



NIEPA A PERSPECTIVE PLAN

2020-2030



National Institute of Educational Planning and Administration

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(Deemed to be University)

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PERSPECTIVE PLAN 2020-30

Introduction

THE world is growing fast and the faster growth in the South is gradually shifting the centre of gravity of development in its favour. India and China are increasingly playing a decisive role in influencing the nature and pattern of global growth. At the same time, the world is growing unequally and inequality has tended to become the most discussed topic in the developed North as well as in the fast growing South.



Changing Global Context – Role of Education

Empirical evidence shows that education is the single most important source of growth. In the absence of equality of opportunities to pursue education, it can also become a source of inequality. Therefore, planning for education to ensure equity in access and success in education becomes a necessary condition for developing an inclusive society within a democratic framework.

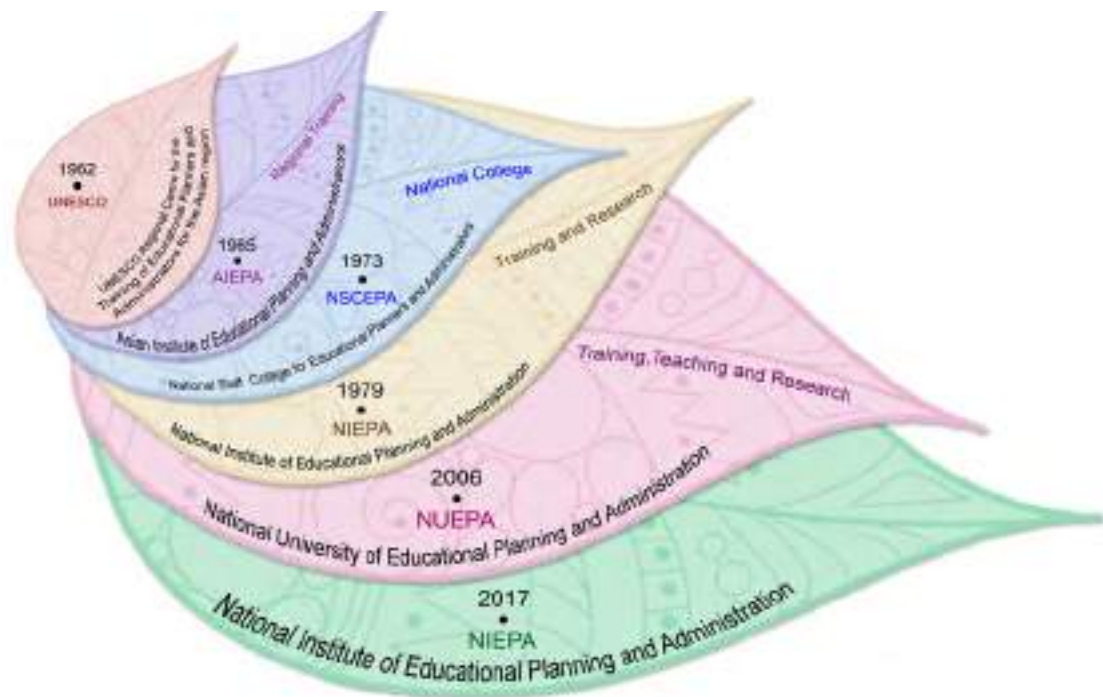
Being one of the first institutions established for educational planning in the world, National Institute of Educational Planning and Administration (NIEPA) has an added responsibility to pave the way for evolving an educational strategy which is inclusive and affordable. The vision, mission and strategic orientation of the perspective plan of NIEPA are strongly rooted in the idea of inclusive growth and sustainable development goals (SDGs). Similarly, its programmatic frameworks are aligned with the national priorities and the evolving global context and in the context of the National Education Policy (NEP). NIEPA will strive to help develop an education system for sharing of prosperity in a sustainable way.

In terms of future orientation, the perspective plan envisages the following: a move towards large-scale, multi-state empirical studies in focus areas; introduction of a Master's programme; reduction in face-to-face training programmes; transition from face-to-face to online training programmes; extended international network and engagements; increasing the number of institutional publications --- books, journal articles, occasional papers, policy briefs, and training modules.

The Institutional Context

The National Institute of Educational Planning and Administration (NIEPA), a deemed to be university, is a premier institution and has been functioning as a think tank in the field of educational policy and planning in India for more than half a century. The Institute carries out research, offers study programmes at the doctoral level, organises capacity development programmes for educational planners and administrators, and extends policy support to decision making bodies. It is an autonomous university funded by the Ministry of Human Resource Development (MHRD), Government of India.

The university witnessed several phases of transformation in its nearly six decades of existence. NIEPA's origin can be traced back to 1962 when it was established as the UNESCO Regional Centre for the Training of Educational Planners and Administrators for the Asian region. It was renamed the Asian Institute of Educational Planning and Administration in 1965. It became the National Staff College for Educational Planners and Administrators in 1973 and it was further renamed as NIEPA in 1979 when research was added as a major focus of its activities. It became a university in 2006 under the new name – National University of Educational Planning and Administration (NUEPA), offering research study programmes and awarding MPhil and doctoral degrees. It regained its name NIEPA in 2017.



Six Decades of NIEPA

The transformation of the university from its initial stages reflects the changing orientation and ownership of the institution. While it remained a regional institution with support from international organisations in its first decade of existence, it became a national institution and later a national university funded by the government of India. It was established as a training

institute with the core mandate to train educational administrators in the region and in the country. Research was added as another major function of the institute when it became NIEPA and teaching became one of its core functions 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.

The university functions in close association with decision making bodies. The key to the success of the university has been its seminal contributions to policy and planning of education in the country. It played a lead role in the evolution of planning methodologies, an active role in education policy formulations and a facilitating role in capacity development to improve the operational efficiency of education at the system, sub-national and institutional levels. NIEPA's role in preparation of the 1986 policy, support to the constitutional bills on Panchayat Raj in 1993 and Right to Education Act 2010, and in developing methodologies and implementation of decentralised plans under District Primary Education Programme (DPEP) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) are some of the examples of its lead role. The database it created through the District Information System for Education (DISE) and through the enormous amount of empirical research carried out by NIEPA has been a major reliable source for evidence based decision making in education.

NIEPA has been able to achieve these enviable successes because of its faculty. It has a group of small but highly accomplished faculty members with multi-disciplinary orientation drawn from all parts of the country. The highly qualified faculty members and the rich experience they possess have provided a solid foundation for developing a national perspective, extending effective policy support, developing the planning methodologies and leading the planning processes at the national and sub-national levels.

The challenges faced by the university include the following:

- a) While NIEPA has been playing a leading role in many domains of its mandate, it seems to be lagging behind in recent years;
- b) There exists a gap in the research potential, research output and the publications brought out by the university; and
- c) The connection between the focus of the training programmes and the target groups has become weak.

This attempt to prepare a perspective plan reflects our efforts to reposition the university in response to the changing global context, national policies and the broadening mandate of the university. The perspective plan attempts to build bridges between different activities of the university by reinforcing a common framework and an integrated approach. It is expected that the perspective plan will provide a new direction to streamline the transition of NIEPA from a training institution to a university without compromising on its core mandates. The challenge is to develop the university as a globally recognised research, teaching and training institution.

The preparation of the perspective plan has been a highly participatory process. The initial ideas were discussed in the faculty meetings as the preparation process progressed. The proposals were discussed with the external experts during departmental advisory committee meetings of all the departments, as well as with the administration and the doctoral students of NIEPA. After these initial discussions within NIEPA, the proposals were discussed with the MHRD, and presented to the Board of Studies, the Academic Council and the Board of Management, and thereafter, reported to the Finance Committee.

The Perspective Plan (2020-2030)

The Vision: To contribute to creating a humane and inclusive learning society through advancement of knowledge in the areas of its mandate.



The Mission: Its mission is to endeavour

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



Mission

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

Perspective Plan: A Summary

Strategic Objectives	Institutional strategy	Intervention modality	Thematic/ Thrust areas
1. Promote evidence based decision making in education	Production of knowledge on educational planning and management	Promote research: large scale, multi-state empirical studies	<ul style="list-style-type: none"> a) Equity, diversity and inclusion; b) Quality and learning and employment outcomes; c) Technology and teaching learning; and d) Governance, financing and accountability
2. Improve planning and management of education at the national and sub-national levels	Expand and deepen capacity development efforts	Long-term and short-term face-to-face training programmes and online programmes	<ul style="list-style-type: none"> a) Strategic planning b) Outcome based planning c) Educational leadership
3. Deepen the understanding of Educational planning and Management	Linking research and teaching	Promote doctoral studies and Master's programmes	Theories of educational planning and management
4. Knowledge sharing	Publications and policy dialogues	Promote dissemination of research through books, journals, articles, occasional papers, policy briefs and training modules	Priority areas of research and training
5. Networking with national and international institutions and agencies	Improved interactions with the academic community and policy makers	Expand coverage of networks such as ANTRIEP, establish institute of educational planning in Burundi, promote international cooperation through the UIC and CIE	International relations, national collaborations and regional cooperation in education

Strategic Objective 1: Promote Evidence Based Decision Making in Education

Research is an important and core function of the University to gain credibility as a serious academic institution and bestowing an academic identity to its faculty members. The main objective of NIEPA's research will be to focus on the generation of new knowledge in the theory and practice of educational planning and management with a view to improving the performance of the education system in the country. The empirical studies will also indicate 'what works and what does not work' at the grassroots level.

The major concerns in research, prioritised in the perspective plan, are the following:

- i. Inequalities in education are an important research concern. Educational inequalities continue to be high and persistent in India, and they have multi-dimensional features such as economic, regional and social. The diversity in terms of language, faith, caste and gender contributes further to the inequalities in education.
- ii. The quality of education provided in the educational institutions varies widely. The discussions on quality of education need to move from provisions to processes and outcomes --- the teaching learning processes, and the learning and employment outcomes. NIEPA's research will focus on issues related to equity in the quality of education provided and on the employability of the graduates from the system.
- iii. Technology is changing the landscape of education --- globally and in India. It directly impinges on the strategies that are meant to expand access to education and the teaching learning conditions and processes in education, and influences the learning outcomes. Technology-enabled learning provides students alternative avenues to traditional modes of learning. NIEPA's research will focus on the effects of technology on the institutionalised structure of education and teaching learning processes.
- iv. Good governance, transparency and accountability are necessary to maintain comparability in a diverse and massified system. There is a need to establish a proper balance between accountability and respect for professional autonomy. The governance reforms need to strengthen processes to improve institutional performance.

To sum up, the priority areas of NIEPA's research in the future may be as follows:

- a. Equity, diversity and inclusion;
- b. Quality and learning and employment outcomes;
- c. Technology and teaching learning; and
- d. Governance and accountability.



Research Priorities

The intervention modality in research will be as follows: while NIEPA's research should continue with its orientation towards remaining relevant for policy and planning, it should reflect a deeper understanding and analytical rigour to be able to continue to command the respect of the academic community. The research in the university should reflect a good blend of policy studies valued by decision makers and empirical and analytical studies valued by the academic community. Engaging with the former is essential, as it provides NIEPA with the opportunity to directly shape and address many public policy concerns. The latter is equally important and non-negotiable in order to transform the university from its image of a training institution into a credible and serious research organisation. The research component should be seen as a vehicle to reinforce our interactions with policy makers and to expand our network with the university system, research institutions and academic community.

Another issue related to orientation of research is the scale of research. The university needs to give impetus to large scale research projects involving multiple states and multiple stakeholders. Such studies will reflect the empirical reality across varying conditions and enable the university to draw more meaningful conclusions which may have national level policy and planning implications.

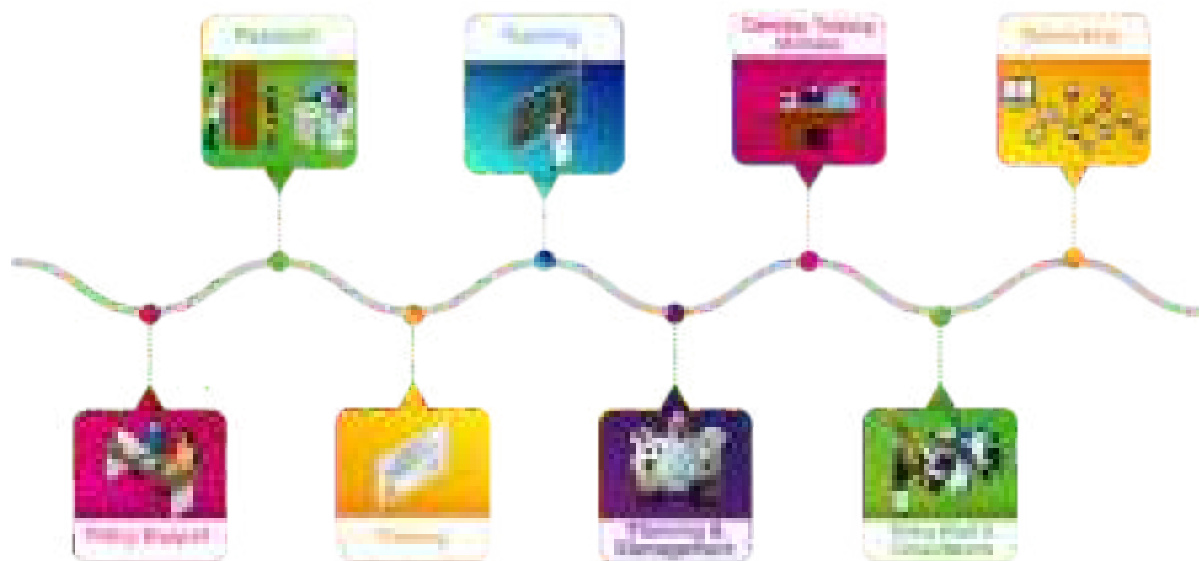
NIEPA's research may be seen as an opportunity and a means to expand its network with universities and academic community. The large scale research will require collaboration with universities and research organisations. The development of research capacities in the collaborating institutions and the education sector at large should also become one of the objectives and contributions of NIEPA's research collaborations with universities and research institutions.



Research Cycle

All these efforts imply that NIEPA needs to develop in-house research capacities to align confidently with researchers in the universities and institutions at the national and state levels. The research should lead to publications --- books, journal articles, occasional papers, policy briefs --- which should form a basis for preparation of modules for capacity development and training programmes.

Strategic Objective 2: Improve Planning and Management of Education at the National and Sub-National Levels



Role of NIEPA (National & Sub-National Level)

NIEPA has a long history of conducting training programmes which gave the institution an identity and credibility as a leading institution promoting professional development in the domain of educational planning and management. The university at present offers training programmes for officials at the sub-national, national and international levels. NIEPA organises both short duration and long duration training programmes.

The directions of change or the options can be many:

- a) Achieve an appropriate balance between the faculty time invested in face-to-face and online programmes.
- b) The target group for short duration programmes may be senior officials and decision makers.
- c) Network with state level institutions to take over the responsibility of a substantive part of the short duration training programmes that target officials at the decentralised and local levels.
- d) Replace the face-to-face programme with distance mode of learning. The face-to-face programmes cover limited number of functionaries. If technological advances are relied upon, the university can launch programmes enrolling a large number of participants and can enhance the potential for nationwide impact.
- e) The university may also initiate blended programmes, combining face to face with online and tutor based modes. One needs to estimate the optimal outreach the university resources can afford.
- f) The long term training programmes, especially DEPA and IDEPA, should be subjected to rigorous quality monitoring mechanisms.



Transformation of Training

One of the weak links in NIEPA's training programmes is the lack of sufficient efforts to develop training modules and material. Similarly, there is a need to assess the usefulness of the long term training programmes through tracer studies. These two (training material and tracer studies) should become a part and parcel of the efforts to strengthen the training programmes of the university.

Future orientations in training

- to develop training modules
- to move towards E-courses
- face-to-face policy consultations

NIEPA has to focus more on: a) Leadership development at institutional level; and b) Improving planning, management and accountability at the sub-national levels.

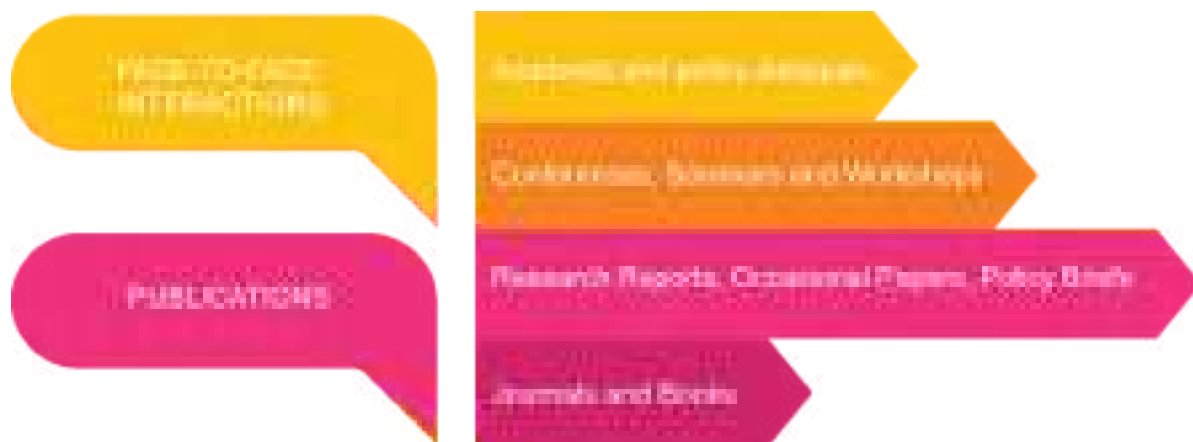
Strategic Objective 3: Deepen the Understanding of Educational Planning and Management

Teaching in the post-graduate programmes is a recent phenomenon and started with the introduction of MPhil and doctoral programmes in the university. There is a need to further strengthen the MPhil and PhD programmes of the university. Strengthening of the teaching programme may include socialising and orienting the faculty to develop a deeper theoretical understanding and research orientation to teach these courses which is markedly different from teaching in training programmes. Guiding research students needs a higher order of academic preparation – theoretical understanding, methodological familiarity to guide empirical studies and analytical rigour to enhance the quality of discussions in the thesis.

Another issue which will substantially affect the nature of teaching learning and academic interactions in the university is the introduction of a Master's programme. This issue has been in discussion for a long time in NIEPA. A Master's programme, no doubt, will help deepen the theoretical understanding on educational planning and policy, and expand the base of professionals available in the country in this area of specialisation. The University Grants Commission (UGC) visiting team too recommended for introduction of Master's programmes in NIEPA. However, the institutional capacities (infrastructure, space, academic faculty and administrative support) to offer a Master's programme are rather limited. NIEPA is in the process getting budgetary support for a new building. All the basic administrative formalities are complete. A Master's programme will be introduced in NIEPA in the near future. The preparations for the Master's programme will commence once the construction of the new building starts.

Strategic Objective 4: Knowledge Sharing

NIEPA as a public institution should engage more intensively with the public good function which involves production and dissemination of knowledge. Sharing of knowledge may take place through face-to-face interactions in seminars and policy dialogues. However, the more important and sustainable channel should be through publications.



Knowledge Sharing

There is scope for increasing the number of academic publications from NIEPA. All research activities should lead to preparation of research reports, occasional papers, policy briefs, publications in journals and books. Further, development of training materials on the basis of research studies needs to be emphasised.

The other forms of dissemination is through seminars/conferences and workshops. NIEPA needs to continue to organise these events centred on any large scale research programmes it undertakes. The organisation needs to rely more on opportunities available through modern technologies to disseminate research findings and to continue interactions with the academics and policy makers.

There is a need for extending continued support to the faculty members to facilitate review of their work and enhance the quality of their publications. Some of the publications brought out by NIEPA are:

- an analytical publication on school education – on an annual basis
- an annual publication on higher education – IHER as a trend analysis in Indian higher education
- an annual publication on innovations in education
- journals – *Journal of Educational Planning and Administration (JEPA)* and *Pariprekshya*
- occasional papers series, ANTRIEP Newsletter
- policy briefs
- documentation on innovations in education

NIEPA needs to increase its outreach by relying more on modern technologies for teaching, training and dissemination of its research outputs. Technology-based distance modes of delivery have become a common practice throughout the world. NIEPA needs to reorganise its delivery systems to take advantage of these advances in technology and technology based educational provisions.



NIEPA also needs to examine the opportunities of using these new possibilities opened up by technology. A transition to new technologies and new modes of delivery of programmes and dissemination of research results will entail substantial investment in improving the technological base, reorganisation of the modes of delivery and intensive training of faculty in designing and delivering their programmes in a new format.

Strategic Objective 5: Networking with National and International Institutions and Agencies

NIEPA was established as a regional institute and started its operations as a training institution for the Asian region. The Institute maintains its international interface and is networking



Networking

programme since 1985 onwards – for example, the International Diploma in Educational Planning and Administration (IDEPA). More than 30 international participants attend the programme every year. There is scope for further strengthening the IDEPA. In addition to this long term programme, NIEPA also organises several short duration training programmes and international seminars.

NIEPA has been acting as the Secretariat for the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) ever since it started in 1995. Twenty two institutions in Asia are members of this network. The network organises seminars, member meetings and also brings out a biannual Newsletter.

NIEPA has been engaged in research collaborations with different institutions located abroad. These collaborations have been very helpful for faculty development and for improving the academic image of NIEPA. It needs to further reinforce the existing collaborations and expand the scope for further collaboration.

NIEPA established a new unit – Unit for International Cooperation (UIC/NIEPA) in 2019 with the objective of extending support to the MHRD and other decision making bodies on matters related to international cooperation in education through its research and documentation, advisory and monitoring role.

The university is in the process of establishing a new centre – Centre for International Education (CIE/NIEPA) – that would act as a think tank and a research body in order to generate empirical evidence and help evolve strategies and operational practices to promote internationalisation of higher education in India.

Many of the NIEPA faculty members are trained at the International Institute for Educational Planning (IIEP/UNESCO), Paris, and other institutions. Similarly, many of them participate in international conferences and publish widely in international journals.

Results Framework

Strategic Objectives	Performance Indicators
1. Promote evidence based decision making in education	<ul style="list-style-type: none"> i) Number of states covered under the on-going and completed research projects ii) Number of research reports submitted
2. Improve planning and management of education at the national and sub-national levels	<ul style="list-style-type: none"> i) Total number of training days ii) Total number of officers trained (face-to-face and online) iii) Average number of per faculty training days
3. Deepen understanding of Educational planning and Management	<ul style="list-style-type: none"> i) Average number of per faculty doctoral students supervised ii) Total number of teaching days iii) Average number of per faculty teaching days
4. Knowledge sharing	<ul style="list-style-type: none"> i) Number of books published by the university faculty members ii) Average number of per faculty articles published iii) Number of Occasional papers published in NIEPA iv) Number of Policy Briefs published by NIEPA v) Number of training modules prepared by NIEPA
5. Networking with national and international institutions and agencies	<ul style="list-style-type: none"> i) Number of international and national meetings organised ii) Number of seminars/meetings attended by NIEPA faculty iii) Number of documents prepared by NIEPA for network meetings

Staff Development

The development of the university as a globally recognised research university requires a set of highly specialised and well experienced faculty members. Faculty development will be a planned activity to prepare institutions and faculty members for their academic roles, including teaching, research, administration, writing and career management. The faculty development programmes should improve practice, manage change and contribute to organisational capacities and culture.

The faculty development should become an integral part of the annual activities of the university and it should be reflected in the annual budget of the organisation.

Future Requirements

Paucity of space is a severe constraint for the university to expand its activities. The university is in the process of construction of a new building (design given below). It has completed all the formalities and got clearances from all the concerned agencies, and is waiting for the release of funds from the MHRD.

The infrastructural facilities in the university are in a poor condition. NIEPA has not been getting budgetary allocation on capital account to upgrade its infrastructure facilities and its E-learning and E-governance facilities. The university also requires a minimum number of additional faculty/staff to carry out many of the proposed activities. An estimate of the financial requirements that has been shared with the Ministry of Human Resource Development (MHRD) indicates that the implementation of the Perspective Plan may also require additional annual investment.

The Proposed New Building of NIEPA





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