दीक्षांत समारोह
CONVOCATION

Friday, October 21, 2022

राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi – 110016, INDIA

परिकल्पना एवं लक्ष्य
VISION & MISSION

परिकल्पना

ज्ञानात्मक उन्नति के माध्यम से अधिगमोन्मुख
मानव समाज विकसित करना।

Vision

To evolve a humane learning society through
advancement of knowledge

लक्ष्य

राष्ट्रीय एवं वैश्विक परिप्रेक्ष्य में उच्चकोटि के शिक्षण, शोध और
क्षमता निर्माण द्वारा शैक्षणिक नीति, योजना और प्रबंध के
क्षेत्र में उत्कृष्टता का केन्द्र बनना।

Mission

To become a centre of excellence in educational
policy, planning and management by promoting
advanced level teaching, research and capacity
development in national and global contexts

हीरक जयंती
Diamond Jubilee
1962-2022

दीक्षांत समारोह
CONVOCATION

Friday, October 21, 2022

राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi – 110016, INDIA
www.niepa.ac.in

Contents

Faculty & Academic Staff 6

Programme 12

Address on the Occasion of the Convocation Ceremony
by Shri Mahesh Chandra Pant, Chancellor, NIEPA 13

Report on the Occasion of the Convocation Ceremony
by Prof. N.V. Varghese, Vice-Chancellor, NIEPA 17

List of Graduate Scholars (M.Phil Scholars) 42

List of Graduate Scholars (Ph.D. Scholars) 46

Administration and Support Services Staff 47

Convocation Steering Committee 49

Steering Committee for M.Phil-Ph.D. Programme 50

Oath 51

सत्यमेव जयते

Ministry of Education
Government of India

Shri Dharmendra Pradhan
Hon'ble Education Minister

Smt. Annpurna Devi
Hon'ble Minister of State
for Education

Dr. Subhas Sarkar
Hon'ble Minister of State
for Education

Dr. Rajkumar Ranjan Singh
Hon'ble Minister of State
for Education

राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
(Deemed to be University)

Hon'ble Chief Guest

Prof. Deepak Nayyar

Former Vice-Chancellor, University of Delhi
Chairman of the Board, Institute of Development Studies, Sussex, *and*
Kluge Chair Professor, US Library of Congress, Washington DC

राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

(Deemed to be University)

Shri Mahesh Chandra Pant
Chancellor

Prof. N.V. Varghese
Vice-Chancellor

Prof. Sudhanshu Bhushan
Chairperson, Convocation
Steering Committee

Dr. Sandeep Chatterjee
Registrar

Faculty & Academic Staff

CHANCELLOR

Shri Mahesh Chandra Pant
e-mail: chancellor@niepa.ac.in

VICE-CHANCELLOR

Professor N.V. Varghese
Ph.D. (Educational Planning)
Area of Specialization: Planning and Higher Education
e-mail: vc@niepa.ac.in

Department of Educational Planning

Professor K. Biswal
Professor and Head
Ph. D. (Economics of Education)
Area of Specialization:
Economics of Education, Decentralized Planning in Education
e-mail: kkbiswal@niepa.ac.in

Professor P. Geetha Rani
Professor (on deputation)
Ph. D. (Economics)
Area of Specialization:
Financing of Education
e-mail: geetharani@niepa.ac.in

Dr. Santwana G. Mishra
Associate Professor
Ph. D. (Education)
Area of Specialization:
Educational Psychology, Quantitative Techniques, Planning in Education
e-mail: sgmishra@niepa.ac.in

Dr. N. K. Mohanty
Assistant Professor
Ph. D. (Economics)
Area of Specialization:
Economics of Education, Decentralized Planning in Education
e-mail: nkmohanty@niepa.ac.in

Dr. Suman Negi
Assistant Professor
Ph. D. (Population Studies)
Area of Specialization:
Educational Mobility, Regional Development & School Education
e-mail: suman@niepa.ac.in

Department of Educational Administration

Professor Kumar Suresh
Professor and Head
Ph. D. (Federal Studies)
Area of Specialization:
Federalism and Multi-Level Governance of Education, Educational Policy and Diversity and Equity Management
e-mail: kumarsuresh@niepa.ac.in

Professor Vineeta Sirohi
Professor
Ph. D. (Psychology)
Area of Specialization:
Educational Management, Organizational Behaviour, Leadership, Teacher Education, Skill Development, Guidance & Counselling
e-mail: vineetasirohi@niepa.ac.in

Dr. Anshu Srivastava
Associate Professor
Ph. D. (Political Science)
Area of Specialization:
Politics of development, Impact of liberalization on policies and governance in India with special reference to higher education sector
e-mail: asrivastava@niepa.ac.in

Dr. V. Sucharita
Assistant Professor
Ph. D. (Anthropology)
Area of Specialization:
School Culture and Education
e-mail: sucharita@niepa.ac.in

Department of Educational Finance

Professor Mona Khare
Professor and Head
Ph. D. (Economics)
Area of Specialization:
Regional Planning in Economic Growth
e-mail: monakhare@niepa.ac.in

Dr. Vetukuri P. S. Raju
Assistant Professor
Ph. D. (Education)
Area of Specialization:
Financing of Education
e-mail: vpsraju@niepa.ac.in

Department of Educational Policy

Professor Avinash K. Singh
Professor and Head
Controller of Examination
Ph. D. (Education)
Area of Specialization:
Policy Analysis and Programme Evaluation, Decentralized Educational Management, Tribal Education
e-mail: aksingh@niepa.ac.in

Professor Veera Gupta
Professor
Ph. D. (Vocationilisation of Education)
Area of Specialization:
Teacher Education
e-mail: veeragupta@niepa.ac.in

Professor Manisha Priyam
Professor
Ph. D (Political Science)
Area of Specialization:
Policy Analysis and Reforms; Higher Education; Decentralisation; Urban Policy; Social Protection
e-mail: priyam.manisha@niepa.ac.in

Dr. S. K. Mallik
Assistant Professor
Ph. D. (Sociology)
Area of Specialization:
Planning and Management of School Education
e-mail: skmallik@niepa.ac.in

Department of School and Non- Formal Education

Professor Pranati Panda
Professor and Head
Ph. D. (Education)
Area of Specialization:
Teacher Education, Comparative Education, Policy Analysis and Institutional Evaluation
e-mail: pranatipanda@niepa.ac.in

Professor Rashmi Diwan
Professor
Ph. D. (Education)
Area of Specialization:
Educational Management
e-mail: rashmidiwan@niepa.ac.in

Professor Madhumita Bandyopadhyay
Professor
Ph. D. (Geography)
Area of Specialization:
Planning and Management of School Education
e-mail: madhumita@niepa.ac.in

Professor Sunita Chugh
Professor
Ph. D. (Education)
Area of Specialization:
Planning and Management of Education of the Disadvantaged
e-mail: sunitachugh@niepa.ac.in

Dr. Amit Gautam
Associate Professor
Ph. D. (Education)
Area of Specialization: ICT in Teaching and Learning, School Education, Digital Pedagogy, and Teacher Education
e-mail: amitgautam@niepa.ac.in

Mr. A. N. Reddy
Assistant Professor
Area of Specialization:
Financing of Education
e-mail: anreddy@niepa.ac.in

Dr. Kashyapi Awasthi
Assistant Professor
Ph. D. (Education)
Area of Specialization:
School Leadership Development
e-mail: kawasthi@niepa.ac.in

Department of Higher & Professional Education

Professor Sudhanshu Bhushan
Professor and Head
Ph. D. (Economics)
Area of Specialization:
Policy Analysis and Planning of Higher Education
e-mail: sudhanshu@niepa.ac.in

Professor Aarti Srivastava
Professor
Ph. D. (Economics of Education)
Area of Specialization:
Education of the Disadvantaged and Teacher Education
e-mail: aarti@niepa.ac.in

Professor Neeru Snehi
Professor
Ph. D. (Education)
Area of Specialization:
Planning and Management of Higher Education
e-mail: neerusnehi@niepa.ac.in

Dr. Sangeeta Angom
Associate Professor
Ph. D. (Education)
Area of Specialization:
Higher Education
e-mail: sangeeta@niepa.ac.in

Department of Training and Professional Development in Education

Professor B.K. Panda
Professor and Head
Ph. D. (Educational Anthropology)
Area of Specialization:
Education of the Disadvantaged and Comparative Education
e-mail: bkpanda@niepa.ac.in

Dr. Mona Sedwal
Assistant Professor
Ph. D. (History of Education)
Area of Specialization:
Education for All (EFA), Education of Disadvantaged Groups, Teacher Education and Higher education
e-mail: monasedwal@niepa.ac.in

National Centre for School Leadership

Professor Rashmi Diwan
Professor and Head
Ph. D. (Education)
Area of Specialization:
Educational Management
e-mail: rashmidiwan@niepa.ac.in

Professor Sunita Chugh
Professor
Ph. D. (Education)
Area of Specialization:
Planning and Management of Education of the Disadvantaged
e-mail: sunitachugh@niepa.ac.in

Dr. Kashyapi Awasthi
Assistant Professor and Asstt. Hostel Warden
Ph. D. (Education)
Area of Specialization:
School Leadership Development
e-mail: kawasthi@niepa.ac.in

Dr. Subitha G. V.
Assistant Professor
Ph. D. (Education)
Area of Specialization:
Teacher Education, Elementary Education
e-mail: subitha.ncsl@niepa.ac.in

Dr. Charu Smita Malik
Assistant Professor
Ph. D. (Educational Policy, Planning and Administration)
Area of Specialization:
Equity, Secondary Education, School Leadership
e-mail: charu@niepa.ac.in

Dr. Shadma Absar
Assistant Professor
Ph. D. (Educational Policy, Planning and Administration)
Area of Specialization:
Educational Management, School Leadership
e-mail: shadmaabsar@niepa.ac.in

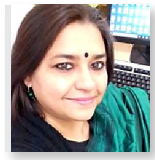
Dr. Puja Singhal
Assistant Professor
Ph. D. (Economics)
Area of Specialization:
Gender and School Leadership, Vocational Education, Research Methodology
e-mail: pujasinghal@niepa.ac.in

Centre for Policy Research in Higher Education

Professor Pradeep Kumar Misra
Director
Ph. D. (Education)
Area of Specialization:
Teacher Education, Technology for Learning and Teaching, Vocational Education
e-mail: pkmisra@niepa.ac.in

Professor Mona Khare
Professor
Ph. D. (Economics)
Area of Specialization:
Regional Planning in Economic Growth
e-mail: monakhare@niepa.ac.in

Dr. Nidhi Sadana Sabharwal
Associate Professor
Ph. D. (Geography)
Area of Specialization:
Access and Equity in Higher Education, Education of the disadvantaged groups
e-mail: nidhis@niepa.ac.in



Dr. Anupam Pachauri
Assistant Professor
Ph. D. (Education)
Area of Specialization:
Teacher Education, Quality Issues in Higher Education
e-mail: anupampachauri@niepa.ac.in

Dr. Garima Malik
Assistant Professor
Ph. D. (Economics)
Area of Specialization:
Governance and Management of Higher Education
e-mail: garimamalik@niepa.ac.in

Dr. Jinusha Panigrahi
Assistant Professor
M. Phil. / Ph. D. (Economics of Education)
Area of Specialization:
Financing of Higher Education, Internationalisation of Higher Education
e-mail: jinusha@niepa.ac.in

School Standards & Evaluation Unit

Professor Pranati Panda
Professor and Head
Ph. D. (Education)
Area of Specialization:
Teacher Education, Comparative Education, Policy Analysis and Institutional Evaluation
e-mail: pranatipanda@niepa.ac.in

Professor Rasmita Das Swain,
Professor
Ph. D. (Psychology of Education)
Area of Specialization:
Educational Management, Educational Measurement & Evaluation, Leadership, Organisational Behaviour, Management of Education of Socially disadvantaged and Early Childhood Care and Education
e-mail: rasmita@niepa.ac.in

Project Management Unit

Professor K. Srinivas
Head, ICT & PMU
Ph. D. (Computer Science)
Area of Specialisation:
e-Learning, Technology enabled Teaching & Learning
e-mail: ksrinivas@niepa.ac.in

Unit for International Cooperation

Professor N. V. Varghese
Head
Ph.D. (Educational Planning)
Area of Specialization:
Planning and Higher Education
e-mail: vc@niepa.ac.in

Prof. K. Ramachandran
Senior Advisor
Area of Specialization:
Education Policy, Teacher Development and Internationalization of Education

Dr. Tshering Chonzom Bhutia
Advisor and In charge
Ph. D. (International Relations - Chinese Studies)
Area of Specialisation:
Asia-Pacific, India's educational engagement in multilateral forums, Sino-Tibetan issues
e-mail: tshering@niepa.ac.in

Mr. Eldho Mathews
Deputy Advisor
M.Phil (Area Studies - Higher Education Reforms in China)
Area of Specialisation:
Internationalisation of Higher Education
e-mail:eldho@niepa.ac.in

Mr. Alok Ranjan
Deputy Advisor
Ph.D. (South Asian Studies)
Area of Specialisation:
Society and Politics in South Asia, Regional Cooperation, Borderland Studies (with special focus on Jammu and Kashmir and North East India).
e-mail: alok@niepa.ac.in

Dr. Binay Prasad
Deputy Advisor
Ph.D. (Latin American Studies)
Areas of Specialization:
Europe and Americas, Diplomatic History, Internationalisation of Higher Education
e-mail: binay@niepa.ac.in

Programme

CONVOCATION CEREMONY, OCTOBER 21, 2022

Venue: PHD Chamber of Commerce and Industry
PHD House, 4/2 Sri Institutional Area
August Kranti Marg, New Delhi-110016

MINUTE-TO-MINUTE PROGRAMME

1600 hrs	Arrival of dignitaries and Academic procession proceeds to dais
1605 hrs	Invocation
1610 hrs	Convocation to be declared open by the Hon'ble Chancellor
1612 hrs	Welcome address by the Chairperson, Convocation Steering Committee
1617 hrs	Presentation of the Institute's Report by the Vice-Chancellor
1640 hrs	The Registrar requests the Vice-Chancellor for conferment of Degrees to Research Scholars (Ph.D & M.Phil). • Presentation of Degrees to Research Scholars (Ph.D & M.Phil), *those present*, by the Vice-Chancellor. • Presentation of Degrees to Research Scholars (Ph.D & M.Phil), *those in absentia*, by the Vice-Chancellor.
1710 hrs	Administering of Oath to the graduating scholars by the Vice-Chancellor
1715 hrs	The Registrar shall obtain the signatures of Chancellor on the Scroll/ Degree Register
1718 hrs	Address by the Hon'ble Chancellor • Sh. Mahesh Chandra Pant, Chancellor
1740 hrs	Convocation Address by the Hon'ble Chief Guest • Prof. Deepak Nayyar, Former Vice-Chancellor, University of Delhi
1815 hrs	Presentation of Memento to the Hon'ble Chief Guest
1820 hrs	Vote of thanks by the Registrar
1825 hrs	Hon'ble Chancellor will declare the Convocation closed
1830 hrs	National Anthem
1835 hrs	Academic procession leaves and departure of the dignitaries • [All faculty members, degree recipients, Registrar, Chairperson, Convocation Steering Committee, Vice-Chancellor, Chancellor and Chief Guest to proceed for the *group photograph* - foyer of the Auditorium]
1845 hrs	Dinner • [All dignitaries, degree recipients, parents, faculty, officers and staff to join for a dinner at the Dining Hall, PHD House]

Shri Mahesh Chandra Pant
Chancellor

Address on the Occasion of the Convocation Ceremony

Honourable Professor Deepak Nayyar, Chief Guest of the convocation ceremony, Professor N. V. Varghese, Vice-Chancellor of NIEPA, Professor Sudhanshu Bhushan, Director, IQAC, Dr. Sandeep Chatterjee, Registrar of NIEPA, invited guests, faculty members and graduating students,

Today is a memorable occasion for the National Institute of Educational Planning and Administration (NIEPA). This is the first convocation ceremony organised by the university to award degrees to its graduates. The University, in its one and a half decades of existence, taught several students and trained several researchers. The convocation ceremony is a culmination of the academic journey started and an occasion to remember our achievements. I would like to congratulate all those students who will receive their degrees today.

We have with us Professor Deepak Nayyar, an eminent economist and a reputed scholar, to deliver the Convocation Address. I would like to place on record my appreciation of the Vice-Chancellor and the faculty members of the university who guided the students during their research life in NIEPA and played an important role in shaping their thinking and supporting the evolution of their preparation of the thesis leading to acquiring the degree.

The transition of NIEPA from a training institution to a research organisation and a university is a long journey and I am associated with its evolution for the past four decades. NIEPA is known for its capacity development programmes to professionalise educational planning and administration in India. The training programmes focussed on professional development of individuals and expanding institutional capacities in the area. With its large number of programmes organised every year, the institute has transformed the landscape of educational planning in India. NIEPA consistently argued for and facilitated the process of decentralised planning at the district levels and local level planning.

I remember the day when NIEPA launched its first long term training programme --- Diploma in Educational Planning and Administration (DEPA) --- in July 1982. I was a participant in the second batch of the long-term programme which later developed into a Post Graduate Diploma in Educational Planning and Administration (PGDEPA). My stay in NIEPA gave me an opportunity to learn the theory and practice of educational planning and administration. I was impressed by the knowledge base and deep understanding of the faculty members including the current Vice-Chancellor who was in the beginning stages of his professional engagements. I would to like to recollect the impact which the NIEPA training had on us individually and in our professional life. It was one of the best opportunities we got to know the national efforts and orientation in the practice of national educational policy, planning and administration.

NIEPA's mandate widened when it became a university. Unlike typical universities, NIEPA is a university with multiple mandates. The Institute carries out research, offers training and extends policy support to decision making bodies. In fact, a good share of the faculty time is invested in training and policy support activities. Since it was initially set up as a UNESCO training centre for capacity development of educational planners of Asia, it continues to play a regional role. NIEPA has trained thousands of educational administrators and directed them to improve planning and management of educational planning and administration in the country. The institution of national awards for innovations in educational administration at the local levels is a standing example of the institution to encourage and promote local initiatives.

Research is one of the core activities of the Institute. Empirical research with focus on education policy, planning and management, with an interdisciplinary orientation, carried out by the university generates new knowledge which forms the basis for our support to policy, academic debates and discussions and designing the contents of its capacity development activities. The research brings a fair degree of academic credibility to the university. NIEPA also engages itself in research projects in collaboration with national and international institutions. The large number of publications brought out by the university reflects the research orientation and outcome of the university.

While research activities were confined to faculty members, the transition of the institution into a university widened the areas of research and deepened the understanding of the dynamics of educational change in the country. The research carried out by the doctoral students is a source of regular flow of new information and provides insights into the dynamics of educational processes. An examination of topics of the doctoral theses shows the varied and rich research work of NIEPA research students who made substantial contribution to enrich the scholarship in the area of educational policy, planning and administration.

NIEPA is engaged in research and training programmes in collaboration with foreign several universities and international agencies. Several of its faculty members have been engaged in research and teaching activities with institutions abroad. NIEPA enjoys good academic credibility. The International Diploma Programme which started in 1985 has already covered more than 92 countries and several hundred participants.

NIEPA acts as a Focal Point/Secretariat of an Asian regional network called Asian Network of Research and Training Institutions in Educational Planning (ANTRIEP). This network is established in collaboration with the International Institute for Educational Planning (IIEP/UNESCO) Paris. The network has members of institutions from several Asian countries. Its members meet regularly to discuss issues related to promoting educational research and institutional capacity development in the Asian region. Another initiative, as part of the Institute's engagement with international scene, is the help in setting up India-Africa Institute for Educational Planning and Administration in Burundi. The establishment of a Unit for International Cooperation (UIC) in NIEPA reinforces the support for policy perspectives in international relation initiatives of the government of India.

Apart from the face-to-face interactions, NIEPA also organises programmes in online modes. In fact, the Covid period hastened the process of transition to online modes of carrying out its activities. This transition was smooth in NIEPA since infrastructural facilities were upgraded. NIEPA is one of the few universities which did not experience any delay or disruption in the academic activities. The admission tests and interviews were held online and the MPhil classes started on time. Further, many of the capacity development programs were also conducted through online modes.

The major effort in the coming years will be to develop NIEPA as a world class policy-oriented research institution in the area of educational policy, planning and administration. This may imply strengthening the ongoing research and training activities and embark upon new initiatives to reinforce research capacities and research output. The NIEPA's "Perspective Plan 2020-2030" gives a blueprint for these changes and future orientation of the institution.

One of the major initiatives to enhance the academic stature of the university is to introduce a Master's programme. NIEPA has been working on this mission and has successfully completed development of curriculum guide for a Master's programme in Education and Development. The introduction of a Master's programme will certainly help enhance the academic orientation of the university.

One of the major constraints for expanding its activities is the scarcity of space. The MoE has been kind enough to allocate funds for a new building. It is expected that a new building will be coming up within a year. Another area of

concern is the limited number of faculty members. NIEPA has expansion plans to increase the number of faculty members.

The University not only has multiple mandates but also works in close collaboration with policy making bodies in India. It extends support to MoE, NITI AYOG, UGC and other decision-making bodies. It also provides support to state level bodies such as SIEMATs and SCHE for improving planning and management of education at the state levels. I feel privileged to be the Chancellor of such a well-recognised institution.

I once again congratulate all the graduates receiving degree certificates today and wish them a satisfying academic career. I thank the Vice- Chancellor, faculty members and staff for their commitment and dedication to make NIEPA a globally recognised centre for studies and research in educational policy, planning and administration.

Thanking you all once again.

Mahesh Chandra Pant
Chancellor
NIEPA, New Delhi

Prof. N. V. Varghese
Vice-Chancellor

Report on the Occasion of the Convocation Ceremony

Introduction

Honourable Professor Deepak Nayyar, Chief Guest of the convocation ceremony, Shri Mahesh Chandra Pant, Chancellor of NIEPA, Professor Sudhanshu Bhushan, Director, IQAC, Dr. Sandeep Chatterjee, Registrar of NIEPA, invited guests, faculty and staff members, and students,

On behalf of the Board of Management, Academic Council, Board of Studies, IQAC, faculty, staff and students of the university I welcome you all to the first Convocation of NIEPA.

We have amongst us the Chancellor of our university, Shri Mahesh Pant, an educational leader with long years of rich experience, impeccable integrity and with a passion for local initiatives. We have benefitted very much from his valuable advices and visionary ideas to streamline institutional activities. We thank you for your continued support.

We have with us Professor Deepak Nayyar, a distinguished professor and internationally renowned economist and social scientist, who has taught at the University of Oxford, the University of Sussex and Jawaharlal Nehru University. He has the rare fortune of moving from academic to policy making and back to academics. He was Chief Economic Adviser to the Government of India and Secretary in the Ministry of Finance. He was the Vice-Chancellor of Delhi University and chairperson of the Board of Governors of several institutions including the Centre for the Study of Developing Societies, New Delhi.

My dear students, a doctoral degree is considered to be the highest, the most prestigious and the most international of all academic degrees. A doctoral degree prepares students to be the future academic leaders and trains researchers in knowledge production. The high priority accorded to

knowledge production in the academic institutions and to knowledge-based production in the economic sectors has fuelled the demand for those trained in knowledge production. Doctoral studies are an important initial step towards providing research training and creating capacities for knowledge production in the future.

Following the Humboldtian tradition, doctoral study programmes to award doctoral degrees were introduced in Germany in the nineteenth century. A doctoral study is a process of transforming learners into scholars. It requires several years of intense study and research in a specified area of knowledge, produce evidence-based knowledge and writing of a thesis/dissertation and defending the thesis. The doctoral studies remained mostly a phenomenon of the developed countries. Students from many developing countries used to go to universities in the developed world to pursue graduate studies and earn doctoral degrees. Things have changed in the past decades.

Doctoral education has expanded rapidly from the 1990s, especially in the less developed economies. The expansion also shifted its orientation from in-depth disciplinary knowledge to professional orientation to take up jobs in the knowledge economy as knowledge workers. Unlike the STEM subject areas doctoral degrees in social sciences and doctoral students in education continue to study and get employed in academic professions. NIEPA follows this tradition of deepening academic understanding and developing analytical capacities among its doctoral students. I am happy that this tradition has been successful as reflected through the academic publications of our students and employment opportunities opened to our doctoral graduates. It is a matter of great satisfaction that none of the NIEPA graduates remains unemployed and many of them are well placed in academic jobs.

The Vision and Mission of the University

Now let me turn to NIEPA. The National Institute of Educational Planning and Administration (NIEPA) is one of the most respected institutions globally and the most credible institution in India in the area of educational policy, planning and administration. Its origins can be traced back to 1962 when UNESCO established the Asian Regional Centre for Educational Planners and Administrators. It became the Asian Institute of Educational Planning and Administration in 1965; the National Staff College for Educational Planners and Administrators in 1970; National Institute of Educational Planning and Administration (NIEPA) in 1979 and a 'deemed to be university' --- the National University of Educational Planning and Administration (NUEPA) --- in 2006. It has been renamed as National Institute of Educational Planning and Administration (NIEPA) in 2017. The university is fully funded by the Government of India.

NIEPA has a group of highly qualified (doctoral degree holders) faculty members drawn mostly from the discipline of social sciences and education.

They are nationally recruited and help retain the national character of the institute. Their commitment to teaching, research and training is the source of academic strength and credibility of the institute.

The students for MPhil and doctoral programmes are selected through a national test followed by an interview. The test and interviews are conducted by the university. NIEPA enrols around 20 to 25 research students every year. The students are master level graduates from various universities located in different regions of the country.

The officials participating in the training programmes define the nature of practice of educational planning and administration courses offered by NIEPA. The university trains educational officials through its two long duration and several short duration programmes.

The Vision

It is to contribute to creating a humane and inclusive learning society through advancement of knowledge in the areas of its mandate

The Mission

Its missions include:

- to serve as a Centre of excellence and a think tank in the field of education and provide leadership on matters critical to educational policy, planning, administration;
- to contribute to the generation of research evidence for policy, planning and management of education;
- to strengthen capacity to create a responsive, participatory and accountable systems of educational governance and management at all tiers of educational systems and structures;
- to help prepare plans and design programmes for development of education at national and sub-national levels.
- to develop a generation of researchers to promote empirical research in education policy, planning and management.
- To create a network of universities and institutions in India and abroad.

The Institute strives to achieve these missions through strategic interventions to bring about substantial changes in the focus and orientations in its core mandates related to research programmes, teaching, capacity development activities and in extending policy support to MoE and other policy making bodies at the national and state levels.

Research in the University

Research is an important and core function of the university. The research in the university deepened and expanded ever since it became a university.

NIEPA research has two components – the research carried out by the doctoral students and the research carried out by the faculty members. The theses, at the MPhil and doctoral levels, prepared by the students under the close supervision of faculty members explores new areas and draws new insights into various challenging issues in education. They form an important part of the knowledge generation role of the university.

The research carried out by the faculty members remains the core of research of the university. NIEPA faculty members carry out two categories of research studies --- research on request and research initiated by individual faculty members. The requests come from decision making bodies such as MoE, NITI Aayog, UGC, state governments, and other research organisations. The requests for collaborative research come from several international and bilateral agencies. NIEPA has completed a large number of studies under these two categories of research programmes. The research studies based on requests from the national agencies have contributed substantially to extending policy support, designing of national programmes and several publications. The research based on international collaborations have led to publications and innovations in empirical research and improving the global image of NIEPA.

The mainstay of NIEPA researches includes those developed by the faculty members on the generation of new knowledge on the theory and practice of educational planning and management with an objective of improving performance efficiency of the education system in the country. The research has helped NIEPA to gain academic credibility, bestowing an academic identity to its faculty members and contributed considerably to the enriched understanding of educational processes and challenges at the local level.

The areas prioritised for research in NIEPA initiated studies are aligned with international developments in the domain of national concerns and policy priorities of the country. The areas for research can be broadly classified as below:

- On inequalities in education: Educational inequalities continue to be high and persisting in India. How to address the issues of diversity in a massifying system responding to market signals is the concern, and they have multi-dimensional features such as economic, regional and social.
- On quality of education: Education imparted in institutions varies in quality. The focus of intervention strategies needs to shift from an input orientation to processes and outcomes --- teaching learning processes, and learning and employment outcomes. The NIEPA's research will focus on how equity in the quality of education provided and on the employability of the graduates can be promoted.
- On education and technology interface: Technology is changing the landscape of education globally and in India. Technology-enabled learning offer students alternative avenues to traditional modes of learning. The Covid pandemic forced institutions and individuals to move from face-to-

face interactions to online learning processes. NIEPA research will focus on the effects of technology on the provision of education and teaching learning processes in education.

- On governance and accountability in education: Institutional autonomy, academic freedom and accountability are important aspects of improving system level initiatives and institutional performance.

The challenge of research in NIEPA is: to remain relevant for policy and planning on the one hand and reflect a deeper understanding and analytical rigor to be respected by the academic community on the other. The policy orientation may be important to reinforce NIEPA's role in the national context while the latter may be non-negotiable to transform the university from its image of a training institution into a credible and serious research organisation. The perspective plan has outlined the need for embarking on large scale research projects involving multi-state and multi-stakeholders. These studies will reflect empirical reality across varying conditions and enable the institute to draw more meaningful conclusions which may have national level policy and planning implications. Further, NIEPA research may be seen as an opportunity to expand its network with universities and academic community. The publications by NIEPA faculty members are a source of strength and credibility for the institution.

Capacity Development for Improving Planning and Management of Education

NIEPA's very existence is defined by its strong footing on capacity development programmes. The training programmes organised by NIEPA since its inception have given the institution an identity and credibility within the country, in the region and internationally. NIEPA offers training programmes for officials at the sub-national, national and international levels. NIEPA organises both short duration and long duration training programmes. NIEPA organises around a hundred short duration programmes and two long duration programmes. NIEPA trains around 4,000 educational functionaries every year.

In 1982 the Institute launched its first long term programme targeting the District Education Officers (DEO) and it was known as the Diploma in Educational Planning and Administration (DEPA). From the year 2014-15 onwards, the programme was transformed into a Post-Graduate Diploma in Educational Planning and Administration (PGDEPA). It has become a one-year programme offered both in face-to-face and online modes.

NIEPA in 1985 launched a 6-month programme called International Diploma in Educational Planning and Administration (IDEPA) targeting the professionals from developing countries. The IDEPA has been attracting educational functionaries from the countries of Asia, Africa, Central Asian Republics, South America and the Caribbean regions. The programme involves three months of face-to-face intensive training at NIEPA and preparation of an extended essay/

dissertation within three months after returning to their home countries. The Diploma is awarded to participants after evaluation of their dissertation. The programme was suspended in 2021 and 2022 due to Covid pandemic. NIEPA has trained nearly a thousand international educational functionaries through IDEPA programme. In the year 2020-21 NIEPA trained 124 international participants in the long- and short-term international programmes.

The short duration training programmes are organised by different departments and are thematically structured. In addition, the institute also organises workshops on specific themes and consultation meetings. The priority areas for capacity development are: (a) Leadership development at institutional level; and (b) Improving governance and Accountability at the sub-national and institutional levels. During the year 2021-22, NIEPA organised 143 capacity development programmes --- orientation/training programmes, workshops, seminars, conferences and meetings --- on themes relating to 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 and higher education leadership. A total of 98,948 participants including international participants were trained by NIEPA mostly through online mode.

Academic Programmes to Deepen Understanding of Educational Planning and Management

Teaching in academic programmes is a recent phenomenon reflecting the transformation of NIEPA into a university in 2006. The university introduced MPhil and doctoral programmes in 2007. Introduction of doctoral studies has put pressure on the faculty members to orient them towards more theoretical and analytical work. Further, guiding research students' needs a higher order of academic preparation – theoretical understanding, methodological familiarity to guide empirical studies and analytical rigor to enhance the quality of the thesis.

As of 31 March 2022, NIEPA had 80 MPhil students, 65 full time doctoral students and 14 part time doctoral students. Of these, 22 students have graduated in the year 2021-22. The MPhil programme may come to a closure as per the recommendations of the NEP 2020. The current batch (batch of 2022) may be the end-batch of MPhil programme at the university. NIEPA is planning to introduce a Master's programme from July 2023. Master's programme will be announced as MA in Education and Development. One of the initial stages is the stage of curriculum development. The curriculum development has gone through successive stages of internal and external reviews and is ready to be presented to the BoS, AC and BOM. The Master's programme will further enhance the academic standing of the university.

Knowledge Sharing

NIEPA is sharing knowledge produced in multiple ways and through multiple channels. These include: (a) face-to-face interactions in seminars and policy dialogues; (b) academic publications such as books; (c) articles published in academic journals; (d) occasional papers; (e) policy briefs; and (f) training modules.

- NIEPA brings out the following regular publications:
- India Higher Education Report (Annual Publication from 2015)
- Annual publication on Innovations in Education
- Journal of Educational Planning and Administration (JEPA) (in English, 4 issues a year)
- Pariprekshya (in Hindi, 3 issues a year)
- Occasional papers series,
- ANTRIEP Newsletter
- Policy briefs
- Documentation on innovations
  (A detailed list of publications is provided at the end of the text.)

Academic Activities during Covid Period

NIEPA is one of the institutions in the country where activities were organised without any interruption. The transition from face to face to online modes of transactions were fast and with adequate preparations.

MPhil course work for the students of 2019-21 and 2020-22 batches continued in an online mode during the years of 2020 and 2021. The doctoral programme students were guided/supervised through online mode. Similarly, the admission to MPhil/ PhD courses for the academic year 2020 and 2021 were carried out in an online mode.

The ongoing International Diploma in Educational Planning and Administration (IDEPA) in 2020 was provided in an online mode with the start of the pandemic with the participants residing in the NIEPA hostel.

The Vice-Chancellor and a core team have been working to ensure smooth functioning of the institution during the pandemic period. All essential services including hostel, internet facilities, basic medical facilities were made available to staff and programme participants.

Academic and Administrative Departments

As of 31 March, 2022, NIEPA had a staff strength of 167 personnel working in academic and administrative departments and under various projects.

NIEPA has different departments and centres with varying specialisations and orientations.

Department of Educational Planning

The Department of Educational Planning (DEP) is one of the important departments of NIEPA for promoting educational planning. With the shift in emphasis towards decentralised planning, the main effort of the department 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. The department undertakes research, organises training programmes and provides professional support to various sub-national, national and international bodies.

Department of Educational Administration

The Department of Educational Administration is one of the core and thematic departments of NIEPA. The department aims at active intellectual and academic engagement in research, training and policy support. Two major areas of engagements and contributions of the department in recent years include: (a) creation of a large-scale information base on educational administration at sub-national levels. Two important activities of the department include: (a) a major research project on the third All India Survey of Educational Administration; (b) introduction of the National Scheme of Awards for Innovations and Good Practices in Educational Administration. The department organises several workshops and training programmes in the area of educational administration.

Department of Educational Finance

The department carries out research on economic and financial aspects of education at all levels of education. In the context of educational policy, planning and administration, finances form an important issue. The Department of Educational Finance focusses its activities --- research, teaching, training and consultancy --- on policy, planning and development issues relating to public and private financing of education, including specifically mobilisation 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 and policy issues --- are the focus of consultancy/advisory services, while theoretical and empirical issues relating to economics and financing of education form the content of the teaching programmes; planning techniques and management approaches form the content of training and orientation.

Department of Educational Policy

The Department of Educational Policy focusses its attention on enhancing the knowledge of critical barriers facing access, equity, quality and relevance at all levels of education. 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 organised education in India.

Department of School & Non-Formal Education

The Department of School and Non-Formal Education focusses on issues relating to school education, non-formal education and adult literacy within a rights-based and inclusive framework. The department undertakes research studies in diverse areas of school education sector, teacher and teacher education to provide an empirical base in order to contribute meaningful inputs for developing and improving school education in India. The department is also engaged in capacity development programmes for national, state and district-level officials. The department collaborates with national and international organisations 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 Governments in the formulation and implementation of plans and policies.

Department of Higher and Professional Education

The department encourages research on issues like quality, governance, financing, privatisation and internationalisation of higher and professional education. It undertakes training programmes and workshops for institutional heads and senior university and state officials. The department also provides technical and professional support to policy, planning and implementing agencies of higher and professional education. It works in close collaboration with the University Grants Commission of India and organises seminars and conferences of experts, vice chancellors, deans and registrars of the universities, directors of academic staff colleges and college principals.

Department of Training and Professional Development in Education

The department organises important and long term training programmes in the institute. It organises the 10 month-long programmes --- Post Graduate

Diploma in Educational Planning & Administration (PGDEPA for national participants. As of 2022, nearly 930 education officers are trained under the DEPA/ PGDEPA programme. Another long-term programme of six months --- International level International Diploma in Educational Planning and Administration (IDEPA) --- for foreign participants. In addition, the department also conducts one-month international programme annually exclusively for the middle level educational administrators, namely, International Programme for Educational Administrators (IPEA) since 2016. The department also conducts research on various issues related to capacity development of educational functionaries in India.

National Centre for School Leadership

The National Centre for Educational Leadership (NCSL/NIEPA) was established in 2012 with the objective of training school leaders. The centre has been engaged with four core functions: curriculum and material development, capacity development, networking and institutional building and research and development. Recognising NEP 2020's mandate of improving quality education in schools, NCSL has been supporting school principals throughout the country in School Leadership Development for school transformation through various capacity development programmes, at the same time networking with state level functionaries through well-established School Leadership Academies (SLAs) and engaging with research and development in the area of school leadership.

Centre for Policy Research in Higher Education (CPRHE)

The Centre for Policy Research in Higher Education (CPRHE) was established in 2013 as a specialised academic centre to promote research and empirical analyses; and to support policy and planning in higher education in India. The CPRHE contributes to the generation, sharing and application of knowledge through its policy research. The centre's research focus and priorities are in the areas of: expanding and improving the provision of higher education; ensuring equity and inclusion; improving quality and relevance; and improving governance and management. It will foster excellence in all aspects of higher education to enable the higher education system in India to achieve global standards on the one hand and to remain locally engaged on the other.

Unit on School Standards and Evaluation

The School Standards and Evaluation Unit was established in 2015 with the objective to institutionalise School Quality Assurance System in India. The National Programme on School Standards and Evaluation (Shaala Siddhi programme) as an innovative initiative envisages "School Evaluation as the Means and School Improvement as the Goal". The Unit has been engaged with the development of School Standards Evaluation Framework and Resource Materials; Dedicated Web Portal; Capacity Development and Strategic

Planning for Effective Implementation. The School Performance Analytic reports based on school evaluation are prepared annually to provide insight for evidence-based decision making to improve school quality. The Shaala Siddhi programme has been implemented by all states and UTs as an annual feature. Aligning with the mandate of NEP 2020, Unit is extending support to all stakeholders for setting standards and establishing State School Standards Authority (SSSA) for ensuring school quality and accountability.

Project Management Unit

The Project Management Unit (PMU) at the NIEPA was set up with the objective of supporting and managing in-house and sponsored research studies/projects. The Unit provides administrative support for managing various projects undertaken in NIEPA, including facilitating the project approval process, recruitment of project staff, monitoring the progress in project implementation. The PMU also organises meetings of the Internal Research Review Committee (IRRC) which reviews the initial research proposals and the research reports and decides on the format for dissemination of research findings.

Unit for International Cooperation

The Unit for International Cooperation (UIC) was established in 2019. The major objectives of the unit to create repository of India's role in the international space and to facilitate a global role for India in the field of education. of the India plans to make itself a preferred destination for international students and eventually develop as an important educational hub for international education. The country is also keen to improve its research ecosystem and has launched many important schemes and programmes, viz., Study in India Programme, Scheme for Promotion of Academic and Research Collaboration (SPARC), and Global Initiative of Academic Networks (GIAN). Older programmes like the Colombo Plan and ITEC had laid a solid foundation upon which to build current efforts. India already has educational cooperation activities with major international organisations, multilateral bodies and bilateral agencies. It is also playing an important role in the network universities that are already set up or are in the process of being set up.

Library and Documentation Centre and Digital Archives

The Institute has 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 has been a member of Developing Library Networking (DELNET) to promote sharing of its resources, both at national and international levels. As of 2022, the library has a collection of over 59,208 books and documents, and 7,616 journals, besides a rich collection of reports of international seminars and conferences organised 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, 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 archive was set up in 2013 with an aim to make available all education documents in one place in soft version. The collection of digital archives is already more than 11,000 documents.

The library is equipped with modern teaching and learning aids, computer facilities, and electronic facilities. NIEPA library subscribes to many e-resources --- e-journals, e-books, and e-databases for academic purposes. It is also a member of e-Shodhsindhu since 2020. MHRD and INFLIBNET have agreed to provide the JSTOR Archive and Economic and Political Weekly through the central funding model of eSS.

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. 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; centralised computing facility, consisting of high-performance servers and client PCs; uplink to internet and other services; appropriate power backup facility through heavy duty multiple UPS.

Publication Unit

The National Institute has a Publication Unit which plays a vital role in the Institute's commitment to disseminate knowledge generated through NIEPA research. The outcome of research is reflected in the publications of NIEPA. The faculty members regularly publish research articles and books in well reputed international journals and publishers like Routledge, Springer, Sage and Oxford. Some of the periodicals published by the National Institute include the Journal of Educational Planning and Administration (JEPA), Pariprekshya, a journal in Hindi language, and ANTRIEP Newsletter. The Publication Unit

of the National Institute also caters to some specific needs of the Ministry of Education (MoE), Government of India. It also facilitates publication of books through outside publishers and with international organisations.

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.

Administration and Finance

The Administration Department of the university has three Sections, namely Academic Administration Section, Personnel Administration Section, General Administration Section and two Cells --- Training Cell and Student Cell. Registrar is the overall in-charge of administration of the university and is also the Secretary of Board of Management and Academic Council. He is supported by an Administrative Officer, and several Section Officers in carrying out the functions of the Administration.

The Finance Officer is responsible for the Finance and Accounts Section and is supported by Section Officer (Accounts).

University Governance and Management

Collegiality in governance and decentralisation and participatory model of decision-making are the basic foundational principle of governance in NIEPA. The National Institute of Educational Planning and Administration (NIEPA) is a 'Deemed to be University' under Section 3 of the UGC Act 1956 and registered under the Societies Registration Act, 1860. The authorities of the National Institute include the Chancellor, the Vice-Chancellor, the Board of Management, the Academic Council, the Finance Committee and the Board of Studies and such other authorities as may be declared or nominated by the Board of Management of the Institute. The Vice-Chancellor of the Institute is the Principal Academic and Executive Officer. According to the Memorandum of Association and Rules of NIEPA as per UGC Regulations, 2019, the highest Governing Body of the Institute is the Board of Management chaired by the Vice-Chancellor of the university.

Board of Management: The Board of Management is responsible for the general supervision of all the affairs of the university. The Board of Management consists of the Vice-Chancellor of the Institute as the Chairperson (ex-officio); Dean (Academics and Research); three eminent academics as nominated by the Chancellor, who shall have worked at the rank of Professor and shall neither be from the institution or the sponsoring body nor be their relatives; one representative of the Ministry of Education (MoE) not below the rank of Joint

Secretary, Government of India; two Faculty members of the institute: one each from Professors and Associate Professors by rotation based on seniority; and three nominees of the MoE who shall be an eminent academician not below the rank of Professor. The Registrar of the Institute shall be the Ex-officio Secretary of the Board of Management.

Finance Committee: The Finance Committee examines the accounts and proposals for expenditure. The annual accounts and financial estimates of the National Institute are placed before the Finance Committee for consideration and, thereafter, submitted to the Board of Management, together with the comments of the Finance Committee, for approval. The Finance Committee consists of the Vice-Chancellor of the Institute as the Chairperson; Dean (Academics and Research); a representative of MoE, not below the rank of Joint Secretary; two nominees of the Board of Management; one of whom shall be a member of the Board and the Finance Officer of the National Institute who acts as the Secretary of the Finance Committee. The registrar is a special invitee to the Finance Committee meetings.

Academic Council: The Academic Council is responsible for the maintenance of standards of education, training, research and consultancy. The Academic Council consists of the Vice-Chancellor of the Institute as the Chairperson (ex-officio); Dean, (Academic & Research) of the Institute; Heads of Departments of the National Institute; two Associate Professors from the Departments, other than the Heads of the Departments, by rotation based on inter-se seniority; two Assistant Professors from the Departments by rotation based on inter-se seniority; three persons from amongst educationists of repute or persons from any other field related to the activities of the institution which is a Deemed to be University, nominated by the Vice-Chancellor; three persons who are not teachers, co-opted by the Academic Council for their specialised knowledge and; the Registrar, who shall be the ex-officio Secretary of the Academic Council.

Board of Studies: The Board of Studies of the National Institute comprises the Vice-Chancellor of the Institute as the Chairperson; Dean (Academics & Research); heads of departments (HODs) and all professors of the departments; two Associate Professors of the faculty/department by rotation based on inter-se seniority; two Assistant Professors of the faculty/Department by rotation based on inter-se seniority; not more than 2 persons to be co-opted for their expert knowledge including those belonging to the profession concerned and; Controller of Examinations shall be the permanent invitee.

Planning and Monitoring Board: The Planning and Monitoring Board is the principal Planning Body of the Institute and is responsible for the monitoring of the development programmes of the Institute. The Vice-Chancellor is the Chairperson of the Planning and Monitoring Board. The Registrar is its secretary including seven internal members (HODs) of all departments, and; three eminent experts of eminence from outside the Institute.

Task Forces and Committees are constituted by the Vice-Chancellor from time to time for specific programmes. The Departmental Advisory Committees and 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 the Vice-Chancellor, consisting of, among others, all the Heads of Academic Departments as its members, and Registrar, as its Member-Secretary, which considers the proposals received under the Scheme of Assistance for Studies in Educational Planning and Administration.

Buildings and Infrastructure

The National Institute has a four-storeyed office building, a seven-storeyed hostel which comprises 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. The Institute also has 25 quarters of Type III in Bindapur, Dwarka, New Delhi. The Institute has well-equipped training halls, a computer centre, an international dining hall, gymnasium and classrooms. A six-storeyed building is coming up. The MoE has allocated the budget and the university is initiating steps for an early start of the building construction.

List of Research Studies (2020-21)

Completed Research Studies

1. Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges (UGC)
   Investigators: Dr. C. M. Malish and Dr. Nidhi S. Sabharwal
2. Modules on Managing Student Diversity in Higher Education Institutions
   Investigators: Dr. Nidhi S. Sabharwal and Dr. C. M. Malish
3. Leading Small Schools: Exploring the Key Leadership Challenges and Practices
   Investigator: Dr. Kashyapi Awasthi
4. Involvement of Teachers in Non-Teaching Activities and Its Effect on Education: An All-India Study of Time Spent by Teachers on Election and Election Related Duties
   Investigator: Prof. Vineeta Sirohi
5. Decision-Making Process at the DEO Office, Faridabad in the State of Haryana: A Pilot Study
   Investigator: Prof. Vineeta Sirohi
6. Situational Analysis on the Uses of Frontier Technologies in Teaching and Learning in Primary and Secondary Education
   Investigators: Prof. Pranati Panda and Mr. A. N. Reddy

7. Third All India Survey of Educational Administration
Investigator: Prof. Kumar Suresh

Research Studies in Progress

8. Third All India Survey of Educational Administration
Investigator: Prof. Kumar Suresh
9. Study of Structure and Functions of Educational Administration (Thematic Study as part of Third All India Survey of Educational Administration)
10. Status, Role and Responsibilities of District and Block Education Officers in Educational Administration (Thematic Study as part of Third All India Survey of Educational Administration)
Investigators: Prof. Kumar Suresh and Dr. V. Sucharita
11. Federalism and Union-State Relations in Educational Governance in India
Investigator: Prof. Kumar Suresh
12. Spatial Dynamics of Comparative Educational Advantages in India
Investigator: Mona Khare
13. Employment and Employability of Higher Education Graduates in India
Investigator: Prof. Mona Khare
14. Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level
Investigator: Dr. Anupam Pachauri
15. Public-Private Mix in Secondary Education in India: Size and in School Facilities and Intake Profile
Investigator: Dr. N. K. Mohanty
16. An Educational Atlas on Gender: A District Level Representation
Investigators: Dr. Suman Negi and Prof. Mona Khare
17. A Study of Scholarship Scheme and Educational Mobility among the Scheduled Caste Children at the Secondary Level in Odisha
Investigator: Dr. S. K. Mallik
18. 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
19. 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
20. Autonomy in Indian Higher Education Institutions
Investigator: Dr. Neeru Snehi
21. A Pilot Study - Geo-Spatial Information System of School Education
Investigator: Dr. Anugula N. Reddy

22. 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

23. Comparative Study of Social Dynamics and School Management in an Educationally Backward Block and a Non-Educationally Backward Block of Rajasthan
Investigator: Dr. Mona Sedwal

24. Library Facilities in Indian Undergraduate Colleges and its Impact on Students' Academic Performance
Investigator: Dr. Sangeeta Angom

25. Governance, Regulation and Quality Assurance of Teacher Education in India
Investigator: Prof. Pranati Panda

26. A Comparative Study on Girls' Education in Himachal Pradesh, Haryana and Madhya Pradesh
Investigator: Dr. Madhumita Bandyopadhyay

27. Instructional Design in Indian Higher Education: Status, Review, Challenges and Recommendations
Investigators: Prof. K. Srinivas and Dr. R. C. Sharma (Co-Investigator)

28. Skill Formation and Employability: A Study of Youth in India
Investigator: Prof. Vineeta Sirohi

29. India-ASEAN Relations: Leveraging Education for Enhanced Partnership
Investigator: Dr Tshering Chonzom Bhutia

30. Case Studies of International Branch Campus (IBC) in Dubai, Malaysia, South Africa, Europe and Qatar: Lessons for India
Investigators: Dr. Tshering Chonzom Bhutia (Additional Authors: Dr. Anamika, Mr Eldho Mathews, Dr. Binay Prasad, Mr Alok Ranjan)

31. Impact of Covid-19 on Learning Equity of Children in Afro-Asian Countries

    Covid-19 Research Group-1, Group Leader - Professor Kumar Suresh, NIEPA

    Collaborative Partners in the Research

List of NIEPA Publications (2016-22)

Books

1. *Education and Empowerment in India: Policies and Practices,* edited by Avinash Kumar Singh, Routledge Publishers, New Delhi (2016)
2. *India Higher Education Report 2015,* edited by N. V. Varghese and Garima Malik, Routledge Publishers, New Delhi (2016)

3. *India Higher Education Report 2016: Equity*, edited by N. V. Varghese, Nidhi S. Sabharwal and C. M. Malish, Sage Publishers, New Delhi (2017)
4. *India Education Report-- Progress of Basic Education*, edited by R. Govinda and Mona Sedwal: Oxford University Press, New Delhi (2017)
5. *India Higher Education Report 2017 --- Teaching, Learning and Quality in Higher Education* edited by N. V. Varghese, Anupam Pachauri and Sayantan Mandal, Sage Publishers, New Delhi (2018)
6. *Gender in Contemporary Education Research*, edited by Ratna M. Sudharshan and Jandhyala B G Tilak (2018)
7. *India Higher Education Report 2018 --- Financing of Higher Education*, edited by N. V. Varghese and Jinusha Panigrahi, Sage Publishers, New Delhi (2019)
8. *Governance and Management of Education in India*, by K. Sujatha and R. S. Tyagi, Shipra Publications, New Delhi (2019)
9. *Education, Democracy and Development*, edited by N. V. Varghese and Madhumita Bandhyopadhyay, Shipra Publications, New Delhi (2019)
10. *India Higher Education Report 2019 --- Governance and Management of Higher Education in India*, edited by N. V. Varghese and Garima Malik, Sage Publications, New Delhi (2020)
11. *Teaching Learning and New Technologies in Higher Education*, edited by N. V. Varghese and S. Mandal; Springer Nature, New Delhi (2021)
12. *Education in the Fringes of Urban Cities: A Study of Slums in Hyderabad and Ludhiana*, by Sunita Chugh (2021)
13. *India Higher Education Report 2020: Employment and Employability of Higher Education Graduates in India*, edited by N.V. Varghese and Mona Khare; Routledge, New Delhi (2021)
14. *School Management Committees: A Move towards open Government in Education in India*, by Sunita Chugh (E-version) (2021)
15. Establishing International Branch Campuses in India: A Survey among 'Top 200' Universities, by Eldho Mathews (2021)
16. *India Higher Education Report 2021: Private Higher Education*, edited by N.V. Varghese and Jinusha Panigrahi; Routledge, New Delhi (2022)
17. *Turning Challenges into Opportunities: Flexible Learning Pathways in Indian Higher Education*, edited by Garima Malik and Narayanan Annalakshmi (E-version) (2022)
18. *Financing of Higher Education – Traditional Approaches and Innovative Strategies*, edited by N. V. Varghese and Jinusha Panigrahi, Springer Nature, New Delhi (in press)
19. *Teacher Education Landscapes in India: Governance and Quality Management*, edited by Pranati Panda; Routledge, New Delhi (in press)

20. *India Higher Education Report 2022: Women in Higher Education,* edited by N. V. Varghese and Nidhi Sabharwal; Routledge, New Delhi (in press)
21. *Governance and Autonomy in Higher Education,* by N. V. Varghese and Garima Mallik; Springer Nature (in press)

Occasional Papers

1. Occasional Paper No. 47: *Gender Equality Outcomes of the SSA: A Case Study* by Ratna M Sudershan (2016)
2. Occasional Paper No. 48: *Decentralised Management of Elementary Education and Role of Self-Governance Institutions* by R S Tyagi (2016)
3. Occasional Paper No. 49: *Inclusion through RTE: A Case Study of Two Private Schools in Delhi* by K Sujatha & V. Sucharita (2016)
4. Occasional Paper No. 50: *Union – State Relations in India's Higher Education* by B G Tilak (2017)
5. Occasional Paper No. 51: *Representation of Women in School Leadership Positions in India* by N. Mythili (2017)
6. Occasional Paper No. 52: *Higher Education Policy in Andhra Pradesh: Exploring the Dynamics of Caste and Parity Affirmation* by A. Mathew (2018)
7. Occasional Paper No. 53: *Student Mobility for Higher Education: The Case of Indian Students Studying Medicine in China* by Madhurima Nundy and Rama V. Baru (2019)
8. Occasional Paper No. 54: *Right to Education and Universal Participation of Children Living in Slums: Issues, Gaps and Challenges* by Sunita Chugh (2020)
9. Occasional Paper No. 55: *Family Spending on Education in India: Pattern and Determinants* by P. Geetha Rani (2021)
10. Occasional Paper No. 56: *Higher Education Policy in Maharashtra: Education-Politics Nexus Diluting the University Authority* by A. Mathews (2021)
11. Occasional Paper No. 57: *Dynamics of Finances of Private Higher Educational Institutions in India* by Jacob John, Megha Jacob and Naveen Joseph Thomas (2022)
12. Occasional Paper No. 58: *Public-Private Mix in Secondary Education in India: Size, In-School Facilities and Intake Profile (2022)* by N. K. Mohanty (2022)
13. Occasional Paper No. 59: *School Complexes in India Existing Practices and Future Prospects in the Light of National Education Policy 2020 (2022)* by Rashmi Diwan, Subitha G. V., Mona Sedwal and Kashyapi Awasthi (2022)
14. Occasional Paper No. 60: *Post-Basic Education and Skill Development in India: Participation, Skill-Training and Financing* by Geetha Rani Prakasam (in press)

CPRHE Research Papers

1. CPRHE Research Paper 3: *Student Diversity and Civic Learning in Higher Education in India* by Nidhi S Sabharwal and C. M. Malish (2016)

2. CPRHE Research Paper 4: *Reimaging Indian Higher Education: A Social Ecology of Higher Education Institutions* by William G Tierney and Nidhi S Sabharwal (2016)
3. CPRHE Research Paper 5: *Governance and Management of Higher Education Institutions in India* by Garima Malik (2017)
4. CPRHE Research Paper 6: *Resource Allocation and Innovative Methods of Financing Higher Education Institutions in India* by Jinusha Panigrahi (2017)
5. CPRHE Research Paper 7: *English as a Medium of Instruction in Indian Education – Inequality of Access to Educational Opportunities* by Vani K. Borooah and Nidhi S. Sabharwal (2017)
6. CPRHE Research Paper 8: *Teacher Recruitment in Higher Education in India: An Analysis of National Eligibility Test (NET) Results* by N V Varghese, Garima Malik and Dharma Rakshit Gautam (2017)
7. 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 (2017)
8. 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 (2018)
9. CPRHE Research Paper 11: *Concentration of Higher Education Institutions in India: A Regional Analysis* by N V Varghese, Jinushah Panigrahi and Anubha Rohatgi (2018)
10. CPRHE Research Paper 12: *Equity and Inclusion in Higher Education in India* by N V Varghese, Nidhi S. Sabharwal and C. M. Malish (2019)
11. CPRHE Research Paper 13: *Fees in Private Higher Education Institutions: A Study of Deemed to be Universities in India* by Jinusha Panigrahi (2020)
12. CPRHE Research Paper 14: *Graduate Employment and Sustainable Employability Skills in India* by Mona Khare (2020)
13. CPRHE Research Papers 15: *The Political Economy of Indian Higher Education Understanding Systematic Challenges for Delhi* by Garima Malik, Nidhi S. Sabharwal and William G. Tierney (2021)
14. CPRHE Research Papers 16: *The Future of Higher Education in India: From Massification to Universalization* by N. V. Varghese and Nidhi S. Sabharwal (in press)

Seminar Reports

1. Report on *the International Seminar on Teaching, Learning and New Technologies in Higher Education* by N. V. Varghese and Sayantan Mandal, NIEPA, New Delhi (2017)
2. Report of *International Seminar on Innovations in Financing of Higher Education* by N V Varghese and Jinushah Panigrahi, NIEPA, New Delhi (2017)

3. Report of *National Seminar on Student Diversity and Discrimination in Higher Education* by Nidhi S. Sabharwal and C. M. Malish, NIEPA, New Delhi (2017)
4. Report of the *National Conference on Innovations in Educational Administration and Awards Function,* NIEPA, New Delhi (2018)
5. Report of the *Workshop on Leadership Development in Higher Education for Vice-Chancellors,* NIEPA, New Delhi (2018)
6. Report on the *International Seminar on Quality and Excellence in Higher Education,* by N. V. Varghese and Anupam Pachauri, NIEPA, New Delhi (2019)
7. Report of the I*nternational Seminar on Employment and Employability in Higher Education Graduates* by N. V. Varghese and Mona Khare, NIEPA, New Delhi (2019)
8. Report on the *NORDIC-INDIA Summit on Internationalisation of Higher Education* by N. V. Varghese, Tshering Chonzom Bhutia and Binay Prasad, NIEPA, New Delhi (2020)
9. Report of the *International Seminar on Governance and Autonomy in Higher Education* by N. V. Varghese and Garima Malik, NIEPA, New Delhi (2020)
10. Report of the *NORDIC-INDIA Summit on Nordic Universities and India's NEP 2020* by Tshering Chonzom Bhutia and Binay Prasad, NIEPA, New Delhi (2021)

Foundation Day Lectures

1. *Am I an Educated Person? Reflections on 'Becoming' and 'Being'* by T.N. Madan, NIEPA, New Delhi (2016)
2. *Changing Perspectives: Neo-Liberal Policy Reforms and Education in India* by Kuldeep Mathur, NIEPA, New Delhi (2017)
3. *The Poor B.A. Student: Crisis of Undergraduate Education in India* by Manoranjan Mohanty NIEPA, New Delhi (2018)
4. *Governing Academic: Within and Without* by Pankaj Chandra, NIEPA, New Delhi (2019)
5. *Education and Social Opportunity: Bridging the Gap* by A. K. Shiva Kumar, NIEPA, New Delhi (2020)
6. *Liberal Education - A 21st Century Imperative* by K. Kasturirangan NIEPA, New Delhi (2021)

Maulana Azad Memorial Lectures

1. *Higher Education in India: Yesterday, Today and Tomorrow* by Aparna Basu, NIEPA, New Delhi (2016)
2. *Essentials for Excellence in Higher Education: Why Should the Obvious be so Elusive?* By Furqan Qamar, NIEPA, New Delhi (2017)

3. *Education and the Complex World of Culture* by Neera Chandhoke, NIEPA, New Delhi (2019)
4. *The Future of Higher Education: Through the lens of the History and Philosophy of Science* by Dhruv Raina, NIEPA, New Delhi (2020)
5. *Inter-Generational and Inter-Regional Differentials in Higher Level of Education in India* by Abusaleh Shariff, NIEPA, New Delhi (2021)

CPRHE Policy Brief (English and Hindi Version) (2017)

Policy Brief 1: Equalising Access to Higher Education in India by Nidhi S. Sabharwal and C. M. Malish

Policy Brief 2: Achieving Academic Integration in Higher Education in India by Nidhi S. Sabharwal and C. M. Malish

Policy Brief 3: Developing Socially Inclusive Higher Education Campuses in India by Nidhi S. Sabharwal and C M Malish

नीति सार 1: भारत में उच्च शिक्षा की सुलभता में समानता

नीति सार 2: भारत में उच्च शिक्षा का शैक्षणिक समेकन

नीति सार 3: भारत में उच्च शिक्षा के लिए सामाजिक समावेशन से संपन्न परिसरों का विकास

Other NIEPA Publications

1. One Month Certificate Course in School Leadership and Management (NCSL) (2016)
2. CPRHE Report 2015-16 (2016)
3. School Leadership Development: A Handbook [Mizo Version] (2016)
4. Shaala Siddhi: Evaluation for Improvement (English Version) (2016)
   - Schools Standards and Evaluation Framework;
   - National Programme on Schools Standards and
   - Evaluation and School Dash Board
5. Shaala Siddhi: Evaluation for Improvement (Hindi Version) (2016)
   - Schools Standards and Evaluation Framework;
   - National Programme on Schools Standards and
   - Evaluation and School Dash Board
6. Compendium of Research, Publications and Training Activities 2006-2016 (2016)
7. M.Phil and Ph.D. Curriculum Guide 2017 (2017)
8. School Leadership Development: A Curriculum Framework [Punjabi Version] (2017)
9. CPRHE Report 2016-17 (2017)

10. Elementary Education in India: Flash Statistics 2015-16 (2017)
11. Secondary Education in India: Flash Statistics 2015-16 (2017)
12. Shaala Siddhi: Guidelines for School Self Evaluation (English) (2017)
13. Shaala Siddhi: Guidelines for School Self Evaluation (Hindi) (2017)
14. M.Phil and Ph.D. Curriculum Guide 2018 (2018)
15. Compendium for the National Conference on Innovations in Educational Administration and Good Practices (2017-18) (2018)
16. School Education in India: UDISE Flash Statistics (2018)
17. CPRHE Report 2017-18 (2018)
18. Shaala Siddhi: Guidelines for External Evaluation for School (English) (2018)
19. Shaala Siddhi: Guidelines for External Evaluation for School (Hindi) (2018)
20. M.Phil and Ph.D. Curriculum Guide 2019 (2019)
21. M.Phil and Ph.D. Programme Schedule 2019-20 (2019)
22. CPRHE Report 2018-19 (2019)
23. Shaala Siddhi: Guidelines for Evidence Based School Improvement (English) (2019)
24. Shaala Siddhi: Guidelines for Evidence Based School Improvement (Hindi) (2019)
25. M.Phil – Ph.D. Programme Schedule 2020-21(2020)
26. M.Phil. – Ph.D. Degree Regulations 2020 (2020)
27. M.Phil – Ph.D. Programmes Curriculum Guide 2021(2020)
28. CPRHE Report 2019-20 (2020)
29. Compendium of Innovations and Good Practices in Educational Administration 2016-17 for National Conference on Innovations in Educational Administration (2020)
30. NIEPA: A Perspective Plan 2020—2030 (2020)
31. नीपा परिप्रेक्ष्य योजना 2020 – 2030 (2020)
32. NEP 2020: Implementation Strategies (2020)
33. CPRHE Report 2020-21 (2021)
34. Report of the National Committee on Credit Transfer Framework (2021)
35. Nistha 1.0 (English & Hindi Version) (digital print) (2022)
36. Nistha 2.0 (English & Hindi Version) (digital print) (2022)
37. Nistha 3.0 (English & Hindi Version) (digital print) (2022)
38. CPRHE Report 2021-22 (2022)
39. Compendium of Innovations and Good Practices in Educational Administration 2018-19 (2022)

40. Compendium of Innovations and Good Practices in Educational Administration 2019-20 (2022)
41. Profile of Awardees and Recipient of Certificate of Appreciation 2018-19 (National Award for Innovations in Educational Administration) (2022)
42. Profile of Awardees and Recipient of Certificate of Appreciation 2019-20 (National Award for Innovations in Educational Administration) (2022)
43. Modules on Enabling School Ecosystem: Nurturing School Leadership to Support Learning (set of 7 modules)
    - Towards Effective Educational Engagement
    - Developing Schools as Learning Organization
    - Reorienting Review and Feedback Practices
    - Forging Teaching Collaborations
    - Nurturing Belongingness
    - Transforming Work Ethos
    - Promoting Mental Health (in press)

Concluding Observations

NIEPA has been playing an important role in policy, planning and administration of education in India. Its role in the formulation of 1986 policy, support to the constitutional bills on Panchayat Raj in 1993 and the Right to Education 2010 and developing methodologies and implementing of decentralised plans under DPEP and RMSA are highly appreciated. The data base it created through DISE and through the enormous amount of empirical research carried out by NIEPA, remains a major reliable source for evidence-based decision making in education.

Now NIEPA has a Perspective Plan 2020-2030; the university is one of the first institutions to bring out a publication on NEP 2020: Implementation Strategies; it instituted national awards for innovations in local level educational administrators, initiated a national programme on school performance assessment through Shaala Siddhi and prioritised leadership development at the school and higher education levels.

The university attempts to expand its domain of activities, focussing more on knowledge generation and knowledge transactions. The large-scale empirical studies envisaged in the perspective plan, strengthening of the doctoral programmes and introduction of the Master's programme will certainly take the university to new academic heights. Similarly, the move towards organising online training programmes will increase the outreach and help saving faculty time to utilise it more for research activities.

NIEPA is getting a new building. This is a long-awaited expectation and it should be materialising in 2022-23. The new building will remove space barriers and constraints confronted by the university for a long time.

Finally, NIEPA could achieve its enviable academic successes because of its faculty --- a group of small but highly accomplished faculty members with multi-disciplinary orientation and drawn from all parts of the country. The highly qualified faculty members and the rich experience they possess have been the foundation to develop a national perspective, extend effective policy support, develop planning methodologies and lead planning processes at the national and sub-national levels. The support of the administration at all stages and in the new initiatives gave us confidence to go ahead. The project staff have remained the backbone of empirical studies in NIEPA. The doctoral students kept us academically alert and engaging. The success of the university lies in the common understanding and collective actions by the whole NIEPA family.

I once again thank all those who helped us do things which at times thought to be challenging, if not impossible.

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

List of Graduate Scholars

A. M.Phil Scholars

Sl. No	*Name of the Scholar*	*Enrolment No.*	*Year of Completion*	*Supervisor*
1.	Archana Singh	20141002	2016	Prof. A.K. Singh
2.	Swati Vasant Waghmare	20141003	2016	Prof. Sudhanshu Bhushan
3.	Vartika Kaushal	20141004	2016	Dr. R. S. Tyagi
4.	Satish Kumar	20141005	2016	Prof. Sunita Chugh
5.	Vani Kakar	20141006	2016	Prof. K. Biswal
6.	Arpeeta Anand	20141007	2016	Prof. Neelam Sood
7.	Leena	20141008	2016	Prof. Nalini Juneja
8.	Rabia Ismail	20141010	2016	Prof. Rashmi Diwan
9.	Versha Negi	20141011	2016	Prof. A. C. Mehta
10.	S. Arokia Mary	20141012	2016	Prof. Vineeta Sirohi
11.	Dalsei Gangmei	20141014	2016	Prof. Madhumita Bandyopadhyay
12.	Satya Prakash Garada	20141015	2016	Prof. S. M. I. A. Zaidi
13.	Suhail Ahmad Mir	20141016	2016	Prof. Mona Khare
14.	Philip Samuel	20141017	2016	Prof. Pranati Panda
15.	Lakpachui Siro	20141018	2016	Prof. N. V. Varghese
16.	Shreya Tiwari	20141019	2016	Prof. Najma Akhtar
17.	Shivani Bakshi	20151001	2017	Dr. Kashyapi Awasthi
18.	Monika Maini	20151003	2017	Prof. Kumar Suresh
19.	Kriti Dagar	20151004	2017	Prof. N. V. Varghese
20.	Swati Kumari	20151006	2017	Dr. Mona Sedwal
21.	Parul Chaudhary	20151008	2017	Prof. Rashmi Diwan
22.	Bagesh Kumar	20151009	2017	Dr. Naresh Kumar
23.	Sandhya Dubey	20151010	2017	Prof. Mona Khare
24.	Nilanjana Moitra	20151011	2017	Dr. V. Sucharita

Sl. No	Name of the Scholar	Enrolment No.	Year of Completion	Supervisor
25.	Sonam Arora	20161001	2018	Dr. N. K. Mohanty
26.	Nida Khan	20161003	2018	Dr. Savita Kaushal
27.	Shalini	20161004	2018	Prof. Neeru Snehi
28.	Nivedita Sahni	20161005	2018	Prof. Veera Gupta
29.	Harleen Kaur	20161006	2018	Dr. Mona Sedwal
30.	Parminder Kaur	20161007	2018	Dr. Manju Narula
31.	Shikha Diwakar	20161008	2018	Dr. V. P. S. Raju
32.	Aysha Malik	20161010	2018	Dr. Suman Negi
33.	Abhishek Pandey	20161011	2018	Dr. Sangeeta Angom
34.	Vandana Tiwari	20161012	2018	Dr. S. K. Malik
35.	Mrinmayee Mandal	20171001	2019	Prof. K. Srinivas
36.	Isha Verma	20171002	2019	Dr. Kashyapi Awasthi
37.	Kavya Chandra	20171003	2019	Dr. S. K. Mallik
38.	Pratiksha Tripathi	20171004	2019	Prof. Kumar Suresh
39.	Riddhi Jain	20171005	2019	Prof. Vineeta Sirohi
40.	Sandeep Singh	20171007	2019	Dr. Savita Kaushal
41.	Shambhavi Gosain	20171010	2019	Prof. Sudhanshu Bhushan
42.	Naomi Prachi Hazarika	20171011	2019	Prof. Manisha Priyam
43.	Jitsun Lamo	20171012	2019	Dr. Sangeeta Angom
44.	Jyoti Arora	20171013	2019	Prof. Neeru Snehi
45.	Komal	20171016	2019	Dr. Manju Narula
46.	Pawar Amar Maruti	20171017	2019	Prof. Veera Gupta
47.	Isha Sharma	20171018	2019	Dr. Naresh Kumar
48.	Harshita Sharma	20171019	2019	Dr. N. K. Mohanty
49.	Parul	20171020	2019	Dr. Mona Sedwal
50.	Tsering Lhamo	20171021	2019	Dr. Suman Negi
51.	Mohammad Ilyas	20171022	2019	Dr. V. P. S. Raju
52.	Fatima Zahra	20181001	2020	Dr. Sangeeta Angom

Sl. No	Name of the Scholar	Enrolment No.	Year of Completion	Supervisor
53.	Wajda Tabassum	20181004	2020	Dr. Naresh Kumar
54.	Yashmita	20181005	2020	Prof. Rashmita Das Swain
55.	Thiyagarajan M.	20181006	2020	Prof. Manisha Priyam
56.	Priyank Sharma	20181007	2020	Prof. A. K. Singh
57.	Preeti Sharma	20181009	2020	Prof. Veera Gupta
58.	Mohd Rouf Bhat	20181010	2020	Prof. Neeru Snehi
59.	Raj Gaurav	20181011	2020	Dr. Suman Negi
60.	Shadab Anis	20181012	2020	Prof. Sunita Chugh
61.	Kumari Pallawi	20181013	2020	Dr. Kashyapi Awasthi
62.	Suman Saha	20181014	2020	Dr. Mona Sedwal
63.	Arushi Kaushik	20181015	2020	Prof. Kumar Suresh
64.	Nivedita Sharma	20181016	2020	Prof. Madhumita Bandyopadhyay
65.	Twinkle Panda	20181017	2020	Prof. Pranati Panda
66.	Kumari Archana	20181018	2020	Prof. Aarti Srivastava
67.	Sujata Bahot	20181019	2020	Prof. Vineeta Sirohi
68.	Jnyan Ranjan Sahoo	20181020	2020	Prof. P. Geetha Rani
69.	Babita Balodi	20191001	2021	Prof. Aarti Srivastava
70.	Survi	20191002	2021	Dr. Naresh Kumar
71.	Gaddam Mihira	20191003	2021	Dr. Sangeeta Angom
72.	Kaarika Das	20191005	2021	Prof. Mona Khare
73.	Anushka	20191006	2021	Prof. Sunita Chugh
74.	Reetu	20191007	2021	Dr. Mona Sedwal
75.	Ruhi Marne	20191008	2021	Prof. Manisha Priyam
76.	Shrishti Chamola	20191009	2021	Prof. P. Geetha Rani
77.	Srishti Bhatia	20191010	2021	Prof. Neeru Snehi
78.	Ruchi Payal	20191011	2021	Dr. Suman Negi
79.	Tina Thakur	20191012	2021	Prof. Pranati Panda
80.	Muhammad Yasin	20191014	2021	Dr. V. Sucharita

Sl. No	Name of the Scholar	Enrolment No.	Year of Completion	Supervisor
81.	Prankur Anand	20191015	2021	Prof. Vineeta Sirohi
82.	Banashree Mondal	20191018	2021	Prof. Veera Gupta
83.	Dipak Karmakar	20191019	2021	Dr. Kashyapi Awasthi
84.	Somnath Roy	20191020	2021	Prof. Rasmita Das Swain
85.	Nayab Parveen	20201002	2022	Prof. Veera Gupta
86.	Pankaj Sarkar	20201003	2022	Dr. V. Sucharita
87.	Ganga S	20201004	2022	Prof. N. V. Varghese
88.	Richa Sharma	20201005	2022	Prof. Vineeta Sirohi
89.	Dipannita Mukherjee	20201006	2022	Dr. Kashyapi Awasthi
90.	Mansi Pandey	20201007	2022	Prof. Rasmita Das Swain
91.	Anuradha Shah	20201008	2022	Dr. Sangeeta Angom
92.	Sujit Kumar Luha	20201009	2022	Dr. Sangeeta Angom
93.	Anjita Singh	20201010	2022	Prof. Manisha Priyam
94.	C. Thangminlal Doungel	20201011	2022	Prof. Madhumita Bandyopadhyay
95.	Kajal Yadav	20201012	2022	Prof. K. Srinivas
96.	Rashmi Mishra	20201013	2022	Prof. Rashmi Diwan
97.	Ayana Pathak	20201014	2022	Prof. Sunita Chugh
98.	Govinda Kumar Sah	20201015	2022	Prof. K. Biswal
99.	Aishwarya Sharma	20201016	2022	Prof. Neeru Snehi
100.	Rajiv Kumar	20201017	2022	Dr. Suman Negi
101.	Vandana Singh	20201018	2022	Prof. Kumar Suresh
102.	Sumanta Halder	20201019	2022	Prof. Sudhanshu Bhushan
103.	Pabitra Saha	20201020	2022	Prof. Pranati Panda
104.	Bisma Manzoor	20201021	2022	Dr. Mona Sedwal
105.	Jamshed Ahmad	20201023	2022	Prof. A.K. Singh
106.	Diwakar Soni	20201024	2022	Prof. K. Biswal

List of Graduate Scholars

A. Ph.D. Scholars

Sl. No	*Name of the Scholar*	*Enrolment No.*	*Year of Completion*	*Supervisor*
1.	Nivedita Sarkar	20102008	2016	Prof. J. B. G. Tilak
2.	Deepshikha Singh	20102009	2016	Prof. Neelam Sood
3.	Sanghamitra Das	20092007	2017	Prof. Neelam Sood
4.	Shadma Absar	20092003	2018	Prof. Pranati Panda
5.	Bhanu Pratap Pritam	20092006	2018	Prof. J. B. G. Tilak
6.	Rashim Wadhwa	20102002	2019	Prof. Rashmi Diwan
7.	Sakshi Sharma	20112001	2019	Prof. Pranati Panda
8.	Vaishali Narula	20092001	2019	Prof. Sudhanshu Bhushan
9.	Sajad Ahmad Dar	20132002	2019	Prof. A. K. Singh
10.	Anuneeta Mitra	20132006	2019	Prof. Aarti Srivastava
11.	Manasi Thapliyal Navani	20113001	2020	Prof. Kumar Suresh
12.	Khushbu Singh	20142007	2020	Prof. A. K. Singh
13.	Ajay Kumar Choubey	20073002	2020	Prof. A. K. Singh
14.	Monika Bisht	20152006	2020	Prof. Najma Akhtar
15.	Joytsana Sonal	20142004	2020	Prof. B. K. Panda
16.	Anshul Saluja	20142001	2020	Prof. A. C. Mehta
17.	Rajneesh Kher	20132003	2020	Prof. N. V. Varghese
18.	Shaswati Pramanik	20112003	2021	Prof. N. V. Varghese
19.	Manika Bora	20142003	2021	Prof. N. V. Varghese
20.	Nidhi Gusain	20132005	2021	Prof. K. Biswal
21.	Dipendra Kumar Pathak	20142008	2021	Prof. K. Biswal
22.	Sumit Kumar	20142009	2021	Prof. Mona Khare
23.	Shvetta Arora	20083001	2021	Prof. Pranati Panda
24.	Deepinder Sekhon	20143001	2021	Prof. Veera Gupta
25.	Laxmi Jaiswal	20102005	2021	Prof. N. V. Varghese
26.	Laboni Das	20112004	2022	Prof. A. K. Singh
27.	Deepinder Kaur	20152004	2022	Prof. Sunita Chugh

Administration and Support Services Staff

REGISTRAR

Dr. Sandeep Chatterjee
e-mail: registrar@niepa.ac.in
Phone:26544818

General and Personnel Administration

Dr. D. S. Thakur
Administrative Officer (I/c)
e-mail: ao@niepa.ac.in
Phone:26544833

Mr. Chander Prakash
Section Officer (Gen. Admin.)
e-mail: admingen@niepa.ac.in
Phone:26544874

Ms. Sonam Anand Sagar
Incharge, Personnel Section and Student Cell
e-mail: sonam@niepa.ac.in
Phone:26544832

Student Cell

Ms. Rekha Rani
e-mail: studentcell@niepa.ac.in
Phone:26544823

Academic Administration

Mr. P. P. Saxena
Section Officer
e-mail: ppsaxena@niepa.ac.in
Phone:26544831

Finance and Accounts

Mr. Nishant Sinha
Finance Officer
e-mail: fo@niepa.ac.in
Phone:26544834

Mr. Kamal Kumar Gupta
Section Incharge
Phone:26544824

Mr. Chandra Prakash
Assistant (Accounts)
Phone:26544809

Computer Centre

Professor K. Srinivas,
Professor ICT & Head, PMU
e-mail: ksrinivas@niepa.ac.in
Phone:26544883

Mr. Chandra Kumar M J
Systems Analyst
e-mail: chandrakumar@niepa.ac.in
Phone:26544879

Publication Unit

Mr. Amit Singhal
Deputy Publication Officer
e-mail: niepapublications@niepa.ac.in
amit@niepa.ac.in
Phone:26544875

Library and Documentation Centre

Ms. Puja Singh
Librarian
e-mail: pujasingh@niepa.ac.in
Phone: 26544813

Dr. D.S. Thakur
Documentation Officer
e-mail: dsthakur@niepa.ac.in
Phone:26544846

Training Cell

Mr. Chander Prakash
Section Officer (Training) I/c
e-mail: chanderprakash@niepa.ac.in
Phone:26544812

Hindi Cell

Dr. Ravi Prakash Singh
Hindi Editor
e-mail: hindieditor@niepa.ac.in
Phone: 26544876

Hostel Reception

Dr. V. P. S. Raju
Hostel Warden
Phone: 26544903/971/974

Dr. Kashyapi Awasthi
Assistant Hostel Warden
Phone: 26544903/971/974
26544900 - Hostel

Committee

Convocation Steering Committee

1.	**Prof. Sudhanshu Bhushan** *Head* Department of Higher and Professional Education NIEPA, New Delhi	Chairperson
2.	**Prof. Pranati Panda** *Head* Department of School and Non-Formal Education NIEPA, New Delhi	Member
3.	**Prof. Vineeta Sirohi** *Professor* Department of Educational Administration NIEPA, New Delhi	Member
4.	**Dr. Sandeep Chatterjee** *Registrar* NIEPA, New Delhi	Member

Committee

Steering Committee for MPhil-Ph.D. Programme

1. **Professor Vineeta Sirohi** — Chairperson
   Professor
   Department of Educational Administration
   NIEPA, New Delhi

2. **Prof. Rasmita Das Swain** — Member
   Professor
   School Standards and Evaluation Unit
   NIEPA, New Delhi

3. **Dr. Sangeeta Angom** — Member
   Associate Professor
   Department of Higher & Professional Education
   NIEPA, New Delhi

4. **Dr. Suman Negi** — Member
   Assistant Professor
   Department of Educational Planning
   NIEPA, New Delhi

शपथ

मैं शपथ लेता/लेती हूँ कि यह मेरा सतत् प्रयास रहेगाः

- व्यक्ति की गरिमा और पेशे की अखंडता बनाये रखना,
- समाजवैज्ञानिक के रूप में या इससे जुड़े किसी अन्य पेशे में अपने कर्तव्यों का निष्ठापूर्वक ईमानदारी से निर्वहन करना,
- समाजविज्ञान और शिक्षा के विभिन्न क्षेत्रों में संस्थान की गरिमा बनाये रखते हुए अपने ज्ञान और अधिगम का उपयोग समाज, देश और मानवजाति की सेवा के लिए करना।

मैं अपनी सामूहिक अंतः प्रेरणा के साथ यह भी प्रतिज्ञा करता/करती हूँ किः

- मैं अपने मन, वचन व कर्म से सभी संकीर्ण निष्ठाओं और सांप्रदायिक पूर्वाग्रहों से अपने देश की रक्षा करते हुए इसकी बुनियादी एकता को गर्व के साथ संयोजित रखूँगा/रखूँगी,
- मैं जीवन की सतत् निरंतरता के लिए पृथ्वी, पर्यावरण और प्रकृति की सुरक्षा के लिए व इसके संसाधनों के संरक्षण की दिशा में, कार्य करता रहूँगा/करती रहूँगी।

OATH

I hereby pledge that it shall be my constant endeavour:

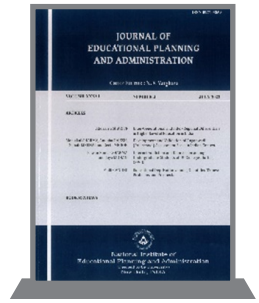
- To uphold the dignity of the individual and the integrity of the profession.
- To be scrupulously honest in the discharge of my duties as a social scientist or in any other profession which I would be associated with.
- To utilise my knowledge and learning in various areas of social science and education for the glory of the Institute and in the service of the society, country and mankind at large.

I also hereby pledge, in our collective spirit:

- That I shall, in word and deed, guard against all narrow loyalties and sectarian prejudices, and cherish with pride the basic unity of our country.
- That I shall work towards the protection of the earth, the nature and the environment, and for conservation of its resources for the sake of a sustainable living.

NIEPA journals

Journal of Educational Planning and Administration



The *Journal of Educational Planning and Administration* is a specialized multidisciplinary journal in the area of educational planning, administration and development, published by the NIEPA since 1987, after long years of its existence in the name of EPA bulletin. The Journal, published quarterly-January, April, July and October, since 1990. The Journal is a peer reviewed journal, and is a professional forum to which both social scientists, including sociologists, economists, political scientists, public administrators, anthropologists, educationists, psychologists, etc., and practitioners in educational policy and planning around the world are invited to share their research in the area of educational policy, planning, administration and development. The subject areas covered include a variety of socio-economic, political, and managerial dimensions of educational planning and development in developing as well as developed countries. It covers international, national and subnational issues relating to educational policy, planning and development analysed from disciplinary as well as interdisciplinary perspectives.

Paripreksh̄ya

The Paripreksh̄ya is a Hindi research journal, published regularly since 1994, in the field of educational planning and administration. It also covers the socio-economic issues of education. It has different categories of papers, articles e.g., research papers, research articles, communications, thinkers on education, review articles and book reviews. It is published in the month of April, August and December every year.

OUR PUBLICATIONS

राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi – 110016, INDIA
EPABX: 91-11-26565600, 26544800 Fax: 91-11-26853041, 26865180
Email: niepa@niepa.ac.in Website: www.niepa.ac.in