



राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान
National Institute of Educational Planning
and Administration (NIEPA)
(Deemed to be University)



• NIEPA AT A GLANCE •

RESEARCH

TEACHING

CONSULTANCY

EXTENSION

DISSEMINATION

VISION

Evolving a humane learning society through advancement of knowledge

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





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ABOUT THE UNIVERSITY

GENESIS

From a UNESCO Regional Centre to a National Institute

The National Institute of Educational Planning and Administration (NIEPA) has its origin dating back to 1962 when the UNESCO established the Asian Regional Centre for Educational Planners and Administrators. Further, its name changed to Asian Institute of Educational Planning and Administration in 1965. The AIEPA was later merged with the Government of India and a new name was given i.e. National Staff College for Educational Planners and Administrators as its Asian Programmes Division in 1973. Subsequently, with increasing role and functions of the National Staff College, particularly in capacity building, research and professional support services to the central and state governments, it was rechristened as the National Institute of Educational Planning and Administration (NIEPA) in 1979.



In recognition of the pioneering work done by the organization in the field of educational policy, planning and administration, the Ministry of Education, Government of India has empowered it to award degrees by conferring on it the status of 'Deemed to be University' in August 2006 under Section-3 of the UGC Act, 1956. Like any Central University in India, NIEPA is fully maintained by the Government of India. The National Institute is a premier organization dealing with research, teaching, capacity building and supporting professionals in policy, planning and management of education not only in India but also internationally.

OBJECTIVES

- To undertake, aid, promote and coordinate research in diverse aspects of educational planning and administration and allied disciplines, including comparative studies in planning techniques and administrative procedures in the different States/UTs of India and overseas;
- To organize pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines;
- To organize orientation and training programmes and refresher courses for teacher-educators and for University and College Administrators, engaged in educational planning and administration;
- To organize conferences, workshops, meetings, seminars and briefing sessions for educational personnel of the Central and State or Sub- national Governments and Union Territories;
- To organize orientation programmes, seminars and discussion groups for persons, including legislators, in the field of educational planning and administration at the policy-making level in Central and State Governments;
- To provide academic and professional support to central and state governments and other agencies, institutions and personnel engaged in educational policy, planning and administration;
- To provide, on request, consultancy services to Governments, including State Governments, educational institutions and institutions/organizations in India & abroad;

- To offer consultancy work/services to other organizations/ individuals;
- To offer M. Phil, Ph. D. and Post-Doctoral Programmes and award degrees in educational policy, planning and administration;
- To collaborate with other agencies, institutions and organizations, including the University Grants Commission, the Universities, Institutes of Management and Administration and other allied institutions in India and abroad, in such way as may be considered necessary for the promotion of these objectives;
- To offer fellowships, scholarships and academic awards in furtherance of the objects of the National University;
- To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration;
- To prepare and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a journal on Educational Planning and Administration;
- To act as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes;
- To undertake extra mural studies, extension programmes and field outreach activities to contribute to the development of society;
- To disseminate and advance knowledge by providing instructional, research and extension facilities in such branches of learning as it may deem fit and provide to students and teachers the necessary facilities and atmosphere for promotion of innovations in education, leading to restructuring of courses, new methods of teaching and learning, and integral development of personality, studies in various disciplines, inter-disciplinary studies, and National integration & International understanding;
- To conduct the above-mentioned programmes and courses in its off - Campuses, and off-shore campuses; and
- To do or perform all such other acts, functions and things as may be deemed necessary, desirable or incidental by the National University in furtherance of its above objectives.

ROLES AND FUNCTIONS

The National Institute of Educational Planning and Administration is actively engaged in teaching, research, training and advisory services in the areas of educational policy, planning and administration. The core activities of the University include:

- Providing leadership in reforming educational policy, planning and management at all tiers of the education system and structures;
- Shaping the research agenda and undertaking, aiding, promoting and coordinating research in various aspects of educational policy, planning and administration;
- Developing specialized human resources in the areas of educational policy, planning and administration through its inter-disciplinary interventions, especially advanced level teaching and research;
- Assessing and analyzing emerging trends in educational development and identifying emerging challenges in educational planning and management to facilitate formulation of appropriate policy options and state-specific programmatic interventions;
- Providing technical support to Central and State Governments in educational policy and planning;
- Organizing professional development programmes in educational planning and administration for education professionals of the country; developing expertise among young scholars through programmes of M. Phil. and Ph. D. and other research development programmes.
- Conducting research in all aspects of school and higher education; Extending advisory services to national and international organizations; Functioning as a clearing house for dissemination of knowledge and information; and Providing a forum for exchange of ideas and experiences among policy makers, planners, administrators and academics.

STRUCTURE

NIEPA is organized into Academic Departments, Research Centres, Academic Support Departments and Units with Vice-Chancellor as the head of the institution. NIEPA Governing Council is headed by the Hon'ble Chancellor. It has a Board of Management, Academic Council, Finance Committee and Board of Studies comprising eminent educationists to guide its programmes and activities.

RESEARCH

Over the years, NIEPA has emerged as a leading centre of research in education. Findings of research studies, undertaken by the faculty, are further used to enrich the transactions in both the M. Phil. and Ph. D. Programmes as well as in other professional development programmes. NIEPA engages in real time research database. The research explorations of the faculty and scholars cover a wide range of areas. The areas identified for research are based on national priorities and concerns, with attempts made to generate empirical data directly from the field.

TEACHING AND TRAINING

NIEPA is a learning organization striving to achieve excellence in teaching and learning imparted through its professional development programmes. As part of its professional development activities, NIEPA conducts annually more than 100 capacity-building programmes, including long and short-term training programmes, seminars, conferences and meetings of senior national and international education policy makers, planners and administrators. On an average, each year, more than 2000 senior planners and administrators participate in these programmes.

M. PHIL./PH. D. AND POST-DOCTORAL PROGRAMMES

These programmes are designed to build the research capacity of scholars from varied backgrounds while providing a strong knowledge and skill base in related areas of educational policy, planning and administration. The research studies completed under the M. Phil./Ph. D. programmes are expected to make significant contributions in enriching the knowledge

base, besides providing critical inputs for policy formulation, implementation of reform programmes and capacity-building activities. NIEPA also provides necessary financial support through fellowships to its students and scholars.

The Institute also offers Post-Doctoral Fellowships in Educational Policy, Planning and Administration for duration of up to two years to eligible candidates having Ph. D. degrees in the related areas. The fellowship is open to both fresh degree holders and persons already employed.

M.A. IN EDUCATION AND DEVELOPMENT

The Masters programme in Education and Development is also ready to be rolled out in the upcoming academic session.

INTERNATIONAL DIPLOMA AND OTHER PROGRAMMES

International Diploma in Educational Planning and Administration (IDEPA)

The University has also been conducting programmes leading to the award of International Diploma in Educational Planning and Administration (IDEPA) for the last 36 years. More than 1000 participants from more than 92 countries in Africa, Eastern Europe, Central Asia, West Asia, South and South-East Asia, Latin America and Pacific regions have participated in these diploma programmes.

International Programme for Educational Administrators (IPEA)

NIEPA has launched a short-term programme for the educational planners and administrators which has been conceptualised keeping in view their work load and constraints to participate in a long term programme. This four week short-duration programme will enable the educational officials to keep abreast of recent developments in the field of educational planning and management taking place in the world of education as well as share information and experiences with other participating countries and explore possibilities for adapting innovations and changes which have been implemented and are successful.

NATIONAL DIPLOMA PROGRAMMES

PG Diploma in Educational Planning and Administration (PGDEPA)

This programme is conducted in six phases and consists of curricular work, and guided project work. The second phase involves three months' curricular work followed by the four phases, wherein each participant conducts project work under the guidance of one of the faculty members of NIEPA at the place of his or her posting and proceeds for Advanced Diploma work. On successful completion of six phases, PG Diploma in Educational Planning and Administration is awarded.

PG Diploma in School Leadership Management (PGDSLM)

This programme is conducted in three phases: the first phase involves one month preparatory work followed by the curricular work and in the third phase each participant is expected to pursue a transformative agenda for their own school under the mentorship of one of the faculty members at NIEPA.

In addition, a large number of short term capacity development programmes are organised for educational personnel in public sector at all levels — central government to block education levels, and school principals to university authorities.



ACADEMIC DEPARTMENTS

DEPARTMENT OF EDUCATIONAL PLANNING

The Department of Educational Planning (DEP), one of the foundational divisions of NIEPA, strives to promote evidence based decentralized educational planning with the ultimate mission of contributing towards advancement of human development in India. The primary focus of the Department, therefore, has been on generating and disseminating new knowledge on various planning models and techniques, particularly those that facilitate decentralized strategic planning in education. With the shift in emphasis towards decentralized planning for managing for development results in education, the main effort of the DEP has been to study approaches, frameworks, inputs, processes and outcomes of planning at institutional, district, state and national levels. The DEP looks at planning as one of the key components for the strategic management cycle of education at micro and institutional levels.

With the increasing emphasis on education as a means of reducing poverty and promoting sustainable development, the DEP considers the expanded scope of educational planning not only to cover the institutionalization of strategic planning



but also promoting decentralization and use of local level planning techniques such as school mapping, micro planning and school improvement planning for improving quality of public investment in education. Promoting sector-wide approaches for managing for results in school education and strategic planning in school and higher education are other key mandates of the DEP. Another important agenda of the DEP is to facilitate development of planning methods and techniques for implementation of the NEP 2020, with particular focus on decentralized district planning and school improvement planning.



Student Database Management Information System (SDMIS)

In 2016/17, the MHRD decided to upgrade the U-DISE and introduced the Student Tracking System (i.e., the SDMIS, as a longitudinal database). In consultation with the MHRD and State/UT Governments, the SDMIS was designed and implemented by NIEPA in 2016. Accordingly, a Student Portal (<http://student.udise.in>) was developed for hosting the SDMIS for more than 260 million children studying in grades I to XII. The SDMIS, a longitudinal database, was tracking the schooling status of around 260 million students through the school education stage upto 2018 and envisages to provide critical evidences for policy and programme planning. The Department has been engaged in disseminating the UDISE database to promote evidence based management of school education in the country.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

The Department of Educational Administration, one of the core thematic departments of the University, is actively engaged in research, teaching, training and consultancy on various dimensions of educational administration and management. The Department attempts to respond to the emerging needs and challenges of educational administration through research and in-depth studies and capacity- building programmes. It strives to prepare the educational administration to address the challenges and turn them into opportunities through its research in-puts and capacity building programmes.

One of the prime focuses of the Department is to build a sound knowledge base and create a strong professional support for educational administrators and researchers on multiple aspects of educational administration and management. In tune with the focus, the department has built a sound

ATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION



knowledge and data base on educational administration and management besides an extensive outreach up to district and block level education officers across the states and union territories of India through survey educational administration, research, workshop and conferences and capacity building programmes. The Department undertakes large scale research studies on different aspects of



educational administration and management the findings of which have huge policy implications. Teaching in M.Phil and PhD programmes and building a sound theoretical base amongst the scholars and substantiating it with strong empirical evidences has been another major focus of the Department. It also conducts capacity Development programmes on various dimensions of educational administration and management for the practitioners involved at various levels of educational administration including academic administrators in the institutions of higher and technical education.

Thematic Focus of Research and Capacity-Building

- Administration and management of education system from national to institutional levels;
- Federalism and multi-level governance;
- Governance and institutional leadership
- Organizational behaviour and Human Resource Management;
- Monitoring, supervision and accountability in educational administration at different levels;
- Issues related to teacher and quality management, public examination system; and institutional level planning and management.
- Administration and management of equity in education with special focus on the disadvantaged groups;
- Vocational education and skill development
- Gender and educational leadership
- Innovations and Good Practices in Educational Administration and Management

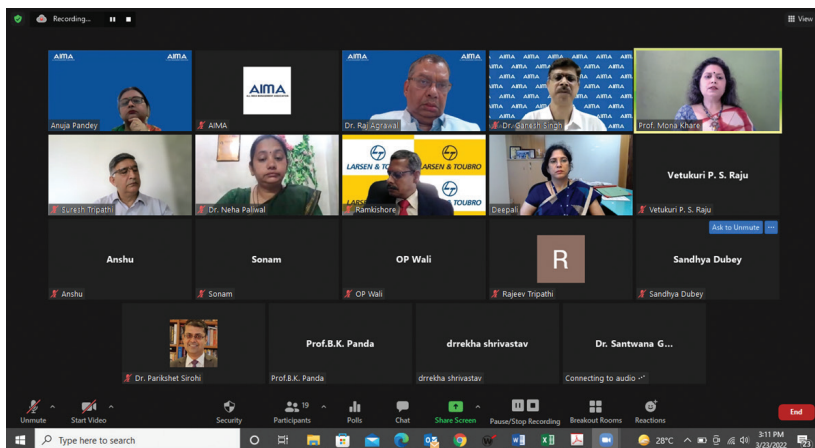
Scheme of National Awards for Innovations and Good Practices in Educational Administration

In addition, the department has initiated Scheme of Awards for Innovations and Good Practices in Educational Administration for District and Block Level Education Officers with the objective of recognising, awarding and disseminating innovations in educational administration at the field level.

DEPARTMENT OF EDUCATIONAL FINANCE

The twin objectives of the Department are to conduct and promote research on economic and financial aspects of education at national, sub- national and global levels, and to build knowledge and skill capacity of manpower involved in financial planning and management in education sector in India and other developing countries.

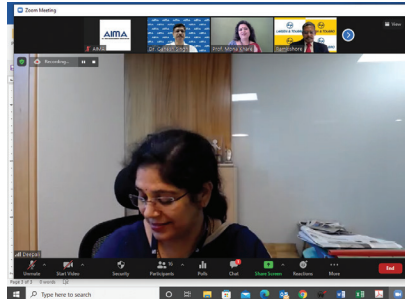
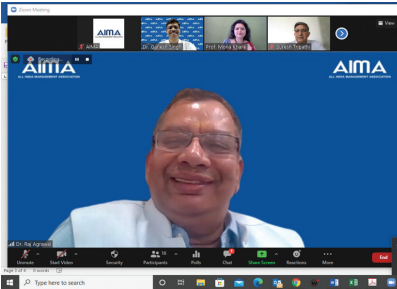
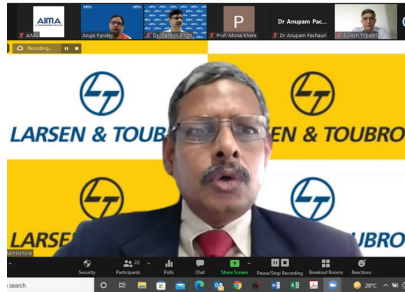
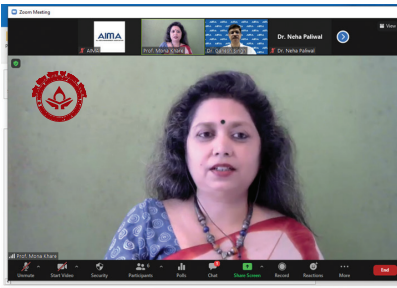
In the context of educational policy, planning and administration, finances form an important issue. The Department of Educational Finance focuses its activities — research teaching, training and consultancy — around policy, planning and development issues relating to public and private financing of education, including specifically mobilisation of governmental and private resources, allocation of resources and utilisation of resources at all levels of education, from primary to higher, and estimation of resource requirements. Mostly, but not exclusively, research



areas cover policy issues in financing of education; planning techniques and management approaches form the content of training and orientation programmes; policy issues and practices are the focus of consultancy/advisory services; and theoretical and empirical issues relating to economics and financing of education form the content of the teaching programmes.

Major Themes:

- Planning and Management of Finances in School Education;
- Planning and Management of Finances in Higher Education;
- Planning and Management of University Finances.
- Costs of education, reforms in budgeting in education, utilization of resources, etc.
- Gender Budgeting in Education
- Student based Financial Support System in Education.



DEPARTMENT OF EDUCATIONAL POLICY

The Department of Educational Policy is committed to the study of educational policy to keep abreast of the directions in which the education system has progressed on various issues related to policies. It also aims at developing a core understanding of policy making in the Indian context. The department stimulates discussions on policy issues to generate knowledge base for use by policy makers, practitioners and other stakeholders in the educational arena.

The main activities of the Department are teaching, research, training, policy advocacy and dissemination. The department engages with the training of educational administrators and planners in the long-term, training programme of the University, both at national and international levels. It also organizes short-term courses to stimulate policy discourses and also prepare



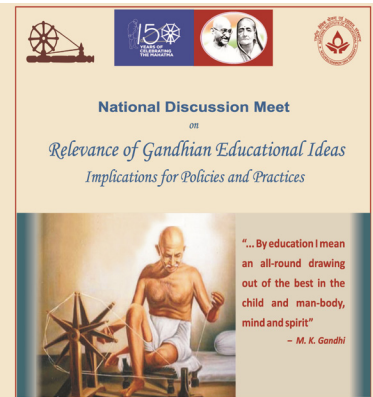
information based on issues related to policy implementation. The major research focus of the department has been on evaluation of centrally sponsored schemes and research leading to understanding of policies and practices.

Mission

The Department of Educational Policy is dedicated to enhancing the knowledge of critical barriers facing access, equity, relevance and quality throughout the educational pipeline.

Vision and Thrust

- To explore broad principles of policy-making;
- To provide feedback to the government on the implementation of policies;
- To provide opportunities for policy debates and discussions;
- To consolidate and update on policy modeling initiatives at National and State levels.



Core Functions

The Department conducts academic programmes on policy issues for the capacity-building of educational planners and administrators serving at the State, District and sub-District levels. The Departmental focus on multi-level governance of policy, with focus on grassroots participatory structures, can be seen through the ongoing researches on decentralized management of education and role of community in school education.

The Department undertakes teaching of M.Phil and Ph.D. students in the core courses on policy and planning and administration. In these courses, theoretical frameworks of policy-making across sectors are discussed.

The department responds to State Governments with respect also to: (a) institution building and (b) capacity enhancement. With the launch of National Education Policy-2020, all the academic activities of the department are aligned with policy advocacy and its implementation.

DEPARTMENT OF SCHOOL AND NON-FORMAL EDUCATION

The Department of School and Non-formal Education focuses on critical issues relating to school education, non-formal and adult literacy within the broad rights-based and inclusive framework. The department undertakes research studies in diverse areas to provide an empirical base in order to contribute meaningful inputs for developing and improving school education in India. The department is also engaged in capacity development programmes for National, State and District-level officials to enhance the knowledge, competencies and skills to achieve quality school education for all. In order to establish synergic linkages, the department collaborates with national and international organizations to draw upon experience and expertise in the area of school education. Besides, it plays an



advisory role and extends support to the State and Central government in formulation and implementation of plans and policies.

Being a core department of the institution, its professional contribution in the past in the formulation of the National Policy on Education 1986, the Programme of Action, 1992 and Right to Education Act, 2009, has been substantive. A faculty of the Department served as the Focal Point for Asian Network of Institutions of Educational Planning and Administration (ANTRIEP) patronized by International Institute for Educational Planning, Paris. A Bi-annual Newsletter of ANTRIEP is edited by the Focal Point. The Department undertakes teaching and researches of M.Phil-Ph.D and educational issues across sectors ranging from input to process management to outcome. The department also responds to State Governments with respect to: (a) institution building and (b) capacity enhancement. Major focal areas of the Department:

- i. Rights-based Approach to Education
- ii. Early Childhood Care and Education
- iii. Universalization of School Education
- iv. Teacher Management and Development
- v. School Leadership



DEPARTMENT OF HIGHER AND PROFESSIONAL EDUCATION

The Department, over the last 25 years, has been constantly providing research support and policy advice to the Ministry of Education, Government of India. WTO cell in the Department played an important role in analyzing requests, firming up India's offers under GATT. The Department has completed an evaluation study on Institution of Eminence Scheme of Govt. of India in 2021 and fellowship scheme of the UGC. Inter-ministerial project between India and Australia were successfully led by the department which culminated into a book published by Routledge. The Leadership of Academician's Programme, a flagship programme of MoE, Government of India in collaboration with Oxford University UK and Harvard University USA has been successfully clinched by the department. Further, the Department has established "National



Resource Centre of Education” under PMMMNMTT to the benefit of teachers of higher education. Issues related to higher education are researched and disseminated through seminars by the department. The faculty participates in the meetings of NITI AYOOG and has been constantly working with the University Grants Commission of India in holding seminars and conferences of experts, vice-chancellors, deans and registrars of the universities, directors of academic staff colleges and college principals. It has also provided academic support to the regional conferences of UNESCO, leading upto the world conference on higher education and Planning Commission and World Bank sponsored seminar on performance funding in Indian higher education. Among the annual features of the Department are regular training program for the principals of colleges of different categories and vice chancellors workshops. The Department has been providing academic support to the Universities and colleges in seminars on various dimensions of access, quality and academic reforms. It is actively engaged in the coursework of M. Phil. and Ph. D. programmes and has been supervising research scholars.



DEPARTMENT OF EDUCATIONAL MANAGEMENT INFORMATION SYSTEM

The Department of Educational Management Information System aims to undertake research, capacity- building activities and provide technical advice to strengthen the database and Management Information System on education in India and across different countries of the world. The Department has been playing important role in strengthening MIS and database on elementary education in India. Recently, the Department has taken the responsibility of strengthening MIS on Secondary Education. The Department manages the Unified District Information System for Education (U-DISE), with support from the Ministry of Education and United Nations Children’s Fund (UNICEF).

District Information System for Education (DISE)

The origin of DISE can be traced back to the District Primary Education Project (DPEP) implemented in the early 1990s. Initially, with support from the MHRD and the UNICEF, the Department initiated DISE for effective management of primary



education, besides monitoring the progress towards DPEP goals. With the implementation of the Sarva Shiksha Abhiyan (SSA), the scope of DISE was expanded to cover the entire elementary education stage in the country in 2002.

Unified District Information System for Education (U-DISE)

The U-DISE, covering the entire school education sector (i.e. pre-school to grade XII), is the single largest school based EMIS in the country currently being managed by the Department.

As a developmental project, it was created by merging DISE and the Secondary Management Information System (SEMIS) in 2012/13 for promoting evidence-based management of school education by producing, managing and disseminating educational statistics (www.udise.in). It has been serving as an important database for planning and managing country-wide school education development programmes like SSA, RMSA, etc., besides enforcing the RTE Act 2009, both at Central and State/UT levels. It is the major source for reporting official statistics on school education. It collects data from around 1.5 million schools in the country.

Student Database Management Information System (SDMIS)

In 2016/17, MHRD decided to upgrade the U-DISE by introducing the SDMIS (<http://student.udise.in>) in sync with U-DISE. The SDMIS, a longitudinal database, tracks the schooling status of around 260 million students through the school education stage and envisages to provide critical evidences for policy and programme planning.

DEPARTMENT OF TRAINING AND PROFESSIONAL DEVELOPMENT IN EDUCATION

Synchronizing with the mission and vision of NIEPA, utmost importance is vested upon the conduct of Training and Capacity Development Programs for the Educational Administrators not only within the country but in providing support to the educational administrators of the countries which are in the path of development and are in dire need of hand holding and capacity development. Envisaging the importance and potential represented by the activity of training and capacity-building, NIEPA has embarked upon creating a specialized



Department of *Training and Capacity Building in Education* in the year 2012 [renamed as Department of Training and Professional Development in Education (DTPDE) on 6 December 2021]. Creation of this Department has added an impetus to the activities of NIEPA, more particularly in the light of the importance it places on training and as well as researches in the very important theme of capacity-development for professional growth. These programmes opens up a wider vista to all the education officers serving in the State/Union Territory governments as well as for educational administrators serving in various countries in building and revitalizing their skills and abilities as efficient educational administrators.

Main Activities of the Department

The department is entrusted to organize three major very important flagship programmes of NIEPA annually which are (1) A National Post Graduate Diploma Programme in Educational Planning and Administration (PGDEPA), (2) The International Diploma Programme in Educational Planning and Administration (IDEPA), and (3) International Programme for Educational Administrators (IPEA).

In addition to the three major programmes the Department has been organising all request programmes received from time to time both from Central and State Governments as well as international sponsored programmes received from various countries across the world. Periodically Department also organizes state level conferences and interacts with the field level educational administrators of the country.

During the pandemic, the Department initiated a series of online Training Programmes entitled *International Programme on Institutional Planning and Management for Heads of Educational Institutions* designed in order to reach the educational administrators to serve their institutions with a focused vision and mission and achieve the objectives of education as has been highlighted in their programmes and policies. The programmes were funded by the Ministry of External Affairs (MEA), Government of India under the scheme Indian Technical and Economic Cooperation (ITEC).

ACADEMIC CENTRES

NATIONAL CENTRE FOR SCHOOL LEADERSHIP

The National Centre for School Leadership (NCSL) was established at NIEPA under the aegis of the Department of School Education and Literacy, Ministry of Human Resource Development (presently, Ministry of Education), Government of India in 2012. The Centre predominantly works on four components: *Curriculum and Material Development, Capacity Building, Networking and Institution Building and Research and Development*. The continuous efforts of NCSL are aligned with its Vision, “Develop New Generation Leaders to Transform Schools so that Every Child learns and Every School Excels. To accomplish this Vision, the Centre’s mission is to *Enhance*



Leadership Capability at School Level for Institution Building to Deliver Quality Education. The Centre is committed to transform every school to a Centre of Excellence by building leadership capacities of system administrators to institutional level school heads. Considering that each school pursues a transformative agenda of school leadership, the task of NCSL becomes quite massive while addressing the diverse contexts in which the schools function.

Keeping national priorities in mind on one hand and diverse context in which a school functions, the Centre is continuously redesigning School Leadership Development Programmes, the relevance of programme delivery and updated resource materials to address policy directives with a focus on providing School Quality. The National Education Policy 2020 has further emboldened the commitment of NCSL in providing equitable and quality education to all. A key priority of the policy is to ensure continuous professional development of school leaders and educational functionaries to transform schools.

Thrust Areas:

- 1) Collaborative programs with different National Level Educational institutes on the new themes of School Leadership Development including School Complexes, Student learning, learning outcomes, gender sensitivity, promoting an environment conducive to learning in the light of NEP 2020.
- 2) Online Post Graduate Diploma in School Leadership Management (PGDSLML) for aspiring and prospective school leaders in collaboration with Universities.
- 3) Online Programme on School Leadership and Management (Intermediate level) as an extension to basic online programme.
- 4) Develop academic leadership role of field functionaries, professionals and administrators at State, district, block, cluster and complex levels.

CENTRE FOR POLICY RESEARCH IN HIGHER EDUCATION

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



foster excellence in all aspects of higher education to enable the higher education system in India to achieve global standards on the one hand and to remain locally engaged on the other.

Research

Empirical research is the foremost core activity of CPRHE undertaken by the CPRHE faculty. The CPRHE is conducting large-scale national level research projects in the following areas:

- Diversity and Inclusion in Higher Education;
- Governance and Management of Higher Education;
- Teaching and Learning in Indian Higher Education;
- Financing of Higher Education Institutions;
- Quality of Higher Education in India; and
- Employment and Employability of Higher Education Graduates.

Policy Dialogues

The Centre has been organizing consultation meetings with policymakers on its research themes. These consultation meetings are based on the policy briefs prepared by the Centre.

Visiting Professor/Scholar Programme

The Centre has provision for inviting Visiting fellows to stay with the Centre for fixed terms. The intention is to attract and host renowned professors from India and abroad.



NATIONAL RESOURCE CENTRE FOR EDUCATION

The National Resource Centre for Education established at the National Institute of Educational Planning and Administration under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) has been established on January 16, 2018. The NRCE, uniquely one such centre under the PMMMNMTT scheme, is envisaged as an apex body with the vision of developing teachers who are able to enhance their potentials and push the frontiers of knowledge through research, networking and sharing of existing resources in the competitive knowledge world. The objectives of the NRCE range from developing the national repository of all resources for teachers for the use of teachers; developing the functional capabilities of teachers through the use of knowledge resources; enhancing the overall development of students through the advanced capabilities of teachers; and developing the networking among teachers in higher education in India and abroad. The Centre





is also looking to expanding its reach by working towards developing the largest repository of resources for teachers in higher education, developing a directory of experts in subjects, and aligning its objectives with the NEP, 2020.

The resources of the centre can be accessed through the following link:

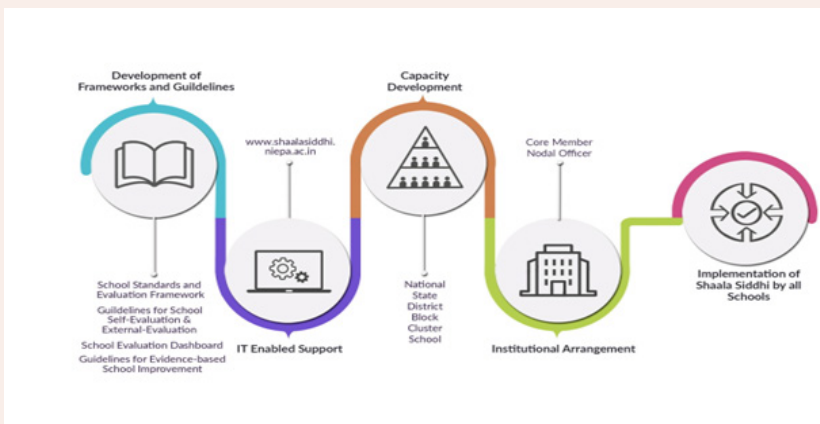
<http://www.nrce.niepa.ac.in/>



UNITS

SCHOOL STANDARDS AND EVALUATION UNIT

NIEPA has set up a unit on School Standards and Evaluation under the aegis of Ministry of Education, Govt. of India. Acknowledging school as the focus of improvement, the major objective for creating school standards and evaluation is to establish and refer to an agreed set of standards and processes which all schools must strive to achieve. It will provide clear pathways for each school for self and external evaluation towards school improvement with accountability. The evidence-based system for school improvement, based on school standards and evaluation, as a new area of endeavor, would place school development on a progressive path. The main objectives are— To evolve a culture of robust system of school assessment and quality assurance system; to set standards and methodology



Effective Implementations of the Shaala Siddhi Programme and Policy framework for supporting and enabling practices at school

for school performance evaluation and quality assurance; to institutionalize collaborative school evaluation processes for evidence-based school improvement and to empower each school for continuous school improvement leading to enhanced learning outcomes with accountability. The process of development of the Shaala Siddhi programme followed a very systematic approach. The programme is based on the notion of 'All children can learn' and 'All school can improve'. Major phases followed the institutionalization of the Programme are: Preparedness; Implementation of school evaluation by the state and UTs; Effectiveness and usability of school evaluation reports for quality improvement. The school analytical reports based on school evaluation are used as policy framework for enabling and supporting practice for institutional and systemic quality improvement to transform school education.



UNIT FOR INTERNATIONAL COOPERATION

Internationalization has been an important aspect of higher education development in India and is seen as a way through which universities can address local and global challenges and contribute to economic development both within India and outside. The NEP-2020 is especially cognisant of the role of internationalisation of higher education in building a knowledge economy and society and in achieving global standards of quality. Within the mandate of internationalisation of higher education in India, the NEP-2020 envisages achieving global standards of quality and transforming India into a global study destination. Notably, India maintains educational cooperation activities with different international organizations, multilateral bodies and bilateral agencies. It sends the second largest number of students abroad for studies and a good number of foreign students are hosted in India. The government has introduced various programmes in the recent past to enhance its global role in education.



To achieve the objective of playing a lead role in international cooperation requires a mechanism to provide an analysis of the context of specific cooperation arrangements, generation of empirical evidence and preparation of documents for effective participation of India in international forums. The Unit for International Cooperation (UIC) was created in NIEPA with the objective of extending support to the Ministry of Education (MoE) of the Government of India 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 it functions in close collaboration with the International Cooperation Cell (ICC) of the MoE.

Core Functions of the UIC

The Unit has the following specific functions:

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

Based on the aforementioned mandate, the UIC's activities have encompassed three broad categories:

- Inputs to the Ministry of Education (MoE)
- Documentation and Analysis [resulting in Policy Reports]
- Engagement with Contemporary Policy Issues [resulting in Publications]

PROJECT MANAGEMENT UNIT

The Project Management Unit (PMU) at the National Institute of Educational Planning and Administration was set up with the objective of supporting and managing in-house and sponsored research. It functions as a centralized system of administration for proper coordination of all the externally funded and internal research projects of NIEPA, Ministry of Education, Department of Education's Grants-in-Aid Scheme for Studies, Seminars, Evaluation etc. for implementation of Education Policy and NIEPA's Scheme of assistance for Studies in the Area of Educational Planning and Administration (individual researcher. While the Unit normally provides administrative support for managing various projects undertaken in NIEPA, including facilitating the project approval process, monitoring the progress in project implementation and providing related support services, it also handles all matters pertaining to funding and accounting of all expenditures of in-house and NIEPA- sponsored projects, besides issues relating to project recruitments and appointments.

Grants-In Aid Committee

The implementation of the various parameters of the National Policy on Education (NPE), including its further elaboration in the Programme of Action (POA), requires wide dissemination of its objective as also a close association with agencies and social activist groups. With a view to promoting greater coordination in implementation of the Policy, it is necessary to develop inter-disciplinary approach, with support systems at the national as well as local levels.

The MoE has given additional responsibility to NIEPA to promote initiatives to implement National Policy on Education (1986/1992). Under the scheme, NIEPA provides financial

assistance to various governmental, semi-governmental and non-governmental organizations after proper scrutiny of their proposals.

The Grants-in-Aid (GIA) Committee decides to develop a database of all the proposals received at GIA to maintain a record and keep track of proposals, and accordingly the databases developed and produced in the meetings of Grants-in-Aid Committee.

NATIONAL FELLOWS OF THE UNIVERSITY

NIEPA is a premier institute of higher learning dealing with capacity building and research in planning and management of education not only in India but also in South Asia. It performs the role of capacity building both at national & international levels. Besides, it has programmes like M. Phil., Ph. D. and Post-Doctoral in Educational Planning and Administration. Currently, the University has identified a number of research areas related to education in general and planning and administration in particular. Some of the broad areas are like Educational Planning; Educational Management; Educational Finance; Educational Policy; School Education; Technical Education; Comparative Education Gender Issues in Education; Equity and Inclusion in Education; Educational Management Information System; Literacy and Non-Formal Education; Higher Education; Teacher Education; Education and Globalization; Education of the Minorities; etc. Currently, the University has a provision of four such positions. The duration of the Fellowship may range from two to three years depending upon the nature of assignment at NIEPA.

ACADEMIC CHAIR

MAULANA ABUL KALAM AZAD CHAIR

The vision and design of the University has been to create teaching and research Departments on different sectors and spheres of Education, Centres for specific thematic areas of education and Chairs in Commemoration of the seminal contribution to education.

The Maulana Abul Kalam Azad Chair was instituted by the MoE to commemorate the contributions of Maulana Azad, who was the first Minister of Education, Science and Culture of independent India. The main research thrust of the chair is to look into development of education, science and culture in a historical perspective while exploring the contributions of Maulana Azad during the definitive decade of the 1950s. Under the auspices of the Chair, an annual lecture, on National Education Day titled the Maulana Azad Memorial Lecture, has also been instituted since 2010.



MAULANA AZAD MEMORIAL LECTURE

- 1. Education Modernisation and Development**
by K. N. Pannikkar (2010)
- 2. Maulana Azad and Mahatama Gandhi: A Comparative Study** by Mushirul Hasan (2011)
- 3. De-Centering European Liberalism in India's Democratic Struggles** by Amiya K. Bagchi (2012)
- 4. Recolonization of the Indian Mind**
by Peter Ronald de Souza (2013)
- 5. Bridging the Divide: Democracy and Inequalities**
by Zaya Hasan (2014)
- 6. Abul Kalam Azad: An Epitome of Culture**
by Kapila Vatsyayan (2015)
- 7. Higher Education in India: Yesterday, Today and Tomorrow** by Aparna Basu (2016)
- 8. Essentials for Excellence in Higher Education: Why Should the Obvious be so Elusive?**
by Furqan Qamar (2017)
- 9. Diversity Management under Indian Constitution**
by Faizan Mustafa (2018)
- 10. Education and the Complex World of Culture**
by Neera Chandhoke (2019)
- 11. The Future of Higher Education: Through the lens of the History and Philosophy of Science**
by Dhruv Raina (2020)
- 12. Inter-Generational and Inter-Regional Differentials in Higher Level of Education in India**
by Abusaleh Shariff

RESEARCH

Introduction

NIEPA is engaged in capacity-building and research in policy-making, planning and administration of education. The University is fully financed by the Ministry of Education, Government of India. Apart from other activities like conducting training, teaching and research, the University is also engaged in preparing skilled manpower through its M. Phil./Ph. D. programmes for planning and management of education in the country.

Faculty

The Faculty at NIEPA is highly qualified and has rich national and international experience. The faculty is supported by competent administrative and academic support staff.

M.Phil. and Ph.D. Programmes

NIEPA offers M. Phil and Ph.D. (Full- Time and Part-Time) programmes in educational planning and administration from a broader inter-disciplinary social science perspective.

The broad areas of research covered by the scholars include, Education and Globalization, Educational Policy, Educational Planning, Educational Administration, Educational Finance, Educational Management Information System, School Education, Higher Education, Equity and Inclusion in Education, Gender Issues in Education, Education of the Minorities, Comparative Education.



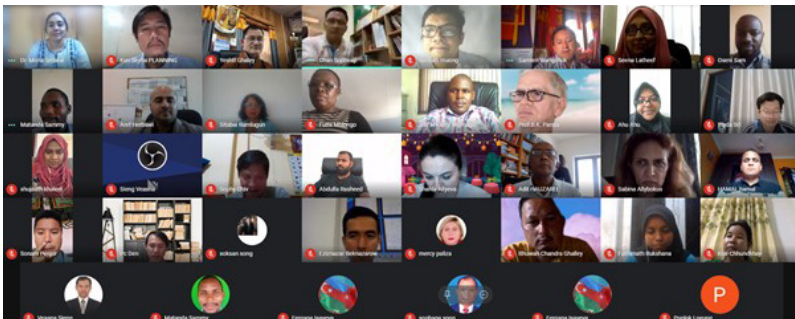
DIPLOMA PROGRAMMES

INTERNATIONAL DIPLOMA PROGRAMME IN EDUCATIONAL PLANNING AND ADMINISTRATION

NIEPA annually conducts a six-month International Diploma in Educational Planning and Administration (IDEPA) for the capacity-building of senior policy makers, planners and administrators. The IDEPA endeavours to promote the spirit of regional cooperation, international understanding and goodwill through exchange of experiences on subject of international understanding and development of human resources. With this mission, it aims at helping countries in building their national capacities in educational planning and administration. The trainees for IDEPA programme are senior-level educational planners and administrators who, in due course, serve as experts in this specialized field, or as facilitators of similar training programmes in their respective countries.

The International Diploma Programme is a six-month course in Educational Planning and Administration, consisting of two phases. Phase-I involves three months intensive curricular work at NIEPA while Phase-II entails another three months of Field Research Project work in the home country of the participants.

NIEPA has successfully completed as many as 36 such IDEPA Programmes, one in each successive year. Over the years, participation in terms of number of countries and participants has increased considerably. Until now, more than 1000 delegates from 92 countries of Africa, Eastern Europe, Central Asia, West Asia, South and South-East Asia, Latin America and Pacific regions have participated in the IDEPA programme.



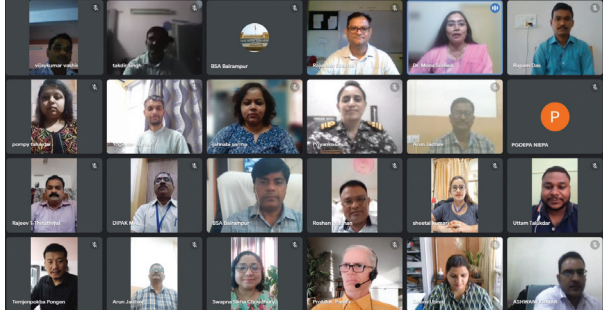
INTERNATIONAL PROGRAMME FOR EDUCATIONAL ADMINISTRATORS

NIEPA launched a Short-term programme of four week for the educational planners and administrators' capacity building programme from Asia or Africa. This short-term four week programme has been conceptualized keeping in view work load of most of the educational functionaries and their constraints to participate in a long term programme as the absence from work place for a longer duration is not possible. It has also been a long pending request from many of the countries across the world as well as educational administrators to provide a short-term programme in educational planning and administration for the benefit of their educational functionaries in order to build their capacities. Thus to facilitate the governments of the countries in deputing their educational officials (particularly the administrators and education officers) for a short duration programme without affecting the functioning of their offices while fulfilling their demands of capacity building this four week short-duration programme in Capacity Building for the Educational Planners and Administrators.



PG DIPLOMA PROGRAMME IN EDUCATIONAL PLANNING AND ADMINISTRATION

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



The PGDEPA programme envisages transforming the present DEPA into an intensive long duration programme to ensure creating a cadre of professionally trained educational administrators in the country by:

- (i) Acquainting the participants with fundamental concepts of educational planning and management;
- (ii) Enabling the participants to develop planning and management skills for improved decision making in educational administration.
- (iii) developing skills and abilities of participants to formulate plans, design programmes and manage implementation of the programmes; and
- (iv) developing participants' capacities in monitoring and evaluation of educational programmes and projects.

The PGDEPA has been envisaged as a 12-month programme leading to a Post-Graduate Diploma.

NIEPA: ANTRIEP FOCAL POINT

The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP), currently brings together 22 national institutions from 13 Asian nations on a networking platform. ANTRIEP aims at promoting synergy between the institutions so as to reinforce their capacities to respond to the growing and increasingly diversified needs for skill development in educational planning and management in the region. The major objective of the network is to create a forum for exchange of research and field experience pertaining to the problems and issues in educational planning and management.

NIEPA, as currently the nodal point for the ANTRIEP, coordinates the Activities of the network while bringing out a very useful biannual Newsletter that features country-specific experiences in educational planning and administration. Significantly, NIEPA as part of its focal role in ANTRIEP, has organized over several international thematic seminars in collaboration with the network Institutions.

INDIA-AFRICA INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION (IAIEPA)

The India-Africa Institute of Educational Planning and Administration (IAIEPA) is being established within the framework of the Plan of Action formulated to implement the outcomes of the First India-Africa Forum Summit held in April 2008. One of the thematic areas contained in the Framework for Cooperation and the Plan of Action relates to Cooperation in Social Development and Capacity Building which envisages the establishment of an “India-Africa Institute of Educational Planning and Administration (IAIEPA)” to provide academic and professional guidance to agencies and institutions engaged in educational planning and administration in Africa. The African Union Commission (AUC) has nominated the Republic of Burundi as the host country for the establishment of the IAIEPA. The Institute is located in Bujumbura, the capital city of the Republic of Burundi. The IAIEPA is a pan-African Institute, developed as a centre of continental importance and excellence, engaged in advanced training and research in educational planning and management aimed at preparing education sector professionals in African Union member States for responding to the challenges of educational development in their own countries.

SPECIAL ACTIVITIES

SPECIAL CONVOCATION

A Special Convocation was organized and held by NIEPA on 11 November, 2009 at Vigyan Bhawan where Mr. Koichiro Matsuura, Director General, UNESCO, Paris was conferred Honoris Causa Degree by then Hon'ble Minister of HRD, Shri Kapil Sibal.



Another Special Convocation was organized and held by NIEPA on 4 July, 2011 at Stein Auditorium, India Habitat Centre where Professor Amartya Sen, Lamont University Professor, Harvard University and Nobel Laureate, was conferred Honoris Causa Degree of Literature by then Hon'ble Minister of HRD, Shri Kapil Sibal.



NIEPA STAFF RETREAT 2021

NIEPA periodically organizes faculty retreats to incubate new ideas and strategies for institutional enhancement. The transformation of NIEPA from a UNESCO regional institution to a national institute and further to a national university reflected the changing orientation and core functions of the university. The initial core mandate of training educational administrators was expanded to include research when it became NIEPA and to teaching when it became a university in 2006. Today NIEPA is a unique university with broadened mandates in research, teaching and capacity development, and playing a lead role in policy, planning and management of education in India. NIEPA prepared a Perspective Plan (2020-2030) with clearly defined Institutional objectives and strategies, and intervention modalities in the priority areas. The university also prepared a document on its support to the implementation strategies of the NEP 2020. The key objective of 2021 Retreat was to discuss strategic interventions and to develop operational strategies to place institutional priorities in the context of its perspective plan and its perspectives on NEP 2020 implementation strategies.



NIEPA FOUNDATION DAY LECTURE

NIEPA celebrates its Foundation Day on 11th August of every year and on this occasion Foundation Day Lecture are delivered by eminent educationists. The list of Foundation Day Lecture is as under :-

1. **Alternative Perspectives on Higher Education in the Context of Globalization** by Prabhat Patnaik (2007)
2. **Designing Architecture for a Learning Revolution Based on a Life Cycle Approach**
by M.S. Swaminathan (2008)
3. **Universities in the Twenty-First Century**
by Andre Beteille (2009)
4. **Education, Autonomy and Accountability**
by Mrinal Miri (2010)
5. **Twenty Years After: The Countryside and Two Decades of 'Reforms'** by P. Sainath (2011)
6. **Children's Right to Education in Areas of Civil Unrest** by Shantha Sinha (2012)
7. **Education and Modernity in Rural India**
by Krishna Kumar (2013)
8. **Imagining Knowledge: Dreaming Democracy**
by Shiv Visvanathan (2014)
9. **Education as an Instrument of Social Transformation: The Role of Mother Tongue** by T.K. Oommen (2015)
10. **Am I an Educated Person? Reflections on 'Becoming' and 'Being'** by T.N. Madan (2016)
11. **Changing Perspectives: Neo-liberal Policy Reforms and Education in India** by Kuldeep Mathur (2017)
12. **The Poor B.A. Student: Crisis of Undergraduate Education in India** by Manoranjan Mohanty (2018)
13. **Governing Academic: Within and Without**
by Pankaj Chandra (2019)
14. **Education and Social Opportunity: Bridging the Gap**
by A. K. Shiva Kumar (2020); (Delivered online)
15. **Liberal Education - A 21st Century Imperative**
by K. Kasturirangan ((2021) (Delivered online)
16. **Globalising Compassion: Key to the Future**
by Kailash Satyarthi (2022)

NATIONAL AWARD FOR INNOVATIONS IN EDUCATIONAL ADMINISTRATION

NIEPA has instituted National Award for Innovation in Educational Administration for District and Block Level Education Officers (DEOs and BEOs). Every year selected District and Block Level Education Officers are given National Award for their innovative initiatives in various areas of educational administration. The National Presentation Function is organised coinciding with a three days National Conference on Innovation in Educational Administration. Selected officers along with other nominated DEOs and BEOs are invited to participate in the Conference and National Award Presentation Function.



INFORMING, EDUCATING, EMPOWERING: THE NIEPA WAY

NIEPA has a modern and enabling system, either in place or in the offing, to promote learning and research, whether in the form of its well-stocked library/documentation centre, upcoming digital archives, computer centre or, for that matter, through its wealth of publications brought out regularly.

Library & Documentation Facilities

NIEPA maintains a state-of-the-art library in various disciplines like educational planning, educational administration, educational policy and inter-disciplinary subjects. NIEPA Library provides various services to its users viz, CAS, SDI, Reference Service, Web OPAC, Circulation, Xeroxing. The Library/Documentation Centre has been a member of Developing Library Networking (DELNET) to promote sharing of its resources both at national and international level.

The Library, presently, has approximately 60,000 books/documents and 6,435 journals besides a rich collection of reports of International Seminars and Conferences, organized by International Agencies like UNO, UNDP, UNESCO, OECD, ILO, UNICEF, World Bank etc. The Library also receives around 250 journals and magazines, both national and international, in the area of educational planning, administration, management and other allied fields. NIEPA Library is also subscribing to three on-line journals databases to the users like, JSTOR, ELSEVIER, and SAGE.

The Documentation Centre of NIEPA has about 18,500 volumes comprising a unique collection of Official Reports, Central and State Government publications, Educational surveys, Five-year plans, Census reports, etc. The Documentation Centre also has very important International Reports & surveys on Education which are much needed in educational researches and policy making.

Digital Archives of Education Documents

A digital archive is being developed in NIEPA to provide access to all documents in soft form in one place as a source of reference and research on all aspects, sectors and levels of education in India. The purpose is to create a Community of Users as an extended face of NIEPA. Latest ICT, including high-end fully automatic digital scanner, is used for design, storage and retrieval of digital documents. User-friendly software, with multiple search options, is an in-built feature of the digital archives.

Computer and IT Facilities

The Computer Centre caters to the Information technology needs of the University while providing computing facilities and Internet services to all the trainees and staff members. Network points have been provided to all the faculty and staff members to access the Network Resources. Individual e-mail accounts have been provided to all the faculty and staff members on NIEPA Domain. 1GBPS internet connectivity is provided to all the faculty members of the University. Desktop computers have been provided to all the staff members and laptops to all faculty members. Appropriate network security is being maintained in the University.

The Centre is equipped with state-of-art computing facilities, which include IBM E-Series Server connected over a fast Ethernet. The present infrastructure consists of Enhanced CAT 6 cabling; Centralized computing facility consisting of high performance servers and client PCs; Uplink to Internet and other services; Adequate power backup through heavy duty multiple UPS.

Learning Portal for Educational Planners

The NIEPA Portal for Educational practitioners in planning and development is an online resource on Planning for Educational Development provided by the National University of Educational Planning and Administration (NIEPA), New Delhi, India. The portal serves as an all-encompassing information hub on matters related to educational development planning in general and interactive platform for NIEPA activities in particular. Through this portal we open our horizons to a larger cross section of people interested in educational development. Website: www.NIEPAeduplan.nic.in

Publications

NIEPA Publications play a vital role in the Institute's commitment for disseminating the concepts, methods and techniques in the field of education planning, administration and management and disseminating the outcomes of research and development in education to the wider public. The primary objective of NIEPA Publications is to disseminate information which is achieved by using print media and/or digital media. The Institute also publishes books in collaboration with reputed National/ International Publishers for wider dissemination and reach to the readers. The works of the Institute are executed by self-publishing (in-house publishing) and by outsourcing (engaging private publishers).

In furtherance of fulfilling the objectives of the Institute, it publishes documents in the form of Scholarly Works, i.e. Research Reports, Conference Proceedings, Scholarly Writings, Edited Anthologies, Policy Briefs, Books & Other Reports, Journals, Occasional Papers, Research Papers, and other Publications related to training and teaching like, M. Phil. & Ph. D. Prospectus, Curriculum Guide, Rules and Regulations, Schedule, Newsletter, Training Materials, Folders, Booklets, Announcements, etc..

The Publication Unit of NIEPA has also brought out collaborated co-publications with many national and international institutions/organizations such as UNESCO; European Union; NIEPA- NEPAL Project; Centre for International Education, University of Sussex and Ministry of Education (formerly MHRD), Government of India.

Hindi Cell

The Hindi Cell provides translation facilities in research, training and administration, further it helps in bringing out various publications in Hindi and implementation of the official language policy.

Hostel

The University Hostel has a seven storied building with 60 double occupancy fully furnished rooms along with dining hall, gymnasium and a recreation unit.

LOCATION ... PROMINENTLY CONNECTED

Situated in New Delhi, India's Capital and bustling mega polis, NIEPA encompasses a 4.27 acre campus of Sri Aurobindo Marg in the south-west part of the city. Flanked by institutional landmarks like NCERT and IIT Delhi, the University is comfortably accessible from Indira Gandhi International Airport (10 km), New Delhi railway station (14km), Old Delhi Railway Station (20 km) and Inter State Bus Terminal (22 km). As a bonus, NIEPA enjoys good connectivity with all parts of the Capital through an efficient metro service, with the Hauz Khas metro station within easy proximity to the campus.



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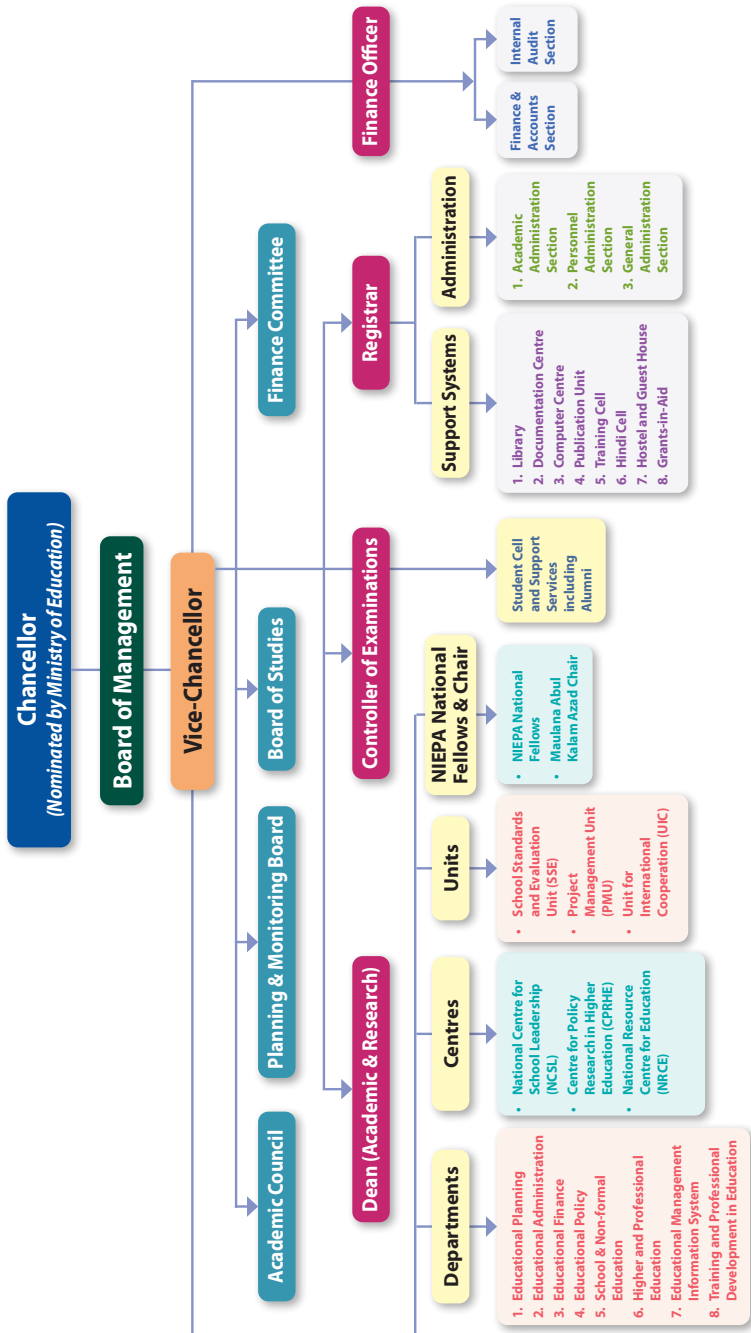
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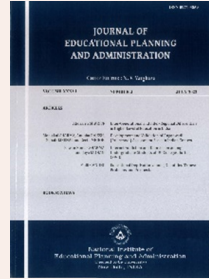
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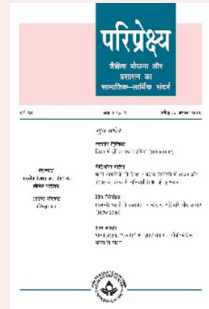
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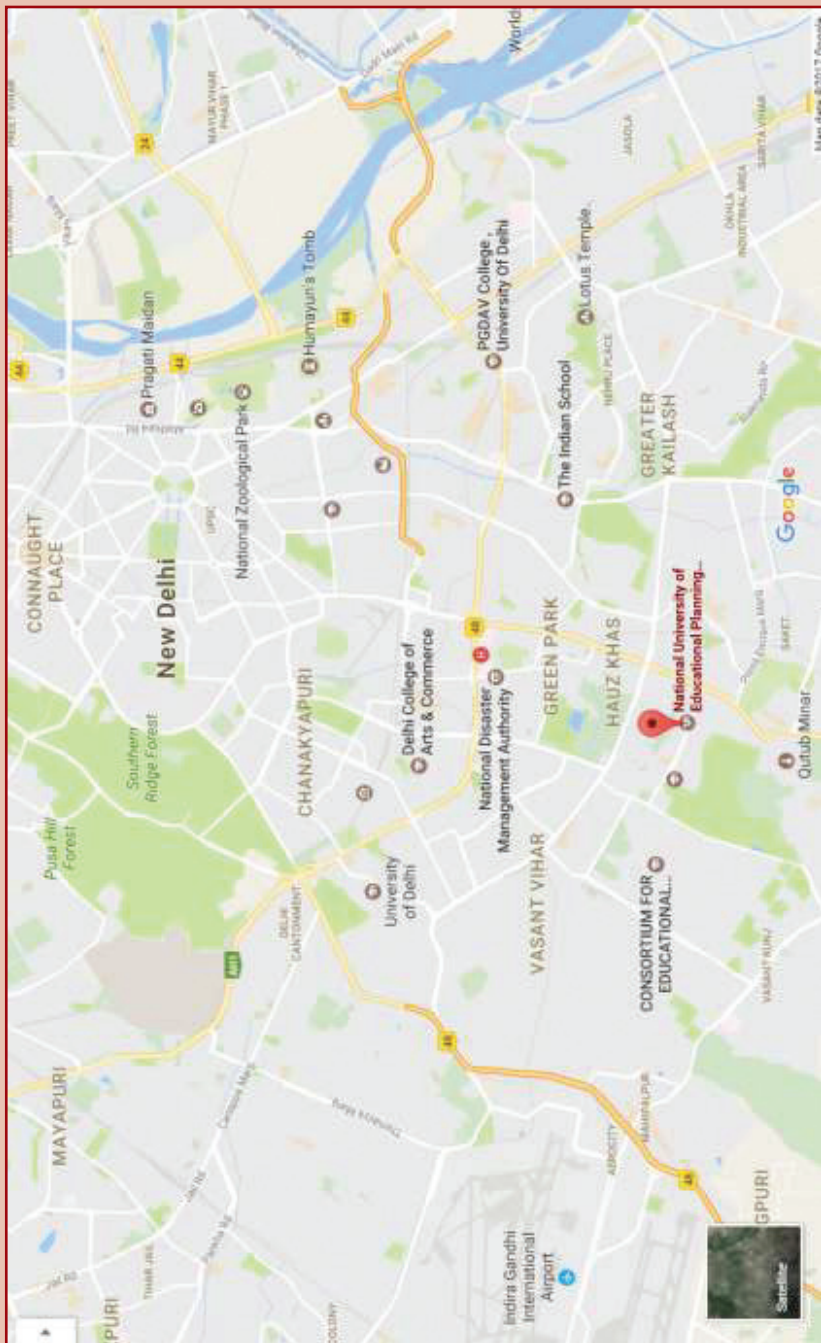
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