



हीरक जयंती  
Diamond Jubilee  
1962-2022

# Diamond Jubilee 1962-2022

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

Evolving 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



—◆◆—  
**DIAMOND  
JUBILEE  
1962-2022**  
—◆◆—



**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



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(Deemed to be University)

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**National Institute of Educational Planning and Administration**

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New Delhi-110020.



# Preface

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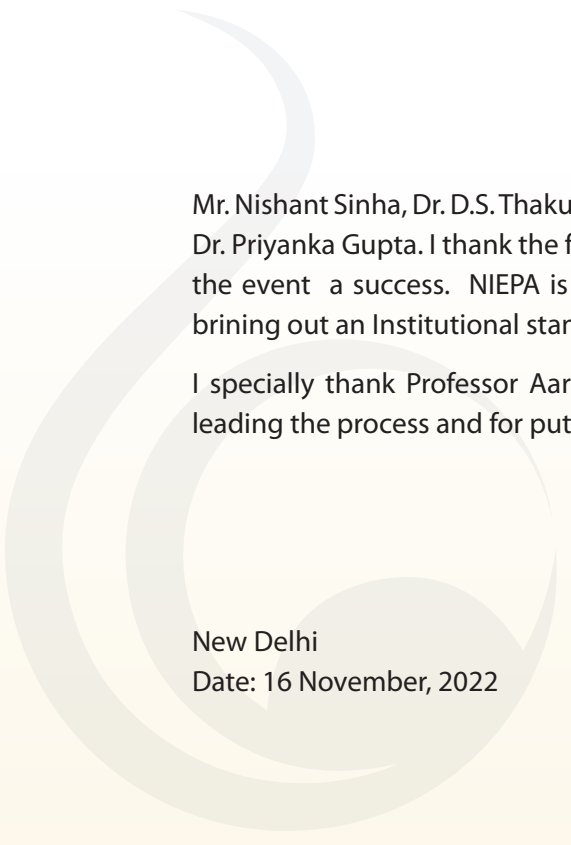
The National Institute of Educational Planning and Administration (NIEPA) is one of the first institutions established in the world in the area of educational planning and administration. Its origins can be traced back to 1962 when UNESCO established the Asian Regional Centre for Educational Planners 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.

Over the past six decades the institute has acquired a global reputation as one of the most recognized national institutions in the theory and practice of educational policy, planning and administration. The policy support it extends, its role in developing planning methodologies, its lead role in designing and delivering educational programmes, the extensive coverage it has in terms of capacity development and its outreach in creating the next generation of educational planners and administrators through its doctoral study programmes make it unique in its mandate and operations. The empirical evidence the institute has been generating helped making educational decision making evidence based in the country.

NIEPA is celebrating 60th anniversary of its establishment. Today NIEPA is an accredited university and a credible institution for capacity development both globally and in India. On the occasion of the Diamond jubilee celebrations, I remember with gratitude the contributions made by the leaders who headed the institution, the faculty and staff members who shaped the orientation, priorities and operations of the institute. At present the university has a group of highly qualified faculty members and experienced administrative staff to continue the rich tradition and to advance its mandate to new areas. The NEP 2020 gives the university additional responsibilities.

NIEPA decided to bring out a brochure on the occasion of the Diamond Jubilee celebrations to remember its unique contributions to educational policy, planning and administration in India. We contacted several of our former colleagues to reminisce and reflect on NIEPA's role. Some of them responded while others did not. The brief write-ups presented in this Brochure are based on the contributions received by NIEPA from those who played influential role in institutional building.

NIEPA constituted a Committee to plan and organize the Diamond Jubilee celebrations. We appreciate the contributions of the Committee consisting of Professor Aarti Srivastava, Professor Neeru Snehi, Dr. Santwana G. Mishra, Dr. Amit Gautam, Dr. Kashyapi Awasthi, Dr. V. Sucharita, Dr. Sandeep Chatterjee,



Mr. Nishant Sinha, Dr. D.S.Thakur, student representative Ms. Babita Balodi and Junior Project Consultant Dr. Priyanka Gupta. I thank the faculty members and administrative staff for their contributions to make the event a success. NIEPA is also producing a documentary to be released on the occasion and is bringing out an Institutional stamp.

I specially thank Professor Aarti Srivastava, the Chairperson of the Diamond Jubilee Committee for leading the process and for putting together this volume.

**N.V. Varghese**  
*Vice-Chancellor, NIEPA*

New Delhi  
Date: 16 November, 2022

# Table of Contents

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|  |            |
|--|------------|
| <i>Preface</i>   | <i>iii</i> |
| <b>Messages</b>  |            |
| • Shri Dharmendra Pradhan<br>Hon'ble Education Minister, Government of India                         | 1          |
| • Smt. Annpurna Devi<br>Hon'ble Minister of State for Education, Government of India                 | 2          |
| • Shri Rajkumar Ranjan Singh<br>Hon'ble Minister of State for Education, Government of India         | 3          |
| • Padma Vibhushan Dr. K. Kasturirangan<br>Former Chairman, National Education Policy Committee, 2020 | 4          |
| • Shri Mamidala Jagadish Kumar<br>Chairman, University Grants Commission                             | 5          |
| • Smt. Anita Karwal<br>Secretary, Department of School Education & Literacy, MOE                     | 6          |
| • Shri K. Sanjay Murthy<br>Secretary, Department of Higher Education, MOE                            | 7          |
| • Shri Mahesh Chandra Pant<br>Chancellor, NIEPA  | 8          |
| <b>Committee for Diamond Jubilee Celebrations</b>  | 10         |
| <b>Reflections</b>   |            |
| 1. NIEPA and National Education Policy 2020<br>by K. Kasturirangan                                   | 11         |
| 2. NIEPA and the 1986 National Policy on Education: A Retrospective<br>by Brahm Prakash              | 13         |
| 3. NIEPA and the Making of the Right to Education Act 2009<br>by Nalini Juneja                       | 18         |
| 4. NIEPA Leading Decentralization of Planning in Education<br>by N. V. Varghese                      | 22         |

|     |  |    |
|-----|--|----|
| 5.  | Creating Large Scale Database: A Success Story of UDISE<br>by Arun C. Mehta            | 27 |
| 6.  | Internationalisation of Education<br>by Sudhanshu Bhushan                              | 32 |
| 7.  | Capacity Development in Less Develop Countries: Role of NIEPA<br>by K. Sujatha         | 36 |
| 8.  | National Centre for School Leadership: A Journey towards Excellence<br>by Rashmi Diwan | 41 |
| 9.  | Financing of Education<br>by Jandhyala B. G. Tilak                                     | 49 |
| 10. | Technology Integration in Education - NIEPA's Unique Style<br>by Marmar Mukhopadhyay   | 55 |
| 11. | Digging Deep: Digital Archives in NIEPA<br>by A. Mathew                                | 61 |
|     | <b>Faculty &amp; Academic Staff</b>  | 67 |
|     | <b>Administration and Support Services Staff</b>                                       | 73 |

धर्मेन्द्र प्रधान  
धर्मेन्द्र प्रधान  
Dharmendra Pradhan



75  
आज़ादी का  
अमृत महोत्सव

मंत्री  
शिक्षा; कौशल विकास  
और उद्यमशीलता  
भारत सरकार

Minister

Education; Skill Development  
& Entrepreneurship  
Government of India



## MESSAGE

I am pleased to learn that **National Institute of Educational Planning & Administration (NIEPA)**, New Delhi is celebrating the "Diamond Jubilee" of its inception and is bringing out a souvenir to commemorate its wonderful journey.

Education is vital to a prosperous society. Holistic learning is imperative to harbour an empowered, liberal and rich society. In the words of *Gurudev Rabindranath Tagore*, "The highest education is that which does not merely give us information but makes our life in harmony with all existence".

The journey of 60 years of an institution, is a major milestone and an occasion for review and reflection. The role of education is vital in the transformation of an individual and the society. It is heartening to note that since its inception in the year 1962, the institute has made immense contribution in different dimensions of educational development in the country and it has been acting as a think tank in educational policy and planning. I firmly believe that NIEPA will play a vital role in implementation of NEP 2020.

I extend my best wishes to the administration, the staff and the students for their relentless efforts, zeal and perseverance and the unwavering support of its alumni. I wish the "Diamond Jubilee Year" celebrations a grand success.

(Dharmendra Pradhan)

सबको शिक्षा, अच्छी शिक्षा



कौशल भारत, कुशल भारत

MOE - Room No. 301, 'C' Wing, 3<sup>rd</sup> Floor, Shastri Bhavan, New Delhi-110 001, Phone : 91-11-23782387, Fax : 91-11-23382365  
MSDE - Room No. 516, 5th Floor, Shram Shakti Bhawan, Rafi Marg, New Delhi-110001, Phone : 91-11-23465810, Fax : 011-23465825  
E-mail : minister.sm@gov.in, minister-msde@gov.in



75  
आज़ादी का  
अमृत महोत्सव

अन्नपूर्णा देवी  
ANNPURNA DEVI



राज्य मंत्री  
शिक्षा मंत्रालय  
भारत सरकार  
MINISTER OF STATE  
FOR EDUCATION  
GOVERNMENT OF INDIA

07 NOV 2022



### **MESSAGE**

National Institute of Educational Planning and Administration is a unique institution for planning and policy support in higher and school education sectors. Further its capacity building programmes for diverse stakeholders lead to transformation of education sector from multiple perspectives. I am certain that it will play a major role in implementing the National Education Policy 2020 as India marches towards becoming a Developed Nation in the Amrit Kaal. On the occasion of the diamond jubilee celebration, I wish the institution great success in the many leads that it has been playing in the past sixty years of its existence both nationally and internationally.

*Annapurna Devi*

**(ANNPURNA DEVI)**



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डॉ. राजकुमार रंजन सिंह  
Dr. RAJKUMAR RANJAN SINGH  
डॉ. राजकुमार रंजन सिंह



राज्य मंत्री  
विदेश और शिक्षा मंत्रालय  
भारत सरकार  
MINISTER OF STATE  
FOR EXTERNAL AFFAIRS  
AND EDUCATION  
GOVERNMENT OF INDIA



Date 04 / 11 / 2022

### MESSAGE

I am pleased to know that National Institute of Educational Planning and Administration (NIEPA) is going to celebrate its 60<sup>th</sup> year of inception on 22<sup>nd</sup> November, 2022.

I am happy to note that NIEPA is a premier Institution in the field of Education Policy, Planning and Administration in India performing multiple mandates such as policy support, research, teaching and training.

I am sure that NIEPA will continue extending its valuable services in the mandated field.

On the occasion of its Diamond Jubilee Celebrations, I heartily extend my best wishes for NIEPA and humbly acknowledge services of those who rendered dedicated service to the Institute.

(Dr. Rajkumar Ranjan Singh)



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## रामन अनुसंधान संस्थान

सी. वी. रामन एवेन्यू, सदाशिवनगर, बेंगलूर - 560 080, भारत

## RAMAN RESEARCH INSTITUTE

C. V. Raman Avenue, Sadashivanagar, Bangalore - 560 080, India



### **K.KASTURIRANGAN**

Former Chairman, ISRO

Former Member of Parliament, Rajya Sabha

Former Chairman, National Education Policy Committee

Chairman, National Steering Committee for National Curriculum Frameworks



### **Message on Diamond Jubilee Celebrations of National Institute of Educational Planning and Administration (NIEPA)**

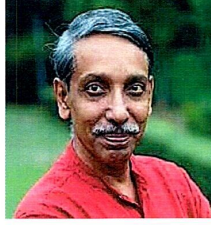
National Institute of Educational Planning and Administration (NIEPA) is one of the few institutions in the region that imparts study programmes at the doctoral level, organizes capacity development programmes for educational planners, as well as, extends policy support for decision making in the area of education. Quality and excellence are the hall marks of this institution in delivering its unique objectives. I wish the university all the very best in its journey to transform into a globally recognized academic institution.

(K. Kasturirangan)

प्रो. म. जगदीश कुमार  
अध्यक्ष  
Prof. M. Jagadesh Kumar  
Chairman



विश्वविद्यालय अनुदान आयोग  
शिक्षा मंत्रालय, भारत सरकार  
**University Grants Commission**  
Ministry of Education, Govt. of India



#### MESSAGE

I am pleased to know that National Institute of Educational Planning and Administration (NIEPA) is going to celebrate its Diamond Jubilee Celebrations. NIEPA is one of the few institutions in India which is committed to policy and planning at all levels of education. The university has played a lead role in developing institutional capacity at the college and university levels through the UGC sponsored programme of orientation of college, principals, programmes for Vice Chancellors, Registrars and Finance Officers. Its pivotal role in internationalization of higher education in the context of GATS, in CABE Committee on Financing, evaluating several central schemes on higher education are commendable achievements.

On the occasion of the Diamond Jubilee Celebrations I wish the very best for the institutions to evolve as a stellar research university in policy and planning in higher education.

(Prof. M. Jagadesh Kumar)  
Chairman, University Grants Commission

15<sup>th</sup> November, 2022

बहादुरशाह ज़फ़र मार्ग, नई दिल्ली-110002 Bahadur Shah Zafar Marg, New Delhi-110002

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अनीता करवल, भा.प्र.से  
सचिव

Anita Karwal, IAS  
Secretary



स्कूल शिक्षा और साक्षरता विभाग  
शिक्षा मंत्रालय  
भारत सरकार  
Department of School Education & Literacy  
Ministry of Education  
Government of India

9<sup>th</sup> November, 2022

### Message

National institute of educational planning and administration (NIEPA) has been playing a significant role in policy support and in designing and delivering national educational programmes. NIEPA was in the forefront of the national activities related to EFA, developed the methodology of decentralized planning under the District Primary Education Programme (DPEP), SSA and RMSA, played a lead role in the shaping of the Right to Education (RTE) Act, and created the largest data base (DISE) in school education and the school evaluation (Shaalaa Siddhi). The modules and the capacity development programmes to develop school leadership gave new direction to institutional governance of school education. I wish NIEPA the very best on the occasion of the Diamond Jubilee Celebrations to continue to play the lead role it has been playing in the past decades.

  
(Anita Karwal)

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सत्यमेव जयते



आजादी का  
अमृत महोत्सव

भारत सरकार  
Government of India  
शिक्षा मंत्रालय

Ministry of Education  
उच्चतर शिक्षा विभाग

Department of Higher Education

127 'सी' विंग, शास्त्री भवन, नई दिल्ली-110 001  
127 'C' Wing, Shastri Bhawan, New Delhi-110 001



Message by Secretary Higher Education National Institute of Educational Planning and Administration (NIEPA) is the leading institution of the the Government of India for research and support in policy and planning of education. It is a premier institute in the country with broadened mandates of research, teaching, capacity development and policy support in education. The transformation of the institution from its initial focus on regional capacity development to research and training in the national context has helped in repositioning educational discourses in the country . It has trained generations of educational leaders through its institutional capacity development programmes targeting Vice Chancellors, Registrars and Finance officers of the universities and principals of colleges. The research and publications on higher education brought out by NIEPA are a reliable source for evidence based decision making. I wish the institute all the very best on the occasion of the Diamond Jubilee celebrations for continuing its high quality contributions in the policy relevant areas of higher education.

  
(K. Sanjay Murthy)

Dated: 14.11.2022



## राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान

(मानित विश्वविद्यालय)

17-बी, श्री अरविंद मार्ग, नई दिल्ली 110 016

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**Shri Mahesh Chandra Pant**

*Chancellor*



### Message by the Chancellor

The transition of the National institute of educational planning and administration (NIEPA) from a regional training institution to a national research university is a long journey of sixty years. I am associated with its evolution for the past four decades. NIEPA developed local capacities to professionalize educational planning and administration, and instituted awards for innovative local initiatives. in India. With the focus of the large number of its training programs on expanding institutional capacities, the institute has influenced the educational progress and it transformed the landscape of education in India. The institute is globally known for its International Diploma in Educational Planning and Administration. The research and publications by the University makes it unique and ahead of other institutions. I feel proud and honored to be the Chancellor of such a reputed institution. I wish the university and members of the NIEPA family the very best on the occasion of its Diamond Jubilee celebrations.

(Shri Mahesh Chandra Pant)



**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. Aarti Srivastava**  
Chairperson, Committee for  
Diamond Jubilee Celebrations



**Dr. Sandeep Chatterjee**  
Registrar

# Committee for Diamond Jubilee Celebrations

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## Chairperson



**Prof. Aarti Srivastava**  
*Professor*  
Department of Higher &  
Professional Education

## Members



**Prof. Neeru Snehi**  
*Professor*  
Department of Higher &  
Professional Education



**Dr. Sandeep Chatterjee**  
*Registrar, NIEPA*



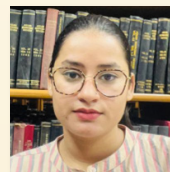
**Dr. Santwana G. Mishra**  
*Associate Professor*  
Department of Educational  
Planning



**Mr. Nishant Sinha**  
*Finance Officer, NIEPA*



**Dr. Amit Gautam**  
*Associate Professor*  
Department of School and  
Non-Formal Education



**Ms. Babita Balodi**  
*Student Representative*



**Dr. Kashyapi Awasthi**  
*Assistant Professor*  
National Centre for School  
Leadership



**Dr. D. S. Thakur**  
*Administrative Officer (I/c)*



**Dr. V. Sucharita**  
*Assistant Professor*  
Department of Educational  
Administration

# NIEPA and National Education Policy 2020\*

## K. Kasturirangan

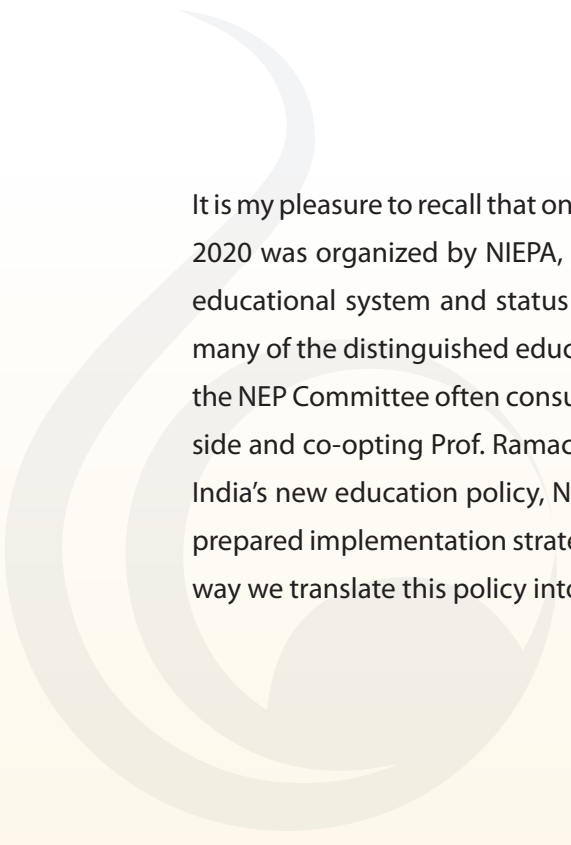
Nearly six decades into its existence, NIEPA has undergone several phases of transformation with its origins as a UNESCO regional centre facilitating the training of educational planners and administrators in the Asian region. Recognizing its effectiveness as a centre for creating human resource for educational planning and administration for India and for the Asian region, NIEPA further evolved itself towards becoming what is now a full-fledged University. It is one of the few institutions in the region that imparts study programs at the doctoral level, organizes capacity development programmes for educational planners, as well as, extends policy support for decision making in the area of education. Quality and excellence are the hallmarks of this institution in delivering its unique objectives.

\*Extracted from NIEPA's XV<sup>th</sup> Foundation Day Lecture delivered on August 11, 2021.



**Padma Vibhushan  
Dr. K. Kasturirangan**  
is Chancellor, Central University of Rajasthan; Chairman, Governing Board, InterUniversity Centre for Astronomy and Astrophysics; Chairperson, NIIT University, Neemrana; Member, Atomic Energy Commission, Emeritus Professor at National Institute of Advanced Studies, Bangalore. Earlier, as Chairman of ISRO, he oversaw the space programme of India between the years 1994 and 2003. He has been a Member, Rajya Sabha (2003-2009).





It is my pleasure to recall that one of the earliest meetings of the Committee for National Education Policy 2020 was organized by NIEPA, when the Committee Members got a comprehensive picture of India's educational system and status encompassing different facets of education through interaction with many of the distinguished educationists of NIEPA; some of the best that this country has. Subsequently, the NEP Committee often consulted members of NIEPA's academic community on specific issues on one side and co-opting Prof. Ramachandran as one of the key members of the team charged with drafting India's new education policy, NEP 2020. I am also happy to note that more recently, the University has prepared implementation strategies for NEP 2020, which I am sure will have an influential impact on the way we translate this policy into ground level actions.

# NIEPA and the 1986 National Policy on Education: A Retrospective

**Brahm Prakash<sup>1</sup>**

## Introduction

The 1986 National Policy on Education (NPE) was a milestone in a chain of policy reforms launched in India. It reflects the efforts since independence to strengthen the role of education in nation building. The focus of policy reforms in the initial stages was to develop an education system comparable in structure and orientation across states in India. The implementation of 10+2+3 pattern after the 1966 Education Policy helped in shaping a uniform structure of education in India.

Overtime the focus shifted to improving the functioning of the system relating it to meet the new institutional and technological challenges, and emphasising cross-sectoral linkages of education. The 1986 NPE laid greater emphasis on the institutional effectiveness and quality of education imparted through its implementation.

<sup>1</sup> For correspondence: Brahm Prakash, B2603 Renaissance Tower 3000, Meralco Avenue, Pasig City, Metro Manila, Philippines; brahm44@hotmail.com



**Dr. Brahm Prakash** has a wide international experience of working in several countries. He has a Ph.D from Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada in economics and financing of education. Formerly worked in Independent International Development Management and Training Consultant (Since 2005), Asian Development Bank, Manila (1990-2004), National Institute of Educational Planning and Management, New Delhi (1982-1990), Tata Institute of Social Science, Mumbai, India (1977-1982), Mumbai, Indian Council of Social Science Research (1976-1977), New Delhi.

## Educational Context of NPE 1986

In the decade of 1980s, the state of education in the developing world was in a flux and undergoing rapid changes. The fiscal crisis in many countries affected the capacity of the state to continue to fund an expanding education system.

A prelude to the NPE 1986 was preparations of a discussion document analysing the progress made and the challenges facing the educational system in India. NIEPA helped prepare the most extensively discussed document entitled the *Challenge of Education* in 1985. This was a major contribution in critically analysing the education system and its performance. The 1985 document *Challenge of Education – A Policy Perspective* conveyed the challenges and aspirations with uncanny clarity and was discussed by thousands of participants in hundreds of discussion groups and meetings throughout the country.

This document was the basis for extensive discussions and deliberations in the move towards evolving a new policy on education. In fact, NIEPA was leading the regional conferences organised to discuss the document, and the institute brought out several supporting volumes based on the comments on policy proposals that appeared in the news media. A consolidation of these comments captured the public response and the suggestions helped identify some of the thrust areas reflected in the 1986 policy.

## Thrust Areas in NPE 1986

The core concern in the 1986 policy was to expand the outreach of the education system without compromising its quality. It entailed providing for adequate infrastructure, better qualified and prepared teachers and improved curriculum aligned to the changing national context and provision of learning materials at the school and classroom level. The expectation was that such a reinforcement at the elementary level was necessary as a foundation to build a strong and quality education at the subsequent stages.

Several national programmes were designed to strengthen and facilitate the learning at the school level. While the “Operation Blackboard” programme was to ensure minimum facilities in the education institutions, the minimum levels of learning (MLL) was to enhance learner achievement. Decentralisation of planning and participatory management of elementary education through promoting district and block-level planning and administration was undertaken through strengthening of Panchayat Raj institutions, which were important steps to realise the concerns elaborated in the policy.

Going beyond schools, the 1986 NPE was aware of the population which did not have access to schools, or had dropped out of schools and prioritised non-formal alternatives through national total literacy mission.

The relentless expansion of secondary education required coping with large entrants to limited facilities, and deployment of quality teachers in the system to ensure quality of teaching-learning process. The emphasis on quality is also a reflection on the employability of secondary school graduates and their preparedness to seek admissions to higher education institutions. These dual emphases also led to the debate on the relevance of school education in terms of skill inculcation and adoption of vocational curriculum or work experience in secondary education. The skills being developed by education system

did not quite match the nature of jobs for which there was demand in the labour markets. The post-policy formulation stage saw establishment of a committee on vocational education which envisaged that 25 per cent of the enrolment in secondary schools will be in vocational streams by 1995.

Some of these weaknesses reflected in higher education sector and these manifested in terms of deficient internal efficiency and loose linkages with employment market. The 1986 policy identified two major sets of issues in higher education. The functioning of universities had degenerated and it eroded the authority, and autonomy of institutions. It also made them vulnerable to being politicised and distracted from their main academic orientations.

Thus, a major issue that 1986 NPE related to was the education-employment linkages. Many graduates of the universities were not able to secure jobs in the formal sectors of employment. Employers in both public and private sectors were not able to clearly discern the quality of prospective employees based on the signals of university outcomes. The employers started relying less on the certificates issued by educational institutions, and started carrying out their own competitive examinations for job selections. The 1986 NPE suggested delinking degrees from jobs, and sought to institute a national system of merit examinations for selecting candidates for a variety of jobs in the country.

The issues related to technical higher education were quite different from those related to general higher education. Two major concerns were the role of ICT in education, research and industrial applications, and the entry of private education institutions in providing higher education in technical and management areas.

These issues disrupted the nexus between quality education and employment of graduates, and interrogated the very reason for public financing and extending subsidies in higher education. The Committees set up in the 1990s onwards supported the idea of privatisation initially and unbridled market operations later.

### **The Issues that Needed More Attention**

The policy was prepared with an extensive participation and consultations across full spectrum of multiple agencies and organisations. It seems that NPE 1986 and its enunciation on the relationship between education and economic development should have been stronger. The emerging challenges brought out by technological changes were not captured adequately.

A major structural change related to somewhat inadequate understanding and implications of the role of information and computer technology (ICT) in education, employment and industrial development. While the general awareness about ICT's growing presence was adequately there in deliberations and it was fully acknowledged but the extent to which it would influence education and employment linkages and permeate in every industrial sector had not been fully anticipated. That it would change the demand for skills and knowledge, as well as their supply of educational outputs so profoundly was underestimated. Thus, while the oncoming changes in ICT or technology, in general, were generally recognised, how severely they would disrupt the obtained relationship of education with employment and productivity remained tacit.

The changing role of relationship between education and employment in the public sector, on one hand, and education and private sector, on the other, remained unclear despite the fact that slow growth of employment opportunities was widely known. With a growing role of private sector employment in domestic as well as the international markets, the demand for quality education from such enterprises expanded in every sector whereas the policy-making deliberations were mostly addressing the domestic organised public sector needs. The reference point of markets for graduates, especially in technical and management fields, expanded manifold as major global corporations were able to transfer and relocate their staff to headquarters or other branches worldwide. The resulting cost benefit scenario of education was not what was envisaged primarily for national public sector job markets.

Similarly, the role of informal sector could have been taken more on board. The discussions were more placed in the context of employment in the organised sectors. As noted, the emergence of international markets for qualified personnel was also not fully anticipated. Despite the fact that the 1986 NPE was broadly aware of the shifting structural factors, it did not work out the implications for Indian situation. It was important given the large size of the Indian labour market. The prominent role of employment in the public sector continued to inform decision-making despite evidence to the contrary and numerous cautions in the education planning documents and reports.

Although the open university was being set up in the country in mid-1980s, and an open school system was also established, the role of open learning methodology for education, training and lifelong learning remained a bit distant and opaque.<sup>2</sup> It remained as an add-on to the regular system. Even now the full implications of the new technology for curriculum, pedagogy, assessment and certification are not fully worked out, although Covid-19 pandemic has expedited the change in adapting teaching-learning process through new media.

The foregoing areas of change (employment, private sector and ICT-led pedagogy) have set in motion a number of other changes which are rendering the earlier planning and management structures dated. It is encouraging that the subsequent education reforms undertaken after 1986 NPE of course continue to address these concerns in varying degrees, although the problems are immense and the issues have widespread implications for national development. In the following section, an attempt is made to focus on specific aspects of the 1986 policy and how do these appear in the contemporary context.

## Conclusion

As should be the case, the 1986 NPE continued to be appraised from its very beginning by policy-makers to assess its appropriateness and validity of its recommendations. Behind such deliberations was the realisation that education was multifaceted and concerned with the one and all in the nation. It was far too important to be left only to the educationists. One of the more thorough review took place in the early 1990s through a comprehensive review. The verdict at the end was:

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<sup>2</sup> "The future thrust will be in the direction of open and distance education." Para. 3.11 in the Government of India. 1998. *National Policy on Education 1986 (As modified in 1992)*. With *National Policy on Education in 1963*. New Delhi. Ministry of Human Resource Development. Department of Education.



“The NPE has stood the test of time. Based on an in-depth review of the whole gamut of educational situation and formulated on the basis of a national consensus, it enunciated a comprehensive framework to guide the development of education in its entirety. That framework continues to be of relevance. However, developments during the last few years and experience in the implementation of the policy have necessitated certain modifications.”<sup>3</sup>

A number of revisions were suggested as a result of this review. The process of improvising education policy for the country has since continued with every step, progress, and in response to every new challenge emerging. While a lot has changed overtime, the basic education system has continued to stay the course and serve a vast variety of interests steadily. The issues of enhancing the quality of education system, and strengthening its inclusive nature, especially for girls and weaker sections of society, remain predominant concerns. The pace of globalisation of the world economy, the dominance of technological change, radical ways of knowledge generation and management, and pedagogy have been constantly accommodated and internalised. The latest in the series of challenges being the online education due to Covid-19 pandemic and the climate challenge. Fortunately, the quest for fashioning a new paradigm and more appropriate approaches continue as the country moves up the development ladder.

### **Post-script**

The 1986 Policy paved way for several national programmes and establishment of institutions to promote quality in education. The major follow-up contribution was the preparation of Programme of Action. NIEPA was active and fully involved in the preparation of the chapters and costing of each of the intervention strategies. The Operation Black board, DIETs and regular in-service training of teachers, MLL, decentralisation of educational planning are programmes followed from the NPE 1986. NIEPA continues to extend support to the subsequent Committees such as TSR Subramanian Committee and NEP 2020.

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<sup>3</sup> Government of India. 1998. *National Policy on Education 1986 (As modified in 1992). With National Policy on Education in 1963*. New Delhi. Ministry of Human Resource Development. Department of Education.

# NIEPA and the Making of the Right to Education Act 2009

**Nalini Juneja**

*The Right of Children to Free and Compulsory Education Act 2009* was proclaimed as historic, not only in itself, but because it also enabled the notification of Article 21A, the only Fundamental Right to be added to the Constitution of India. It was also the first concurrent central legislation in school education, thus making it the first such legislation to become applicable, simultaneously all over India. Most importantly, the *RTE Act 2009* changed forever the relationship between the State and the child in India. It empowered the child with a justiciable right to free elementary education as per the provisions of the *RTE Act 2009*. That these provisions were drafted in NIEPA, remain for it a matter of pride and a small example of the role it was set up to serve.

These provisions were prepared by committee of the CABE (Central Advisory Board of Education) set up in August 2004. It was tasked primarily to “suggest a draft of legislation envisaged in Article 21 A of the Constitution” under the Chairmanship of Shri Kapil Sibal, the then MoS, Science and Technology. Of the seven CABE committees set up at that time, this was the one situated at NIEPA. This paper reflects on the back story of the



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technical support provided by NIEPA as also some glimpses of the working of this Committee in the making of the *RTE Act 2009*.

Perhaps the CAGE chose to site this Committee at NIEPA because NIEPA and MHRD had already been working together for many years, on legislation for free and compulsory education. The NIEPA story of the making of the RTE Act begins, therefore, not with the 2004 CAGE committee, but in 1996.

India had, in 1992, ratified the United Nations Convention on Child Rights, and thereby committed itself to alignment of its laws with the UNCRC. This also implied that judgments of courts in India would henceforth be in harmony with this Convention. The very next year, the Supreme Court of India through its judgment in the case of *'Unnikrishnan J.P. vs the State of Andhra Pradesh and Others'* (S.C.2178.1993) declared elementary education to be a fundamental right. At a more personal level, these developments and Myron Wiener's recent book on compulsory education, child labour and the belief systems of policy makers caused me to confront my own attitudes and ignorance of compulsory education laws in India.

Article 45 of the Directive Principles of State Policy, had expected the State to endeavour to provide free and compulsory education. Quite to the contrary, it was found that recommendations of CAGE meetings from the mid-sixties discouraging the use of legislative measures. Even the annual 'National Seminars on *Compulsory Education*' shape shifted to become the 'National Seminars on *Elementary Education*'. Neither the education policy of 1968 nor of 1986, spoke of making education compulsory.

In the thirty years since then, so complete had become the silence around compulsory education that the research in 1995 found that less than five per cent of educational administrators reported being aware of a law on free and compulsory education. The knowledge and attitudes of educational administrators towards compulsory education were reflected in the one saying that they all seemed to know: "*there will be more parents in the jail than children in the school*".

These research findings were documented in a report titled '*Compulsory Education in India: the Policy in Practice*'. The research fed into NIEPA's programmes such as the October 1995 '*Seminar on Policy Issues and Implications of Enforcement of Compulsory Education India*' as well as several discussions, trainings and workshops. This NIEPA report was helpful to the MHRD in preparing a counter to first case filed in the Supreme Court<sup>1</sup> on education as a justiciable fundamental right.

NIEPA's research also provided useful background when the MHRD embarked on work in 1996 related to the amendment of the Constitution to make education a fundamental right. In June 1996, the *Common Minimum Programme* of the newly elected Government had resolved to make free and compulsory education into a fundamental right and to enforce it through suitable statutory measures. The MHRD therefore introduced Constitution 83<sup>rd</sup> Amendment Bill in Parliament in July 1997. Just prior to that, the MHRD also set up in May 1997, a working group chaired by the then Joint Secretary Shri Abhimanyu Singh, to prepare guidelines for follow up state legislations on free and compulsory education as a fundamental right.

On behalf of NIEPA, some senior faculty continued to be included the MHRD team at meetings of the Department Related Parliamentary Standing Committee to which the Constitution 83<sup>rd</sup> Amendment Bill

<sup>1</sup> *Satyaj Pal Anand vs UOI and Ors, WP(c) 81/94'*

had been referred. Sadly, on the very day in November 1997 that this Committee submitted its report, the Lok Sabha was dissolved and a call was made for fresh elections.

Fearing the end of this matter, the Law Commission of India then decided *suo moto* to prepare a draft Law on Free and Compulsory Education, which would not require Constitutional Amendment. The Law Commission sent its working draft to MHRD for comments, and MHRD, in turn, sent it to NIEPA for comments. In its 165<sup>th</sup> Report in November 1998, the Law Commission acknowledged the role of MHRD's suggestions in the formulation of its revised draft Bill. The revised draft Bill placed an obligation on recognised schools to 'impart free education to twenty per cent of the students admitted to any class up to and inclusive of eighth standard' ... 'from among the children of the poorer strata of society'. This clause inspired similar clauses in the 2003, 2004 and the 2005 draft Bills. The roots of Section 12.1.c of the *RTE Act 2009* could be traced back to this clause from the Law Commission Bill.

A colloquium at NIEPA was to be held on this draft Bill in December 2003 when barely two days prior to the event, another draft of a Bill was received from the MHRD with a request to discuss this new Bill instead. A team from MHRD avidly followed the analytical presentation of the new Bill and the discussion on it. A modified version of this second Bill was put up on the website of the MHRD in January 2004. NIEPA held a National Meet at Hyderabad to discuss it later the same month.

The government changed again in May 2004 and the newly elected United Progressive Alliance revived the CAFE, which set up the aforementioned 2004 Committee to prepare a Bill for Free and Compulsory Education based at NIEPA.

The CAFE Committee, headed by Shri Kapil Sibal, comprised eighteen members at the outset, and twenty-one by the time it submitted its report in June 2005. It is the usual practice for the actual work of such large Committees to be entrusted to a smaller committee which can meet more often to prepare drafts for discussion. At the second meeting of this CAFE Committee too, a smaller subcommittee of 9 members was constituted under Prof. A. K. Sharma, former Director of NCERT, and a NIEPA faculty was the convener of this subcommittee.

Although the main CAFE committee met only 5 times, yet the preparation of the 'CAFE Bill' took place over more than 40 sittings - of the CAFE Committee, subcommittees, and sub-subcommittees - between November 2004 and July 2005. In preparation for the first meeting of the CAFE Committee, a large number of papers and background information were collated in two bound volumes for information of the members; some of it from the research on the history of free and compulsory education in India, and but most of it was in the form of exiting documents such as the previous two draft Bills, provisions from the Constitution of India, the National Policy on Education 1986/92, extracts, legislation, guidelines of schemes, reports of committees, etc

The practice at such committees is usually for someone, a member, or an official from the Ministry to prepare a report / document purportedly representing the views expressed at the meeting. In 2004, laptops had recently been issued to the some levels of the faculty at NIEPA, and this made it possible, to hook the laptop to the LCD projector, and enable everyone to work together as a group on clauses. They could see the words even as they were being entered on the keyboard. Thus, the subcommittee would begin work with a discussion. On arriving at some consensus, they would attempt to formulate it in

words and phrases. If somehow it did not look right on the screen, it would be changed then and there. Earlier formulations were added to, or often scrapped altogether, and a fresh beginning was made. Sometimes the debate would continue for long stretches of time, and equally often, the fingers could not keep up with the pace of ideas. For some clauses, or ideas representing a vision of the way things ought to be, members would attempt their own formulations or statements at home, and send them by email. These were then discussed by the group, and clauses were adopted, modified or reworked.

Gradually and earnestly, the draft developed in length. We were at all times conscious of the seriousness of the work at hand and the potential it had for change, if this were to become the first central law on education. The discussions at these meetings represented keen debates on fundamental issues in education. If those discussions could have been recorded and transcribed, they would have provided rich material indeed for scholars and researchers.

As a piece of rights legislation empowering the child, this Bill differed from all previous laws on compulsory education. It spoke not of the duty of the child, but for the first time in any policy statement in India, of her/his right to a full time formal school. The only compulsion it prescribed was on the government: "the term 'compulsory education' means the obligation of the appropriate government to the child. The positive features of this legislation for free and compulsory education were perhaps best summed up by the then Minister for Human Resource Development, Shri Kapil Sibal in introducing the Bill for passage through Parliament on the 20th of July 2009. He said it makes education free; it makes education compulsory for the state to provide; it provides for curriculum to be in consonance with Constitutional values; it addresses quality of teachers; it sets norms for quality of schools; it has a social reform function (obligation of private schools); it protects the child (from child labour, corporal punishment); it de-bureaucratizs processes (e.g. transfer certificates); it provides for participation of civil society in education (SMC), and it removes oppression of examinations.

On completion, the 'Bill' was presented to the 53<sup>rd</sup> meeting of the Central Advisory Board of Education on 14-15<sup>th</sup> of July 2005. The report of the committee was in three volumes. Volumes 1 & 2 bound together contained an introductory note and the "The Right to Education Bill, 2005: Recommended Essential Provisions", (Volume 1). Volume 2 was a note, prepared by NIEPA on its financial implications. Volume 3 comprised the 'Minutes of the Committee's Meetings and the Written Submissions made to the Committee'.

Even this 'CABE Bill' cannot really be called a 'Bill', for this draft did not make it to Parliament. For reasons too many to narrate, it was not until just before the next elections that in a sudden flurry of activity, an updated version of this CABE Bill was introduced in the Rajya Sabha, just before dissolution of the Lok Sabha in 2008. Since the upper house of the Parliament does not dissolve, the Bill survived till the next session of Parliament in 2009 to be steered into law by Shri Kapil Sibal, the then new Minister of Human Resource Development. Watching this Bill being passed into Law, from the officials' box in Parliament is now for me a cherished memory tinged with a sense of being witness to history.

NIEPA continued to work on preparation of updated financial implications of the RTE Act 2009, and for drafting Model Rules for the implementation of this Act. It continues to train educational administrators regarding implementation of the Act.

# NIEPA Leading Decentralization of Planning in Education

**N. V. Varghese**

## **Prelude**

NIEPA played an important role in policy support and designing several major educational programmes in India. The District Primary Education Programme (DPEP) was one of the largest externally funded education programmes where NIEPA played a national role in leading designing of the programme, preparing its guidelines, developing the methodology of decentralized planning, and facilitating local capacities to prepare district plans. The planning process under DPEP helped in overcoming prevailing constraints to decentralised planning by creating an institutional framework, developing local planning competencies and ensuring resource availability at the district level. This note is on NIEPA's role in promoting decentralised planning in education focusing its efforts during the early 1990s when externally funded educational projects became an acceptable proposition in India.

## **The Beginning**

The decade of 1990s was a period of transition, if not transformation, in India's development perspectives, policy



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and planning priorities. The transition from a public sector led framework for development adopted in the post-independence period to a market mediated model of development marked a new beginning. The liberalisation policies promoted the market processes through privatisation of public institutions and promotion of private institutions in education. The expansion of the sector, especially at higher levels, increasingly relied on market forces and non-state funding. However, public sector continued to play a dominant role at the compulsory level of education.

The educational planning in India traditionally remained centralised at the national and state levels. The priorities were set by the erstwhile Planning Commission and resources were shared both by the Centre and the state governments. The educational planning followed a targeted approach to reach the unreached. It relied on targeting the socially disadvantaged groups, gender and on educationally backward regions. The external funding provided new avenues to extend educational opportunities to the marginalised groups. NIEPA's efforts while leading the planning process under DPEP was to expand educational opportunities to the most disadvantaged groups and to the least developed areas. How did NIEPA succeed in helping addressing these twin objectives reaching out to the disadvantaged groups and deprived regions?

### **Identification of the Backward District**

India recognised the idea of unequal allocation of resources in favour of the disadvantaged regions to facilitate a process of balanced development. This translated in terms of a strategy for accordingly added attention to Educationally Backward States (EBSs) in planning. The country identified nine educationally backward states based on the share of non-enrolled children at the primary level. This regional targeting was very helpful in the initial stages.

Based on the empirical analysis, NIEPA brought out regional variations in educational development, and showed that there were educationally backward districts even in the educationally advanced states, the educationally advanced districts and even in the educationally backward states. Based on this evidence, NIEPA argued for shifting the spatial unit for planning and decision making from state to district levels. Although this idea was not welcomed initially, but steadily got acceptance, and the major externally funded programme was named as District Primary Education Programme (DPEP). This gave an opportunity to translate the well accepted idea of decentralized planning into an operation practice in India.

The major challenge was to identify reliable variables based on which backward districts can be easily identified. The statistical analysis based on the socio-economic and educational variables carried out by NIEPA found that most of the variables are correlated with female literacy rate. A further detailed correlation analysis showed that the female literacy rate is one of the most reliable variables to identify backwardness of districts. Since it was a variable derived from the Census of India, it is available only once in a decade. However, the inter-census analysis of the data showed that the relative positions of the district remained reasonably stable during the successive Census period. Other important advantages were its easily accessibility and elimination of possibilities of manipulation.

The other criterion adopted was that of districts where total literacy campaigns have been successfully completed, and thereafter demand for primary education increased considerably. Based on these two criteria, 23 districts from six states of Assam, Haryana, Karnataka, Kerala, Maharashtra and Tamil Nadu were identified for DPEP planning and funding. This was expanded to 42 districts and further to all educationally backward districts in the following years.

### **Resource Availability at the District Level**

One of the reasons for decentralised plans at the district level did not take deep roots in India was because of the fact that the budgetary decisions were centralised at the state level. The discussions turned to the possibilities of empowering the districts with financial support to put targets and implement plans. This constraint was removed since it was decided that the district plans will be funded directly from the DPEP funds. It was decided that a maximum of Rs. 40 crore will be given to each district to prepare and implement plans for universalisation of district plans. A parallel structure to the existing structure was created to facilitate transfer of resources to the district level and implement district plans.

This is not the first time India was receiving external funding for educational development. The Andhra Pradesh Primary Education Programme (APPEP) was funded by the UK government; Shiksha Karmi and the Lok Jumbish projects of Rajasthan were funded by the Swedish government; and the Bihar Education Project (BEP) was funded by the UNICEF. These projects were small in size and scale, both in terms of coverage and funding when compared with the DPEP. Although resource availability was ensured, these projects did not attempt to develop district plans in education. They were seen in terms of project preparation and implementation.

### **Planning capacities at the Local Level**

Another major issue was on developing capacities at the district level to prepare educational plans. An initial meeting of the Directors of Public Instruction (DPIs) of the six states from where the districts for external funding were chosen was held in NIEPA. This meeting helped identify the issues of planning and on who will prepare the plans. It was decided in the meeting that a core team will be constituted to prepare plans in each district. The specialisations and qualifications of the expected members of the core team were discussed in the meeting.

To facilitate the capacity development activities for formulating district plans, a DPEP Cell was created at NIEPA. This cell was responsible for coordinating all activities related to DPEP, including workshops and training programmes for preparation of district plans.

Planning teams were created for each district selected for the DPEP funding. DIETs played an important role in the preparation of educational plans under DPEP in many states. At the request of NIEPA, some of the districts included universities and other educational research organisations as support structure for facilitating district plans. NIEPA created a core team taking into advantage the capacity existed in the DIETs and the universities and other research institutions located in the district.

NIEPA organised an initial methodology workshop with the core team members, a second workshop to discuss the draft plans, and a third meeting to finalise the plans. These meetings were in addition

to the field visits made by NIEPA faculty members to help develop the district plans. To further support the district plan preparation processes, NIEPA prepared modules. These modules were finalised and published as modules on District Planning and have been used extensively during and after DPEP period.

## **Local Acceptance**

The implementation of DPEP involved several rounds of discussion with funding agencies and state governments. The government of India took a decision not to allow the funding agencies to prepare district plans in India. However, the evaluation of the district plans will be done by the experts from the agencies to finance the plans. This arrangement was agreed upon by the external funding agencies.

The other issue was the acceptance of the idea of external funding for primary education and the decentralised planning process by the state governments. Some of the state governments were critical of the very idea. The initial proposal was that each district selected for funding under DPEP will be given a maximum amount of Rs.40 crore, and the state government will repay the amount after a specified period. The affected state governments opposed this proposal. In fact, it came to a stage when it was felt that there may not be any takers for the loans. After discussions and negotiations, it was agreed upon that the repayment liabilities will remain with the Central government.

## **What is to be Planned for?**

Educational planning in India was based on two presumptions : a) planning for an expanding system; and b) planning for facilities. While the operation blackboard marked a shift in emphasis from schooling facilities to facilities in the schools and classrooms; the issue of student learning was never a part of educational planning in India. DPEP planning for the first time put a target on learner achievement in the district plans. It envisage an increase in learner achievements by 25 percentage points by the end of the first phase of the DPEP period.

While the operation blackboard tried to equalise learning conditions in the schools, and the MLL programmes tried to identify the competencies to be achieved at the end of each grade, the DPEP plans put learner achievement targets to be attained in each school. The IIEP-NIEPA study helped in identifying influencing factors to improve learner achievement. The baseline surveys which measured learner achievement in each of the DPEP districts helped monitoring the progress in learner achievement.

The focus on learning achievement changed the approach to educational processes. School processes and school leadership became areas of intervention. It also became essential to have school level plan developed to monitor progress. In other words, district planning, Block Resource Centres, Cluster Resource Centres, parent-teacher associations, and village education committees were constituted to mobilise local stakeholders as part of the decentralisation efforts under the DPEP initiatives.

## **Post-script**

These initiatives at the primary level were followed when the programme was modified as Sarva Shiksha Abhiyan (SSA) to extend support to upper primary education, and later, designed as Rashtriya

Madhyamik Shiksha Abhiyan (RMSA) to cover secondary education. The reliance on external funding ended, and these initiatives were national in nature with funding support from the national government. NIEPA provided the leadership for conceptualising and implementing these programmes at all levels.

The idea of under-developed districts gave way to 'Aspirational Districts'. India launched a programme for the Aspirational Districts to transform 112 most under-developed districts across the country. The programme is expected to monitor the progress of aspirational districts based on 49 indicators from the six identified thematic areas of: Health 30%; Education 30%; Agriculture & Water Resources 20%; Financial Inclusion 5%; Skill Development 5%; and Basic Infrastructure 10%. In 2018, Niti Aayog calculated the 'distance to frontier' – the distance of the aspirational district from the state's best for evolving intervention strategies to hasten development. The National Education Policy (NEP-2020) has recommended that Special Education Zones (SEZs) will be created in the aspirational districts to provide a holistic equitable quality education.

### **Concluding Remarks**

The DPEP gave new direction to planning by emphasising on the decentralised planning and promoting local level mobilisation and participation. The DPEP planning process also brought student learning and school processes to the forefront of discussions and analysis. Learner achievement surveys, started under DPEP, became a regular feature - ASER started an annual survey in 2004-05, and NCERT started the National Assessment Surveys in the past decade. The discussions in the planning moved from providing inputs to school processes, classroom practices and learning outcomes. The learning poverty in low-and-middle-income countries is a live topic in India even today.

# Creating Large Scale Database: A Success Story of UDISE

**Arun C. Mehta**

## **Background**

Free and compulsory education for all children up to the age of fourteen years is a Constitutional commitment in India. For the successful implementation of any educational programme, effective monitoring and an efficient information system are essential. The existing data system to plan and monitor education in India was very outdated. NIEPA took up the responsibility of creating a reliable EMIS for planning education in India. The development of the EMIS started in NIEPA as Computer Operated Project on Education (COPE) which was later transformed into District Information System in Education (DISE) initially covering primary education, thereafter, extended to elementary education, and secondary education at subsequent stages. UDISE remains as one of the largest and reliable data sets in school education in the world.

This note presents the success story of DISE, and later Unified-DISE (UDISE), its evolution since inception which resolved most of the limitations, and helped immensely in strengthening EMIS in India.



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## The Traditional Information System

The erstwhile Department of Education (*Ministry of Education, Culture and Sports*) used to collect educational statistics through the Education Statistics (ES I to VI) Series Forms. Form ES-I was developed to collect numeric information on the number of institutions, enrolment, and teachers whereas information relating to financial, income, and expenditure variables were proposed through Form ES-II. Form ES-III was developed to collect information on examination results, so as Form ES-IV, for information on SC and ST population. District-wise information was proposed to collect through Form ES-V and information on special studies through Form ES-VI. With the implementation of ES-Series forms, the time lag at one stage increased to about seven to eight years. At this stage, the idea of the computerisation of educational statistics cropped up. For the computerisation, three new forms, namely, S-1, S-2, and S-3 were evolved. To tone up the educational statistics, the scheme of Computerisation of Educational Statistics was further strengthened in the year 1993-94. Despite this, time lag always remains the major area of concern.

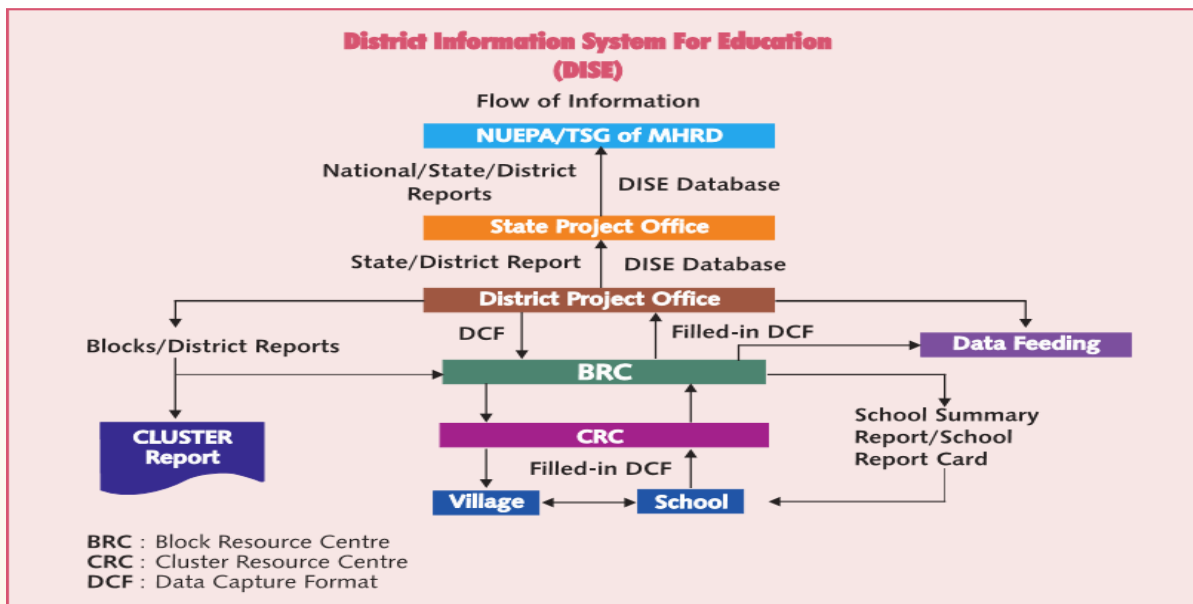
## Evolution of DISE

### The DPEP

In 1994-95, the Government of India launched *District Primary Education Project* (DPEP). The focus of DPEP was on primary education and it emphasised on district planning. To realise the goals of DPEP, the Government of India felt that a sound information system is essential for the successful monitoring and implementation of the programme. In the light of the above, the Ministry of HRD in 1994-95, as part of the DPEP national endeavour, decided to design and develop a school-based computerized information system and entrusted the responsibility to the *National Institute of Educational Planning and Administration* (NIEPA), New Delhi. with financial assistance from UNICEF.

Such a comprehensive and integrated approach was necessitated by the fact that the then-existing system could not provide school-level data, and that it was highly limited in scope and coverage. Similarly, the use of educational statistics for planning and monitoring in the decentralized framework was also minimal. In the absence of school-specific data, there were no systematic checks on the internal consistency of data. Data on many critical variables were either not collected at all or were not processed to facilitate decision-making. In tune with the spirit of the DPEP, the district was selected as a nodal point for data collection, computerization, analysis, and use of school-level data. {Not needed in other words, it was decided school be a unit of data collection, and the district, as the unit of data dissemination (Figure 1.1)}.





**Figure 1.1 : Data Flow Diagram**

## Evolution of DISE

NIEPA designed and developed core Data-Capture Formats in consultation with the experts and states. Accordingly, the NIEPA designed the software in-house for implementation at the district level (initially in the case of the primary level) and provided necessary technical and professional support to all the DPEP districts and states. The first version (d-base) of the software, named *District Information System for Education* (DISE), was released in the middle of 1995.

When SSA was launched in 2001, the coverage of DISE was not only extended to non-DPEP states but was also expanded to cover the entire elementary level of education.

Given the successful implementation of DISE, the coverage of DISE was extended from elementary to entire secondary and higher secondary levels of education in 2007. NUEPA designed a separate online application, namely Secondary Education MIS (SEMIS), and implemented it during the 2007-08 data collection. Though data was successfully collected through SEMIS, a few limitations remained concerning coverage and data entry. The online system continued till 2009-10 after which it was replaced by off-line software similar to DISE software for the elementary level.

## From DISE to U-DISE

The system in the form of DISE (elementary) and SEMIS (secondary), had two different Data Capture Formats - one for elementary and another for secondary; two software - one off-line (DISE) and another online (SEMIS); two data entry centres; and two Nodal Officers at district and state levels respectively for SSA and RMSA which caused a lot of duplicity of efforts and created confusion among respondents.

During 2010-11, NUEPA designed one *Data Capture Format* for the entire school education, i.e. Grades I to XII, and successfully piloted it in Puducherry. In the following year, the same was successfully piloted in Puducherry and West Bengal, and data from all schools having Grades I to XII was successfully collected by using a single DCF and Software. Further, to develop a unified school education statistics system, later, MHRD constituted a committee in 2012 to suggest modalities to develop such a system that recommended the integration of DISE and SEMIS.

It was during 2012-13, for the first time, that a single *Data Capture Format* was used across the country for the entire school education sector for which the MHRD issued detailed guidelines. It was decided that all the States and UTs will print the *Data Capture Format* from the DISE software by generating the previous year's data into the current year with all constant variables printed; data entry through DISE SW would take place in the office of SSA; schools will have only one unique 11-digit Identification Code; one Nodal Officer both at the district and state levels, and issued guidelines for smooth coordination between the SSA and RMSA officers. The year 2012-13 was the first year of unification; DISE has since then been known as the **Unified-DISE** or popularly as **U-DISE**. Since 2012-13, a lot of improvement in terms of coverage, quality, sharing, dissemination, and utilisation has taken place.

### Major Outcomes of U-DISE Efforts

In 2012, the Ministry of HRD (MHRD) declared U-DISE as *Official Statistics* and all parallel collection of data was discontinued and U-DISE has become the only source of information so far as the school education statistics are concerned. From 2012-13 onwards, all the Ministry of HRD publications concerning school education statistics are exclusively based on U-DISE data. The Government of India has also started submitting U-DISE data to UNESCO and UIS, as a part of its international commitment.

- Through concerted efforts, MIS units were established and made operational both at the district and state levels across the country and were equipped with the necessary hardware and software.
- The U-DISE has eliminated data gaps as comprehensive information on all aspects of school education and is now available, over a period of time, at all disaggregated levels, such as school, cluster, block, district, state, and national levels.
- Both the district elementary and secondary education annual plans are exclusively formulated based on U-DISE data.
- What is more remarkable about U-DISE is that it has drastically reduced the time lag in the availability of educational statistics, which is now down from 7-8 years to about a year at the national level, and only a few months at the district and state levels.

A variety of publications were being brought out annually based on U-DISE data which are made available (since 2001) at [www.udise.in](http://www.udise.in). A total of about 130 publications were brought out by NUEPA during 2005-06 to 2017-18. Through publications, information on every aspect of universalisation of elementary, as well as secondary education was disseminated at the district, state and national levels.

In addition to the web-enabled and printed publications based on the U-DISE data, the then Union Minister of Human Resource Development released School Report Cards of more than one million

primary and upper primary schools/sections (in November 2006) which were based on the DISE data. The Report Cards also provide qualitative information and a descriptive report about individual schools.

### **Concluding Observations**

NIEPA initiated, developed, managed, and nurtured UDISE during the period 1994-95 to 2017-18; thereafter, the same is being managed by the *Department of School Education & Literacy*, Ministry of Education. Thanks to the initiatives and lead role played by NIEPA, it could reduce the time lag in the availability of educational statistics to less than a year at the national level, and only a few months at the state and lower levels, there were no more data gaps. The district annual plans under the aegis of SSA and RMSA were being exclusively been formulated based on UDISE data. Bringing out a set of 15 publications, based on one year's UDISE data, was a regular feature. The landmark year was 2012-13 when UDISE got the status of the *Official Statistics* and all parallel collection of information was discontinued. The UDISE became the only source of information so far as the school education in India is concerned.

# Internationalisation of Education

## Sudhanshu Bhushan

In the early 2000s, the WTO Cell, located in the Department of Higher Education of NIEPA, has been supporting the MHRD on the policies relating to the General Agreement on Trade in Services (GATS). The WTO cell at NIEPA organised several meetings to analyse and understand various clauses of GATS agreement. Some of those articles related to Market Access, National Treatment, Most Favoured-Nation's Treatment, Domestic Regulation, Transparency, Competitiveness and, four modes of trade in services. Discussions revolved around the meaning and its implications on education, given the regulatory environment and education as a not-for-profit enterprise in India. It was during this period that efforts for integrating Indian higher education with other countries were also made by the Government of India. For example, mutual recognition of qualifications, national qualifications framework, establishment of credit system and credit transfers to encourage student mobility were some of the new directions of change that emerged out of the new discourse on internationalisation of education. NIEPA deliberated on all such issues in conferences and seminars. NIEPA was documenting all discussions, and are made available to the public on request.



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A national seminar was organised during 25-26 August, 2004 on “Internationalisation of Higher Education: Issues and Concerns” in NIEPA. The collection of papers by eminent experts was made. NIEPA completed an important project awarded by Government of India on Foreign Education Providers in India in which, for the first-time, various forms of foreign collaborations in education in India were identified. All of these materials were helpful in taking decisions respecting requests and offers – an important process of negotiation under GATS.

Important decisions were taken through a process of consultation by various committees<sup>1</sup> and subcommittees constituted by MHRD on requests from other countries, and offers made by Government of India to other countries on four modes of GATS. Deliberations centred around crucial questions. For example, an important request from other countries was made to allow degree and non-degree courses to be offered in the university and colleges, and outside it in work places and homes. This would have permitted the liberalisation of higher education on a massive scale. Experts opposed it and advised MHRD not to accept the requests as it would make higher education a commercial activity by allowing training and testing by private and foreign firms.

Mode 1 – cross border trade – to supply education services was another controversial issue in which full implications needed to be understood. Distance education in India is regulated. However, supply of education services relating to testing and training is not regulated in India. If this mode is liberally allowed then there might be proliferation of private and foreign education providers which it may be difficult to regulate. Hence, experts were of the opinion that mode 1 liberalisation can happen in higher education only within the regulated framework and not outside of it.

Another issue of importance in the negotiation relates to mode 4 in which short run movement of natural persons is permitted. Normally, developed countries wanted mode 4 to be operative with limitations. However, for developing country like India, under mode 4 liberal movement of teachers was favourable, though in the long run, it might lead to depletion of specialised human resources in India. Hence, a very careful approach with respect to mode 4 was suggested to the Government of India due to the trade off between the short and long run.

Another request was to allow the commercial presence of foreign branch campuses in India. An important challenge to this request was that higher education in India is a not-for-profit sector. If commercial presence of foreign branch campus is permitted then it would be contrary to the not-for-profit higher education in India. Hence, various options were suggested to allow foreign branch campus in India without indulging in commercial activity. Deemed university route and, finally, The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010 was presented in the Parliament. It was referred to the standing committee of Parliament which suggested modifications to the bill. Later on, bill could not be passed in the Parliament. As an alternative, academic collaboration was an important mechanism to promote internationalisation without permitting commercial activity. Subsequently, NIEPA played the role in drafting the University Grants Commission (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree

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<sup>1</sup> I was made the member convener of the committee on request and offers with the enormous task of preparing background notes, collect the suggestions made by the members and finalise the requests and offers to be submitted to MHRD, Government of India.

Programmes) Regulations, 2022 which was gazetted on 2 May, 2022. It is important to note that, over a period of almost 20 years, all efforts to liberalise higher education through an entry of foreign branch campuses was thwarted because of the constitutional obligation to make higher education as not-for-profit sector. Finally, a more collaborative approach to offer twinning, joint degree and dual degree programmes was made under the UGC regulation in 2022.

NIEPA, at the request of the Government of India, organised Sub-regional Preparatory Conference of South, South-West and Central Asia for 2009 World Conference on Higher Education on the theme "Facing Global and Local Challenges: The New Dynamics for Higher Education" on 25-26 February, 2009. Subsequently, NIEPA participated in the world conference of higher education organised by UNESCO during 5-8 July, 2009 in Paris where the developing countries' perspectives on internationalisation were presented.

Various faculty and Ph.D. scholars contributed articles and Ph.D. dissertation respectively on various issues relating to internationalisation of higher education. M.Phil. scholars, too, contributed to the understanding of student mobility and internationalisation at home in their M. Phil. dissertations.

In recent years, Government of India launched two programmes to support internationalisation of higher education. Global Initiative of Academic Networks (GIAN) is a programme to share the knowledge and teaching skills from international faculty in cutting edge areas. Institutions of Eminence scheme (IOE) was launched to support eminent institutions by providing autonomy and funding support to become the world class. NIEPA played an important role in the evaluation of both the schemes of Government of India.

UK India Education and Research Initiative (UKIERI) was established during 2005-06 to promote education and research between India and UK. At present, it is in the third phase. During the founding period, NIEPA participated in various seminars in India and UK, and played an important role in the shaping of the UKIERI programme (see Dhar I, 2008). NIEPA also played an important role in India-Australia collaboration by having two joint publications relating to quality assurance of transnational education and teaching learning experiences in India and Australia {Stella, Antony & Bhushan, Sudhanshu, (Eds) 2011; J. Arvanitakis, S, Bhushan, N. Pothen, A. Srivastava, (eds) 2019}.

The Unit for International Cooperation (UIC) was created in NIEPA with the objective of extending support to MoE and other decision-making bodies on matters related to international cooperation in education through its research and documentation, advisory and monitoring role. UIC is an integral part of NIEPA and functions in close collaboration with the International Cooperation Division of the MoE. The Nordic Centre in India (NCI), the Centre for Policy Research in Higher Education (CPRHE) and the Unit for International Cooperation (UIC) of the National Institute of Educational Planning and Administration (NIEPA), New Delhi, jointly organised the first Nordic-India Higher Education Summit at NIEPA on 31 October, 2019 (<http://www.niepa.ac.in/UIC/file/nordic.pdf>) which was followed by another delegation of GINTL - a consortium of 10 Finnish universities, and universities of applied sciences led by University of Jyväskylä - at NIEPA on 21 September, 2022 to discuss various issues leading to collaborations in research as well as post-doctoral opportunities. The global survey among the 'top 200' category universities to understand their priorities regarding the establishment of branch campuses in India was carried out by



Eldho Mathews on behalf of the Unit for International Cooperation in 2021. ([http://www.niepa.ac.in/download/IBC\\_Survey\\_Final\\_Report\\_15\\_July.pdf](http://www.niepa.ac.in/download/IBC_Survey_Final_Report_15_July.pdf))

To conclude, NIEPA played an important role during the past 25 years of its journey to guide policy in the area of internationalisation of higher education. First, it deliberated on various clauses of GATS in education services agreement and analysed its implications. Most importantly, it cautioned against the mushrooming of diploma mills in case of liberalisation of training services. NIEPA facilitated the government in legislating the foreign university bills. Second, it played an important role in organising the national seminars and international conferences in the areas of internationalisation of higher education. Third, NIEPA played a role in the drafting of recent regulation of UGC to promote international collaboration through the joint and double degrees. Fourth, the doctoral students contributed to the knowledge in the internationalisation of higher education through their doctoral dissertations. Lastly, the International Unit for Co-operation is supporting the Government of India to promote international co-operation in education.

Needless to mention NIEPA has led many International collaborative research project and continue to do so.

# Capacity Development in Less Developed Countries: Role of NIEPA

**K. Sujatha**

Most of the less developed countries have long history of colonisation resulting in destruction of their culture, economy and education system. The indigenous education system was destroyed and replaced by mostly Anglo-Saxon curriculum based formal education which was intended to serve the purpose of colonial masters rather than educating the masses.

The trend of decolonisation process based on a thrust on development and democratisation of state and societies brought a significant transformation. The less developed countries and newly established democracies faced a variety of challenges ranging from poverty, population growth, rapid urbanisation and consequent health and environmental hazards. The paradigm of development faced enormous challenges in terms of expansion of education facilities, guaranteeing equity and quality of education. Therefore, adopting systematic planning and modern management in education has been recognised essential as to increase the pace of education development which is primary condition to economic and social wellbeing of people. Reorienting educational planning and management is essential for less developed countries in order improve access and quality



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of education ensuring equity. Further, the changing paradigm from education for employment to education for economic development, demographic changes, health and environment protection which necessitates in reorienting the skills of educational planners and administrators.

But the benefits of education can remain sustainable and long term provided the educational infrastructure in terms of creating a wider pool of quality teachers. Further, the availability, deployment and effective distribution of personnel needs to be planned and coordinated for a successful implementation of educational development programme. Therefore, capacity building in principles of educational planning and modern management has become critical for educational planners and administrators, and has found deep policy focus. However, most of less developed countries lack resources and institutions for capacity building of educational planners and administrators. International Institute of Educational Planning/IIEP (UNESCO) has, over the years, initiated several capacity building programmes for less developed countries and has been quite successful. But, considering the number of less developed countries and the number of personnel involved in planning and managing the education system, IIEP efforts needed support from regional level institutions.

### **NIEPA International Interface**

The creation of NIEPA as an apex national agency for imparting training and guidance to various stakeholders in educational administration and planning has certainly bolstered the capacity building of educational personnel in the country. Keeping its mandate in mind, this national institution with an international reputation has carried out several path breaking researches, training and capacity building programmes. But beyond its national role, it has also engaged, over the years, in short term international programmes of thematic orientation courses, seminars and field visits for participants from South Asian and African countries sponsored by international agencies and in collaboration with IIEP, Paris. However, these programmes were few and far. But one of its most focused, organised and developed programmes has been International Diploma in Educational Planning and Administration (IDEPA).

### **Genesis of International Diploma in Educational Planning and Administration**

The international role of NIEPA came into sharp focus in 1983 when the Indian National Commission for cooperation with UNESCO held a sub-regional meeting in New Delhi in 1983 for Asian countries. In this breakthrough meeting, it was proposed that National Institute of Educational Planning and Administration (NIEPA) should extend its capacity building training facilities to South Asia and other developing countries as a regular feature. Consequently, the National Institute of Educational Planning and Administration has been requested to extend its capacity building programmes to South Asian Countries as these do not have such facilities. The International Diploma in Educational Planning and Administration was developed and introduced to cater to these specific needs. Since then, NIEPA has successfully designed training programmes for planners and administrators. The first six-month International Diploma in Educational Planning and Administration (IDEPA) training programme was launched by NIEPA in 1985 which is continued for the last 37 years. In each year, 20-45 people participated in IDEPA covering from Latin America and West Indies to Pacific Islands. Thus, in total 895 participants from 93 countries have taken part in IDEPA (2019).

IDEPA aims at assisting countries in Africa, Asia and other developing countries in building their national capacities in educational planning and administration. The participants are senior and middle level educational planners and administrators who, in due course, may serve as experts in this specialised field, or as facilitators of similar training programmes in their respective countries.

The IDEPA Programmes have been carried out in active collaboration with a number of national and international organisations. These organisations act as funding agencies for sponsoring participants who attend the Programme at NIEPA. The premier national organisations sponsoring IDEPA Programmes are the Ministries of External Affairs and Finance (Economic Affairs) of the Government of India, under schemes like the Indian Technical Economic Cooperation (ITEC), the Special Commonwealth African Assistance Plan (SCAAP) and the Colombo Plan. The international organisations which support IDEPA Programmes include the Commonwealth Fund for Technical Cooperation (CFTC), the Swedish International Development Agency (SIDA), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP), the World Bank, Danish International Development Agency (DANIDA) and the World University Service. In a few cases, the national government of the country to which the trainee belongs sponsors time besides providing necessary financial support.

### **A Glimpse into IDEPA Course and Curriculum**

The concept of IDEPA is about enhancing the skills of educational professionals in administering and managing educational institutions. It is essentially a skill development course. The course was conceptualised to transform the skills, efficiency and competency of educational professionals by imparting the new concepts, ideologies and theories as well as providing the opportunities to see the practical aspects of these concepts in institutional set up. Therefore, the course combined both theory and practice. Further, continuous improvements in the course were made keeping in mind the feedback by the participants, needs of the market, stakeholders and changing educational scenario. This was imperative keeping in mind that the participants are middle and senior level educational planners and administrators who, in due course, serve as experts in their respective countries in this specialised field, or as facilitators of similar training Programmes in Africa, Asia and other developing countries.

The IDEPA course consists of two parts namely, a three-month intensive course work which consists of general understanding of educational scenario in different countries, comparative perspectives of educational issues and challenges, macro and micro level planning (school mapping system, different approaches of educational planning, etc), theories of educational administration and modern management skills, including organisational development and leadership, school inspection, supervision and institutional evaluation and monitoring. The IDEPA course also includes Education Management Information System, Research Methods, and Computer Application. It also focuses on current issues on education, comparative education, challenges to education at local, national and international levels. Experience and feedback from participants as inputs enables the administration to revise the course curriculum, to introduce additional courses and topics for discussion.

## Programme Methodology

Considering the diversity of participants' academic and professional profile and content, and the nature of course curriculum, the overall approach of the programme tried to strike a balance between theory and practice. Each course in-charge, following the logic of the course contents, selected methods, details and techniques relevant to the course. Broadly, these were in the form of lecture-discussions, panel discussions, simulation and practical exercises, role-plays, case-discussions, management games, search conferences, demonstrations and group exercises. Panel discussions encouraging participants to act as part of the faculty was a special feature of the course methodology. In addition to NIEPA faculty, resource persons are invited from other premier institutions as also national and regional level senior administrators, etc. Significant features of the IDEPA include distinguished guest lectures organised on different themes.

### Field Visits and Introduction to Indian Cultural and Historical Heritage

Another significant aspect of the course is the field visits to different states to have exposure of educational planning and administration at state, district, school and local levels. The field visits provide ample opportunity to compare and contrast their situation with Indian context and exposure to innovations and diverse situations in India. These visits aim to achieve two purposes namely, providing practical knowledge to the participants regarding the theories they have been taught in the classroom, and an opportunity to know and appreciate other cultures. India, being country of tremendous plurality and diversity, is unique in many respects, Its rich cultural heritage, dance, drama, music, textiles and simply an opportunity to diverse segment of population enhances one's capacity to comprehend cultures. This also allows the participants to develop a cross-cultural comparative perspective. In this sense, the programme is both educational and cultural. In fact, these participants are cultural ambassadors of their own countries in India, and of India in their respective countries. This way, NIEPA has played a pivotal role in bridging counties and culture through IDEPA. In the language of Bourdieu, it has engaged in the production of cultural capital.

NIEPA library has a large collection of books and journals related to educational planning and administration. Library and computer centre of NIEPA is kept open till late hours to facilitate the participants' optimum utilisation of academic facilities. During 80s and 90s, most of the IDEPA participants had no knowledge of computer and its use. Because access to computers was less, and a luxury for a large number of educational professionals in developing countries. In order to cater to this demand, IDEPA has specifically incorporated a course on 'Introduction to Computers'. With a view to improving the skills and ability of participants and providing them practical training, the NIEPA's Computer Centre remained open till late hours where specific assistance was provided by computer experts. The Centre also organised hands-on practice for the participants.

A rigorous evaluation method consisting of various techniques for different courses were used to measure the competency and performance of participants. Consequently, grades were given which, in the end, culminated with the award of International Diploma. Therefore, the participants were always engaged themselves in rigorous curricular activities viz. preparing and presenting country papers,

making thematic seminar presentation and carrying out research work, etc. Some of these assignments are individual based while others were group activities thus, preparing them for mutual appreciation, acknowledgement of each other's work besides developing leadership capabilities.

The nature of trainees' evaluation ranged from written assignments to the level of participation in practical exercises, book reviews, structured and unstructured discussions, reporting on observations, etc. depending on individual course organisers.

### **Second Phase: Research Project**

Preparations for second phase begin while the participants are undergoing course work of first phase. Each participant is attached to a faculty supervisor to guide in preparation of research design and tools for their respective dissertation. The participants' meetings with research supervisor helps them work on their research project when they go back to their respective countries.

The research project is based on analysis of a theoretical work or empirical validation of particular policy, programme or educational strategy. The work is assessed based on the quality of the written document as well as a presentation. The research project aims to help the planners and administrators to make evidence-based decision making, analysis of data and information besides understanding the problems in right perspective.

IDEPA Diploma has a high academic value in many African, Asian countries especially in obtaining promotions and placements. For example, in Mauritius, Nepal, Bhutan, Zambia, Tanzania, Myanmar, etc, the authorities give considerable importance and attach a great towards IDEPA Diploma especially while assigning responsibilities and considering their candidature for promotions.

### **Challenges**

IDEPA has been a hallmark of NIEPA training programmes, and has been in demand since its inception for its quality and focus. IDEPA has travelled along journey from the time of typewriters, cyclostyles and carbon copy to the digital era with increasing use of information technology, internet-based learning to overwhelming use and exposure to and social media. However, the path is not without its problems and pitfalls as we can identify various challenges in conducting IDEPA. In eighties and nineties, some of the participants had an issue in following instructions in English which is the medium of instruction in training. This was countered by making faculty members to make additional efforts to explain and help the concerned participants follow the lectures. The financial allowances were also limited making it difficult for some participants. Another limitation was the selection of candidates where NIEPA has no role as host-institution since the nominations were directly decided by the funding agencies. But for these challenges and a few teething problems, IDEPA could have been more successful in imparting capacity building courses to the international participants from the less developed countries.

NIEPA has played an effective role through IDEPA to develop knowledge and skills to make educational planning and management more scientific and appropriate to socio-economic and educational context of the less developed countries.

IDEPA remains one of the most important capacity development programmes for educational administrators in the less developed countries. IT helps NIEPA to continue to play a global role.



# National Centre for School Leadership: A Journey towards Excellence

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**Rashmi Diwan**

## **School Leadership: Key to School Improvement**

The emphasis on school as a basic unit of change and transformation has become central to improving quality of education systems across the world. The school leader is recognised as a lever for managing and leading changes in the schooling processes, working around to what eventually counts as school improvement. Research evidences too, have brought school leadership to the fore as a critical mediator to building learner competencies and improving quality of schools. Effective leadership is seen closely linked to leadership development as a continuous professional engagement. Considering the significance of a school leader in whole-school improvement, her/his preparation to acquire the leadership role has been accorded greater importance in both literature and policy discourses.

## **Ushering of a New School Leadership Era in the History of NIEPA**

The thrust on school leadership, initiated in the 12<sup>th</sup> five-year plan, continued into the National Education Policy 2020 articulating an impending need for equipping school leaders



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at institutional level by developing their leadership and managerial capabilities through a School Leadership Programme. Recognising school leadership as critical to creating an eco-system conducive to improving schools, a National Centre for School Leadership was established in NIEPA in 2012.

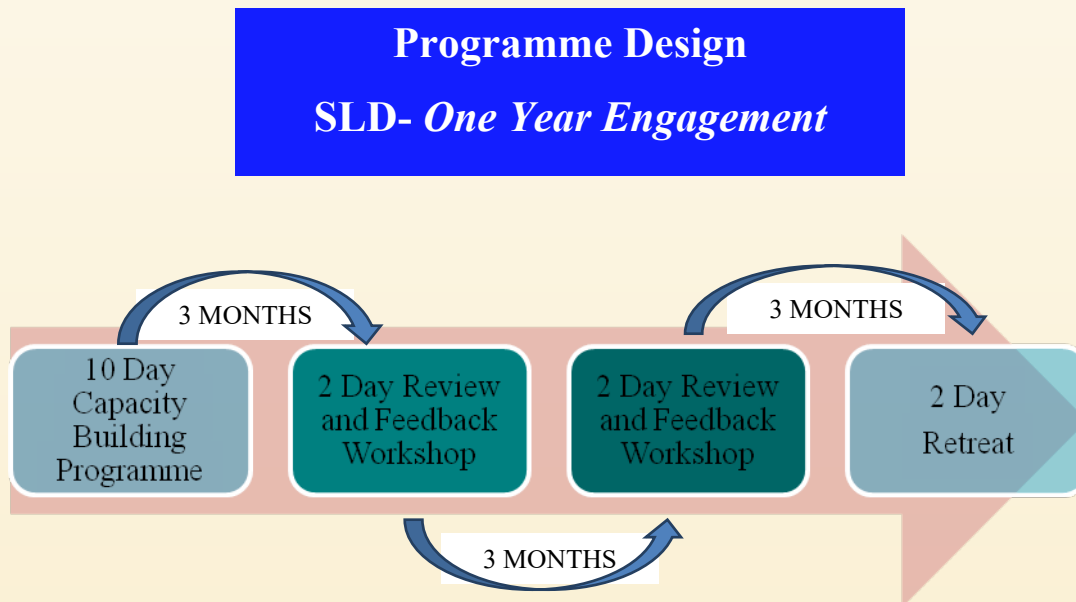
The NCSL programmes intended to prepare the current and prospective school leaders to govern schools effectively and transform the school education system. The high standards set up for school leadership in India culminated in the formal launch of the first-ever developed National Programme Design and Curriculum Framework on School Leadership Development in February 2014 by the then Hon'ble Minister of Human Resource Development. .

### **Vision and Mission: The Spotlight**

With prime focus on enhancing leadership capabilities of school leaders to help them focus on those quality parameters that matter to their respective schools, the vision and mission statement guides the Centre with a single motto - *every child learns and every school excels.*

### **School Leadership Development: A Wider Connotation Beyond Training**

In contrast to the prevalent practice of one-shot or short-term programme, the School Leadership Development evolved by the Centre involves long-term engagement and mentoring services through a network of highly qualified professionals. This is what makes School Leadership Development a premium programme of NIEPA.



## The Core Functions of NCSL



### **Key Function 1: Curriculum and Material Development**

Conceptualised for the first time in India, the National Programme Design and Curriculum Framework on School Leadership Development is a comprehensive document built around seven key areas ranging from developing self to leading school administration deeply rooted in the local context. The framework is flexible in its adaptation as it guides through practitioner pedagogy, grounded in the needs and issues of the states and the diversity therein.

### **CURRICULUM FRAMEWORK: KEY AREAS**



**Has Special Focus Areas**

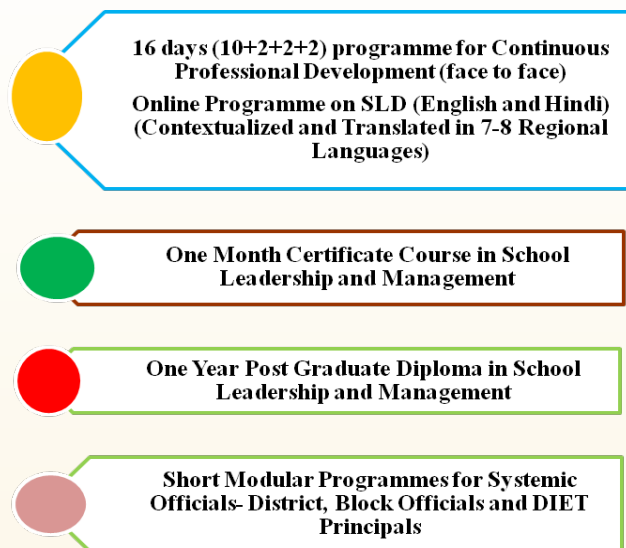
**Material development, enrichment, contextualisation** is a regular feature of the Centre. The resource handbooks and self-instructional packages are used extensively in all the school leadership programmes. These include Handbook for 16-Day Capacity Building Programme for State Resource Groups and School leaders; One-Month Certificate Course on School Leadership and Management as a Residential Induction Programme; One-Year Post Graduate Diploma in School Leadership and Management; Online Programmes on School Leadership and Management (Basic and Intermediate levels); Pedagogical Leadership for Leading Learning in Secondary Schools, and Face-to-Face and Online Self-Instructional Modules on Concept and Applications of School Leadership as part of NISHTHA, the flagship programme of the Government of India. In the light of recommendations of National Education Policy 2020, the school leaders are mandated to avail of 50 hours or more of Continuous Professional Development opportunities every year to improve their leadership skills as well as content knowledge. In this line, NCSL has developed a comprehensive *Self-Instructional Package on School Leadership Development* as its newest addition.

## **Key Function 2: Capacity Building**

*The International Partners:* In the initial years of establishment, the Centre worked in close collaboration with National College for Teaching and Leadership (erstwhile National College for School Leadership), Nottingham, United Kingdom under UKIERI. The overall aim was to develop a sustainable and scalable approach to School Leadership Development in India. The Phase One of this collaboration was devoted to establishing a joint understanding of NIEPA, India and NCSL, UK on the preparation of a strategic plan for the programme. The first workshop at Nottingham in 2012 provided exposure to the Indian partners in international school leadership practices and UK partners to help draw lessons in Indian context from the experience of participants from India. This led to evolution of the School Leadership Development programme envisaged by NCSL as a nation-wide programme. The programme was piloted in two States - Tamil Nadu and Rajasthan - as a collaborative programme with UK partners during 2012-17.

*The National Programmes:* The strength of the Centre lies in programmes conceptualised and designed around seven key areas in the Curriculum Framework. In each programme, ample space is created for reflections through process-based materials and practicum that enable participants to have the hands-on application of the knowledge and skills they acquire. The delivery of every programme is unique to the school context, finding answers to the most ardent problems faced at the school level. Currently, NCSL offers a variety of programmes, both online and face-to-face, in-service and induction residential programmes for the current, newly appointed, aspiring and prospective school heads across the country.

## Leadership Development Programmes



The programmes have been on high demand from the State Governments and national level institutes like *Kendriya Vidyalaya Sangthan, Navodaya Vidyalaya Samiti, Central Board of Secondary Education*, etc. The Centre customises the specialised training packages tailored around specific leadership requirements for its collaborative partners.

NCSL, in collaboration with CIET, NCERT, runs a weekly live streaming on national platform “PMeVidya” Channel Nos. 6, 9 and 12. The platform is used as a medium to share leadership best practices by inviting experts, outstanding practitioners from schools and education system to create academic content on various aspects of quality education. .

**Weekly Updates and Advocacy: A Regular Feature** The Centre is active in posting weekly updates on state-specific information and case studies, live streaming, SLD programmes, materials generated, etc, on its social media platforms, such as facebook, youtube, telegram and its own portal on NIEPA website: [ncsl@niepa.ac.in](mailto:ncsl@niepa.ac.in).

### Review and Advocacy on various Platform

#### Regular weekly updates on Social Media - 150 Posts

Facebook Page:<https://www.facebook.com/ncslslidp/>

#### Facebook Group:

<https://www.facebook.com/groups/450976225765786>

Twitter:[https://twitter.com/ncsl\\_official](https://twitter.com/ncsl_official)

Instagram::<https://www.instagram.com/ncslniepa/>

#### Youtube:

<https://www.youtube.com/channel/UCPE-zpD1OuRMypnM7WRlh8Q>:

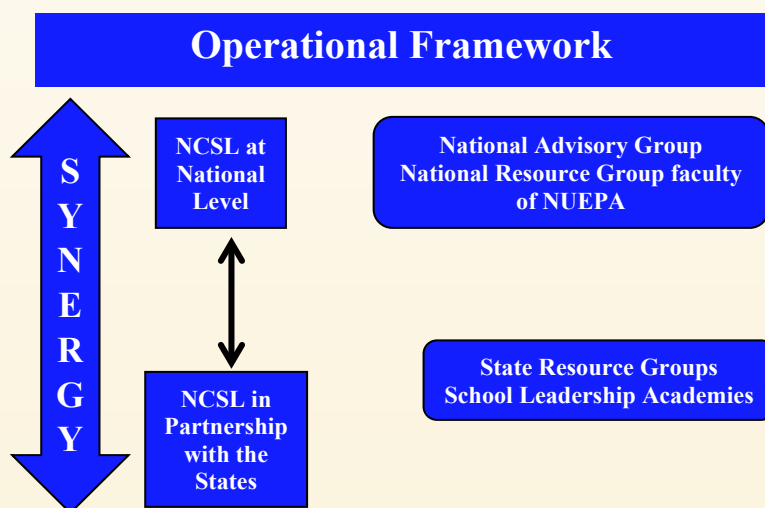
Telegram: <https://t.me/s/SchoolLeadershipofficial>

## School Leadership and New Thrust Areas in NEP 2020

The spectrum in which the Centre builds leadership capacities keeps expanding as per the national priorities. NEP 2020 accords high importance to building leadership capacities to address all pertinent issues related to school improvement and student learning. The Centre is taking strides in leadership development by organising programmes on new themes, and generating associated materials aligning with NEP 2020 mandate. These thrust areas on which the Centre is currently engaged in developing materials and capacity building programmes include, *Academic Leadership for Educational Administrators, Leadership Development for Improving Student Learning and Learning Outcomes in Government Schools, Leadership for Gender Inclusivity in Government Schools, Frameworks on Leading School Complexes and Leadership for Skills-based and Vocational Education.*

### Key Function 3: Networking and Institutional Building

NCSL draws synergy of national and state institutions for ensuring acceptability, relevance and significance in all aspects of School Leadership Development Programmes across 36 States/UTs of the country.



At the national level, the Centre is guided by a group of experts that forms the National Advisory Group (NAG). In addition, the National Resource Group (NRG) guides through the vetting process of materials generated by the Centre. At the State/UT level, the approach of the Centre is to make activities need based and participatory involving a critical mass of experts well-trained by NCSL known as State Resource Group and School Leadership Academies to facilitate in State/UT-specific materials and support capacity building programmes.

Currently, the Centre operates through 29 SLAs established in 29 States/UTs for enrichment and contextualisation of Handbooks, Resource books and Online programmes developed by NCSL, delivery of capacity building programmes through State Resource Group and its Faculty in Indian languages, developing materials addressing context-specific issues and challenges and as collaborative partners in research activities.



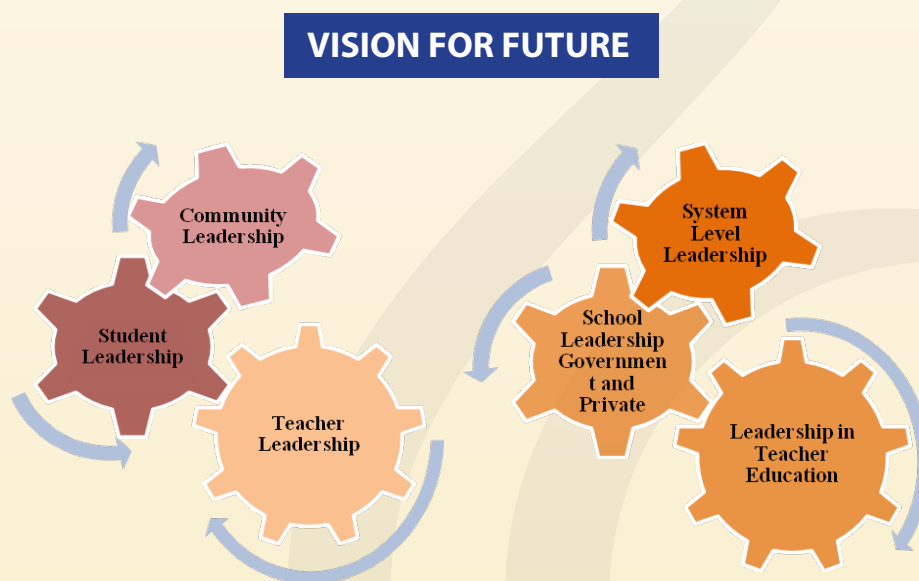
The Centre is developing a web portal exclusively for showcasing the efforts of its extended arms, the School Leadership Academies, named as the SLA Portal to be launched in 2022. This web portal will provide all information regarding each of the SLAs, for networking and cross-sharing.

### **Key Function 4: Research and Development**

Envisioning research and development as a strong pillar to School Leadership Development Programmes, NCSL took up research agenda at several forums to explore the possibilities of collaboration at the international levels: (i) The International Seminar on School Leadership: Policy, Practice and Research at New Delhi. (ii) A joint International Colloquium on Women Leadership in Education with University of Edinburgh, Scotland, UK. The Research/Academic organisations from Australia and Canada have approached NCSL for joint research on several themes on school leadership in selected states of India. NCSL is taking research initiatives in collaboration with School Leadership Academies as State/UT partners: (i) Documenting outstanding leadership practices. (ii) Evolving workable models on school leadership in diverse contexts. As part of this larger study, the Centre is conducting research in many contexts; a few being schools in Char Areas of Assam, small schools in Lahaul-Spiti, Himachal Pradesh.

### **Looking Beyond the Present: Futuristic Outlook**

The NEP 2020 aims at enabling *schools to provide inclusive and equitable quality education to all. The policy also accords high priority to promotion of positive learning culture for improving learning outcomes.* Aligned to these recommendations and NCSL's mission to *deliver quality education to ensure every child learns and every school excels*, the Centre plans to continue to focus on improving schools, system and learning outcomes by building leadership capacities of a wider range of individuals, including principal leaders, teacher leaders, teacher educators, administrators, community members, School Management Committee, parents and other stakeholders.





NCSL realises that leadership development is broad based, comprehensive and sustainable. This developmental process is not restricted to training of leaders, but boundaries stretching beyond to *Education of Leaders*. The School Leadership Development of the future is envisaged as capability-focused that prepares school and system leaders as lifelong learners. Considering the vision of NCSL, *to prepare new generation leaders for next-gen schools*, it is time to broaden the leadership framework beyond the current practitioner-centric School Leadership Development to capturing deeper insights into knowledge generation and skill upgradation centred around education, research and continuous development.

Thus, NCSL aims to develop a World Class School Leadership Development in India.

# Financing of Education

**Jandhyala B. G. Tilak**

## **NIEPA and Financing of Education in India**

Issues relating to financing of education were not considered important for a long time either for research or even in the context of policy research. This was based on two different views: one, education did not require much money, as schooling could be conducted even under a tree as it used to be in *Gurukulas* in ancient India; there was no need for buildings or any equipment; teachers and students live on alms. The other view was that schools did not require much money; whatever modest funds that were required by the education system, would be provided by the villagers and the local community and/or by the rulers through generous grants in cash or in the form of land grants or grant of villages from which tax revenues are generated. The rulers used to provide the required funds without asking any question, or seeking any budget proposal. Education was considered too noble an activity to be subject to the principles of financial accounting, management, budgeting and auditing. Even in modern period, Gandhiji argued that the modest funds required by schools be made available by the villagers and/or



### **Professor Jandhyala**

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by local trusts; or they be generated by the schools themselves through revenue generating activities to be carried by students and teachers.

However, the situation has changed considerably over the years. Modern systems of education require huge amounts of financial and non-financial resources; and education sector has to compete with other sectors for allocation of resources from the public exchequer. Following the Report of the Education (Kothari) Commission which estimated the huge requirement of financial resources for education and emphasised on planning and proper utilisation of funds, financing of education has become an important issue of wide concern. A few, in fact, very few, major studies were conducted in India in the area of economics of education that touched peripherally some aspects of financing of education, including specifically the estimation of costs of or investment in education. The National Institute of Educational Planning and Administration, in its early form of the UNESCO Asian Institute of Educational Planning and Administration, recognised the importance of financing of education as an important area of study and launched (a) training programmes on financial management in education, including financial management in universities and in school education (at state level), and (b) micro and macro level research studies on financing of education. Over the years, particularly after 1981 when the organisation took the name of the National Institute of Educational Planning and Administration, these two activities grew in size and quality and have contributed immensely to financial administration and expanding research vastly. Though many universities gradually took up research in financing of education, and some initiated training programmes, even today, the National Institute remains to-date as a major centre for these two activities, having contributed significantly to the development of the field, creating interest among the researchers in this area, increasing awareness among the administrators, planners and policy makers about the ever-emerging challenges and policy options relating to financing of education, and producing professionally trained manpower through its training and teaching/research programmes.

Some of the important issues of concern relating to financing of education include estimation of requirement of funds, mobilisation of resources, their allocation, and utilisation. NIEPA's research covers most of these areas, apart from imparting training and capacity building in financial management, accounting and budgeting.

The level of financing education in an economy can be judged in terms of adequacy, equity and efficiency. It should be first judged in terms of adequacy: whether the finances provided for education are adequate or not. In the 1960s, international comparisons were the fashion, and investment in education in any economy was used to be judged in terms of international comparisons particularly with reference to the share of education in gross national product (GNP) and the share of education in the government budget. Though the international comparisons still continue to be important, adequacy of the financial resources is judged in terms of physical targets at the national level. Enrolment (ratios) targets were taken as the main criteria; but such targets have been largely in case of elementary education only. Universal primary/elementary education was begun to be considered as essential, and it was felt that resources should be provided adequately to meet this goal. Provisions of schools in all areas accessible

to all population, reduction in dropouts, repetition, etc., have been viewed as important parameters in determining the level of finances required for education.

Particularly, since the beginning of the 1980s, equity considerations, besides considerations for quantitative expansion (e.g., provision of schools), and improvement in quality (e.g., increasing the number of trained teachers, and provision of textbooks, stationery etc), seemed to have exerted considerable influence on public financing of education. With respect to equity, it is felt that equality in outcomes cannot be ensured, but equality in inputs, i.e., equality in opportunities, can be ensured. Accordingly, the issues that received much attention of the educational planners and researchers relate mostly to equality in educational opportunities – regional, caste and gender groups of population – measured in terms of literacy, enrollments and number of institutions and provision of required infrastructure and other inputs – human and physical. Even though there is relatively considerable research on efficiency considerations in education, their importance is being realised only of late when finances for education have been subject to severe squeezes. Two aspects relating to efficiency in education are important: efficiency of investment made in education, and cost-effectiveness. The former is measured in terms of labour market outcomes, essentially rates of return to education, which refer to the overall or labour market efficiency of investment in education, while the latter, viz., cost-effectiveness refers to efficiency of investment made in educational outcomes such as number of pass-outs of the system, survival and transition rates, etc. The labour market efficiency is also referred to as external efficiency, and measures on cost efficiency as internal efficiency. While cost-effectiveness analysis explains how efficiently the resources are being used to produce the given output in the schools – number of graduates or pass-outs, rate of return analysis shows how efficient is the overall investment in education in the labour market and in contributing to economic growth and development – at individual and macro levels.

NIEPA was actively and continuously engaged in estimating resource requirements for education in the context of the National Policy on Education 1986, the subsequent five-year plans, the tenth Finance Commission, the externally funded project on District Primary Education, the *Sarva Shiksha Abhiyan* and the like. NIEPA has also contributed to the estimation of resource requirements to make education truly a fundamental right. An expert committee, appointed by the Government of India, chaired by Tapas Majumdar estimated that the country would require an additional amount of Rs. 137 thousand crore for the next ten-year period, i.e., about Rs. 14 thousand crore a year, or on average about 0.7 per cent of national income per annum, for universalisation of elementary education alone, which was made a fundamental right in the Constitution of India. Hardly a small fraction of this requirement is made available.

As a micro level study on school education conducted at NIEPA has shown, there is vast scope for improving the utilisation of resources in education, which would reduce the extent of requirement of additional resources to some extent; but at the same time, as the Tapas Majumdar Committee and other studies at NIEPA have shown even with introduction of measures for efficient use of resources, the additional requirements of the education sector are substantial.

The level of financing of education in India cannot be regarded adequate based on any of the above criteria: international comparisons; targets and requirements; and equity or efficiency. The high private

and social rates of return to education – primary to higher – indicate that the education sector in India is severely under-funded, even from the narrow point of view of economic efficiency.

The most standard and popular indicator used to measure finances for education is the percentage of GDP devoted to education, though some of the limitations of this indicator are well known. As recommended by the Kothari Commission, the *National Policy on Education 1968* has promised to raise allocation of resources to education to six per cent of national income by 1986. But the goal has not yet been reached. Presently, India devotes about four per cent of her GDP to education. In the report of an important committee constituted by the Government of India on the six per cent of GDP to education, in which NIEPA played an important role; year-wise allocations required to reach the goal were estimated. The committee has also recommended allocations required by level of education – elementary, secondary and higher (including higher technical/professional). Generally, it is suggested by the UNDP and other international organisations that about 20 per cent of the government budget and 5-6 per cent of national income should be allocated to education in the developing countries. On both the norms, India has a long way to tread; as has been shown in the committee report on six per cent of GDP to education, a detailed financial plan and corresponding special efforts are needed to raise allocations to reach the goals, as the simple trend allocations do not seem to take country to the desired targets. In the recent years, some improvement in the allocations by union government could be noticed, but the allocations by the states have either been stagnant or have increased only modestly. To reach the goals, both the union government and states have to raise their allocations and shares in their corresponding budgets considerably, as has been argued in many studies conducted at NIEPA. Despite official recognition of education as an investment, and as a ‘crucial investment for national survival’ by the Government of India in the *National Policy on Education 1986*, the pattern of allocation of resources to education has been far from satisfactory. In a sense, the financial crisis in education is transparent, and the crisis is feared to continue.

As public expenditure on education began dwindling particularly after the economic reform policies were introduced in the beginning of the 1990s, households began feeling compelled to raise their expenditures on education, including on ‘free’ primary education. Through in-depth analyses of survey data provided by the National Sample Surveys, NIEPA has highlighted that households spend considerable amounts on the education of their wards, including on elementary education; and that such expenditures were on a continuous rise.

As the public funding for education has been subject to severe constraints, several cost recovery measures have been resorted to, prominent among which include student fees and educational loans. In an important paper prepared for the Planning Commission, NIEPA has shown that given the equity and welfare considerations, apart from the externalities that higher education produces, student fees cannot be a reliable major source of funding for higher education. Even a sound differential fee structure, discriminated based on student’s ability to pay, cannot be expected to generate more than about one-third of the total recurring costs of higher education in the country. However, in a situation where steep rise in fees is considered essential, such a structure can be seen as highly progressive compared to uniform increase in fees for all. Similarly, NIEPA has analysed the efficiency of student loan scheme and



concluded that even though the numbers of loanees are increasing gradually, still only a small fraction of students are in a position to avail of student loans. In addition to accentuating privatisation and commercialisation of education, the loan programme in education may produce adverse effects on the student behaviour and graduate attributes, which may have serious implications for the development of a humane society. As a report of the sub-committee of the Central Advisory Board of Education on financing of higher and technical education, in the preparation of which NIEPA has played a critical role, and several other studies conducted at NIEPA concluded, public funding is crucial for the development of education; a strong, vibrant education system cannot be built based on cost recovery measures and by relying on private sector.

Through its research, teaching and training programmes, NIEPA could bring financial issues in education onto the serious discussion tables; and by analysing the diverse contributions of education to the societal development, the 'public good' nature of education could be brought to the attention of the policy makers, and thereby the vital importance of public financing of education. It is heartening to note that the *National Education Policy 2020* recognises education as a public good, and asserts clearly that public funding is critical for the development of education.

### **Some Important Committee Reports (and studies) on Financing of Education (to which NIEPA has made important contributions)**

- A Note on Resources for Education in India (background paper, National Policy on Education 1986). National Seminar on Financing of Education. Madras: Madras Institute of Development Studies, Chennai.
- Costs of Supply of Education at Micro Level: A Case Study of Education in District Gurgaon, Haryana. National Institute of Educational Planning and Administration, New Delhi, 1984.
- *External Financing of Education*. UNESCO-sponsored Study. National Institute of Educational Planning and Administration, New Delhi, 1986.
- *External and Internal Resource Mobilization for Education for All*. Discussion Paper. Education for All Summit of Nine High Population Countries. New Delhi, December 1993.
- Financing Higher Education in Sri Lanka, (Background Paper for the Report of the Mission to Sri Lanka on the Establishment of Lanka Institute of Technology and Management). New Delhi: Educational Consultants India Ltd., Government of India, November 1993.
- *Resource Requirements of Education in India: Implications for the Tenth Finance Commission*. (Report prepared for the Government of India). New Delhi: National Institute of Educational Planning and Administration (1994).
- *Utilisation of Resources in Education: A Study of Two Mandals in Guntur District in Andhra Pradesh*. New Delhi: National Institute of Educational Planning and Administration, 1994.
- *Expert Group Report on Financial Requirements for Making Elementary Education a Fundamental Right*. New Delhi: Ministry of Human Resource Development, Government of India, 1999.

- *Report of the Committee on National Common Minimum Programmes' Commitment to Six per cent of GDP to Education.* New Delhi: Ministry of Human Resource Development (November 2005).
- *Report of the CAFE Committee on Financing of Higher and Technical Education.* New Delhi: Central Advisory Board of Education, Ministry of Human Resource Development, Government of India, 2005 (June).
- *Household Expenditure on Education in India: A Preliminary Examination of the 52nd Round of the National Sample Survey.* New Delhi: National Institute of Educational Planning and Administration (July 2000).
- *University Finances in India: A Profile.* New Delhi: National Institute of Educational Planning and Administration. November 2000.
- *A Note on Financing Elementary Education in the Eighth Five Year Plan.* Paper prepared for the Committee of the National Development Council on Literacy (New Delhi: Planning Commission), July 1992.

# Technology Integration in Education - NIEPA's Unique Style

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## Marmar Mukhopadhyaya

### Introduction

NIEPA is a small, compact, high-impact research and development institution in educational policy, planning, and management. It is one of the few institutions that enjoy a global reputation. Technology Integration in Education in NIEPA is a response to the challenge of resilience and self-renewal. The spirit of self-renewal has inspired NIEPA; instead of waiting for precedence to follow, like a visionary leader, it has pioneered and created precedence in technology integration for others to follow. In the true spirit of genuineness, an indicator of 'honest management', NIEPA absorbs technology in its cognitive frame; indeed, it walks the talk.

### Walk the Talk

In 1983, NIEPA had a mainframe computer that occupied a whole room, used primarily by the then Director – a reputed regional planner, cartographer and statistician faculty member. The rest of the institute used to hum with tick-tocks of the Remington typewriters on all three floors of the institute.

In the early 1980s, NIEPA transformed itself from a modest capacity-development institution for educational administrators to a research institution. The face of the staff was changing from reputed senior (superannuated) faculty to budding young researchers from reputed universities in India and abroad. Historically, the first technology induction was



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an electronic typewriter in the Director's office, followed by a pool of four, then the latest generation desktops, maybe P4, for the small faculty. Internet was still some distance away; hence, individual access to computers was still not felt necessary, though desirable. The quantum shift came with an exciting episode and a remarkable one.

## Episode

In a meeting at the UGC attended by the author representing NIEPA, NIEPA was invited to conduct programmes on Computer applications in the management of higher education institutions, primarily for college principals. NIEPA agreed. The author, in charge of the programme, sought Director's approval to hire 20 desktops for the programme days. There was no precedence, though there was precedence of a few such programmes earlier. With a bit of persuasion, the Director approved the proposal. The programme could then be primarily based on hands-on practice.

The dynamism of the academic leadership of the Director (Prof Satya Bhushan) was that he visited the workshop room (113) several times every day whenever he was free. However, his familiarity with computing skills was not known. As usual, Director chaired the Valedictory session, took participants' feedback, and recognised the enthusiasm and satisfaction of the participants.

As soon as the programme was over, the Director put his affectionate hand on the author's shoulder and took him to his office. The first question was, "Marmar, how much would it cost to buy twenty new desktops and create a computer lab?"

In no time, a computer lab with twenty computers was set up on the third floor. It was innovatively designed, putting computers around the four walls and furnishing the central space as an interactive round (actually square) table classroom. It was decided that every capacity-building programme for school and college principals and state administrators, including participants of DEPA and IDEPA, would have a module on computers in management. Faculty members would have access to the computer lab during the non-training days and hours. This double use ensured full utilisation of the facilities, simultaneously introducing ICT to the participating educational planners and administrators from India and abroad.

NIEPA was one of the early bird institutes to usher in the Internet. As the multiple uses of the internet demand personalisation, every faculty member was provided with a desktop. ICT steadily and fast moved into finance and administrative management. Whenever new-generation computers were introduced, old-generation working computers were provided to employees at the junior levels, a shuttle way of e-waste management while generating computing skills among people who usually stay miles away from the digital world. A case from the 1990s may illustrate the point:

## Case

Pancham, a group D employee, used to work as a telephone operator when zero dial facilities were still the norm. Pancham used to help the participating principals get the railway booking for their return journey. He used to go early in the morning or in the evening after office hours to the nearest railway

reservation office to avoid the rush and be on his duty from 9.00 am to 5.30 pm in NIEPA. In one such programme for college principals, during an author's technical session, one principal visited Pancham's office and gave him the booking details to go for the reservation in the evening or the following day. Within about 10 minutes, Pancham came to the class (Room#113) and produced a printout showing the details of the trains where reservations were available. I got curious.

Pancham had learnt to visit the railway website (IRCTC) and find such information<sup>1</sup>. Instead of rushing to the railway reservation counter to find the relevant information, he found out using his computing skill.

Fully aware of the developments in computing technology, NIEPA periodically upgraded. Since NIEPA had many field-level programmes, especially on micro-planning, and the specialist faculty members had to travel, NIEPA provided a laptop to faculty members covering everyone in a phased manner, though not without the resistance from conservatives in administrative management. During the Covid-2019 pandemic, all face-to-face classes had to be shut down. To make online courses more effective and easy for the faculty, NIEPA replaced the old generation laptops with the latest generation with a zoom camera.

Every classroom was furnished with appropriate ICT facilities. Even in the early 1980s, all classrooms had overhead projectors and whiteboards for projection and glass boards. The ICT facilities in classrooms were upgraded with new laptops, projectors, and smartboards. In this ICT integration in NIEPA, Library received top priority.

NIEPA devised a unique support service for academic leaders, faculty members, and non-academic staff. Whatever the designation, Programmer or System Analyst, they provided SOS support to faculty and staff as all were ICT enthusiasts but not necessarily equally skilled. NIEPA walked the talk with deep ICT penetration at every department and level, and frequent upgradation.

This internal strength of ICT facilities and skills at all levels helps NIEPA facilitate technology integration in India and other developing countries.

## **Promoting Technology Integration in Education**

NIEPA has been providing orientation and training in ICT integration education to educational administrators from India and abroad. After equipping the Institute with a computer training centre, every short course for principals included a module on ICT training and skill development among the participants. A module on the computer was part of the programme for the Diploma in Educational Planning and Administration (DEPA) attended by district education officers and senior members of Administration from state Institutes like SCERT; and the International Diploma in Education Planning and Administration (IDEPA) that attracted participants from nearly 70 developing countries in the world. A special mention should be made about online in National Centre for School Leadership and MOOCs for Refresher Programme in Educational Policy, Planning and Management as cases of technology integration in education.

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<sup>1</sup> Computerised Railway Reservation was introduced in 1986, but e-ticketing was introduced in India in 2002.

## Online Programme on School Leadership and Management

NIEPA established the National Centre for School Leadership (NCSL) in 2012 to provide leadership training to heads of schools and senior teachers aspiring to be academic leaders. Between 2013-19, the NCSL developed an impressive record of setting up School Leadership Academies, training state resource groups, and training elementary and secondary school heads and teachers under NISHTHA 1.0 and NISHTHA 2.0. These programmes were offered in the face-to-face mode. NISHTHA 1.0 certified a staggering number of 21,57,749 school heads and teachers of elementary schools; and 1,55,461 school heads and teachers in NISHTHA 2.0.<sup>2</sup>

Considering the popularity of the leadership programme, NCSL designed and launched an online three-month Basic Course on School Leadership in 2017. The course uses MOODLE platform with asynchronous interactivity. The course materials with the exercises and learning material are downloadable. There is a 24X7 helpline number to take queries from the participants; the NCSL academic staff responds to these questions.

The demand for the programme in regional languages was strong among school heads in elementary schools, which formed the bulk of the participants. As a response to this demand, NCSL rendered the courses in Marathi, Kannada, Assamese, Mizo, Telugu, Gujarati, and Malayalam.

The current enrolment in online education is 1,06,390 heads of schools and senior teachers, and as many as 17,451 (16.40 per cent) completed the course. While the completion rate in online courses is a global challenge, the 16.40 per cent completion rate of the NCSL course is one of the highest in the world.

NCSL has plans to launch the intermediate and then the advanced course in school leadership; also an online course for the cluster, block and district administrators.

### ARPIT: MOOCs

“Annual Refresher Programme in Teaching (ARPIT) is another innovative and unique initiative of online professional development of 15 lakh higher education faculty using the MOOCs platform SWAYAM for implementing ARPIT”<sup>3</sup>. NIEPA developed this Refresher Programme on Educational Planning and Administration. The course comprised four modules - one each on educational policy, education planning, educational administration, and education financing. More than 50 video instructional materials were developed for the course. Despite this being a highly specialised course for a very small constituency that cannot be compared with undergraduate and postgraduate programmes offered by other universities, within one year, nearly 500 participants registered in this programme.

The significant contribution of the course was high-quality instructional material for the video learning prepared by the best of the experts in the country on education policy, planning, administration and management, and education finance. These videos can form a rich resource as NCSL moves into the online teaching of the district and state-level planners and administrators.

<sup>2</sup> <http://ncsl.niepa.ac.in/>

<sup>3</sup> <http://www.niepa.ac.in/download/ARPIT%20Examination%202019%20FAQs.pdf>



## Extending Online Education Expertise

One of the most engaging professional practices of NIEPA is extending its expertise for environment building and skill development. When educational campuses had to be closed during the Covid-2019 pandemic, academic institutions in India and all countries resorted to online video lectures, often called online education. This response to the challenge of the closure of campuses is best described as Emergency Technology Response for Education (ETRE) as it lacked the backup of instructional design of online education, its flexibility, and many learning options offered in a professionally designed online programme.

NIEPA conducted a Faculty Development Programme on Design, Develop & Deliver MOOC Courses through the SWAYAM Platform from 5-10 August, 2019, with 35 participants from all disciplines in higher education. Following this programme, NIEPA's expert faculty conducted courses for higher education teachers in various Indian universities, especially at the UGC-HRDCs in the universities. Although there is no exact count, it is estimated that NIEPA's expert faculty (based on an interview with the concerned faculty members) conducted more than 100 courses during 2019-22, involving several thousand participants. The primary focus of these programmes was to develop MOOCs using MOODLE platform for SWAYAM. This extension of expertise catalysed the orientation and skill development process among higher education teachers. It is a significant contribution when examined through the lens of the Ministry of Education, allowing certain non-open university-type institutions of higher education to offer online courses.

## EDUSAT

"GSAT-3, also known as EDUSAT, was a communications satellite launched on 20 September, 2004 by the Indian Space Research Organisation. EDUSAT is the first Indian satellite built exclusively to serve the educational sector"<sup>4</sup>. Earlier, India used spare or leftover lives of mainstream satellites for education. The decision for a dedicated satellite is credited to Dr. Kasturirangan, the then chairman of ISRO, who later chaired the NPE 2020 drafting committee. The Development and Educational Communication Unit (DECU), an arm of ISRO which aims at planning and imparting training to the personnel for using satellite-based communication systems for societal needs, was responsible for implementing the EDUSAT project.

Dr. B.S. Bhatia, with a few colleagues from DECU, Ahmedabad, visited NIEPA and asked the author to draft the Vision-cum-Concept document for DECU-ISRO<sup>5</sup>.

In preparing the document, there were many events of expert consultations. First was the expert consultation meeting organised in NIEPA. There were several state-level consultations in Gujarat, West Bengal, Madhya Pradesh and other states. The most remarkable consultation was with the then President of India, Prof A.P.J. Abdul Kalam, at Rashtrapati Bhavan. Prof. Jaya Indiresan, my colleague in NIEPA, accompanied me in consulting India's adorable "Missile Man".

<sup>4</sup> <https://en.wikipedia.org/wiki/GSAT-3>

<sup>5</sup> Mukhopadhyay, M. (2002). *Educating the Nation: Need for a Dedicated Satellite, Ahmedabad; ISRO (DECU)*.

The document was presented to Dr. Murli Manohar Joshi, the then Minister of H.R.D., primarily by Dr. Kasturirangan. The author complemented and supplemented Dr Kasturirangan's presentation.

Although the satellite was conceptualised to be dedicated to education, the satellite capacity was much more than what conventional Indian school higher education could utilise. According to the power of the satellite, the document proposed 72 channels that included school education (#28), higher and professional education (#28), language learning (#1), youth channel (#2), executive and career development (#2,) gold channel for senior citizens (#2), women's development (#2), heritage (#1), toddler channel (#1)1, and health(#2).

Since NIEPA was a dedicated expert institution in educational policy, planning and management, and not an educational technology institute, DECU was advised to assign the responsibility to either CIET-NCERT or IGNOU. IGNOU took charge of higher education, and DECU retained the school sector. EDUSAT centres were set up in many states under the supervision of SCERT. Karnataka was a pioneer in this. However, the EDUSAT turned out to be dedicated to education alone, as channels allocated to all other domains were not activated.<sup>6</sup>

Despite the existence of dedicated educational technology and open education institutions at the apex level, ISRO preferred NIEPA to draft the vision-cum-conceptual document for its conceptual skill and expertise in educational planning. EDUSAT is a landmark innovation in technology integration in education. NIEPA played the most significant role in visioning and conceptualising this major intervention which stands for many of the recent technology integration initiatives in education.

### **Concluding Observations**

The story of technology integration in NIEPA will be incomplete without a mention of its academic leadership. Technology integration at a time when technology development is fast with deeper penetration into the service sector, including education, NIEPA adopted technology integration faster than many other institutions because of its leadership. I have mentioned the initial induction information and communication technology in NIEPA and the role of the Director. The successive academic leaders have continued this tradition by upgrading the technology facility for the faculty and classrooms, introducing online education at an appropriate time, etc.

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<sup>6</sup> Mukhopadhyay, M. (2006). *Story of EDUSAT, New Delhi: Shipra, 2006*

# Digging Deep: Digital Archives in NIEPA

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## A. Mathew

### Vision

All education documents in one place in soft version - this is the purpose of the Digital Archives of Education Documents being developed and housed in NIEPA. This digital archives/repository provides access to all education documents under one roof, so that no researcher, policy planner, policy analyst and student dealing with education needs to go anywhere else.

### Profile

The Digital Archives is intended to be a major source of reference and research on all aspects, sectors and levels of the education system since independence. It would be an authentic source of information based on the original documents. The documents in the Digital Archives are scanned by a high-end scanner, cleaned – making it as new document, and uploaded with all basic details, including a brief description of the document. The collections in the NIEPA Digital Archives are all government documents and its constituent institutions and agencies – documents in the



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public domain. Therefore, there are nocopyright issues involved or violated as would have happened when including private individual's books or works.

## Technology

The Digital Archives has used the latest ICT for design (including high-end fully automatic digital scanner), storage and retrieval of digital documents. Digital Repository Management Software - DSpace, version 10 - is used with multiple search options like author, title, subject, keywords, place, year, etc. The versatility of DSpace version 10 is elaborated later.

## Access

The documents in the Digital Archives are accessible to all users through the intranet at NIEPA. It can be accessed by mobile phone, i-pad, laptop and desktop computers. All users will be able to get a feel of the range and variety of the documents in the Digital Archives as well as get access to the full documents - download, print, etc.

## Roadmap

The Digital Archives aims to generate a Community of Users as an extended face of NIEPA. The Digital Archives has provisions for sharing it amongst its doctoral students and periodic interactions with the Users/education personnel attending research methodology and training/orientation programmes in NIEPA for feedback and suggestions for its further development.

## Home page

Under DSpace, version 10, used in the Digital Archives, a look at the Home page gives complete details of the different departments and agencies that commissioned the reports, the publishing agencies at Central and State government levels, and the period of their publication. The Home page shows Communities in NIEPA Digital Archives, and when you click on the Digital Archives, it leads you to the different Sub-communities within this community. The different sub-communities are classified, in alphabetical order, under 19 subject categories like (1) Acts, (2) Bills, (3) Centrally Sponsored Studies, (4) Circulars, Resolutions & Recommendations, (5) Court Orders, (6) Documents, (7) Education Expenditure, (8) Education Guidelines, Manuals, etc., (9) Education Policies, (10) Education Schemes, (11) Educational Statistics, Surveys, etc., (12) Joint Review Mission, (13) Mid-Day Meal Scheme, (14) Minutes/Deliberations/Proceedings of Meetings/Conferences, etc., (15) National Education Policy (NEP) 2020, (16) Pioneers of Indian Education, (17) Plans, (18) Reports, (19) Right to Education (RTE).

Many of these Sub-communities like Acts, Bills, Circulars, Resolutions & Recommendations, etc., Documents, Centrally Sponsored Studies, Education Expenditure, Education Guidelines, Manuals, etc., Education Policies, Education Schemes, Mid-Day Meal Scheme, Right to Education (RTE), are further sub-divided under Central and State Governments, and its agencies/institutions, etc. Sub-communities like Court Orders are classified as Court Order from States, Judgments of High Courts and Supreme Court.

Joint Review Mission Reports are presented under headings like District Primary Education Programme (DPEP), Mahila Samakhya, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Sarva Shiksha Abhiyan (SSA), Teacher Education, and Technical Education.

Minutes/ Deliberations/ Proceedings of Meetings/ Conferences, etc., are given under NDC (National Development Council) Meeting Minutes Indian States, State Seminars & Conference,

Minutes of CABE Committee Meetings, Minutes of Standing Committee of NMEICT (National Mission on Education-Information and Communication Technology), Seminar/ Conference Reports/ Lecture Series, etc., UGC Golden Jubilee Lecture Series, UGC Minutes and Recommendations.

Pioneers of Indian Education – the small collection of books are from internet collections available both in India and other countries.

Five-Year Plans: the collections include Annual Plans (Planning Commission), General Plans, Sub-Plan, Mid-term Reviews, etc., State Plans, Working Group Reports and Approaches to Five-Year Plans.

Reports include, Annual Reports, CAG Reports, Commission and Committee Reports, General Reports, State and Union Territory Reports, NAAC Evaluation Reports.

The collection in the Digital Archives is organised along easily identified headings like Author (publisher), Subject, and Issue (year of publication). It also could be the basis of searching a document/data.

Each subject-based Sub-community provides details of the total collection of documents under that subject category. For instance, under the category “Acts”, one can see, in one glance (i) the total number of documents, @ 10-15 per page, from first to the last page of the collection; each document can be seen, with all details, scanned, uploaded and downloadable in full, and (ii) the publishing agencies, bringing out these Acts as well as year range of their publication, like 2000-2020; 1900-1999 and the years before. From these, one can also get an idea of the total number of documents under that Sub-community category. The same format is followed in the case of Acts under the States category. For instance, AP, as in any other State/UT, would show (i) total number of Acts, one-by-one in full pdf form, and (ii) its publishing agencies and period of publication in one glance. This means each Subject category gives the total number of documents published by different agencies under the Central Government and State Government. Each document has a meta data, providing basic details like Author, Subject, Title with a small description about its contents.

## **Stages in Digital Archives Development**

### **(i) Beginning of Digital Archives**

NIEPA acquired a high-end automatic scanner by the end of 2011 with the aim to convert NIEPA into a paperless organisation doing all its business online. This did not materialise and the high-end scanner was then put to use from middle of 2012 to scan all education documents so as to build a digital archives of education documents that could be thrown open to all researchers and scholars. But the documents scanned were stored in archiflow software, a proprietary software (or a paid software) that the vender –

M/s Vikmans Multi-media India Pvt.Ltd. procured with the imported scanner. The vender also managed the storage of the database under the archiflow software. To open it more than 5 persons, it entailed @Rs. 20,000 per person. It was then NIEPA explored and switched from the proprietary software to an open source (public and free) software, i.e., DSpace. This choice is because DSpace is a digital service that collects, preserves, and distributes digital material. It facilitates digital preservation and scholarly communication. From the beginning of 2013, the Digital Archives started with its own staff – a Computer Consultant, a professional assistant well versed in Library Science and Documentation, a Scanner Operator, and a team of Data Entry Operator, etc, all working under the guidance of a senior Professor knowledgeable with expertise on education related documents.

At the invitation of NIEPA Vice-Chancellor, meetings were organised, during 2014-15, with the Director of Central Secretariat Library, Librarian of Planning Commission (NITI Aayog), etc for lending their education documents.

By around 2015-16, NIEPA Digital Archives was working in full steam with nearly 10 full-time staff, scanning, quality control and uploading documents and building the Digital Archives.

### **Disseminating Digital Archives**

NIEPA's higher organisational and governing structures like BOM, Academic Council have paid rich compliments for building such valuable Digital Repository. Presentation and hands-on exercise in using Digital Archives have been made with doctoral students and participants of DEPA/IDEPA and other training/ orientation programmes of NIEPA. Digital Archive has received

### **Upgradation of DSpace Version – IGNOU**

NIEPA Digital Archives of Education Documents functioned under DSpace version 6 up to 2018. At the invitation of NIEPA (then, NUEPA) Vice-Chancellor, the IT team from IGNOU, headed by the present Pro-VC, took stock of the collection, its organisation, storage and retrieval system. Based on their digital repository system, IGNOU team shifted/transferred from DSpace version 6 to version 10, the most up-to-date version of DSpace. IGNOU team also helped merging the Digital Archives server with NIEPA main server which solved the problem of frequent breakdown due to overheating without 24 hour AC back up.

### **Metadata**

For any and every document, the details in the metadata includes the Title, Other Title, Author, Key Words, Issue Date, Publisher, Abstract, Description, URI, Appears in Collections. Files in this item, File with Description, Size (kB), Format (pdf), Name of Document, and View/Open options, and show full item record, that displays all these and more details as metadata. NIEPA's Digital Archives' metadata gives more details of the document as compared to similar digital repositories of other institutions like Gokhale Institute of Economics and Politics, Pune.



## **How to Search a Document**

The Digital Archives has more than 12,500 documents. In the Home page, there is a search bar on the right top. One can search a document by Author, Subject, Publisher, and the Year of Publication. One can also search a document with a minimum number of known words: education acts, or education acts, Bihar. In both cases, one will get all the education acts, and similarly, all the Bihar education acts in the Digital Archives, page-by-page, from page one to page last.

The Digital Archives is one-stop solution for educationist searching for records relating to the sector both higher and school education. Look no further is the catch phrase for policy makers, planners and researchers in the field of education.



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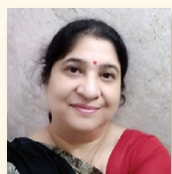
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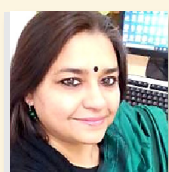
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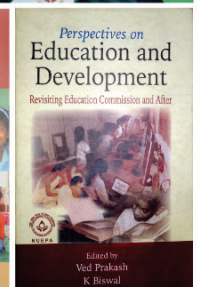
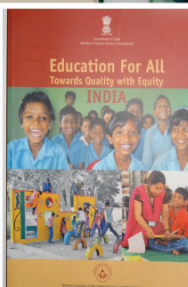
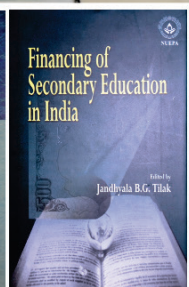
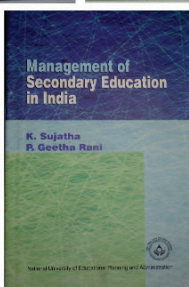
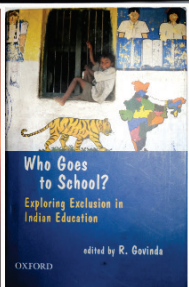
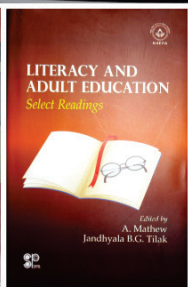
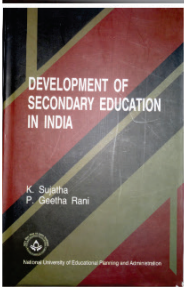
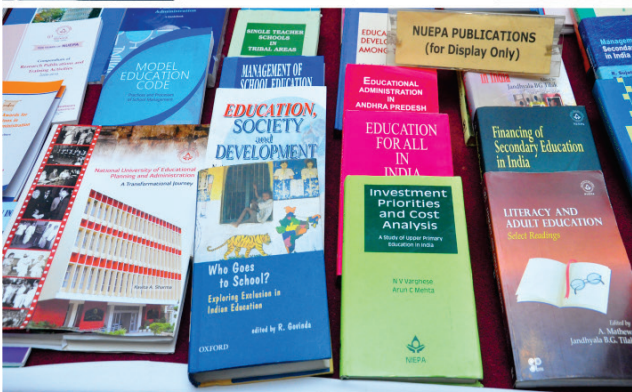
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