant is required to work on the field-based research project selected by him/her during the first phase of the programme. The participant, after completion of the research project (within three months), is required to submit the dissertation to the Institute. The Diploma is awarded only after receiving the Project Work Report and its subsequent evaluation by the Faculty.

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

Subsequently, the first phase of the 34th International Diploma Programme commenced on 1 February 2018, and the teaching-learning activities within the first component/phase of the programme was completed by 30 April, 2018. It was attended by 27 participants from 12 countries. The second phase involving project work in the participant's country of residence was scheduled to be carried out during the period 1 May to 31 July, 2018 as illustrated in Table 2.2.

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

Table 2.2

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

34th IDEPA, 2018		
S. No.	Country	No. of Participants
1.	Afghanistan	3
2.	Bhutan	4
3.	Ethiopia	3
4.	Jamaica	1
5.	Kiribati	1
6.	Laos	1
7.	Liberia	3
8.	Mauritius	2
9.	Nigeria	1
10.	Sri Lanka	2
11.	Tanzania	4
12.	Tunisia	2
Total		**27**

35th IDEPA, 2019		
S. No.	Country	No. of Participants
1.	Bhutan	2
2.	Botswana	4
3.	Cambodia	1
4.	Cameroon	1
5.	Chile	1
6.	Ethiopia	1
7.	Ivory Coast	1
8.	Kenya	1
9.	Lebanon	1
10.	Madagascar	2
11.	Malawi	1
12.	Mali	1
13.	Mauritius	2
14.	Namibia	1
15.	Nepal	1
16.	Nigeria	1
17.	Palestine	1
18.	Peru	1
19.	Philippines	1
20.	South Sudan	1
21.	Tanzania	2
22.	Uganda	1
23.	Zambia	2
Total		**31**

Table 2.3

Country-wise Participation in all Programmes, 2018-19		
S. No.	Country	No. of Participants
1.	Afghanistan	10
2.	Bangladesh	2
3.	Bhutan	8
4.	Botswana	4
5.	Cambodia	1
6.	Cameroon	1
7.	Chile	1
8.	Ethiopia	2
9.	Ghana	1
10.	Ivory Coast	1
11.	Kenya	1
12.	Lebanon	1
13.	Madagascar	3
14.	Malawi	2
15.	Mali	1
16.	Mauritius	4
17.	Myanmar	20
18.	Namibia	1
19.	Nepal	1
20.	Niger	1
21.	Nigeria	1
22.	Palestine	2
23.	Peru	1
24.	Philippines	3
25.	Somalia	1
26.	South Sudan	1
27.	Sri Lanka	6
28.	St. Kitts & Nevis	1
29.	St. Lucia	2
30.	Tanzania	3
31.	Thailand	2
32.	Uganda	1
33.	United Kingdom	4
34.	Zambia	2
35.	World Bank	2
Total		**98**

Table 2.4

State/UT-wise Participants of the Professional Development Programmes, 2018-19		
S. No.	State/ Union Territory	No. of Participants
1.	Andhra Pradesh	208
2.	Arunachal Pradesh	45
3.	Assam	137
4.	Bihar	198
5.	Chhattisgarh	71
6.	Goa	22
7.	Gujarat	190
8.	Haryana	332
9.	Himachal Pradesh	206
10.	Jammu & Kashmir	57
11.	Jharkhand	43
12.	Karnataka	326
13.	Kerala	36
14.	Madhya Pradesh	275
15.	Maharashtra	412
16.	Manipur	45
17.	Meghalaya	25
18.	Mizoram	28
19.	Nagaland	32
20.	Odisha	138
21.	Punjab	223
22.	Rajasthan	330
23.	Sikkim	27
24.	Telangana	46
25.	Tamil Nadu	121
26.	Tripura	22
27.	Uttarakhand	59
28.	Uttar Pradesh	275
29.	West Bengal	28
30.	Andaman & Nicobar Islands	2
31.	Chandigarh	14
32.	Dadra & Nagar Haveli	4
33.	Daman & Diu	2
34.	Delhi	267
35.	Lakshadweep	1
36.	Puducherry	5
Total		**4252**

Professional Development Programmes

The Professional Development Programmes for various categories of education personnel, aimed at strengthening institutional capacity for improved educational planning and administration, continues to be a major function of the Institute. During the year 2018-19, the Institute organised 111 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 Institute. The training programmes, workshops, seminars, conferences and meetings coordinated by different Departments/ Centres of the National Institute during 2018-19 include the following:

Department of Educational Planning

- Orientation Programme on Planning for School Education, Shillong, Meghalaya, 9-13 April, 2018

- National Level Sharing Workshop on Lessons Learnt from the Action Research and the Model for Planning for Secondary Education at the District Level, NIEPA, New Delhi, 4-6 June, 2018

- Training Programme on Planning and Monitoring School Education Outcomes at NIEPA, New Delhi, 30 July -3 August, 2018.

- Training Programme on Planning and Designing Research Projects for faculty of SCERT of all states other than North Eastern States, NIEPA, New Delhi, 27-31 August, 2018.

- Training Programme on Planning and Designing Research Projects for faculty of SCERT of the North Eastern States, Guwahati, Assam, 10-14 September, 2018.

Department of Educational Administration

- Orientation Programme on Educational Administration and Management for State and District Level Women Administrators, NIEPA, New Delhi, 25-29 June, 2018.

- Orientation Programme on Leadership in Educational Governance for District Education Officers, NIEPA, New Delhi, 9-13 July, 2018.

- Orientation Workshop on Third All India Survey of Educational Administration, NIEPA, New Delhi, 12-13 April, 2018.

- Orientation Programme on Management of Skill Development at Higher Education, NIEPA, New Delhi, 3-7 December, 2018.
- National Conference on Innovations in Educational Administration and Presentation of Awards, New Delhi, 3-4 January, 2019.
- Workshop-cum-Orientation on Leadership in Educational Administration for Academic Administrators in Universities and College, NIEPA, New Delhi, 14-16 January, 2019.
- Workshop on Innovations and Good Practices in Institutional Governance of Higher Education, NIEPA, New Delhi, 28 February- 2 March, 2019.

Department of Educational Finance

- Orientation Programme on Planning and Management of University Finances, NIEPA, New Delhi, 3-7 December, 2018.
- National Seminar on Shifting Paradigms in Education Financing: Concerns of Quality, Equity and Employability, NIEPA, New Delhi, 13-14 December, 2018.

- National Workshop on Leadership Development in Higher Education for University Administrators, New Delhi, 7-9 January, 2019.

Department of Educational Policy

- National Workshop on 'Policy and Planning of Inclusive Education with Focus on CWSN', NIEPA, New Delhi, 2-6 July, 2018.
- Orientation Workshop on 'Functioning of Local Authority and Autonomous District Councils under Sixth Schedule of the Constitution in Management of Elementary Education in North Eastern States', Imphal, Manipur, 10-14 September, 2018.
- National Workshop on Qualitative Research Methods in Education, NIEPA, New Delhi, 17-28 December, 2018.

Department of School and Non-formal Education

- Workshop on Improving Participation of Children in Elementary Schools in India, NIEPA, New Delhi, 29-31 October, 2018.
- Access and Participation of Children in Elementary Schools in the Educationally Backward Blocks in India, NIEPA, New Delhi, 26-30 November, 2018.
- National Workshop on Governance and Management of Early Childhood Care and Education (ECCE) in India, NIEPA, New Delhi, 7-11 March, 2019.

- Teacher Education Hand Book (Governance, Regulations and Quality Assurance) Authors' Workshop-I, NIEPA, New Delhi, 27 March, 2019.

Department of Higher and Professional Education

- Workshop on Recruitment and Shortage of Teachers in Higher Education, NIEPA, New Delhi, 20-21 November, 2018.
- National Workshop on Leadership in Higher Education, NIEPA, New Delhi, 7-11 January, 2019.
- National Workshop on Faculty Recruitment and Development in Higher Education, NIEPA, New Delhi, 14-16 January, 2019.
- National Workshop on Research, Innovation and Technology in Higher Education, NIEPA, New Delhi, 28 January -1 February, 2019.
- Academic Leadership Development Programme (Under LEAP), 3-19 February, 2019.

- Leadership Programme in Higher Education for University Vice-Chancellors, New Delhi, 24-25 January, 2019.
- Third Party Evaluation of GIAN, New Delhi, 5-6 February, 2019.

Department of Educational Management Information System

- Training Programme on Using Indicators in Planning and Monitoring of School Education, Panchkula, Haryana, 8-10 August, 2018.
- Training Programme on Using Indicators in Planning and Monitoring of School Education, Kavaratti, Lakshadweep, 3-5 October, 2018.
- Request Workshop/Training Programme on Indicators of Educational Development for Planning Elementary/Secondary/School Education, Hyderabad, 17-19 September, 2018.
- Training Programme on Using Indicators in Planning School Education, Puducherry, 10-12 December, 2018.
- Training Programme on Using Indicators in Planning and Monitoring of School Education, NIEPA, New Delhi, 11-15 March, 2019.

Department of Training and Capacity Building in Education

- Thirty-fourth International Diploma in Educational Planning and Administration (IDEPA) First Phase, NIEPA, New Delhi, 2 February-30 April, 2018.
- Training Programme on Planning and Management of Education for Educational Administrators from Myanmar, NIEPA, New Delhi, 1-30 April, 2018.
- 4th PGDEPA- IV & V Phases, NIEPA, New Delhi, 9-20 April, 2018.
- 4th PGDEPA- IV Phase, NIEPA, New Delhi, 25-29 June, 2018.
- International Programme for Educational Administrators, NIEPA, New Delhi, 18 July-12 August, 2018.

- Eleventh Annual Orientation Programme on Institutional Planning for Heads of Muslim Minority Managed Senior Secondary Schools, NIEPA, New Delhi, 27-31 August, 2018.

- Tenth Annual Orientation Programme for Minority Managed Institutions of Higher Learning, MANNU, Hyderabad, 2-6 July, 2018.

- 5th PGDEPA- II Phase, NIEPA, New Delhi, 1September-30 November, 2018.

- Training Programme on School Improvement Planning for Heads of Ashram Schools, Eluru, Andhra Pradesh, 23-27 January, 2019.

- Training Programme on School Development Planning for Heads of Ashram Schools, Eluru, Andhra Pradesh, 7-11 March, 2019.

National Centre for School Leadership

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

- One-day National Advisory Committee Meeting, NIEPA, New Delhi, 27 February, 2019.

- Workshop for Evolving Leadership Models for Context-Specific Challenges of School Heads, NIEPA, New Delhi, 23-25 July, 2018.

- Capacity Building of District and Block Level Functionaries on School Leadership Development (Batch 1), NIEPA, New Delhi, 17-22 September, 2018.

- Capacity Building of District and Block Level Functionaries on School Leadership Development (Batch 2), NIEPA, New Delhi, 8-13 October, 2018.

Capacity Building Programme of State Resource Group (State Level)

- Development of Online Programme on School Leadership and Management for Systemic Administrators.

- Material Development on Context-Specific Challenges for School Leadership (Urban Disadvantaged) - (State Level), 26-28 September, 2018.

- Material Development on Context-Specific Challenges for School Leadership (Flood Prone) - (State Level), 2-7 December, 2018.

- Material Development on Context-Specific Challenges for School Leadership (Small Schools) - (State Level), 4-15 October, 2018.

- Workshop on Adaptation, Contextualisation and Translation of Online Programme in Regional Languages, NIEPA, New Delhi, 14-16 November, 2018.

- Material Development on Context-Specific Challenges for School Leadership (Rural Disadvantaged) - (State Level), 7-12 January, 2019.

- National Conference on Leadership Pathways for School Management and Improvement, New Delhi, 22-24 January, 2019.

Capacity Building of School Heads in 16 States through One Month Certificate Course

- Capacity Building of Resource Persons/Faculty of School Leadership Academy to facilitate the Conduct of One Month Certificate Course (Batch 1), NIEPA, New Delhi, 17-22 December, 2018.

- Capacity Building of Resource Persons/Faculty of School Leadership Academy to facilitate the Conduct of One Month Certificate Course (Batch 2), NIEPA, New Delhi, 4-8 February, 2019.

- Capacity Building of Resource Persons/Faculty of School Leadership Academy to facilitate the Conduct of One Month Certificate Course (Batch 3), NIEPA, New Delhi, 11-16 March, 2019.

- Capacity Building of Resource Persons/Faculty of School Leadership Academy to facilitate the Conduct of One Month Certificate Course (Batch 4), NIEPA, New Delhi, 25-29 March, 2019.

- One Month Certificate Course on School Leadership and Management in SCERT, Tripura, 22 May-20 June, 2018.

- One Month Certificate Course on School Leadership and Management in SCERT, Manipur, 6 June-6 July, 2018.

- One Month Certificate Course on School Leadership and Management in SCERT, Haryana, Phase I: 10-22 December, 2018, Phase II: 2-11 January, 2019.

- One Month Certificate Course on School Leadership and Management in SCERT, Rajasthan, Phase I: 27 December, 2018- 11 January, 2019, Phase II: 1stweek of March 2019.

- One Month Certificate Course on School Leadership and Management in SIEMAT, Uttarakhand, 31 December, 2018-31 January, 2019.

- One Month Certificate Course on School Leadership and Management in SCERT, Gangtok, Sikkim, 3-30 January, 2019.

Orientation for Online Programme on School Leadership Development

- Orientation Programme for Online Programme on School Leadership and Management in Hindi at Gurgaon, Haryana, 3 October, 2018.

- Orientation Programme for Online Programme on School Leadership and Management in Hindi at Bhopal, Madhya Pradesh, 9 October, 2018.

- Orientation Programme for Online Programme on School Leadership and Management in Hindi at Raipur, Chhattisgarh, 11 October, 2018.

- Orientation Programme for Online Programme on School Leadership and Management in Hindi at Patna, Bihar, 26 October, 2018.

Other Programmes (*under Pandit Madan Mohan Malviya Scheme on Teachers and Training*)

- Translation Workshop for Online Programme on School Leadership and Management in Hindi, 10-14 July, 2018.

- Online Materials and Resources in Regional Languages for NCSL Portal: Tamil language (Tamil Nadu) - 10-14 September, 2018, Telugu language (Andhra Pradesh) - 24-28 September, 2018, Marathi language (Maharashtra) - 1-5 October, 2018, Odia language (Odisha) - 8-12 October, 2018, Assamese language (Assam) - 18-22 February, 2019.

Centre for Policy Research in Higher Education

- IHER 2019 First Peer Review Meeting on Governance and Management of Higher Education in India, NIEPA, New Delhi, 4 May, 2018.

- Expert Committee Meeting on Financing of Public Higher Education Institutions in India, NIEPA, New Delhi, 26 June, 2018.

- Third Expert Committee Meeting on the Research Project on Teaching and Learning in Indian Higher Education, NIEPA, New Delhi, 12 September, 2018.

- Third Expert Committee Meeting on the Research Project 'Governance and Management of Higher Education in India', NIEPA, New Delhi, 26 July, 2018.

- IHER 2019 Second Peer Review Meeting on Governance and Management of Higher Education in India, NIEPA, New Delhi, 27 September, 2018.

- Consultative Meeting of State Higher Education Councils, NIEPA, New Delhi, 25-26 February, 2019.

- International Seminar on Employment and Employability of Higher Education Graduates, New Delhi, 19-20 February, 2019.

Unit on School Standards and Evaluation

- Expert Group Workshop on 'Beyond School Evaluation: Guidelines and Action for School Improvement-I', NIEPA, New Delhi, 10-11 September, 2018.

- Expert Group Workshop on 'Beyond School Evaluation: Guidelines and Action for School Improvement-II', NIEPA, New Delhi, 24-25 September, 2018.

- Regional Workshop for North-eastern Region of India (Shaala Siddhi) in Guwahati, Assam, 10-11 December, 2018.

- Capacity Building Programme on School External Evaluation on Shaala Siddhi at SCERT, Delhi, 26 April, 2018 and 23-24 May, 2018.

- Capacity Building Programme on Shaala Siddhi: Training of District Resource Group (DRG) in Arunachal Pradesh, 23-24 August, 2018.

- Capacity Building Programme on School External Evaluation on Shaala Siddhi in Gujarat, 30-31 August, 2018.

- Capacity Building Programme on School External Evaluation on Shaala Siddhi in Karnataka, 7 September, 2018.

- Capacity Building Programme on School External Evaluation on Shaala Siddhi in Uttar Pradesh, 8-9 October, 2018.

- Core Group Meeting and Capacity Building Programme on Shaala Siddhi in West Bengal, 10-11 October, 2018.

- Capacity Building Programme on School External Evaluation on Shaala Siddhi in Puducherry, 30-31 October, 2018.

- Capacity Building Programme on School External Evaluation on Shaala Siddhi in Telangana, 15-16 November, 2018.

- State Seminar in Madhya Pradesh, 28 September, 2018.

- State Seminar in Chhattisgarh, 21-23 January, 2019.

- Capacity Building Programme on School External Evaluation on Shaala Siddhi in Bihar, 22-23 January, 2019.

- Capacity Building Programme on School External Evaluation on Shaala Siddhi in Uttarakhand, 22-23 January, 2019.

- National Consultative Meet on Shaala Siddhi-I, New Delhi, 14-15 February, 2019.

IT Services

- Professional Development Programme on Teaching, Learning with Technology using Moodle MOOC Platform, NIEPA, New Delhi, 9-13 July, 2018.

- Workshop on Teaching, Learning and Evaluation Online with Moodle MOOC Platform & Open Education Resources, NIEPA, New Delhi, 6-10 August , 2018.

- Training Programme on Application of ICT in Academic and Research Libraries, NIEPA, New Delhi, 28 January-2 February, 2019.

National Resource Centre for Education (NRCE)

- Workshop on Identification of Subject-wise Resources for Teachers in Higher Education, NIEPA, New Delhi, 24 May, 2018.

- Workshop for Identification of Subject-wise Resource for Teachers in Higher Education, NIEPA, New Delhi, 6-8 June, 2018.

- Workshop for Identification of Research Methodology Resource for Teachers in Higher Education, NIEPA, New Delhi, 11-13 June, 2018.

- Workshop for Identification of Teaching Learning Resource for Teachers in Higher Education, NIEPA, New Delhi, 18-20 June, 2018.

- Students' Satisfaction Survey Questionnaire Workshop-I (Pre-Pilot), NIEPA, New Delhi, 16-20 July, 2018.

- Tier Two Workshop on Life Sciences Resources for Teachers in Higher Education, NIEPA, New Delhi, 6-7 December, 2018.

- Workshop on Student Satisfaction Survey (Post-Pilot), NIEPA, New Delhi, 10-11 December, 2018.

During the year 2018-19, besides the Diploma Programmes, the Institute organised 109 Orientation/Training Programmes, Workshops, Seminars, Conferences and Meetings, etc. at the national and international levels.

Out of total 4350 participants, 4252 (Table 2.4) were Indians, and 98 (Table 2.3) from other countries and international agencies.

Institute's Foundation Day

The Institute celebrates its Foundation Day on August 11 every year. The First Foundation Day Lecture in 2007 was on "Alternative Perspectives on Higher Education in the Context of Globalization" by Prof. Prabhat Patnaik, Vice-Chairman, Kerala State Planning Board. The second in 2008 was on "Designing Architecture for a Learning Revolution Based on a Life Cycle Approach" by Prof. M.S. Swaminathan, Member of Parliament (Rajya Sabha), UNESCO Chair in Ecotechnology, M.S. Swaminathan Research Foundation, the third Lecture in 2009 was on "Universities in the Twenty-First Century by Prof. Andre Beteille, National Research Professor and Professor Emeritus of Sociology, University of Delhi. The Fourth Lecture in 2010 was on "Education, Autonomy and Accountability" by Prof. Mrinal Miri, Chairman, Governing Body, Centre for the Study of Developing Societies. The Seventh Foundation Day Lecture was on "Education and Modernity in 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 held on the reporting period of this report, 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.

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 and Furqan Qamar have delivered lectures in this series.

The 9th Maulana Azad Memorial Lecture was delivered on November 9, 2018 at India Habitat Centre by Prof. Faizan Mustafa, Vice Chancellor, NLSAR University of Law, Hyderabad. The theme of the Lecture was `Diversity Management under Indian Constitution'. The Lecture was chaired by Prof. Nageshwar Rao, Vice Chancellor, Indira Gandhi National Open University (IGNOU) New Delhi. The event was attended by NIEPA students, faculty members and invited guests, besides scholars and students from other institutions in Delhi.

INDIA
STATE-WISE PARTICIPATION
2018-19

JAMMU & KASHMIR

57

HIMACHAL
PRADESH

206

223 14 CHANDIGARH

PUNJAB 59

HARYANA UTTRAKHAND

332

267 DELHI

RAJASTHAN 330

UTTAR PRADESH

275

ARUNACHAL
PRADESH

45

27 SIKKIM

137 ASSAM 32

BIHAR NAGALAND

198 MEGHALAYA 25 45

190 JHARKHAND MANIPUR

GUJARAT MADHYA
PRADESH 43 WEST BENGAL TRIPURA 22 28

275 28 MIZORAM

DAMAN
& DIU 2 71

DADRA & CHHATTISGARH
NAGAR HAVELI 4

I N D I A

MAHARASHTRA ORISSA 138

412

ARABIAN
SEA TELANGANA

46

BAY OF BENGAL

GOA 22

KARNATAKA 326 ANDHRA
PRADESH

208 ANDMAN AND NICOBAR ISLANDS
(INDIA)

2

5 PUDUCHERRY

LAKSHADWEEP (INDIA) 121

1 TAMIL NADU

36

KERALA

(Indira Point)

INDIAN OCEAN

Map not to scale

3

Research

Research

The Institution 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 M.Phil. and Ph.D. 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 actually confronted with. During the year under report, 9 research studies were completed, while 34 studies were in progress.

Completed Research Studies
(as on March 31, 2019)

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

Investigator: **Dr. Jinusha Panigrahi**

Project completed in June 2018

2. **Teaching and Learning in Indian Higher Education**

Investigator: **Dr. Sayantan Mandal**

Project completed in September 2018

3. **Research Programme on School Education using U-DISE Data**

Investigator: **Prof. Arun C Mehta**

Completed

4. **State Policies on Higher Education**

Investigator: **Prof. A. Mathew**

Project completed and reports submitted to ICSSR in January 2019. Follow-up work is in progress for updating the studies for publication.

5. **Action Research Project on Development of District Secondary Education Plan under RMSA in Selected States in India**

Investigators: **Prof. K. Biswal and Dr. N.K. Mohanty**

Study completed.

6. **TVET Teacher Training Programmes and Institutions in the Asia and Pacific Region (UNESCO Funded)**

Investigator: **Prof. Vineeta Sirohi**

Report completed and submitted

7. **Evaluation of the Implementation of the Infrastructure Development in Minority Institutions (IDMI) Scheme**

Investigators: **Prof. S.M.I.A. Zaidi, Dr. N.K. Mohanty and Dr. Suman Negi**

The report was submitted to MHRD

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

Investigator: **Dr. Vetukuri P. S. Raju**

Submitted the final report to the Department of School Education and Literacy, MHRD, Government of India.

9.   An Evaluation Study of the Centrally Sponsored 'National Means-cum-Merit Scholarship Scheme'

Investigator: **Dr. Vetukuri P. S. Raju**

Submitted the final report to the Department of School Education and Literacy, MHRD, Government of India.

Research Studies in Progress
(as on March 31, 2019)

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

Investigator: **Prof. Kumar Suresh**

The Department of Educational Administration had proposed to conduct the Third All India Survey of Educational Administration. The survey work commenced in December 2014. All the states were requested to nominate nodal officers to undertake the work of educational administration in states. 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 in April. 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 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 has started in all the six states. As a part of the methodology of conducting survey in states, state level workshops in Jharkhand, Meghalaya, Rajasthan and Tripura have been completed. Meeting of the officers from NCT, Delhi on the 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, directorates, 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 2017-2018. Sample of the survey includes 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 district which include 2 primary, 2 upper primary, 2 secondary and 2 senior secondary. The survey work started in five states.

In state level workshops and meetings in four states-Jharkhand, Meghalaya, Rajasthan and Tripura - various aspects of the survey as stated above were

discussed. Four states, namely Meghalaya, Jharkhand, Rajasthan and Tripura have completed the first draft of the state reports. Delhi has provided all the relevant documents and materials for preparing the report to the Department. Data have been entered. Report is under preparation. The draft report is expected to be completed by April 2019. The survey work in Jammu & Kashmir is starting now. The work completed by October 2019. It will be an achievement as we were not able to do it even in the second survey.

2. Study of Structure and Functions of Educational Administration (Thematic Study as Part of Third All India Survey of Educational Administration)

Investigator: **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 any 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 that 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 the recent years have necessitated certain degree of

standardisation in the status, role and functions of educational administration at the field level. Indeed, 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 together 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 the 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: educational administration at the union level, educational administration in union territories, educational administration in states; and educational administration in NCT of Delhi.

Secondary sources of data have been collected for each of the levels of the educational administration. Preliminary compilation of information is under progress. The preliminary write-up has be to be shared and discussed in three workshops to be held

in NIEPA addressing three levels - union, states, and UTs. A workshop for Delhi is also proposed for the purpose. The draft report is expected to be completed by October 2019.

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

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

District and Block Education Officers are key educational functionaries at field level. They are instrumental in ensuring the effective functioning of schools. As educational administration at district and block 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 be important functional responsibilities of these officers. It is important to understand the whole gamut of expanding role and responsibilities and also as to how these officers discharge the responsibilities assigned to them in the capacity of officers at field level. 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 data base built on the Third 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 district and block level education officers. The State Reports of Third All India Survey of Educational Administration include some basic information about district and block level education administration, including status, role and functional responsibilities as per the descriptive format. However, analytical dimensions are not included. Descriptive data will be 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 are 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 are to be studied.

Data from secondary sources have been collected. The data is under the process of analysis. 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 October 2019.

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 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 times, 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 based on 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. January 2019. Secondary literature and materials have been collected. The proposed duration of project is two years starting from January 2019. In the meantime, data and analysis will be disseminated at various stages of the project.

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 Development completed. First three draft chapters ready. Indicators of higher education development have been identified, and data compilation from secondary sources is in progress. Indicators for constructing the Composite Index of spatial development identified, and data compilation is under progress. Three papers drawn from the research study, presented in seminars, accepted for publication, expected to be published in a few months.

Data at the district level being collected. State level analysis is completed.

Data at district level is under compilation. Analysis and report writing is progressing.

6. Modules: Diversity and Discrimination in Higher Education Institutions

Investigator: **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 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 representative 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 to address 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 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 on 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 the 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; and to introduce approaches to develop and institutional culture for social inclusion and strategies for managing student diversity.

Module 7: Student Diversity, Civic Learning and Democratic Engagement

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; and to know approaches to and types of diversity initiatives to promote civic learning.

Completion of the draft version of the modules is continuing.

7. Governance and Management of Higher Education in India

Investigator: **Dr. Garima Malik**

The objectives of the research project are firstly to map out the evolution of the governance structure and processes at the national, state and institutional levels and examine the role and functioning of governing bodies at universities and colleges. The study is being implemented in institutions located in the states of Uttar Pradesh, Tamil Nadu, Rajasthan and Maharashtra.

The present research study has examined the governance structures and processes in central universities, state universities and their affiliated colleges. The framework developed and relied on by the study was to analyse: (a) Government-university relations; (b) Within-university relations; and (c) University-college relations. The study relied on interviews with institutional leaders, administrators, and questionnaire-based information collected from teachers and students.

The study shows that the government-university relation has evolved over time from direct control and monitoring to steering from a distance and devolving authority to institutions. While central universities enjoy relatively more autonomy, the state universities are subject to more control and enjoy less autonomy. Even the funding given to central universities is at a higher level as compared to the share of funding from state government to state universities. Hence, state universities face more resource crunch than central universities.

Further, the study finds that the universities, in general - central and state universities - enjoy more autonomy in academic matters and less of administrative and financial autonomy. Thus, designing academic programmes and curricula are done by the universities and approved by their Board of Studies.

Additionally, the governing bodies in the state universities have government officials and representatives from the Legislative Assembly and Legislative Council. For example in the Universities of Rajasthan, Bharathiar University and Savitribai Phule Pune University one finds these trends. However, central universities do not have representatives from political parties. This pattern of representation has important implications for the way control is exercised by these functionaries on the university.

Institutional autonomy is a necessary but not a sufficient condition for decentralisation of decision making within the university. It is observed that in central and state universities, there is over centralisation of power and decision making at the level of offices of Vice Chancellors. It shows that the autonomy enjoyed by the university has not necessarily translated into decentralised and participative decision making process within the university.

It can be concluded that there is a decline in the bargaining power of the professoriate. New governance arrangements have clearly reduced the collective influence of academics over decision making in the institutions.

It is observed that a move to outcome-based measures from being purely input-based measures need to be strengthened. Internal Quality Assurance cells need to function effectively. Thus, quantitative metrics like the Academic Performance Index (API) are being used extensively though many teachers expressed their dissatisfaction with the metric. Governance structures

are in need of reform and there is a sense that a form of managerialism is gripping the institutions under study. In some cases, recruitment of teachers has not taken place for several years so there is an excessive reliance on *ad hoc* and guest teachers.

The study also shows that the universities are not in a position to provide academic leadership to colleges due to a large number of affiliated colleges in the state universities.

The field-based data collection and data analysis is completed and draft reports have been finalised. Third research methodology workshop was organised on 11-12 September, 2017 where the draft state reports and synthesis report were presented for comments from the peers.

The state reports and synthesis report have been submitted. Third expert committee meeting to discuss the reports was organised in July 2018. Policy briefs and policy dialogues will be prepared.

Research paper titled "Governance and Management of Higher Education Institutions in India" published as CPRHE Research Paper Series 5 in February 2017.

Project Output: (a) 4 State Reports, (b) 1 Synthesis Report, (c) CPRHE Research Paper

Malik, Garima "Governance and Management of Higher Education Institutions in India", CPRHE Research Paper Series 5, February 2017.

8. 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. 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. Most studies look at one single aspect. In addition, massification and the experience of unemployment have challenged the Humboldtian idea of the research-oriented university and necessitated to look at the problem in a broader context of external as well as internal factors like general labour market conditions, local and global labour market demand at the macro level; quality of education, possibilities for career counselling, provision of training courses, transition opportunities, demand supply context at the institutional level; effectuation factors like personal circumstances, willingness and preferences of individual employees as well as conditions and attitudes of employers.

The present study would try to combine the impact of both external and internal as well as demand and supply factors affecting and influencing graduate employability.

The research questions are as follows: 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-a-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 skills policy need of the hour?

The study shall try to explore the above questions with a focus by generating perspectives of the major stakeholders such as the employers and the new employees, students and teachers. The focus shall be to understand what is their awareness regarding the concept of "employability skills", identify the types of employability skill gaps existing among the new job entrants, the differences existing therein by gender and social groups and the expectations of the employers from the universities in preparing industry ready graduates. The study shall also try to explore the challenges the new employees experience in their work

place; to what extent they are required to supplement their university education with external trainings of different nature to fill in this gap.

It shall be a multi-level, multi-state study covering multiple cities in the country. The study at the primary level would be based on selected industrial organisations and academic institutions in select cities. Selection of the cities shall be based on their employment growth structure and also from the point of view of geographical coverage. The six cities identified are 4 Tier I cities of Mumbai, Delhi, Bangalore, Hyderabad, Lucknow - 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.

At the institutional level, from each of these cities, it is proposed to draw a representative sample from different categories of educational institutions and employers for a qualitative as well as quantitative analysis. At the individual level, to explore both the demand and supply side angle, employers/employees/students/education service providers' perspectives shall be generated to identify their expectations, gaps and challenges. The study thus aims to generate and assess the demand and supply side aspects of employability of higher education graduates.

The following activities have been undertaken so far in the project. The research proposal for the study was developed in 2015. The proposal was sent to the experts and presented in the expert committee meeting held on 26 October, 2015. Post approval, quantitative and qualitative research instruments were developed. A discussion meeting on the research instruments with a group of external experts was organised on 12 May, 2016. State teams were formulated and team members identified. After finalisation of the research instruments, a pilot survey was conducted in a Delhi University college to generate students' and college faculty's /administration's perspective. Survey was also conducted in Canara Bank in order to generate employers' and employees' perspectives. In addition to

the questionnaires administered, the survey included FGDs and interviews. The entire activity was completed between August and November 2016. Data entry and analysis of the pilot survey is under progress. The first methodology workshop was held on 18-19 January, 2017 in which 17 state team members participated. The research instruments were thoroughly discussed and shared with them to undertake field survey in their respective states. The second methodology workshop was held to discuss the analytical frame. Analysis completed. State reports are in the finalisation stage.

Qualitative data analysis being finalised. Drafts of a few state reports have been completed. National synthesis report is under preparation. The final methodology workshop is being scheduled for report finalisation.

International seminar on related theme was conducted jointly with British Council. A special panel on the intermediary findings from the study was organised and paper presented.

Five papers drawn from the study published as follows:

I. "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.

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

III. "Inter Group Disparities in Graduate Employability Skills" Varghese *et al* ed India Higher Report 2016, Sage Publications, 2018.

IV. "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.

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

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

Investigator: Dr. Anupam Pachauri

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 study are 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 functions 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 selected universities have been chosen from five states of Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana.

In the year 2017-18, CPRHE closely followed the progress implementation of the project and helped state teams to draft the research reports. This involved help in coding and analysis of quantitative and qualitative data and writing 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 the 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, and 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 the institutions due to external quality assurance and internal quality assurance.

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

Fourteen research project team members from the five universities and an affiliated college each with the university selected for the research project namely, Mysore University, Mysore, Karnataka; Devi Ahilya Vishvavidyalaya, Indore, Madhya Pradesh; North Eastern Hill University, Shillong, Meghalaya; Mohanlal Sukhadia University, Udaipur, Rajasthan; and Osmania University, Hyderabad, Telangana attended the workshop. 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, 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 the finalisation of the state team reports. Preliminary draft of synthesis report was prepared and presented at the research methodology workshop for the project to receive the feedback from the institutional teams.

Besides the research report writing, two of the institutional teams i.e., from Mohanlal Sukhadia University, Rajasthan and Osmania University, Telangana were mentored to develop seminar papers based on the research reports for presentation at the "International Seminar on Quality and Excellence" organised by CPRHE-NIEPA and the British Council on 22-23 February, 2018. A dedicated session with panel on the national study findings, and findings from two of the institutions was organised. The panel generated discussion on the effects of quality

assurance and workings of institutional structures for quality at the institutional level. The panel also received encouraging remarks from the national and international experts participating in the seminar. Currently, the state team reports are being edited at CPRHE by the Project Coordinator and the synthesis report is being finalised.

The draft of the synthesis report is being finalised; State reports have been submitted. Policy briefs will be developed on the theme IQA and EQA.

Project Output: (a) 5 State Reports, (b) 1 Synthesis Report

10. 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**

UGC requested CPRHE/NIEPA to undertake a study to assess the efficacy of coaching schemes sponsored by the UGC. The UGC introduced coaching schemes for disadvantaged groups in higher education since the XI Plan period. This has been in existence for the last one decade. Major objectives of the scheme are to provide additional learning input in the form of special coaching classes for disadvantaged groups to facilitate successful completion of the academic courses and career mobility. The following are those coaching schemes: 1. Remedial coaching for SC/ST/OBC and Minorities; 2. Coaching for NET/SET for SC/ST/OBC and Minorities; and 3. Coaching for entry into the service for SC/ST/OBC and Minorities. Based on the recommendations of the research advisory committee, 16 institutions for case studies which include 7 colleges, 6 state universities and 3 central universities were finalised. 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 prior to the first research methodology workshop.

The objectives of the study are to analyse social group composition of beneficiaries of UGC coaching schemes; to understand implementation process of UGC coaching schemes at the institutional and UGC level; to understand challenges and constraints faced by each stakeholder while implementing coaching schemes; to explore student experiences in terms of learning, feedback systems and peer group interactions in coaching classes; to analyse the effect of coaching schemes on academic process and success in NET / SET and competitive examinations for employment; to evolve new policies and practices that strengthen implementation of coaching schemes.

In order to answer research questions, detailed case study was carried out in selected higher education institutions receiving grants for coaching schemes. To make a representative of institutional diversity and geographical locations, case study institutions were selected from each UGC regional office. Types of higher education institution such as central university, state university affiliated colleges and constituent colleges were considered for the selection of a study institution. Both qualitative and quantitative methodology was followed for the collection and analysis of data / information. The methodology 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.

Research proposal and overall theoretical and methodological approach towards the study was presented before the participants. Each of the research instruments was discussed in detail. Practical sessions were conducted to provide hands-on expertise on data

collection. Project implementation plan was discussed and developed mutually agreed upon time-frame for the study. Based on the inputs from the discussion, research instruments were revised and finalised, and the same has been shared with all participants with report of the workshop. Field visits by the CPRHE research coordinators have been completed in most of the states namely 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 Principal investigators and project staff.

Field visits by the CPRHE research coordinators have been completed in all the states. Field work reports were prepared. Data analysis and completing the draft version of the report is progressing well.

11. Fixation of Fees in Private Deemed to be Universities

Investigator: **Dr. Jinusha Panigrahi**

The expansion of private deemed to be universities is enormous compared to public deemed to be universities. The fee charged by such universities is exorbitant which needs to be regulated to safeguard rights of students and parents. For fee regulations, UGC passed a regulation as Institutions Deemed to be Universities Regulations, 2016 with the objective of controlling the exorbitant fees charged by such institutions, in particular such private institutions. In the light of above regulation relating to fees, it is important to understand the fee structure and the compliance in accordance with fee regulation.

On the request of MHRD, CPRHE is conducting a study on 'Fixation of Fees in Private Deemed to be Universities in India'. The major objectives of the study are: to understand the fee structure in private deemed to be universities, the existing regulations by centre and different state governments for fees charged by such institutions, and the rationale in fixation of fees in such private deemed to be universities. The field visits are completed, data has been analysed and report is being finalised.

12. 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 role of private sector in education, in general, and the public-private mix in the delivery of education service, in particular, this study aimed at looking into the structure and size of the secondary school network by management and region, their characteristics in terms of facilities, staffing pattern and student profile in terms of social background across the major states in India. In the first phase, the study made use of secondary data collected from SEMIS/ UDISE, NSSO, 8th AISES, plan documents and other official records of major states. The preliminary findings based on the analysis of secondary data, show that educational facilities were not available in the schools at the secondary level which is the main obstruction and hindrance in acquiring quality education. The study further revealed that schooling facilities in terms of school building, boundary wall, playground, library, laboratory, computer and related facilities like electricity facility, generator set, internet and computer laboratory, sanitary facilities, particularly separate urinal and lavatory facilities for boys and girls, including female teachers vary widely between the states and between the management types within the states. It was also found out that there is a very close relationship between the availability of educational facilities and the academic attainment of students at secondary level across regions and states in India. Hence, the reform programmes like RMSA and other centrally sponsored schemes should focus their attention in providing the basic infrastructure facilities and staff in the existing secondary schools/sections

so as to make them conform to norms and standards. This effort would certainly go a long way in improving and strengthening secondary education as well as improving the overall performance of the students and institutions at secondary school level in India.

Till now, related literature has been reviewed; secondary data and information from U-DISE and other sources have been collected. The draft report has been prepared, based on data and information collected from UDISE, which is now being revised based on the analysis of data and information on secondary education Collected from UDISE, 2016-17. The report of Phase-I is expected to be completed by March 2019.

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

Investigator: **Dr. Suman Negi**

The study on "Spatial Perspective on the Causes and Consequences of Higher Educational Out-Migration: A Case Study of Himachal Pradesh" was initiated in March 2014. The major purpose of the study was to understand the main reasons as to why people move for education from one place to another. The main objectives for the study were (i) to examine the composition of educational migrants with components related to demographic, social, cultural and economic aspects across gender and social groups; (ii) to identify the main causes of educational out-migration from the individual, household and institutional perspective; (iii) to study the educational status of the selected study region in terms of higher and technical education characteristics; and (iv).to identify the main outcomes of such a form of migration from the region. Primary data from the two districts of Kullu and Hamirpur have been collected to understand their processes better.

Current Status: Most of the work elated to the project has been completed, wherein Chapter-I - Introduction – which includes the introduction to the study together with the review of literature and research methodology, has been finalised. Chapter-II - Socio-Economic Profile of the Study Area - gives a social and economic profile of the selected state together with a detailed profile of the sample districts, villages; and households have been included, and the chapter has also been finalised. Chapter-III - Educational Development and Status - outlines the educational development scenario in the state of Himachal Pradesh in detail, and the available educational statistics have been extensively analysed. Chapter-IV - Educational Migration Trends, Pattern and Magnitude - examines the educational migration patterns from one place to another in detail at the national, state and district levels; available Census and the NSSO data have been analysed extensively and the chapter has been finalised. Chapter-V - Migration for Education in Himachal – looks into the information collected from the field, wherein data from households, students and institutions are being analysed. Most of the tables have been prepared, and the data is also being analysed simultaneously. This chapter together with the final chapter on summary and conclusion is in the process of being finalised and should be completed by November-end. The target to submit the final project report is March 2018.

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

Investigators: **Dr. Suman Negi and Prof. Mona Khare**

The research project - An Educational Atlas on Gender: A District Level Representation - was initiated in March 2015. The main purpose of conducting this study was to support the dissemination of this educational data that NIEPA collects for schools. Therefore, map-based information dissemination in the form of an Atlas, as an effective medium with an endeavour to map out education with gender as a backdrop was thought of. The information will be represented through data sets, with an aim to capture the nuances of educational inequality and development within gender lines. This initiative is also an endeavour to facilitate those concerned with educational planning, from the

perspective of gender as there is a scarcity of available resources, and this document will spell out the existing regional variations and disparities. The main objectives of the study are: (i) to use the DISE and UDISE data to represent the selected indicators related to gender; (ii) to represent some temporal trends at the national level; and (iii) to represent a comparative picture of existing regional disparities.

The data for the study has been downloaded and the some maps have been prepared and analysed although, some current data needs to be tabulated for the selected indicators. The analysis of the completed maps together with chapter background is in process. The target to submit the project is March 2019.

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

Investigator: **Dr. S.K. Mallik**

Objectives of the study:

I. To find out the nature and extent of implementation of the scholarship schemes for promoting education of the SC children at the secondary level;

II. To examine the effectiveness of the scholarship scheme for the SC children on the school completion and their mobility to higher levels of education;

III. To find out the problems and constraints faced by the students in availing and utilising the scholarship for their studies;

IV. To find out the problems and constraints faced by the government and school administration authorities in implementation of the schemes and;

V. 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 with having highest literacy rate of Scheduled Caste population will be selected to conduct the study. Out of the two selected districts, two blocks from each district will be selected on the basis of high enrolment of Scheduled Caste children at the secondary level. From each block, 5 government secondary schools will be selected having high enrolment of Scheduled Caste children at the secondary level. The respondents of study will be teachers, including headmasters, students, ex-students, administrators and parents.

a. Review of literature completed

b. Field work and data collection completed

c. Data feeding work is under process

16. 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**

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

What problems and constraints are being faced by the parents and children in securing these rights? Both inter and intra-state variations have been reported in implementation of the RTE provision. It is in this context, an exploratory study is being conducted to develop an understanding of the policy and practices of education of the disadvantaged children under Right to Education Act-2009 in selected 10 states spread over 5 different zones of country.

The main objectives of the study are:

a. to assess the nature and extent of the implementation of the reservation provision under RTE Act in different states in terms of policy and practices;

b. to find out the level of awareness about the reservation provisions among the children and parents belonging to the categories of disadvantaged and economically weaker sections;

c. to examine issues related to the adjustment of the children from diverse socio-economic backgrounds in the school and classroom;

d. to identify the innovative practices regarding implementation of the reservation provisions in schools in different states;

e. to identify problems and constraints faced in implementation of the RTE provisions by different stakeholders, parents, children, teachers and education functionaries; and

f. to suggest suitable measures to make planning and implementation of the RTE provision of reservation in private schools more effective.

The above research project is under early stage of implementation involving collection and review of literature related to the theme and development of research tools. Under literature review, profiles of the selected states and compliance of RTE norms in the states, based on secondary official data, are being prepared. The 10 states, including Kerala, Karnataka, Delhi, Uttar Pradesh, Rajasthan, Maharashtra, Jharkhand, West Bengal, Bihar and Assam having

incidence of higher enrolments under the RTE quota provision and representing different geographical zones, have been selected. Furthermore, formats of the tools of data collection are under finalisation. The draft tools have been designed:

a. School Information Schedule

b. Parents Interview Schedules

c. Interview Schedules for Head Teacher and other Teachers

d. Checklists for the Disadvantaged Groups and EWS Children

e. Schedules for Parents of those Children and other Community Members

f. Checklists for Interaction with the School Management Bodies

g. Checklists for Education Functionaries at different levels

h. Cluster, Block, District and State Levels

i. Classroom Observation Schedules

j. Checklists for Focus Group Discussion

A pilot field work is scheduled during 29 January-3 February, 2019 in two districts of Jharkhand (one of the selected states). In the pilot fieldwork, the draft research tools designed will be trialled. Based on the inputs gained during the fieldwork and feedbacks provided by the field investigators, the tools will be finalised; a plan for completion of data collection in the states will be worked out. This will pave the way for chalking out new timeline for conducting data collection, analysis and report writing.

17. **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**

Report: This project has formally commenced on 20 June, 2018, following appointment of Junior Project Consultant. Preliminary visits have been made by

myself (PI) to the University of Mysore to familiarize myself with the context, draw up a list of persons to meet, formulate the interview schedule in the desired area, and prepare a bibliography for the same.

I have completed interviews with the following:

Key functionaries of the University of Mysore and of the Maharaja's College which was the nucleus institution for the foundation of the University.

Old teachers and alumni of the University of Mysore and of the Maharaja's College.

I have also collected official documents of the University of Mysore, and some publications on the history and functioning of the University of Mysore.

I have also collected data on enrolments in Maharaja's College - by social caste category. This data is being analysed to see the nature of enrolments, variations, if any, state policy schemes which support equity issues in student access.

The interviews have helped me put together the historical background in which the University was set up as a part of the state of Mysore's efforts to impart modern education, and, at the same time, counter colonialism. It has helped me understand the nature of knowledge imparted at the moment of foundation, faculty characteristics, alumni diversity and activities in college.

The following substantive reflections came out from the preliminary field work:

The University of Mysore has traditionally been a hub of liberal art and humanities, whereas the University of Bangalore specialises in the Science.

The Maharaja of Mysore has had an important role in setting up the University. It had started as Maharaja's free school, then became Maharaja's College, and is now the Manasa Gangotri Campus of the University of Mysore.

The University faculties of Philosophy, Psychology, Sociology, Kannada Literature, and Oriental learning (Sanskrit) Centre have received critical acclaim nationally or internationally.

The University today is a centre for scholarly learning in the Kannada medium.

The University Professors include Padma awardees and Gyan Peeth awardees.

I am currently reading the History of the University of Mysore, written by Professor Sheikh Ali, and published by Prasaranga - the University Press.

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

Investigator: **Dr. Naresh Kumar**

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

data. The draft report of the project is ready. The report will be submitted to PMU in the month of February.

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

Investigator: **Dr. Madhumita Bandopadhyay**

The project focuses on students' participation in schools encompassing various aspects of participation (beyond access/ meaningful access): regular attendance of students in school, their retention, learning achievement, completion and transition to the next level. The main focus of the project is on students' participation in schools encompassing various aspects of participation: regular attendance of students and their learning achievement, completion and transition to the next level. The project is implemented at school level for which sample of 42 schools was selected from six different Indian states. The project was initiated with a series of workshops in the years 2012 onwards till 2015 focusing on orienting participants from 16 states to improvise school participation of elementary school students. The six states for the study were selected on the basis of the willingness expressed by the participants. The study was then followed up by the interventions made in the selected schools by the participants, who were block level officials in the selected six states. The research team has made two rounds of visits to collect data from the six selected states - Himachal Pradesh, Haryana, Karnataka, Mizoram and Odisha. The first visit was made in the year 2016-17, and the second, in the year 2018-19. Second visit was conducted not only to track the progress of school functioning but also to track students' transition from primary to elementary levels which also reflected on the issue of drop-out. The data involved informal interactions and interviews with students and teachers as also classroom observations to understand the teaching-learning process in the school. Some of the narratives were used to develop case-studies of students to reflect on the unaddressed or addressed factors influencing school participation.

Objectives:

- To assess and evaluate the situation of access, enrolment and equity in schools.
- To develop contextualised action plans for ensuring regular and meaningful participation of all children in schools.
- To work with heads and teachers, to incorporate these action plans in school development plans (SDPs) by involving SMCs and other stakeholders, including CRCs, BRCs, BEOs and DEOs
- To document the initiatives taken by different stakeholders, if any, while improving the functioning of schools and promoting children's school participation.

➢ Data entry of 1st round of field visit has been completed, based on which, draft school reports have been prepared for four states of Himachal Pradesh, Karnataka, Haryana and Madhya Pradesh. These reports have also been presented in PAC and DAC meetings timely.

➢ Second round of data collection of all six states covered under the study: Himachal Pradesh, Karnataka, Haryana, Madhya Pradesh, Mizoram and Odisha, has been completed in October 2018.

➢ Data (of second survey) entry have started and a few data-based findings of Ist and IInd rounds of field visits have been shared in the two workshops conducted in October and November 2018.

➢ Separate data formats have been developed to enter the child-wise data for each school in addition to other data on teachers, HT, school profile, awareness about RTE and its implementation status, SMC and assessment.

➢ Preparation of state reports (based on both rounds of collected data) is under process along with the data entry work of IInd round.

20. Autonomy in Indian Higher Education Institutions

Investigator: **Dr. Neeru Snehi**

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

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

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

Project phase is completed. Draft report is being prepared and finalised.

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

Investigator: **Dr. Sangeeta Angom**

The private universities are regulated by the University Grants Commission (Establishment of and Maintenance of Standards in Private Universities) Regulations, 2003. The universities are established through separate act by state legislatures. Therefore, there felt the need to understand salient features of various acts in order to understand the provisions in the acts are uniform across different state legislations. The important rationales for the study were firstly to provide an understanding on the salient features of Private University Acts and to examine whether the universities are operating differently as per the provisions in the acts; secondly, to understand the scope of administrative autonomy, academic autonomy and financial autonomy as given by the acts; thirdly, to find out the regulatory mechanism of private universities both the central and state levels; and finally, to examine the fee structure and the process in which fees are being determined and regulated in private universities by the state.

Data were collected from eight state private universities. The sample included administrators, faculty and students.

The research report is divided into two parts. The first part is mainly based on the documents such as University Act and other related documents collected from the respective State Higher Education Department and the information gathered through interaction with the officials of the state. The second part of the report is mainly based on the data collected through questionnaires from the university representatives, teachers and students as well as related information collected through interviews with officials of the university.

The first part of the report in draft form has already been prepared. The final report is being readied. The report will be submitted positively by the last week of March 2019 or first week of April 2019.

22. Governance of Higher Education in Bihar

Investigator: **Prof. Sudhanshu Bhushan**

On the basis of secondary data and field visits to different colleges and universities in Bihar, analysis of different chapters have been undertaken. The chapter plan is as follows: Chapter 1: Institutional Structure and Governance Bodies at the State Level, Chapter 2: Teachers: Status, Appointment, Promotion and Feedbacks, Chapter 3: College: Appointment of Principal, Affiliation and Internal Governance, Chapter 4: University: Functioning of Officers, Authorities and Internal Governance, Chapter 5: Privatisation, Chapter 6: Financing, Chapter 7: Students, Chapter 8: Conclusion. Analysis of Chapters 1 to 4 is complete. Analysis of Chapters 5 to 8 is yet to be completed.

The analysis covers information and implementation process of regulations of UGC and rules of the central/state government. The analysis of governance scenario is based on descriptive understanding of the manner in which implementation is made, and feedbacks received from Sriniwas Rao and Saumen Chattopadhyay are incorporated, to the extent possible.

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

Investigator: **Mr. Anugula N Reddy**

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

planning at the local level. The state experiences are being reviewed by visiting GIS websites and examining the content of websites, and availability of different tools on the website that can be used in planning of school location and monitoring. This would be followed by visits to states for in-depth discussions on the practices adopted to develop GIS for education and using the same for planning and monitoring. Attempts are also being made to develop a prototype geographical information system.

- GIS websites and examining the content of websites, and availability and functionality of different tools on the website that can be used in the planning of school location, and monitoring. A draft review report is prepared.

- A paper on algorithm on teacher transfers (Haryana) using GIS data is prepared and is under active consideration of World Development (Elsevier).

- Two more chapters on segregation across schools and school location are in progress.

- The project would be completed in 2018.

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

Investigator: **Dr Savita Kaushal**

Pre-school education is nowadays being considered as an imperative requirement for preparation for primary school. To meet this need, there has been a rapid expansion in the number of pre-schools in the country over the last two decades. In recent years, there has been active emergence of private franchises for providing pre-school education. The objectives of this study were to analyse the academic and administrative structure and governance of the selected private franchise pre-schools. In addition to this, the admission procedures and infrastructural facilities provided in the selected private pre-schools were also examined. Background of the children participating in these schools was also studied. The study also explored the curriculum transaction techniques adopted by the teachers, and

achievements or shortcomings, if any, pertaining to the functioning of the private franchise pre-schools. The study was conducted on a sample of 40 private franchise pre-schools of Delhi (30) and Haryana (10). The data was collected from the administrative staff members, teachers, children and parents of the selected sample pre-schools. In case of a small franchise pre-school, care was taken to include a minimum of four teachers and administrative staff members in the sample.

The draft report of the project is being finalised. It is expected that the study may be completed by 30 March, 2019.

25. 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**

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

Objectives:
- To identify the futuristic dimensions of training to be imparted to the educational administrators;
- To identify the areas requiring priority for building the capacity of educational administrators;

- To understand the existing training facilities and the capacities of such institutions which impart training to the educational administrators;
- To develop a model training framework for the Professional Development of Educational Administrators both in terms of academic and administrative areas; and
- To develop a model programme that is feasible in terms of resources and effective in terms of delivery, sustainable in implementation of training and to make cost-effective and outreach feasibility of use of the latest modes of MOOC/e-learning methods.

Coverage of the Study

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

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

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

Investigators: **Prof. Najma Akhtar and Dr. Savita Kaushal**

In India, the capacity building institutions in education were created in the late fifties in order to address the needs of the educational development

of various states in the country. These were created in line with the National Level Institutions which have to perform the functions of training, research, curriculum development and act as think tank for the state education department in providing directions in the field of education. Although these training and capacity building institutions have been created to provide continuous support, and supposed to be equipped for facing any kind of crisis, if any, and future challenges contributing to the vision and development of the nation.

For the purpose of the study, all the SCERTs/SIEs, which are imparting training and capacity building programmes, will be covered. As per the available data, there are twenty-seven State Councils for Educational Research and Training (SCERTs), all the State Institutes for Education and a few State Institutes of Educational Management and Training; all these will be covered in the study. The study will make an attempt to cover all the available resources with these institutions of the state, such as human resources, facilities, infrastructure, outreach and the programmes organised by the institutions and their role in the education programmes of the state government from time to time. The data will be collected through (a) Institutional questionnaires covering information pertaining to all the resources available; (b) Types of programmes organised by the institutions; (c) Facilities available in the institutions; (d) Constraints faced by the institutions; (e) Support available from the higher authorities in managing the institutions; (f) Linkages with other departments and institutions; and (g) Type of training organised for the educational administrators.

Two draft reports of states have been submitted.

27. A Comparative Study of Social Dynamics and School Management in Educationally Backward Blocks and Non-Educationally Backward Blocks 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 (SMCs) and other educational institutions working at the grassroots level to make it a reality. On the same lines, the 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 SMCs in the light of the caste dynamics in the school management. According to the Scheduled Caste and Scheduled Tribe Orders (Amendment) Act, 1976, Rajasthan has 17 per cent SCs and 13 per cent SCs in the state. According to the Census 2011, the literacy is 53 per cent.

The main objectives of the study are as follows:

- To assess the kind of social composition, its relation and impact on school management in the EBBs and non-EBBs.
- To study the functioning of school management and the attitude of the members of the school management and the head masters towards the children coming from the SC community in the EBBs and non-EBBs.
- To study the involvement of the school management in developing the SDP and implementing it with the help of the educational inputs provide by the BEOs, DEOs, DIETs and SIERTs in the EBBs and non-EBBs.
- To study how inclusive is the functioning of the school management at the village level for the SC population in the EBBs and non-EBBs.

- 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 EBBs and non-EBBs.

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

2. Delayed as was unable to go to the field for conducting the research due to the end-term school examinations and holidays. Secondly, due to the preparations for the IDEPA programme, was unable to go to the field after 15 January, 2019. Data Collection: The data is yet to be collected in the specific format based on the FGD and personal interviews. The introduction chapter as well as the draft design of the study has been readied.

28. Critical Assessment of Participation of Children in Education in Urban slums in India

Investigator: **Dr. Sunita Chugh**

The project is being carried out in ten cities (Hyderabad, Bhubaneswar, Raipur, Mumbai, Kolkata, Lucknow, Bhopal, Kanpur, Ludhiana, and Delhi) across the country in collaboration with the local institutions and researchers. In each city, research coordinators were selected and workshops were organised to finalise the tools of the data collection. Data were to be collected from the schools and the households. Coordination with all the research coordinators and the screening of data is being done regularly.

Total 50 slums were selected; 5 from each city. Workshop was also conducted with the project advisory committee to share the progress of the project and the format of the draft report. Since July 2017, work of the project has taken momentum as the project staff has been appointed and working on continuous basis. The progress of the project is as follows:

➢ Data collection from households has been completed in eight cities and in very advanced stage in remaining two cities (Mumbai and Raipur). School survey has been initiated in Lucknow, Kanpur, Bhopal and Ludhiana. Data collection from schools of Hyderabad has been completed. Visited a few cities to oversee the data collection process.

➢ Data entry of the data collected from households for eight cities has finished. Data entry for two cities is in progress. Continuous monitoring and cleaning of data is being done.

➢ A small report has been prepared by analysing household data for the cities of Lucknow, Bhopal, Kanpur, Ludhiana, and Delhi.

➢ Profile of nine cities has been prepared on the basis of secondary data (Census and city reports).

29. A Study on Policy and Practices for Inclusion of children with 'Specific Learning Disability (SLD)' in Schools

Investigator: **Dr. Veera Gupta**

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

The main objectives of the study are as follow:

1. To ascertain the nature and magnitude of the problem of Specific Learning Disability (SLD) and programme interventions pursued in terms of policies and practices.

2. To study state- and district-level policies and practices for identification, referral and educational intervention for SLD in specific stated in India.

3. To study the impact of programme interventions on the learning outcomes of SLD and document best practices available in the field.

4. To provide input for policy formulation on SLD for assessment, diagnosis, teaching strategies and programme provisions.

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

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

Investigator: **Dr. Vetukuri P. S. Raju**

The present study investigated the causes of non-enrolment and drop-out of Muslim children at elementary education in two states i.e. Andhra Pradesh (before bifurcation) and Uttar Pradesh, which are taken for the study purpose due to low enrolment of Muslim children in these states as compared to all other children. For this purpose, four predominantly Muslim developed Districts, i.e. Nizamabad and Kurnool from the undivided Andhra Pradesh, and Rampur and Bahraich from Uttar Pradesh have been selected. At the micro-level, the major subjects of enquiry are to access, participation, socio-economic conditions of the Muslim households, occupation of the parents and its impact on their non-enrolment and drop-outs.

Taking into consideration the several development variables like literacy rate, enrolment rate, access, occupation of the majority of the people and size of the Muslim population, etc., rural and urban households were selected for data collection in consultation with local educational administrative personnel. The entire Muslim households in the selected villages are enumerated and those households with at least one non-enrolled and drop-out child in the school-going age (6-14 years) have been selected for administration of the additional questionnaire. The collected data have been fed into the computer, tabulated, analysed and interpreted to draw inferences.

The relationship of these aspects and dimensions has been analysed through employing qualitative and quantitative methods. The focus is on the use of quantitative information to present a broader view and on the use of qualitative information to understand the processes. The study has employed a set of questionnaires to capture schooling facilities, socio-economic status of households and educational status of children and attitudes of the parents. In addition, a semi-structured interview schedule has been used to ascertain the attitudes of various community leaders, religious persons and other opinion makers towards education.

The study also focused on the quality of education children are getting in different areas. This was discussed in the analysis and showed that the quality, where Muslim children are studying, is of sub-standard. Across all social groups and religious communities, the problem of illiteracy was much acute among the Muslims. Further, the gender gap among the Muslims is higher than other communities.

Economic constraint was the single most important limitation responsible for discontinuing education/dropping out that we have come across in all the sample villages. The prevailing circumstances of physical infrastructure within the education system in the country are also an area of concern. Moreover, infrastructure problem in the minority concentration area is very poor. Non-availability of teachers, shortage of classroom, meagre and irregular salary of the teachers is affecting the school education of poor and marginalised students. The shortage of trained teachers remained a major constraint in achieving the goal of 'Education for All', especially among marginalised groups. In almost all the sample villages, the survey revealed that hardly any government school was having sufficient staff and infrastructure.

31. Library Facilities in Indian Undergraduate Colleges and their Impact on Students' Academic Performance

Investigator: **Dr. Sangeeta Angom**

Library is regarded as the brain of any institute. Many institutes understand the importance of the library to the growth of the institute and their esteemed users. Library is 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 these are open for the public also. In India, the situation of colleges, college libraries and college librarians is in a poor condition as compared to the advanced countries in the world. Most of the colleges do not have proper library facilities and wherever these are available, there is no properly maintained library managed by properly 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 owing to well maintained college library. However, there is little empirical data about the conditions of college libraries, about electronic/digital resources being used by undergraduates bearing in mind that most colleges in India have not fully digitised 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 are hardly any study being conducted at the national level on library facilities of higher education institutions, especially the under graduate colleges. There are many questions which need to be answered such as how much utilisation of Library by the students, faculty members and outside scholars is taking place? How much funds are being allocated and how are they utilised? Whether library is automated or not? What kind of journals and how many e-Journals are available for the faculty and students? Can Indian college libraries boast of adequate collection of books, periodicals and electronic resources to meet with the needs of library users?" "Can Indian college libraries meet the information, research, educational and recreational needs of students and researchers? Is there any impact of the status of library on academic performance? Do the colleges manage the libraries as per the guidelines provided by NAAC or base on NAAC parameters? Does the collection of college library served the purposes for ensuring appropriate services to the academic community? What is the extent of use of library and its services in the colleges? Are there any best practices of the college libraries which can enhance the academic information environment and usability? Is there direct association between academic performance of students and their engagement in the library? or, is there any direct relation between the performance of students and the kind of the library facilities provided by the college? The present study is proposed 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.

The objectives of the study are:

- To examine the library facilities provided by the colleges in terms of library building, total collection and other facilities.

- To find out the fund allocation in the college library.

- To find out the qualification and working condition (such as education and training, working atmosphere, entitlements - leave, salaries, etc) of the library.

- To examine the extent of uses of library resources in the colleges.

- To explore whether college libraries are managing or extending their services to the users as per the NAAC parameters for enhancing quality of education.

- To find out the status of libraries and their impact on the quality of higher education.

- To find out the academic performance of students in relation to their engagements in the library.

- To find out the challenges faced by the colleges with regards to library - facilities, fund allocation and management of services to the users, and to offer measures for improvement.

Research Methodology: This will be a survey research with analytical approach.

(1) *Population and sample:* The population of the study will comprise of all undergraduate general degree colleges in India; the sample of the proposed study will comprise of 20 states - four states each from five regions - East, West, North, South and NE region. Colleges will be selected randomly from sample states through weighted sampling method for fixing the number of colleges from sample states as follows:

i)   10% colleges each from each state (selection of colleges by weighted sampling)

ii)   Students - 10% of the total population of students from each college

iii) Teachers - 10% of the total population of teachers from each college

(2) *Sources*: Both secondary and primary data will be used for the study. (i) Primary data will be collected through 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.

(3) *Tools*: (i) Questionnaires and (ii) Interview schedules

(4) *Collection of data*: Primary data will be collected, using the constructed tools, from college administrators, librarians/library in-charge, teachers and students

The research study is at its beginning phase. At present, review of related literature work is undergoing.

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

Investigator: **Prof. Pranati Panda**

Ensuring quality teachers and quality teacher education programmes have been persisting as fundamental national concerns over the decades. The teacher education sector, in general, and teacher education programmes /courses, in particular, are witnessing a series of changes in terms of duration, course structure, dominance of private providers, etc. Whilst the high quality teacher education is considered key to preparing effective and competent teachers, it is also central in laying foundation for developing the teacher as a professional.

The demand for high-quality teachers cannot be met without high-quality teacher education. Empirical evidence have suggested that inadequate preparation to teach has an impact on student achievement outcomes, teaching effectiveness, teacher attrition rates and school collegiality. The need for quality assurance in teacher education has remained as the weakest zone in the Indian teacher education sector. The major challenge is 'How the quality of teacher education can be assured fostering a quality culture and improved performance of each institution?'

The review of related literature is continuing. The review clearly indicates that the trend in regulation and

quality assurance in teacher education sector is viewed in narrow perspectives in the Indian context. The questionnaires for all the representative-institutions are under progress. The major indicators for measuring the variables have been identified. The secondary data have been analysed. Papers on the third theme have been presented in different conferences and forums.

33. Women in Educational Administration: A Study of their Status, Issues and Challenges in Select States of India

Investigator: **Dr. Manju Narula**

In the last few decades, women in various fields like politics, technology and business, etc. is on the rise, but their number is very less. Because of several legislations and interventions, the education status of women enhanced. However, according to the research, the balance in these positions still appears to be in the favour of males. However, it is true that working women face problems, by virtue of their being women. There are innumerable challenges and problems faced by them at home and workplace. However, social change has affected the lives and work of women administrators across the generations (Loder, 2005). The lack of role models of executive women due to their scarce presence in top managerial positions, including responsibilities at home, lack of opportunities, district hiring practices, other "Barriers" such as circumstances or situations that prevent or create difficulty for women attempting to become a school administrator and social change. Work family conflicts among women administrators is a major concern in the United States (Clark, Caferalla, & Ingram, 1999; Gardiner, Enomoto, & Grogan, 2000; Grogan, 1999; Hall, 1996; Newton, Giesen, Freeman, Bishop, & Zeitoum, 2003; Smulyan, 2000). Likewise, Okolo found that there is no gender difference in organisational hierarchies when a woman has already gained access to them. The lack of impact in women can occur because executive and managerial women have developed survival features becoming immune to the effects of men's hierarchies. A hierarchy composed by men solely may have an effect upon the

election of a managerial board, and then its further influence is not very strong.

The study will be qualitative in nature and conducted to know the problems, issues and challenges of women administrators working at the state, district and block levels in the education department. For this, four states will be selected from four regions. From each state, four districts will be selected, and further, from each district, four blocks will be selected. From the state level, four women administrators working as Joint Director, Deputy Director and Assistant Directors will be selected.

Preliminary work of the study started after the completion of the process of review.

34. 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, the administrators' decisions have particular significance because they affect all the people who report to them and the organisations 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 Gurgoan 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 would be analysed by using qualitative methods.

Review of literature is in process.
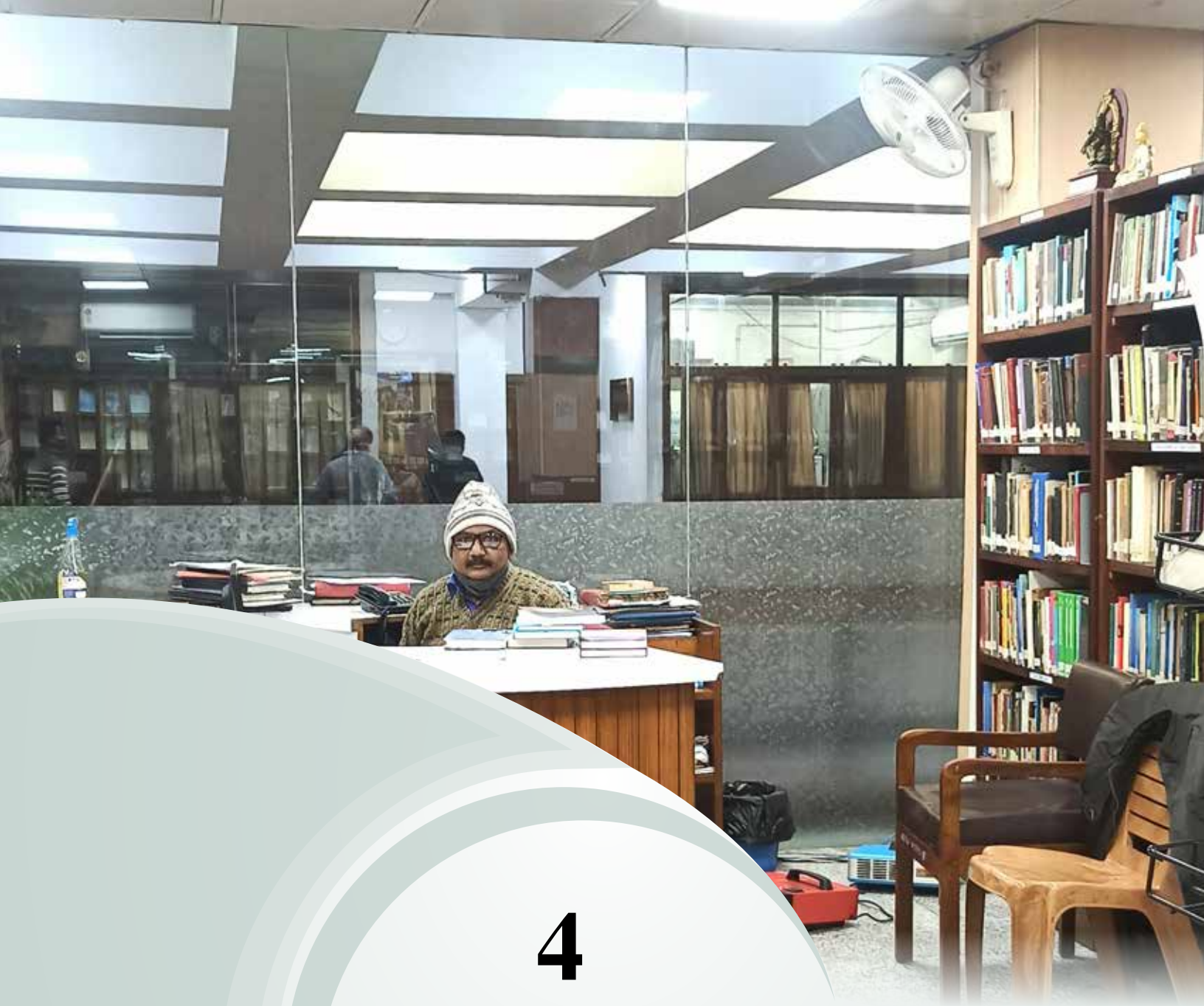
4

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 2018-19 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 Ph.D. scholars of the institute, participants of various national/international training/diploma programmes, organised by the NIEPA, and other visiting faculty and users. The library is equipped with modern teaching and learning aids, computer facilities and electronic facilities such as WiFi.

For the last 5-6 years, the library has changed its collection development strategy. The library currently subscribes to over 80% of its journals in both print and online formats. However, the books are still preferred in print only.

For the convenience of the reader, the entire collection of books and other materials has been organised into four major sections - general, reference, serial and area-study collection. During the period under report, 293 books/documents were added to the Library. The Library, presently, has a collection of 62,376 books/ bound journals/articles/thesis/documents, besides a rich collection of reports of international seminars and conferences, organised by international agencies like UNO, UNESCO, OECD, ILO, UNICEF, World Bank, etc. During the year 2018-19, the Library and Documentation Centre also received 216 national and international journals and 17 magazines, in the area of educational planning and administration and other allied fields. Indexing of 2,011 important articles appearing in these journals was also done. The journal databases, procured by the Library, include four online journal databases from a number of reputed publishers such as Elsevier, Sage, Emerald, and JSTOR along with one statistical database "EPWRF India Time Series" from EPWRF. Besides, the library has also access to 523 e-books of Sage Education Collection. The Library is a multi-media resource centre. The non-print materials available in the Library include video-cassettes, 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 the various activities and training programmes/seminars undertaken by the University. Photocopying services are provided to users of reference materials, articles, reports, etc.

All in-house activities in the library, including Acquisition, Cataloguing, Circulation and Serials Control are fully computerised using the latest version of the Libsys7 Software Package. Web OPAC can be accessed Intranet and Internet, either directly using computers connected to the LAN in the NIEPA or through the Internet using the Web OPAC on the website of NIEPA through the URL. It facilitates browsing and searching the databases of books, journals and articles available in the NIEPA library.

The NIEPA Library and Documentation Centre had joined Developing Library Networking (DELNET) to promote 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.

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 11500 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, Sage Education Collection Online, Elsevier and JSTOR. Moreover, access of open educational resources has been provided to the readers such as Directory of Open Access Journals (DOAJ) about 14,223 full-text journals (45,94,837 articles) published from 131 countries, Directory of Open Access Books (DOAB), about 26,437 academic peer-reviewed books from 369 publishers, Networked Digital Library of Electronic Theses and Dissertations (NDLTD), more than 5 million ETDs (59,09,005 ETDs) and

Shodhganga (2,50,817 ETDs) as on 24 January, 2020 and other national and international full-text databases, indexing databases, current contents of periodicals, newspaper and full-text reports both national and international. It has strengthened the Interlibrary Loan (ILL) and resource sharing activities in meeting the requirements of users related to books, documents, articles, etc. through Developing Library Network (DELNET). The services of the Documentation Centre are heavily used by faculty, research scholars of the NIEPA, project staff, participants of PGDEPA, IDEPA, IPEA, training programmes and scholars of other universities of India and abroad.

Individual Contribution (Academic Contribution of Dr. D. S. Thakur - 2018-19)

Publications

Research Papers/Articles presented in National Conferences

- Thakur, D. S. (2018). Role of the Academic and Research Librarians in Guiding Research and Executing Sponsored Projects in IASLIC-IGNOU Librarians' Day on "Library Professional at the Crossroads" organised by Professor G. Ram Reddy Library, IGNOU, New Delhi in association with IASLIC, Kolkata with the support of RRRLF, Kolkata on 17 September, 2018.

Research Papers/Articles presented and published in International Conferences

- Thakur, D. S. (2018). Virtual Learning Environment: Using MOODLE as a blended learning approach for teaching, training and research institutions in India. In Abdul Majid Baba, Raj Kumar Bhardwaj, S. S. Dhaka, Tariq Ashraf and Nabi Hasan (Eds.), Building Smart Libraries: Changes, Challenges, Issues & Strategies. Conference Papers of 3rd International Conference of Asian Libraries held at Central University of Kashmir during 6-8 August, 2018. New Delhi: Asian Library Association, pp.177-188.

- Thakur, D. S. (2019). MOOCs in education and research: SWAYAM an innovative teaching-learning tool for new generation of learners in International Seminar on Towards Developing Professional and Humane Teachers for Quality Education held at Inter University Centre for Teachers Education (IUCTE) & Department of Education (CASE & IASE), The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat during 10-12 January, 2019. 15p.

- Thakur, D. S. (2019). New roles of the libraries and librarians in academic and research librariesin Sixth International Conference of Asian Special Libraries (ICoASL 2019) on Libraries and Librarianship in Digital Plus Era organised by Special Libraries Association-Asian Chapter in collaboration with Institute of Economic Growth and Ambedkar University, Delhi during 14-16 February, 2019. In P. K. Jain, Debal C. Kar & Parveen Babbar (Eds.), Libraries and librarianship in digital plus era. New Delhi: Ane Books, pp. 269-280.

- Srinivas, K. and Thakur, D. S. (2019). Training programme on application of ICT in academic and research libraries (28 January-1February, 2019): A report. New Delhi: NIEPA, 47p.

Participation in Seminars/Conferences/ Workshops/Training Programmes

National

- Attended One Day Seminar on 'Indian Citation Index (ICI)' Use for Catalysing Research and Quality of Knowledge Generation jointly organised by Indian Agricultural Research Institute (IARI) and ICI, Pusa, NRL Building Auditorium, New Delhi on 28 August, 2018.

- Attended Professional Development Programme on Teaching Learning with Technology using Moodle MOOC Platform organised by National Institute of Educational Planning and Administration (NIEPA), New Delhi from 9-13 July, 2018.

International

- Attended International Seminar on Employment and Employability jointly organised by CPRHE, NIEPA and British Council at India Habitat Centre, New Delhi on 24 February, 2019.

Workshops/ Conferences/ Training Programmes organised

- Documentation Centre in collaboration with Prof. ICT conducted a 5-day training programme

on Application of ICT in Academic and Research Libraries from 28 January-1 February, 2019 for the faculty members and librarians of Central and State Universities and other educational institutions at NIEPA, New Delhi. It was an ICT based programme where training material, including articles, videos, discussion forum, action plan accessed by the participants from the MOODLE Learning Management System through Dr. D. S. Thakur Learning Portal

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

- Prepared an Information Guide of training programme on Application of ICT in academic and research libraries (28 January-1 February, 2019). New Delhi: NIEPA, 2019. 23p.

- Designed, developed, delivered and transacted 5-day training programme on Applications of ICT in Academic and Research Libraries from 28 January-1 February, 2019 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.

- WhatsApp Group (NIEPA ARL Workshop) of training programme participants was formed and provided technical support of 90 days (3 months) 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/]

- Delivered a lecture on Role of Librarians in Academic and Research Libraries on 28 January 2019 in a five-day Training Programme on Application of ICT in Academic and Research Libraries from 28 January-1 February, 2019 at NIEPA, New Delhi.

- Delivered a lecture on Virtual Learning Environment for Teaching, Training and Research Institutions in India on 30 January 2019 in a five-day Training Programme on Application of ICT in Academic and Research Libraries from 28 January-1 February, 2019 at NIEPA, New Delhi.

- Delivered a lecture on Information Literacy: An Indispensable Tool for Sustainable Quality Education on 31 January 2019 in a five-day Training Programme on Application of ICT in Academic and Research Libraries from 28 January-1 February, 2019 at NIEPA, New Delhi.

Consultancy and Academic Support to Public Bodies

Arranged information for the preparation of Annual Report of Ministry of Human Resource Development, Government of India.

Collected information from all Heads of Departments and administration about the activities of NIEPA such as research studies completed, enrolment in M.Phil. and Ph.D. programmes, Ph.D. Degrees awarded and training programmes and conferences/seminars/workshops organised every year for the preparation of Annual Report of Ministry of Human Resource Development for the year 2019-20.

Other Academic and Professional Contributions

Member in different Administrative and Academic Committees

- Member of the NIEPA Digital Learning Monitoring Cell for Implementation of Digital Initiatives at NIEPA.

- Authorised Academic Institute Officer to coordinate with M/s CDSL Ventures Limited (CVL) for Implementation of National Academic Depository (NAD) mandated by MHRD and UGC for creating safe electronic store-house for all academic awards in the institute/university.

- Institute Coordinator for the activities related to Shodhganga and interaction with INFLIBNET (Information and Library Network) of the University Grants Commission.

- 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.

- 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.

- 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.

- 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).

ICT and Learning Management System (LMS) Skills:

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

Developed and Updated Intranet

Created and updated the Website of the Documentation Centre of the NIEPA and developed an intranet in the NIEPA to access and disseminate various types of online resources available in the Library and Documentation Centre such as Indian and foreign journals subscribed to, non-book material items, contents alert of periodicals, digital resources, online databases, 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, 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)

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 staffs, 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 desktop computers on their desks. 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 in all the floors of 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 the 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 the 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 the Government of India's Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The Web Portal for National Programme on School Standards and Evaluation (NPSSE) - Shaala Siddhi is also maintained in the Data Centre maintained by the Computer Centre.

NIEPA Data Centre Network Architecture
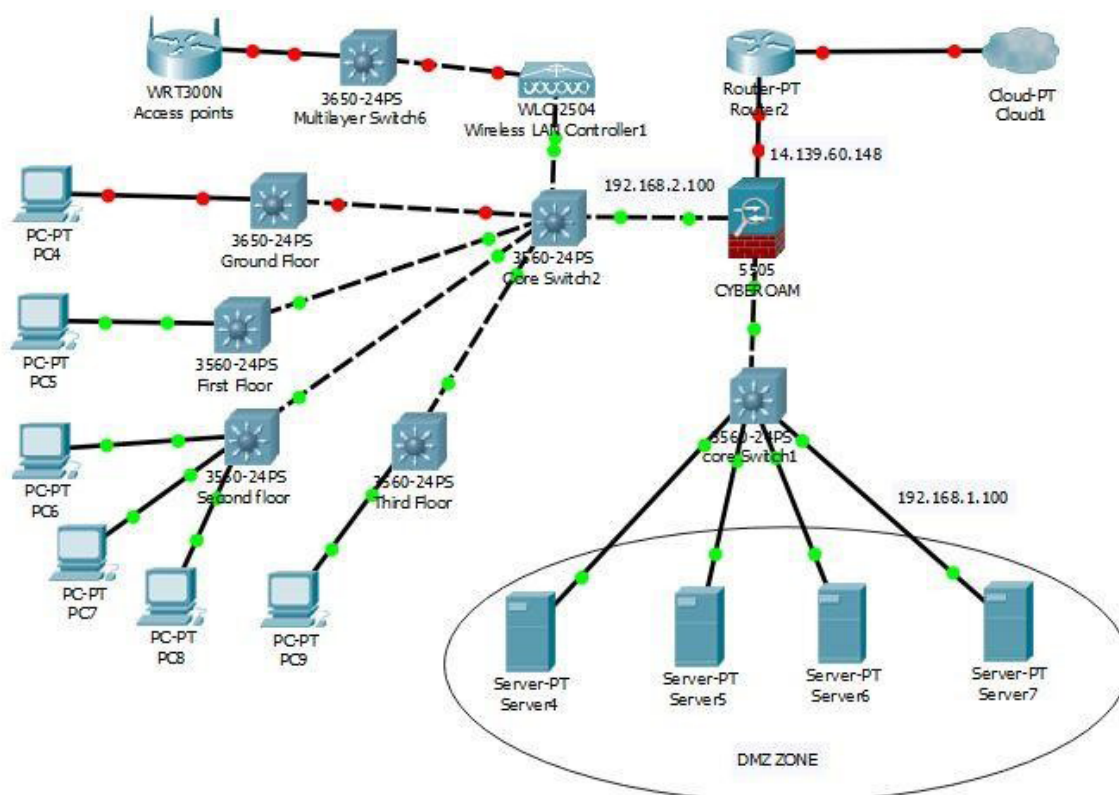
- Data center network architecture consists of the Firewall, core switches Wireless Wi-Fi controller and ISP Router.

- There are 8 IBM Servers which are associated with many web applications like UDISE, Shaala Siddhi, Oracle Server, SDMIS, Data Visualization, niepa.ac.in, Student Management Information Systems, 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 end-point security and printing server.

- IBM Tower Server for Libsys (OPAC).

Applications running at NIEPA Data Centre – Managed and Controlled by in-house 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.school report cards.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 - This sub-domain is also hosted on universities own data centre.

Roles & Responsibilities of 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 of 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 the available NIEPA digital infrastructure.

- Organising the Video-conferencing for the 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 the all the domains.

- Managing the niepa.ac.in mail domains.

- Monitoring and managing the online recruitment (Permanent & 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 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 the Network Mode

S. No.	Targets/Objectives/Goals	Achievements
12.	42 New All-in-one Desktops were procured	New All-in-one Desktops installed and replaced the old systems
13.	4 Heavy Duty Printers were Procured	Installed Heavy Duty Printers Floor-wise
14.	Payroll Application Deployment on a server	Installed the Payroll software in the server
15.	Planned to conduct the M.Phil. Ph.D. 2020 exam online	Yes, we have successfully conducted the exam online
16.	Procurement of Laptops	12 Laptops installed and facilitated for the work from home during pandemic
17.	Planned to conduct Meetings and Webinars Online during pandemic	Conducted Online Meetings and Webinars during pandemic
18.	Planning to live-streaming the Webinars	Yes, we have live-streamed the events

6

Publications

Publications

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

Some of the important publications brought out by the Institute during the year 2018-19 included, Journal of Educational Planning and Administration; Pariprekshya, a Hindi journal; CPRHE Research Papers; M. Phil. and Ph.D. Prospectus and Curriculum Guide. The Institute also published several research and seminar/conference reports in the form of Books and Monographs. The major publications brought out by the Institute during the year 2018-19 included the following:

Journals

- Journal of Educational Planning and Administration, Volume XXXI, No. 4, 2017 and Volume XXXII, No. 1, 2018

- Pariprekshya (a Hindi Journal on socio-economic context of Educational Planning and Administration), Vol. XXIII, No. 3, 2016, Vol. XXIV, No. 1, 2017 and Vol. XXIV, No. 2, 2017

ANTRIEP Newsletters

- ANTRIEP Newsletter (July-December 2017)

- ANTRIEP Newsletter (January-June 2018)

Occasional Paper

- NIEPA Occasional Paper No. 52: Higher Education Policy in Andhra Pradesh: Exploring the Dynamics of Caste and Parity Affirmation by A. Mathew

CPRHE Research Papers

- CPRHE Research Paper 9 – "Teaching-Learning in Higher Education Evolution of Concepts and an Attempt towards Developing a New Tool of Analysis" by Sayantan Mandal; New Delhi: NIEPA, 40 pages

- CPRHE Research Paper 10 – "Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India" by Nidhi S. Sabharwal and C. M. Malish; New Delhi: NIEPA, 124 pages

- CPRHE Research Paper 11 – "Concentration of Higher Education Institutions in India: A Regional Analysis" by N V Varghese, Jinusha Panigrahi and Anubha Rohatgi; New Delhi: NIEPA, 80 pages

Priced Publications

- India Higher Education Report 2017 --- Teaching, Learning and Quality in Higher Education edited

by N. V. Varghese, Anupam Pachauri and Sayantan Mandal, ₹ 1250.00 (Hb)

- Gender in Contemporary Education Research edited by Ratna M. Sudharshan and Jandhyala B G Tilak, ₹ 1400.00 (Hb)

Un-priced Publications

- M.Phil and Ph.D. Curriculum Guide 2018

- Information Brochure for National Seminar on Shifting Paradigms in Educational Financing: Concerns of Quality, Equity and Employability (13-14 December, 2018)

- Report of the National Conference on Innovations in Educational Administration and Awards Function (5-7 March, 2017)

- Compendium for the National Conference on Innovations in Educational Administration and Good Practices (2017-18)

- CPRHE Report 2017-18

- Report of the Workshop on Leadership Development in Higher Education for Vice-Chancellors (7-8 December, 2017)

- CPRHE Policy Brief (1,2 and 3) (English Version -- Reprint)

- CPRHE Policy Brief (1,2 and 3) (Hindi Version)

- Information Brochure for International Seminar on Employment and Employability in Higher Education Graduates (19-20 February, 2019)

- Information Brochure for National Workshop on Leadership Development in Higher Education for University Administrators (7-9 January, 2019)

- Report of National Seminar on Student Diversity and Discrimination in Higher Education (27-28 February, 2017) (Reprint)

- Information Brochure for the Workshop on Leadership Development in Higher Education for Vice-Chancellors (24-25 January, 2019)

- Information Brochure for the LEAP Programme – Academic Leadership Development Programme (3-19 February, 2019)

- The Poor BA Student: Crisis of Undergraduate Education in India by Prof Manoranjan Mohanty (NIEPA XII Foundation Day Lecture)

- School Education in India: UDISE Flash Statistics

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

A) SHAALA SIDDHI: Guidelines for External Evaluation for School (English Version)

B) SHAALA SIDDHI: Guidelines for External Evaluation for School (Hindi Version)

Others

Beside these publications, the NIEPA also brought out – Prospectus (M. Phil. and Ph. D. Programmes) 2018-19; M.Phil. and Ph.D. Regulations 2018; M.Phil. and Ph.D. Time Schedule 2018-19; Year Planner 2019; Sheet Planner 2019; Desk Calendar 2019; Greeting Cards, Innovation Awards Certificates, LEAP Programme Certificate; School Leadership Development: Curriculum Framework [Tamil, Telugu, Marathi, Odiya and Assamese – e Versions]; School Leadership Development: Handbooks [Tamil, Telugu, Marathi, Odiya and Assamese – e Versions], Announcements for IDEPA, PGDEPA and various other training programmes; Writing Pads; Docket Folders and Posters for Foundation Day, and various other programmes, etc.

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

Material for the NIEPA Website: The Publication Unit provided regular updates to the NIEPA website related to its publications. The updates included 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 2018-19; NIEPA - At a Glance, and Prospectus of M. Phil and Ph.D. 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 Papers; Full text version of NIEPA Annual Report (English and Hindi Edition) and web versions of 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 Human Resource Development (MHRD), Government of India has implemented a Grants-in-Aid Scheme which is intended to provide financial assistance to deserving institutions and organizations, on the merits of each proposal so as to approve financing of a variety of activities having a direct bearing on the management and implementation of aspects of the Education Policy. This would include sponsoring of seminars, conducting of impact and evaluation studies, making consultancy assignments in order to advise the Government on the best alternatives and models for making the system work, making of video films, etc.

The MHRD, Government of India administers the above scheme through this university which operates this scheme through a specially-constituted Grants-in-Aid Committee (GIAC). The committee has been constituted for appraising and approving the proposals received from various institutions/organizations under the Grants-in-Aid Scheme of MHRD, Government of India. The following is the composition of the committee as on March 31, 2019:

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

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

GIAC meetings held during the period 01.04.2018 to 31.03.2019

Sl. No.	Name of the Organization	Title of the Seminar/Conference/ Research Study	Date of the Meeting	Amount Sanctioned (in Rupees)
1.	Society for Rural Education Empowerment (SREE), Kurnool	Policies, Programs & Practices of Inclusive Education with focus on CWSN		2,70,000
2.	Calvary Ministry	Promoting Open And Distance Learning (ODL) And Online Learning At Gadwal District		2,70,000
3.	Anantha Mahila Mandali	Teacher in Digital Era- Changing Roles and Competencies		3,00,000
4.	Samadhan, Madhubani Bihar	Role of School Management Committee in Strategic School improvement Planning and Implementation towards ensuring Educational Rights to Children belonging to disadvantaged section of the Society in Bihar		3,00,000
5.	Economic Association of Bihar, Patna	19th Annual Conference of Economic Association of Bihar	20.07.2018 38th GIAC	3,00,000
6.	Ashoka University, Sonepat,	Policy framework for efficient and robust Library services –Workshop for South Asian Archivists and Librarians		2,92,000
7.	Sri Brahmalingewara Swamy Education Health and Cultural Rural Development Charitable Trust	Inclusive education in India – concept, need and challenges		2,70,000
8.	MY HEART (March of Youth Health, Education & Action for Rural Trust), Bhubaneswar	Nutrition Quality of Children belonging to three to six years in the Anganwadi and Special Nutrition Programmes Centres in Odisha as envisaged under National Early Childhood Care Education Policy 2013		2,82,700
9.	Shri Bhagwan Singh Sewa Samiti, Hathras	Challenges of Child Labour Rehabilitation in the context of Right to Education Act, 2009		3,00,000
10.	Council for Social Development, New Delhi	Universalization of Secondary Education		3,00,000

Sl. No.	Name of the Organization	Title of the Seminar/Conference/ Research Study	Date of the Meeting	Amount Sanctioned (in Rupees)
11.	Kerala Development Society, Delhi	Functioning of School Management Committees (SMC) of School Education of Andhra Pradesh and Telangana (Research Study)		5,00,000
12.	Amar Jyoti Charitable Trust, Delhi	Accessible Textbooks in Electronic Multimedia Format for Children with Hearing Impairment in Schools (Research Study)		4,64,000
13.	Institute of Chinese Studies, Delhi	Student Mobility for Higher Education: The Case of Indian Students Studying Medicine (Research Study)	20.07.2018 38th GIAC	5,00,000
14.	JyotishreeSeva Samiti Madhubani, Bihar	Strategy and achievement of lifelong education continuous education programme launched by national literacy Mission Authority on women belonging to disadvantage section of rural Bihar		3,00,000
15.	SNDT Women's University, Mumbai, Maharashtra	Be the Difference: Equality and Equity in Education		4,65,000
16.	The Maharaja Sayajirao University of Baroda Vadodara, Gujarat	Comparative Education Society of India	07.12.2018 39th GIAC	5,00,000
17.	Ushodaya Rural Development Society, Anantapur, A.P.	School and Community Collaboration for Quality Educational Change		3,00,000
18.	Indian Institute of Management, Tiruchirappalli, Tamilnadu	20th Annual Convention of Strategic Management Forum		3,00,000
19.	National Institute of Technology, Warangal Telangana	6th International Conference on Big data analytics 2018		5,00,000

Sl. No.	Name of the Organization	Title of the Seminar/Conference/ Research Study	Date of the Meeting	Amount Sanctioned (in Rupees)
20.	Aligarh Historians Society, Aligarh, U.P.	Indian Business Class: Traditional Roots and Current Transformation		3,00,000
21.	Destitute, Aged, Young Association, Khordha, Odisha	Role of School Management Committees towards school sanitation programmes for the girl child to ensure their fundamental rights of elementary education		2,50,000
22.	Rameshwaram, Madhubani, Bihar	Role of Gram Panchayat in Promoting Elementary Education to Deprived and Unreached Population in India with Special Reference to Girls belonging to Rural Bihar	08.03.2019 40th GIAC	3,00,000
23.	University of Hyderabad, Hyderabad, Telangana	University Social Responsibility in India and Beyond"		5,00,000
24.	Balajyothi Rural Development Society, Nellor, A.P.	Redefining the role of Teacher in the Digital Era: Changing Role and Competencies		3,00,000
Total Amount Sanctioned in the year 2018-19				**83,63,700/-**

8

Administration and Finance

Administration and Finance

Administration

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

The Administration and academic-cum-technical support services, controlled and coordinated through administration, consist of sections established on functional basis and as depicted in the organogram.

Besides the sectioned posts, there are 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 2018-2019, following retirements have taken place:

Retirement

Group 'A'

Sl. No.	Name	Designation	Date of Retirement
1.	Prof. S.M. I. A. Zaidi	Professor	30.06.2018
2.	Prof. Najma Akhtar	Professor	30.11.2018
3.	Prof. N.V. Varghese	Professor	31.03.2019

Group 'B'

Sl. No.	Name	Designation	Date of Retirement
1.	Shri Satbir Singh Bharadwaj	Assistant	30.04.2018
2.	Mrs. Kiran Kapoor	Private Secretary	30.09.2018
3.	Mrs. Meena Virdi	Private Secretary	31.12.2018

New Joining

Sl. No.	Name	Designation	Date of Appointment
1.	Shri Chandra Kumar M.J.	Systems Analyst	02.07.2018
2.	Shri Rajiv Verma	Finance Officer	20.09.2018

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 University, gives directions and lays down limits for various categories of expenditure. The details of Grants received from MHRD during the last five years is given in the table below:

Details of Grants Received (2014-2019): (Rs. in lakh)

Sl. No.	Head	2014-15	2015-16	2016-17	2017-18	2018-19
1.	Grant-in- Aid (Plan)	1,206.97	1,425.28	1,010.87	2,612.95	3,184.71
	Grant-in- Aid (Non-Plan)	1,511.60	1769.80	1816.11		
	Internal Receipts	71.75	131.70	74.47	59.32	34.69
	Total	**2,790.32**	**3,326.78**	**2,901.45**	**2,672.27**	**3,219.4**
2.	Expenditure (Plan)	1,239.00	1,239.97	1,078.42	2,956.09	3,491.89
	Expenditure (Non-Plan)	1,643.35	1,690.36	1,721.81		
	Total	**2,882.35**	**2,930.33**	**2,800.23**	**2,956.09**	**3,491.89**
3.	Internal Receipt as % of Expenditure	1%	1%	1%	2%	1%
4.	Grant-in-Aid as % of Expenditure	100%	100%	96.51%	100%	100%

It may be observed from the above Table that the NIEPA Grant has been increasing significantly from 2014-15 to 2018-19 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.

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

A} Three issues of Hindi journal 'Pariprekshya' were brought out. The Hindi journal 'Pariprekshya' deals with socio-economic concept of education. The journal provides a platform for original Research work in Hindi.

B} The following items were translated into Hindi:

I. Translation of questionnaires, training materials etc. for faculty members

II. Translation of circulars, letters, notices, invitation cards etc.

C} Meeting of official language implementation committee of the institute was organised to review the activities of Hindi implementation.

D} Four quarterly reports regarding official language implementation were sent to ministry.

E} Hindi day celebration: To commemorate Hindi day various programmes were organised:

I. One day Hindi workshop was organised for officers and staff of the institute

II. Hindi competitions such as essay writing, noting and drafting, translation, Hindi 'prashanmanch' and typing were organised. Hindi sulekh competition was also organised for 'MTS' employees

F} Hindi cell also assisted in organising 'Yoga' day and 'Swatchta' pakhwara programmes.

G} Hindi cell also participated in the World Hindi Conference held in Mauritius during 18-20 August 2018.

Academic Contributions of Faculty

ANNEXURE

ACADEMIC CONTRIBUTION OF FACULTY

N. V. Varghese

Vice-Chancellor

Publications

Books

Varghese, N.V., Sabharwal, N.S., & Malish, C.M. (Eds.). (2018). India Higher Education Report 2016: Equity. New Delhi: SAGE.

Varghese, N.V., Pachauri, A. & Mandal, S. (Eds.) (2018). India Higher Education Report 2017: Quality and Teaching Learning in Higher Education in India, Delhi: Sage.

Varghese N.V. & Jinusha Panigrahi (Eds.), India Higher Education Report 2018: Financing of Higher Education. New Delhi: SAGE. (In Press).

Varghese, N.V. & Mandal, S (Eds). Teaching-Learning and New Technologies in Higher Education. Springer, New Delhi, Springer (Forthcoming).

Varghese N.V. Leadership and Governance in Higher Education: Principles and Practices (Co-author), University Grants Commission, New Delhi 2018. (In Press).

Articles and Chapters in Book

Varghese N.V. (2019). Economic and Educational Inequalities: What does Indian Evidence Tell Us?

Telangana Economic Association. Third Annual Conference, 9-10 February, 2019. Dr. K. Jayashankar Memorial Lecture. pp.29.

Varghese N.V. (2018). Education research and emergence of higher education as a field of study in India in Jisun Jung, Hugo Horta, and Akiyoshi Yonezawa ed. Higher Education Research as a Field of Study in Asia, Singapore, Springer, 2018, pp. 299-313.

Varghese N.V. (2018). "The new national ranking", International Higher Education, No.93, 2018, pp.28-30.

Varghese N.V. (2018). Criticality, Empathy and Welfare in Educational Discourses. Contemporary Education Dialogue. Vol. 15, No. 2, 2018. pp. 1-21.

Varghese N.V. (2018). Digital Technology and the Changing Nature of Distance Learning, Convocation Address published by Dr. B.R. Ambedkar Open University, Hyderabad, April 2018.

Varghese, N.V. (2018). 'Qualification Frameworks for Improving Quality and Relevance of Education'. In Varghese, N.V., Pachauri, A. & Mandal, S. (Ed.) India Higher Education Report 2017: Quality and Teaching-Learning in Higher Education in India, Delhi: Sage.

Varghese, N.V., Pachauri, A. & Mandal, S. (2018). 'Teaching, Learning and Quality in Higher Education

in India: An Introduction' In Varghese, N.V., Pachauri, A. & Mandal, S. (Eds.) India Higher Education Report 2017: Quality and Teaching-Learning in Higher Education in India, Delhi: Sage.

Varghese, N.V. (2018). "The Changing Landscape of Higher Education: An Analysis of Changes in Developing and Developed Countries". A, Abdul Salim (Ed). Higher Education in Emerging India: Problems, Policies and Perspectives, Shipra, 2018.

Varghese, N.V. (2018). Indicators and Global Trends in Higher Education Development, in Research Handbook on Quality, Performance and Accountability in Higher Education, Edited by Ellen Hazelkorn, Hamish Coates and Alexander C. McCormick. 2018. Cheltenham: Edward Elgar, pp. 149-160.

Varghese, N.V. and Malik G. (Forthcoming). Institutional Autonomy and Governance of Higher Education Institutions in India, in the Governance and Management of Universities in Asia, Routledge.

Research Paper Series

Varghese, N.V. and Mandal Sayantan. (2018). Teaching-Learning in Higher Education: Evolution of Concepts and A New Tool of Analysis. CPRHE Research Papers9, New Delhi, CPRHE/NIEPA.

Varghese, N.V., Panigrahi J. and Rohatgi A. (2018). Concentration of Higher Education Institutions in India: A Regional Analysis. CPRHE Research Paper 11, NIEPA, New Delhi.

Honours Received

Honours received: BR Ambedkar Open University conferred D. Litt (Honris Causa) in recognition of the contribution to the area of Higher Education in India.

Convocation Address/Inaugural Address/ Valedictory/Presentations/Chair and Participation in Policy Level Meetings

Inaugural address at the International Programme on Educational Management for Myanmar, April 2018, NIEPA.

Panel discussion at the International Conference on Internationalisation at HOME (Iah): Strategies for building global, international and intercultural competencies organised by SYMBIOSIS International during April 5-7, 2018, Pune.

Presentation in Seminar on Learning in the Global Context organised by Centre for Policy Research and the World Bank, April 2018, Taj Mahal Hotel, New Delhi.

Delivered a lecture on Internationalisation of Higher Education in the Refresher Course for Teacher Educators organised by HRDC, JNU during March 26-April 20, 2018, April 2018, JNU.

Delivered Convocation Address titled 'Digital Technology and Changing Nature of Distance Learning' at the 22nd Convocation of BR Ambedkar Open University. April 2018, Hyderabad.

Attended 21st Meeting of the Executive Committee of SIEMAT-Kerala. April 2018, Thiruvananthapuram.

Delivered the Valedictory Address of the International Programme on Educational Management for Myanmar, April 2018, NIEPA.

Participated in International Workshop on Innovative Pedagogical Approaches in Higher Education organised by the World Bank and AICTE, April 2018, World Bank, New Delhi.

Participated in the One-day Conference on Developing World Class Universities in India organized by O.P. Jindal Global University (JGU), May 2018, India Habitat Centre, New Delhi.

Meeting with Chairman, University Grants Commission, to discuss about CPRHE and NIEPA. May 2018, UGC.

Attended meeting of the High Powered Committee to examine the entire system of conducting Class-X and Class-XII examinations conducted by CBSE, MHRD, May 2018, CSOI, Chanakyapuri, New Delhi.

Attended meeting of the Committee to prepare a Compendium/Handbook for Vice-Chancellors, May 2018, UGC.

Attended a Meeting for assessment of Thousand Schools Project, Tata Steels, May 2018, Kalinganagar, Odisha.

Participated in the UNICEF Shiksha Mela, May 2018, India Habitat Centre, New Delhi.

Participated in the Launch of Samagra Shiksha Abhiyan by HRM, May 2018, National Media Centre, Windsor Place, New Delhi.

FICCI Higher Education Committee Meeting, May 2018, FICCI.

Participated in the Higher Education Policy Retreat - 2018 organised by the Department of Higher Education, MHRD, May 2018, LBSNAA, Mussoorie.

Participated in the Executive Committee Meeting of Indira Gandhi National Tribal University, Amarkantak, June 2018, Indira Gandhi National Centre for Arts, Delhi.

Delivered keynote address at the Inaugural Conference being organised by Ethiopian Institute for Higher Education, Addis Ababa University, 8 June, 2018, Addis Ababa, Ethiopia.

Participated in the Finance Committee Meeting of Indira Gandhi National Tribal University, Amarkantak, June 2018, Indira Gandhi National Centre for Arts, Delhi.

Participated in the Executive Committee Meeting of Indira Gandhi National Tribal University, Amarkantak,

June 2018, Indira Gandhi National Centre for Arts, Delhi.

Participated in the Meeting of the Committee to prepare a Compendium/Handbook for Vice-Chancellors, July 2018, UGC.

Chaired the Expert Committee meeting on Governance and Management of Higher Education, CPRHE, July 2018, NIEPA.

Chaired Meeting of the Committee for UNESCO Prizes, MHRD, July 2018, NIEPA.

Attended the National Conference for Vice-Chancellors and Directors organised University Grants Commission, July 2018, The Ashok Hotel.

Panel Discussion – Towards a New Democracy: The Role of the Public University organised by Ambedkar University Delhi on its 10th Foundation Day Celebrations, July 2018, IIC.

Meeting with Ms. Rajika Bhandari, Director, IIE Centre for Academic Mobility, New York and Shailendra Sigdel, UNESCO, August 2018, NIEPA.

Attended the Education Consultation Meeting, Tata Steel, August 2018, Jeevan Bharati Building, Connaught Place.

Welcome address at the Twelfth Foundation Day Function of NIEPA, August 2018, India Habitat Centre.

Attended the Meeting of the Committee to prepare a Compendium/Handbook for Vice-Chancellors, August 2018, UGC.

Participated in the 2nd Asia-Pacific Expert Meeting: Implementing National Qualifications Frameworks (NQF) Subject Level organised by UNESCO Asia-Pacific Regional Bureau for Education, August 2018, Bangkok.

Participated in the meeting taken by Hon'ble HRM for interacting with eminent scholars, August 2018, The Ashok Hotel.

Meeting of the Executive Committee and Governing Council of SIEMAT-Kerala, August 2018, Thiruvananthapuram.

Presentation during the Visit of Expert Committee of UGC to review the functioning of NIEPA, September 2018, NIEPA.

Expert Committee Meeting on Teaching and Learning in Indian Higher Education (CPRHE), September 2018, NIEPA.

Participated at the Meeting of re-constituted Book Promotion Council (MHRD), September 2018, Shastri Bhawan.

Delivered a keynote address in the conference organised by Christ University, September 2018, Bengaluru.

Chaired the Second Peer Review Meeting on India Higher Education Report (IHER) 2019 on Governance and Management of Higher Education (CPRHE), September 2018, NIEPA.

Panel Discussion in GEF 2018 - Globalised Education Forum, organised by Indian Chamber of Commerce, September 2018, IHC.

Participated in the Meeting of Executive and Finance Committees of Indira Gandhi National Tribal University, Amarkantak, September 2018, IGNCA, New Delhi.

Panelist in the session "Effective Policy for Quality Outcomes" in the CII Education Summit 2018 organised by Confederation of Indian Industry (CII), October 2018, AICTE Headquarters.

Attended a Meeting on Issues on Recognition of Higher Education Qualification chaired by Secretary (HE), MHRD, October 2018, Shastri Bhawan.

Participated in the First Session of the Committee of the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education, nominated by INCCU, MHRD, October 2018, Seoul, Korea.

Chaired the Meeting of the Committee for UNESCO Awards, MHRD, October 2018, NIEPA.

Pre-Conference Meeting and Dinner hosted by Secretary, MHRD for the 14th FICCI Higher Education Summit, October 2018, Hotel ITC Maurya.

Panel Discussion – 14 FICCI Higher Education Summit, October 2018, Vigyan Bhawan.

Chaired the meeting of Departmental Promotion Committee at National Institute of Public Cooperation and Child Development (NIPCCD), October 2018, NIPCCD.

Attended a Meeting of the Sub-Group for Education Sector to discuss and identify the areas of strategic cooperation between India and Saudi Arabia (Additional Secretary, MHRD), October 2018, Shastri Bhawan.

Participated in the University Quality Assurance International Board Meeting organised by Ministry of Knowledge and Human Development Authority, Dubai, November 2018, Dubai.

Participated in the Meeting of the Committee constituted by Chairman, UGC for reformulating/restructuring of HRDCs, November 2018, UGC.

Welcome address at the Maulana Abul Kalam Azad Memorial Lecture, November 2018, IHC.

Delivered keynote address in the inaugural session of 2nd Refresher Course in Environmental Studies (IDC) and 2nd Refresher Course in Teacher Education organised by UGC-HRDC, JNU, November 2018, JNU.

Participated in the Launching of Annual Refresher Programme in Teaching (ARPIT) and Leadership for Academicians Programme (LEAP) under PMMMNMTT by Hon'ble Union Minister for HRD, November 2018, Vigyan Bhawan.

Delivered keynote address at the Research Retreat organized by JAIN University, November 2018, Bangalore.

Participated in the CEMCA Think Tank Meet on Guidelines for Linking the Skill Programme with Academic Programme organised by Commonwealth Educational Media Centre for Asia, November 2018, IIC.

Participated in the National Launch of the Global Education Monitoring (GEM) Report 2019: Migration, Displacement and Education: Building Bridges, Not Walls organised by UNESCO, New Delhi, November 2018, UNESCO House.

Attended a Meeting on Global Convention of Recognition of Qualifications, November 2018, Shastri Bhawan.

Chief Guest and keynote speaker at the inaugural session of Faculty Development Programme on Changing Dynamics of Higher Education. November 2018, Shyam Lal College.

Delivered a lecture at the World Access to Higher Education Day Conference organised by Asia Europe Foundation (ASEF), November 2018, Birmingham, UK.

Participated in the First Intergovernmental Meeting on the Global Convention on the Recognition of Higher Equation Qualifications, December 2018, Paris.

Participated at the Expert Meeting on Research Methodology and Instruments for the newly launched project – SDG 4: Planning for Flexible Learning Pathways in Higher Education, December 2018, IIEP Paris.

Welcome address at the National Conference on Innovations in Educational Administration. January 2019, Pravasi Bharatiya Kendra Auditorium.

Chairing of the session of Presentation of National Awards for Innovations in Educational Administration by HRM, January 2019, Pravasi Bharatiya Kendra Auditorium.

Inaugural address at the National Workshop on Leadership Development in Higher Education for University Administrators, January 2019, Pride Plaza Hotel.

Executive Committee Meeting of SIEMAT-Kerala, January 2019, Thiruvananthapuram.

Chaired the Meeting of the Committee for UNESCO Prizes, MHRD, January 2019, NIEPA.

Inaugural address at the Academic Leadership Programme for Vice-Chancellors, January 2019, Pride Plaza Hotel.

Participated in: (i) the 2019 CHEA Annual Conference 30 January, 2019 (ii) Participated in the CIQG Annual Meeting 31 January, 2019-03-20 (iii) Participated in the CIQG Advisory Council Meeting being organised by Council for Higher Education Accreditation (CHEA), January 2019, Washington DC.

Inaugural address at the Academic Leadership Development Programme under LEAP, February 2019, Delnet.

Inaugural address at the IDEPA, February 2019, NIEPA.

General Body Meeting of NCTE, February 2019, IIC.

Delivered Jayashankar Memorial Lecture at the Telangana Economic Association Conference in Osmania University, February 2019, Hyderabad.

Attended 1st FICCI Higher Education Committee Meeting 2019, February 2019, FICCI, Federation House.

Delivered keynote address in the International Seminar on Quality Models in Open and Distance Learning, University of Kerala, February 2019, Thiruvananthapuram.

Meeting with Shri Subrahmanyam, Secretary (HE), MHRD regarding GIAN, February 2019, Shastri Bhawan.

Welcome address at the International Seminar on Employment and Employability of Higher Education Graduates, February 2019, IHC.

Inaugural lecture at the Consultative Meeting of State Higher Education Councils (CPRHE, Garima Malik), February 2019, NIEPA.

Panel Discussion-School Curriculum: Policy Perspectives in National Conference on Emerging Issues in School Curriculum, NCERT, March 2019, NCERT.

Participated in the Executive Committee of NVS chaired by HRM. March 2019, Shastri Bhawan.

Annual General Body meeting of Society of NVS chaired by HRM. March 2019, Shastri Bhawan.

Delivered Dr. Saeed Ansari Memorial Lecture on Schooling and Learning: Why do they diverge? March 2019, Jamia Millia Islamia.

Key speaker in a panel discussion on Building World Class Universities: Role of Rankings organised by Deakin University, Australian Trade and Investment Commission, March 2019, Taj Mahal Hotel.

Delivered keynote address in the National Seminar on Marginalization and Marginality in India organised by Tezpur University, March 2019, Guwahati.

Department of Educational Planning

K. Biswal

Publications

Books/Manuals/Reports

Prepared the Draft "U-DISE Flash Statistics on School Education 2017/18", NIEPA, New Delhi, mimeo.

Updated the Online U-DISE Publications of NIEPA on the basis of U-DISE data for 2017/18.

Designed and launched (with the support from UNICEF India Country Office, New Delhi) the U-DISE Dashboard (http://udise.schooleduinfo.in/) containing key performance indicators of school education.

Participation in National and International Seminars and Conferences

Participated in the "South Asia Conference on Learning Generation and Delivery Approach", organised by the UNICEF Regional Office for South Asia from 8-9 May, 2018 at Hotel Annapurna, Kathmandu, Nepal.

Participated as a Resource Person in the National Level Workshop on Student Database Management Information System (SDMIS), organised by the TSG/MHRD from 23-24 April, 2018 at India Habitat Centre, New Delhi.

Participated as a Resource Person in the Training of Trainers (TOT) Programme at the National Statistical Systems Training Academy (NSSTA), organised by the UNICEF India Country Office from 5-7 December, 2018 at Hotel Samrat, Chanakyapuri, New Delhi.

Participated as a Resource Person in the Refresher Course for Teacher Educators, organised by the UGC-Human Resource Development Centre, JNU, and New Delhi from 12 November-7 December, 2018.

Participated and chaired a session in the "National Conference on Innovations in Educational Administration", organised by NIEPA from 3-5 January, 2019 at Pravasi Bharatiya Kendra, Chanakyapuri, New Delhi.

Participated as a Resource Person in the "Two-day Consultative Meeting of Directors of State Higher Education Councils", organised by NIEPA from 25-26 February, 2019 at NIEPA, New Delhi.

Training Programmes/Workshops Conducted /Organised

Designed and conducted (with Prof. S.M.I.A. Zaidi, Dr. N. K. Mohanty and Dr. Suman Negi) "Orientation Programme on Planning for School Education in Meghalaya for District Education Officers, Principals of DIETs and Faculty Members of the DERT, Meghalaya" from 9-13 April, 2018 at Shillong, Meghalaya.

Designed and conducted (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) "National Level Sharing Workshop on Lessons Learnt from the Action Research and the Model for Planning for Secondary Education at the District Level" under the Action Research Project on "Development of District Secondary Education Plan under the RMSA in Tamil Nadu and Odisha" from 4-6 June, 2018 at NIEPA, New Delhi.

Designed and conducted (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) "Training Programme on Planning and Monitoring of School Education Outcomes" for State Planning and EMIS Coordinators of the SSA and the RMSA of major states from 30 July-3 August, 2018 at NIEPA, New Delhi.

Designed and conducted (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) "Training Programme on Planning and Designing Research Projects for Faculty of SCERTs" from 27-31 August, 2018 at NIEPA, New Delhi.

Designed and conducted (with Dr. N. K. Mohanty) "Training Programme on Planning and Designing Research Projects for Faculty of SCERTs of the North-Eastern States" from 10-14 September, 2018 at Guwahati, Assam.

Designed and conducted (with Dr. N. K. Mohanty) "State Level Orientation Programme on Development of District School Education Plan under the Samagra Shiksha" for the state and district level officers (DPCs and ADPCs) from 24-28 September, 2018 at Chennai, Tamil Nadu.

Training Material and Courses Developed and Transacted

Coordinated the "Online Annual Refresher Programme in Teaching (ARPIT) Course on Educational Planning and Administration" offered by NIEPA as a Discipline Specific NRC (under SWAYAM) from 1 November 2018-28 February, 2019.

As Coordinator, developed (with Prof. Geetha Rani, Dr, N. K. Mohanty, and Dr. Suman Negi) course contents and more audio-visual material of Unit II on Educational Planning of the online ARPIT course.

Transacted (with Prof. Geetha Rani, Dr, N. K. Mohanty, and Dr. Suman Negi) Unit II (i.e., Educational Planning) of the online ARPIT course on Educational Planning and Administration.

Developed and submitted to the NTA two sets of MCQ based Question Papers (Unit II related) for end-term examination of the online ARPIT course conducted by the National Testing Agency (NTA) in March 2019.

As an Associate Faculty, transacted the Compulsory Course No. CC-1 (Economic Perspectives in Education) in the M.Phil. /Ph.D. Programme, 2018/19.

As Course Coordinator, transacted the Compulsory Course No. CC-6 (Advanced Planning Techniques in Education) in the M.Phil. /Ph.D. Programme, 2018/19.

As an Associate Faculty, transacted the PGDEPA Course No. 903: Educational Planning: Concept, Types and Approaches in September, 2018.

As Course Convener, conducted the PGDEPA Online Advanced Course No. 907: Educational Planning in July 2018.

As an Associate Faculty, transacted the IDEPA Course No. 204: Educational Planning in February 2019.

As an Associate Faculty, transacted the IDEPA Course No. 205: Methodology and Techniques of Educational Planning in March 2019.

Supervision and Evaluation of M.Phil./PhD, DEPA and IDEPA Dissertations

Supervised and evaluated the PGDEPA dissertation work entitled, 'Structure, Functions and Effectiveness of School Management Committee in the Context of the RTE Act 2009: A Study of Select Government Schools in Pune District, Maharashtra' by Manisha Pawar, Senior Lecturer, DIET, Pune.

Supervised IDEPA dissertation work entitled "A Diagnostic Study of Botswana's Education and Training Sector Strategic Plan of 2015-20" by Letisitswe Reuben Madisakwana, Botswana.

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

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

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

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

P. Geetha Rani

Publications

Publications in Journals

Geetha Rani. P. Financing Higher Education and Education Loans in India: The Stylised Facts, University News, 2018, Vol. 56, No.28, pp.10-22.

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

Geetha Rani. P. Education Loans and Financing Higher Education in India: Trends, Driving Forces and Distortions, IASSI Quarterly Contributions to Social Sciences: Special Issue on Education and Development, 2017, 36 (2&3), pp.152-173.

Geetha Rani. P. Financing Higher Education and Education Loans in India: Interstate Differentials and Determinants, Journal of Social and Economic Development, 2017, 19 (1), 42-59 Springer, UGC J List No: 47883, ISSN 47883.

Chapters in Books

Contributed a Chapter titled, Determinants of Interest Subsidy on Student Loans for Financing Higher Education in India: A Quantile Regression Approach, in Contemporary Issues on Globalization and Sustainable Development, (ed.), Serials Publications, New Delhi, 2018.

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

Participation in Seminars/Conferences/ Workshops during the year under Report *(National/International)*

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

Presented a joint paper titled "Determinants of School Dropouts in India in the National Seminar" on the subjects covered during 71st & 72nd Rounds of NSS scheduled during 23-24 August, 2018 at Andhra University, Visakhapatnam, Andhra Pradesh.

Presented a paper titled "Pattern of Enrolment and Dropout in School Education in India: Possible

Inferences on Inclusive Quality Education" in the Development Convention on 'India at Seventy: New Development Challenges', 24-25 April, 2018 at ISEC, Bengaluru.

Presented a research paper titled "Provision and Financing of Higher Education: Interstate Disparity" as a keynote speaker on 14 December, 2018 in the National Seminar on `Shifting Paradigm in Education Financing - Concerns of Quality, Equity and Employability' on 13-14 December, 2018.

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

Workshops/Conferences/Training Programmes Organised

Research Methodology Workshop on Large Scale Survey: Data Analysis and Tools, 18-23 March 2019, organised at NIEPA, New Delhi.

Consultancy and Academic Support to Public Bodies during period under Report

Contributed a Chapter titled "Development of Youth Education In India: Pattern and Prospects", in the preparation of Youth Development Index and Report, 2017, RGIYD, Sriperumbudur, 2017, Pp. 197-262. ISBN No: 978-93-81572-46-7.

Other Academic and Professional Contributions

As a Member of the MPhil/PhD Answer Sheet Evaluation Committee, assisted in preparing the list of prospective candidates appearing for interview and other related activities for admission to MPhil/PhD Programme 2018-20.

External Examiner for MPhil dissertations.

External Examiner for PhD dissertations.

Membership of Eminent Bodies outside NIEPA

Empanelled as a Professor Assessor by National Assessment and Accreditation Council, Bengaluru.

N. K. Mohanty

Participation in National and International Seminars and Conferences.

Coordinated the visit of international delegates of National Institute of Labor Economics, Research and Development (NILERD) in February, 2019 at NIEPA, New Delhi.

Training Programmes/Workshops Conducted/Organised

Designed and conducted (with Prof. S.M.I.A. Zaidi, Prof. K. Biswal and Dr. Suman Negi) "Orientation Programme on Planning for School Education in Meghalaya for District Education Officers, Principals of DIETs and faculty members of DERT, Meghalaya" from 9-13 April, 2018 at Shillong, Meghalaya.

Conducted and acted as a Resource Person in the Review Meeting on finalisation of the model district secondary education plans under "Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha" held at OMSM, Bhubaneswar on 16-17 April, 2018.

Designed and conducted (with Prof. S.M.I.A. Zaidi and Prof. K. Biswal) "National Level Sharing Workshop on Lessons Learnt from the Action Research and the Model for Planning for Secondary Education at the District Level" under the on-going Action Research Project on "Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha" held at NIEPA, New Delhi from 4-6 June, 2018.

Designed and conducted (with Prof. S.M.I.A.

Zaidi and Prof. K. Biswal) "Training Programme on Planning and Monitoring of School Education Outcomes for Major States" for State Planning and EMIS Coordinators of SSA and RMSA from 30 July-3 August , 2018 at NIEPA, New Delhi.

Designed and conducted (with Prof. S.M.I.A. Zaidi and Prof. K. Biswal) "Training Programme on Planning and Designing Research Projects for Faculty of SCERTs" from 27-31 August, 2018 at NIEPA, New Delhi.

Designed and conducted (with Prof. K. Biswal) "Training Programme on Planning and Designing Research Projects for Faculty of SCERTs of the North-Eastern States" from 10-14 September, 2018 at Guwahati, Assam.

Designed and conducted (with Prof. K. Biswal) "State Level Orientation Programme on Development of District School Education Plan under Samagra Shiksha" for state and district level officers (DPCs and ADPCs) of Tamil Nadu from 24-28 September, 2019 at Chennai, Tamil Nadu.

Training Material and Courses Developed and Transacted

Transacted (with Prof. K. Biswal) the Optional Course No. CC-6 (Advanced Planning Techniques in Education) for the MPhil /PhD Programme, 2018-20.

As Course Coordinator, conducted IDEPA Course No. 204: Educational Planning in February 2019.

Associated in the transaction of IDEPA Course No. 205: Methodology and Techniques of Educational Planning in March 2019.

As Course Coordinator, conducted the PGDEPA Course No. 903: Educational Planning: Concept, Types and Approaches during September-November 2018.

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

Revised (with Prof. S.M.I.A. Zaidi) the Simulation Exercise on Sector Diagnosis: Indicators of Access and Participation, August 2018.

Revised (with Prof. S.M.I.A. Zaidi) the Simulation Exercise on Sector Diagnosis: Indicators of Internal Efficiency, August 2018.

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

Contributed (with Prof. K. Biswal) in the preparation and finalisation of Results Framework and Monitoring Document of RMSA, MHRD, GOI. Provided 2016-17 data for all the quantitative indicators in the RFD on the basis of analysis of SEMIS 2009/10 and UDISE 2016-17 data. Also, provided the targets for each of the quantitative indicators in the RFD based on the analysis of the past trends and the likely future changes due to implementation of the RMSA and other related interventions in the secondary education sub-sector. This enabled the MHRD to negotiate with the donors and finalise the RFD for monitoring progress in RMSA.

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

Other Academic and Professional Contributions

Supervised and evaluated the PGDEPA 2017 dissertation entitled "A Study of Parental Attitude towards Pre-School Education in Kolasib District, Mizoram", of Zohmingliani Hauhnar, Lecturer, DIET-Kolasib, Mizoram.

As a Member of the MPhil/PhD Admission Committee, assisted in processing applications and other related activities for admission to MPhil/PhD Programme 2018-20.

Assisted in the conduct of the entrance test for admission to MPhil/PhD Programme 2018-20.

Research Studies

1. 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 has been finalised in 2014. In Phase II, the Action Research Teams of the sample districts in Tamil Nadu and Odisha were engaged in developing the Model District Secondary Education Plans. It took more than two years to get the Model Secondary Education Plans developed in sample districts due to policy instability i.e., frequent transfer of SPDs of RMSA and DEOs and members of the Action Research Team at the district level. In 2016, the model DSEPs were shared in state level workshops in Chennai and Bhubaneswar and the District Action Research Teams were asked to revise plans in the light of comments and suggestions received in the state level workshops.

The four sample District Research Teams of Tamil Nadu and Odisha finalised their Model District Secondary Education Plans and presented the same in the National Level Sharing Workshop held at NIEPA, New Delhi from 4-6 June, 2018. After this workshop, the four District Research Teams have submitted their final DSEPs.

The major findings of the research were also shared in the national level workshop for discussion and finalisation. Currently, the draft report of the study is being revised based on the feedback from the participants in the sharing workshop held at NIEPA, New Delhi from 4-6 June, 2018. The final report of the action research (Phases I & II) along with four model DSEPs will be submitted to NIEPA by March 2020 to mark the completion of the project.

2. Undertaken a research project on 'Public-Private Mix in Secondary Education in India: Size, In-School Facilities and Intake Profile'. Till now, related literature has been reviewed; secondary data and information from U-DISE and other sources have been collected. The data analysis and report writing are in progress and the Phase I is expected to be completed by January 2020.

N. K. Mohanty

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

Member, UGC Expert Committee on Examination Reforms in Higher Education.

As a Member of the UGC Expert Committee, visited Jain Deemed to be University, 91/2, Dr. A. N. Krishna Rao Road, V. V. Puram, Bengaluru from 20-23 July, 2018 to review its functioning.

As a Member of the UGC Expert Committee, visited Kazi Nazrul University (State University), Old ADDA Office Building, P.O. Asansol, Distt. Burdwan, West Bengal from 30 January-1 February, 2019 to consider 12B status to the University.

As a Member of the UGC Expert Committee, visited Sri Satya Sai University of Technology & Medical Sciences, Sehore, Madhya Pradesh from 4-5 February, 2019 to assess its conformity to the UGC notified minimum standards in higher education.

As a Member of the Consultancy Monitoring Committee (SSA) of the MHRD, GoI, contributed in finalising the Third-Party Evaluation Report of the SSA Programme.

As a Member, attended the Selection Committee Meeting of the West Bengal University of Teacher Training, Educational Planning and Administration, Kolkata from 17-18 January, 2019.

Member, DIKSHA Steering Committee constituted by the Department of School Education and Literacy, MHRD, GoI.

Chairperson, DIKSHA Sub-Committee constituted by the Department of School Education and Literacy, MHRD, GoI.

Member, Steering Committee of Shaala Kosh constituted by the Department of School Education and Literacy, MHRD, GoI.

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

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

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

Other Academic and Professional Contributions

Prepared the Annual Work Plan and Budget, 2019/2020 of the Department of Educational Planning and organised the Departmental Advisory Committee meeting on 12 February, 2019.

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

Prepared and submitted the U-DISE Mid-term Project Proposal for 2018/19 for funding support from UNICEF India Country Office, New Delhi.

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

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

Member, Committee to Review the Fees for Reviewing NIEPA Publications.

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, Committee for Enhancement of Remuneration of Project Staff of NIEPA.

Member, Book Selection Committee of NIEPA.

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

Member, Publication Advisory Committee of NIEPA.

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 MPhil/PhD Programme 2018/19

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. After having identified the capacity building needs of the Planning Teams of the sample districts in Phase I of the action research, interventions to improve planning practices and develop model district secondary education plans in Tamil Nadu and Odisha were made in Phase II. In Phase II, Action Research Teams of the sample districts in Tamil Nadu and Odisha were engaged in developing the Model District Secondary Education Plans (DSEPs). It took more than two years to get the Model Secondary Education Plans developed in sample districts due to policy instability (i.e., frequent transfer of SPDs of the RMSA and DEOs and members of the Action Research Team at the district level). In 2016, the draft model DSEPs were shared in state level workshops held in Chennai and Bhubaneswar, and the District Action Research

Teams were asked to revise their model plans in the light of comments and suggestions received in the state level workshops.

All the 4 District Action Research Teams of Tamil Nadu and Odisha finalised their Model District Secondary Education Plans and presented the same in the National Level Sharing Workshop held at NIEPA, New Delhi from 4-6 June, 2018. The major findings of the research were also shared in the national level workshop for discussion and finalisation. The final report of the action research (Phases I & II) along with 4 model DSEPs will be submitted to NIEPA by March 2020 to mark the completion of the project.

Suman Negi

Publications

Research Papers/ Articles published during the year under Report

Minorities and Education in North East India, Man and Development, Vol. XL, No.2, June 2018, Centre for Research in Rural and Industrial Development (CRRID), Chandigarh. ISSN 0258-0438, pp.19-36.

Revisiting Educational Development in Himachal Pradesh, Journal of Indian Education, Vol XLIII, No. 3, November 2017, ISSN No. 0377-0435, NCERT, New Delhi. pp. 69-94.

Participation in Seminars/Conferences during the year under Report

(National/International)

Panelist at the National Programme on School Standards and Evaluation Shaala Siddhi National Consultative Meet: Effective School Evaluation: Managing Processes and Practices, 14-15 February, 2019

Participated in the national launch of the Global Education Monitoring (GEM) Report, UNESCO, 20 November, 2018, at UNESCO Office, New Delhi.

Participated in the Three Weeks' Refresher Course on Teachers' Educators at HRDC, Jamia Millia Islamia, 3-22 December, 2018.

Workshop/Conferences/Training Programmes Organised

Designed and conducted (with Prof. S.M.I.A. Zaidi, Prof. K. Biswal and Dr. N.K. Mohanty) "Orientation Programme on Planning for School Education in Meghalaya for District Education Officers, Principals of DIETs and faculty members of DERT, Meghalaya" from 9-13 April, 2018 at Shillong, Meghalaya.

Designed and conducted (with Prof. K. Biswal and Dr. N.K. Mohanty) "Training Programme on Planning and Designing Research Projects for Faculty of SCERTs" from 27-31 August, 2018 at NIEPA, New Delhi.

Designed and conducted (with Prof. K. Biswal and Dr. N.K. Mohanty) "Training Programme on Planning and Designing Research Projects for Faculty of SCERTs of the North-Eastern States" from 10-14 September, 2018 at Guwahati, Assam.

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

Core Team Member of Unit II Educational Planning - Online Refresher Course on Educational Planning and Administration for Faculty of Higher Education Institutions being offered as a MOOC on SWAYAM Portal Educational Planning - October 2018-March 2019.

Resource Person for "Training Programme on Planning and Monitoring of School Education Outcomes for Major States" for State Planning and EMIS Coordinators of SSA and RMSA from 30 July-3 August, 2018 at NIEPA, New Delhi.

The orientation workshop on 'Qualitative Research Methods in Education' at NIEPA from 17-28 December, 2017.

Courses Transacted

i. M.Phil. Compulsory Course on Educational Planning (CC6)

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

iii. PGDEPA Course No. 903: Educational Planning

iv. PGDEPA Advanced Course on Educational Planning – Online Mode

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

Consultancy and Academic Support to Public Bodies during period under Report

Resource person at the One Week Research Methodology Workshop on Quantitative Research Methods in Social Science organised by the Department of Education, University of Delhi under aegis of IASE, MHRD Delhi University, 13 March, 2019.

Other Academic and Professional Contributions

M.Phil. Dissertation: Aysha Malik - School Consolidation and its Impact on Student Outcomes: An Analysis of the Rajasthan School Merger Policy - Completed in July 2018.

IDEPA Project Work: Saa David Nyuma JR - An Investigation into the Role of District Education Officer (DEO) in the Distribution and Retention of Primary and Secondary Teachers in Rural Liberia - Completed in September 2018.

PGDEPA Project Work: Anita Devi - A Study to Investigate the Declining Enrolment Trends at the Elementary Level in Government Schools in Chandel District of Manipur- Completed in March 2019.

External Examiner for MPhil Dissertation at JNU.

Have contributed in numerous ways as a Steering Committee Member for MPhil and PhD programmes

i. Member, Standing Purchase Committee

ii. Member, NAAC Core Team

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

Department of Educational Administration

Kumar Suresh

Publications

Kumar Suresh & V. Sucharita (Ed.) (2019), Compendium of Innovations and Good Practices in Educational Administration-2017-18, NIEPA.

Kumar Suresh (2018), Research Report of India, part by Kumar Suresh, is included and published in the form of Synthesis Report (of eight counties) "The Culture of Testing: Socio-cultural Impacts on Learning in Asia and Pacific", Bangkok: UNESCO.

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

Participated and presented a paper on Global Trends in Higher Education & Policy Reforms in India in the National Seminar on Internationalization of Higher Education in India, 31 March, 2019, organised by International Office, Utkal University.

Participated and delivered Keynote Address in the National Seminar on Status of Tribal Ashram Schools in India: Issues, Challenges and Prospects held on 28 December, 2018, organised by Jamia Millia Islamia in collaboration with Bharati Vidyapeeth in New Law College Building, Pune

Participated and made presentation in One Day Seminar-Cum-National Dialogue on the theme of

"Access, Equality and Quality in Higher Education" under the Scheme of IMPRESS, ICSSR on 30 November, 2018 at ICSSR, New Delhi.

Participated and Chaired a session in the National Seminar on Universalisation of Secondary Education in India on 14 July, 2018, organised by Council for Social Development at IIC, New Delhi.

Participated and delivered Keynote Address in the National Symposium on Teaching- Learning: Issue & Challenges on 19 May, 2018, organised by Gitarattan International Business School, Delhi.

Participated and delivered special lecture at the Plenary Session in the National Seminar on Faculty, Academic Parameters and Organisational Performance on 10 March, 2019, organised by Iswar Saran PG College, University of Allahabad.

Keynote speaker at the Valedictory Session of the 4th Global Leadership Research Conference on the Transformational Power of Enablement: Combining Innovation and Efficiency, on 28 February, 2019, organised by Amity Business School, Amity University, NOIDA.

Chaired a Session in the National Workshop on Leadership Development in Higher Education for University Administrators (MHRD-CALEM), organised by NIEPA in February 2019

Chaired a Session in the National Seminar on Shifting Paradigms in Education Financing: Concerns of Quality, Equity and Employability on 13-14 December, 2018.

Resource person on Reflections and Feedback on Issues in Higher Education in the LEAP Programme (PMMMNMTT), MHRD on 21 February 2019, at India Habitat Centre, New Delhi, organised by HRDC, JNU, New Delhi.

Delivered a lecture on Changing Face of Higher Education and Challenges for Leadership in the LEAP

Programme (PMMMNMTT), MHRD in March 2019, at Jamia Millia Islamia, New Delhi.

Delivered a lecture on Structure and Processing of Policy Making in the Refresher Course in Law and Political Science, on 11 September, 2018, organised by UGC-HRDC, JNU.

Lecture on 2nd Refresher Course on Teacher Educators topic "Diversity and Equity in Education" on 13 November, 2018, organised by UGC-HRDC JNU.

Delivered a lecture on Multiculturalism in the 1st Refresher Course on Liberal Arts on 3 April 2018, organised by the HRDC, JNU.

Delivered two invited lectures in the Faculty Induction Training Programme under (PMMMNMTT), MHRD on the theme "Trends and Challenges in Higher Education" as Resource Person on 28-29 November, 2018, organised by Iswar Saran PG College, University of Allahabad.

Delivered a lecture on Diversity and Pluralism in the Orientation Programme on 12 February 2019, organised by the HRDC, JNU.

Delivered a lecture on Challenges and Response of the Teachers in the Higher Education as Resource Person in the Faculty Induction Training Programme (PMMMNMTT), MHRD on 10 March, 2019, organised by Iswar Saran PG College, University of Allahabad.

Delivered an invited lecture on Leadership Challenges for the Academic Administrators in the four-day workshop for the Vice-Chancellors, Directors and Deans of the Universities of North-Western states of India on Higher Education Leadership (PMMMNMTT), MHRD on 14 February, 2019, organised by Central University of Jammu, in association with the AIU, New Delhi.

Delivered an invited lecture on Teacher Educators as Curriculum Planners and Policy Analysts on 26 October, 2018 at the School of Education, IP University, Delhi.

Conferences/Workshops/Programmes Organised

National Conference on Innovations and Good Practices and Awards Function of District and Block Education Officers on 3-4 January, 2019 at Pravashi Bharatiya Kendra, Chankayapuri, New Delhi.

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

Workshop on Innovations and Good Practices in Institutional Governance of Higher Education.

Workshop of Nodal Officers and Team of the Third All India Survey in NIEPA, 13-14 April, 2018 from Delhi, Jammu & Kashmir, Jharkhand, Meghalaya, Rajasthan and Tripura.

State Level Workshop of Third All India Survey of Educational Administration at Ajmer, Rajasthan on 11-12 May, 2018.

State Level Workshop of Third All India Survey of Educational Administration at Ranchi, Jharkhand on 21-22 June, 2018.

State Level Workshop of Third All India Survey of Educational Administration at Agartala, Tripura on 5-6 June, 2018.

State Level Workshop of Third All India Survey of Educational Administration at Shillong, Meghalaya on 19-20 August, 2018.

Two-week Internship Programme for the batches of postgraduate students of Education from RIE, Bhopal from 8-12 October, 2018, and Jamia Millia Islamia, New Delhi.

Writing Skills Workshop for Research Scholars at NIEPA, from10-14 September 2018.

Training Materials and Courses Developed and Transacted

Course Coordinator of the Unit–III: Educational Administration in the ARPIT Swayam Course launched by NIEPA with the support of the MHRD under its PMMMNMTT. As a Coordinator, developed the course materials (Videos of the lectures, PPTs, support and reference materials) and transacted and coordinated the programme.

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

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 10 sessions on Political Perspective on Education.

Revision and Development of Curriculum of MPhil course in Educational Administration, Equity and Multicultural Education, Political Perspective in Education; and Writing Skills.

Revision and Development of PGDEPA and IDEPA Course Curriculum.

Transacted course on educational administration in the IDEPA course.

Transacted course on educational administration in the IEPA Myanmar programme.

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.

Coordinated and transacted PGDEPA Course on Educational Administration.

Transacted 50 per cent of the Advanced Course in Educational Administration in the Advanced Course of PGDEPA.

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, New Delhi, 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) from 1 July 2018. In this capacity, a number of initiatives were taken for strengthening governance in tune with the principle 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. Different committees were constituted and process started.

IQAC was constituted for the first time in the institute.

During the period, two meetings each of Board of Management, Academic Council and Board of Studies were conducted. All the Agenda papers and other related documents were prepared under my input 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 Advisory Committee 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 the 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* (*2 issues brought out during the period of report*)

Editor: *NIEPA Policy Brief*

Supervision of MPhil/ PhD Research Scholars

Five Research Scholars pursuing Doctoral and one MPhil Research.

One MPhil dissertation was completed and degree awarded.

Contribution as a Member of different Academic Bodies of NIEPA

Committee for Allotment of Supervisors

Committee to review the progress of MPhil/ PhD work

Member of the IQAC

Standing Committee MPhil/PhD

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

MPhil Admission Interview Committee and Moderation Committee

Review of Proposal for Seminar Grant

Also, a Member of Consultative Committee and different Task Forces of the Departments of NIEPA relating to the conduct of programmes

Membership of Eminent Bodies outside NIEPA

I.   Member of Academic Council, NIOS

II. Member of Academic Council of UGC-CEC, New Delhi

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

IV. Life Member of the Indian Sociological Society

V.   Life Member of IIPA, New Delhi

VI. Member of International Sociological Association

Vineeta Sirohi

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

(National/International)

Experts Meeting on TVET Teacher Training Programmes and Institutions in the Asia and Pacific Region, organised by UNESCO, Bangkok (3-4 May, 2018) at NITTR, Chennai.

Release of Report on Skills India: No Time to Lose, organised by NCAER, Delhi (30 October, 2018) at NCAER, New Delhi.

Think Tank Committee Meeting on Guidelines for Linking the Skill Programmes with Academic Programmes, organised by Commonwealth Educational Media Centre for Asia, Delhi (20 November, 2018) at IIC, New Delhi.

Seminar on Employment and Employability of Higher Education Graduates, organised by Centre for Policy Research in Higher Education, NIEPA and British Council, New Delhi (19-20 February, 2019) at India Habitat Centre, New Delhi.

Workshops/Conferences/Training Programmes Organised

Orientation Programme on Management of Skill Development at Higher Education from 3-7 December, 2018.

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

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

Developed course outline on Educational Administration and Management Unit of SWAYAM Refresher Online Course on Educational Planning and Administration.

Transacted SWAYAM Online Course on Educational Administration & Management.

Transacted MPhil, PhD course CC-1 – Psychological Perspective of Education.

Transacted MPhil, PhD Course CC-7.

Transacted IDEPA Course- 202

Transacted PGDEPA Course-904

Coordinator & Transacted PGDEPA Advanced Course-908

Consultancy and Academic Support to Public Bodies during period under Report

Academic Support to SCERT, Delhi on Restructuring and formulating Recruitment Rules.

Other Academic and Professional Contributions

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

Participated and prepared minutes of the Workshop on National Resource Centres (NRCs) for North Zone on 11 July, 2018, organised by AICTE at NDIM, New Delhi.

Resource Person for HRDC at Jammu University, New Delhi on 16-17 July, 2018.

Resource Person for Extension Lecture in Jamia Millia Islamia, Delhi on 5 September, 2018.

Member of MACP cases of Group 'B' employees' meeting on 12 December, 2018, NIEPA.

Coordinated the Award Function of Innovations in Education Administration in 3-4 January, 2019.

Panel Discussion on "Integration of Skills in Post-secondary Education" in the Workshop-cum- Orientation on Leadership in Educational Administration for Academic Administrators in Universities and Colleges, on 14-16 January, 2019.

Participated in the Executive Committee Meeting of SCERT Delhi on 29 January, 2019.

Resource Person in the Workshop for facilitating the conduct of one-month Certificate Course on School Leadership and Management on 6 February, 2019, NIEPA.

Participated in the 20th Meeting of Governing Council of SCERT on 7 February, 2019 at GNCTD in Conference Hall, Delhi Sachivalaya.

Assisted in preparing minutes of the DAC Meeting on 22 February, 2019.

Attended Meeting of RR/API Committee, SCERT Delhi on 25 February, 2019.

Chaired a Session in Workshop on Innovation and Good Practices in Institutional Governance of Higher Education on 1 March, 2019.

Participated in a Meeting at SCERT Delhi as a Member of PAC of DIET (NE) on 6 March, 2019.

Participated in the Meeting of RR/API Committee on 8 March, 2019.

Participated in RR/API Meeting with Secretary (Education), GNCTD at Old Secretariat on 25 March, 2019.

Participated in the workshop for resource persons to facilitate the conduct of one-month certificate course on school leadership and management from 25-27 March, 2019, in a session on conflict management on 27 March, 2019.

Membership of Eminent Bodies outside NIEPA

Member of Governing Council, SCERT, Delhi.

Member of Executive Committee, SCERT, Delhi.

Member of Restructuring, Recruitment Rules/API Committee, SCERT, Delhi.

Member of Team on Curricular Aspects for NAAC–SSR.

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.

Nominated Member of Training Advisory Committee, CBSE.

Manju Narula

Workshops/Conferences/Training Programmes Organised

Orientation Programme on Educational Administration and Management for the State Level Women Administrators, 25-29 June, 2018, NIEPA, New Delhi.

Co-Coordinator of National Conference on Innovations in Educational Administration and Awards Function, 3-4 January, 2019.

Coordination & Teaching

MPhil

Teaching in MPhil

IDEPA

Course Team Member & Teaching in Course "Educational Administration" in the unit Educational Management (face-to-face).

Preparation of material and teaching in course "Educational Administration" in the unit Educational Management in Advanced Course on Educational Administration Course in PGDEPA.

Teaching in Other Programmes

Orientation Programme on Leadership in Educational Governance for District Education Officers.

Supervision and Guidance

MPhil Student

PGDEPA Participant

IDEPA Participant

Other Academic and Professional Contributions

In NIEPA

Member of Screening Committee for MPhil/PhD Programme

Member for Evaluation of Written Test Scripts

Outside NIEPA

External Evaluator of MEd dissertation - GGSIPU

PhD Thesis Evaluator - GGSIPU

Membership of Eminent Bodies outside NIEPA

1. Life Membership of All India Association of Teacher Educators (AIATE)

2. Life Membership of Comparative Education Society of India

3. Life Membership of Society for Education and Economic Development

V. Sucharita

Publications

Sucharita V. (As a co-author) (2018) India Country Report in "Demographic change and implications for education policy: three country case studies from Asia" edited by Charbit, Yves and Moussy, Hugues, IIEP, UNESCO, 978-92-803-1423-6

Kumar Suresh & V. Sucharita (Ed.) (2019), Compendium of Innovations and Good Practices in Educational Administration 2017-18, NIEPA

Participation in Conferences/Courses

Participated in a four-week refresher course in Language, Literature and Culture (Inter-disciplinary) by JNU, HRDC, New Delhi from 27August-20 September, 2018.

Training Programmes/Workshops/ Courses Conducted/Transacted

Organised an orientation programme on "Leadership in Educational Governance for District Level Education Officers", July 9 – July 13, 2018, NIEPA, New Delhi.

Co-ordinated 5-day internship programme for RIE Bhopal students from 8-12 October, 2018.

MPhil

Transacted sessions in the Optional Course (OC-7) on Equity and Multicultural Education

PGDEPA

Transacted sessions in 'Educational Administration' course in PGDEPA Advance Course (Course No. 907)

Guidance and Supervision

Guided a PGDEPA participant, Vijay Kumar Sharma, for his project on "Professional Development of Teachers through District Institute of Education and Training - A Case Study of DIET, Bilaspur, Himachal Pradesh."

Other Academic and Professional Contributions

Chaired a group work session on "Issues in Teacher Management" in Orientation Workshop on Women Educational Administrators for State and District Level Administrators, 25-29 June, 2018, NIEPA, New Delhi.

Member in "Initial MPhil/PhD Application Screening Committee" for MPhil/PhD applications.

Invigilation for MPhil/PhD entrance exam.

Membership of Official and Other Committees

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

Publications

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

"India: Graduates and Employment" - International Higher Education, Number 95: Fall 2018, The Boston College Centre for International Higher Education (CIHE), USA.

Making India a sought-after Destination for Higher Education, published in their Perspectives No.11, 2018, Centre for International Higher Education (CIHE), Boston University & World Economic Services (WES), USA

"Internationalisation of Higher Education – A Country Case of India. UNESCO Bangkok and Tokyo University. (under publication) presented in the 3rd UNESCO Stakeholders Meeting for Developing Framework on Internationalization of Higher Education in the Asia-Pacific: Toward a Mapping of Indicators and their Utilization in Bangkok, Thailand, November 2018.

Gender Budgeting in Higher Education: A Tool to Address Gender Inequalities, India Higher Education Report 2018: (Varhgese NV with and Panigrahi ed.), Sage Publications, New Delhi (Forthcoming).

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

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

(National/International)

Expert Speaker in Boston University & World Economic Services (WES) – Centre for International Higher Education (CIHE) Summer Institute on Inclusive and Innovative Internationalization, June 2018, at Boston College. Prepared and presented: Making India a sought-after Destination for Higher Education.

Invited expert in the 3rd UNESCO Stakeholders Meeting for Developing Framework on Internationalization of Higher Education in the Asia-Pacific: Toward a Mapping of Indicators and their Utilization in Bangkok, Thailand 29 November 2018. Prepared and presented "Internationalisation of Higher Education – A Country Case of India."

International symposium on Internationalization of Higher Education Platform (IZN of HEP): Internationalization Policies and Practices for Future Development, organised and hosted by Mahidol University, in collaboration with the Office of Higher Education Commission, Ministry of Education, Thailand; the United Nations Educational, Scientific and Cultural Organization (UNESCO), Bangkok Office, the University of Tokyo, and Fulbright Thailand, 30 November, 2018.

Key Speaker at the 9th Higher Education and Human Resource Conclave, January 2019, Department of Collegiate Education & Technical Education, Government of Telangana, 4-5 February, 2019, Hyderabad.

Invited expert at the National Conference – 4th Higher Education Conference by Telangana State Higher Education Council and BW Business World Education) on 31 August, 2018 at Hyderabad.

Session Chair for the Session on "Trends in Entrepreneurship and Innovations in Higher Education to Promote 4 E's – Education, Employability, Employment and Entrepreneurship" in the 4th National Higher Education Conference by Telangana State Higher Education Council and BW Business World Education, 31 August, 2018, Hyderabad.

Resource Person in the 108th Orientation Programme of the UGC-Human Resource Development Centre, University of Rajasthan, Jaipur, December 2018. Delivered two lectures.

Keynote Speaker, National Conference on Strategies for Business Excellence, organised by the Delhi Technical Campus, Greater NOIDA, 2018.

National Launch of the 2019 Global Education Monitoring Report, UNESCO, New Delhi, 20 November, 2018.

Delivered two lectures in the ICSSR 10-day Research Methodology Course organised at MGKV, Varanasi, 26 October, 2018.

Inaugural Address and lectures in the Orientation Programme on 'Planning and Management of College Finances' 19-21 March, 2018 by NIEPA, New Delhi at UGC-HRDC, University of Rajasthan, Jaipur

Delivered lectures in the Orientation Programme on 'Planning and Management of University Finances' 3-7 December, 2018 at NIEPA, New Delhi.

Session Chair in the National Conference on Innovations in Educational Administration and National Awards Presentation Function for District and Block Level Education Officers on 3-4 January, 2019 at Pravasi Bharatiya Kendra, Chanakyapuri, New Delhi.

Chair, technical session on "Household Expenditure on Education" on 26 March, 2019 in the Graduate Seminar organised by Zakir Husain Centre for Educational Studies, School of Social Sciences, JNU at the Convention Centre, JNU, New Delhi.

Workshops/Conferences /Training Programmers Organised

International Seminar on Employment and Employability of Higher Education Graduates, IHC, 19-20 February, 2019.

National Workshop on Leadership Development in Higher Education for University Administrators (MHRD-CALEM) (7-9 January, 2019).

National Seminar on Shifting Paradigms in Education Financing: Concerns of Quality, Equity and Employability (13-14 December, 2018).

2nd Methodology Workshop for Employability Project in CPRHE for State Teams. (There were 14 participants representing 6 universities from 6 states).

Review Workshop on the Project "Employment and Employability of Higher Education Graduates in India" at Bengaluru, September 2018.

Review Workshop on the Project "Employment and Employability of Higher Education Graduates in India" at Hyderabad, September 2018.

Review Workshop on the Project "Employment and Employability of Higher Education Graduates in India" at Mumbai, September 2018.

Review Workshop on the Project "Spatial Dynamics of Comparative Education Advantage in India" at Bhopal, March 2019.

Review Workshop on the Project "Spatial Dynamics of Comparative Education Advantage in India" at Bengaluru, March 2019.

Review Workshop on the Project "Spatial Dynamics of Comparative Education Advantage in India" at Mumbai, March 2019.

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:

Developed Background Material for Higher Education Leadership Development Programme for University Administrators.

Developed the Analytical Framework for the 2nd Methodology Workshop on Research Project: Employment and Employability of Higher Education Graduates in India.

MPhil PhD Course- CC-3, CC-5.

International Diploma in Educational Planning & Administration (IDEPA)

National Diploma in Educational Planning & Administration (DEPA)

Supervision of MPhil/PhD Work/PGDEPA

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

ii) PhD - Sandhya Dubey "Access and Quality Dynamics in Financing of Higher Education"

iii) PhD - Sonam Arora: Proposal Development Stage

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

MPhil Study (Submitted)

Sandhya Dubey - Impact of the Public Education Expenditure across Different Levels on Higher Education Access in India: A Panel Data Analysis (Awarded)

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

Boston University & World Economic Services (WES) – Centre for International Higher Education (CIHE) Summer Institute on Inclusive and Innovative Internationalization, June 2018, at Boston College. Prepared and presented: Making India a sought-after Destination for Higher Education, published in their Perspectives No.11.

UNESCO Bangkok and Tokyo University – Internationalisation of Higher Education – A Country Case of India. Draft submitted and presented in the 3rd UNESCO Stakeholders Meeting for Developing Framework on Internationalization of Higher Education in the Asia-Pacific: Toward a Mapping of Indicators and their Utilization in Bangkok, Thailand, November 2018. Finalisation of Report under progress.

Department of Higher & Technical Education, Telangana: Document on Challenges of Graduate Employability. Under finalisation after presentation in the 9th Higher Education and HR Conclave, January 2019.

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

MP Govt and World Bank: Madhya Pradesh Higher Education Quality Improvement Programme (MPHEQIP): Expert Member in the Project Evaluation Committee for proposed Centres of Excellence, State Project Directorate, RUSA, Department of Higher Education.

Other Academic and Professional Contributions:

Member, Expert Committee to prepare the estimate of fund requirement for the 15th Finance Commission

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

Reviewer for Studies in Microeconomics, Sage Publications

Guest Editor for Special Issue of Life Science Global, Canada

Reviewer for Management and Economics Research Journal

Member-Secretary, MPhil/PhD Progress Review Committee

Member, MPhil and PhD Admission Committee

Member, Committee for setting questions for M Phil/PhD Entrance Examination

DAC, Department of Higher Education

DAC, Department of Educational Finance

Member – MPhil Curriculum Revision and Restructuring Committee

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

Membership of Eminent Bodies outside NIEPA

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

Member, Departmental Advisory Board (DAB), Planning & Monitoring Division, NCERT, New Delhi

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

Reviewer of Book Proposal: For Springers, Singapore.

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

External Examiner (PhD Evaluation) for various Indian Universities

Selection Committee Member for various Universities and other Govt. Bodies

Vetukuri P.S Raju

Publications

Research Papers/Articles/Notes

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, CPRHE, NIEPA (under consideration).

Research Studies Completed

Report submitted to MHRD on "An Evaluation Study of the Centrally Sponsored National Means-cum-Merit Scholarship Scheme".

Report submitted to MHRD on "An Evaluation Study of the Centrally Sponsored Scheme of National Scheme of Incentive to Girls for Secondary Education".

Seminars/Conferences/Workshops

National

Participated and presented a paper entitled 'Student Based Financial Support System in Higher Education: Challenges in Implementation of Centrally Sponsored Schemes in the National Seminar on "Higher Education in India: Emerging Challenges" held on 30-31 January, 2019, organised by the Department of Political Science, New Government Degree College, Serilingampally, BHEL Township, Hyderabad, Telangana.

Workshop on Teaching, Learning and Evaluation online with Moodle MOOC Platform & Open Education Resources from 6-10 August, 2018 at NIEPA, New Delhi.

Participated in the 'National Seminar on Inclusive Education, Reservation Policy and Backward Classes in India' at NIEPA, New Delhi.

Participated in the 'National Conference on Innovations in Educational Administration and Award Function' from 3-4 January, 2019 at Pravasi Bharatiya Kendra Auditorium, Chanakyapuri, New Delhi.

Co-Chair and participated in the 'National Consultative Meet on 'Shaala Siddhi: Evaluation for improvement' from 14-15 February, 2019 at Residency Resort, USI Premises, Rao Tula Ram Marg, New Delhi.

Participated in the workshop on 'Leadership Development in Higher Education for Vice-Chancellors' from 24-25 January, 2019 at Pride Plaza Hotel, Aerocity, New Delhi, organised by NIEPA, New Delhi.

Participated in the 'Pre-submission Seminar Presentation by MPhil Students' at NIPEA, New Delhi.

Participated in the workshop on 'Leadership Development in Higher Education for University Administrators' from 7-9 January, 2019 at Pride Plaza Hotel, Aerocity, New Delhi, organised by NIEPA, New Delhi

Participated in Fourth Higher Education Summit on 18 April, 2018 at Le Meridien, New Delhi, organised by Centre for Education Growth and Research (CEGR).

International

Presented a paper on 'Best Practices in Teaching to Improve the Quality of School Education in West Godavari District of Andhra Pradesh' in the International Seminar on "Towards Developing Professional and Humane Teachers for Quality Education" organised by IUCTE, PMMMNMTT, Maharaja Sayajirao University of Baroda, Vadodara, Gujarat from 10-12 January, 2019.

Presented a paper on 'Modernisation and Elementary Education of Muslims: A Comparative Study of Andhra Pradesh, Telangana and Uttar Pradesh' in the 9th Annual International Conference of the Comparative

Education Society of India on the theme "Modernity, Transformative Social Identities and Education in Comparative Contexts" held during 14-16 December, 2018 at Department of Sociology, Faculty of Arts, Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

Participated in the "International Seminar on Employment and Employability of Higher Education Graduates" (jointly organised by CPRHE, NIEPA and British Council) from 19-20 February, 2019 at India Habitat Centre, New Delhi.

Workshops/Conferences/Training Programmes Organised

"Orientation Programme in Planning and Management of University Finances" from   3-7 December, 2018 at NIEPA, New Delhi by Dr. Vetukuri. P.S. Raju.

Finance course (2-6 April, 2018, Course No. 207) "International Diploma in Educational Planning and Administration" by Dr. Vetukuri. P.S. Raju.

Educational Planning course (27-30 November, 2018, Course No. 903) "Post Graduate Diploma in Educational Planning and Administration" by Dr. Vetukuri. P.S. Raju.

Training Material and Courses Developed and Transacted

Training material developed and transacted in the "Orientation Programme in Planning and Management of University Finances" at NIEPA, New Delhi.

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

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

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

MPhil curriculum development on Adult Education.

Consultancy and Academic Support to Public Bodies

Conducted Mid-Term Evaluation Studies of two Centrally Sponsored Schemes for the Department of School Education and Literacy, MHRD, Government of India

Other Academic and Professional Contributions

Evaluation and Viva-voce examination of PGDEPA participant

Evaluation and Viva-voce examination of MPhil student

Preparation of the perspective plan for the Department of Educational Finance

Validation of cases for 'National Awards for Innovations in Educational Administration-2018', Department of Educational Administration, NIEPA

Preparation of the Departmental Advisory Committee meeting agenda for the department

Organising Committee Member of the MPhil/PhD. entrance examination

Screening Committee & Interview Board Member of the Project Staff selection

Member of the NIEPA Digital Learning Monitoring Cell

Supervision of MPhil/IDEPA/PGDEPA

A study of academic and non-academic challenges faced by the first generation college learners as undergraduate students. (Shikha Diwakar) MPhil (Submited)

A study of armed conflicts and education in Kashmir Administrative Division of Jammu and Kashmir. (Mohammad Ilyas) MPhil (ongoing)

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

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

Role of Information and Communication Technology (ICT) - Learning Process amongst Primary School Learners: A study on Wardha district of Maharashtra. (Ratnamala P. Khadke) PGDEPA.

Membership of Eminent Bodies outside NIEPA

Life Member, Comparative Education Society of India, New Delhi

Alumni Member of International Institute for Educational Planning ((IIEP/UNESCO), Paris, France

Department of Educational Policy

Avinash Kumar Singh

Publications

(Book Review)

2019 `Vision of Education in India' by Dubey, M and S Mitra in Journal of Educational Planning and Administration Vol. XXXIII, No. January, pp. 73-76..

Participation in Seminars/Conferences/ Workshops during the year under Report (National/International)

Delivered Valedictory Address in the National Conference on 'Teacher Education – Issues and Challenges', at Regional Institute of Education (RIE) NCERT, Mysore on 2-4 July, 2018.

Participated as Resource Person in the National Seminar on 'Secondary Education' at Council for Social Development, New Delhi, on 14-15 July, 2018.

Presented a Paper on `Decentralisation and Participation in Education: Policies and Practices' in the National Seminar on '25 Years of Decentralised Governance in India: Progress, Issues and Ways Forward' at ISEC, Bengaluru, on 28-30 August, 2018.

Delivered a Lecture on 'Policy Ethnography' in the Orientation Workshop on 'Qualitative Research Methodology' at NIEPA, New Delhi on 20 December, 2018.

Chaired a Panel Discussion on 'Leadership and Higher Education' in the National Workshop on 'Leadership in Education' at NIEPA on 15 January, 2019.

Workshops/Conferences/Training Programmes Organised

Orientation Workshop on 'Functioning of Local Authority and Autonomous Councils under Sixth Schedule of the Constitution in Management of Elementary Education in North Eastern States' (Hotel Imphal The Classic: 10-14 September, 2018).

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

Organised the 9th Maulana Azad Memorial Lecture on 'Diversity Management under Indian Constitution' delivered by Prof. Faizan Mustafa on 9 November, 2018 (in Commemoration of National Education Day) at India Habitat Centre, New 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)

Compulsory Course 203: Critical Areas of Education in Developing Countries under International Diploma Programme in Educational Planning and Administration (IDEPA)

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'.

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'.

Provided guidance to Sajad Ahmad, PhD scholar, in his study ` Education, Culture and Livelihood: A Study of the Nomadic Pastoralist Bakarwals in Jammu and Kashmir'.

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'.

Provided guidance to Nilanjana Moitra, PhD scholar, in her study 'Tribal Agency and Higher Educational Governance in 5th Schedule Areas of Jharkhand, India'.

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

Provided guidance to Bagesh Kumar, PhD scholar, in his study 'Identity Discourse in Higher Education: A Study of Dalit-bahujan Student Organisations'.

Membership of Eminent Bodies outside NIEPA

Chairman, Grant-in-Aid Scheme, MHRD, Government of India, New Delhi for over 5 years - since 2015

Member, Comparative Education Society of India (CESI)

Member, Journal of Adivasi and Indigenous Studies (JAIS) Editorial Advisory Board

Other academic and professional activities

Chairman, Research and Publication Review Committee, NIEPA

Chairman, Examination Committee, NIEPA

Member, Board of Studies, NIEPA

Member, Academic Council, NIEPA

Member, Board of Management, NIEPA

Veera Gupta

Publcations

Chapter 'API as a Measure of Quality in Higher Education' in the book titled 'Assuring Quality in Higher Education: Innovations and Challenges' published by Excellent Publishing House, Kishangarh, Vasantkunj, New Delhi-110070; ISBN: 978-93-86238-61-0, pp1-11.

UNESCO; REPORT ON 'Accessibility to learning environments and processes'; SAP Vendor No. 4001956, dated 29 June, 2018.

Module on 'Assessment for Special Need Children" in the Course titled 'Educational Assessment and Psychometric' NCERT; Email dated 8 June 2018, F. No. 8.02/2018-19/ESD.

NIEPA, National Centre of School Leadership Modules on: 'National Level Inclusive Education Policies' w.r.t. CwDs for the curricular sub-area of 'Transforming School Practices' of the curricular area titled 'Transforming Teaching Learning Processes'.

NIEPA, National Centre of School Leadership Modules on: 'How Do I Create Inclusive Classrooms" for the curricular sub-area of 'Transforming School Practices' of the curricular area titled 'Transforming Teaching Learning Processes.

Research Papers/Articles Published during the year under Report

'Evaluation of Educational Policies in India for Inclusive Education System' Journal of All India Association for Educational Research, Vol 29, No. 2, December 2017 ISSN 0970-9827, pp. 34-49.

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

(National/International)

Paper on 'Achieving Equity and Quality in Learning and Assessing Learning Achievements' in the International Conference on 'Fostering Excellence through Inclusion' November 2018 organised by Amar Jyoti 27-30 November, 2018.

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

National Workshop on Policy and Planning of Inclusive Education with Focus on CWSN

OC 14 Course for MPhil

PGDEPA Phase V Course 909 on Policy Making

Consultancy and Academic Support to Public Bodies during period under Report

UNESCO, Study on 'Accessibility to Learning Environments and Processes'

Membership of Eminent Bodies outside NIEPA Member of BOS, Dayal Bagh deemed university; Email dated 1 March, 2019

Meeting on Index of Inclusive education; No. f.4-4/2018-19/DEGN dated. 19 March, 2019; NCERT

Project on "Developing as Updated Version of the Index for Inclusive School" workshop to finalise the Index. No. F. 4-4/2018-19/DEGSN/1320-1337 dated 6 February, 2019; on 21-22 February, 2019, NCERT

Resource Person for the NRC ICSSR sponsored, National Consultative Meet on the theme 'Continuous Professional Development of the Teacher Educators' under the aegis of IASE-MHRD, Email dated 11 February; 22 February 2019, CIE DU

MSJ& E and Amar Jyoti Charitable Trust set up 2nd Task Force Meeting regarding Setting up of Model Inclusive Setup by DEPwD; NIEPMD/TF-DEPwD/18-19; on 26 February, 2019

Member, Executive Body, Delhi state; All India Association for Educational Research; Email dated 13 December, 2018; AIAER

Member of the Committee for Development of Assessment Tool for CwD; ASER and CBM; on 8 January, 2019

Resource Person for Refresher Course/ Training Programme for AMU School Teachers; letter dated 23 December, 2018 for 9 January, 2018; UGC Human Resource Development Centre, AMU, Aligarh

Meeting of experts in a two-day workshops - 15-16 November, 2018, 30-31 October, and 12-13 June, 2018 - at NCERT regarding discussion of course material prepared by experts, at the Education Survey Department, NCERT; Email dated 14 November, 2018

Convener of the Faculty Development Programme, NIEPA and Shyam Lal College DU, from 24-30 November, 2018

Lecture on "Professional Ethics & Values in Academic Ecosystem" on 24 November, 2018, Shyam Lal College Delhi University

Special Guest at the inauguration of a 3-day National Congress on "Developing a Model Curriculum on Disability Studies for Higher Education in Indian Universities" (partly supported by NIEPA) at Auditorium, Indian Spinal Injuries Centre, Vasant Kunj, New Delhi on 5 October, 2018; Society for Disability and Rehabilitation Studies

UPSC Confidential Task of Evaluation from 9-16 October, 2018; Email dated 8 October, 2018

"National Consultative Workshop on Inclusive Education of the Differently-abled Children"; P3/103/2018/SCERT; 24-25 October, 2018, SCERT Kerala

Evaluation of the "Documenting the Good Practices Adopted by the States for Implementation of Inclusive Education (IE) under SSA and RMSA"; f.N. 4-5/2018-19/DEGSN dated 4 October, 2018 on 30-31 October, 2018, NCERT

International Journal of Inclusive Education Invitation to Review Manuscript ID TIED-2018-0172; Email dated 26 September, 2018

Honorary Advisor at Amar Jyoti, letter dated July 10, participated in1836th Annual General Body Meeting held on 11 August, 2018

One-day Seminar on "Teaching Learning in Inclusive Set up." Letter Ref No. Edu/SOE/2018-19/310 dated 31 July, 2018 on 2 August, 2018, PMMMNMTT BHU

Session in FDP on "Assuring Quality in Higher Education: Innovation & Challenges" from 17-21 July, 2018; Email dated 8 June, 2018; The Maharaja Surajmal Institute

Examiner for PhD viva-voce at Delhi University; No. DOE/PhD/Viva-Voce/2018 dated 29 May, 2018

Three-day workshop to launch online Credit Based Curriculum for Educational Assessment and Psychometric and to finalise content for the Module on Assessment for Special Need Children; F.No. 8.02/2018-19/ESD Email dated 8 June, 2018 on 12-14 June, 2018, NCERT

Meeting of the sub-group on Inclusive Education and Skill Development, No. 219/NPIDDs/NAT/2018 on 2 April, 2018, National Trust

Prepared proposal for Research Study to examine various issues of employees with disabilities. No. DE.23(572)/Sch.Br./2017/457-460 and NIEPA diary number 96320 dated 4 April, 2018 and 5 April, 2018; Directorate of School Education, Delhi

Lectures Delivered

Lecture in IDEPA on Educational Management; 6 and 27 February, 2019

Chair for the Session on National Consultative Meet Shaala Siddhi; 14 February, 2019

Chaired the session in the National Conference on Innovations in Educational Administration; No. 02/EAD/NAIEA- Conference/2018 dated 24 December, 2018 on 3 January, 2019 at NIEPA

Workshop on Leadership Development in Higher Education for University Administrators

Reporter and Group Work Facilitator; No. F. 34/2018/Edn. Fin/MK dated 2 January, 2019; 7-8 January, 2019

Chaired the session in National Conference on Leadership Pathways for School Improvement, 22-24 January, 2019; F.No. 51/NCSL-NIEPA/2019 dated 21 January, 2019

Session on Non-violent and Non-judgmental Communication in 'Workshop on School Leadership for School Heads, DIET Faculty' from 17-22 December, 2018. Email dated 12 December, 2018, on 21 December, 2018 at NIEPA

Lecture in PGDEPA on "Educational Management", Email dated 22 October, 2018 on 1 November, 2018, NIEPA

Lecture in PGDEPA on Education of "Special Children", Email dated 22 October, 2018, on 5 November,2018, NIEPA

Annual Programme on Institutional Planning for Heads of Muslim Minority Managed Senior Secondary Schools, Session on 'Inclusive Education in Schools'; F. No. 08/DotCBE/SM/2018-19 dated 23 August, 2018 on 28 August, 2018, NIEPA

Session on 'CWSN and Social Inclusion" in Orientation Programme on "Leadership in Educational Governance" from 9-13 July, 2018, Department of Educational Administration

The Third International Programme for Educational Administrators (IPEA) Lecture on: Conceptualising Educational Policy and on Inclusive Education in International Perspective and School Performance, Management and Evaluation: Reflection on International Practices; 18 July, 2018

Transformative Teacher Education, Refresher Course in Teacher Education from 3-22 December, 2018; UGC-Human Resource Development Centre, Jamia Millia Islamia; Email dated 11 December, 2018 on 14 December, 2018

Supervisor for Research

Supervision of Ph.D student Sangita dey on Policy analysis of Mid Day Meal Programme: from governance Perspective.

Supervision of Ph.D student, Deepinder Sekhon on policies and Practices for CWSN No. F. 11-8/2014-15/AA/CAS dated 27 August 2015

Supervision of Ph.D work of Nivedita Sahani on "A Study on the concept of disability in India With special Emphasis on the Assessment Procedures of children With Special Needs"

M.Phil dissertation on 'Disability as diversity in higher Education Institutions: A study of the experiences of students with Disability in Academic and social sphere" by Pawar Amar Maruti

IDEPA project work supervision: 'The influence of guidance and counselling on student discipline in selected Primary Schools in Lusaka District," by Mrs Patricia Chaile Zambia; Email dated 6 March

A Review of Factors Linked to Poor Performance of Students in English Language in Schools

across Countries; K.A.C.A. Perera; Thirty-Fourth International Diploma in Educational Planning and Administration

PGDEPA dissertation on 'Technical and Vocational Education and Training Policy - A Comparative Analysis in Selected Countries of Asia - Pacific Region' by Dr. Pujan Sarkar West Bengal

Other information relating activities of Dept. during 2018-19

Member of BOS, NIEPA, Email dated March 1, 2019

Member of AC, NIEPA, F. NIEPA/Admn/RO/AC/052/2018-19 dated February 18.

Member of Board of Management, NIEPA, F. NIEPA/Admn/RO/BOM/053/2018-19 dated February 18, 2019

Member of the Committees of IQAC:

Policy on consultancy and resource mobilization

Handbook of rules and bylaws of the University; No.F. NIEPA/Admn/RO/Circular/030/2018-19

Committee to formulate a policy regarding internship in NIEPA, No.02/NIEPA/steer Comm/2017-18 dated March 11

Departmental Advisory Committee meeting; 18 Feb.2019

Member of the selection committee for the post of junior consultant; F.No. 14-3/2016-Acad, on 11/1/2019; NIEPA

Member of the committee to review services of M/s Yadav Tourist Services; No. F.13-6/2017-18 GA dated 10 December, 2018, on 12 December, 2018, NIEPA

Member of the committee to review services of M/s Food Pakiza; No. f. 42-2/2010-11-GA, on 10 December, 2018, NIEPA

Transformative Teacher Education, Refresher Course in Teacher Education, from 3-22 December, 2018; UGC-Human Resource Development Centre, Jamia Millia Islamia; Email dated 11 December, 2018 on 14 December, 2018

Manisha Priyam

Publications

Book Chapter

"Missing Women Leadership in Indian Higher Education: Broken Pipeline or Fields of Power" In Shamika Ravi edited A Compendium of Contemporary Essays on Gender Inequality, Brookings India

Newspaper

2 February, 2019: "Interpreting the Budget 2019: Politics has overwhelmed the rationality of economics", DailyO (online) https://www.dailyo.in/politics/budget-2019-politics-economics-farmers-narendra-modi/story/1/29250.html

Teaching

Research Methodology

Human Rights, Democracy and Education

Lectures Delivered:

28 March, 2018: "Mid-Day Meal Scheme in India", UGC-Human Resources Development Centre, Jawahar Lal Nehru University, New Delhi

16 April, 2018: "Post Mandal Politics in Bihar", Book Discussion, Centre for the Study of Developing Societies, India International Centre, New Delhi

28 April, 2018: "The Future of Democracy" Progressive Council, Lucknow

28 May, 2018: "Unpacking the Results of the Karnataka Elections", Centre for Policy Research, Trivedi Centre for Political Data, New Delhi

22 June, 2018:" Teacher Issues in Indian Higher Education", Bihar Economic Association

19th Annual Conference, Gaya

20 July, 2018: "Against All Odds: Case Study of School Education in Dantewada" Administrative Training Institute, Kolkata

20 July, 2018: "21st Century Skills and Modern Pedagogies in Use", Principals Conference, Oxford University Press, Kolkata

28 July, 2018: "Higher Education and Outcome Based Learning", Seminar on Outcome Based Education, Association of Self-Financing Arts, Science, and Management Colleges of Tamil Nadu

4 August, 2018: "HECI and Higher Education: Missing Vision and Flat Discourse on Quality", Jawahar Lal Nehru University Teachers Association

14 September, 2018: "Samagra Shiksha Abhiyan: How Radical Policy Shifts Have Shaped India's Education", Centre for Policy Research, New Delhi

18 September, 2018: "Challenges in Higher Education in India", Workshop with State Legislators on Job Creation in India by Parliamentary Research Studies (PRS) Legislative Research, National Institute of Public Finance and Policy (NIPFP)

28 October, 2018: "Agenda for Politics of Accountability", India Foundation, 5th India Ideas Conclave, New Delhi

14 November, 2018: "Education Policy Reforms", 2nd Refresher Course in Teacher Education, UGC-Human Resources Development Centre, Jawahar Lal Nehru University, New Delhi

19 November, 2018: "Promoting a Culture of Excellence in Universities: Role of Rankings and Benchmarking", O.P. Jindal Global University, Haryana

5 December, 2018: "Small 'In'Site in the Making of a Big Phenomenon: Methodological Reflections from Understanding State Elections in India", Workshop on Ethnography and Political Life, South Asia University (SAU) and the University of Chicago, SAU Campus, New Delhi

18 December, 2018: "Debating Post Truth Phenomenon: Literature, Culture, and Critical Discourse

2 January, 2019: "New Threats to Academic Freedom" in a Seminar Education: Illuminating Myriad Facets, Difficult Dialogues, 31 January-2 February, University of Oxford, Goa University. and International Centre, Goa

18 January, 2019: International Workshop on Know Violence in Childhood, St. Teresa's Kochi, Kerala

9 February, 2019: "The Countdown to Elections 2019", The Huddle, The Hindu Newspaper's Annual Conclave, ITC Gardenia, Bengaluru

1 March, 2019: "Small Insights in the Making of a Big Phenomenon: Comparative Electoral Ethnography as a Method for Understanding India Elections", International Conference on Electoral Dynamics and Contours of Party System: Run up to 2019, Department of Political Science, Delhi University

8 March, 2019: "Globalization and Education Policy Changes", 5th Refresher Course in Global Studies, UGC-Human Resources Development Centre, Jawahar Lal Nehru University, New Delhi

S. K. Mallik

Research Completed and Ongoing

Research Completed

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

On-going Research

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

Participation in Seminars/Conferences during the year under Report

(National/International)

Participated in the National Seminar on 'Urban Marginality, Social Policy, and Education in India' (NIEPA: 28-29 March, 2019)

Attended the National Conference on 'Delivering Quality Education' organised by Delhi Commission for Protection of Child Rights, NCT of Delhi on 29 July, 2018

Paper presented at the National Seminar on 'Debating 68 Years of Sixth Schedule and Tribal Autonomy in Northeast India' during 16-17 November, 2018 at Assam University, Diphu Campus.

Workshop/ Conferences/ Training Programmes Organised

Orientation Workshop on 'Functioning of Local Authority and Autonomous Councils under Sixth Schedule of the Constitution in Management of Elementary Education in North Eastern States'(Hotel Imphal The Classic: 10-14 September, 2018)

Training Material Developed/Evolved during the year under Report

How to prepare Bibliography/References for the Project Work?

Other Academic and Professional Contributions

Editorial support to Journal of Educational Planning and Administration (NIEPA Journal)

M Phil Guidance

Vandana Tiwari

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

Kavya Chandra

Community Participation and Social Accountability: A Case of School Management Committees in Schools of New Delhi

Course in-charge: Participants' Seminar

1. PGDEPA

2. IDEPA

    Guided IDEPA participant – 1

    Guided PGDEPA participant - 1

    Member of Scrutiny Committee for MPhil/ PhD Admission

Membership of Eminent Bodies outside NIEPA

Member of Association of Educational Planning and Administration

Naresh Kumar

Publications

Book Review

Vidya Rajiv Yeravdekar and Gauri Tiwari: Internationalisation of Higher Education in India. New Delhi: SAGE Publications, 2017 – Sociological Bulletin, Vol. 67, No. 3, December 2018: 376–378.

Book Chapter

Kumar, Naresh. (2018): 'Innovation in Teaching-Learning: The Role of ICT and Research'. In Sheeba Joseph & Nilofar Kadeer (eds): The Quality of Higher

Education in India: Road Ahead (pp. 56-58). Bhopal: The Bhopal School of Social Sciences.

Research Completed and Ongoing

Completed

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

Ongoing

Revisiting Equity: Policy Perspectives and Social Perceptions (Dr. Naresh Kumar).

Participation in Seminars/Conferences during the year under Report

10 April, 2018 - Workshop on 'SOCIAL MEDIA', organised by MHRD, AICTE Auditorium, New Delhi.

9 April, 2018, - Invited lecture on 'Teaching, Teacher Professionalism and Learning' in '1st Refresher Course on Teacher Educators', organised by HRDC, JNU (26 March-20 April, 2018).

13 July, 2018 - Invited as an expert for the production of a video programme in Sociology on 'Social Groups' at NIOS, NCR, New Delhi.

19 July, 2018 - Invited as an expert for the production of a video programme in Sociology on 'Norms and Values' at NIOS, NCR, New Delhi.

7 August, 2018 - Invited as an expert to deliver lectures on 'Qualitative Research Methodology' in a Workshop on 'Research Capacity Building for School Principals' (6-8 August, 2019), organised by SIEMAT, Jaipur.

27-31 August, 2018 - National Workshop on 'Planning and Designing Research Projects for Faculty of SCERTs. The Workshop was organised at Guwahati by the Department of Educational Planning, NIEPA, in New Delhi.

10-11 September, 2018 - Workshop on Training and Capacity Building of the SCERT Faculty 'Qualitative Research Design', organised at Guwahati by the Department of Educational Planning, NIEPA, New Delhi.

13 September, 2018 - Invited Speaker in the National Symposium on TLC on Social Sciences 'Epistemic Foundation of Sociology', organised by the Department of Sociology, Central University of Panjab, Bhatinda.

28-29 December, 2018 - Invited Speaker in the National Seminar on 'Status of Tribal Ashram Schools in India: Issues, Challenges and Prospects' to speak on "Rethinking Policy Redesign & Reforms for Tribal Schools in India: Perspectives and Challenges", organised by the Department of Social Work, JMI and Bharati Vidyapith University, Pune.

25 September, 2018 - Invited as an expert for production of a video programme in Sociology on 'Socialisation as a Learning Process' at NIOS, NCR, New Delhi.

27 November, 2018 - Invited Speaker on 'Sociological Thinkers' in PGT Sociology Training Workshop, organised by SCERT, New Delhi.

28 November, 2018 - Invited Speaker on 'Research Methods' in PGT Sociology Training Workshop, organised by SCERT, New Delhi.

20 February, 2019 - Invited Speaker on 'Continuous Professional Development of Teachers' in the National Meet on CPDT, organised by CIE, DU.

7 March, 2019 - Invited Speaker on 'New Institutionalism and Globalisation: Reflections on Private Schooling' in the 5th Refresher Course in Global Studies (Interdisciplinary), organised by HRDC, JNU.

30 March, 2019 - Invited Speaker on 'Policy Analysis' in the Skill Lab Workshop, organised by the Department of Social Work, JMI, New Delhi.

Workshops/ Conferences/ Training Programmes Organised

Qualitative Research Methods in Education - 17-28 December, 2018.

Membership of Eminent Bodies outside NIEPA

I.   Member, Comparative Education Society of India.

II.   Member, Indian Sociological Society

Department of School and Non Formal Education

Pranati Panda

Participation in Seminars/Conferences/ Workshops

International

Participated as a Panelist in International Conference on Learning - ICL-2018 from 28-30 September, 2018, Department of Education, Lady Irwin College, New Delhi.

National

Participated as Panelist at 'Teacher Evaluation Publications Launch', British Council, 23 January, 2018, New Delhi.

Participated as a Resource Person in the State Level Conference of 'District and Block Education Officers on Educational Planning and Administration', Shiv

Chhatrapati Krida Sankul, Mhalungi- Balewadi, Pune, Maharashtra on 6-7 February, 2018.

Participated in the NCSL National Advisory Group Meeting (2018-19), on 14 March, 2019, NIEPA, New Delhi.

Research Studies and Projects

Coordinating and Managing the Project on 'A Study of Governance, Regulation and Quality Assurance of Teacher Education in India'.

Training Programmes/Workshops / Conferences Organised

National Seminar on 'Governance, Regulation and Quality Assurance in Teacher Education', 15-16 March, 2018, NIEPA, New Delhi..

Training Material and Courses Developed/ Transacted

Developed a foundation course (Core Course-2) on Education in India for MPhil. and PhD Programmes.

Guidance & Supervision of PhD / MPhil / IDEPA Scholars

Shaswati Pramanik, PhD scholar, on the topic 'A Study of Intergenerational Mobility in Education in India'.

Twinkle Panda, MPhil scholar, on the topic 'Governance of Secondary Teacher Education in Multiple Sites and Location: Implications on Institutional Performance and Outcome'.

Tina Thakur, MPhil scholar, on the topic 'Mapping the Context for International Education: A Comparative Case Study of International Schools'..

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).

Extended academic support to Government of Odisha and SCERT, Odisha for Reform in Teacher Education.

As an external expert, attended the meeting of Selection Committee in Education, Patna University on 10 March, 2018.

External evaluator and examiner for the six PhD and one MPhil theses of Delhi University, Jawaharlal Nehru University, Allahabad University, Himachal Pradesh University, Utkal University, Osmania University, etc.

Extended academic support to different states on Teacher Education as a Member of the Teacher Education Approval Board of MHRD for the effective implementation of the Centrally Sponsored Scheme on Teacher Education.

Membership of Eminent Bodies outside NIEPA

Member, Journal Advisory Board, NCTE

Member, Programme Advisory Board of SCERT, New Delhi

Member, Teacher Education Approval Board, MHRD, New Delhi

Executive Board Member, RMSA (TCA)

Executive Board Member, Reform in Teacher Education, UNICEF and SCERT, Pune

International Editorial Board Member of KEDI Journal of Education Policy (KJEP)

Member, International Congress on School Effectiveness and Improvement

Member, Indian Association of Teacher Educators

Founder Member, International Forum of Researchers in Education (IRORE)

Member, Alumni Association, Central Institute of Education, New Delhi

Life Member, All India Association for Educational Research

Madhumita Bandyopadhyay

Publications

Chapter in Book

'Universalisation Access to Secondary Education in India: Present Status and Future Challenges', a chapter in the book edited by Ajit Mondal and Manju Narula on Education in Emerging India, Atlantic Publishers & Distributors, New Delhi, 2018, ISBN: 9788126928590 pp. 414-456.

'Gender, Educational Deprivation and Exclusion: A Case Study of Madhya Pradesh and Chhattisgarh', a chapter in the book edited by Ratna M. Sudarshan and Jandhyala B.G. Tilak on Gender in Contemporary Education Research, Gyan Publishing House, New Delhi, 2018, ISBN 9788121213622 pp.141-167.

Research Papers/Articles Published during the year under Report

'Equity and Quality in Science Education in India', in ANTRIEP Newsletter on Science Education in Schools: Major Focus on STEM, Vol. 24 No. 2 July-December 2018, NIEPA, New Delhi, ISBN: 09727507.

'Early Childhood Care and Education in India', in ANTRIEP Newsletter on Early Childhood Care and Education: Progress and Challenges, Vol. 24 No. 1 January-June 2018, NIEPA, New Delhi, ISBN: 09727507.

Participation in Seminars/Conferences during the year under Report

(National/International)

Participated and presented a paper on "Extension of RTE Act to Secondary Education and its Implications for Policy Planning" in the National Seminar on Universalisation of Secondary Education, organised by Council for Social Development, New Delhi at India International Centre, New Delhi on 14-15 July, 2018.

Participated and presented a paper on addressing "Social Exclusion in School Education in Indian Context" in BAICE Conference, organised on the theme: Comparative Education and Development Alternatives Critiques, Innovations and Transitions in the University of York, UK from 12-14 September, 2018.

Taken session on "Access and Equity in ECCE in the Context of Rajasthan and Haryana" in a National Workshop on Governance and Management of Early Childhood Care and Education conducted on 7-8 March, 2019 by the Department of SNFE at NIEPA, New Delhi.

Consultancy and Academic Support to Public Bodies during period under Report

Membership of Eminent Bodies outside NIEPA

Life Member of Comparative Education Society of India (CESI)

Member 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

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

Training material developed in the form of PPT for Follow-up Workshop for "Participatory Action Research for Improvement of School Participation of Children at the Elementary Level in India", 29-31 October, 2018, NIEPA, New Delhi.

Presentation on Participatory Action Research Project: An Overview of Ongoing Research, 29 October, 2018.

Chaired Sessions on Empirical Evidences from Field.

Training material developed in the form of PPT for Workshop on "Access and Participation of Children in Elementary Schools in Educationally Backward Areas in India", 26-30 November, 2018, NIEPA, New Delhi.

Presentation on Elementary Education in India with Reference to EBBs, 26 November, 2018.

Presentation on Attendance and Learning Achievement: Sharing Findings of Different Researches, 28 November, 2018.

Revision of MPhil Core Course No. 5 on Qualitative Research Method.

Other Academic and Professional Contributions

Focal point of NIEPA for ANTRIEP and Editor of ANTRIEP Newsletter

Taken classes of MPhil Coursework (Research Methodology)

On-going Research Project on 'Participatory Action Research for Improving the Participation of Children in Elementary Schools in India'

Guided a PGDEPA participant - Debabrata Chakraborty – for the project on "A Study on the Community Participation with Reference to the Role of SMC in Government Schools of Sepahijala District, Tripura" as per RTE Act-2009.

Guided two PhD Scholars (continuing); the topics are:

Girls' Education and Empowerment in Rural Areas: A Study in Uttar Dinajpur District of West Bengal

"Social Inequalities in Schooling: A Study of Selected Schools in Delhi"

Rasmita Das Swain

Publication

Swain, Rasmita Das (2018): 'Early Childhood Care and Education in India: Success and Challenges' News Letter Asian Network of Training and Research Institution in Educational Planning (ANTRIEP) Vol. 24, No. 1, January-June 2018.

Participation in Seminars/ Conferences/ Workshops

28th Congress of National Academy of Psychology, 'Towards Building Inclusive Societies' University of Delhi, Delhi. Symposium organised by Prof. Neena Kohli and Dr. Rasmita Das Swain, Session on Individual and Organisational Outcomes of Leadership, 19-21 December, 2018. Perceived Leadership Effectiveness & Job Satisfaction of Executive Police: Leader-Subordinate Perspective in J&K National Academy of Psychology, 19-21 December, 2018.

Chaired a session in the workshop on 'Improving Participation of Children in Elementary Schools in India', 29-31 October, 2018, NIEPA, New Delhi.

Workshop on 'Access and Participation of Children in Elementary Schools in the Educationally Backward Blocks in India', 26-30 November, 2018, NIEPA.

Workshop on 'Innovations and Good Practices in Institutional Governance of Higher Education', 26-28 November, 2018, NIEPA.

National Seminar on 'Inclusive Education, Reservation Policy and Backward Classes in India', December 2018, NIEPA.

National Conference on 'Innovations in Educational Administration' and Award conferring Ceremony, organised by NIEPA in Pravasi Bharatiya Kendra, New Delhi, 3-4 January, 2019.

Workshop on 'Teacher Education for Developing Handbook on Governance, Regulation and Quality Assurance', 27 March, 2019.

Workshop on 'Leadership Development in Higher Education for University Administrators', 7-9December 2019, Rapporteur, organised by NIEPA, Pride Plaza, New Delhi, 8 January, 2019.

Conference/Workshops/Programmes organised

National workshop on 'Governance and Management of Early Childhood Care & Education (ECCE)', 7-8 March, 2019.

Training Material and Courses Developed and Transacted

Concept Note for Early Childhood Care & Education (ECCE) Governance and Management.

Reading and training material, including latest articles, training modules, books and recent tools for school performance evaluation and Early Childhood Care and Education (ECCE) etc. were collected from various primary and secondary sources for improving the quality of training, data interpretation and report writing.

Invited Lectures in Academic Programmes as a Resource Person

Lecture on Transformational Leadership for Educational Effectiveness LEAP programme, under CALEM, organised by NIEPA, 10 February, 2019.

Consultancy and Academic Support to Public Bodies

MHRD

States and UTs for Policy Implementation

World Bank

UNICEF

Planning Approval Board (PAB) Meetings

ICSSR

UGC

Department of Psychology, Colleges of Delhi University and University of Delhi

University of Jammu, University of Rajasthan, Allahabad University

Review of Text Books of Psychology of International and National Publishers

Distance Education Centre of different Universities

NGOs

Expert for Jammu & Kashmir Police Academy

Faculty of Management Studies, University of Delhi

Psychological Tests and Assessment Service Centre

Membership in Academic Professional 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, Odisha

Indian School Psychology Association

Indian Science Congress Association, Calcutta

Indian Association of Positive Psychology, New Delhi

Praachi Association of Cross-Cultural Psychology, Meerut

National HRD Network, Hyderabad

Indian Society for Training and Development, New Delhi

Sports Psychology Association of India, Patiala

Contributed to MPhil / PhD Curriculum Review (February 2018)

Life Member- NAOP, IAAP, CESI, AIAER

Other Academic Contributions

1. Supervision of MPhil and PhD Research Works

MPhil and 2 PhD scholars

2. Teaching in MPhil/ PhD Programme

Perspectives on Education (CC-1) Psychological Perspective

Research Methodology-I (CC-3)

Research Methodology-II (CC-5)

3. Supervision of PGDEPA / IDEPA Project Work - 1+1

4. Teaching in PGDEPA / IDEPA Course

Educational Administration Course

Contribution as a Member of different Academic Bodies of NIEPA

Member of Steering Committee

Member of Student Counseling

Editing Annual Report of NIEPA as an annual feature

Member of MPhil /PhD entrance test and evaluation committee

Screening Committee of project junior consultant 17 June, 2019

Selection Committee Interview of project junior consultant September 2019

Selection Committee Interview of project junior consultant 18 July, 2019

Screening committee of project consultant 4 July, 2019

Organised an Orientation of IAS probationary officers in NIEPA, 24 July, 2019

Department of Higher and Professional Education

Sudhanshu Bhushan

Research Project/Articles/Chapters

Submitted a research report of the "Future of Higher Education Learning & Teaching: Indian and Australian Cross-Cultural Collaboration". It is a collaborative project of the Government of India and Government of Australia on June 19, 2018.

Contributed a chapter on "Future of Higher Education Financing" in 'Indian University Education System' published by Indian Academy of Social Sciences.

Published an article on "HECI Act 2018 fails to address structural problems of higher education in India" in EPW on 1st September, 2018

Prepared video lectures on education policy for the ARPIT programme of MHRD.

An evaluation report of GIAN programme was completed and submitted to MHRD on December 20, 2018.

Lectures delivered

Resource Person for the second regional workshop on PMMMNMTT held on 6th April. 2018 in Bhopal.

Presented a paper on "Research and Policy Connect in Social Science Research in the neo-liberal age South Asia Press for publication of the edited volume on "Social Science Research and Public Policy in India and Bangladesh"

Delivered plenary lecture on "Governance of Higher education Institutions &Strategy for effective Leadership"at Mizoram University on 19th November 2018.

Delivered lecture on the theme " Role of Universities and Higher Education Institutions for Transforming Teacher Education" at HRDC, JNU on 3rd April, 2018

Delivered presidential lecture on 20th May, 2018 in Annual Conference of Economic Association of Bihar at Magadh University, Bodhgaya.

Delivered lecture in a panel discussion on Issues and challenges of Higher Education at 101st Annual Conference of Indian Economic Association at VIT, Vellore on 15th December, 2018

Delivered a lecture in a "Global Vice Chancellor Training for University Administration and Management" on "Integrity and Ethics in University Administration: The Task of Top Management" at 30th July, 2018 at B.S. Abdur Rahman Crescent Institute of Science & Technology, Chennai

Delivered a lecture on "Managing Attitude & Behavior: Issues and Challenges at Gitarattan International Business School, Delhi on 19th May, 2018

Delivered a lecture on Issues and challenges of higher education in "Faculty Development Centre (UGC-Human Resource Development Centre (HRDC), Guru Nanak Dev University, Amritsar on 31st May, 2018.

Delivered a lecture on Outcome based education at Association of Self-Financing Arts, Science & Management Colleges of Tamil Nadu at Coimbatore on 27th July, 2018

Delivered a valedictory address on "An autonomous colleges – Problems and Prospects" on 29th June at Imphal college, Manipur.

Delivered a lecture on Quality Assurance of Higher Education at MANU, Hyderabad on 5th July, 2018.

Conducted a special consultative meet on draft HECI Act at NIEPA on 11th July, 2018

Delivered a lecture on draft HECI 2018 Act on 7th August, 2018 at Kerala State Higher Education Council

Delivered lecture on "Role of Universities and Higher Education Institutions for Transforming Teacher Education" at HRDC, JNU on 16th November, 2018.

As speaker in a panel discussion on "Crises of Public-Funded Higher Education in India" at JNUTA convention at Press Club of India on November 28, 2018

Members of Committees

Head, NRCE, scheme of PMMMNMTT

Member of the working group constituted by UGC to study the Acts of State Private Universities on 16.04.2018 at 11.00 a.m. in MHRD.

Member of Editorial Board of International journal of social science and development policy.

Member expert of evaluation of Technical Proposals at ICAR

President conference of 19th Bihar Economic Association

Member of Core Expert Committee of Learning Outcomes based Curriculum Framework constituted by UGC.

Member of the Screening Committee of the Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, MHRD

Member of the Doctoral Research Committee of school of education, IGNOU

Member of the committee on Teacher Education Programme constituted by UGC

Others

Conducted subject wise resource generation workshops at NRCE, NIEPA

Initiated online surveys and Focus Group Discussions for all India Student Satisfaction Survey

Organized Leadership for Academicians' Programme (LEAP) during (3 -12 February, 2019) at NIEPA and (14 – 19 February, 2019) at Oxford University.

Organized Vice-Chancellor's programme on leadership in higher education during 24-25 January, 2019

Aarti Srivastava

Publications

Co-edited book, in James Arvanitakis, Sudhanshu Bhushan, Nayanthara Pothen and Aarti Srivastava eds. "Teaching and Learning in Higher Education in Indian and Australia", 2019; Routledge. ISBN: 9780367275228.

Srivastava, Aarti and Joanne M. Lind. (2019). "Women in Higher Education Research"; in James Arvanitakis, Sudhanshu Bhushan, Nayanthara Pothen and Aarti Srivastava eds. Teaching and Learning in Higher Education in Indian and Australia; Routledge. ISBN: 9780367275228.

Srivastava, Aarti. (2017). "Financing and Quality: The Reshaping of Higher Education"; in N.V. Varghese, Anupam Pachauri and Sayantan Mandal eds. India Higher Education Report 2017; SAGE ISBN: 978 93 528 0716 1.

Book Review: Mergers in Higher Education: Practices and Policies, by Leon Cremonini, Saeed Paivandi, K M Joshi; Journal of Educational Planning and Administration (JEPA); Vol. 32 (4); October 2018 ISSN: 09713859.

Participation in Seminars/Conferences/ Workshops during 2018-19

Special lecture for participants of International Programme on Educational Management for Myanmar Educational Administrators, on Higher Education in India Going Global: Some Reflections, on 6 April, 2018, at NIEPA.

Resource Person at the 3rd Regional Workshop (Western Region) of PMMMNMTT, 13 April, 2018, IISER, Pune.

Resource Person at the 4th Regional Workshop (Eastern Region) of PMMMNMTT, 20 April, 2018, IIT Kharagpur.

Resource Person at the 5th Regional Workshop (Eastern Region) of PMMMNMTT, 26 April, 2018.

Resource Person at the Valedictory Session of Children's Literary Festival, Plan International, 28-29 April, 2018.

Resource Person for Faculty Development Programme, 2-3 May, 2018, Banasthali Vidyapeeth.

Resource Person for Induction Programme. IITDM, Kancheepuram, 14 May, 2018, Kancheepuram.

Resource Person at State Higher Education Council, Haryana, Chhotu Ram University, 1 June, 2018.

Participated in Policy Dialogue organised by FICCI, in partnership with the High Commission of Bangladesh, on: Bangladesh's Graduation from LDC: New Frontiers and Horizons for India-Bangladesh Economic Engagement, on 20 June, 2018.

Resource Person at Nayi Talim Programme, Hyderabad, 5-6 July, 2018, Hyderabad.

HECI Meet organised by DHPE, NIEPA, on 11 July, 2018.

Member of Department Committee Meeting of Stenographer (Grade 3) held on 12 July, 2018 at NIEPA.

Resource Person at Foreign Services Institute, 18 July, 2018. (Gambia)

Jamia HRDC Presentation on Gender, on 24 July, 2018

Resource Person at Delhi Schools Programme, 29 July, 2018. (PINDICS)

Resource Person at Foreign Services Institute, 9 August, 2018. (Nigeria)

Participated in an Interactive Session on Role of Education in Creating a Just Society, held on 9 August, 2018, co-organised by the UNSW India Centre and OP Jindal Global University, Sonepat, at 303, Elegance Tower, Jasola Vihar, New Delhi-110025.

Resource Person for Curriculum Review at MG Antarashtriya Vishwavidyalaya Wardha, 11 September, 2018.

Resource Person at Acharya Narendra Dev College Conclave - 2 November, 2018.

Recorded Lecture (Khalsa College, 24 October, 2018) and written for the discipline specific NRC, Mizoram University.

Delivered the Keynote Address at Bhatinda TLC, 12 November, 2018.

Participated at the – MHRD - Launch of LEAP and ARPIT, 13 November, 2018.

Panelist at AAJ–JNU Women's Conclave, 24 November, 2018.

Resource Person at Giri Institute of Development Studies, Lucknow, 26 November, 2018.

Resource Person at Jamia FDP, 4 December, 2018.

Evaluator at JNU Refresher Course, 5 December, 2018.

Resource Person at FDP, Punjabi University, Patiala, 17 December, 2018.

Participated in National Consultation on Child Budgeting in India: Towards Better Investments for the Realisation of Children's Rights, 20 December, 2018 at NIPFP, New Delhi.

Chair for Valedictory Session on Qualitative Research Methods, 28 December, 2018, NIEPA.

Chair for Session on Early Childhood Care, 8 March, 2019, NIEPA.

Participated in Special Women's Day Programme on Digital Shakti, DELNET, 8 March, 2019.

Participated in a two-day programme of Linguistic Empowerment Cell, 15-16 March, 2019, JNU.

Resource Person at Jamia Millia Islamia LEAP Programme, 19 March, 2019.

Paper Presentations

Presented a paper on "Institutional Biographies of the Centenarian Colleges: The Untold Stories in India" at the Nehru Memorial Museum and Library, 25 July, 2018.

Departmental/NRCE Programmes Organised

Preparatory Workshop of the National Resource Centre for Education (NRCE), 24 May, 2018, NIEPA.

NRCE Workshop on Identification of Subject-wise Resources for Teachers in Higher Education, 6-8 June, 2018.

NRCE Workshop on Identification of Research Methodology Resources for Teachers in Higher Education, 11-13 June, 2018.

NRCE Workshop on Identification of Teaching-Learning Resources for Teachers in Higher Education, 18-20 June, 2018.

Coordinated Interns from Delhi University, June-July 2018.

Co-convened the HECI Meet organised by DHPE, NIEPA, 11 July, 2018.

NRCE Tier Two Workshop on Life Science Resources, 6-7 December, 2018.

Workshop on Leadership Development in Higher Education for Vice-Chancellors, New Delhi, 24-25 January, 2019.

Academic Leadership Development Programme (under LEAP), DELNET, New Delhi and Egrove Retreat, University of Oxford, 3-19 February, 2019.

Training Material and Course Developed/Transacted during 2015-16

Courses Transacted for MPhil/PhD

Compulsory Course (CC–2): Education in India

Optional Course (OC–1): Higher Education: Issues and Perspectives

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/PhD Test (NIEPA)

Member of Departmental Promotion Committee at NIEPA

Member of NIEPA Core Committee of the NAAC

Member of the NIEPA Core Committee for UGC Visit (6-7 September, 2018)

NIEPA NAAC Core Committee Member

NRCE Coordinator

VC Meet Coordinator

LEAP Coordinator

Book Review Editor of Samajik Chintan

Book Proposal Reviewer for Springer, sent by Priya Vyas, 18 July, 2018

Member of Editorial Advisory Board: Gender Issues in Technical and Vocational Education Programme; VV Giri National Labour Institute. (email ref: Dr. Shashi Bala, NLI)

Member of Department Committee Meeting of Stenographer (Grade 3)

Co-opted Member of the NIEPA Purchase Committee

Visiting Professor at JRNR Vidyapeeth, Udaipur since 25 August , 2018

Membership of Eminent Bodies outside NIEPA

Life Member of the following bodies:

Association of Adult Education, ITO, New Delhi (1999)

Bharatiya Gyanpith Parivar, New Delhi (1999)

Indian Economic Association (2004)

Indian Society of Labour Economics (1998)

National Book Trust (1998)

UP Bharat Scouts and Guides (2003)

Theosophical Society, Varanasi (2004)

CESI, New Delhi (2010)

All India Association of Educational Research (2009)

Indian Association of Teacher Education (2015)

Indian Social Science Academy (2016)

Other Information

Ph D Supervision

a.   PhD - Anuneeta Mitra

b.   PhD - Aparajita Gantayet

PGDEPA Supervision: Anju Tinna, Rajasthan

IDEPA: Nanyonga Florence

Neeru Snehi

Publications

'Teaching learning in Colleges-A perspective, Jamia Journal of Education, Volume 5, No.1,October 2018, ISSN-2348-3490

Workshop/Conferences/ Training Programmes Organised

Coordinated Workshop on 'Leadership in Higher Education', 7-11 January 2019, NIEPA, New Delhi.

Coordinated Workshop on 'Faculty Development in Higher Education', 14-16 January 2019, NIEPA, New Delhi.

Coordinated Advisory Committee of Department of higher Education Feb 2018, Feb 2019

Participation in National/ International Workshops / Seminars

Participated and presented on 'Faculty Development Policies in Higher Education' during International Programme in Educational Management (IPEM) for Educational Administrators from Myanmar organized by NIEPA during April 2018.

Participated and presented a paper on 'Transforming Indian Higher Education for Sustainable Development' at Comparative Education Society of India (CESI) Annual International Conference, December December-14-16, 2018, at M.S University, Baroda.

Participated and chaired session on 'State Presentation of Schools of Haryana' on 30 October, 2018 in the

Workshop on Improving Participation of Children in Elementary Schools in India held during 29-31 October, 2018, NIEPA.

Participated and chaired session on 'State Presentations of Gujarat, Haryana, Uttar Pradesh and J&K' on 29 November, 2018 in the Workshop on Access and Participation of Children in Elementary Schools in Educationally Backward Areas in India held during 26-30 November, 2018, NIEPA.

Participated and chaired session on 'State Presentation of Schools of Haryana' on May 30, 2019 in the Workshop on Improving Participation of Children in Elementary Schools in India held during May 27-31, 2019, NIEPA.

Participated in the Colloquium, 'The World Development Report 2018 (WDR 2018)—LEARNING to Realize Education's Promise' organized by NIEPA on April 10, 2018.

Participated in the first peer-review meeting on 'Governance and Management of Higher Education', organized by CPRHE on May 4, 2018, NIEPA, New Delhi.

Participated in the third meeting of the Expert Committee of the CPRHE research project 'Financing of Higher Education' held on 26 June 2018, NIEPA, New Delhi.

Participated in the Workshop on 'Student Satisfaction Survey', July 18-20, 2018, NRC, NIEPA, New Delhi.

Participated in the Consultative Meet on Draft HECI Act, 2018 held at NIEPA on 11 July, 2018, Higher Education Commission of India (UGC Repeal Act) Act, 2018 (Draft)

Participated in third meeting of the Expert Committee of the CPRHE research project on 'Governance and Management of Higher Education' held on Thursday, 26 July 2018

Participated in India Higher Education Report 2019 Second Peer Review meeting, September 27, 2018, NIEPA, New Delhi

Participated the program on' Specialized Course on Teaching and Learning in Higher Education' during November 20-24, 2018 at NIEPA

Participated in National Conference on 'Innovation and Good Practices in Educational Administration', 3-4 January, 2019 held at Pravasi Bhartiya Kendra, Chanakyapuri, New Delhi.

Participated and prepared a report of a session during Workshop on Leadership Development in Higher Education for Vice-Chancellors organized by NIEPA on January 24-25, 2019 at IHC, New Delhi

Participated in National Workshop on 'Research, Innovation and Technology in Higher Education', 28 January to 1 February, 2019 at HRDC, Goa University, Goa

Participated in International Women's Day 2019 (Women's Conclave 2019) organized by DST and JNU, New Delhi on March 8, 2019.

Participated in Commonwealth Day Event – Theme-A Connected Commonwealth: Achieving an Inclusive Growth: Education, Peace and Sustainability on 11 March 2019 at British Council, New Delhi.

Participated and prepared a Report of the Session 6: 'National Qualification Frameworks (NQFs), Training Systems and Skill Certification' in the International Seminar on Employment and Employability February 19 & 20, 2019, India Habitat Centre, New Delhi

Participated in Academic Leadership Development Programme (LEAP) in India from 3-12 February, 2019 at DELNET, Nelson Mandela Road, New Delhi-110070 and prepared a report of the Session on 12 February 2019- Decision Making for Good Governance in Higher Education Prof. Irfan Rizvi, IMI, New Delhi

Other Academic and Professional Contributions

Supervision and Evaluation

Supervised and evaluated M.Phil Dissertation of Jyoti Arora- Equitable Access in Higher Education: Revisiting the Gaps in India (2017-2019)

Supervised and evaluated PGDEPA Dissertation of Kikhu H Achumi, Nagaland(2018-19)- To Study the role of School Management Committee in functioning of Government Elementary Schools in Kohima, District; Nagaland

Supervised and evaluated IDEPA Dissertation of Creselda Khoases Namibia (2018-19) titled- Teaching of Khoekhoegowab language (Mother Tongue) in Schools: The Challenge in Namibia

Course Coordination

As Convener conducted the Course 211: Research Methodology and Statistics in IDEPA, February 2019

As Convener conducted the Course 902: Indian Education- A Perspective in PGDEPA, September 2018

Teaching

Involved in transaction of Course 212: Research Methodology and Statistics in IDEPA

Involved in transaction of Course 902: Indian Education- A Perspective in PGDEPA

Other Activities

Member of the 'Screening Committee for conducting Written Test' for M. Phil & Ph.D. Programme of NIEPA

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

Member of NAAC Committee for Student Affairs component

Member of working group for revision of curriculum of Optional Course 1: Higher Education

Member of working group for revision of curriculum of Optional Course 12: Globalisation and Education

Member of Academic Council, NIEPA, attended the meeting

Member of Board of Studies, NIEPA, attended the meeting

Membership

Life member, Comparative Education Society of India (CESI)

Life Member, Comparative and International Education Society (CIES)

Life Member, Indian Social Science Academy

Member of British Association for International and Comparative Education, 2018-19

Sangeeta Angom

Publications

Book Review

Book Review "Internationalization of Higher Education in India" by Vidya Rajiv Yeravdekar and Gauri Tiwari, JEPA, April 2018 issue of the Journal.

Workshop/Conferences/ Training Programmes Organised

Coordinated a 5-day National Workshop on "Research, Innovation and Technology in Higher Education", 28 January-1 February, 2019 at HRDC, Goa University, Goa.

Participation in Seminars, Workshops and Conferences

Presented a paper on "Teachers' Perception of the Role of Technology" during the Comparative Education

Society of India (CESI) Annual International Conference,14-16 December, 2018, at M.S University, Baroda.

Participated as a Resource Person during the Workshop on "Access and Participation of Children in Elementary Schools in the Educationally Backward Blocks in India" on 26-30 November, 2018. And chaired a session in this Workshop on 'State Experiences: Andhra Pradesh, Karnataka, Telengana and Madhya Pradesh'.

Participated in a workshop on "Leadership in Higher Education", organised by Department of Higher and Professional Education, NIEPA, 7-11 January 2019.

Presented a session on "Private Universities in India" during the International Programme in Educational Management (IPEM) for Educational Administrators from Myanmar, organised by NIEPA during April 2018.

Participated in a 3-day workshop on "Faculty Development Programme" organised by the Department of Higher and Professional Education, NIEPA during 14-16 January 2019.

Lecture on "Education Scenario (School) in NE: Issue and Challenges" during the Orientation Workshop on "Functioning of Local Authority and Autonomous Councils Sixth Schedule of the Constitution in Management of Elementary Education, NE States" organised by the Department of Education Policy, 10-14 September, 2018 at Imphal, Manipur.

Attended the third meeting of the Expert Committee of the CPRHE research project on "Governance and Management of Higher Education" held on 26 July 2018.

Attended the Consultative Meet on Draft HECI Act, 2018 held at NIEPA on 11 July, 2018, Higher Education Commission of India (UGC Repeal Act) Act, 2018 (Draft).

Attended the first peer-review meeting on "Governance and Management of Higher Education", organised by CPRHE on 4 May, 2018.

10. Attended the third meeting of the Expert Committee of the CPRHE Research Project on "Financing of Higher Education" on 26 June 2018.

Participated and report a session during Workshop on "Leadership Development in Higher Education for Vice-Chancellors", organised by NIEPA on 24-25 January, 2019 at IHC, New Delhi

Participated in the programme on, "Specialised Course on Teaching and Learning in Higher Education" during November 20-24, 2018 at NIEPA.

International Women's Day 2019 (Women's Conclave 2019), organised by DST and JNU, New Delhi on 8 March, 2019.

Other Academic Activities

Training Attended

Attended Refresher Course in Global Studies, organised by HRDC, JNU during 1-21 March, 2019.

Supervision of M Phil Student

Supervised and evaluated MPhil 2017-19 dissertation of Jitsun Lamo titled, "Academic Capitalism and the Capabilities of Disadvantaged Students in Higher Education, 2019".

Supervision of NIEPA Trainees

Supervised and evaluated dissertation of 2018-19 PGDEPA participant Ingudam Dhanapriya, titled, "A Study on Sarva Shiksha Abhiyan's Programme for Children with Special Needs in Manipur" and awarded on April 2018.

Supervised dissertation work of IDEPA-35 SAHLIYE TIRFE (ETHIOPIA) titled 'Online Admission Process and Enrolment Trends in Adama Science and Technology University, Ethiopia".

Evaluation of MPhil Dissertation of Other University

Evaluated MPhil dissertation of JNU's Scholar named Samanwita Paul on the topic "Dialectics of Recognition and Redistribution and Women Empowerment at the Grassroots level - Democracy in West Bengal", December 2018.

Course Coordinator

Coordinator of Course 201, IDEPA: Thematic Seminar

Involved in Transaction of Courses

IDEPA

Involved in Transaction of Course 212 - Research Methodology and Statistics

PGDEPA programme

Involved in the Course 906: Participants' Seminar

Involved in Transaction of Course 905 - Research Methodology and Statistics

Involved in Transaction of Course 902 Indian Education: A Perspective

Training material and Course development

1. Prepared training material for developing Higher Education module on Research, Innovation and Technology

Research Study (ongoing)

1. Research study titled, "A Study on Indian Private University Acts and Regulations of Fee" (MHRD funded) commenced on July 2018

2. Research study titled, "Library facilities in Indian Undergraduate Colleges and its impact on students' academic performance" (NIEPA funded) commenced on November 2018.

Members of NIEPA Committee

1. Member of Examination Committee, NIEPA

Membership of Eminent Bodies Outside NIEPA

a. Life Member of North East India Education Society, Shillong (NEIES)

b. Life Member of Comparative Education Society of India (CESI)

c. Life Member of Comparative and International Educational Society (CIES)

Department of Educational Management Information System

Arun C Mehta

Participation in Seminars, Workshops and Conferences

Conducted Via-voce of PGDEPA Participant on 11.04.2018

Delivered Lecture on international Programme on Educational Planning for Myanmar Educational Administrators (1 to 30 April 2018) on Database for Education on 23/04/2018

Conducted M.Phil. & Ph.D. Entrance Examination 2018 as Compulsory of Exam on 23/06/2018

Was a member of selection Board for M.Phil. & PH.D. Programme, 25 & 26 June 2018.

Delivered a Lecture of Introduction to EMIS, IPEA, NIEPA, 6.8.2018

Conducted Training Programme of Use of Indicators in Planning School Education for SSA officers of Haryana 8 to 10 August and delivered number of sessions on EMIS, indicators, Projectors etc.

Conducted training Programme on Use of Indicators in Planning School Education for SSA/RMSA Officers of Telangana State (Sept, 17-19, 2019) & Delivered number of sessions on EMIS, Indicators, Projectors etc.

Conducted Training Programme on Use of Indicators in Planning School Education for SSA officers of UT Puducherry, 10 to 12 Dec 2018 and delivered lectures on (i) EMIS (2) Educational Indicators (3) Projectors (4) Internal Efficiency

Taken Sessions on Role of Data in Education Planning & Reporter Module, PGDEPA, 19&20, Nov 2018.

Attended & Chaired a session in National Conference on Innovation in Educational Administration, Jan 3&4, 2019.

Attended & Chaired a session in Workshop on Leadership Development in Higher Education for University Administration, Jan 7 to 9, 2019, Hotel Pride Plaza.

Spoke in the Inaugural Session of National Consultation Meet of Shala Shiddi (14/12/19).

Undertaken a Course of Quantity Aspect of Educational Planning, IDEPA, 19th March 2019 & Taken series of session on EMIS & related aspects.

Was Members of NCERT Screening Committee for CAS (Statistics) 15/3/2019

Attended meeting of Academic Council, Board of Management, Departmental Advisory Committee of Department of Educational Planning during the Year.

Nominated to Board of Management, NIEPA (25/03/2019)

Organised Training Programme on Using Indicators in Planning School Education for SSA Officers of Puducherry, March 11 to 15, 2019. & taken Sessions on (i) Internal Efficiency of Education System (ii) Population & Enrolment Projection (iii) UDISE Success Story (iv) Group Work

Prepared a detailed paper on Patterns in decline in Enrolment & its implications for University Secondary Education in India: An In-depth Analyses Y U-DISE 2016-17 Data (105 Pages), Under Publications

Taken a Course on use of Software Application in Educational Research during the Year

Undertaken OC 4: EMIS during the year (With A. N. Ready)

Submitted Six Research Studies based on use of DISE data on Elementary Education

Department of Training and Capacity Building in Education

B. K. Panda

Training Programmes Organised

a) International - Long Term Programmes

Senior Programme Advisor for the Thirty-fourth International Diploma in Educational Planning and Administration (IDEPA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi since February-April 2018. The programme was attended by twenty-seven participants from twelve countries at New Delhi.

Programme Director for the Thirty-fifth International Diploma in Educational Planning and Administration (IDEPA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi since February-April 2019. The programme was attended by thirty-one participants from twenty-three countries at New Delhi.

b) International - Short Term Programmes

Senior Programme Advisor for the First International Programme in Educational Management for Educational Administrators from Myanmar at National Institute of Educational Planning and Administration (NIEPA), New Delhi since 1-30 April, 2018. The programme was attended by twenty-two participants at New Delhi.

Senior Programme Advisor for the Third International Programme for Educational Administrators (IPEA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi from 16 July-10 August, 2018. The programme was attended by nineteen participants from twelve countries at New Delhi.

c) National - Long Term Programmes

Senior Programme Advisor for the Fifth Post Graduate Diploma in Educational Planning and Administration (PGDEPA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi from 1 September-30 November, 2018. The programme was attended by thirty participants from fourteen states at New Delhi.

Programme Director for the Fifth Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - Phase III from 1 December, 2018-28 February, 2019 (at the place of posting).

Programme Director for the Fifth Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - Phase- IV from 8-12 April, 2019.

d) National - Short Term Programmes

Training Workshop on School Development Planning for School Principals serving in the Ekalavya Model Residential Schools and English Medium Residential Schools in Maharashtra, held from 23-27 January, 2019.

Training Workshop on School Development Planning for School Development Planning for the Heads of Ashram Schools located in Tribal Areas of Andhra Pradesh, held from 7-11 March, 2019.

Other Academic/Professional Contributions

Supervisor for Research

a) PhD Scholars

Supervision of PhD student, Jyotsna Sonal, on topic "Inter Tribal Variation in Participation of Tribal Children at Elementary Education in Uttarakhand".

Supervision of PhD student, Bagesh Kumar, on topic "Identify Discourse in Higher Education - A Study on Dalit-Bahujan Students' Organisation".

Supervision of PhD work of Satya Garada on topic "Problems of Tribal Children in the Schools of Koraput District of Odisha".

Supervision of PhD work of Poonam Chaudhry on topic "A Study on the Role of School Principals of Schools Managed by Delhi Administration".

b) IDEPA Trainees

IDEPA project work supervision: 'Study of school facilities in Kabul province of Afghanistan", by Hassibullah Karimi from Afghanistan, 2018.

IDEPA project work supervision: "The role of teacher-student disciplines on the implementation of quality education on the schools of Hawassa, Ethiopia. A case study in particular preparatory school", by Wondimagegn Alo Bercho from Ethiopia, 2018.

IDEPA project work supervision: "An investigation into the level of capacity building of primary and secondary teachers in some schools at urban and rural areas in Kiribati", by Ameria Etuare from Kiribati, 2018.

IDEPA project work supervision: "Challenges faced by parents of learners with severe intellectual disability in Ethiopia. A case study in particular preparatory school", by Lefhika Olefhile from Botswana, 2019.

IDEPA project work supervision: "Parental participation in the education process", by Cristian Reveco from Chile, 2019.

IDEPA project work supervision: "The impact of distributed leadership practices on the functioning of state secondary schools in Mauritius", by Harrish Reedoy from Mauritius, 2019.

c) PGDEPA Trainees

PGDEPA project work supervision: "A case study on the functioning of Sainik School, Ghorakhal, Uttarakhand", by Sq. Ld. Shouvik Bhattachary from Karnataka, 2018.

PGDEPA project work supervision: "

उत्तराखण्ड की शैक्षिक व्यवस्था में नवाचारी प्रयासों का राजकीय आदर्श प्राथमिक विद्यालय ट्रॉंजिट कैम्प, रुद्रपुर, उधमसिंह नगर के संदर्भ में सारगर्भित अध्ययन

by Ms. Gunjan Amrohi from Uttrakhand, 2018.

Project under Process

Title: An Intensive Study to Critical Examine the Present vis-a-vis Futuristic Role and Functioning of Educational Administrators in order to identify Training Needs.

The preliminary information regarding different types of training and the modes of transaction requirements across the educational administrators were collected.

The view with regard to future role of administrators and training requirements were enunciated through Delphi method and analysed. The educational administrators represented across national and international levels.

Savita Kaushal

Publications

Articles in Journals/ Magazines/ Books

Published article entitled "Challenges to School Education in India- An Analysis Educational", Science Review, Vol.10, No.2, July 2018, ISSN 0974-5947

Published article entitled "Language Acquisition during Early Childhood Years: Some Perspectives" in Navtika, Vol. X, No. 1, February-April 2019, ISSN 2348-8824

Published article entitled "Early Childhood Education by Private Sector in India: Initiatives and Concerns" in ANTRIEP Newsletter, Vol 24, No. 1, January-June 2018

Published Chapter entitled "Quota for EWS Children in Private Schools: Diversity, Inclusion, Equality and Social Justice" in the book entitled "Implementation of Right to Education in India", Periyar Prakashan, Sep 2018, ISBN: 978-93-85675-09-6

Published Chapter entitled "Open and Distance Education as a Supplementary Pathway for Professional Development of Teachers" in the book entitled "Quality Teacher Education vis-a-vis School Education", Vol. IV ISBN978-93-87896-07-9

Published Chapter entitled "Implementation of Cleanliness in School Environment: An Analysis" in the book entitled "Environmental and Ecological Sustainability", IGNOU, October 2018, ISBN: 978-93-87960-94-7

Programme/ Course Development

Coordinator of Post Graduate Diploma Programme in Educational Planning and Administration, 2018-19.

Prepared Background Paper, Handbook, Brochure, Reading Material, Report of the Programme and Selected Reading Material (Course Code: 901) along with the Programme Director and Senior Programme Coordinator. Revision of course in terms of course content, identification of reading material, transaction strategies and evaluation for Course Code 905 and Course Code 909 for PGDEPA.

Coordinated Workshop based on project reports completed under PGDEPA (2017-18) held from 9–13 April, 2018.

Coordinated Workshop based on Advanced Course Work under PGDEPA (2017-18) held from 16-20 April, 2017. Transacted sessions of Course Code 909 in the programme.

Coordinated Advanced Course Workshop for PGDEPA held from 25-29 June, 2018 on assessment, presentation and award of DEPA and PGDEPA (2016-17), 25-29 June, 2018.

Associated with conceptualising, preparing and delivering the International Programme on Educational Planning and Administration (IPEA) along with the Department and faculty) held from 16 July-10 August, 2018.

Programme Convenor of the International Programme of Educational Administrators held International Programme on Educational Administration (IPEA) from 16 July-10 August, 2018.

Programme Coordinator of the "Tenth Annual Orientation Programme for Heads of Muslim Minority Managed Institutions of Higher Learning" (2-6 July, 2018) at MANUU, Hyderabad.

Contribution as a Resource Person in NIEPA Training Programmes

Associate Faculty and Resource Person of Course Code 901 (Basics in Educational Planning and Administration) for PGDEPA and conducted seven sessions for Course Code 901 (Basics in Educational Planning and Administration) of PGDEPA.

Course Convener and Resource Person of Course Code 905 (Project Work and Writing) for PGDEPA and conducted twenty sessions for Course Code 905 (Project Work and Writing) of PGDEPA.

Took seven sessions of Course Code 902 (Indian Education: A Perspective) for PGDEPA.

Resource Person and Course Convener for Course Code 905 (Project Work and Writing) for PGDEPA Course. Took twenty-two sessions of the course.

Course Incharge of Course Code 211 for the IDEPA session. Took 4 sessions of the course.

Course Coordinator of Course Code 213 for the IDEPA session (2017-18). Conducted 3 sessions of the course (Writing Review of Related Literature, Selection of Tools, and Writing Proposal) in April 2018.

Took session in International Programme on Educational Management for Myanmar Eduactional Administrators held from 1-30 April, 2018. Session title was: Introduction to Distance Education in Higher Education.

Took four sessions (Open Schooling in India and Abroad and also three session (on Country Paper: Code 105) for International Programme for Educational Administrators (IPEA) held from 18 July-10 August, 2018.

Took three sessions in Orientation Programme in Institutional Development for Heads of Minority Managed Institutions of Higher Learning held from 15-19 January, 2017.

Programme Coordinator of the "Tenth Annual Orientation Programme for Heads of Muslim Minority Managed Institutions of Higher Learning"(2-6 July, 2018) at MANUU. Took four sessions in the Orientation Programme.

Course Coordinator of Course Code 211 for the IDEPA session. Took 4 sessions of the course.

Course Coordinator of Course Code 213 (Project Work) for the 34th IDEPA

Conducted revision of the course for the programme that commenced on 1 February, 2018. Took three sessions for the course.

Workshop on "Improving Participation of Children in Elementary Schools in India" on 29-31 October, 2018. Chaired a session on State Presentation: Madhya Pradesh.

National Workshop on "Governance and Management of Early Childhood Care and Education" on 7-8 March, 2019, organised by NIEPA. Panel Discussion on Management of Quality Education. Covered the sub-theme on: Private Players in ECCE: One Session.

Participation in Seminars/ Conferences

(National/ International)

Participated in National Consultation on Preschool Curriculum and Guidelines for Preschool Education, Department of Elementary Education, NCERT, 13-14 August, 2018.

Presented a paper entitled "Open and Distance Education as a Supplementary Pathway for Professional Development of Teachers" in International Conference on "Quality Teacher Education vis–a-vis School Education" organised by the Osmania University on 24-25 January, 2019.

Presented a paper entitled "Implementation of RTE in Private Schools India: Issues and Problems" in National Seminar on "Implementation of RTE in India" organised by the Department of Education, Patna University, from 3-4 September, 2018.

Presented a paper entitled "Implementation of Cleanliness in School Environment: An Analysis" in International Conference on "Environmental and Ecological Sustainability Engaging the Stakeholders" organised by IGNOU from 4-5 October, 2018.

Consultancy and Academic Support to Public Bodies

Appointed as Associate Supervisor by the Curtin University, Australia (1 August 2018-30 December, 2021) for doctoral work supervision of Annu Sagar Gupta, PhD student of the Curtin University, Australia for her research topic entitled "Socio Economic Perspective of Shadow Education".

Participated in the workshop for UNFPA sponsored project organised by the Department of Educational Studies, Jamia Millia Islamia on 24 December, 2019 as an Expert for finalisation of themes and broader framework for developing Adolescence Education Curriculum modules for Madrasas in Bihar.

Participated in the workshop on presentation of learning outcomes and unit of modules under the UNFPA sponsored project entitled "Adolescence Education Curriculum for Madrasas of Bihar". The workshop, held on 12-13 February, 2019, organised by the Jamia Millia Islamia.

Took two sessions on the theme "Planning for School Campus" on 18 December, 2018 for the training programme for the school heads organised by District Institute of Education and Training, R.K. Puram, New Delhi.

Participated in the workshop on presentation of unit of modules under the UNFPA sponsored project entitled "Adolescence Education Curriculum for Madrasas of Bihar". The workshop, held on 14 March 2019, was organised by the Jamia Millia Islamia. Made presentation on the three units developed.

Took two sessions entitled "Vocational Education through Open Schooling/ Distance Education" on 18 September, 2018 in the International Training Programme on "Skill Development and Employment Generation" organised by the V.V Giri Labour Institute.

Editorial Board Member and Sub-Editor of Greener Journal of Educational Research, Greener Journal of Public Administration and Policy Research and Greener Journal of Vocational Education and Technical Education, http.gjournal.org ISSN: 2354-225X.

Member of Board of Editors for the Journal entitled "Educational Science Review (A Referred and Peer Review), Half-Yearly Research Journal of Education, Journal Number 64133, ISSN: 0974-5947.

Member of ARNEC (Asia Pacific Regional Network for Early Childhood)

Member of Programme Advisory Committee of DIET, R.K. Puram, New Delhi.

Participated in Mid-Term Review Meeting of the Programme Advisory Committee for the academic session 2018-19 on 26 December, 2018 at SCERT, Delhi.

Participated in Annual Meeting of the Programme Advisory Committee, DIET for the academic session 2018-19 on 12 March, 2019 at SCERT, Delhi.

Reviewed three materials i. e Haathi Aur Macchan, Hello Aflatoon and Haathi ko Aya Dakaar for publication by DIET, R.K. Puram, New Delhi.

Editorial Board Member of Journal "Paripekshya" (in Hindi) of NIEPA ISSN: 2278-0602, Referred Journal.

MPhil and PhD Programme

Guided Sandeep Singh for his MPhil Research Work entitled "Idea of Equity and its Reflections in Navodaya Vidyalaya".

Revised two Optional Courses i.e. Early Childhood Care and Education and Health, Nutrition and Schooling for the MPhil Programme.

Course Coordinator for MPhil/PhD Optional Course: OC-6 (Early Childhood Care and Education).

Course Team Member of MPhil/PhD Optional Course OC-13: Health, Nutrition and Schooling.

Revised and Finalised the Curriculum for OC-6 (Early Childhood Care and Education) and presented it in the Faculty Meeting on 22 January, 2018 and MPhil/PhD Curriculum Review Meeting.

Participated in MPhil/PhD Curriculum Review Meeting with External Experts held at NIEPA on 9 February, 2018 and presented the curriculum of OC-6 (Early Childhood Care and Education).

Participation in Training Programmes

Guidance to PGDEPA, IDEPA, Diploma in School Leadership Management participants and MPhil students

Guidance for dissertation to IDEPA participant, Channak Horl (Cambodia), on the research study entitled "An Evaluation of Early Childhood Care of Education Programmes in Cambodia".

Guidance for dissertation to IDEPA participant, Theresa Chanda Mwamba Chileshe (Zambia), on the research study entitled "Exploring the Teaching of Comprehensive Sexuality in Zambia: A Case of Lusaka District".

Guidance for dissertation to PGDEPA participant, Prema Bisht (Uttarakhand), on the research study entitled "Servants of India Society Dwara Sthapit Vidyalyon ka Bajpur Ki Buksa Janjati ki Shiksha Mein Bhumika Ka VyakatiVrit Adhyan".

Guidance for dissertation to Harpreet Sehmbi on her research work entitled "A Study on the Functioning of Boys Residential School under the Ministry of Defence, in Chittorgarh, Rajasthan".

Mona Sedwal

Participation in Seminars/Conferences/Workshops during the year under Report (National/International)

Presented a paper entitled "Elusive Vocational Education Programme: An Analysis on Trends in Indian Secondary Schools" in the National Seminar on "Universalisation of Secondary Education" held from 14-15 July, 2018 at India International Centre (Main), New Delhi.

Presented a paper entitled "Policy Initiatives Impacting Participation of Scheduled Castes Children in School Education: A Review of Incentive Schemes" in the Ninth International Conference of the Comparative Education Society of India (CESI) entitled "Modernity, Transformative Social Identities and Education in Comparative Contexts" from 14-16 December, 2018 held at The Maharaja Sayajirao University of Baroda, Vadodara.

Presented a paper entitled "Impact of Teacher Shortage in Schools: A Quality Perspective in the Indian Context" in the International Seminar entitled "Towards Developing Professional and Humane Teachers for Quality Education" from 10-12 January, 2019 held at 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.

Chaired a session in two-day Symposium on "Inclusion in School: Perspectives and Possibilities" from 8-9 March 2018 at Central Institute of Education (CIE), Department of Education, University of Delhi, New Delhi. The Symposium was organised by the Department of Education, under the aegis of Institute of Advanced Studies in Education (IASE), Ministry of Human Resource Development (MHRD), Government of India. The session was held on 8 March, 2018.

Special Invitee for the Eleventh Federation of Indian Chambers of Commerce and Industry (FICCI) Global Skills Summit & Virasat: The Heritage held from 14-15 September, 2018 at FICCI, New Delhi.

Special Invitee for the Eighth Confederation of Indian Industry (CII) Global Summit on Skill Development 2018 held from 22-23 November, 2018 at Indira Gandhi Pratishthan, Gomti Nagar, Lucknow.

Special Invitee for the Apprentice Connect Workshop held on 7 December, 2018 at Hotel Park Plaza, Gurgaon. The Workshop was jointly organised by Confederation of Indian Industry (CII), Gesellschaft fürInternationaleZusammenarbeit (GIZ) and National Skill Development Corporation (NSDC) to effectively engage with the Industry Associations across India, and drive greater participation towards the Skill India agenda through a Road Show spanning across webinars, workshops and close group discussions.

Invited as an Honorary Participant in the Tenth School Choice National Conference on the theme "Alternative Education: Philosophy, Practice and Policy" held on 14 December, 2018 at the India Habitat Centre, New Delhi. The Conference was organised by the Centre for Civil Society - a public policy think tank.

Invited as an Expert for workshop for the research project "Policies and Practices for Inclusion of Children with SLD" held on 7 March, 2019 at NIEPA. The purpose of the workshop was to study the data and finalise the findings for the report. The project investigator was Dr. Veera Gupta, Department of Educational Policy, NIEPA, New Delhi.

Workshops/Conferences/Training Programmes Organised

Programme Coordinator for the Thirty-fourth International Diploma in Educational Planning and Administration (IDEPA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi from February-April 2018. The programme was attended by twenty-seven participants from twelve countries at New Delhi.

Programme Coordinator for the Second International Programme for Educational Administrators (IPEA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi from 16 July-10 August, 2018. The programme was attended by nineteen participants from twelve countries at New Delhi.

Programme Coordinator for Annual Programme on Institution Planning for Heads of Muslim Minority Managed Senior Secondary Schools from 27-31 August, 2018. The programme was attended by twenty-seven Principals from nine states at New Delhi.

Programme Coordinator for the Thirty-fifth International Diploma in Educational Planning and Administration (IDEPA) at National Institute of Educational Planning and Administration (NIEPA), New Delhi from February-April 2019. The programme was by thirty-one participants from twenty-three countries at New Delhi.

Other Academic and Professional Contributions

Reviewed an Article for International Journal of Education Economics and Development (IJEED), May 2018. (Impact of Education on Employment among the Scheduled Caste Arunthathiyars (SCAs) of Erode District in Tamil Nadu), Inderscience Publishers, Editorial Office, P.O. Box 735, Olney, Bucks MK46 5WB, UK..

Membership of Eminent Bodies outside NIEPA

Life Member of Comparative Education Society of India (CESI). Secretariat at Zakir Husain Centre for Educational Studies, School of Social Sciences, Jawaharlal Nehru University, New Delhi.

Life Member of All India Association for Educational Research (AIAER), Bhubaneswar, Odisha.

Life Member of Indian Sociological Society (ISS), New Delhi

National Centre for School Leadership

Rashmi Diwan

Overall Guidance and Management of All NCSL Activities at the National and State Levels

Coordinated with Department of School Education and Literacy, MHRD for implementing face-to-face programmes approved in the PAB meeting and Department of Higher Education, MHRD for Online Programme in School Leadership and Management.

M.Phil/PhD Programme

Chairperson, Steering Committee

Member in Standing Advisory Committee of NIEPA

Member Secretary in Committee for Allotment of Supervisors (CAS)

Chairperson, Committee for Screening of Applications

Member in the Interview Board to conduct Personal Interviews of the MPhil candidates

Course CC7 - Educational Administration and Management – took sessions, identified material and assessment of students.

Member/Convenor of different Committees at NIEPA

Post Doctoral Fellowship

Board of Studies

Academic Council

Engagements with other NIEPA Activities

NIEPA Perspective Plan: Contributed to the theme on Access, Equity and Diversity.

Academic Contribution

Conference Director: National Conference on Leadership Pathways for School Improvement organised by NCSL, NIEPA, 22-24 January, 2019 - Chaired session, delivered valedictory remarks.

Presented a paper on "Change Leadership and School Improvement in the Plenary Session of the National Conference on Leadership Pathways for School Improvement" organised by NCSL, NIEPA, 22-24 January, 2019.

Course revision of OC 15 on School Leadership as part of MPhil/ PhD Programme.

Presented a paper on "Educational Policy, Leadership and Administration" in the National Conference on "Learning" on 28 September 2018, organised by Lady Irwin College, Delhi University.

Guidance to PhD Scholars

Rashim Wadhwa, PhD Scholar, on the theme 'Determinants of Entry to Higher Education in India'.

Parminder Kaur, PhD Scholar, on 'A Study on Professional Preparation of Teachers through Integrated Courses in RIE'.

Shivani Bakshi, PhD Scholar, on 'Leadership Pathways to School Improvement: A Study on the Senior Secondary School Principals of Kerala'.

Academic Support to Public Bodies

Resource Person for the "Consultation Workshop of Leadership Development Programme in the State of Kerala", Thiruvananthapuram, 17-18 April, 2018.

Other Activities

Prepared Suggestive Guidelines for Recruitment Policy of School Heads for the Department of School Education and Literacy, MHRD (submitted.)

Developed final draft on 'Roadmap for School Leadership Development and Policy Guidelines'.

Sunita Chugh

Publications

Research Papers/Articles published during the year

Chapter on 'Privatisation in Indian Education' in a book on 'Education in Emerging India', ed. Mondal, Ajit & Narula Manju. Atlantic, 2018.

Contributed a module on Establishing and Sustaining Professional Learning Communities for Academic Excellence in School Education for Intermediate Online Programme on School Leadership and Management.

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

Presented a paper on 'Extension of RTE 2009 to Secondary Education' in the seminar titled 'Universalisation of Secondary Education', 14-15 July, 2018, conducted by Council for Social Development.

Presented a paper on 'Leadership for Transforming Urban Schools: What Works and How?' in a National Conference on 'Leadership Pathways for School Management and Improvement', 24 January, 2019.

Chaired sessions in the conference on 'Leadership Pathways for School Improvement' on 22-24 January, 2019 conducted by National Centre for School Leadership, NIEPA, New Delhi.

Workshops/Conferences/Training Programmes Organised

Coordinated Capacity Building Workshop on 'School Leadership Development for School Heads in Punjab', April-May 2018.

Organised and coordinated a workshop on 'Evolving Leadership Models for Context Specific Challenges of School Heads', 23-25 July, 2018.

Principal investigator of a pilot study on 'Leadership in Urban Schools' and information was collected from 10 schools of Surat city on innovative practices of school heads.

Organised and coordinated a workshop on 'Context Specific Challenges for School Leadership in Urban Disadvantaged Area', 26-28 September, 2018 at Surat.

Coordinated Orientation for Online Programme on 'School Leadership Development' in the state of Madhya Pradesh, 9 October, 2018.

Coordinated Orientation for Online Programme on School Orientation for Online Programme on 'School Leadership Development' in the state of Chhattisgarh, 11 October, 2018.

Coordinated Capacity Building Workshop on 'School Leadership Development for SRG' in Madhya Pradesh, 3-12 October, 2018.

Organised and Coordinated Workshop to Facilitate One-Month Certificate Course on 'School Leadership and Management', 17-22 December, 2018.

Coordinated Capacity Building Workshop on 'School Leadership Development for School Heads in Chhattisgarh', January 2019.

Coordinated Capacity Building Workshop on 'School Leadership Development for School Heads in Madhya Pradesh, 15-24 January, 2019.

Principal Coordinator of the National Conference on 'Leadership Pathways for School Improvement', 22-24 January, 2019. Research papers were invited and reviewed. Selected researchers were invited to present their papers, school heads were invited to share their experiences.

Co-chair of a session on Shaala Siddhi - A National Initiative for School Quality Improvement in National Programme on School Standards and Evaluation.

Visit to slums and schools for the project on 'Critical Assessment of Participation of Children in Education in Urban Slums in India' (Principal Investigator the Project).

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

Online material on Leading Partnership – Also, the convener of the course on Leading Partnership for Online Programme for NCSL portal.

Prepared and transacted learning material for MPhil students on Education, Democracy and Human Rights.

Prepared information note, abstract of research papers and case studies of the National Conference on Leadership Pathways for School Improvement, 22-24 January, 2019.

Report of the National Conference on Leadership Pathhways, 22-24 January, 2019.

Consultancy and Academic Support to Public Bodies during period under Report

Resource Person for Consultation Workshop of "Leadership Development Programme for the Principals of Higher Secondary Schools in the State of Kerala", Thiruvananthapuram, 17-18 April, 2018.

Resource Person in the "Faculty Induction Programme" of MHRD, Govt. of India and took sessions on Academic leadership at Khalsa College, 15 May, 2018.

Sessions for Importance of Physical Infrastructure in School Education in a National Training Programme on "Audit of Universalisation of Education" ICED, Jaipur, 16 May, 2018.

Participated as a Resource Person in second level Orientation Programme for Resources Persons on academic and administrative management strategies in the context of Public Education Rejuvenation Mission organised by SIEMAT KERALA, 22-23 September, 2018.

Panelist in an International Conference on "Early Childhood Development and Emergencies: Way Forward" (14-15 November, 2018) in a session on "Ensuring and Sustaining Early Childhood Education

in Emergencies". Presented on Leadership Redefined for Difficult Circumstances.

Resource Person in DIET pre-service programme and delivered lectures on "Perspective on Leadership and Communication Skills for Teachers", Delhi.

Participated in the Steering Committee of Diksha portal, MHRD.

Attended PAB meetings at MHRD for NCSL_NIEPA, the state of Chhattisgarh and West Bengal.

Other Activities

Member of the Committee on Validation of Cases of Innovation and Good Practices in Educational Administration, April-May, 2018.

As a Member of Committee of NIEPA Perspective Plan; contributed to the theme on Access, Equity and Diversity.

Member of the Selection Committee for Junior Consultant.

Screening Committee Member of the Project Consultant and Senior Project Consultant.

Member of the Evaluation Committee on National Awards for Innovation in Educational Administration (NAIEA), NIEPA, April-May 2018.

Chairperson of Central Vigilance Committee – NIEPA.

Member draft reporting team for NAAC and UGC accreditation pertaining to all programmes conducted by the National Centre for School Leadership from 2013-2018.

National Advisory Group Committee Member and attended meeting, NCSL-NIEPA.

Coordinated with the state of Chhattisgarh, Delhi, Mizoram, Madhya Pradesh, Punjab and Chandigarh and West Bengal for establishment of School Leadership Academy.

Associated faculty for PGDEPA course on Participant Seminar – chaired sessions.

MPhil/PhD

Member of the Committee for Evaluation of the written test for MPhil/PhD.

Member of the Examination Committee, House Allotment Committee, Hindi Committee, Editorial Committee of Hindi Journal.

Member of the Committee on Course revision of OC 15 on School Leadership as part of MPhil-PhD Programme

Member of the Course Revision Committee of OC 5 on Community Participation and Local Governance, OC-Educational Leadership.

Convener of the Course Revision Committee of OC on Education, Literacy and Lifelong Learning.

Co-convenor of Course OC 8 on Education, Democracy and Human Rights.

Supervisor

PGDEPA participant, Dhupender, on a study on "Implementation of SVC Project in Hissar District, Haryana".

IDEPA participant, Rachael Gordens, on "Provision of Educational Facilities to Street Children, Eldoret, Kenya".

Kashyapi Awasthi

Publications

Books/Research Articles/Reports/Guidelines

Journey from Teaching to Learning through Professional Learning Communities: Role of School Leadership in Journal of Indian Education, NCERT Vol. XLIV, No. 2, August 2018.

Strategy and Approach Paper for DIKSHA in collaboration with CIET, NCERT.

Guidelines for E-Content Development for DIKSHA portal in collaboration with CIET, NCERT.

Making Schools Safe and Secure: Guidelines for Implementation, developed as member of committee formulated by MHRD.

Participation in Seminars/Conferences/Workshops during the year

Participated in a four-week "Refresher Course on Teacher Educators" organised during 26 March- 20 April, 2018 at Academic Staff College, Jawaharlal Nehru University, New Delhi.

International

Participated and presented a paper entitled "Internalising Dharma-Dhamma: Harnessing inner and outer environment to understand sustainable development" at the 4th International Dharma-Dhamma Conference on State and Social Order in Dharma-Dhamma Traditions at Nalanda University, Rajgir, Bihar from 11-13 January, 2018.

Presented a paper on "Conceptualising Professional and Humane Teachers: Theoretical Perspectives and Practical Orientations" at the International Conference on "Towards Developing Professional and Humane Teachers for Quality Education" organised from 10-12 January, 2019 by IUCTE, Department of Education, MS University of Baroda.

National

Presented a paper on "School Leadership: Challenges and Perspectives for Small, Tribal schools in the Hilly States of India" at the National Seminar on "Leadership Pathways for School Improvement" from 22-24 January, 2019 at NIEPA, New Delhi.

Presented a paper in collaboration with Jyoti Arora on "Exploring Leadership in the Frame of Prescriptions:

A Study of Roles and responsibilities of School Heads" at the National Seminar on "Leadership Pathways for School Improvement" from 22-24 January, 2019 at NIEPA, New Delhi.

Participated and presented a paper entitled "Empowering Teachers: the Process of Exercising and Exorcising Power" at the National Seminar on "Structural Change in Teacher Education: Issues and Concerns" on 5-6 January, 2018 at The Maharaja Sayajirao University of Baroda, Gujarat.

Consultancy and Academic Support to Public Bodies

Member of the Committee for development of Detailed Project Report (DPR) for establishment of National Institute for Teacher Education (NITE).

Member of 'Think Tank on Teacher Education' constituted by the Directorate of Teacher Education, SCERT, Odisha.

Member of the Steering Committee on DIKSHA (Digital Initiative for Knowledge Sharing and Advancement) and working on the development of the 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 finalising the guidelines for content development and uploading on DIKSHA.

Member of the Committee for development of Guidelines on School Safety and Security constituted by the Secretary, SE & L, MHRD, GOI. Shared the draft guidelines with MHRD which were put up on MHRD website for review before the final release.

Member of the Advisory Group of IUCTE, Department of Education, MS University of Baroda, Gujarat.

Made field visit to Uttar Pradesh on behalf of MHRD, and developed Action Plan for Improving School Education in Uttar Pradesh.

Made field visit to Andaman and Nicobar Islands on behalf of MHRD and developed Action Plan for Improving School Education in Andaman and Nicobar Islands.

Jury Member for the Essay Writing competition on 'Discipline or Punishment' conducted by National Progressive Alliance at the National Conference held from 3-5 February, 2018.

Developed course design on School Education for Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie for all levels of officers.

Member of the Committee on Strengthening of DIETs constituted by the Department of SE & L, MHRD, GOI and jointly developed a Concept Note on the Strengthening of DIETs and evolved functional models based on the contextual needs of the states.

Member on the Committee for implementing the guidelines for "Strengthening of DIETs" formulated by Andhra Pradesh Government to provide consultancy and guidance to DIETs and SCERTs in Andhra Pradesh.

Training Material and course developed

1. Developed final draft on 'Roadmap for School Leadership Development and Policy Guidelines'

2. Developed competency framework for school heads and system level officials.

3. Developed two modules for the online programme on School Leadership and Development - intermediate

School as a ground for learning and development

School Culture and Climate: Role in School Improvement

How to develop healthy school culture and climate?

Other Academic and Professional Contributions

Organised workshop for evolving alternate leadership models for small schools in Lahaul and Spiti district of Himachal Pradesh from 2-15 October, 2018.

Facilitator at two parallel capacity building workshops of State Resource Group Members in Rajasthan from 13-22 and 17-26 December, 2018.

Workshop for adaptation, contextualization and translation of online programme jointly organised with Dr. Charu Malik from 14-16 November, 2018.

Capacity Building of Systemic Administrators for School Leadership Development at Gangtok, Sikkim from 15-20 March, 2018.

Capacity Building Workshop of Systemic Administrators on School Leadership Development at NIEPA, New Delhi from 17-22 September, 2018.

Invited to take sessions on Academic Leadership at the Faculty Development and Research Centre, Banasthali Vidyapeeth on 26 April, 2018.

Invited as keynote speaker at the Education Today Society Tomorrow, Asia Plateau, Panchgini on 6 May, 2018.

Attended PAB Meetings for School Leadership Development for the states/union territories of Rajasthan, Gujarat, Uttarakhand, Chandigarh, Lakshdweep, Anadaman & Nicobar Islands, Tripura, Nagaland, and Arunachal Pradesh for 2017-18

Invited as a Resource Person at Faculty Development and Research Centre, Army Welfare Education Society, for Capacity Building of the newly recruited School Principals on 19 June, 2018 on "Developing Professionalism in Schools: Strategies and Interventions".

Invited at the Modern School, Barakhamba Road, New Delhi for delivering a lecture on "Parents as Educators" on 26 March, 2018.

Provided Academic Support and Consultancy to newly recruited Mandal Education Officers on "Academic Supervision and Monitoring" at the request of the Commissioner of Schools, Department of Education, Andhra Pradesh.

Invited to take sessions on Academic Leadership at the Faculty Development and Research Centre, Banasthali Vidyapeeth on 3 December, 2018.

Invited as a Resource Person on Academic Leadership for the System level officers from 30 districts of Madhya Pradesh at RIE, Bhopal on 31 January -1 February, 2019.

Invited as a Jury Member at the National Conference for School Principals organised by Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Sangathan for selecting the most innovative practices.

Invited as a Panelist at the National Conference for School Principals organised by Kendriya Vidyalaya Sangathan and Navodaya Vidhyalaya Sangathan on the theme of Innovations and Experimentation in Schools.

Teaching

Facilitated 4 sessions each in unit on School Leadership Development at PGDEPA and IDEPA Programmes.

Research Guidance

M.Phil Programme

A qualitative study exploring the integration of Social Justice in the diploma in elementary education (d.el. ed) Programme in Delhi - Isha Verma

PG Diploma in Educational Planning and Administration (PGDEPA)

A study of the Perceptions of Government School Heads regarding School Leadership Development Programme in Jaipur, Rajasthan. Bharat Joshi

International Diploma in Educational Planning and Administration (IDEPA)

English as a medium of instruction as a contributing factor to lower the drop-out rate in secondary school students in Mafia District. Rukia Msengi

A Study of Principals' Roles and Responsibilities in Leading Schools: An Analysis of Five State Secondary Schools in Mauritius. Yugesh Dutt Pandey

N. Mythili

Publications

Research Papers/Articles published during the year under Report

"Quest for success: Ladder of school leadership of women in India". Social Change, March 2019. Vol. 49 (1), pp. 114-131, ISSN: 0049-0857.

"What's all the fuss about innovation in education?" Teacher Plus, a magazine for teachers, March 2019, 17 (3), pp. 52-55. ISSN: 0973-778.

"Legitimisation of women school leaders in India". Contemporary Education Dialogue. January 2019. Vol 16(1), pp. 54-83, ISSN: 0973-1849; Online ISSN: 2249- ISSN: 09731849.

"Does privatising the public interest guarantee school quality? Looking through the lens of Teacher Education". Indian Journal of Public Administration, September 2018, 62(4), pp.565-586, Special issue on Independent Regulatory Authorities in India: A Comparative Perspective (Part 2), ISSN no: 00195561 and eISSN no: 24570222.

Participation in Seminars/Conferences/ Workshops during the year under Report *National/International*

Presented a paper on "Regional Diversity, School Leadership Practices and School Quality: A Comparative Study of Two Indian States in North Eastern Region of India" in the seminar titled "Universalisation of Secondary Education", 14-15 July,

2018. Conducted by Council for Social Development, New Delhi.

Presented a paper on "Resilience as leadership behaviour among school heads in Andhra Pradesh" in the conference on "Leadership pathways for school improvement" on 24 January 2018 conducted by National Centre for School Leadership, NIEPA, New Delhi.

Workshops/Conferences/Training Programmes Organised

Co-ordinated and conducted the capacity building of resource persons / faculty for School leadership Academies to facilitate the conduct of one-month certificate course on School leadership and Management, 25-29 March, 2019.

Coordinated with Andhra Pradesh and NCSL for completing the translation of Curriculum and Handbook on School Leadership for the NCSL Portal in Telugu language (October 2018).

National Advisory Group (NAG) meeting 2019 at NCSL related to the departmental annual work plan review of the last year and presentation of annual work plan for this year (27 February, 2019 forthcoming).

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

Leading Innovations – 3 modules covering the entire course. Also, the coordinator of the course for online programme for NCSL portal.

School Head: A key driving force for innovations comprising of three sections for

DIKSHA Portal that's going to be created at CBSE, New Delhi.

Consultancy and Academic Support to Public Bodies during period under Report

Member of the expert committee on developing the guidelines and framework for improving quality

of In-service Teacher Education, Department of Curriculum, NCERT. Participated in the deliberations in May &December 2018, and January 2019.

Nominated by NCSL for the invitation sent by the State Council for Educational Research and Training (SCERT), New Delhi to be a member of the interview panel to select Fellows to work in the area of Principal leadership development programme (PSLM) in government schools on 19-20 July, 2018.

Other Academic and Professional Contributions

Newspaper Publication and Interview

TOI conducted the interview based on the research publication on women principals on 6 September, 2018. It has extensively quoted my research study in writing the article on the occasion of Teacher's Day 2019. The web link: https://m.timesofindia.com/ business/india-business/crack-in-the-glass-ceiling-more-women-at-top-in-school-managements/amp_ articleshow/65706730.cms#referrer=https://www. google.com&amp_tf=From%20%251%24s--

Talks Delivered Outside [extension activity]

Delivered a lecture on School Leadership: Perspectives, Practices and Skills at Refresher Course for Teacher Educators organised by UGC and DHRD, JNU campus, on 10 April, 2018.

Invited to deliver a talk addressing District Education Officers in Andhra Pradesh in the two- day educational officers' annual workshop on 21 May, 2018.

Delivered a talk on School Leadership at Darshan Academy Foundation for its school heads, coordinators and development education officers working in various branches of its schools in July 2018.

Participated in the PAB meetings of Andhra Pradesh, Kerala, Puducherry, Sikkim, Meghalaya, Maharashtra, Manipur at MHRD in June-July 2018.

Membership of Eminent Bodies Outside NIEPA

Life Member of Comparative Education Society of India.

Subitha G. V.

Participation in Seminars/Conferences/ Workshops during the year under Report (*National/International*)

Participated in the National Conference on 'Leadership Pathways for School Improvement' on 22-24 January, 2019, organised by NCSL-NIEPA and presented a research paper titled *'School leadership in challenging contexts: Case of flood-prone schools in Dhubri district of Assam'*.

Workshops/Conferences/Training Programmes Organised

Workshop for evolving leadership models for context specific challenges of school heads, 23-25 July, 2018 at NIEPA.

Translation workshop at NCSL-NIEPA for translation of NCSL Handbook and Curriculum Framework in Odia language (8-12 October, 2018).

Translation workshop for translation of NCSL Handbook and Curriculum Framework in Assamese language (18-22 February, 2019).

Translation workshop for translation of NCSL Handbook and Curriculum Framework in Kannada language (25-29 March, 2019).

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

Developed draft modules for DIKSHA portal on the themes:

'Education for Critical Thinking'

'Teachers as Reflective Practitioners'

Other Academic and Professional Contributions

Field visit to schools in Assam for data collection on context specific challenges of school heads in flood-prone areas (Char areas) of Dhubri district of Assam (2-7 December, 2018).

School Leadership Training to Secondary level Headmasters in residential mode from 17-21 August, 2018, by SCERT, Hyderabad, Telangana.

Two-day Review and Feedback Workshop-cum-Retreat Programme on 24-25 September, 2018 by SCERT, Hyderabad, Telangana.

Draft reports for NAAC and UGC - was part of the team that prepared draft reports for NAAC and UGC accreditation pertaining to all programmes conducted by the National Centre for School Leadership from 2013-18.

Charu Smita Malik

Publications

Research Papers/Articles published during the year

Inequitable Access to Provisions in Secondary Education in Uttar Pradesh: An Analysis in the Backdrop of the National Focus on Equity, Journal of Educational Planning and Administration, July 2018, Vol. XXXII, No.3, ISSN 0971-3859.

From Community Participation to Community Engagement: The Call for School Leadership in the Indian Context, Journal of Indian Education, May 2018, ISSN 0377-0435 (Print) 0972-5628 (Online).

Development and Validation of a Self-constructed Psychometric Scale: Perceptions on Equity in Secondary Education (PESE), Indian Journal of Psychology and Education, Vol. 8, No.2, July 2018.

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

Presented a Paper on Building Change Agents through Professional Development on School Leadership: An Experiential Account of Education Functionaries in Uttar Pradesh in the IX Annual International Conference of Comparative Education Society of India at MSU, Vadodara, 14-16 December, 2018.

Presented a Paper on System Level Functionaries: Leadership Development with a focus on Academic Leadership in the National Symposium on Academic Leadership for Enhancement of Learning, 15-16 April, 2019, organised by the Directorate of Distance Education, Lalit Narayan Mithila University, Darbhanga, Bihar, in collaboration with UNICEF, Bihar.

Presented a Paper on Effective School Leadership Practices in Disadvantaged Contexts: Schools in Rural Areas of District Mau, Uttar Pradesh in the National Conference on Leadership Pathways for School Improvement, organised by the National Centre for School Leadership, NIEPA, 22-24 January, 2019.

Workshops/Conferences/Training Programmes Organised

Organised Translation Workshop of Online Programme on School Leadership and Management (Basic level) in Hindi, 10-14 July, 2018.

Organised Workshop on Translation of Handbook and National Curriculum Framework in Marathi, 1-5 October, 2018.

Organised Capacity Building Workshop on School Leadership Development for Field Functionaries (IInd Batch), 8-13 October, 2018.

Co-organised with Dr. Kashyapi Awasthi the Workshop on Adaptation, Contextualisation and Translation of Online Programme in Regional Languages, 14-16 November, 2018.

Organised Material Development on Context Specific Challenge for School Leadership in Rural Context in Uttar Pradesh, 8 -9 January, 2019.

Coordinator of National Conference on Leadership Pathways for School Improvement, 22-24 January, 2019.

Organised Workshop to Facilitate One-Month Certificate Course on School Leadership and Management (VIth Batch), 11-16 March, 2019.

Material Preparation

Module on Equity for the Intermediate Online Course on School Leadership and Management.

Prepared information note, abstract of research papers and case studies of the National Conference on Leadership Pathways for School Improvement, 22-24 January, 2019 (along with other faculty members).

Report of the National Conference on Leadership Pathways and 22-24 January, 2019 (along with Dr. Sunita Chugh).

Centre for Policy Research in Higher Education

Mona Khare

Publications

Articles and Chapters in Book

The virtuous cycle of growth, employment and education in India - path to equitable development, Council for Social Development, New Delhi (Forthcoming).

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

"India: Graduates and Employment" International Higher Education, Number 95: Fall 2018, The Boston College Centre for International Higher Education (CIHE), USA.

Making India a sought-after destination for Higher Education. in their Perspectives No.11, 2018, Centre for International Higher Education (CIHE), Boston University & World Economic Services (WES), USA.

"Internationalisation of Higher Education – A country Case of India, UNESCO Bangkok and Tokyo University. (under publication) presented in the 3rd UNESCO Stakeholders Meeting for Developing Framework on Internationalization of Higher Education in the Asia-Pacific: Toward a Mapping of Indicators and their Utilization in Bangkok, Thailand, November 2018.

Gender Budgeting in Higher Education: A Tool to Address Gender Inequalities India Higher Education Report 2018: (Varhgese NV with and Panigrahi ed.), Sage Publications, New Delhi (Forthcoming).

Organisation of Seminars/Workshops

International Seminar on Employment and Employability of Higher Education Graduates, IHC, 19-20 February, 2019.

National Workshop on Leadership Development in Higher Education for University Administrators (MHRD-CALEM) (7-9 January, 2019).

National Seminar on Shifting Paradigms in Education Financing: Concerns of Quality, Equity and Employability (13-14 December, 2018).

2nd Methodology Workshop for Employability Project in CPRHE for State Teams (There were 14 participants representing 6 universities from 6 states).

Review Workshop on the Project "Employment and Employability of Higher Education Graduates in India" at Bangalore, September 2018.

Review Workshop on the Project "Employment and Employability of Higher Education Graduates in India" at Hyderabad, September 2018.

Review Workshop on the Project "Employment and Employability of Higher Education Graduates in India" at Mumbai, September 2018.

Review Workshop on the Project "Spatial Dynamics of Comparative Education Advantage in India" at Bhopal, March 2019.

Review Workshop on the Project "Spatial Dynamics of Comparative Education Advantage in India" at Bangalore, March 2019.

Review Workshop on the Project "Spatial Dynamics of Comparative Education Advantage in India" at Mumbai, March 2019.

Participation in Workshops

Expert Speaker in Boston University & World Economic Services (WES) – Centre for International Higher Education (CIHE) Summer Institute on Inclusive and Innovative Internationalization, June 2018, at Boston College. Prepared and presented: Making India a sought-after destination for Higher education.

Invited expert in the 3rd UNESCO Stakeholders Meeting for developing framework on Internationalization of Higher Education in the Asia-Pacific: Toward a Mapping of Indicators and their Utilization in Bangkok, Thailand, 29 November, 2018. Prepared and presented "Internationalisation of Higher Education – A country Case of India."

International symposium Internationalization of Higher Education Platform (IZN of HEP): Internationalization Policies and Practices for Future Development, organised and hosted by Mahidol University, in collaboration with the Office of Higher

Education Commission, Ministry of Education, Thailand, the United Nations Educational, Scientific and Cultural Organization (UNESCO) Bangkok Office, the University of Tokyo, and Fulbright Thailand, 30 November, 2018.

Key Speaker at 9th Higher Education and Human Resource Conclave, January 2019, Department of Collegiate Education & Technical Education, Govt. of Telangana 4-5 February, 2019, Hyderabad.

Invited expert in the National Conference – 4th Higher Education Conference by Telangana State Higher Education Council and BW Business World Education on 31 August, 2018, Hyderabad.

Session Chair for the Session on "Trends in Entrepreneurship and Innovations in Higher Education to Promote 4 E's – Education, Employability, Employment and Entrepreneurship" in the 4th National Higher Education Conference by Telangana State Higher Education Council and BW Business World Education, 31 August, 2018, Hyderabad.

Resource Person in the 108th Orientation Programme of the UGC-Human Resource Development Centre, University of Rajasthan, Jaipur, December 2018. Delivered two lectures.

Keynote Speaker, National Conference on Strategies for Business Excellence organised by the Delhi Technical Campus, Greater NOIDA, 2018.

National Launch of the 2019 Global Education Monitoring Report, UNESCO, New Delhi, 20 November, 2018.

Delivered two lectures in the ICSSR 10 days Research Methodology Course organised at MGKV, Varanasi, 26 October, 2018.

Other Activities

Involved in Teaching in following courses:

Developed Background/Reading Material and transacted sessions in

Developed Background Material for Higher Education Leadership Development Programme for University Administrators.

Developed the Analytical Framework for the 2nd Methodology Workshop on Research Project: Employment and Employability of Higher Education Graduates in India.

MPhil, PhD - CC3, CC5.

International Diploma in Educational Planning & Administration (IDEPA), National Diploma in Educational Planning & Administration (DEPA).

Supervision of MPhil/PhD Work

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

PhD - Sandhya Dubey - "Access and Quality Dynamics in Financing of Higher Education"

PhD - Sonam Arora: Proposal Development Stage

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

M. Phil Study (Submitted)

Sandhya Dubey - Impact of the Public Education Expenditure across Different Levels on Higher Education Access in India: A Panel Data Analysis (Awarded)

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

Boston University & World Economic Services (WES) – Centre for International Higher Education (CIHE) Summer Institute on Inclusive and Innovative Internationalization, June 2018, at Boston College.

Prepared and presented: Making India a sought-after destination for Higher Education published in their Perspectives No.11.

UNESCO Bangkok and Tokyo University – Internationalisation of Higher Education – A country Case of India. Draft submitted and presented in the 3rd UNESCO Stakeholders' Meeting for developing framework on Internationalization of Higher Education in the Asia-Pacific: Toward a Mapping of Indicators and their Utilization in Bangkok, Thailand, November 2018. Finalisation of Report under progress.

Department of Higher & Technical Education, Telangana: Document on Challenges of Graduate Employability under finalisation after presentation in the 9th Higher Education and HR Conclave, January 2019.

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

MP Govt and World Bank: Madhya Pradesh Higher Education Quality Improvement Programme (MPHEQIP): Expert member in Project Evaluation Committee for proposed Centre of Excellence, State Project Directorate, RUSA, Department of Higher Education.

Other Academic and Professional Contributions

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

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

Reviewer for Studies in Microeconomics, Sage Publications.

Guest Editor for the Special Issue of Life Science Global, Canada.

Reviewer for Management and Economics Research Journal.

Member-Secretary, MPhil/PhD Progress Review Committee.

Member, MPhil and Ph D Admission Committee.

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.

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

Membership of Eminent Bodies outside NIEPA

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

Member, Departmental Advisory Board (DAB), Planning & Monitoring Division, NCERT, New Delhi.

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

Reviewer of Book Proposal: For Springers, Singapore.

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

External Examiner (PhD Evaluation) for various Indian universities.

Selection Committee Member for various universities and other Govt. bodies.

Nidhi S. Sabharwal

Publications

Book

Varghese, N. V., Sabharwal, N.S., & Malish, C. M. (Eds.). (2018). India Higher Education Report 2016: Equity. New Delhi: SAGE.

Articles and Chapters in Book

Tierney W.G. and Sabharwal N. S. (2018). Reimagining Indian Higher Education: A Social Ecology of Higher Education Institutions. Teacher's College Record. Volume 120, No.5.

Tierney, W. G., Sabharwal, N. S. and Malish C. M. (2018). Inequitable Structures: Class and Caste in Indian Higher Education. Qualitative Inquiry (Special Issues: The art of life history: Different approaches, future directions). Pp. 1-11.

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.

Sabharwal N.S. and Joseph R. (forthcoming). Access to professional development opportunities in Indian higher education: Does social background matter? Gender and Education.

Malish, C.M. and Sabharwal, N.S. (2018). "Student Diversity and Institutional Discrimination in Higher Education in India. In Abdul Salim (ed.). Higher Education in Emerging India: Problems, Polices and Perspectives (pp.84-98). New Delhi: Shipra Publications.

Sabharwal, N. S. (Forthcoming). "Higher Education and Equity: Introduction to IHER 2016". In Varghese, N V., Malik G. (eds). India Higher Education Report 20119: Governance and Management. New Delhi: Sage.

Sabharwal, N. S. and Malish C. M. (Forthcoming). 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.

CPRHE Policy Briefs

निधि एस. सभरवाल और मलीश सी. एम. (2017)। भारत में उच्च शिक्षा की सुलभता में समानता. CPRHE नीति सार 1, प्रथम हिन्दी संस्करण, फरवरी, 2019। CPRHE/NIEPA, New Delhi.

निधि एस. सभरवाल और मलीश सी. एम. (2017)। भारत में उच्च शिक्षा का शैक्षणिक समेकन। CPRHE नीति सार 2, प्रथम हिन्दी संस्करण, फरवरी, 2019. 2019. CPRHE/NIEPA, New Delhi.

निधि एस. सभरवाल और मलीश सी. एम. (2017). भारत में उच्च शिक्षा के लिए सामाजिक समावेशन से संपन्न परिसरों का विकास. नीति सार 3, प्रथम हिन्दी संस्करण, फरवरी, 2019। CPRHE/NIEPA, New Delhi.

Papers Presented

Presentation on Massification and Inequalities in Higher Education in India, Descartes University, from 23-27 July, 2018, Paris, France.

Presentation on Massification, Student Diversity and Inclusion in Higher Education in India in the event titled "Higher Education in India: Institutional and Social Hierarchies" organised by Society for Research in Higher Education, 10 October, 2018, London, UK.

Presentation on 'Student Diversity and Equity: Prospects for Institutions and Academic Rankings.' A paper presented in the International Conference, "The Third University Mission" organised by Moscow State University, Moscow, 30 November-1 December, 2018.

Invited as a Resource Person to present on Student Diversity and Civic Education in Higher Education in India, 2nd Refresher Course on Teacher Educators, 3 December, 2018, JNU.

Presentation on 'Social Inequalities and Higher Education in Asia' organised by Information and Forecasting Center, Vietnam National Institute for Educational Sciences, 13-15 December, 2018.

Invited as a Resource Person to present on 'Equity in Education: A Global Sustainable Development Goal', in the 5th Refresher Course in Global Studies (Interdisciplinary), 5-29 March, 2019 organised by the UGC-Human Resource Development Centre, JNU.

Discussant in Graduate Seminar on 'Changing Landscapes of Higher Education' organised by ZHCES, JNU, 25-26 March, 2019.

Rapporteuring

International Seminar on 'Employment and Employability of Higher Education Graduates' 19-20 February, 2019, organised by CPRHE and British Council at India Habitat Centre, New Delhi.

'Leadership Development in Higher Education for University Administrators', 7-9 January, 2019 at Aeorocity, New Delhi.

Second Workshop on 'Leadership Development in Higher Education for Vice-Chancellors', 24-25 January, 2019 at Hotel Pride Plaza, Aerocity, New Delhi.

Teaching Assignments/Invigilation/Evaluations

Taught MPhil classes on the theme 'Discrimination and Exclusion in Education' for the Optional Course 7 titled 'Equity and Multicultural Education' 23-25April, 2018.

Taught a session on 'Writing and Publishing Research Paper in Writing Skills Workshop' organised by NIEPA, 13 September, 2018.

External examiner for MPhil thesis: 'Language Hegemony and its Relationship to Education', Department of Education, University of Delhi.

Evaluated a PhD thesis: 'Gramin Roopantaran Evam Shiksha: Uttar Pradsh Ke Anusuchit Jati Samudayon Ka Adhyayan', Department of Education, for the PhD Degree of the University of Delhi.

Evaluated an ICSSR Research Report titled 'Masculinity and Violence against Women in Marriage: An Exploratory Study in Karnataka'.

Doctoral Supervision and Editorial Memberships

Member of the core group on doctoral work – Gendered Pathways to Higher Education, University of Warwick.

Member of the Editorial Board of Gender and Education.

Member of the UKRI International Development Peer Review College.

Received Residential Fellowship, 2018-19. Institute of Advanced Study, University of Warwick, UK.

Attended "Dialogue on Institutional Social Responsibility of Higher Education Institutions", 31 January, 2019, UGC, New Delhi

Anupam Pachauri

Publications

Book

Varghese, N.V., Pachauri, A. & Mandal, S. (ed.) (2018). India Higher Education Report 2017: Quality and Teaching-learning in Higher Education in India, Delhi: Sage.

Articles and Chapters in Book

Pachauri, A. (2018). 'Effects of External and Internal Quality Assurance on Indian Higher Education Institutions' in Varghese, N.V., Pachauri, A. & Mandal, S. (Ed.) India Higher Education Report 2017: Quality and Teaching- learning in Higher Education in India, Delhi: Sage.

Varghese, N.V., Pachauri, A. & Mandal, S. (2018). 'Teaching, Learning and Quality in Higher Education in India: An Introduction' In Varghese, N.V., Pachauri, A. & Mandal, S. (Ed.) India Higher Education Report 2017: Quality and Teaching-learning in Higher Education in India, Delhi: Sage.

Report: CPRHE Publication (under-preparation)

Report on the International Seminar on 'Quality and Excellence in Higher Education' jointly organised by CPRHE-NIEPA and the British Council, 22-23 February, 2018.

Newspaper/Magazine /Online Media Articles

'Institutes of Eminence: Imminent Game-changers for India's Higher Education System?' published on 29 July 2018 in the online education magazine 'The Bastion' based on the interview with Dr Anupam Pachauri.

https://thebastion.co.in/politics-and/education/institutes-of-eminence-imminent-game-changers-for-indias-higher-education-system/

Papers Presented

National (Paper presentation)

'Partnerships as Innovations for Quality Education' at the National Seminar on the theme 'School Education in the 21st Century: Changing Contexts, Interventions and Emerging Alternatives', organised by The Teaching Learning Centre of the Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha, Maharashtra, 6-8 April 2018.

Organisation of Seminars/Workshops

First combined meeting of the members of different committees at NIEPA to put in effect improved decentralised governance, organised with Professor N. V. Varghese and Professor Kumar Suresh, 12 March, 2019 at NIEPA, New Delhi.

NAAC-SSR Team Meeting. Meeting of the core team for NAAC-SSR preparation, organised with Professor

N.V. Varghese and Professor Kumar Suresh, 18 December, 2018 at NIEPA, New Delhi.

Presentation on ACTION Points for the institution for NAAC and SSR at the meeting of the NAAC-SSR core team, Professor N.V. Varghese and Professor Kumar Suresh, July 10, 2018 at NIEPA, New Delhi.

Item-wise discussion on entire NAAC document for the preparation of SSR at the meeting of the core team of the NAAC-SSR preparation group, Professor N.V. Varghese and Professor Kumar Suresh, 4 July, 2018 at NIEPA, New Delhi.

Presentation on SSR: Formats, Action points at the faculty meeting, 27 June, 2018 at NIEPA, New Delhi.

Presentation to the faculty for NAAC SSR titled 'Preparation towards NAAC Accreditation', 29 May, 2018 at NIEPA, New Delhi.

Participation in Workshops

Rapporteur. National Consultative Meeting with State Higher Education Council Chairpersons, co-ordinated by Dr. Garima Malik,25-26 February, 2019 at NIEPA, New Delhi.

Rapporteur. 'Session Title: Employment, Employability and Skill Mismatch in the Labour Market' at the International Seminar on 'Employment and Employability of Higher Education Graduates', 19-20 February, 2019, New Delhi. Jointly organised by NIEPA and British Council, India Habitat Centre, New Delhi.

Rapporteur. Sessions – i) Teacher-Student Relationship Management and ii) Student's Development and its effectiveness by Kirti Dutta, 6 February, 2019. Academic Leadership Development Programme (LEAP) in India, 3-12 February, 2019, DELNET, Nelson Mandela Road, New Delhi.

Rapporteur. Second Workshop on 'Leadership Development in Higher Education for Vice-Chancellors' convened by Dr Aarti Srivastava, 24-25 January, 2019, Hotel Pride Plaza, Aerocity, New Delhi.

Rapporteur. 'Leadership Development in Higher Education for the University Administrators', convened by Professor Mona Khare, 7-9 January, 2019, Hotel Pride Plaza, Aerocity, New Delhi.

National Seminar on `Shifting Paradigms in Education Financing - Concerns on Quality, Equity, and Employability' organised by the Department of Educational Finance, NIEPA, 13-14 December, 2018, NIEPA, New Delhi.

Review Presentation. National Consultative Meeting on the Draft Manual for 'Assessment and Accreditation of ODL Institutions', an outcome of the 7 Regional Workshops conducted at various Open Universities 3 October, 2018, NAAC-IGNOU: IGNOU, Maidan Garhi, New Delhi.

Rapporteur. The Second Peer Review Workshop on IHER 2019 on 'Governance and Management of Higher Education' organised by Professor N.V. Varghese and Dr. Garima Malik, 27 September, 2018, NIEPA, New Delhi.

Review. Peer & Faculty Review Seminar of MPhil 2017 Batch, 18-19 September, 2018, NIEPA, New Delhi.

Attended, the expert committee meeting on the research project 'Teaching and Learning in Indian Higher Education, organised by Dr. Sayantan Mandal, 12 September, 2018, NIEPA, New Delhi.

The expert committee meeting for the research project 'Governance and Management of Higher Education in India' organised by Dr. Garima Malik, 26 July, 2018, NIEPA, New Delhi.

The expert committee meeting on 'Financing of Public Higher Education Institutions in India: A Study of Flow of Funds and their Utilisation', organised by Dr. Jinusha Panigrahi, 26 June, 2018, NIEPA, New Delhi.

Consultative Meet of the South Asia Regional Forum on 'Safe and Secure Education', India International Centre (Annex), New Delhi, 25 June, 2018.

Rapporteur. The First Peer Review Workshop on IHER 2019 on 'Governance and Management of Higher Education' organised by Professor N.V. Varghese and Dr. Garima Malik, 4 May, 2018, NIEPA, New Delhi.

Conference on 'Developing World Class Universities In India: Role of Data Benchmarking and Masterclass' organised by Jindal Global University, India Habitat Centre, New Delhi, 2 May, 2018.

'Dialogue on Internationalisation of Higher Education', co-convened by the Association of Indian Universities and the World Bank, at the World Bank Office, Lodhi Road, New Delhi, 4 April, 2018.

Teaching Assignments/Invigilation/ Evaluation

Teaching

Teaching/Conducted Workshop Sessions on 'Literature Review in Academic Writing', 11 September, 2018 as part of the 'Academic Writing Workshop' for the MPhil and PhD Scholars, organised from 10-21 September, 2018 at NIEPA, coordinated by Professor Kumar Suresh at NIEPA, New Delhi.

Lecture on 'Quality Assurance in Higher Education', International Programme on Educational Management for Myanmar Educational Administrators NIEPA, New Delhi, 16 April, 2018.

Lecture on the topic "Quality Assurance Mechanisms in Higher Education", 28 November, 2018 in the 2nd Refresher Course on Teacher Educators, HRDC, JNU, New Delhi.

Invigilation

Invigilator at the NIEPA MPhil/PhD programme entrance examination 2018.

Evaluation

PhD Thesis Examiner

'Private Sector Participation in School Education: A Study of Select Partnerships in India' examination of doctoral thesis, 2018, Jawaharlal Nehru University, New Delhi.

Other Activities

Member, Internal Quality Assurance Cell, NIEPA.

Member, NAAC-SSR Preparation Team, NIEPA.

Reviewer for the journal 'Contemporary Education Dialogue', Sage Publications.

Organisation of the Book Launch of IHER 2017 with the co-editors Professor N.V. Varghese and Dr. Sayantan Mandal, 11 August, 2018, on the occasion of NIEPA Foundation Day.

Developed department report template with data formats for SSR, 1 July, 2018 at NIEPA, New Delhi.

Edited, Hindi Version of the CPRHE Policy Briefs by Dr Nidhi S. Sabharwal and Dr Malish C.M. titled -'Achieving Academic Integration in Higher Education in India"Developing Socially Inclusive Higher Education Campuses in India'

Coordinator/Co-Editor: India Higher Education Report 2017 on the theme: 'Quality and Teaching Learning in Higher Education' with Professor N.V. Varghese and Dr. Sayantan Mandal. Finalisation of edits in the proofs sent by the publisher for IHER 2017 on Teaching, Learning and Quality in Higher Education in India with theNote of Quality for the document developed by CPRHE/NIEPA for the UGC titled 'Higher Education: Quality, teachers and Employability of Graduates', finalised on 13 June, 2018.

Member of the group to develop research agenda on 'Governance, Management and Accountability' for the Perspective Plan of NIEPA, convened by Professor Kumar Suresh, NIEPA.

Screening of application of the MPhil./PhD candidates at NIEPA, 2018.

Member of the Jury for shortlisting and recommending candidates for the ,'Punjab State Teacher Award 2018', Department of Education, Government of Punjab.

Life Member, Comparative Education Society of India (CESI).

Member, British Association for International and Comparative Education (BAICE).

President, Alumni Association of the Central Institute of Education, Department of Education, University of Delhi.

Garima Malik

Publications

Book

"Governance and Management of Higher Education in India", India Higher Education Report 2019 (edited with N.V. Varghese), Sage (Under-preparation).

Articles and Chapters in Book

"Institutional Autonomy and Governance of Higher Education Institutions in India", Book chapter in The Governance and Management of Universities in Asia (with N.V. Varghese), Routledge, *(Forthcoming)*.

Papers Presented

Consultancy and Academic Support to Public Bodies

Delivered lectures at Savitribai Phule Pune University on 'Models of University Governance and Best Practices in Governance' 30-31 October, 2018 for Swayam course in Governance and Leadership.

Organisation of Seminars/Workshops

India Higher Education Report 2019 First Peer Review Meeting, 4 May, 2018, NIEPA, New Delhi.

India Higher Education Report 2019 Second Peer Review Meeting, 27 September, 2018, NIEPA, New Delhi.

State Council of Higher Education Meeting, 25-26 February, 2019, NIEPA, New Delhi.

Participation in Workshop

Rapporteured for 'Vice-Chancellors Leadership Workshop' organised by NIEPA, Hotel Pride Plaza, Aerocity, New Delhi, 24-25 January, 2019.

Other Activities

Membership of Eminent Bodies Outside NIEPA

India Habitat Centre (Life Member)

International Centre - Goa (Life Member)

Teaching assignments/invigilation/evaluation

MPhil Classes on Probit/Logit model

Evaluated papers for MPhil/PhD entrance exam, July 2018.

Jinusha Panigrahi

Publications

Books

India Higher Education Report 2018, on 'Financing of Higher Education', with N.V. Varghese (Eds.), Sage Publications India Pvt. Ltd., New Delhi (Forthcoming in June 2019).

Edited Volume on "Innovations in Financing of Higher Education" with N.V. Varghese, Springer Publications, New Delhi (Forthcoming).

Articles and Chapters in Book

Article on 'Public Institutions in India Consider New Methods of Financing' in The World View, weekly blog from the Centre for International Higher Education published in Inside Higher Education, U.S. 22 October, 2018 https://www.insidehighered.com/blogs/world-view/public-institutions-india-consider-new-methods-financing.

Article on 'Financing of Higher Education Institutions: Evidence from Select Case Studies of Universities in India' in Arthik Charche FPI Journal of Economics and Governance, Bengaluru, Karnataka, Vol.3, No.1, January-June 2018.

Chapter on "Financing of Higher Education Institutions: Access to Funds & Issues of Equity" in 'Education Finance, Equity and Equality', I.B. Hadar (Ed.), August 2018, Springer International Publications, Switzerland.

Chapter on "Institutional Strategies to Overcome Declining Public Funding in Higher Education" in 'India Higher Education Report 2018', N.V. Varghese & Jinusha Panigrahi (Eds.), Sage Publications India Pvt. Ltd (Forthcoming in June 2019).

Chapter on "Financing of Public Higher Education Institutions in India" in the Edited Volume on 'Innovations in Financing of Higher Education', N.V. Varghese & Jinusha Panigrahi (Eds.), Springer Publications, New Delhi (Forthcoming).

Research Paper

The Research Paper titled "Concentration of Higher Education Institutions in India: A Regional Analysis" with N.V. Varghese & A. Rohtgi published as the CPRHE Research Paper 11 (Eds. Varghese N.V. & C.M. Malish), October 2018, NIEPA, New Delhi.

Completed Research Study/Research Reports

National

Report of Research Project on "Fixation of Fees in Private Deemed-to-be Universities in India" funded by the Ministry of Human Resource Development (MHRD), Government of India (GoI), submitted in March 2019.

Report of Research Project on "Financing of Higher Education: Institutional Responses to Decline in Public Funding" Centre for Policy Research in Higher Education (CPRHE)/NIEPA submitted in June 2018.

Papers Presented/Participations

Participated in International Visitor Leadership Program (IVLP), nominated by U.S. Department of State, Washington DC for 'Furthering U.S.-India Relationships in Higher Education', 19 March-6 April 2018 (3 Weeks).

Invited as Resource Person

Invited as a Resource Person for the session on 'Strategies for Internationalisation, Networking, Financial Management and Employability' in the Workshop on 'Leadership Development in Higher Education for University Administrators', organised by the Department of Educational Finance, NIEPA, 7-9 January 2019 at Hotel Pride Plaza, Aerocity, New Delhi.

Special Lectures Delivered

Delivered a lecture in SWAYAM portal on 'Growth of Private Sector Financing in India: Modes and Challenges', February 2019.

Delivered a lecture in SWAYAM portal on 'Higher Education Financing in India', February 2019.

Organisation of Seminars/Workshops

Organised an Expert Committee meeting for the CPRHE/NIEPA Research Project on 'Financing of Higher Education: Institutional Responses to Decline in Public Funding', 26 June 2018, at National Institute of Educational Planning and Administration, New Delhi.

Rapporteured in Seminars/Workshops

Rapporteured a session on 'Strategic Planning in Higher Education' in the Consultative meeting on the State Higher Education Councils, organised by Centre for Policy Research in Higher Education, in NIEPA, New Delhi, 25-26 February, 2019.

Rapporteured the open panel and valedictory session on 'Should Skill Formation and Employment

be the Major Orientation of Higher Education' in the International Seminar on 'Employment and Employability of Higher Education Graduates', organised by Centre for Policy Research in Higher Education jointly with British Council India, in India Habitat Centre, New Delhi, 19-20 February, 2019

Rapporteured a session on 'Financing in Higher Education' in the Workshop on 'Leadership Development in Higher Education for Vice Chancellors', organised by the Department of Higher & Professional Education, NIEPA, 24-25 January, 2019 at Hotel Pride Plaza, Aerocity, New Delhi.

Rapporteured a session in the Workshop on 'Leadership Development in Higher Education for University Administrators', organised by the Department of Educational Finance, NIEPA, 7-9 January 2019 at Hotel Pride Plaza, Aerocity, New Delhi.

Rapporteured the Valedictory Session of the National Seminar on 'Shifting Paradigms in Education Financing: Concerns of Quality, Equity and Employability', organised by the Department of Educational Finance at NIEPA, 13-14 December, 2018.

Rapporteured a session on 'Institutional Strategies for Fund Management and Their Impact' in the National Seminar on 'Shifting Paradigms in Education Financing: Concerns of Quality, Equity and Employability', organised by the Department of Educational Finance at NIEPA, 13-14 December, 2018.

Other Activities

Membership of Eminent Bodies Outside NIEPA

Co-Chair Person, EFE-SIG, Comparative and International Education Society, USA.

Annual Member, Comparative and International Education Society, USA.

Ongoing Projects

Principal Investigator/Research Project Coordinator to a Major Research Project on 'Financing of Technical

and Professional Education: A Comparative Study of Public & Private Higher Education Institutions in India'.

The first expert group meeting is scheduled to be organised in September 2019. The research proposal would be discussed in the meeting for necessary suggestions regarding research objectives and methodology, selection of study area and samples.

Other Academic and Professional Contributions

Modules Developed

Developed Module of SWAYAM on 'Growth of Private Sector Financing in India: Modes and Challenges', February 2019.

Developed Module of SWAYAM on 'Higher Education Financing in India', January 2019.

Curriculum Developed

Invigilation

Invigilated NIEPA Direct PhD, Part-time PhD and MPhil Programme entrance examination for the year 2018-19 at NIEPA, New Delhi.

Malish C M

Publications

Books

Varghese, N.V., Sabharwal, N.S., & Malish, C.M. (Eds.). (2018). India Higher Education Report 2016: Equity. New Delhi: Sage.

Articles and Chapters in Book

(2018). Student Diversity and Institutional Discrimination in Higher Education in India. In Abdul Salim (ed.). Higher Education in Emerging India: Problems, Polices and Perspectives (pp.84-98). New Delhi: Shipra Publications (Jointly with Nidhi S. Sabharwal).

(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 (Jointly with Nidhi S. Sabharwal).

(Forthcoming). Student Diversity and Discrimination in Indian Higher Education: Curricula Transformation for Civic Learning. In Stack, Michelle and Marwazi, André Elias (Eds.). Bodies of Knowledge and Their Discontents: Critical International Perspectives on Course Syllabi in Faculties of Education (Jointly with Nidhi S. Sabharwal).

(2018). Inequitable Structures: Caste and Class in Higher Education. Qualitative Inquiry (Special Issues: The Art of Life History: Different Approaches, Future Directions) (Jointly with William G Tierney and Nidhi S. Sabharwal).

(2018). Field of Higher Education Research, India (2018). In J C. Shin and P. Teixeira (Eds.), Encyclopedia of International Higher Education Systems and Institutions. Springer.

Research Paper Series

Varghese, N.V., S. Sabharwal Nidhi, and Malish. C.M. (2018. Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India. CPRHE Research Papers 10, New Delhi, CPRHE/NIEPA.

CPRHE Policy Briefs

The following are the Hindi translation of the CPRHE Policy Briefs on Diversity and Inclusion in Higher Education.

निधि एस. सभरवाल और मलीश सी. एम. (2017)। भारत में उच्च शिक्षा की सुलभता में समानता। CPRHE नीति सार 1. प्रथम हिन्दी संस्करण, फरवरी, 2019 | CPRHE/NIEPA, New Delhi.

निधि एस. सभरवाल और मलीश सी. एम. (2017)। भारत में उच्च शिक्षा का शैक्षणिक समेकन। CPRHE

नीति सार 2. प्रथम हिन्दी संस्करण, फरवरी, 2019. | CPRHE/NIEPA, New Delhi.

निधि एस. सभरवाल और मलीश सी. एम. (2017) | भारत में उच्च शिक्षा के लिए सामाजिक समावेशन से संपन्न परिसरों का विकास। नीति सार 3. प्रथम हिन्दी संस्करण, फरवरी, 2019 | CPRHE/NIEPA, New Delhi.

Papers Presented

(2019). "Equity in Indian Higher Education: Politics of Transformations in the Era of Massification". A Paper presented at the National Seminar on "Re-Inventing Welfare Politics", 21-23 March, 2019, organised by Sree Sankaracharya University Sanskrit, Kalady, Kerala.

(2018). Classroom as a Site of Exclusion in Massified Higher Education in India. A Paper presented at the National Seminar on "Equity with Special Emphasis on North Eastern Region", 21-22 June, 2018, organised by Dr. Ambedkar Chair, Tezpur University, Tezpur, Assam

Participation in Workshops

International Seminar on "Employment and Employability of Higher Education Graduates" 19-20 February, 2019, organised by CPRHE and British Council at India Habitat Centre, New Delhi.

"Dialogue on Internationalisation of Higher Education", 4 April, 2018, co-convened by the Association of Indian Universities and the World Bank, at the World Bank Office, Lodhi Road, New Delhi.

Rapporteuring

International Seminar on "Employment and Employability of Higher Education Graduates" 19-20 February, 2019, organised by CPRHE and British Council at India Habitat Centre, New Delhi.

"Leadership Development in Higher Education for University Administrators", 7-9 January, 2019, Hotel Pride Plaza, Aeorocity New Delhi.

Second Workshop on "Leadership Development in Higher Education for Vice-Chancellors", 24-25 January, 2019, Hotel Pride Plaza, Aerocity, New Delhi.

"Academic Leadership Development Programme (LEAP) in India", 3-12 February, 2019, DELNET, Nelson Mandela Road, New Delhi.

"Consultative Meeting of State Higher Education Councils", 25-26 February, 2019, NIEPA New Delhi.

Teaching Assignments/Invigilation/ Evaluations

A Session on "Equity and Inclusive Excellence in Higher Education", Second Refresher Course in Teacher Education, 12 November-7 December, 2018, Human Resource Centre, JNU, New Delhi.

A Session on "Research on Equity in HE: A Qualitative Approach", Course on Qualitative Research Methodology Workshop for Doctoral Scholars, 17-28 December, 2018, NIEPA.

Screening of applications of the MPhil/PhD candidates at NIEPA 2018.

Thesis Evaluation

Evaluated a PhD thesis titled "Collaborative learning in virtual space and learning in the physical workplace: The case of in-service public-school teachers in India" by Deepak Moun, RJ Mattai, Centre for Educational Innovations, IIM Ahmedabad. Being a member of the Thesis Examination Committee, I attended viva-voce of the candidate on 8 March, 2019.

Other Activities

Being a co-editor, I have been editing CPRHE Research Paper Series. A total of 11 papers have been published so far.

Being a member of the editorial board of Journal of Educational Planning and Administration, published by NIEPA, I have been assisting in the editorial process, including selection, review, proof-reading of articles and printing of issues.

Received IECHE Fellowship-2019 from the Ministry of Education, Kingdom of Saudi Arabia.

Attended "Dialogue on Institutional Social Responsibility of Higher Education Institutions", 31 January, 2019, UGC, New Delhi.

Reviewer of Higher Education: The International Journal of Higher Education Research.

Sayantan Mandal

Publications

Books

Varghese, N.V., & Mandal, S. (Eds). (2019). Teaching-Learning and New Technologies in Higher Education. Springer, New Delhi, Springer. (Forthcoming)

Varghese, N.V., Pachauri, A. and Mandal, S. (2018). India Higher Education Report 2017: Teaching, Learning and Quality in Higher Education, Sage, New Delhi, ISBN-978-93-528-0716-1.

Articles and Chapters in Book

Mandal, S. (2018). The Critical Perspectives of Teaching-Learning in Indian Higher Education. In Varghese, N.V, Pachauri, A., Mandal, S. (Eds.) India Higher Education Report 2017: Teaching, Learning and Quality in Higher Education, Sage, New Delhi.

Varghese, N.V., Pachauri, A., Mandal, S. (2018). The Introduction to Teaching-Learning and Quality in Higher Education. In Varghese, N.V, Pachauri, A., Mandal, S. (Eds.) India Higher Education Report 2017: Teaching, Learning and Quality in Higher Education, Sage, New Delhi.

Mandal, S. (2018), Review article - Munir Suhib, Shukran Abd Rahman and Aida Surya Md. Yunus (Eds.) 2012: Development of Higher Education and its Future. Higher Education Research Institute of Malaysia and Lium Press, Malaysia. ISBN: 978-967-0225-34-0. In the Journal of Educational Planning and Administration (JEPA), NIEPA, January 2018.

Mandal, S. (2018). Emerging National Qualification Framework in India: A Journey of Dilemmas. Social Change, Sage, Vol. 48, Issue 4.

Mandal, S. (2018). Teaching in Indian Higher Education: Six Principles for Improvement. International Higher Education. Boston College. No. 95, Fall Issue.

Mandal, S. (2018). Teaching and Learning in Higher Education - Towards a New Conceptual Framework. CPRHE Research Paper Series 10, New Delhi: CPRHE/ NIEPA.

Mandal, S. and Mukhopadhyay, S. (2018). A Ticking Time-bomb? Emerging Tourist Destinations and the Threats to the Himalayas. Indian Journal of Spatial Sciences. Vol. 9, No. 2.

CPRHE Research Reports

"Teaching and Learning in Indian Higher Education" by Dr. Sayantan Mandal, New Delhi, CPRHE/NIEPA, 2018, Synthesis Report.

Papers Presented

Towards Effective Teaching in Higher Education: A Synthesis of National Level Research in Selected Indian Colleges and Universities, International Conference on Research in Teaching, Education & Learning, Central European University, Budapest, Hungary (26-27 September, 2018).

Invited Lectures

ICT in Teaching and Learning, Guru Ghasidas University, Bilaspur, Chhattisgarh, 30 January, 2019.

Travelling as A Way of Lifelong Learning, Special lecture with the inmates of Presidency Correctional Home, Kolkata, West Bengal, organised by Satyen Maitra Janasikhsa Samiti and the Presidency Correctional Home, Govt. of West Bengal, 25 February, 2019.

Teaching, Learning Issues in Higher Education. Special session with the Educational Administrators from Myanmar. International Program on Educational Management (IPEM), NIEPA, April 2018.

Sessions on (a) Global, Regional and National Scenarios on Literacy and (b) Policies on Adult and Lifelong Learning on 18 November, 2018 with the students of Masters and Diploma in Adult Education, Indian Institute of Adult Education, New Delhi.

Participation in Workshop

International Seminar on "Employment and Employability of Higher Education Graduates", 19-20 February, 2019, organised by CPRHE and British Council at India Habitat Centre, New Delhi.

"Dialogue on Internationalisation of Higher Education", 4 April, 2018, co-convened by the Association of Indian Universities and the World Bank, at the World Bank Office, Lodhi Road, New Delhi.

Rapporteuring

International Seminar on "Employment and Employability of Higher Education Graduates" 19-20 February, 2019, organised by CPRHE and British Council at India Habitat Centre, New Delhi.

"Leadership Development in Higher Education for University Administrators", 7-9 January, 2019, Hotel Pride Plaza, Aeorocity, New Delhi.

Second Workshop on "Leadership Development in Higher Education for Vice Chancellors", 24-25 January, 2019, Hotel Pride Plaza, Aerocity, New Delhi.

Other Activities

Economic and Political Weekly (EPW) Engage selects article 'Mandal, S. (July 2016). Teaching-Learning Process. EPW (Vol. 51, No. 29) as a collection paper for the discussion 'Are Our Graduates Unemployable? An Examination of the Quality of Indian Education', February 2019.

link https://www.epw.in/engage/discussion/are-our-graduates-unemployable

Management of CPRHE Website (http://cprhe.niepa.ac.in/)

The CPRHE Website represents the latest work of the Centre, its mission, roadmap and contributions

to the world of knowledge in different forms. The development of the CPRHE website took place in consultation with the technical team. The CPRHE website is coordinated by Dr. Sayantan Mandal, CPRHE/ NIEPA.

Creative designing

Cover page of the CPRHE Report 2017-18

Cover page of the CPRHE Research Report Series

Layout design – International Seminar on "Employment and Employability of Higher Education Graduates", India Habitat Centre, February 2019. In association with CPRHE/ NIEPA and British Council.

Membership of Eminent Bodies ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub), Network 5 - Core Competences, Denmark.

Indian Adult Education Association (IAEA), New Delhi.

CPRHE Website

The CPRHE website represents the latest work of the Centre, its mission, road map and contributions to the world of knowledge in different forms. The website highlights the ongoing national research projects, upcoming events, workshops as also national and international seminars. CPRHE publications such as the CPRHE Research Paper Series, Policy Briefs, Annual Reports, Seminar and Conference Reports are also provided on the website, which are freely available to all for download. The CPRHE website is a platform through which the Centre is continuously trying to connect with the scholars, academics, educational managers and policy makers around the world and share the knowledge generated. The Centre is, therefore, improving and updating the website to make it more informative and interactive with the user-friendly tools to find resources and communicate with the CPRHE team. The website also works as a dynamic platform for discussion and dissemination of ideas related to policy research in higher education. The development of the CPRHE website took place in consultation with the technical team. The CPRHE website is coordinated by Dr. Sayantan Mandal, CPRHE/NIEPA.

School Standards and Evaluation Unit

Pranati Panda

Participation in Seminars/Conferences/ Workshops

International

Participated as a Panelist in International Conference on Learning - ICL-2018 from 28-30 September, 2018, Department of Education, Lady Irwin College, New Delhi.

National

Participated as Panelist at 'Teacher Evaluation Publications Launch', British Council, 23 January, 2018, New Delhi.

Participated as a Resource Person in the State Level Conference of 'District and Block Education Officers on Educational Planning and Administration', Shiv Chhatrapati Krida Sankul, Mhalungi- Balewadi, Pune, Maharashtra on 6-7 February, 2018.

Participated in the NCSL National Advisory Group Meeting (2018-19), on 14 March, 2019, NIEPA, New Delhi.

Research Studies and Projects

Coordinating and Managing the Project on 'A Study of Governance, Regulation and Quality Assurance of Teacher Education in India'.

Training Programmes/Workshops / Conferences Organised

National Seminar on 'Governance, Regulation and Quality Assurance in Teacher Education', 15-16 March, 2018, NIEPA, New Delhi.

Training Material and Courses Developed/ Transacted

Developed a foundation course (Core Course-2) on Education in India for MPhil. and PhD Programmes.

Guidance & Supervision of PhD / MPhil / IDEPA Scholars

Shaswati Pramanik, PhD scholar, on the topic 'A Study of Intergenerational Mobility in Education in India'.

Twinkle Panda, MPhil scholar, on the topic 'Governance of Secondary Teacher Education in Multiple Sites and Location: Implications on Institutional Performance and Outcome'.

Tina Thakur, MPhil scholar, on the topic 'Mapping the Context for International Education: A Comparative Case Study of International Schools'.

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).

Extended academic support to Government of Odisha and SCERT, Odisha for Reform in Teacher Education.

As an external expert, attended the meeting of Selection Committee in Education, Patna University on 10 March, 2018.

External evaluator and examiner for the six PhD and one MPhil theses of Delhi University, Jawaharlal Nehru University, Allahabad University, Himachal Pradesh University, Utkal University, Osmania University, etc.

Extended academic support to different states on Teacher Education as a Member of the Teacher Education Approval Board of MHRD for the effective implementation of the Centrally Sponsored Scheme on Teacher Education.

Membership of Eminent Bodies outside NIEPA

Member, Journal Advisory Board, NCTE

Member, Programme Advisory Board of SCERT, New Delhi

Member, Teacher Education Approval Board, MHRD, New Delhi

Executive Board Member, RMSA (TCA)

Executive Board Member, Reform in Teacher Education, UNICEF and SCERT, Pune

International Editorial Board Member of KEDI Journal of Education Policy (KJEP)

Member, International Congress on School Effectiveness and Improvement

Member, Indian Association of Teacher Educators

Founder Member, International Forum of Researchers in Education (IRORE)

Member, Alumni Association, Central Institute of Education, New Delhi

Life Member, All India Association for Educational Research.

Rasmita Das Swain

Publications

School Standards and Evaluation Documents

Guidelines for External-Evaluation (2018), (English), School Standards and Evaluation Unit, NIEPA, New Delhi.

Guidelines for External-Evaluation (2018), (Hindi), School Standards and Evaluation Unit, NIEPA, New Delhi.

Shaala Siddhi: Self and External Evaluation

School self-evaluation is an annual feature and is implemented continuously by all States and UTs for two consecutive cycles (2016-18, 2018-19). External-evaluation of 33 per cent of schools in each State and UT would complete one-year cycle.

The year 2017-18 was the learning year, where 604824 schools completed self-evaluation and 547200 schools uploaded the school self-evaluation dashboard. For the academic year 2018-19, 632024 schools completed their self-evaluation and 612035 schools uploaded the dashboard.

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 10 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 3 years. The following programmes were organised for effective implementation of school evaluation in the year 2018-19:

Training Programmes/ Workshops/ Conferences Organised

National Consultative Meet on External-Evaluation (Shaala Siddhi), 23-24 January, 2018.

Regional Workshop on School External Evaluation: Shaala Siddhi for North-eastern Region of India, 10-11 December, 2018, Guwahati, Assam.

Workshops Organised at National Level (NIEPA)

Expert Group Workshop on 'Development of Guidelines for External-Evaluation', 15-17 January, 2018.

Expert Group Workshop on 'Beyond School Evaluation: Guidelines for School Improvement', 10-11 September, 2018.

Expert Group Review Workshop for Action for School Improvement, 20-21 December, 2018.

State Specific Capacity Building Programmes on School Self-Evaluation (Shaala Siddhi)

Capacity Building Programme on School External-Evaluation: Shaala Siddhi at SCERT (Delhi), 26 April, 2018 and 23-24 May, 2018, Delhi.

Capacity Building Programme on Shaala Siddhi: Training of District Resource Group (DRG) in Arunachal Pradesh for 68 teacher educators, education officials and school heads, 23-24 August, 2018, Itanagar.

Capacity Building Programme on School External-Evaluation: Shaala Siddhi for 55 teacher educators, education officials and school heads, 30-31 August, 2018, Gujarat.

Capacity Building Programme on School External-Evaluation: Shaala Siddhi for 250 teacher educators, education officials and school heads, 7 September, 2018, Karnataka.

Capacity Building Programme on School External-Evaluation: Shaala Siddhi for 45 teacher educators, education officials and school heads, 28 September, 2018, Madhya Pradesh.

Capacity Building Programme on School External-Evaluation: Shaala Siddhi for 250 teacher educators, education officials and school heads, 9 October, 2018, Uttar Pradesh.

Core Group Meeting and Capacity Building Programme on Shaala Siddhi for 85 teacher educators, education officials and school heads, 10-11 October, 2018, West Bengal.

Capacity Building Programme on School External-Evaluation: Shaala Siddhi for 95 teacher educators, education officials and school heads, 30-31 October, 2019, Puducherry.

Capacity Building Programme on School External-Evaluation: Shaala Siddhi for 250 teacher educators, education officials and school heads, 15-16 November, 2019, Telangana.

Web Portal Management

Shaala Siddhi is supported by a dedicated and interactive web portal (www.shaalasiddhi.niepa.ac.in). The web portal has all programme related documents which can be downloaded by all the users. The web portal has uploading provision for school self and external-evaluation dashboards. A consolidated school evaluation report is generated online encompassing both self and external school evaluation reports. The practitioners, policy makers, all other stakeholders can access the information, thus ensuring transparency and accountability of quality school education.

Development of Analytical Reports

School Performance Analytics are generated on the basis of School Self-Evaluation Dashboards:

1. National School Performance Analytics 2018-19 (Completed).

2. State-wise Performance Analytics 2018-19 (36 States/ UTs) (Completed).

3. Data Analysis of School Performance based on Self-Evaluation Dashboard (2016-18) is under process.

ICT Applications

K. Srinivas

Academic Contributions

Conducted a two-day hands-on workshop for the faculty members attending the Refresher Course at UGC-HRDC, NEHU, Shillong in the areas of Moodle MOOCs, OER, Educational Technology Tools during 6-7 April, 2018.

Participated and delivered inaugural address on "Community Sensitisation Programme on: Cybergogy for Engaged Learning" organised by the Department of Education, Central University of Kerala at IASE Trissur on 11 April, 2018.

Attended a day-long meeting of E & ICT Academy, NIT Warangal as an external member.

Conducted a two-day hands-on workshop for the faculty members of SRM University, Sonepat, Haryana on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 17-18 April, 2018.

Conducted a two-day hands-on workshop for the faculty members of NIT Warangal on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 26-27 April, 2018.

Conducted a two-day hands-on workshop for the faculty members of Dhanbad College, Dhanbad on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 5-6 May, 2018.

Conducted a day-long hands-on workshop for the faculty members of Gurunanak College of Education,

Punjabi Bagh on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 8 May, 2018.

Conducted a two-day hands-on workshop for the faculty members of Maharshi Dayanand University (MDU) on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 12-13 May, 2018.

Conducted a three-day hands-on workshop for the faculty members of Central University of Haryana on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 14-16 May, 2018.

Conducted a two-day [Phase-II] hands-on workshop for the faculty members of JNTU Hyderabad on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 21-22 May, 2018.

Attended the Academic Advisory Council Meeting of University of Hyderabad, Annual Refresher Course in Teaching [ARPIT] on 23 May, 2018.

Conducted a two-day hands-on workshop for the faculty members attending the Annual Orientation Programme at UGC-HRDC, University of Hyderabad on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 24-25 May, 2018.

Conducted a day-long hands-on workshop for the Amity, Noida Faculty Members on 26 May, 2018.

Conducted a three-day hands-on workshop for the faculty members of Central University of Jammu on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 27-29 May, 2018.

Attended Shri Lal Bahadur Shastri Sanskrit Vidyapeeth, New Delhi MOOCs Academic Advisory Committee Meeting on 30 May, 2018.

Conducted a two-day hands-on workshop for the faculty members attending MOOCs workshop at Rajasthan Technical University, Kota on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 2-3 June, 2018.

Conducted a two-day hands-on workshop for the faculty members attending Annual Orientation Programme at UGC-HRDC, Kumauon University on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 8-9 June, 2018.

Attended University Grants Commission [UGC] MOOCs Academic Advisory Committee Meeting on 12 June, 2018.

Attended University of Hyderabad Annual Refresher Course in Teaching [ARPIT] course Academic Advisory Committee meeting on 15th June 2018.

Conducted a two-day hands-on workshop for the faculty members attending MOOCs Workshop organised by E&ICT Academy NIT Warangal on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 22-23 June, 2018.

Conducted a two-day hands-on workshop for the faculty members attending MOOCs Workshop organised by UGC-HRDC, DVVV Indore on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 28-29 June, 2018.

Conducted a two-day hands-on workshop for the faculty members attending MOOCs Workshop organised by UGC-HRDC, BHU on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform 20-21 August, 2018.

Participated and addressed the Directors of UGC-HRDCs Meeting held at BHU, Varanasi on 27 August, 2018.

Conducted a three-day hands-on workshop for Andhra Pradesh University faculty members attending

MOOCs Workshop organised by APSCHE on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform during 31 August-2 September, 2018.

Conducted a two-day hands-on workshop for the faculty members attending MOOCs Workshop organised by Fatima College, Madurai on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 6-7 September, 2018.

Participated in IGNOU, School of Education, School Board Meeting on 10 September, 2018.

Attended Pondicherry University Annual Refresher Course in Teaching [ARPIT] Academic Advisory Council Meeting as External Technical Expert on 17 September, 2018.

Conducted a two-day hands-on workshop for the faculty members attending MOOCs Workshop organized by Gorakhpur University, Gorakhpur on Content Development, OER, Educational Technology tools and Moodle MOOC Platform on 22-23 September, 2018.

Attended Academic Advisory Council Meeting of Annual Refresher Programme in Teaching [ARPIT] at Ranchi University, Ranchi on 29 September, 2018.

Attended Academic Advisory Council Meeting of Annual Refresher Programme in Teaching [ARPIT] at Central Univerisity of South Bihar, Gaya on 4 October, 2018.

Conducted a two-day hands-on workshop for the faculty members attending MOOCs Workshop organised by UGC-HRDC, Madras University on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 16-17 October, 2018.

Conducted a two-day hands-on workshop for the faculty members attending MOOCs Workshop

organised by UGC-HRDC, Jammu University on Content Development, OER, Educational Technology Tools and Moodle MOOC Platform on 22-23 October, 2018.

Participated as a key Resource Person for a three-day workshop on MOOC through SWAYAM & Production of promo video from 31October-2 November, 2018 conducted by School of Education, Central University of Kerala, Kasargod, Kerala.

Conducted a three-day hands-on workshop for the faculty members attending MOOCs Workshop organised by Venkateswara College, Delhi University on Content Design, Development, OER, Educational Technology Tools and Moodle MOOC Platform during 2-4 November, 2018.

Conducted a three-day hands-on workshop for the Andhra Pradesh Degree College faculty members [Batch-1] attending MOOCs Workshop organised by AP CCE & E& ICT Academy NIT Warangal on Content Design, Development, OER, Educational Technology Tools and Moodle MOOC Platform during 9-11 November, 2018.

Conducted a two-day hands-on workshop for the Leh & Ladakh faculty members attending Outreach Workshop organised by CU Jammu on Content Design, Development, OER, Educational Technology Tools and Moodle MOOC Platform on 12-13 November, 2018.

Conducted a three-day hands-on workshop for the Andhra Pradesh Degree College faculty members [Batch-2] attending MOOCs Workshop organised by AP CCE & E& ICT Academy NIT Warangal on Content Design, Development, OER, Educational Technology Tools and Moodle MOOC Platform during 19-21 November, 2018.

Conducted a three-day hands-on workshop for the Andhra Pradesh Degree College faculty members [Batch-3] attending MOOCs Workshop organised

by AP CCE & E& ICT Academy NIT Warangal on Content Design, Development, OER, Educational Technology Tools and Moodle MOOC Platform during 30 November-2 December, 2018.

Conducted a three-day hands-on workshop for the Sri Sri Ravi Shankar University faculty members attending MOOCs Workshop on Content Design, Development, OER, Educational Technology Tools and Moodle MOOC Platform during 14-16 December, 2018.

Conducted a three-day hands-on workshop for the faculty members attending MOOCs Workshop organised by Kalindi College, Delhi University on Content Design, Development, OER, Educational Technology Tools and Moodle MOOC Platform during 7-9 January, 2019.

Conducted a three-day hands-on workshop for the faculty members attending MOOCs Workshop organised by JNTU, Anantpur & E& ICT Academy NIT Warangal on Content Design, Development, OER, Educational Technology Tools and Moodle MOOC Platform during 18-20 January, 2019.

Conducted a three-day hands-on workshop for the faculty members attending MOOCs Workshop organised by School of Education, Gandhigram Rural Institute [Deemed to be University], Gandhigram on Content Design, Development, OER, Educational Technology Tools and Moodle MOOC Platform during 4-6 February, 2019.

Lectured two sessions on "Technology Enabled Teaching and Learning in Higher Education: Issues and Challenges" and "E-Governance in Higher Education" on 12 February, 2019 for the participants attending the JNU- LEAP three-week programme (two weeks in India and one week abroad) on the "Leadership-for-Academicians Programme (LEAP)" with the support of the Ministry of Human Resource Development (MHRD), Department of Higher Education, Government of India.

Invited as a Resource Person for facilitating the deliberations on the theme: "Use of ICT and Process Reforms for Improved Internal Governance" at a four-day [12-15 February, 2019] meet attended by Vice-Chancellors and other senior members of the Universities of the six States of northern zone (the State of Jammu & Kashmir, Uttarakhand, Himachal Pradesh, Punjab, Haryana and Delhi-NCR) held at Central University of Jammu.

Invited as a Resource Person for the four-day Higher Education Leadership Programme for the Vice-Chancellors, hosted by Central University of Jammu in collaboration with Association of Indian Universities during 12-15 February, 2019.

Lectured four sessions on "Technology Enabled Teaching and Learning in Higher Education: Issues and Challenges" and "E-Governance in Higher Education" on 16 February, 2019 for the participants attending the "University of Hyderabad - Leadership for Academicians Programme [LEAP]" three weeks, programme (two weeks in India and one week abroad) on the "Leadership-for-Academicians Programme (LEAP)" with the support of the Ministry of Human Resource Development (MHRD), Department of Higher Education, Government of India.

Invited as a Resource Person on 22 February, 2019 for Indian Council of Social Science Research (ICSSR) sponsored Workshop hosted by IP University, New Delhi.

Invited as a Resource Person by JNTU, Hyderabad for conducting a three-day [26-28 February, 2019] Faculty Development Programme on Design, Develop and Deliver MOOC Courses.

Invited as a Resource Person by Dr B. R. Ambedkar University of Social Sciences, Mhow, Madhya Pradesh for a two-day [2-3 March, 2019] ICSSR sponsored Faculty Research Capacity Building Programme.

Attended Board of Studies Meeting on 6 March, 2019 conducted by SRM University, Sonepat, Haryana.

Attended MHRD SWAYAM–Course Coordinators (CC) Training Meeting [1-12 March, 2019] for finalising the modalities for conducting the SWAYAM – CC Training Programme.

Delivered Skype Lectures for one full-day [12-13 March, 2019] for the faculty attending the Orientation Programme on Design, Develop and Deliver MOOC Courses conducted by NEHU, Shillong.

Invited as a Resource Person by Coimbatore Institute of Technology [CIT], Coimbatore, Tamilnadu for a two-day [19-20 March, 2019] TEQUIP sponsored Faculty Capacity Building Programme on Design, Develop & Deliver MOOC Courses.

Invited as a Resource Person by Siddhartha Mahila College, Vijayawada, Andhra Pradesh for a three-day [23-25 March, 2019] Faculty Capacity Building Programme on Design, Develop & Deliver MOOC Courses.

Academic Support to Public Bodies

Attended Lady Doak College Academic Council Meeting on 2 April, 2018.

Attended Academic Advisory Committee Meeting for School of Education under PMMMNMTT scheme of MHRD in Gandhigram Rural Institute Deemed to be University on 30 October, 2018.

Attended a day-long Meeting on Online Courses held at Andhra Pradesh Higher Education Council [APSCHE], Amaravathi in December 2018.

Attended IGNOU School of Education Board Meeting on 14 March, 2019.

APPENDICES

APPENDIX I

MEMBERS OF THE NIEPA COUNCIL

(AS ON MARCH 31, 2019)

Composition of NIEPA Council

President

1. Union Minister for   President
   Human Resource Development

2. Prof. N.V. Varghese   Vice-President
   Vice-Chancellor, NIEPA

Ex-officio Members

3. Secretary to the Government of India,   Member
   Department of Higher Education

4. Secretary to the Government of India,   Member
   Department of School Education
   and Literacy

5. Chairman, University Grants   Member
   Commission, New Delhi

6. Director, National Council of   Member
   Educational Research and Training
   (NCERT), New Delhi

7. Financial Advisor, MHRD,   Member
   Government of India

Three eminent educationists nominated by the President

8. Prof. H.C. Verma
   Department of Physics
   Indian Institute of Technology
   Kanpur – 208 016

9. Prof. Vinay Kumar Pathak
   Vice Chancellor
   Dr. A.P.J. Abdul Kalam Technical University
   IET Campus, Sitapur Road, Lucknow
   Uttar Pradesh – 226021

10. Prof. Mohammad Akhtar Siddiqui
    Professor
    Institute of Advanced Studies in Education,
    Faculty of Education, Jamia Millia Islamia,
    New Delhi-110025

Five persons representing States by rotation nominated by the President, Members (One each from the five zones)

11. Additional Chief Secretary
    (Higher Education) Govt. of Karnataka
    Room No: 645, 6th Floor
    M. S. Building,
    Bangalore-560 001

12. Additional Chief Secretary
    School Education Department
    Govt. of Madhya Pradesh
    Bhopal – 462003

13. Additional Chief Secretary
    School Education Department
    Govt. of Haryana
    Chandigarh

14. Principal Secretary
    Education Department, Govt. of Meghalaya
    Meghalaya Civil Secretariat
    Myntdu Building,
    Shillong-793001

15. Secretary (School Education)
    Govt. of JharkhandSecretariat,
    Ranchi, Jharkhand – 834 001

One member of the faculty of the National University nominated by the President

16. Prof. N. V. Varghese
    Director, Centre for Policy Research
    in Higher Education, NIEPA
    New Delhi

17. Registrar
    Secretary to NIEPA Council
    NIEPA, 17-B Sri Aurobindo Marg
    New Delhi-110016

APPENDIX II
MEMBERS OF THE BOARD OF MANAGEMENT
(AS ON MARCH 31, 2019)

Chairman

1. Prof. N. V. Varghese   Chairman
    Vice-Chancellor, NIEPA

2-4 Three nominees of the President of the Institute

2. Prof. B.L. Chaudhary   Member
    Former Vice Chancellor
    Mohanlal Sukhadia University,
    Udaipur

3. Prof. Amit Garg   Member
    Professor in the Public Systems
    Group at Indian to Institute
    of Management, Ahmedabad

4. Prof. Rama Mishra   Member
    Former Professor
    School of Education (IASE)
    Takshshila, Campus, DAVV, Indore

One nominee of the MHRD GoI

5. Dr. N. Saravana Kumar   Member
    Joint Secretary (P&ICC)
    Department of Higher Education
    Ministry of HRD
    Shastri Bhawan, New Delhi

Senior-most Professor of NIEPA (Dean)

6a. Prof. Najma Akhtar   Member
    Head, Department of Training   (upto 27.08.2018)
    and Capacity Building in
    Education, NIEPA, New Delhi

6b. Prof. Sudhandhu Bhushan   Member
    Head, Department of Higher and   (from 28.08.2018)
    Professional Education

Two Members of Faculty of NIEPA
One Professor from Faculty of NIEPA

7a. Prof. Sudhandhu Bhushan   Member
    Head, Department of Higher and   (upto 27.08.2018)
    Professional Education

7b. Prof. Arun C Mehta   Member
    Head, Department of EMIS   (from 28.08.2018)
    NIEPA, New Delhi

One Associate Professor or Assistant Professor
from Faculty of NIEPA

8. Dr. Veera Gupta   Member
    Associate Professor
    School Standards and Evaluation Unit

Registrar, NIEPA

9. Prof. Kumar Suresh   Secretary
    Registrar (I/c)

APPENDIX III

MEMBERS OF THE FINANCE COMMITTEE

(AS ON MARCH 31, 2019)

1. Prof. N. V. Varghese, Chairman (Ex-Officio)
   Vice-Chancellor
   NIEPA
   New Delhi-110016

(Nominees of the President, NIEPA Council)

2. Shri Yogesh Gautam
   Chartered Accountant
   Jaipur-302001

3. Shri Mahavir Agrawal
   (Chartered Accountant)
   Senior President, Yes Bank
   Mumbai- 400101

One person to be nominated by the Vice-Chancellor

4. Shri Inder Pal Singh
   IA & AS (Retd.)
   Dy. CAG of India
   Office of CAG of India, New Delhi

Representative of the MHRD

5. Ms. Darshana M. Dabral
   Financial Advisor
   Ministry of Human Resource Development
   Shastri Bhawan
   New Delhi-110001

Other Members

6. Registrar   Special Invitee
   NIEPA
   New Delhi - 110016

7. Dr. Subhash Sharma   Secretary
   Finance Officer (I/c)
   NIEPA
   New Delhi-110016

APPENDIX IV
MEMBERS OF THE ACADEMIC COUNCIL
(AS ON MARCH 31, 2019)

1.	Prof. N. V. Varghese Vice-Chancellor NIEPA, New Delhi	Chairman	
2 to 4	Three persons from amongst eminent educationist from the field related to the activities of the Institute who are not in the service of the Institute	Members	To be nominated by the President
2.	Prof. Arvind Tiwari Dean, School of Law, Right and Constitutional Governance Tata Institute of Social Sciences (TISS), Mumbai	Member	
3.	Prof. H. C. Verma Professor, Department of Physics IIT Kanpur	Member	
4.	Prof. Kailash Sodani Vice-Chancellor Govind Guru Tribal University, Banswara, Rajasthan	Member	
5a.	Dr. (Mrs.) Najma Akhtar Professor and Head Department of Training and Capacity Building in Education NIEPA, New Delhi	Member (upto 30.11.2018)	
5b.	Dr. B. K. Panda Professor and Head Department of Training and Capacity Building in Education NIEPA, New Delhi	Member (from 01.12.2018)	
6.	Dr. Sudhanshu Bhushan Professor and Head Department of Higher and Professional Education, NIEPA, New Delhi	Member	
7.	Dr. Arun C. Mehta Professor and Head Department of Educational Management Information System (EMIS), NIEPA, New Delhi	Member	

8.	Dr. A.K. Singh Professor and Head Department of Educational Policy, NIEPA, New Delhi	Member	
9	Dr. Pranati Panda Professor and Head Department of School and Non-Formal Education, and Head, School Standards and Evaluation Unit NIEPA, New Delhi	Member	
10.	Dr. Mona Khare Professor and Head Department of Educational Finance, NIEPA, New Delhi	Member	
11.	Dr. Kumar Suresh Professor and Head Department of Educational Administration, NIEPA, New Delhi	Member	
12.	Dr. K. Biswal Professor and Head Department of Educational Planning, NIEPA, New Delhi.	Member	
13	Dr.(Ms.) Veera Gupta Associate Professor School Standards and Evaluation Unit, NIEPA, New Delhi	Member	
14.	Dr.(Ms.). Neeru Snehi Assistant Professor Department of Higher and Professional Education NIEPA, New Delhi.	Member	Nominated by the Vice-Chancellor
15.	Prof. Furqan Qamar Secretary General Association of Indian Universities, AIU House 16, Comrade Indrajit Gupta Marg (Kotla Marg) New Delhi – 110002	Spl. Invitee	(Invited as an expert)
16.	Prof. Atul Sarma Chairman, OKDISCD, Guwahati 264, Rama Apartment, Sector-11, Pocket 2 Dwarka, New Delhi – 110075	Spl. Invitee	(Invited as an expert)
17.	Prof. Sudarshan Iyengar Plot No. 3, ARCH Campus Nagaria, Ozarpada Road Dharampur - 396050 District Valsad, Gujarat	Spl. Invitee	(Invited as an expert)
18.	Prof. Kumar Suresh Registrar (I/c) NIEPA, New Delhi.	Secretary	

APPENDIX V
MEMBERS OF THE BOARD OF STUDIES
(AS ON MARCH 31, 2019)

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

2. Dean of the Fuculty   Member

3a. Dr.(Mrs.) Najma Akhtar   Member
    Professor and Head   (upto 30.11.2018)
    Department of Training and
    Capacity , Building in Education
    NIEPA, New Delhi

3b. Prof. B K Panda   Member
    Professor and Head   (from 01.12.2018)
    Department of Training and
    Capacity Building in Education
    NIEPA, New Delhi

4. Dr. Sudhanshu Bhushan   Member
   Professor and Head
   Department of Higher and
   Professional Education
   NIEPA, New Delhi.

5. Dr. Arun C. Mehta   Member
   Professor and Head
   Department of Educational Management
   Information System (EMIS)
   NIEPA, New Delhi.

6. Dr. A.K. Singh   Member
   Professor and Head
   Department of Educational Policy
   NIEPA, New Delhi

7. Dr. Pranati Panda   Member
   Professor & Head
   Department of School &
   Non-Formal Education, and
   Head, School Standards & Evaluation Unit
   NIEPA, New Delhi

8. Dr. Mona Khare   Member
   Professor & Head
   Department of Educational Finance,
   NIEPA, New Delhi

9. Dr. Kumar Suresh   Member
   Professor & Head
   Department of Educational Administration
   NIEPA, New Delhi

10. Prof. K. Biswal   Member
    Head, Project Management Unit
    NIEPA, New Delhi.

11. Dr. (Mrs.) Veera Gupta   Member
    Associate Professor
    NIEPA, New Delhi

12.	Dr. (Mrs.) Neeru Snehi Assistant Professor NIEPA, New Delhi	Member	15.	Prof. K. Srinivas Head, IT and PMU NIEPA, New Delhi	Special Invitee
13.	Prof H. Ramachandran ICSSR National Fellow C-1675, Palam Vihar, Gurgaon-122017	Member	16.	Prof. Rashmi Diwan Department of School & Non-Formal Education/ Head, NCSL NIEPA, New Delhi	Special Invitee
14.	Prof. Harjeet Kaur Bhatia Head, Department of Educational Studies, Jamia Millia lslamia New Delhi-110025	Member			

APPENDIX VI
FACULTY AND ADMINISTRATIVE STAFF
(AS ON MARCH 31, 2019)

Vice-Chancellor
Prof. N. V. Varghese

Department of Educational Planning
K. Biswal, Professor and Head
P. Geeta Rani, Professor
N. K. Mohanty, Assistant Professor
Suman Negi, Assistant Professor

Department of Educational Administration
Kumar Suresh, Professor and Head
Vineeta Sirohi, Professor
Manju Narula, Assistant Professor
V. Sucharita, Assistant Professor

Department of Educational Finance
Jandhyala B. G. Tilak, Professor and Head
Mona Khare, Professor
Vetukuri P.S. Raju, Assistant Professor

Department of Educational Policy
Avinash K. Singh, Professor and Head
Manisha Priyam, Associate Professor
S. K. Mallik, Assistant Professor
Naresh Kumar, Assistant Professor

Department of School and Non-Formal Education
Pranati Panda, Professor and Head
Rashmi Diwan, Professor
Madhumita Bandyopadhyay, Professor
Sunita Chugh, Associate Professor
Kashyapi Awasthi, Assistant Professor

Department of Higher and Professional Education
Sudhanshu Bhushan, Professor & Head
and Head, National Resource Centre
for Education (NRCE)
Aarti Srivastava, Associate Professor
and Co-ordinator, National Resource Centre for
Education (NRCE)
Neeru Snehi, Associate Professor
Sangeeta Angom, Assistant Professor

Department of Educational Management Information System
Arun C. Mehta, Professor and Head
A. N. Reddy, Assistant Professor

Department of Training and Capacity Building in Education
B. K. Panda, Professor and Head
Savita Kaushal, Assistant Professor
Mona Sedwal, Assistant Professor

Computer Centre
K. Srinivas, Professor and Head

National Centre for School Leadership
Rashmi Diwan, Professor and Head
Sunita Chugh, Associate Professor
N. Mythili, Assistant Professor
Subhitha G. V., Assistant Professor

National Centre for Policy Research in Higher Education
Mona Khare, Professor
Nidhi Sadana Sabarwal, Associate Professor
Anupam Pachauri, Assistant Professor
Garima Malik, Assistant Professor
Jinusha Panigrahi, Assistant Professor
Malish C. M., Assistant Professor
Sayantan Mandal, Assistant Professor

School Standards and Evaluation Unit
Prof. Pranati Panda, Professor and Head
Veera Gupta, Professor
Rasmita Das Swain, Associate Professor

Project Management Unit
K. Srinivas, Professor & Head

Maulana Abul Kalam Azad Chair

Advisor (IAIEPA Project)
Prof. K. Ramachandran, Professor

Administration and Academic Support

Registrar (I/c)
Prof. SMIA Zaidi (I/c) Upto 30.06.2018
Prof. Kumar Suresh (I/c) 30.06.2018 (AN) onwards

General and Personal Administration
Naresh Kumar, Administrative Officer (I/c)
Jai Prakash Dhami, Section Officer
B.R. Pahwa, Section Officer (In-charge)

Academic Administration
P.P. Saxena, Section Officer

Finance and Accounts
Rajiv Verma, Finance Officer
Chander Prakash, Section Officer

Training Cell
Jai Prakash Dhami, Section Officer

Publication Unit
Pramod Rawat, Deputy Publication Officer

Hindi Cell
Subhash C. Sharma, Hindi Editor &
Assistant Hostel Warden

Library and Documentation Centre
Puja Singh, Librarian
D.S. Thakur, Documentation Officer

Computer Centre
Prof. K. Srinivas, Head

APPENDIX VII

ANNUAL ACCOUNTS
2018-19

BALANCE SHEET
As on 31-03-2019

(Amount in Rs)

SOURCES OF FUNDS/LIABILITIES	SCHEDULE	CURRENT YEAR	PREVIOUS YEAR
CORPUS/CAPITAL FUND	1	-	-
CURRENT LIABILITIES AND PROVISIONS	2	51,69,43,245.00	56,76,70,015.00
TOTAL		51,69,43,245.00	56,76,70,015.00
APPLICATION OF FUNDS/ASSETS	Schedule	Current Year	Previous Year
FIXED ASSETS	3	18,39,04,578.00	19,11,31,842.00
CURRENT ASSETS	4	13,34,48,678.00	18,22,05,495.00
LOANS, ADVANCES AND DEPOSITS	5	6,02,18,923.00	5,87,19,877.00
CAPITAL FUND	-	13,93,71,066.00	13,56,12,801.00
TOTAL		51,69,43,245.00	56,76,70,015.00
SIGNIFICANT ACCOUNTING POLICIES	14		
CONTINGENT LIABILITIES AND NOTES TO ACCOUNTS	15		

Sd/-   Sd/-   Sd/-
(Rajeev Verma)   **(Kumar Suresh)**   **(N V Varghese)**
Finance Officer   *Registrar (I/C)*   *Vice-Chancellor*

INCOME AND EXPENDITURE ACCOUNT

For the year ended 31-03-2019

(Amount in Rs)

PARTICULARS	SCHEDULE	CURRENT YEAR	PREVIOUS YEAR
A. INCOME			
Academic Receipts	6	5,07,240	4,56,501
Grants / Subsidies	7	36,45,02,884	29,20,92,402
Interest earned	8	8,43,411	7,05,649
Other Income	9	21,18,348	28,61,576
TOTAL (A)		36,79,71,883	29,61,16,128
B. EXPENDITURE			
Staff Payments and Benefits (Establishment expenses)	10	24,77,94,142	19,00,00,285
Academic Expenses	11	6,48,26,152	5,72,02,817
Administrative and General Expenses	12	3,34,19,251	2,53,09,906
Repairs and Maintenance	13	1,84,63,339	1,95,79,394
Depreciation	3	1,27,70,302	1,47,94,821
TOTAL (B)		**37,72,73,186**	**30,68,87,223**
Balance Being Surplus / (Deficit) Carried to Capital Fund		**(93,01,303)**	**(1,07,71,095)**

Sd/-
(Rajeev Verma)
Finance Officer

Sd/-
(Kumar Suresh)
Registrar (I/C)

Sd/-
(N V Varghese)
Vice-Chancellor

SCHEDULES 1 to 5
FORMING PART OF BALANCE SHEET

As on 31-03-2019

SCHEDULE 1
CORPUS/CAPITAL FUND

(Amount in Rs)

PARTICULARS	Current Year (2018-19)	Previous Year (2017-18)
Balance at the beginning of the year	(13,56,12,801.00)	(13,33,42,037)
Add: Contributions toward Corpus/Capital Fund	55,26,638.00	84,91,956
Add: Assets Donated/Gifts Received	16,400.00	8,375
Add: Assets Purchased out of Sponsored Project Funds	-	-
Add: Excess of Income over expenditure transferred from the Income and Expenditure Account	-	-
Total	**(13,00,69,763.00)**	**(12,48,41,706)**
(Deduct): Deficit transferred from the Income and expenditure Account	93,01,303.00	1,07,71,095
Balance at the year end	**(13,93,71,066.00)**	**(13,56,12,801)**

SCHEDULE 2

CURRENT LIABILITIES AND PROVISIONS

<div align="right">(Amount in Rs)</div>

Particulars	Current Year (2018-19)	Previous Year (2017-18)
A. CURRENT LIABILITIES		
Security Deposit	8,61,397.00	11,25,858.00
Subscription of Journals (Advance)	2,11,876.00	2,11,876.00
Outstanding Liability	33,02,327.00	29,66,498.00
Salary Payable	1,01,86,808.00	80,51,567.00
Interest payable to MHRD	14,91,772.00	14,91,772.00
Receipts against Sponsored Projects (Net of expenditure)	10,90,13,728.00	13,07,68,949.00
Income received in Advance (Unutilized grants of year 2017-18)	(3,62,10,839.00)	1,53,52,376.00
Total (A)	**8,88,57,069.00**	**15,99,68,896.00**
B. PROVISIONS		
Pension	36,97,60,729.00	35,21,53,075.00
Gratuity	3,77,53,060.00	3,59,55,295.00
Leave Encashment	2,05,72,387.00	1,95,92,749.00
Total (B)	**42,80,86,176.00**	**40,77,01,119.00**
Total (A + B)	**51,69,43,245.00**	**56,76,70,015.00**

SCHEDULE 2 (A)
SPONSORED PROJECTS

(Amount in Rs)

S. No.	Name of the Project	Opening Balance		Receipts/ Recoveries during the year	Total	Expenditure during the year	Closing Balance	
		Debit	Credit				Debit	Credit
1	2	3	4	5	6	7	8	9
1	International Diploma in Educational Planning and Administration (IDEPA)	-	67,78,590.00	72,85,538.00	1,40,64,128.00	62,85,133.00	-	77,78,995.00
2	Establishment and Operationalization of DISE (UNICEF) Dr. K. Biswal	-	10,65,771.00	17,36,176.00	28,01,947.00	21,03,001.00	-	6,98,946.00
3	Project on Sarva Shiksha Abhiyan (M/HRD)	-	1,07,294.00		1,07,294.00	-	-	1,07,294.00
4	Ed.Cil Study of Role of VECs/DTAs/ SMDCs/ Urban local bodies etc. in School Management and Supervision in the Context of SSA in 14 States (Mr. A K Singh)	-	5,63,371.00	-	5,63,371.00	-	-	5,63,371.00
5	Secondary Education Management Information Systems (SEMIS) M/HRD (Prof A C Mehta)	-	8,92,025.00	50,56,771.00	59,48,796.00	4,07,385.00	-	55,41,411.00
6	India-Africa Institute of Educational Planning and Administration at Burundi (South Africa)		23,51,152.00	-	23,51,152.00	-	-	23,51,152.00
7	Primary and Upper Primary (Edcil) Dr. K. Sujatha	(13,63,560)	-	-	(13,63,560.00)	-	(13,63,560.00)	-
8	Mahatma Gandhi Institute of Education Peace (MGIEP)		21,00,000.00	-	21,00,000.00	-	-	21,00,000.00
9	Leadership Programme (M/HRD) Dr. Rashmi Diwan	(11,40,149)	-	2,70,00,000.00	2,58,59,851.00	2,43,79,074.00	-	14,80,777.00
10	Center for Policy Research (UGC) Professor N.V. Verghese		1,44,68,827.00	3,62,245.00	1,48,31,072.00	1,52,56,597.00	(4,25,525.00)	-
11	National Fellowship (ICSSR) Professor Ehsanul Haq	-	-	-	-	-	-	-

No.	Description						
12	Administrative Overhead Charges/ Interest on Saving A/c	-	2,14,59,376.00	-	2,14,59,376.00	-	-	2,14,59,376.00
13	Dealing with Diversity, Discrimination and Inequality (Dr. Nidhi Sadana- CPRHE)	-	12,59,206.00	9,00,000.00	21,59,206.00	1,53,341.00	-	20,05,865.00
14	Central Scheme Programme School Standard Education (Prof. Pranati Panda)		1,22,25,638.00	1,26,84,729.00	2,49,10,367.00	1,73,54,756.00	-	75,55,611.00
15	UNESCO Regional Centres (K. Sujatha)		9,48,001.00	-	9,48,001.00	-	-	9,48,001.00
16	Srilanka Programme		7,79,234.00	-	7,79,234.00	-	-	7,79,234.00
17	School Standard Under RMSA		4,46,564.00	-	4,46,564.00	-	-	4,46,564.00
18	Senior Fellowship Dr A. Mathew (ICSSR)		61,333.00	1,76,000.00	2,37,333.00	1,90,000.00	-	47,333.00
19	State Political Study Dr A Mathew (ICSSR)		7,51,039.00	-	7,51,039.00	3,47,785.00	-	4,03,254.00
20	Pandit Madan Mohan Malviya		3,41,07,958.00	30,23,954.00	3,71,31,912.00	1,01,59,895.00	-	2,69,72,017.00
21	Teaching and Research Australia (UGC) Dr. Sudhansu Bhushan	-	-	-	-	-	-	-
22	IEPA (Ministry of External Affairs)	-	5,04,438.00	12,19,073.00	17,23,511.00	11,34,031.00	-	5,89,480.00
23	IIEP - UNESCO (Dr. Madhumita)		32,08,239.00	9,48,001.00	41,56,240.00	9,48,001.00	-	32,08,239.00
24	Teacher Educator- British Council	-	-	-	-	-	-	-
25	National Resource Center on Education (PMMMT)	-	2,66,90,893.00	-	2,66,90,893.00	38,98,450.00		2,27,92,443.00
26	IPEA-Myammar	-	-	-	-	14,16,334.00	(14,16,334.00)	-
27	SWAYAM Scheme	-	-	14,70,000.00	14,70,000.00	2,85,635.00		11,84,365.00
28	LEAP Programme		-	1,50,00,000.00	1,50,00,000.00	1,53,16,947.00	(3,16,947.00)	-
	Total	**(25,03,709)**	**13,07,68,949.00**	**7,68,62,487.00**	**20,51,27,727.00**	**9,96,36,365.00**	**(35,22,366.00)**	**10,90,13,728.00**

SCHEDULE 2 (B)

UNUTILISED GRANTS FROM MHRD

(Amount in Rs.)

Particulars	Current Year (2018-19)	Previous Year (2017-18)
A. Grants Plan MHRD		
Balance B/f	1,53,52,376.00	5,46,41,734.00
Add: Receipts during the year (Grants)	31,84,71,500.00	26,12,95,000.00
Total (a)	**33,38,23,876.00**	**31,59,36,734.00**
Less: Utilized for Revenue Expenditure	36,45,02,884.00	29,20,92,402.00
Less: Utilized for Capital Expenditure	55,31,831.00	84,91,956.00
Total (b)	**37,00,34,715.00**	**30,05,84,358.00**
Unutilized carried forward (a-b)	**(3,62,10,839.00)**	**1,53,52,376.00**
B. Grants Non Plan MHRD		
Balance B/f	-	-
Receipts 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)	**(3,62,10,839.00)**	**1,53,52,376.00**

SCHEDULE 3
FIXED ASSETS

(Amount in Rs.)

S.No.	Assets Head	Rate of Depreciation	Gross Block				Depreciation for the year				Net Block
			Opening Balance	Additions	Deduction	Closing Balance (4+5+6-7+8)	Depreciation Opening Balance	Depreciation for the Year on Addition	Deduction/ Adjustment	Total Depreciation (10+11-13)	31.03.19 (9-13)
1	2	3	4	5	8	9	10	11	12	13	14
1	Land	-	23,07,892.00	-	-	23,07,892.00	-	-	-	-	23,07,892.00
2	Buidings	0.02	12,16,12,238.00	-	-	12,16,12,238.00	24,32,244.76	-	-	24,32,245.00	11,91,79,993.00
3	Office equipment	0.08	1,04,18,221.00	7,46,979.00	-	1,11,65,200.00	7,81,366.58	56,023.43	-	8,37,390.00	1,03,27,810.00
4	Computer and Peripherals	0.20	49,97,980.00	11,33,866.00	-	61,31,846.00	9,99,596.00	2,26,773.20	-	12,26,369.00	49,05,477.00
5	Furniture and Fixtures	0.08	60,14,325.00	8,62,870.00	-	68,77,195.00	4,51,074.38	64,715.25	-	5,15,790.00	63,61,405.00
6	Vehicles	0.10	12,15,111.00	5,10,042.00	-	17,25,153.00	1,21,511.10	51,004.20	-	1,72,515.00	15,52,638.00
7	Library Books	0.10	80,78,195.00	9,23,297.00	5,193.00	89,96,299.00	8,07,819.50	91,810.40	-	8,99,630.00	80,96,669.00
8	Journals	0.10	2,75,74,712.00	60,836.00	-	2,76,35,548.00	27,57,471.20	6,083.60	-	27,63,555.00	2,48,71,993.00
	Total (A)		**18,22,18,674.00**	**42,37,890.00**	**5,193.00**	**18,64,51,371.00**	**83,51,083.51**	**4,96,410.08**	**-**	**88,47,494.00**	**17,76,03,877.00**
9	Computer Software	0.40	14,05,452.00	2,70,675.00	-	16,76,127.00	5,62,180.80	1,08,270.00	-	6,70,451.00	10,05,676.00
10	E-Journals	0.40	68,94,596.00	10,39,666.00	-	79,34,262.00	27,57,838.40	4,15,866.40	-	31,73,705.00	47,60,557.00
	Total (B)		**83,00,048.00**	**13,10,341.00**	**-**	**96,10,389.00**	**33,20,019.20**	**5,24,136.40**	**-**	**38,44,156.00**	**57,66,233.00**
11	Computer and Peripherals	0.20	2,61,338.00	-	-	2,61,338.00	52,267.60	-	-	52,268.00	2,09,070.00
12	Furniture and Fixtures	0.08	3,51,782.00	-	-	3,51,782.00	26,383.65	-	-	26,384.00	3,25,398.00
	Total (C)		**6,13,120.00**	**-**	**-**	**6,13,120.00**	**78,651.25**	**-**	**-**	**78,652.00**	**5,34,468.00**
	Grand Total (A+B+C)		**19,11,31,842.00**	**55,48,231.00**	**5,193.00**	**9,66,74,880.00**	**1,17,49,753.96**	**10,20,546.48**	**-**	**1,27,70,302.00**	**18,39,04,578.00**

SCHEDULE 4
CURRENT ASSETS

(Amount in Rs.)

S.No	Particulars	Current Year (2018-19)	Previous Year (2017-18)
	1. Stock		
1.	Publication in Hand	3,81,199.00	3,57,313.00
2.	Inventory	11,14,138.00	11,15,241.00
	2. Cash And Bank Balances :		
1.	State Bank of India (34778757702) (Current A/c)	33,208.00	33,857.00
2.	Bank Balances (Saving A/c)	13,18,69,212.00	18,06,57,811.00
3.	Postage Stamps in Hand	50,921.00	41,273.00
	TOTAL	**13,34,48,678.00**	**18,22,05,495.00**

SCHEDULE 5

LOANS, ADVANCES AND DEPOSITS

(Amount in Rs.)

	Particulars	Current Year (2018-19)	Previous Year (2017-18)
	1. Advance to Employees (Non-Interest Bearing)		
1.	Festival Advance	-	89,100.00
	2. Long Term Advance to Employees (Interest Bearing)		
1	Motor car	-	-
2	Computer Advance	-	-
3	Scooter Advance	9,000.00	21,000.00
	3. Advance and Other amounts recoverable in cash or in kind or for value to be received		
1	On Capital Account	4,34,46,553.00	4,17,94,325.00
2	Miscellanous Advance to Faculty/Staff	25,30,000.00	27,30,337.00
3	Medical Advance	3,87,000.00	6,21,368.00
4	LTC Advance	-	9,16,034.00
5	TA Advance to Faculty	3,20,000.00	40,000.00
	4. Prepaid Expenses		
1.	Insurance	26,774.00	26,774.00
2.	Other Expenses	98,48,526.00	98,48,526.00
	5. Deposits		
1.	LP Gas	77,348.00	77,348.00
2.	Water Meter	1,650.00	1,650.00
3.	Electricity	17,500.00	17,500.00
4.	Others	1,800.00	1,800.00
	6. Income Accrued		
1.	On Loans and Advances	30,406.00	30,406.00
	7. Other - Current Assets receivable from UGC/ Sponsored Projects		
1.	Debit Balances in Sponsored Projects	35,22,366.00	25,03,754.00
	TOTAL	**6,02,18,923.00**	**5,87,19,922.00**

SCHEDULE 6

ACADEMIC RECEIPTS

(Amount in Rs)

S. No.	Particulars	Current Year (2018-19)	Previous Year (2017-18)
	FEES FROM STUDENTS		
	Academic		
1.	Student fees	3,19,285.00	2,77,800.00
	Total (A)	3,19,285.00	2,77,800.00
	Sales		
1.	Sale of Publications	1,29,740.00	92,401.00
2.	Sale of Prospectus	58,215.00	86,300.00
	Total (B)	**1,87,955.00**	**1,78,701.00**
	GRAND TOTAL (A+B)	**5,07,240.00**	**4,56,501.00**

SCHEDULE 7

GRANTS/SUBSIDIES (IRREVOCABLE GRANTS RECEIVED)

(Amount in Rs.)

Particulars	Current year (2018-19)	Previous year (2017-18)
Balance B/f	1,53,52,376.00	5,46,41,734.00
Add: Receipts during the year	31,84,71,500.00	26,12,95,000.00
Add: Other receipts during the year	-	-
Total	**33,38,23,876.00**	**31,59,36,734.00**
Less: Utilized for Capital Expenditure (A)	55,31,831.00	84,91,956.00
Balance	**32,82,92,045.00**	**30,74,44,778.00**
Less: Utilized for Revenue Expenditure (B)	36,45,02,884.00	29,20,92,402.00
Balance C/f (C)	**(3,62,10,839.00)**	**1,53,52,376.00**

SCHEDULE 8
INTEREST EARNED

(Amount in Rs.)

S. No.	Particulars	Current Year (2018-19)	Previous Year (2017-18)
1.	**On Saving Accounts with Scheduled banks**		
	a) Non-Plan	-	-
	b) Plan	4,88,290.00	-
	c) Overhead Administrative Fund A/c	3,17,328.00	6,26,435.00
	d) Hostel A/c	-	13,608.00
2.	**On Loans**		
	a. Employees/Staff (Interest on Bearing Advances)	37,793.00	65,606.00
	Total	**8,43,411.00**	**7,05,649.00**

SCHEDULE 9
OTHER INCOME

(Amount in Rs.)

S. No.	Particulars	Current Year (2018-19)	Previous Year (2017-18)
	A. Income from Land and Buildings		
1.	Hostel Room Rent	7,85,001.00	18,64,580.00
2.	License fees	4,14,855.00	2,11,613.00
3.	Water charges recovered	24,616.00	5,643.00
	Total A	**12,24,472.00**	**20,81,836.00**
	B. Others		
1	Income from Royalty	21,627.00	10,696.00
2	Misc Receipts	1,94,623.00	86,630.00
3	Use of Staff Car	358.00	-
4	Institutional Charges received from various projects	-	-
5	Sale of Condemned Items	87,743.00	16,189.00
6	Sale of tender forms	3,500.00	11,000.00
7	Admission Fees for Medical Reimbursement Pensioners	2,60,400.00	3,01,200.00
8	Contribution for Medical Scheme	3,25,625.00	3,54,025.00
	Total B	**8,93,876.00**	**7,79,740.00**
	Grand Total (A+B)	**21,18,348.00**	**28,61,576.00**

SCHEDULE 10

STAFF PAYMENTS AND BENEFITS
(ESTABLISHMENT EXPENSES)

(Amount in Rs.)

S. No.	Particulars	Current Year (2018-19)	Previous Year (2017-18)
1	Salaries and Wages	7,41,83,651.00	3,92,00,646.00
2	Allowances and Bonus and OTA	8,17,13,544.00	6,45,60,864.00
3	Contribution to New Pension Scheme	18,58,463.00	16,24,282.00
4	Staff Welfare Expenses (Liveries)	2,26,237.00	78,726.00
5	LTC Facility	59,85,784.00	21,30,403.00
6	Medical Reimbursement	87,55,822.00	66,29,725.00
7	Children Education Allowance	10,78,019.00	5,86,797.00
8	Travelling Allowance	1,78,322.00	1,52,533.00
9	Others (Governmemt Contribution-CPF)	5,58,192.00	23,04,664.00
10	Retirement and Terminal Benefits	-	-
a)	Pension	6,21,02,558.00	5,14,08,677.00
b)	Gratuity	55,59,635.00	1,04,73,741.00
c)	Leave Encashment	55,93,915.00	1,08,49,227.00
	Total	**24,77,94,142.00**	**19,00,00,285.00**

SCHEDULE 10A

EMPLOYEES RETIREMENT AND TERMINAL BENEFITS

(Amount in Rs.)

S. No	Particulars	Pension	Gratuity	Leave Encashment	Total
1	Opening Balance as on 01-04-2018(a)	35,21,53,075.05	3,59,55,294.90	1,95,92,749.05	40,77,01,119.00
2	Less: Actual Payment during the year (b)	4,44,94,904.00	37,61,870.00	46,14,277.00	5,28,71,051.00
3	Balance Available on 31-03-19 c(a-b)	30,76,58,171.00	3,21,93,425.00	1,49,78,472.00	35,48,30,068.00
4	Provision required on 31-03-2018 as per Actuarial Valuation (d)	36,97,60,729.00	3,77,53,060.00	2,05,72,387.00	42,80,86,176.00
A.	**Provision to be made in the Current year (d-c)**	**6,21,02,558.00**	**55,59,635.00**	**55,93,915.00**	**7,32,56,108.00**

SCHEDULE 11
ACADEMIC EXPENSES (INCLUDING SC/ST)

(Amount in Rs.)

S. No.	Particulars	Current Year (2018-19)	Previous Year (2017-18)
1	Field work/Participation in Conference (TA to Faculty)	20,67,693.00	44,99,831.00
2	Field work/Participation in Conference (TA to Participant)	86,22,213.00	71,78,287.00
3	Expenses on Seminars/Workshops (Academic Programme Expenses)	49,89,247.00	63,18,680.00
4	Payment to visiting faculty (Honorarium to R/Person)	10,58,110.00	6,86,732.00
5	INSTITUTE Research Studies	1,96,34,642.00	1,20,06,191.00
6	Fellowship to Students (M.Phil and Ph.d)	1,53,35,143.00	95,57,090.00
7	Stipend/Books and Project Grants	7,21,126.00	5,71,251.00
8	Publication Expenses (Approtioned from Printing)		
	1) Add: Last year stock	13,04,892.00	9,74,180.00
	2) Less: Stock of Books in Hand		
9	Subscription for Membership	17,700.00	1,34,138.00
10	Others (Photocopy Charges)	4,45,914.00	5,72,589.00
11	Grants to NGO	87,56,627.00	1,07,37,980.00
12	NER (Including SC/ST)	18,72,845.00	39,65,868.00
	TOTAL	**6,48,26,152.00**	**5,72,02,817.00**

SCHEDULE 12

ADMINISTRATIVE AND GENERAL EXPENSES

(Amount in Rs.)

S. No.	Particulars	Current Year (2018-19)	Previous Year (2017-18)
A	**Infrastructure**		
1	Electricity Charges	1,03,01,447.00	85,65,129.00
2	Water Charges	50,41,649.00	14,47,886.00
3	Rent, Rates and Taxes (including property tax)	2,95,010.00	4,02,786.00
4	Security Expenses	42,41,775.00	26,31,679.00
B	**Communication**		
1	Postage and Telegram	5,28,760.00	4,79,278.00
2	Telephone, Fax and Internet Charges	7,62,382.00	9,28,725.00
C	**Others**		
1	Stationery	14,49,212.00	7,36,072.00
2	Catering Expenses	43,86,113.00	49,85,686.00
3	Petrol, Oil and Lubricants Expenses	2,98,277.00	2,45,383.00
4	Insurance	67,035.00	45,630.00
5	Taxi Hiring	3,55,278.00	13,27,741.00
6	Audit Fees	27,910.00	-
7	Wages Charges	29,66,903.00	14,98,401.00
8	Advertisement Charges	13,01,124.00	13,39,755.00
9	Newspaper Charges	1,63,455.00	1,04,587.00
10	Others (Course Fees and Training)	-	-
11	Misc Expenditures	6,14,569.00	5,69,364.00
	Administrative Expenditure	5,97,952.00	-
12	Charges (other accounts)	20,400.00	632.00
	Total	**3,34,19,251.00**	**2,53,08,734.00**

SCHEDULE 13

REPAIRS AND MAINTENANCE

(Amount in Rs.)

S. No.	Particulars	Current Year (2018-19)	Previous Year (2017-18)
1	Maintenance of Building	72,83,899.00	63,93,893.00
2	Estate Maintenance- Electrical (ARMO)		
3	Maintenance of Furniture and Fixture	2,02,193.00	1,06,137.00
4	Maintenance of Office Equipment	34,65,882.00	50,06,505.00
5	Maintenance of Vehicle (Staff Car)	2,79,446.00	-
6	Housekeeping Services	72,28,627.00	78,80,093.00
7	Gardening (Horticulture)	3,292.00	18,000.00
	TOTAL	**1,84,63,339.00**	**1,94,04,628.00**

SCHEDULE 14
SIGNIFICANT ACCOUNTING POLICIES

1. BASIS FOR PREPARATION OF ACCOUNTS

1.1 The accounts are prepared under the Historical Cost Convention unless otherwise stated and generally on the Accrual method of accounting.

2 REVENUE RECOGNITION

2.1 Fees from Students, sale of tender forms, sale of admission forms and royalty are accounted on cash basis.

2.2 Income from hostel rent is accounted on cash basis.

2.3 Interest on interest bearing advances to staff for House Building, Purchase of Vehicles and Computers is accounted on accrual basis every year, though the actual recovery of interest starts after the full repayment of the principal.

3. FIXED ASSETS AND DEPRECIATION

3.1 Fixed assets are stated at cost of acquisition including inward freight, duties and taxes and incidental and direct expenses related to acquisition, installation and commissioning.

3.2 Books received as gifts are valued at selling prices printed on the books. Where prices are not available the value is based on assessment. They are set-up by credit to Capital Fund and merged with the Fixed Assets of the Institution. Depreciation is charged at the rates applicable to the respective assets.

3.3 Fixed assets are valued at cost less accumulated depreciation. Depreciation on fixed assets is provided on Straight line method, at the following rates:

1	Buildings	2%
2	Office Equipment	7.5%
3	Computers and Peripherals	20%
4	Furniture, Fixtures and Fittings	7.5%
5	Vehicle	10%
6	Library Books	10%
7	Journals	10%
8	E-Journals	40%
9	Computer Software	40%

3.5 Depreciation provided for the whole year on additions during the year as this is preferred method for autonomous organization. Further, the acquisition of assets is usually spread over the whole year and hence depreciation gets evened out.

3.6 Where an asset fully depreciated, it will be carried at a residual value of Re.1 in the Balance Sheet and will not be further depreciated. Thereafter, depreciation calculated on the additions of each year separately at the rate of depreciation applicable for that asset head.

3.7 Electronic Journals (E-Journals) are separated from Library Books in view of the magnitude of expenditure. Depreciation provided in respect of E-journals at a higher rate of 40% as against depreciation of 10% provided in respect of Library Books.

3.8 Expenditure on acquisition of software has been separated from computers and peripherals, as the rate of obsolescence in respect of these is very high. Depreciation is provided in respect of software at a higher rate of 40% as against depreciation of 20% provided in respect of Computer and Peripherals.

4. STOCK

4.1 Expenditure on purchase of stationery, publications and other stores is accounted as revenue expenditure, except that the value of closing stocks held on 31st March is set up as inventories by reducing the corresponding Revenue Expenditure on the basis of information obtained from General Administration Department.

5. RETIREMENT BENEFITS

5.1 Retirement benefits i.e., pension, gratuity and leave encashment were provided on basis of actuarial valuation in last year annual accounts. 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 NIEPA are taken as receipts in Plan A/c, as medical reimbursement is paid from Plan A/c.

9. GRANTS TO NGOS

9.1 Grants/Financial Assistance to NGOs having similar objective is being accounted as expenditure under Plan Account.

10. SALE PROCEEDS OF CONDEMNED ITEMS

10.1 Sale proceeds of unserviceable and obsolete items are taken as incomes under "Other income" as the value of items condemned have already depreciated fully.

SCHEDULE 15

CONTINGENT LIABILITIES AND NOTES TO ACCOUNTS

1. FIXED ASSETS

1.1 Fixed assets are created out of Plan grant only. Additions in the year to Fixed Assets in Schedule 3 include Assets purchased out of Plan Funds (₹ 55,48,231) and Library Books and other assets of the value of (₹16,400) gifted to the University. The Assets have been set up by credit to Capital Fund.

1.2 In the Balance Sheet as on 31.03.2019 and the Balance Sheet of earlier years, Fixed Assets created out of Plan funds. The additions during the years from 01.04.2018 to 31.03.2019 from Plan and other funds, and the depreciation on those additions respectively have been exhibited distinctly (Schedule-3).

2. CURRENT LIABILITIES AND PROVISIONS

2.1 Expenditures which were due as on 31st March 2019, 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 31.03.2019 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 31.03.2019

and taking into account the payments made in 2018-19 and the net provisions existing, further provisions were made in accounts for 2019-20 by debit to Income and Expenditure Account for 2018-19.

3. CURRENT ASSETS, LOANS, ADVANCES AND DEPOSITS

3.1 In the opinion of the University, the current assets, Loans, Advances and Deposits have a value on realization in the ordinary course, equal at least to the aggregate amount shown in the Balance Sheet.

4. PROVIDENT FUND ACCOUNT

4.1 As the Provident Fund Accounts is owned by the members of those funds and not by the University, the PF account is separated from the University's Accounts as per the instructions pertaining to Govt. of India on the subject regarding preparation of accounts on accrual basis. However, a Receipt and Payment Account, an Income and Expenditure Account (on accrual basis) and a Balance Sheet of the Provident Fund Account are attached to the Annual Accounts of the University.

5. NEW PENSION SCHEME ACCOUNT

5.1 All the employees covered under New Pension Scheme have been PRA number and the employer and employee contributions pertaining to them are regularly transfer to National Securities Depository Limited (NSDL)-Central Recordkeeping Agency (CRA). There are no outstanding amounts to be transferred.

6. RETIREMENT BENEFITS

6.1 Retirement benefits, i.e. pension, gratuity and leave encashment are provided on basis of actuarial evaluation. Capitalized value of pension and gratuity received from previous employers of the University employees who have been absorbed in the University, is credited to respective provision accounts.

7. GRANTS

7.1 In the previous years, Plan Grants received were treated as Income, except to the extent, they were utilized for Capital Expenditure 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 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 2019 and the Income and Expenditure account for the year ended on that date.

RECEIPT AND PAYMENT A/C

For the year ended on 31.03.2019

<div align="right">(Amount in Rs)</div>

Receipts	Current Year 2018-19	Previous Year 2017-18	Payments	Current Year 2018-19	Previous Year 2017-18
Opening Balance			**Expenses**		
1 Saving Bank A/c	18,06,91,668.00	20,49,09,513.00			
2 Postage in Hand	41,273.00		1 Establishment Expenses	22,52,73,844.00	17,05,90,746.00
Grants Received from MHRD			2 Academic Expenses	4,95,14,895.00	5,73,67,345.00
From Government of India (MHRD)			3 Administrative Expenses	3,28,03,579.00	1,62,86,367.00
		-	4 Repairs and Maintenance	1,25,60,609.00	1,37,14,880.00
a) Plan	31,84,71,500.00	26,12,95,000.00			
Academic Receipts	5,07,240.00	16,05,463.00	**Payments against Fellowship**	1,53,35,143.00	95,57,090.00
Receipts against Sponsored Projects/ Schemes	7,68,62,487.00	5,92,42,798.00	**Payments against Sponsored Projects/ Schemes**	9,96,36,365.00	5,57,21,821.00
Interest received			**Expenditure on Fixed Assets and Advances to CPWD**		
1 a) Saving Bank A/cs	4,88,290.00	14,91,772.00	1 Fixed Assests	55,31,831.00	1,62,13,995.00
		-			-
b) Canara Bank		-	2 Advances to CPWD	75,54,958.00	90,91,700.00
c) Overhead Admin. Fund	3,17,328.00	3,55,470.00	**Other Payments including Statutory Payments**		
d) Hostel A/c		13,608.00	Charges (Other Accounts)	6,14,568.00	849.00
2 Interest on Interest Bearing Advances	37,793.00	52,781.00	**Deposits and Advances**	1,43,34,350.00	24,33,694.00
Other Income	21,18,348.00	18,64,580.00	**Remittances**	5,80,66,196.00	4,03,33,118.00
Deposits and Advances	1,52,41,728.00	5,72,700.00	**Closing Balances**		
Remittances	5,84,02,025.00	4,03,50,883.00	Bank Balances	13,19,02,420.00	18,04,20,704.00
Misc Receipt including Statutory Receipts			Postage in Hand	50,921.00	22,259.00
1 Overhead Administrative Fund A/c 1108		-			
TOTAL	**65,31,79,680.00**	**57,17,54,568.00**	**TOTAL**	**65,31,79,680.00**	**57,17,54,568.00**

Sd/-
(Rajeev Verma)
Finance Officer

Sd/-
(Kumar Suresh)
Registrar (I/C)

Sd/-
(N V Varghese)
Vice-Chancellor

BALANCE SHEET

Provident Fund Balance Sheet for the Year 2018-19

(Amount in Rs)

Liabilities	Current Year	Previous Year	Assets	Current Year	Previous Year
Opening Balance	**14,86,76,931**	**16,28,15,677**	**INVESTMENT**		
GPF			GPF/CPF Investment	13,53,83,176	14,13,29,886
Subscription in the Year	1,95,70,450	1,77,32,547	Int. Accrued as on 31.03.2018	13,03,318	30,76,090
Interest Credited	88,58,240	1,01,53,083			
Less: Withdrawal	5,19,897 -2,79,08,793	-4,61,88,557			
CPF			**CASH AT BANK**		
Subscription in the Year	72,000	72,000	SBI A/c No. 10137881013	1,09,32,920	42,70,955
Interest Credited	1,37,444 65,444	55,282			
Institute Contribution (CPF)					
Interest Credited	64,573	46,318			
Contribution for March 2018	72,000	69,736			
			Interest Reserve		
		39,20,845	Excess of Income over Expenditure	18,51,431	
	14,94,70,845	**14,86,76,931**		**14,94,70,845**	**14,86,76,931**

Sd/-   Sd/-   Sd/-
(Rajeev Verma)   **(Kumar Suresh)**   **(N V Varghese)**
Finance Officer   *Registrar (I/C)*   *Vice-Chancellor*

PROVIDENT FUND ACCOUNT

Income and Expenditure Account for the Year Ended 31-03-2019

(Amount in Rs.)

Expenditure	Current Year	Previous Year	Income	Current Year		Previous Year	
Interest Credit:							
GPF Account	88,58,240	1,01,53,083	Interest earned on Investment/Saving Account	89,09,598		1,27,49,942	
CPF Account	65,444	55,282					
			Add: Interest accured on 03/2019	63,44,151		81,16,923	
Interest on Institute Contribution (CPF)	64,573	46,318	Less: Interest accured for 03/2018	81,16,923	71,36,826	66,91,337	1,41,75,528
Institute Contribution (CPF)	72,000	69,736	Received Institute Contribution (CPF)	72,000	72,000	69,736	69,736
Balance Interest	0	0					
Excess of Income over Expenditure	0	39,20,845	Excess of expenditure over Income		18,51,431		
	90,60,257	**1,42,45,264**			**90,60,257**		**1,42,45,264**

Sd/-
(Rajeev Verma)
Finance Officer

Sd/-
(Kumar Suresh)
Registrar (I/C)

Sd/-
(N V Varghese)
Vice-Chancellor

PROVIDENT FUND ACCOUNT

Receipt and Payment Account of GPF/CPF for the Financial Year 2018-19

(Amount in Rs.)

Receipt				Payment		
	Current Year	**Previous Year**			**Current Year**	**Previous Year**
	2018-19	**2017-18**			**2018-19**	**2017-18**
Opening Balance	42,70,955.00	1,67,94,580.00	GPF Advance/ Withdrawal		2,79,08,793.00	4,61,88,557.00
GPF Subscription	1,95,70,450.00	1,77,32,547.00	CPF Advance/ Withdrawal		-	
CPF Subscription	72,000.00	72,000.00	Investment During the Year		3,53,64,963.00	4,87,91,386.00
CPF Institute Contribution	72,000.00	69,736.00				
Investment Encashed	4,13,11,673.00	5,18,32,093.00				
Interest Received	89,09,598.00	1,27,49,942.00	Closing Balalnce		1,09,32,920.00	42,70,955.00
	7,42,06,676.00	**9,92,50,898.00**			**7,42,06,676.00**	**9,92,50,898.00**

Sd/-
(Rajeev Verma)
Finance Officer

Sd/-
(Kumar Suresh)
Registrar (I/C)

Sd/-
(N V Varghese)
Vice-Chancellor

BALANCE IN BANK ACCOUNTS

As on 31-03-2019

(Amount in Rs.)

S. No.	Bank Accounts	Current Year (2018-19)	Previous Year (2017-18)
1	State Bank of India (10137881320) Non-Plan	76,485.00	10,26,073.00
2	Syndicate Bank (91392010001112) Plan	38,317.00	2,54,07,637.00
3	Syndicate Bank (91392010001092) Project	10,54,79,213.00	12,82,65,240.00
4	Syndicate Bank (91392010001108) Overhead Administrative Fund	2,58,94,180.00	2,55,77,844.00
5	Syndicate Bank (91392015365) Hostel	3,70,185.00	3,70,185.00
6	Canara Bank A/c 25536	10,832.00	10,832.00
7	Current A/c State Bank of India (34778757702)	33,208.00	33,857.00
	TOTAL	**13,19,02,420.00**	**18,06,91,668.00**

LIST OF GRANTS TO NGO

LIST OF GRANTS TO NGO FOR 2018-19

(Amount in Rs.)

S. No.	Name of the NGO	Amount Released
1	Voluntary Integrated Develop	5,77,600.00
2	Rural Organisation for Social Employment	7,20,000.00
3	Indian History Congress	3,00,000.00
4	Suraksha	1,39,325.00
5	Suman Shikha Samiti	3,41,500.00
6	Indian Econmietric Society	2,88,000.00
7	SIEMAT/Manipur Educational Development and Research Association IMPHAL	2,08,610.00
8	Muslim Aligarh University	2,17,000.00
9	Sri Educational Rural and Urban Development Society	1,50,000.00
10	Mizoram University Aizawal	1,50,000.00
11	All India Council for Mass Educatin and Development	1,50,000.00
12	Navneet Foundation	1,50,000.00
13	Sana Educational Development Society	2,93,340.00
14	University of Jammu	4,33,877.00
15	Grants to NGO ?	6,58,350.00
16	Rural Organisation for Social Employment	4,50,000.00
17	Kerala Development Society	3,88,565.00
18	Indian Academy of Social Sciences	3,85,000.00
19	Shiv Shakti Mahila Mandali Gwalior	1,50,000.00
20	Society for Disability and Rehab	3,82,085.00
21	Ushodaya Rural Development society	4,35,000.00
22	Institute of Chinese Studies	3,93,200.00
23	Council for Social Development	1,50,000.00
24	Centre for Study of NEPAL	6,53,825.00
25	Voluntary Integrated Develop Society	5,91,350.00
	TOTAL	**87,56,627.00**

DETAIL OF INVESTMENT

Annexure-C

Detail of Investment for the period from 01.04.2018 to 31.03.2019

(Amount in Rs.)

Sl. No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount	Rate of Interest (%)
1	Punjab National Bank	CBU022534/ 139900/23143/84175	12.1.2018	12.04.2019	91,30,209.00	6.50
2	Canara Bank	510631	22.06.2018	22.06.2019	70,00,000.00	6.50
3	Canara Bank	510179	29.07.2018	29.07.2019	59,63,740.00	6.35
4	Syndicate Bank	197821	17.09.2018	17.09.2019	50,00,000.00	6.80
5	Punjab National Bank	060	12.02.2019	11.01.2020	1,01,88,653.00	7.15
6	Punjab National Bank	079	16.02.2019	15.01.2020	1,56,76,310.00	6.50
7	Syndicate Bank	197811	07.09.2018	20.01.2020	40,00,000.00	6.80
8	Syndicate Bank	197828	25.09.2018	07.02.2020	70,00,000.00	6.80
9	Syndicate Bank	969781	04.10.2018	16.02.2020	35,00,000.00	6.80
10	Punjab National Bank	4151	29.03.2019	25.02.2020	95,00,000.00	7.10
11	Syndicate Bank	197860	30.10.2018	13.03.2020	90,00,000.00	6.80
12	Syndicate Bank	197861	30.10.2018	13.03.2020	90,00,000.00	6.80
13	Syndicate Bank	197862	30.10.2018	13.03.2020	90,00,000.00	6.80
14	Canara Bank	495247	20.12.2018	27.06.2020	70,00,000.00	7.10
15	Syndicate Bank	197895	05.01.2019	20.05.2020	65,00,000.00	6.80
16	Canara Bank	495248	20.12.2018	27.06.2020	70,00,000.00	7.10
17	Syndicate Bank	197964	14.02.2019	14.08.2021	20,00,000.00	7.15
18	Syndicate Bank	970252	09.03.2019	09.09.2021	75,00,000.00	7.15
19	SBI SPL Deposit	812	27.06.1981	-	14,24,264.00	
				TOTAL	**13,53,83,176.00**	

ENCASHEMENT 2018-19

(Amount in Rs.)

Sl. No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount
1	Syndicate Bank	970000/970075	20.05.2017	20.05.2018	76,14,235.73
2	Punjab National Bank	CBU022534/ 139900/23143/84157	12.01.2018	12.02.2019	95,00,000.00
3	Punjab National Bank	CBU022534/1543	16.02.2018	16.02.2019	1,46,97,437.00
4	Punjab National Bank	CBU022534/ 1066/pu54420/84166	12.1.2018	12.03.2019	95,00,000.00
				TOTAL	4,13,11,672.73

FD MADE DURING THE YEAR 2018-19

(Amount in Rs.)

Sl.No.	Name of Bank	FD No.	Date of Issue	Date of Maturity	Amount
1	Punjab National Bank	CBU022534/ 139900/23143/84157/060	12.02.2019	11.01.2020	1,01,88,653.00
2	Punjab National Bank	CBU022534/1543	16.02.2019	15.01.2020	1,56,76,310.00
3	Punjab National Bank	CBU022534/ 1066/pu54420/84166	29.03.2019	25.02.2020	95,00,000.00
		TOTAL			**3,53,64,963.00**

Investment Statement 2018-19

(Amount in Rs.)

Opening Balance	14,13,29,886.00
Investment during the year	3,53,64,963.00
Total Investment	**17,66,94,849.00**
Encashment during the year	4,13,11,672.73
Net Investment (Closing Balance)	**13,53,83,176.00**

Audit Report

AUDIT REPORT

Separate Audit Report of the Comptroller and Auditor General of India on the Accounts of the National Institute of Educational Planning and Administration for the year ended 31 March 2019

1. We have audited the attached Balance Sheet of the National Institute of Educational Planning and Administration (NIEPA) erstwhile National University of Educational Planning and Administration (NUEPA) as at 31 March 2019. Income and Expenditure Account and Receipts and Payments Account for the year ended on that date under Section 20 (1) of the Comptroller and Auditor General's (Duties, Powers and Conditions of Service) Act, 1971. The audit has been entrusted for the period up to 2020-21. These financial statements are the responsibility of the NIEPA's management. Our responsibility is to express an opinion on these financial statements based on our audit.

2. This Separate Audit Report contains the comments of the Comptroller and Auditor General of India (CAG) on the accounting treatment only with regard to classification, conformity with the best accounting practices, accounting standards and disclosure norms, etc. Audit observations on financial transactions with regard to compliance with the Law, Rules and Regulations (Propriety and Regularity) and efficiency-cum performance aspects, etc., if any, are reported through Inspection Reports/CAG's Audit Reports separately.

3. We have conducted our audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatements. An audit includes examining, on test basis, evidences supporting the amounts and disclosure in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management as well as evaluating the overall presentation of financial statements. We believe that our audit provides a reasonable basis for our opinion.

4. Based on our audit, we report that:

   (i) We have obtained all the information and explanations, subject to the observation in the report, which to the best of our knowledge and belief were necessary for the purpose of our audit;

   (ii) The Balance Sheet, Income and Expenditure Account and Receipt and Payment Accounts dealt with by this report have been drawn up in the format prescribed by the Government of India, Ministry of Human Resource Development, Government of

India vide order no. 29- 4/2012-FD dated 17 April 2015, subject to the observation in the report.

(iii) In our opinion, proper books of accounts and other relevant records have been maintained by the National Institute of Educational Planning and Administration in so far as it appears from our examination of such books subject to observation incorporated in the report.

(iv) We further report that:

A. Provident fund Balance Sheet

The Balance Sheet has not been drawn as per the format prescribed by MHRD as detailed below: -

(i) The opening balance of Rs. 14.87 crore shown on the liabilities side of the Balance Sheet includes the cumulative balance of the interest reserve and liabilities of GPF and CPF for the previous years. The amount of Rs. 5.20 lakh shown under GPF and amount of Rs. 2.74 lakh shown under CPF is the liability towards the GPF/CPF subscribers for the current year only.

(ii) The interest reserve of (-) Rs. 18.51 lakh shown in the Balance sheet is for the current year and does not include the cumulative balance of the previous years.

The actual liabilities of GPF and CPF and cumulative balance of interest reserve available with NUEPA was not disclosed in accounts. It should be disclosed in the accounts.

B. Income and Expenditure

B.l Income

B. 1.1 Grants/Subsidies (Schedule 7)- Rs. 36.45 crore

(i) As per the format of accounts prescribed by Ministry of Human Resource Development

grant utilized for revenue expenditure (exclusive of provision for retirement benefits and inclusive of actual expenditure on retirement benefits) should be shown as income in the above Schedule. Therefore the grant utilized for revenue expenditure should be Rs. 34.41 crore (Annexure II) but the same has been shown as Rs. 36.45 crore in the above schedule resulting in overstatement of Grants/Subsidies with consequent overstatement of Capital Fund and understatement of Current Liabilities and Provisions - unutilized grant-in- aid by Rs. 2.04 crore.

(ii) The above includes opening balance of grant-in-aid of Rs. 1.54 crore whereas the closing balance of grant-in-aid as on 31 March 2018 is Rs. 4.36 crore resulting in understatement of Current Liabilities and Provisions – unutilized grant-in-aid and overstatement of Capital Fund by Rs. 2.82 crore

C. General

Corpus/Capital Fund amounting to Rs. (-) 13.93 crore has been shown under assets instead of showing it under liabilities in violation of MHRD format of accounts.

D. Grant-in-aid

NIEPA received grants-in-aid of Rs. 31.84 crore during 2018-19 out of which Rs. 5.94 crore was received in March 2019. It had opening balance of Rs. 4.36 crore as on 1st April 2018. Out of the total fund of Rs. 36.20 crore it utilized Rs. 34.96 crore (Annexure II) leaving a balance of Rs. 1.24 crore as on 31st March 2019.

It also received grant of Rs. 4.35 crore for specific projects from Ministry of HRD during the year and had an opening balance of Rs. 7.54 crore in these projects. Out of the total of Rs. 11.89 crore an expenditure of Rs. 5.61 crore was incurred by NIEPA during the year on these projects leaving a balance of Rs. 6.28 crore as on 31st March 2019.

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 and 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 the significant matters stated above and other matters mentioned in Annexure I to this Audit Report, give a true and fair view in conformity with accounting principles generally accepted in India:

a.   in so far as they relate to the Balance Sheet of the state of affairs of the National Institute of Educational Planning and Administration, New Delhi as at 31 March 2019: and

b.   in so far as they relate to the Income and Expenditure Account of the deficit for the year ended on that date.

For and on behalf of the C&AG of India

Director General of Audit

Central Expenditure

Place: New Delhi

Dated: 29 Nov. 2019

Annexure -I

1. Adequacy of Internal Audit System

- The Institute neither has an internal audit department nor the internal audit is conducted by the Ministry.

- The institute does not have any internal audit manual.

2. Adequacy of Internal Control System

The internal Control of NIEPA needs strengthening in following areas:

- 33 external audit paras pertaining to the period from 2000-01 to 2011-12 were outstanding as on 31/3/2019.

- In certain cases the vouchers were not countersigned by Finance Officer before payment.

3. System of physical verification of fixed assets

- The physical verification of Fixed Assets viz furniture and fixture, computers etc. has been done up to 31.3.2012.

- The physical verification of books and publications was completed up to July 2012.

4. System of Physical Verification of inventory

- The physical verification of stationery and consumable was completed up to 31.3.2012

5. Regularity in payment of statutory' dues

- As per the Accounts, no statutory dues over six months were outstanding as on 31.3.2019.

Working of Revenue Expenditure

Head of Income and Expenditure Accounts	Amount
Establishment Expenses as per Income and Expenditure Accounts (Schedule 10)	24,77,94,142
Academic Expenses (Schedule 11)	6,48,26,152
Administrative and General Expenses as per Income and Expenditure Account (Schedule 12)	3,34,19,251
Repair and Maintenance Expenses as per Income and Expenditure Accounts (Schedule 13)	1,84,63,339
	36,45,02,884
Less provision for retirement benefits included in above (Schedule 10A)	7,32,56,108
Add Actual Expenditure on retirement benefits (Schedule 10A)	5,28,71,051
	34,41,17,827

Total Expenditure

Revenue expenditure	34,41,17,827
Capital Expenditure as per Schedule 7 of Accounts	55,31,831
Total Expenditure	**34,96,49,658**

National Institute of Educational Planning and Administration

(Deemed to be University)

17 - B, Sri Aurobindo Marg, New Delhi - 110 016 (INDIA)

EPABX Nos.: 91-011-26544800, 26565600
Fax: 91-011-26853041, 26865180
e-mail: niepa@niepa.ac.in
URL: http://www.niepa.ac.in