

ANNUAL REPORT

2012-2013



**National University of Educational
Planning and Administration**

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

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Published by the Registrar, National University of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi and printed by the Publication Unit, National University of Educational Planning and Administration at M/s VIBA Press Pvt. Ltd., C 66/3, Okhla Industrial Area, Phase II, New Delhi-110020.

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OVERVIEW 1



OVERVIEW

The National University of Educational Planning and Administration (NUEPA) has been playing an increasingly important role among educational institutions of the country. Its functions have both a domestic and overseas connotation.

The genesis of NUEPA dates back to February 1962 when it was established with the nomenclature Asian Regional Centre for Educational Planners, Administrators and Supervisors by the UNESCO under an agreement signed between the UN agency and the Government of India. The main functions of the Centre were to conduct research on problems related to educational planning, administration and school supervision, conduct short-term training programmes for educational planners, administrators and supervisors in Asia and offer technical assistance to member states.

Thereafter, with effect from April 1, 1965, the Asian Regional Centre for Educational Planners, Administrators and Supervisors was rechristened as the Asian Institute of Educational Planning and Administration. The taking over of the Asian Institute by the Government of India at the end of the 10-year agreement between UNESCO and the Government of India, paved the way for the setting up of the National Staff College for Educational Planners and Administrators in 1970. The National Staff College for Educational Planners and Administrators was restructured and re-registered as National Institute of Educational Planning and Administration (NIEPA) on May 31, 1979 with an expanded mandate.

In recognition of the important work being done by the NIEPA in the area of educational policy, planning and administration, the institute was conferred the status of a 'deemed to be university' in 2006 under Section 3 of the University Grants Commission Act, 1956, with the power to award degrees, and was renamed as the National University of Educational Planning and Administration (NUEPA), hereinafter referred to as the 'National University'. Like any Central University, the National University is fully maintained by the Government of India.

The Vision and Mission of NUEPA

The National University of Educational Planning and Administration (NUEPA) envisions "A humane learning society through advancement of knowledge". In line with this vision, a key mission of the National University has been to serve as a centre of excellence in the areas of educational policy, planning and management by promoting advanced-level teaching,

The National University of Educational Planning and Administration (NUEPA) envisions "A humane learning society through advancement of knowledge". In line with this vision, a key mission of the National University has been to serve as a centre of excellence in the areas of educational policy, planning and management by promoting advanced-level teaching, research and capacity building in the national and global context.

research and capacity building in the national and global context. The key strategic objectives of the National University include:

- strengthening institutional capacity at the national and State/UT levels to formulate and implement effective policies, plans and programmes to ensure achievement of education sector development goals and targets and to institutionalise a responsive, participatory and accountable system of educational governance and management at the school, community, district, State/UT and national levels;
- expanding the pool of specialized human resources, including young professionals and scholars, in the areas of educational policy, planning and administration, equipped with the knowledge and skills required to support educational reforms and to promote effective planning, design, implementation and monitoring of education sector development programmes;
- enhancing the knowledge base relating to the areas of educational policy, planning and administration and allied disciplines to promote the formulation of evidence-based policy responses and effective programmatic initiatives required to address the current and emerging education sector-related challenges;
- improving access to and sharing of information and knowledge, including research results, best practices and innovations relating to educational planning and management practices to promote adoption of improved education policies and effective educational planning and management practices for facilitating achievement of education sector development goals and targets;
- by promoting inter-disciplinary inquiries that shape education policy formulation, educational planning and management practices/techniques at all tiers of education system and structures, and strategic approaches to improving educational planning processes, educational governance and management, and monitoring and evaluation of education programmes; and as a leader in inter-disciplinary inquiries that shape education policy formulation and educational planning and administration practices in the country.

Core functions

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

- Providing leadership in reforming educational policy, planning and management at all tiers of education systems and structures;
- Developing and organizing advanced-level inter-disciplinary programmes of teaching,



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

- Shaping the research agenda and undertaking, aiding and promoting research and evaluation to facilitate the generation of new knowledge required to support capacity development programmes and the formulation of evidence-based policy options and improved educational planning and management practices/techniques required to ensure achievement of education sector development goals and targets;
- Providing technical support to Central and State Governments as well as national and state-level institutions to meet their educational planning and management-related capacity building and research needs and to help them improve the design, implementation, monitoring and evaluation of educational policies, plans and programmes;
- Extending consultancy services to national and international agencies to help them formulate and evaluate education sector development programmes;
- Functioning as a clearing house of ideas and information for providing accessibility to existing and new knowledge in the field of education, in general, and education policies, planning and administration, in particular; providing a forum for exchange of ideas/experiences and policy dialogue among policy makers, educational planners and administrators and academics for identifying effective policies and educational planning and management techniques/practices required to address education sector-related challenges and achieve education sector development goals/targets;
- Networking and collaboration with national and international institutions and organizations, including the agencies, funds and programmes of the United Nations system, for promoting joint initiatives/programmes and research studies to improve educational planning and management;
- Assessing and analyzing emerging trends in education sector development, identifying emerging challenges in educational planning and management, and assessing progress towards education sector development goals and targets in order to facilitate the formulation of appropriate policy options and programmatic interventions to achieve education sector development goals/targets.

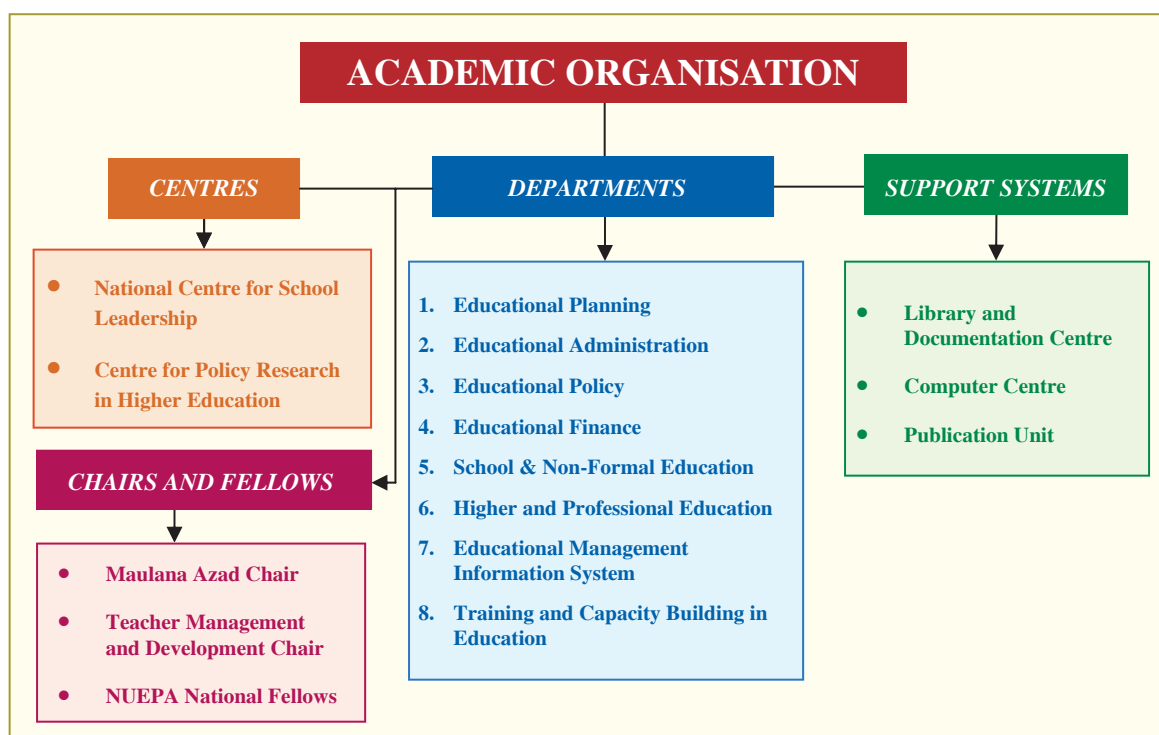
The above functions of the National University are carried out in close liaison and collaboration with governments and institutions at both the Central and State/UT levels.



While pursuing high level scholarship, the National University continues to be actively engaged in matters related to planning and administration of the education system and programme implementation and evaluation. A key aspect of the University is its engagement with the field. The National University's engagement with the field is a two-way process. The University has been trying to enrich its knowledge base by researching field reality and interacting with field functionaries at various levels from schools and colleges to State and Central Government departments. Being a national institution, the University has been striving to meet the educational planning and management-related capacity building requirements of States/UTs by training resource persons, maintaining close liaison with State governments and State institutions, undertaking critical studies of their education systems, policies and programmes and giving them professional advice and technical support. Through its large number of capacity-building programmes, the University has been continuously trying to transfer its expertise, experience and insights to field-based education practitioners. By embracing such a role, the University continues to act as a think-tank in the areas of educational policy, planning and administration. This dual role has enabled the University to bring greater authenticity into its academic work of teaching and research.

Academic structure and support services

The academic structure of the University consists of Departments, Centres, Special Chairs, dealing with special aspects of education, and Technical Support Units/group and academic support system, which are responsible for the development and execution of activities relating to their respective programmatic thrust areas. The University faculty comprise Professors, Associate Professors, Assistant Professors and National Fellows, representing expertise drawn from various disciplines relevant to the areas of educational policy, planning and administration. Every Department is organised on an inter-disciplinary basis, and brings together knowledge, scholarship and other resources to offer programmes of studies and



research across a range of areas related to education, in general, and educational policy, planning and management, in particular. Each Department has core faculty assigned to it in addition to research/project associates and secretarial staff. The Academic Departments are headed by Professors. The Departments are responsible for the development and execution of various training and research programmes, and consultancy and advisory services in the areas entrusted to them.

During the year under report, the academic programmes of the University were conducted by the following eight Academic Departments and Special Chair, besides the National Centre For School Leadership, supported by the administrative and academic support service units.

Academic Departments

Educational Planning: With the shift in emphasis from centralized to decentralized planning, Educational Planning Department, as one of the key divisions of NUEPA, focuses on integration of inputs, processes and products of planning at the institutional, district, state and national levels. Further, in the backdrop of economic liberalization, the focus has also shifted to strategic as opposed to comprehensive planning in the conventional sense. In recent times, with the increasing accent on education as a means of reducing poverty and promoting sustainable development, the scope of educational planning has been expanded to cover not only the institutionalization of strategic planning at the macro level but also promotion of decentralization and use of local level planning techniques, such as school mapping, micro planning and school improvement planning, for improving the quality of investment in education. This is undertaken through programmes of teaching and training, professional development of educational planners, research and capacity development programmes and also by providing consultancy to various national and international bodies. The Department has also been engaged in improving the capacities of key education functionaries in data analysis and use of key indicators for diagnosis and evaluation of educational development initiatives. The Department also contributes in conducting various teaching programmes of the National University, including transaction of various core and optional courses of the M.Phil., Ph.D., Diploma in Educational Planning and Administration (DEPA) and International Diploma in Educational Planning and Administration (IDEPA) programmes.

Educational Administration: As one of the core thematic departments of the National University, Educational Administration Department is actively engaged in research, teaching, training and consultancy services on various dimensions of educational administration and management. One of its programmatic areas of emphasis is to create an enabling environment for achieving the education sector development goals through citizen-centric and responsive system 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. Some of the areas of research pursued by the department include administration of education system from national to institutional levels, federalism and multi-level governance, management of equity in education, organizational behaviour and human resource management, issues related to quality management, public examination system and institution-level planning and

management. The capacity development programmes include leadership development programmes for heads of schools, equity and diversity management in education, human resource management, organisational behaviour and development, management of minority education institutions and vocational education and skill development. The Department contributes to all the teaching programmes of the National University, including transaction of various core and optional courses of the M.Phil, Ph.D, DEPA and IDEPA programmes.

Educational Finance: The twin objectives of the Department are to conduct and promote research on economic and financial aspects of education at all levels - national, sub-national and global - and to build knowledge and skill capacity of personnel involved in financial planning and management in education sector in India and other developing countries. The Department's programmes/activities - research, teaching, training and consultancy - are centred around policy, planning and development issues relating to public and private financing of education, including mobilization of governmental and private resources, allocation of resources and utilisation of resources in all levels of education, from primary to higher, and estimation of resource requirements. Research areas cover policy issues in financing of education. Theoretical and empirical issues relating to economics and financing of education form the content of the teaching programmes. Some of the recent studies conducted and publications brought out by faculty members of the Department have revolved around themes such as public (government), household and private financing of education, external funding, privatisation, internationalisation of education, centre-state relations in financing, estimation of resource requirements, funding methods in the DPEP, SSA etc.. The themes of the training programmes, organized by the Department, included planning and management of finances in school education, planning and management of finances in higher education, and planning and management of university finances. The clientele group of the programmes consists of Education Secretaries/Joint Secretaries, Directors/Joint Directors of Education, Planning and Finance Officers and other senior officers dealing with the financial aspects of education in education departments in Central and State governments. The Department offers optional courses on Economics and Financing of Education, besides its involvement in other courses of M.Phil and Ph. D. programmes. The faculty of the Department has been involved in the supervision of the M.Phil and Ph.D. programmes. It also provides advise to the Government of India, Planning Commission, University of Delhi, IGNOU, UGC, state governments and other bodies.

Educational Policy: The Department undertakes the study of educational policy while keeping abreast of the directions in which the educational system has progressed on various issues related to policies. It is committed to enhance the knowledge of critical barriers to access, equity, relevance and quality of education at all levels of education. The major research focus of the Department has been on evaluation of centrally sponsored schemes and research leading to understanding of policy and practice. It also seeks to develop, among policy makers, a core understanding of policy making in the Indian context. The Department facilitates discussions and organizes training programmes on various policy issues involving policy makers, practitioners and other stake holders in the educational and public policy arena. Its emphasis on multi-level governance of policy, with focus on grassroots participatory structures, is manifest, for instance, in its researches on decentralized management of education and the role of community in school education. The Department

contributes to all the teaching programmes of the National University, including transaction of some of the courses of the M.Phil, Ph.D, DEPA and IDEPA programmes. It also provides advise to the State Governments in respect of institutional building and capacity enhancement.

School and Non-Formal Education: The Department of School and Non-Formal Education focuses on critical issues relating to the entire array of school education, non-formal and adult literacy within the broad rights-based and inclusive framework. The department undertakes research studies to provide an empirical base for evolving policies and programmatic interventions for improving school education in India. This department is also engaged in capacity development programmes for national, state and district-level officials to enhance the knowledge and skills of education authorities in order to promote the goal of quality education for all. In order to establish synergic linkages, the department collaborates with national and international organizations to draw upon their experience and expertise in the area of school education. Besides, it plays an advisory role and extends support to the state and central government in the formulation and implementation of plans and policies. The Department also contributes to other teaching programmes of the National University, including transaction of some of the courses of the M.Phil, Ph.D and DEPA and IDEPA programmes. The department maintains close linkages with government, non-government and national/international agencies with the objective of evolving appropriate policies and programmatic interventions to facilitate access to quality education for all. Some of the focal areas engaging the Department are those of extension of RTE to pre-school and secondary levels, exploring planning/management and quality issues in early childhood care and education, nutrition and education, universalisation of school education, adult education and literacy, provision of education in civil strife areas and safe school.

Higher and Professional Education: The major programmatic thrusts of the Department relate to the policy, planning and management aspects of higher and professional education. It undertakes research on issues related to quality, governance, financing and internationalization of higher and professional education. The Department faculty has been engaged in research on various aspects of higher education such as 'Participation of Muslims in higher education', 'Financing of higher education', 'Self-financing courses in colleges', 'Foreign education providers in India', 'Alternative and innovative forms of higher education for left-out-youth', 'Mobility of teachers in universities and colleges', 'Foreign students in Indian universities'. Two research studies 'Affordability and Financing in Higher Education' and a 'Study on Private Universities in India' are in progress. The Department has been providing research support and policy advise to the Ministry of Human Resource Development, Government of India. The Department has been supporting the process of preparation of five-year plans for higher education and has been constantly working with the University Grants Commission in holding seminars and conferences of experts, vice-chancellors, deans and registrars of the universities, directors of academic staff colleges and college principals. Among the annual activities of the Department are regular training programmes for the principals of colleges of different categories. The Department has been providing academic support to the Universities and colleges for organising seminars on various dimensions of access to quality of higher education and academic reforms. The Department is actively engaged in the teaching programmes of the National University,

including transaction of various core and optional courses of the M.Phil, Ph.D, DEPA and IDEPA programmes and has been supervising research scholars.

Training & Capacity Building in Education: In the light of the importance and potential which the activity of training and capacity-building carry, NUEPA embarked upon creating a specialised Department of Training and Capacity Building in Education. Creation of this Department has added fillip to the activities of NUEPA, more particularly in the light of the importance it places on training and capacity-building programmes for the benefit of the educational planners and administrators of the country as well as the countries entering into the path of development. In addition to other capacity-building programmes carried out, this Department coordinates the activities of two long-term courses conducted by the National University, namely Diploma in Educational Planning and Administration (DEPA) and International Diploma in Educational Planning and Administration (IDEPA).

Educational Management Information System: The Department of Educational Management Information System undertakes research and capacity-building activities while providing technical advise to strengthen the database and Management Information Systems (MIS) on education in India and across the world. The Department has been playing an important role in strengthening MIS and database on elementary education in India. It manages District Information System for Education (DISE), with support from the Ministry of Human Resource Development (MHRD) and the United Nations Children's Fund (UNICEF). In addition, the Department organizes conferences/seminars on issues relating to statistics on education as also on contemporary issues pertaining to education; and workshops/training programmes on quantitative methods in educational planning. It also undertakes consultancy, with focus on statistics and educational management information systems. The faculty members of the Department are actively involved with the Expert Group, constituted by the Ministry of HRD, on Creation of Unified System of School Education Statistics. Accordingly, the Department is making efforts in this direction under Unified-DISE and data during 2012-2013 have been collected by using uniform data capture format across the country. The themes of some of the programmes/seminars/workshops organized by the Department include 'Use of Quantitative Techniques in Educational Planning'; 'Sensitization Programmes on workshops on DISE through EDUSAT'; 'Using DISE Data in Educational Research'; and 'Unified System of School Education Statistics', etc.. The Department also offers a course on Quantitative Methods in Educational Planning as part of DEPA as well as IDEPA, besides tailor-made programmes on EMIS for Third World countries. The Department faculty also provides policy advise to the Government of India besides several state governments on EMIS and related aspects of school education.

Centres

National Centre for School Leadership (NCSL): The NCSL is committed to building leadership capacities for improving schools in India. It proposes to offer sustainable programmes for School Leadership Development that results in transformation of functional managers into outstanding leaders. Addressing the concerns vital to leadership



development, the Centre will offer a variety of need-based programmes by bridging the gap between theoretical perspective and school realities to help leaders and schools to improve. The programmes will be supported by empirical research as an ingrained activity to address different contexts and diversities among schools in India. NCSL looks forward to long-term engagement with States through a network of institutions at district and block levels to reach out to School Practitioners within a specified geographical area.



Centre for Policy Research in Higher Education (CPRHE)

As a specialized academic institution for research in higher education with support from UGC, the CPRHE has been set up by the National University to develop robust research knowledge on the evolution of the higher education system in the country through centuries and how it contributes to various facets of development and the way in which it gets influenced by them with their strengths and weaknesses, the reforms required with their implications. Such research is expected to pave the way for removing one of the inhibiting bottlenecks towards sound and effective policy-making.

Special Chair

Maulana Abul Kalam Azad Chair: The vision and design of the National 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 of great personalities in the field of education.



The Maulana Abul Kalam Azad Chair was instituted by the MHRD 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, called the Maulana Azad Memorial Lecture has also been instituted since 2010. The inaugural

lecture was delivered on November 9, 2010 by the eminent historian Prof K N Panikkar on “Education, Modernisation and Development”. The second Maulana Abul Kalam Azad Memorial Lecture was delivered by Prof. Mushirul Hasan, former Vice-Chancellor, Jamia Millia Islamia University, on “Maulana Abul Kalam Azad & Mahatma Gandhi: A Comparative Study”. The third lecture was delivered by the eminent economic historian Professor Amiya Bagchi on "Decentring European Liberalism and India's Democratic Struggles".

The Chair also organizes national seminars on issues related to Maulana Azad's vision and world views.

Technical Support Units

IAIEPA Technical Support Unit: The India-Africa Institute of Educational Planning and Administration Technical Support Unit coordinates activities relating to the establishment and operation of the IAIEPA. The 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 India-Africa Institute of Educational Planning and Administration (IAIEPA) would be a pan-African Institute engaged in advanced training and research in educational planning and management aimed at preparing education sector professionals in African Union (AU) member States for responding to the challenges of educational development in their own countries. The activities relating to the establishment, operation and management of the IAIEPA for the first three years will be executed, on behalf of the Government of India, by the National University.

Academic support service units

Library and Documentation Centre: The National University maintains a state-of-the-art library, having a wide and rich collection of books and other materials relating to the areas of educational policy, educational planning, educational administration and allied disciplines. The Library and Documentation Centre provides various services to its users viz, CAS, SDI, Reference Service, Web OPAC, Circulation, Xeroxing. The Library and Documentation



Centre has been a member of Developing Library Networking (DELNET) to promote sharing of its resources, both at national and international levels. The Library presently has a collection of over 55,000 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, ILO, UNICEF, World Bank, OECD etc.. The Library also receives 240 journals and magazines, both national and international, in the areas of educational policy, planning and management and other allied fields. The Library has also subscribed to three on-line journals databases for the users like JSTOR, ELSEVIER and SAGE. The Documentation Centre of NUEPA has more than 20,000 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 and surveys on education which are needed for educational research and policy making.

In digital mode

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



Computer Centre: The Computer Centre backs up the Information Technology needs of the University. It provides computing facilities and Internet services to all the trainees and staff members of the National University. 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 NUEPA Domain. 1 GBPS 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; appropriate power back-up facility through heavy duty multiple UPS.

Publication Unit: The National University has a publishing programme for dissemination of information on research and development in education. NUEPA's Publication Unit plays a

vital role in the University's commitment to disseminate knowledge and information relating to the areas of educational policy, planning and administration by bringing out materials of various training programmes, and other related content, in the form of Reports,

Books, Journals, Newsletters, Research Papers and other publications. Some of the periodicals publications of the National University include the Journal of Educational Planning and Administration, Paripreksha, a journal in Hindi language and ANTRIEP Newsletter etc. The Publication Unit of the National University also caters to some specific needs of the Ministry of Human Resource Development (MHRD), Government of India.



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

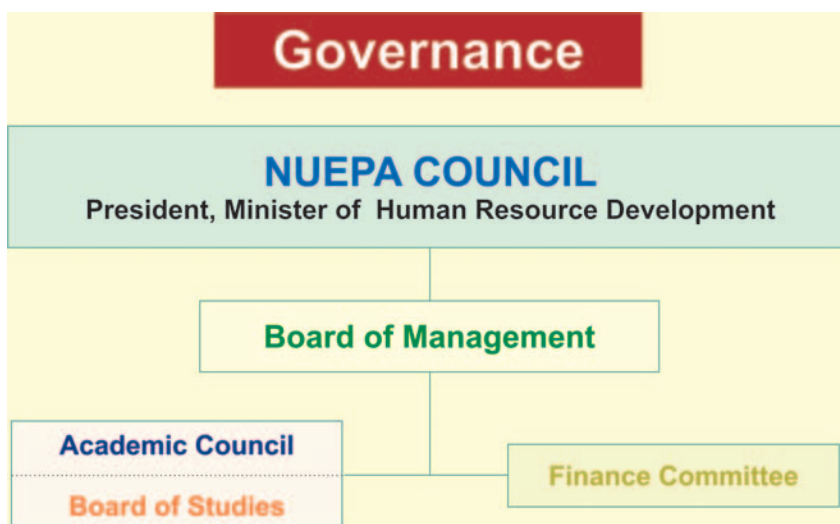
Cartography Cell: This Cell provides computerised mapping and other cartographic services for the publications/documents brought out by the National University.



Governance and management

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

NUEPA Council: The NUEPA Council is the apex body of the University, headed by the President. The main function of the Council is to carry out the objectives of the National University as set forth in the Memorandum of Association. The Council is responsible for the general supervision of all the affairs of the National University. The Minister of Human Resource Development, Government of India is the President of the NUEPA Council. The Vice-Chancellor of the National University is its Vice-President. The ex-officio members of the Council include Secretary to the Government of India (GoI), Department of Higher Education, Ministry of Human Resource Development (MHRD); Secretary to the Government of India, Department of School Education and Literacy, MHRD; Chairperson, University Grants Commission (UGC); Director, National Council of Educational Research and Training (NCERT); and Financial Advisor, MHRD, Government of India. Other members of the Council include three eminent educationists nominated by the President, five persons representing the States/UTs, nominated by the President (one each from the five zones), and one member of the faculty of the National University, nominated by the President. Registrar of the National University is the Secretary of the Council. A list of the members of the Council, as on March 31, 2013, is given at Appendix-I.



Board of Management: The Board of Management is the principal executive body of the National University. The Board of Management consists of the Vice-Chancellor of the university as the Chairman (*ex-officio*); three nominees of the President of the National University; one nominee of the MHRD, Govt. of India; one nominee of the Chairperson, UGC, Dean of Faculty of the National University; and two members of the Faculty (Professor and Associate Professor or Assistant Professor) of the National University. Registrar of the National University is the Secretary of the Board of Management. A list of the members of the Board of Management, as on March 31, 2013, is given at Appendix II.

Finance Committee: The main role of the Finance Committee is to examine the accounts and to scrutinize proposals for expenditure. The annual accounts and financial estimates of the National University are placed before the Finance Committee for consideration and, thereafter, submitted to the Board of Management, together with the comments of the Finance Committee, for approval. The Finance Committee fixes limits of the total recurring expenditure and the total non-recurring expenditure of a given year, based on the income and resources of the National University. The Finance Committee consists of the Vice-Chancellor of the university as the Chairman (*ex-officio*); two persons nominated by the President of the NUEPA Council; one person nominated by the Vice-Chancellor; Financial Advisor, MHRD; a representative of the UGC and the Finance Officer of the National University who acts as the Secretary of the Finance Committee. A list of the members of the Finance Committee, as on March 31, 2013, is given at Appendix III.

Academic Council: The Academic Council is the principal academic body of the National University. It is responsible for the maintenance of standards of education, training, research and consultancy; inter-departmental coordination, examination and tests, etc.. The Academic Council consists of the Vice-Chancellor of the university as the Chairman (*ex-officio*); Dean of Faculty of the National University, Heads of Departments of the National University; three nominees of the President of the National University from among eminent educationists from the field related to the activities of the National University and who are not in the service of the National University; one Associate Professor from the National University, other than the Head of the Departments, by rotation, nominated by the Vice-Chancellor; one Assistant Professor from the National University, by rotation, nominated by the Vice-Chancellor; and three members, who are not members of the teaching staff, co-opted by the Academic Council for their specialized knowledge. A list of the members of the Academic Council, as on March 31, 2013, is given at Appendix IV.

Board of Studies: The Board of Studies of the National University comprises the Vice-Chancellor of the university as the Chairman (*ex-officio*); Dean of the Faculty; Heads of Departments; one Associate Professor and one Assistant Professor nominated by the Vice-Chancellor; and not more than two persons, co-opted for their expert knowledge, by the Vice-Chancellor. A list of the members of the Board of Studies, as on March 31, 2013, is given at Appendix V.

Task Forces and Committees

Special Task Forces and Committees are constituted by the Vice-Chancellor from time to time for specific programmes. The Project Advisory Committees, consisting of experts, are

constituted to advise and monitor the progress of various research projects. An Advisory Board of Research Studies is constituted under the Chairmanship of Vice-Chancellor, consisting of, among others, all the Heads of Academic Departments as its members, and Registrar, as its Member-Secretary. This Advisory Board considers the proposals received under the Scheme of Assistance for Studies in Educational Planning and Administration.

Administration and Finance

The administrative set-up consists of three Sections and two Cells, namely, Academic Administration Section, Personnel Administration Section, General Administration Section, Training Cell and Coordination Cell. These sections are headed by their respective officers in-charge under the overall charge of the Registrar. The Finance Officer is in-charge of the Finance and Accounts Section.

Staff strength (2012-13)

The total staff strength of the University, as on March 31, 2013, was 163.

During the year 2012-13, the University received a grant of Rs 2200.24 lakhs (Rs. 1070.44 lakhs under Non-Plan, Rs. 1129.80 lakhs under Plan). The University had an opening balance of Rs. 485.62 lakhs, both under Plan and Non-Plan. The internal office and hostel receipts amounted to Rs. 101.87 lakhs during the year. The expenditure during the year, under Non-Plan and Plan, amounted to Rs. 2633.23 lakhs.

The University had a balance of Rs. 395.79 lakhs and received additional funds amounting to Rs. 225.99 lakhs during the year 2012-13 for the sponsored programmes/studies from other agencies. The expenditure during the year on sponsored programmes/studies amounted to Rs. 416.40 lakhs (Appendix VII).



Campus and building infrastructure

The National University has a four-storied office building, a seven-storied hostel, comprising 60 fully-furnished rooms with attached bath, and a residential complex having 16 Type I quarters, 8 quarters each of Type II to V, and the Vice-Chancellor's bungalow. Construction of one additional room in the 25 expandable houses, acquired by NUEPA in Bindapur, Dwarka, has been completed. The National University, at present, has inadequate space and other infrastructural facilities. Efforts are being made to acquire additional land and construct new buildings. Recently, the National University has been allocated additional land measuring 2100 Sq. Mtrs. by NCERT under the aegis of MHRD, Government of India for construction of a multi-storied academic block.



TEACHING AND PROFESSIONAL DEVELOPMENT **2**

PROGRAMMES



M. PHIL. AND PH. D.

Preparing Scholars for Educational Administration

The National University is a feeder institution that develops human resources, with specialization in educational policy, planning and administration, in accordance with the requirements of educational administration at both the macro level of policy making and planning and the micro level related to primary, secondary and higher stages of educational administration. Such specialists, who are developed through inter-disciplinary programmes/courses leading to M.Phil and Ph.D. degrees or through training, are well equipped to apply themselves to formulate appropriate plans and strategies in a larger dynamic context or, for that matter, address the limited role of institutional management.

Indeed, through its M.Phil. and Ph.D. degrees, with special focus on educational policy, planning and administration, the National University empowers young scholars and prepares them for a career in educational administration and planning. As it happens, NUEPA is well placed to contribute to the development of specialized human resources capable of supporting the design, implementation and monitoring of educational policies, plans and programmes. The scope of the pre-doctoral and doctoral programmes follows an in-built dynamic and flexible approach, wherein it is gradually expanded with innovative multi-disciplinary courses linking education with other allied areas of social development.

The pre-doctoral and doctoral programmes offered by the National University include (i) Full-time M.Phil. programme, (ii) Full-time Ph.D. programme, and (iii) Part-time Ph.D. programme. These programmes were launched in 2007-08. The M.Phil. and Ph.D. programmes are designed to build the research capacity of scholars from varied backgrounds while providing a strong knowledge and skill base in related areas of educational policy, planning, administration and finance. The research studies, completed under the M.Phil. and Ph.D programmes, are expected to make significant contributions towards enriching the



knowledge base, while providing critical inputs for policy formulation, implementation of education reform programmes and capacity development activities. The broad areas of research, covered under the M.Phil. and Ph.D programmes, include Educational Policy, Educational Planning, Educational

The M.Phil. and Ph.D. programmes are designed to build the research capacity of scholars from varied backgrounds while providing a strong knowledge and skill base in related areas of educational policy, planning, administration and finance.

Administration, Educational Finance, Education Management Information System, School Education, Higher Education, Equity and Inclusion in Education, Gender Issues in Education, Education of the Minorities, Comparative Education and Internationalisation of Education.

The two-year M. Phil. Programme, offered by the National University, consists of course work (30 credits) of one- year duration followed by dissertation work (30 credits) for one

year. All scholars successfully completing the M.Phil. programme and meeting the prescribed criteria (presently FGPA of 6 or above on the ten-point scale) are considered for admission and registration to the Ph.D programme. These scholars are eligible to submit their Doctoral thesis after two years from the date of registration to the Ph.D programme.



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

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

Description	M. Phil.	Ph.D. Full Time	Ph. D. Part Time	Total
No. of students admitted during 2012-13	13	03	00	16
Total no. of scholars pursuing different programmes during the Academic Session 2012-13	20 (including 10 registered in 2011-12)	28 (including scholars registered during 2007-08 to 2011-12)	05 (including scholars registered during 2007-08 to 2011-12)	53
Total no. of scholars graduating during 2012-13	08	02	-	10

Diploma Programmes

Diploma in Educational Planning and Administration (DEPA)

Since 1982-83, the National University has been conducting a specially designed training programme leading to Diploma in Educational Planning and Administration (DEPA). It was initially designed as pre-induction course for District Education Offices from different States/UTs of India. Over the years, the programme has undergone changes and has been modified to suit the needs of serving district-level educational administrators and faculty members of SCERTs/SIEs dealing with educational planning and management aspects. The programme is also open to education personnel associated with the Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan as also to faculty members of Education Departments in Universities and social science research institutions.

The Diploma programme has three phases. These are three months of intensive curricular work at NUEPA, followed by three months of project work undertaken by the participants in



The Diploma programme has three phases. These are three months of intensive curricular work at NUEPA, followed by three months of project work undertaken by the participants in the districts of their posting, under the guidance of one of the faculty members of the National University, and finally, a five-day workshop, based on project reports prepared by the participants.

the districts of their posting, under the guidance of one of the faculty members of the National University, and finally, a five-day workshop, based on project reports prepared by the participants. The curricular work includes studies related to education and society, educational planning and administration, financial planning and management, and research work, quantitative techniques and computer applications. The Diploma programme consists of 24 credits, out of which 17 credits are allotted for curricular work, one credit for participant's seminar and six credits for guided project work (including viva-voce).

During 2012-13, the University completed the third phase of the 32nd Diploma programme from April 30 to May 4, 2012 (5 days), the first phase of which was organised from September 1 to November 30, 2012 (91 days). Twenty nine participants of the 32nd Diploma Programme completed the third phase of the programme. The 33rd Diploma Programme was attended by 25 participants from 21 States/UTs. The teaching-learning activities within the first phase of the programme were carried out during September 1 to November 30, 2012 (91 days), while the project work, relating to the second phase of the programme, was carried out during December 1, 2012 to February 28, 2013.

The tasks related to the Diploma Programme were coordinated by the Department of Training and Capacity Building in Education. The State/UT-wise participants of the programmes, leading to the Diploma in Educational Planning and Administration (DEPA), are indicated in Table 2.1.

Table 2.1: State/UT-wise participation in the programmes leading to the national Diploma in Educational Planning and Administration (DEPA)

State/UT	32nd DEPA	33 rd DEPA	Total
Arunachal Pradesh	-	3	3
Assam	2	-	2
Chhattisgarh	1	-	1
Gujarat	2	-	2
Haryana	-	4	4
Himachal Pradesh	1	-	1
Jammu and Kashmir	1	2	3
Kerala	-	1	1
Karnataka	1	1	2
Madhya Pradesh	2	3	5
Maharashtra	1	-	1
Manipur	2	3	5
Mizoram	3	3	6
Nagaland	3	-	3
Rajasthan	1	-	1
Sikkim	2	-	2
Uttarakhand	4	2	6
Uttar Pradesh	-	1	1
West Bengal	1	2	3
Chandigarh	2	-	2
Delhi	-	1	1
Total	29	26	55

International Diploma in Educational Planning and Administration (IDEPA)

The National University has been organizing, since 1985, a six-month programme leading to an International Diploma in Educational Planning and Administration (IDEPA) for professionals from developing countries. The participants of International Diploma Programme in Educational Planning and Administration come from countries of Asia, Africa, Central Asian Republics, South America and the Caribbean regions. The programme has three components viz. intensive curricular work, applied work and dissertation. The duration of IDEPA is six months and is conducted in two phases. The first phase of the programme involves intensive curricular work for three months at the National University, New Delhi. This phase is residential and participants are required to stay on the campus throughout this

phase. The second phase involves field-based research project work in the participant's home country, under the guidance of one of the faculty members of the National University.

The IDEPA programme consists of core courses and optional courses, practical orientation and applied work. The curricular work includes studies related to education and development, critical areas of education development in developing countries, educational planning and administration, project planning and micro-planning in education, financial planning and management in education, manpower planning, quantitative techniques in educational planning, educational management, research methodology and statistics, and educational management information system. The applied work includes thematic seminars as an integral part of the Diploma programme, which provides opportunity to each participant or a group of participants from one country to share his/her/their views based on factual data and experiences relating to themes pertaining to educational planning and administration. As part of the seminar presentation, the participants are also provided with an opportunity to present and share the unique features of the education system of their respective countries. The programme also provides an opportunity to the participants to link the theoretical knowledge base with their practical skills by developing research design of a research project on an area specific to their contextual needs and relevant to their tasks in their home country. During Phase-I of the programme, each participant is assigned a research supervisor for guiding the participant in his/her project work undertaken during the second phase of the programme.

During the second phase of the programme, which takes place in the participant's home country, each participant is required to work on the field-based research project selected by him/her during the first phase of the programme. On completion of the research project (within three months), the participant is required to submit the dissertation to the National University. The Diploma is awarded only after receiving the dissertation and its subsequent evaluation by the faculty of the National University.

During 2012-13, the University completed the second phase of the 28th International Diploma programme, the first component/phase of which was conducted from February 1 to April 30, 2012 and attended by 34 participants from 24 countries. The second phase of the 28th International Diploma Programme was carried out during the period May 1 to July 31, 2012.



The participants of International Diploma Programme in Educational Planning and Administration come from countries of Asia, Africa, Central Asian Republics, South America and the Caribbean regions. The programme has three components viz. intensive curricular work, applied work and dissertation.

The first phase of the 29th International Diploma Programme commenced on February 1, 2013 and the teaching-learning activities within the first component/phase of the programme was completed by April 30, 2013. The 29th International Diploma Programme was attended by 35 participants from 22 countries. The second phase of the programme, involving project work in the participant's country of residence, was scheduled to be carried out during the period May 1 to July 31, 2013.

The tasks related to the International Diploma Programme were coordinated by the Department of Training and Capacity Building in Education. The country-wise participants in the programmes, leading to the International Diploma in Educational Planning and Administration (IDEPA), are indicated in Table 2.2.

Table 2.2: Country-wise participation in the programmes leading to the International Diploma in Educational Planning and Administration (IDEPA)

Country	28th IDEPA	29th IDEPA	Total
Bhutan	3	3	6
Burundi	1	-	1
Botswana	-	1	1
Chile	-	1	1
Cambodia	-	2	2
Cuba	1	-	1
Djibouti	-	1	1
Ethiopia	-	2	2
Ghana	2	2	4
Guinea	1	1	2
Guinea Bissau	1	-	1
Guyana	2	-	2
Ivory Coast	1	-	1
Madagascar	2	2	4
Malawi	-	2	2
Mauritius	2	-	2
Mongolia	1	-	1
Namibia	1	-	1
Nepal	2	1	3
Nigeria	1	2	3
Niger	-	1	1
Philippines	1	2	3
Russia	1	-	1
Sri Lanka	2	1	3
Senegal	-	2	2
Tajikistan	-	1	1
Tanzania	2	2	4
Thailand	1	1	2
Uganda	-	2	2
Uruguay	1	-	1
Uzbekistan	1	-	1
Vietnam	2	2	4
Yemen	1	-	1
Zambia	1	1	2
Total	34	35	69

Professional Development Programmes

Professional development programmes for various categories of education personnel, aimed at strengthening institutional capacity for improved educational planning and administration, continues to be a major function of the National University. During 2012-13, the National University organized 40 orientation/training programmes, workshops, seminars, conferences and meetings relating to various education sector development issues and different aspects of educational policy, planning and administration. The themes covered by the programmes included planning and management of schools, planning and management of higher education, mapping school provisions at secondary level, planning and management of educational finance and school leadership etc.. The participant groups in these programmes included district and state-level functionaries, directors of education and other state-level officials, heads of national/State/district-level educational institutions, heads of special category institutions, such as minority-managed educational institutions, vice-chancellors, registrars and other university authorities, college principals and senior administrators from colleges and higher education institutions, early career teachers from universities and social science research institutions etc.. These programmes were organised by different departments of the National University. The training programmes, workshops, seminars, conferences and meetings, coordinated by different departments/centre of the National University during 2012-13, included the following:



Department of Educational Planning



- Forty-three participants attended a training programme in New Delhi during August 27-31, 2012 and gained valuable insights about appraisal of secondary education plans
- Forty participants were trained in the modalities of Planning for Secondary Education at the district level in a programme held in New Delhi during September 24-28, 2012.
- “Planning for secondary education at the district level in reference to the north-eastern region” was the subject matter of a workshop that was attended by 34 participants at Guwahati, Assam during November 27-December 1, 2012.

Department of Educational Administration



- Thirty-one J&K officers were provided orientation on diverse aspects of educational administration at Srinagar (J&K) during June 2-6, 2012
- The 14th “MDP on “Leadership in Educational Administration for Principals of Sr. Secondary Schools affiliated to CBSE” was held at NUEPA, New Delhi from October 8-12, 2012 and was attended by 43 participants
- Thirty-one participants attended a regional workshop that deliberated on an entire gamut of issues relating to “Policies, Programmes and Innovations in Vocational Education” at New Delhi during November 5-8, 2012
- “Secondary Education and Transition to Work” was the subject matter of a National Discussion Meet attended by 24 participants in New Delhi during December 19-21, 2012
- A National Workshop on “Strengthening the Role and Functioning of Special Cells/ Equal Opportunities Cells in Universities and Colleges”, organised in New Delhi during December 17-21 2012, provided an appropriate forum for dissemination of information and exchange of stimulating insights among its 24 participants
- As many as 224 DEOs and AEOs were exposed to diverse aspects of Educational Planning and Administration at a State-level conference held in Thiruvananthapuram, Kerala during February 6-7, 2013

Department of Educational Finance

- Forty-two participants received training in the Management of University Finances at a programme organized in New Delhi from September 3 to 7, 2012
- Thirty-five participants from the north-east states benefited from an orientation programme, organized at Gangtok, Sikkim, on Planning and Management of School Finances during September 26 to October 1, 2012.
- Twenty-one persons took part in a workshop on “Planning and Management of School Education in Educationally Backward Districts” held in New Delhi from January 21 to 25, 2013

Department of Educational Policy



- Thirty participants attended a workshop on “Qualitative Research Methods in Education” held in New Delhi during August 21-September 1, 2012
- “Role of Community Based Structures in achieving Equity in Elementary Education” was the theme of a National Workshop held in New Delhi during December 3-7, 2012 that was attended by 20 participants
- Thirty-one Block Education Officers gained significant exposure on Decentralised Management of Elementary Education and Implementation of RTE Act at an orientation programme held in New Delhi during January 7-11, 2013
- Thirty-four participants attended a panel discussion on “Educational Ideas of Swami Vivekanand” on the occasion of his 150th birth anniversary in New Delhi on January 14, 2013
- Twenty participants had useful interactions at the annual research scholars seminar held in New Delhi during February 19-20, 2013

Department of School and Non-formal Education

- Substantial insights were gained on the issue of “Implementation of Right to Education in Areas Affected by Civil Strife” in the course of a round table meeting, attended by 25 participants in New Delhi on June 14, 2012
- Thirty-five participants attended a workshop on “Integration of Early Childhood Education with Primary Education” organized in Diu, Daman & Diu during July 9-13, 2012
- Twenty-seven persons participated in a highly relevant workshop, organized in New Delhi from October 15 to 19, 2012, that discussed and deliberated on ways of Improving Participation of Children in Elementary Schools.
- A consultative workshop, organized in New Delhi during January 28-30, 2013, with its focus on “Modules for Leadership and Management in School Education”, was attended by 22 participants, who found the deliberations at the various sessions very meaningful and relevant.

Department of Higher and Professional Education



- Thirty-four college principals took part in a workshop on “Understanding quality and excellence in colleges with potential for excellence” at New Delhi during September 17-21, 2012
- Nineteen participants attended a workshop on “Autonomy in higher education institutions” at New Delhi during December 3-7, 2012 and gained valuable insights on a subject of crucial and contemporary relevance.
- Twenty principals of NAAC accredited colleges took part in a useful orientation programme at New Delhi during December 10-14, 2012
- The Asia Regional Skills Symposium, with 63 participants, was held at New Delhi during January 9-10, 2013

Department of Educational Management Information System



- National Workshop on “Unified System of Collection of School Education Statistics” was held in New Delhi during June 27-29, 2012 and was attended by 55 participants
- Seventy-three EMIS coordinators (DISE-SEMIS) attended a Workshop in New Delhi during August 22-23, 2012

- The First and Second Orientation Programmes on “DISE Data Capture Format through EDUSAT” were held on September 7 and 14, 2012 respectively with each of the Programmes being attended by 20 participants
- An Exposure visit of 10 Officers of Department of Education, Government of Afghanistan was held in New Delhi during December 17-24, 2012
- Twenty-two participants received training at a Programme on “Using Indicators in Planning & Monitoring of Elementary Education in the Context of RTE” organized in New Delhi during February 4-8, 2013

Department of Training and Capacity Building in Education



- Twenty-seven and 35 participants attended two Orientation Programmes on Minority Managed Institutions for Higher Learning, held in New Delhi during December 10-14, 2012 and January 7-12, 2013 respectively.
- Forty- nine Ashram School Head Masters participated in a training programme on “RTE, with focus on School Development Plan” held in Nasik, Maharashtra during January 14 -19, 2013
- Forty-five participants attended a Training Programme on “Preparing context specific School Development plans by the Ashram Schools functioning in the Scheduled Tribe Areas”, organized in Bhubaneswar, Odisha during February 22-27, 2013

National Centre for School Leadership

The National Centre for School Leadership (NCSL) was established at NUEPA in 2012 under the auspices of Sarva Shiksha Abhiyan (SSA) and *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)* of Ministry of Human Resource Development, Government of India. The Centre holds the vision of preparing new generation leaders to govern schools effectively and transform them into constantly evolving learning organizations that are equitable and inclusive while promoting excellence and creativity.



The Centre holds the vision of preparing new generation leaders to govern schools effectively and transform them into constantly evolving learning organizations that are equitable and inclusive while promoting excellence and creativity.

The Centre is committed to leadership development as a long-term sustainable programme for improving school leadership practices in diverse settings in which elementary and secondary government and government-aided schools function across the country. The NCSL realises that in order to contextualize leadership practices in different States, there will be a need to chalk out multiple leadership models for improving secondary and elementary schools across different states in India.

- Eighteen participants attended a Consultation Meet on School Leadership held in New Delhi on August 24, 2012
- Brainstorming with Principals of Private Schools was held in New Delhi on September 18, 2012, with 19 participants
- Brainstorming with Principals of Government Schools- KVs, JNVs was held in New Delhi on September 19, 2012, with 23 participants
- Brainstorming with Principals of rural and urban government schools was held in New Delhi on September 20, 2012, with 54 participants
- A field-based Training Program on Preparation of School-based Development Plans for Ashram School Head Masters was held in Bhubaneswar during February 22-27, 2013 with 45 participants.
- As many as 100 participants attended a National Consultation on School Leadership held in New Delhi during February 20-21, 2013.

NCSL-NUEPA and NCTL-Nottingham Research Initiative under UKIERI

The Centre considers research as an ingrained activity and, therefore, plans to take up collaborative researches with States and International Institutes working in the area of School Leadership.



A beginning has been made with a research project on *Building Leadership Capacities of School Principals*, taken up between NCSL- NUEPA and NCTL- Nottingham (National College for Teaching and Leadership), UK. Jointly the project is implemented in two States namely Tamil Nadu and Rajasthan, with its scoping phase concluded between March 2012 and February 2013. As part of the project, the following activities were conducted:

- Workshop on Setting Overall aims and objectives of the project on *“Building Leadership Capacities of School Principals in India”* was held in New Delhi during April 23-27, 2012 with 22 participants
- Ten participants attended a workshop on *“Development framework on research protocols on revised project plan”* at New Delhi during July 16-19, 2012

- Two hundred and seventy two participants attended four workshops on “Current understanding, priorities and development needs on School Leadership of School Heads” organised in Chennai, Tamil Nadu and Jaipur, Rajasthan during September 3-8, 2012
- Workshop on “Development of a framework on school leadership standards in Indian context” was held in NCSL, Nottingham from September 30 to October 5, 2012, with six participants.

During the year 2012-13 the University organized besides the Diploma Programme, 44 Orientation/Training Programmes, Workshops, Seminars, Conferences and Meetings etc. at National and International levels. Out of total 2079 participants, 1968 (Table 2.4) were Indian participants and 111 (Table 2.3) from other countries and international agencies.

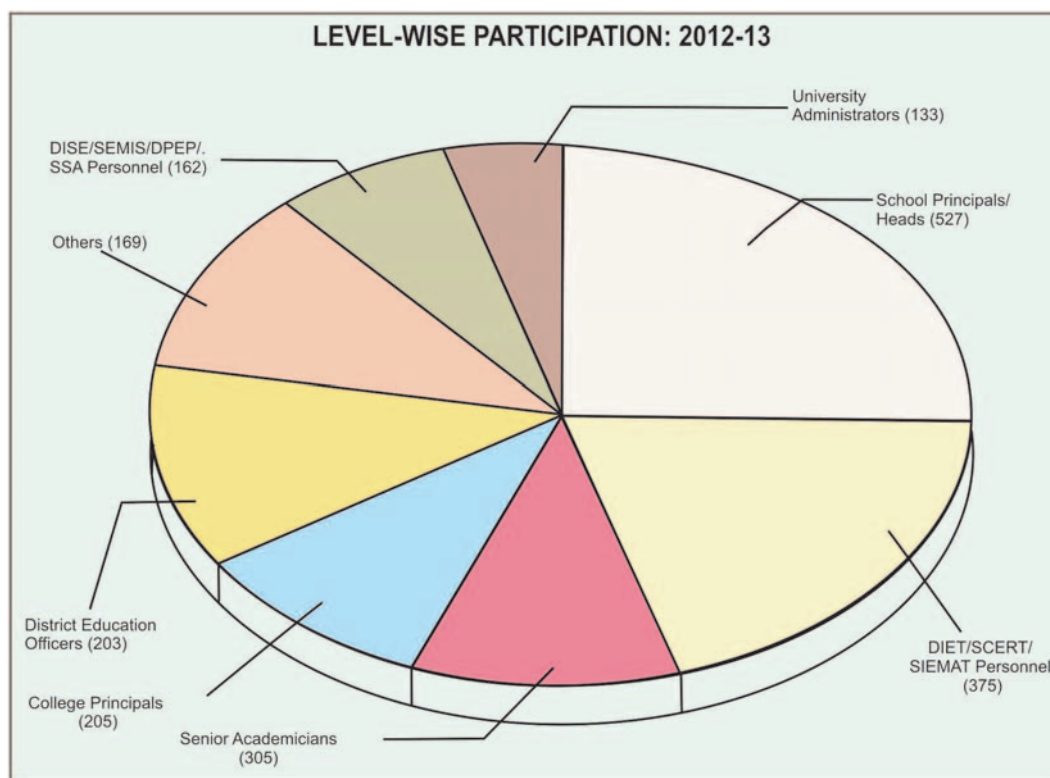


Table 2.3: Country-wise Participation in all Programmes

S.No.	Country	No. of Participants
1.	Afghanistan	10
2.	Australia	1
3.	Bangladesh	3
4.	Bhutan	8
5.	Burundi	1
6.	Botswana	1
7.	Chile	1
8.	Cambodia	2
9.	Cuba	1
10.	Djibati	1
11.	Ethiopia	3
12.	France	1
13.	Ghana	6
14.	Guinea	2
15.	Guinea Bissau	1
16.	Guyana	2
17.	Hong Kong	1
18.	Indonesia	1
19.	Ivory Coast	3
20.	Madagascar	4
21.	Malawi	2
22.	Malaysia	1
23.	Maldives	1
24.	Mauritius	2
25.	Mongolia	1
26.	Namibia	1
27.	Nepal	3
28.	Nigeria	5
29.	Niger	2
30.	Pakistan	1
31.	Philippines	4
32.	Russia	1
33.	Senegal	2
34.	Sonougal	3
35.	Sri Lanka	3
36.	Tajikistan	1
37.	Tanzania	4
38.	Thailand	5
39.	Uganda	2
40.	USA	5
41.	Uruguay	1
42.	Uzbekistan	1
43.	Vietnam	4
44.	Yemen	1
45.	Zambia	2
Total		111

Table 2.4
State UT-wise participants of the
professional development programmes 2012-13

<i>State/ Union Territory</i>	<i>Number of Participants</i>
Andhra Pradesh	147
Arunachal Pradesh	26
Assam	25
Bihar	29
Chhattisgarh	32
Goa	19
Gujarat	48
Haryana	49
Himachal Pradesh	29
Jammu & Kashmir	60
Jharkhand	19
Karnataka	58
Kerala	263
Madhya Pradesh	40
Maharashtra	121
Manipur	16
Meghalaya	11
Mizoram	35
Nagaland	12
Odisha	61
Punjab	31
Rajasthan	66
Sikkim	7
Tamil Nadu	97
Tripura	13
Uttarakhand	31
Uttar Pradesh	72
West Bengal	56
Andaman & Nicobar Islands	7
Chandigarh	11
Dadra & Nagar Haveli	13
Daman & Diu	43
Delhi	406
Puducherry	15
Total	1,968

RESEARCH AND EVALUATION 3



RESEARCH AND EVALUATION

The National University has been undertaking, aiding and promoting inter-disciplinary research and studies, with particular focus on educational policy, planning and management, in order to generate new knowledge for formulating evidence-based options and strategies to ensure achievement of the education sector developmental goals. The National University undertakes both quantitative and qualitative research, review and evaluation of existing policies, plans and programmes, comparative studies in educational planning techniques and administrative structures and procedures in different states of India and also in other countries. Emphasis is placed on action-research, including longitudinal studies, which could generate new knowledge in key areas for improving educational policies, planning and management. Besides M.Phil and Ph.D studies, the research programme, supported by the National University, covers research studies by faculty members, research projects sponsored by other agencies, international collaborative studies, programme evaluation studies and data management studies. The research studies deal with priority issues likely to emerge in the education system or issues that the Indian educational system is actually confronted with. During the year under report, 11 research studies were completed, while 15 were in progress.

The National University undertakes both quantitative and qualitative research, review and evaluation of existing policies, plans and programmes, comparative studies in educational planning techniques and administrative structures and procedures in different states of India and also in other countries.



Research Studies Completed

1. Title: **Study of Small Primary Schools in India: Analysis of School Report Cards in Selected Districts in Four States**

Principal Investigator: Professor S.M.I.A. Zaidi

Context

The present study has taken into account only primary schools and these are the schools which have only primary section i.e. classes I to V or in some states only I to IV. It is a study of small primary schools in India and, for the purpose of this study, *small primary schools are defined as those primary schools where the enrolment is 25 or less than 25 students as per 2009-10 DISE data.* The reason for taking enrolment as a criterion to define small school in this study is that it is the size of the school in terms of number of students studying that generally decides on the number of teachers to be appointed, building to be made available and infrastructure and other facilities to be provided to the school.

Objectives and Research Questions

This study aims at analyzing the status of small primary schools in selected states and districts of the country and also carry out an in-depth analysis of selected schools in these states and districts. More specifically, the main objectives of the study are to examine the status of small primary schools in selected districts, to investigate into the reasons of having small primary schools, and to analyze a few items related to provision and participation as collected in the DISE report cards of all the small primary schools. The study seeks to address the research questions: Why are there so many small primary schools in the selected districts? What facilities are available in these schools in terms of teachers as well as building, infrastructure etc? What problems are faced by these small schools in managing their affairs efficiently and effectively? What problems are faced by the teachers of these small schools? What is the performance of these small schools in terms of utilization of facilities and the funds made available to the schools? Are these small primary schools viable or the need is only for opening alternative schools in these areas?

Methodology & Sample

The study was conducted in four states and these states represented one region from each of the four geographical regions of the country. The study covered Jammu & Kashmir from the northern region as it has the highest percentage (42.31) of small schools in the country. From eastern region, the study covered Assam, which has 14.45 percent small primary schools. Maharashtra, which represents western region having 29.67 percent small primary schools, has been covered in the study, while Karnataka, having 39.87 percent small primary schools, was included in the study from southern region. From each of the four selected states, one district was selected and covered in the study. The districts from the states were selected from amongst (i) districts with relatively higher number of small primary schools and (ii) districts where the ratio of small primary schools is more than the state average. This study in this context covers Jammu district from Jammu & Kashmir state, Jorhat district from Assam, Raigad district from Maharashtra and Mandya district from Karnataka state. From each of the selected district, applying a simple random sampling method, a sample of 10 percent small primary schools was taken for in-depth study of small schools.

Major Findings

It has been found in this study that these small schools are not necessarily small by design i.e. these schools were not necessarily established as small schools in the beginning but many of these schools have become small in due course of time because of declining enrolment. The main reason for this declining enrolment in these schools is attributed to the decline in the population of the habitation they serve because of migration of people to towns and cities in search of jobs. The other reason for decline in the enrolment in these schools is faster growth and mushrooming of private schools in the vicinity of these schools and migration of children from government schools (as all the small primary schools are government schools) to private schools.

However, the second reason mentioned here shows the low efficiency and performance of these small (government) schools because of which parents prefer to send their children to private schools and even withdraw them from government school the moment they get an opportunity to get admission in these private schools, even if it means additional financial burden on them. This also shows that the people, in general, have almost lost faith in the government schools and they rely more on the private schools for getting better quality education.

Keeping in view the above findings, it can be concluded that the small primary schools, covered under this study are, in general, neither very well managed schools nor very good performing schools. It may, therefore, be inferred that the golden opportunity these schools had, because of relatively small number of children enrolled, could not be grabbed by the schools to their advantage, which was the reason for these small schools not showing good results in terms of better management of schools or better performance of these schools. This is despite the fact that these small schools are very costly and, perhaps, not financially viable as per pupil cost of running these schools is relatively very high. The educational planners and administrators as well as policy makers of the states need to seriously look at this aspect of small schools and ensure that their efficiency and performance is improved if continuing with such small schools is essential for universalizing access to elementary education as a result of implementing Right to Education Act.

2. Title: **Access to Secondary Education in North-Eastern States: what SEMIS Data Reveals (Without any Funding support)**

Principal Investigator: Professor S.M.I.A. Zaidi

Context

The north-eastern region of the country is situated relatively far off from the centre. The region is geographically located in such a way that several states in this region have international borders. The region, comprising eight states, has its own typical socio-economic characteristics, with huge area of the region covered by hills and mountains. It is generally felt that development in this region has been rather slow as compared to other regions of the country. However, this does not necessarily mean that north-eastern region is educationally backward also. Barring two states, namely Arunachal Pradesh and Assam, the literacy rates of all other states are relatively quite high when compared with the literacy rate of the country.

Objectives

This paper looks at the educational development in this region, with focus on secondary education. It presents the scenario of secondary education in the north-east region by analysing state-wise data on access to secondary education. All data used in this paper have been taken from Secondary Education Management Information System (SEMIS) for the year 2009-10 i.e. the data as on September 30, 2009 for which complete report in SEMIS is available. The secondary education scenario of the region and individually in all the eight states have been compared with the respective figures for the country as a whole. It, thus, presents inter-state picture of the region on access to secondary education. The paper also briefly presents the provisions made under RMSA for strengthening of the secondary schools in the region till the end of 11th Five Year Plan.

Major Findings

The paper finds that despite the fact that the region is located in a far-flung area of the country, access to secondary education is not a problem and schooling facilities in this region are available in all states. Though access, in terms of availability of secondary schools, is quite satisfactory but provision of facilities in the secondary schools is not upto a satisfactory level. Though adequate number of teachers is available in secondary schools and the pupil teacher ratio is quite low, the availability of trained teachers in secondary schools is a big issue in all the states of the region as the percentage of trained teachers in almost all states is far below the national average. Relatively higher percentage of secondary schools in the states of north-eastern region are lacking basic facilities like library, laboratories, headmaster's room, boys' and girls' common room, drinking water facility, compound wall, sports material, indoor games facility etc.. It has been found that facilities like electricity, computers and internet are hardly available in the secondary schools of this region.

3. Title: **Statistics on Secondary Education in India (based on SEMIS data 2009-10)**

Principal Investigators: Professor S.M.I.A. Zaidi, Dr. K Biswal and Dr. N.K. Mohanty

Context

One of the pre-requisites for promoting evidence-based management practices in education is to ensure availability of a comprehensive and time-series database on education. Accordingly, the Ministry of Human Resource Development, Government of India has been taking several initiatives to create database in school and higher education. The National University has been playing a pivotal role in implementing the initiatives of the MHRD for creating database for planning and management of education. NUEPA has successfully acted as a nodal agency in creating and institutionalising the District Information System for Education (DISE) at the elementary education level and Secondary Education Management Information System (SEMIS) at the secondary level.

The SEMIS, implemented by NUEPA in 2007-08, has proved to be critical in designing and implementing the nation-wide secondary education development programme called the *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA), launched in April 2009, besides facilitating state and district level management of general secondary education. Not only is the SEMIS considered the primary database for planning, implementation and monitoring of various

interventions under the RMSA, it has, in a way, promoted a culture of planning and management that values information as a key to decision-making.

The present volume, *Statistics on Secondary Education in India, 2009-10*, is the first attempt to assess the status of secondary education in India (in terms of key performance indicators), based on the SEMIS data collected for years 2008-09 and 2009-10.

4. Title: Management of School Education Under Panchayati Raj Institutions in Gujarat and Madhya Pradesh—Participation, Progress and Perspective

Principal Investigators: Dr. R.S. Tyagi and Professor Najma Akhtar

Context

The present study on Management of School Education under Panchayati Raj Institutions was conducted in Madhya Pradesh and Gujarat with regard to participation, progress and perspectives. The study attempted to know the extent of academic, administrative and financial powers that have devolved to PRIs for managing elementary education. While Madhya Pradesh is an educationally backward state, Gujarat is far ahead in educational development and an educationally advanced state in the country.

Objectives

The objectives of the study include: (i) To study the specified roles and functions of Panchayati Raj Institutions in Madhya Pradesh and Gujarat and their legal provisions, including rules, regulations and government orders, with respect to managing elementary education, (ii) To investigate whether powers of education policy formulation, planning, financing, administration and management have been fully transferred to PRIs in both the states? and (iii) To suggest changes needed in terms of decentralization of educational management, planning, implementation, administration and supervision at the grassroots level.

Methodology & Tools

The methodology of the study included collection of information from the district, block, Gram Panchayat and school levels. The study was conducted on the basis of primary and secondary data. Data was collected on the basis of a representative sample. A schedule for data collection was developed and the study was conducted in Gujarat and Madhya Pradesh in the month of May 2009 to collect the latest available primary and secondary information for the study. For collection of primary data, 15 interview schedules were developed. After preparation of the tools, a preliminary tryout was conducted to assess the suitability of items within the specific tool. This tryout of the tools was conducted in Raisen district of Madhya Pradesh and Mehsana district of Gujarat.

Sample

In **Madhya Pradesh**, the three representative districts on the basis of educational indicators of the state, viz. Sagar, Dewas and Shahdol were selected for collection of primary data. While selecting the three districts, one district each from educationally backward, middle and advanced district, as also from different geographic areas, different culture and socio-economic conditions, was taken up for the study. In case of **Gujarat**, a representative

sample of three districts was selected for conducting the study. These included Mehsana, which is an educationally advanced district; Junagarh, which is a middle level district in educational development, and Valsad, which is a tribal district and comparatively low in development of elementary (classes I-VII) education. Under each of the districts, two blocks, one rural and one urban, were selected and, under each block, two per cent elementary (primary schools are classes I-VII) schools in Gujarat were randomly selected. In Gujarat, majority of the primary schools are from classes I-VII, whereas in Madhya Pradesh, there exists separate majority primary schools (classes I-V) and upper primary schools (VI-VIII).

Finding and Conclusions

Creation of Panchayat Raj Institutions raised hopes that decentralization was initially expected to achieve higher economic efficiency, better accountability, larger resource mobilization, lower cost of service provision and higher satisfaction of local preferences. However, this study found that PRIs at district, block and village levels in the management of elementary education were given a nominal role, while main functions of managing elementary education in Gujarat and Madhya Pradesh were performed by the education department at district, block and Gram Panchayat levels and, thereby, denying the community an opportunity in participating and taking decisions by practising choices in planning and management of elementary education. Therefore, effective devolution of functions, as envisaged in the Constitution, has not taken place.

In Gujarat, Zilla Panchayat managed primary education (classes I-VII) through its District Education Committee (DEC). The Chairman of this Committee was a member of Zilla Panchayat. The District Primary Education Officer was the Secretary of the Committee. As per the provisions of the Act, the DEC had been entrusted with the functions of recruitment, posting and transfer of teachers, management and disbursement of salaries and managing educational infrastructure—construction of school buildings, its maintenance, provision of facilities like toilets, drinking water, playground etc. and overseeing the grievances of teachers, if any. The study found that DEC was only a paper signing authority and it did not administer the powers that devolved to it as per the Act. All the functions mentioned above were performed by the Education Department. The main functions in which they were involved included construction of school buildings, overseeing of disputes regarding admission of children and transfer and promotion of teachers. Even for construction of school buildings, there was duplication of powers as same powers had been given to Taluka Panchayat even though no Taluka Education Committee existed. At village level, there were Village Education Committees, which had been constituted under SSA. The District Education Committee did not have any role in the formulation of education policies. PRIs, like Zilla Panchayats and Taluka Panchayats, in Gujarat were not involved in the development programmes of elementary education like Sarva Shiksha Abhiyan. They were completely isolated from decision-making process regarding planning and management of SSA.

In Madhya Pradesh, President of Zilla Panchayat had powers to approve the District Education Plan and he could supervise the schools, not only primary and upper primary, but secondary and higher secondary as well. Powers were devolved at district, block and Gram Panchayat levels. VECs were given powers of management of elementary education.

However, Madhya Pradesh Jan Shiksha Adhiniyam, 2002 gave all the powers of VECs to PTAs. Presidents of Panchayats said that powers were devolved but, in practise, they could not exercise these powers. It was reported that powers had been given theoretically but not practically. The main difference between the functioning of PRIs in Gujarat and Madhya Pradesh was that, while in Gujarat, PRIs were not involved in policy formulation and implementation, in Madhya Pradesh, they were given the major responsibility of managing not only elementary education, but secondary and higher secondary also at district and block levels. At village level, PTAs were given administrative and financial powers in the case of primary and upper primary schools. It was clarified that the work of all the teaching and non-teaching staff, working under regular scale, would be looked after by the education department, and once a person retired, the post would go to the dying cadre and, in their place, appointment would be done by the Panchayati Raj Institutions on contractual basis. Powers like recruitment, selection and posting of upper primary and secondary school teachers on contract basis were given to the Zilla Panchayat, with inspection and supervision, and recruitment of teachers in primary schools given to the Janpad Panchayat. As such, contract teachers and Shiksha Karmis were in the Panchayati Raj Department at present while regular teachers were in the Education Department.

In the case of Gujarat, there was a need to make policy reforms as far as management of elementary education through Panchayati Raj Institutions was concerned. The 73rd Constitutional Amendment envisaged empowerment through participation of people in local governance and called for transfer of not only management of elementary education, but total school education, with adequate funds, which were given to the Education Department. It was, therefore, necessary that more powers should devolve on PRIs for managing elementary education and it was suggested that they should be involved in Sarva Shiksha Abhiyan and other development programmes of elementary education at district and taluka levels. The District Education Committee, responsible for managing elementary education, should be given proper representation in the district level task force for preparation of Annual Work Plan and Budget for the SSA and related development programmes of elementary education. In Madhya Pradesh, involvement of Panchayati Raj Institutions should be an integral part of the planning and implementation mechanism, right from the habitation level to the district level. Functions like planning, curriculum and syllabus formulation, preparation of textual and non-textual materials, training of teachers, recruitment, selection and transfers of teachers are all important for building their capacities. This is possible only when powers are devolved in the true sense and the capacity-building programmes are conducted for PRIs, with accountability fixed at various levels. There is a serious need to assess the policies adopted so far for the present phase of structural reforms. An urgent task would be the involvement of all the stakeholders in educational planning and management. This is necessary to understand the interface of these administrative structures in managing various activities of elementary education in the state.

5. Title: Post Enumerative Survey of DISE Data-2008-09: A Case Study of Andhra Pradesh, Maharashtra and Himachal Pradesh

Principal Investigators: Shri A.N. Reddy, Professor A.C Mehta and Dr. Savita Kaushal

Context

The research project was undertaken with the objective of examining the veracity of DISE data. The following were specific objectives of the study: (i) to examine the veracity of DISE data by items; (ii) to identify patterns in discrepancies, if any; (iii) to explore reasons that contribute to discrepancies between DISE and PES; (iv) to suggest appropriate modifications in the methodology of PES suggested to states

The study analyzed secondary data, culled from SES and DISE, and carried out field work to find out the veracity of DISE data. The study was carried out after selecting two districts in each state mentioned above and selecting two blocks/*mandals* in each district. Field work was carried out in Nalgonda and Cuddappah in Andhra Pradesh, Aurangabad and Bid in Maharashtra and Dharamshala and Shimla in Himachal Pradesh. Complete enumeration of all schools in selected blocks/*mandals* was carried out. The sample consists of over 200 schools in Andhra Pradesh, over 500 schools in Himachal Pradesh and over 550 schools in Maharashtra.

Secondary data from SES and DISE were compared with regard to number of institutions, enrolment and teachers. It reveals that though one finds very little variation at the national level, but at the state level, the variation between DISE and SES was quite large for almost all variables. Comparison of PES and DISE data reveal very small variation in Andhra Pradesh and Himachal Pradesh but moderate variation in case of Maharashtra on several variables. Surprisingly, very little variation is found between PES data and DISE data with regard to enrolment of children. However, one finds moderate to large variation in respect of variables relating to school, like year of establishment, management, etc; infrastructure variables, like number of rooms, condition of rooms, and others, like number of working days, visits by BRC, CRC, academic inspections, etc..

6. Title: Research paper on Education For All (EFA) End-of-Decade Note (EDN) on Free and Compulsory Basic Education (Goal 2) for the Asia-Pacific Region

Principal Investigators: Dr. K. Biswal and Dr. Madhumita Bandopadhyay

Context

The EDN was prepared for the 12th Regional Meeting of the National EFA Coordinators held in Seoul, South Korea from July 25-28, 2011. The End-of-Decade Note (EDN) takes stock of the progress, persisting issues and remaining challenges in achieving EFA Goal 2 in the Asia and the Pacific region. The EFA Goal 2 calls for “ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.”

The EDN primarily aims at reporting progress towards this goal on the basis of the data and information reported during the mid-decade assessment in 2000 and the latest country

level data provided by the UNESCO Institute for Statistics (UIS). Besides tracking progress towards EFA goal 2 at the sub-regional and country levels, the EDN highlights examples of innovative policy reforms and strategies, particularly those aimed at reducing disparities in access to and quality of education. The EDN also identifies issues and challenges specific to sub-regions of Asia and the Pacific region. The note maintains the focus on “reaching the unreached in education” and “EFA with equity”.

The draft note can be accessed at:

<http://www.unescobkk.org/education/efa/efacoordinatorsmeetings/12th-regional-meeting-of-national-efa-coordinators/>

7. Title: Aligning India’s Higher Education to the Employability Needs of a Global Economy

Principal Investigator: Professor Mona Khare

Context

It is being increasingly realised all over the world that economic well-being and productive efficiencies are a function of man’s intellectual and professional capabilities. Low levels of education, poor health and nutrition, little training and skill development have been the major impediments in the growth process of the developing world. The fact cannot be denied that a good quality human resource base is extremely important in today’s highly competitive environment. Thus, the biggest challenge for the developing countries is to prepare a highly skilled and trained workforce through innovative teaching and a responsive as well as dynamic education sector. India’s demographic bulge at the centre – with a growing proportion of people in the age group of 15-59—can become its biggest advantage or disadvantage (if not handled properly). Hence, the biggest challenge lies in harnessing this so called “demographic dividend”. The demand for labour is likely to remain high and robust in the coming years, not only in the country, but internationally as well, and this would be demand for skilled and qualified labour. Employability of Indian youth has emerged as a major concern in recent years. Ironically, it is not just the uneducated and untrained who lack skills but it is also the educated who consistently fall below the required standards. It is with this background that the study focuses on analysing the growth and changing structure of the Indian higher education system, assessing the degree of its responsiveness to the changing needs of a growing economy, particularly after liberalisation; and developing an employability index for India’s high growth sectors by identifying the existing skill gaps while suggesting a broad pathway to bridge the industry-academia gap.

The report of the study can be accessed at: http://www.acu.ac.uk/conferences/mauritiu_2012/khare_higher_education_needs

8. Title: Skills for Employability in South Asia

Principal Investigators: Dr. Aarti Srivastava and Professor Mona Khare

Context

The skill for employability in South Asia essentially focuses on employers’ perspectives on skill requirement from school-leavers. The South Asian countries have diverse people living together on the basic principles of engagement, absorption and accommodation. The study

attempts to explore the current status of skills among the school-leavers (18 year olds), assess the skill gaps and identify the emerging demand for skill sets in South Asia, focusing on India, Pakistan and Bangladesh. The study will help enable industry spell out the skill requirements so that the gap between education and labour market can be bridged by bringing the stakeholders together via Focus group discussions and personal interviews. The respondents were a mixed group of representatives from MNCs, small industries and local enterprises, women entrepreneurs, government organizations like Railways, LIC, Defence etc, along with Media and NGOs.

9. Title: Innovative Models for Secondary Education in South Asia

Principal Investigators: Dr. N.K. Mohanty and Professor S.M.I.A. Zaidi

Context

Internationally, secondary education has become important in the context of changing global labor markets and changes in the requirements of and emphasis on higher education. A workforce, with an appropriately designed secondary education, is also increasingly being considered as integral to the economic development of a country. The forces that have highlighted secondary education internationally are becoming more and more pronounced in South Asia with the globalization of the economy and the advent of the age of information technology (IT). Innovations and technological changes require that the labour force be equipped with advanced skills. Independent of the requirements of the labour market, a good secondary education provides future adults with the skills to live and adapt in a rapidly changing society. In particular, it empowers individuals to be fully active citizens in a world where climate change, health hazards and technological innovation are quickly transforming everyday life. Last, but not least, secondary education prepares and selects the adolescents who are going to enter higher education and become our future leaders, managers and professionals.

The paper on 'Innovative Models for Secondary Education' is divided into two sections.

Section 1 provides an overview of the status of secondary education in South Asia, particularly in India, Pakistan and Bangladesh, with regard to access, equity, quality and financing. While discussing the progress made in enhancing secondary schooling opportunities, including participation and outcomes, in South Asia during the past two decades, this section highlights the regional, gender and social disparities in secondary education. **Section 2** provides a critical review of different innovative models on secondary education presently operative in South Asian countries with a thorough investigation of innovative models implemented in formal and non-formal secondary educational institutions in India. This section also presents an in-depth analysis of the innovative models in secondary education focusing on the delivery or effectiveness of the models in terms of skill generation in the secondary graduates vis-a-vis the cost of implementing such models.

Major Findings

The demand for secondary education continues to grow significantly since 1990 in all countries of South Asia. In South Asia, total enrolment at the secondary level increased from 26 million in 1970 to 136 million in 2009. The enrolment at secondary level has grown at a rate of 9.2% and 6.2% respectively in Maldives and Nepal between 1999 and 2009.

Bangladesh (0.13%) recorded the lowest growth rate in secondary enrolment followed by Pakistan (3.86%) and India (4.26%) between 1999 and 2009. Barring Maldives, where the share of girls' enrolment to total enrolment remains same, i.e., 50%, in all the remaining countries in South Asia, the share of girls' enrolment to total enrolment at secondary level has increased between 1999 and 2009, implying the improvement in the participation of girls at secondary level. The expansion of secondary education opportunities has reduced disparities and a number of countries have attained gender parity. In South Asia, five out of seven countries have achieved gender parity. The situation is particularly serious in Pakistan. India is doing well on this indicator and is expected to achieve gender parity by 2015. A noticeable exception is Bangladesh, which has reached gender parity in both lower and secondary education.

It was seen from the analysis of various innovative models of secondary education and their underlying principles that most of the innovative models are either in isolation or are confined to addressing only certain specific aspects/functions of secondary education. Besides, in the absence of any impact evaluation and appropriate sharing mechanisms of the best practices/innovations in secondary education in these countries, one is not very sure of the scalability of most of the innovations being carried out at the sub-national and/or institutional levels. In the absence of documentation of innovative practices in secondary education in countries in South Asia, including India, it is, in fact, difficult to address questions like: Do innovations in secondary education exist in isolation? Is there any effort to institutionalize and expand innovations in secondary education? If so, at what levels/functions of secondary education? What is the likely direction of innovation in the coming years? Although countries in the sub-region are increasingly recognizing the critical role of secondary education in socio-economic development and, accordingly, making efforts to increase investments at this level of education, recognition of the critical role of schools and the enabling institutional framework for encouraging and supporting innovations in secondary education is yet to happen.

10. Title: Innovative Secondary Education for Skills Enhancement (ISESE): Skills defined by Curricula

Principal Investigators: Dr. Vineeta Sirohi and Professor Avinash Kumar Singh

Context

The importance of secondary education is being recognized as a terminal stage in education rather than merely a conduit to higher education. Countries in Asia, due to differing socio-cultural and historical reasons, face various challenges related to enrollment, access and quality of secondary education. The present research was aimed at studying the skills that are currently emphasized by secondary school curricula and educators in Asia and also the skills that secondary school students currently have. The study made an attempt to cover both South and South-East Asia, with a deep dive study focused on Thailand and India. The findings of the research show that vocational education at secondary level forms an important part of educational systems in all the countries under study. In South-East Asia, vocational secondary education is given considerable importance. Similarly, in South Asia, though enrolment and labor market outcomes are weak, governments are still giving priority to this sector. For instance, in India, the government is undertaking a major exercise for

revamping vocational and technical education system. In most of the countries of the region, there is an attempt to articulate skills in both academic and vocational streams. Thailand, Malaysia and Indonesia have clearly articulated skills in their curricula. In South Asia, only Bangladesh has a fully articulated academic secondary school curriculum. Vocational educational curricula in countries like India is moving fast towards a competency based modular structure with a clear articulation of skills and competencies. There is a focus on life skills education and ICT at secondary level. Moreover, English language is seen as extremely important in the curricula. Language curriculum clearly focuses on developing communication skills for a global knowledge economy. Another major feature in these countries is that curricula are either well articulated in the skill development paradigm or are in the process of being reformed. Yet, it is seen that secondary school graduates do not seem to have the skills required for employability. The major gap that emerges is the lack of teacher effectiveness in transacting curricula. All the countries studied recognise that secondary levels of education in their respective countries are riddled with inadequacies. Moreover, it is realised that secondary education has to be more effective in helping young people better realize their potential at work and take their place in society as productive, responsible and democratic citizens. In other words, secondary level education should provide effective preparation for those proceeding to academic or professional tertiary education as well as for those entering the world of work, either as trainees, wage employees or as self-employed entrepreneurs.

11. Title: A Study of Private Universities in India

Principal Investigator: Dr. Sangeeta Angom

Context

Private higher education is growing across the world; but the degree of privatization of higher education varies from country to country. The countries like Philippines, Republic of Korea, Japan, Indonesia have quite high enrolment in private sectors, whereas it is very low in countries like Spain, Thailand and Papua New Guinea. Globally, in the closing decades of the 20th century, the social and intellectual climate worldwide has changed dramatically in favour of private economy. In India too, privatization of higher education has been the natural fallout of the changes in the economic policy towards liberalization and privatization by the Government of India (*Shastree, 2004*). Many private universities or institutions, classified as universities by the *University Grants Commission*, or those that define themselves as university, have come up only recently. However, their growth rate, over the last three or four years, is the major quality concern of higher education in the country. It may be noted that in the literature, previous findings have reported mostly results that are based on purely theoretical considerations. But there are hardly any studies available that probe into the functioning and efficiency of private universities in the Indian context that may highlight the overall management style, academic organization, their achievement and contribution. Given the circumstances, the present study takes the initiative to examine the growth and expansion of private university sectors in India, focusing on enrolment, financing, and governance. It also analyzes the cases of 12 private universities with a view to provide insights into the overall functioning and quality education provided in terms of faculty

credentials, classroom facilities, campus facilities, research facilities, and cost of education and academic calendar of private higher education institutions in the country.

Objectives of the Study

In the light of the rationale of the study, the specific objectives of the study are: (i) to analyze the academic and administrative structure and governance of the selected private universities; (ii) to examine the sources of income and expenditure pattern of the selected private university; (iii) to examine the admission procedures and the infrastructural facilities provided in the selected private universities; (iv) to study the recruitment procedure of the teachers and the patterns of workload; (v) to identify whether the type of courses being offered are market oriented or not; (vi) to find out the achievement(s) or shortcomings, if any, pertaining to the private universities; (vii) to make an overall appraisal of the role and contribution of private universities in the development of higher education in India.

Major findings of the study

The concept of a private university has been pioneered by the Chhattisgarh State with its Act in 2002. These universities are self-financing and set up by registered private Trusts, following legislative permission granted for their establishment, and approved by UGC. Many of these universities offer multi-disciplinary professional courses. Presently, there are over 150 private universities in India and the increase in the number of private universities during the last 2/3 years is a cause of concern on several counts. The State Private University Acts has provided for complete autonomy of private universities in the matter of academic functions and also enjoying financial autonomy. Though the governance of private universities appears similar to that of the public university, yet there is difference in terms of its composition, size of its authorities and also the nature of appointment and functions of the officers of the university. The academic programmes initiated by the university are based on market demand and employability. Most of the private universities operate with limited number of staff and quality of academic staff would seem to be quite low in most of these universities. There is no set recruitment policy, salary structure and staff development plan in most of the private universities under study. Profiles of the students show that most of them are not getting admission in public universities in the professional or technical courses but are having fee-paying capacities to attend private universities. Enrolment of students in the sample universities grew significantly over the years with a maximum share of enrolment in Bachelor's degree. The main sources of income of these universities are the tuition fees and very few universities received grant from the government in small amount. Private universities, under study, follow the semester system, and evaluation is purely internal. The drop-out rates are low and graduation rates are very high in sample universities. Research factor is found to be low and training and placement is becoming an important activity. The major challenges faced by them are getting quality students, increasing students' enrolment, getting experienced faculty and getting funding agencies for research activities. There is considerable diversity among the private universities in India and not all of them are well-planned and organised.

Ongoing Research Projects

1. Title: **Study on Teacher Deployment at Secondary Level (without any funding support)**

Principal Investigator: Dr. K. Biswal

The specific objective of the study is to analyse the pattern of teacher deployment at the secondary level (classes IX-X), on the basis of the minimum standards specified for teacher deployment under the country-wide secondary education development programme, currently being implemented jointly by the Govt. of India and the state governments, i.e. *the Rashtriya Madhyamik Shiksha Abhiyan (RMSA)*. In other words, the study aims at assessing the baseline status of teacher deployment at the secondary level on the basis of analysis of school-level data, the most appropriate unit for analysing patterns of teacher deployment at the secondary level. The study covers all major states in India. Besides using data from available secondary sources, the study draws its primary database mainly from the Secondary Education Management Information System (SEMIS), 2009/10. Currently, review of literature and analysis of the related SEMIS data are in progress.

Output: A Research paper

2. Title: **Development of Training Material on School Mapping at the Secondary Level (without any funding support)**

Investigator: Dr. K. Biswal

This activity involves developing a training material/simulation exercise for undertaking school mapping exercise at the secondary level. So far, the methodology for conducting the school mapping exercise at the secondary level, based on distance matrices and data from the existing upper primary and secondary schools, has been discussed and tried out in several training programmes of NUEPA. Besides, relevant DCFs to collect primary data from the field have been finalised. The revised methodology and the related DCFs have been used to pilot school mapping exercises at the secondary level in Tamil Nadu, Andhra Pradesh and Odisha. Currently, drafting of the simulation exercise on school mapping at the secondary level is in progress. It is expected that the simulation exercise, once finalised, would help develop a manual on school mapping at the secondary level.

3. Title: **Schooling provisions and school performance based on SEMIS data 2009-10 (without any funding support)**

Principal Investigator: Dr. N.K. Mohanty

Educators, policy makers, and researchers have debated the issue of school size for decades in an effort to increase academic achievement. The trend has been a push towards creating larger schools. Advocates for smaller schools claim many benefits of smaller schools, and previous research on the issue of school size, concerning the relationship between school size and student academic achievement, has been inconclusive.

Objectives: The purpose of this paper is to investigate the relationship between schooling provisions, including infrastructure facilities, teachers and teaching-learning material and academic achievement of students at secondary level in India. The paper will focus on the school size and its relationship with the student achievement, measured by the performance in the public examination at secondary level in India. Broadly, the objectives of the study are: (i) to analyse the status of schooling provisions and student performance at secondary level; (ii) to critically examine the relationship between schooling provisions and student achievement at secondary level; and (iii) to critically examine and measure the relationship between school size and student achievement at secondary level.

Output: A Research Paper

4. Title: Multi-lingual Education in Tribal areas in Vishakhapatnam District, Andhra Pradesh

Principal Investigator: Professor K. Sujatha

Based on a pilot survey, it was found that tribal language textbooks were not supplied in sample district, Vishakhapatnam. Therefore, information related to this aspect was collected from teachers in multi-lingual schools.

5. Title: Assessment of Facilities for Elementary Education in Tribal Areas

Principal Investigator: Professor K. Sujatha

The study will be conducted in Vishakhapatnam and Khammam districts of Andhra Pradesh. The study would be examining whether education meets socio-cultural needs of the tribes.

6. Title: A Study of Vocational Guidance and Career Maturity in Selected Schools of Delhi

Principal Investigator: Dr. Vineeta Sirohi

The study focuses on adolescence as a maturational stage that corresponds to the period of secondary education. It is precisely at this stage that vocational maturity undergoes greater development and progress, and its need increases as students are required to engage in various academic decision-making processes having important repercussions for the future. The objectives drawn for the study are : (i) to study the provisions of vocational guidance in government and private secondary schools; (ii) to know the perception of principals, teachers and students about vocational guidance in schools; (iii) to examine the level of career maturity among students of class X and XII in government and private schools; (iv) to compare the existing provisions of vocational guidance in government and private schools; (v) to compare the career maturity of adolescents by grade, gender, type of school and provisions for vocational guidance and (vi) to suggest educational/vocational programmes in secondary schools to bring about improvement in career maturity among adolescents. The study would have important implications for policy-makers and educationists to plan for possible interventions at the secondary stage to improve upon the existing vocational education programme and, thus, enhance the vocational maturity of the adolescents.

7. Title: Financing Elementary Education in India: Fund Flow Pattern and Utilization of Resources in Elementary Education

Principal Investigator: Dr. P. Geetha Rani

The study attempts to examine the trends and pattern of financing elementary education focusing on the pattern of fund flow and, more importantly, utilisation of resources in elementary education. Specific objectives of the study are: (i) to analyse the trends and issues in financing of elementary education by the Central and state governments in India; (ii) to examine the fund flow pattern and utilization of resources in elementary education in India under the ongoing centrally sponsored scheme viz., Sarva Shiksha Abhiyan; (iii) to explore possibilities of improving utilization. The study attempts to look at two broad aspects of financing of education viz. allocation (objective no: 1) and utilization of resources in elementary education (objective no: 2 and 3). The analysis will be based on and also would provide an indispensable database on financing elementary education across states in India in the recent period. Another important aspect, proposed to be examined in the study, is fund flow pattern and utilization of resources in elementary education. This part of the study would depend on primary sources of information to a great extent. For studying the second and third objective, field-based inputs would be required.

8. Title: Education among the Scheduled Caste Children - An Intensive Study of Two Villages of Rajasthan

Principal Investigator: Dr. B.K. Panda

The important questions arising in this context is that of understanding the needs of the community, the schooling, awareness and the socio-economic conditions of the villagers. Further, the village dynamics needs to be seen from a larger perspective which is interlinked and has a cumulative effect on schooling of the children belonging to the Scheduled Caste communities. Against the backdrop, the study has the following objectives: (i) to understand the reasons affecting education among Scheduled Caste students in the state of Rajasthan; (ii) to understand, in greater detail, the Scheduled Caste households vis-à-vis communities and their preference/aspiration for education; (iii) to identify various socio-economic barriers in attaining education among Scheduled Caste families for their children; and (iv) to understand the provisions made in the state policies enabling the Scheduled Caste students to attain education. The outcomes of the study will enable one to understand the societal dynamics and influence of the developments, in terms of education that is taking place in and around the villages. In addition, the influence of education among the parent's educational aspirations and economic mobility of the Scheduled Caste communities in the state of Rajasthan will provide a plethora of such enabling conditions influencing education among the Scheduled Castes vis-à-vis the facilitative role of the state policies in promoting the educational development of the Scheduled Caste students in the schools in Rajasthan.

9. Title: Comparative Study on Secondary Teacher Policy and Management in India (UNESCO-sponsored)

Principal Investigators: Professor Pranati Panda & Dr. V.P.S. Raju

The study raises issues related to secondary teacher policy and management in India by addressing a set of questions: (i) How successful is the education system in meeting an increasing demand for secondary education while ensuring equity and quality? (ii) What are major imbalances (shortages and/or oversupply) in the provision and deployment of secondary teachers? (iii) Does the secondary teaching force meet adequate quality standards? (iv) Is the institutional setting (teacher preparation, recruitment, deployment, compensation) conducive in supporting national, local and school strategies to obtain and retain quality secondary teachers? (iv) What policy choices has India made to address those issues and with what effect?

10. Title: An Empirical Study on Exploring Relationship between Family Learning and School Participation in the State of Punjab

Principal Investigator: Dr. Rashmi Diwan

The empirical study proposes to understand family learning and its involvement and support in facilitating participation of children from different social groups, across gender and caste, to enable them to show better enrolment, retention, attendance, participation in school education. The major objectives of the study include: (i) To examine family profiles with different backgrounds (education, income, occupation) in relation to educational practices of children going to schools; (ii) To study the latent (family engagement, parental aspirations and deep approach to learning) and manifest variables (like involvement of mother, father, grandparents and other family members through discussions, sharing of information, transmission of knowledge, story-telling, reading books, parents' education levels, community support, peer learning etc.) on learning environment generated at home, right from childhood, which facilitates them in continuing school education; (iii) To draw a comparative picture on the difference in participation among children who have benefitted from family learning, on the one hand, and, on the other, families with low or no learning backgrounds? The study is descriptive survey research. Currently, the literature review is in progress, questionnaires for students and interview schedules for parents and school principals prepared and data collection completed. Questionnaires were administered to 360 students of classes V to VIII from six schools and interview schedules were administered to 144 families, both in urban and rural Ludhiana. From each region, three schools covering 180 students and 72 families were selected. Interview schedules were also administered to principals of each school. The study covers 54 villages from the rural region.

11 .Title: A Study on Social Dimensions of Demand for Pre-Primary Education in Rajasthan and Haryana

Principal Investigator: Dr. Madhumita Bandopadhyay

Achieving education for all has been a global concern since a couple of decades. Universal quality primary education has been one of the Millennium Development Goals. The Dakar Framework for Action promised early childhood as Goal 1: "Expanding and improving comprehensive early childhood care and education (ECCE), especially for the most

vulnerable and disadvantaged children". (World Education Forum, Dakar, April 2000). Many studies have already indicated that the early years are vital for child's development of cognitive abilities. In addition to the psycho- social stimulation, the nutritional and health status of children also impact their learning capacity. Despite enormous demand, early childhood care and education remains a privilege for young children in most of the developing countries, including India. Although India has witnessed considerable improvement in elementary education, and educational rights of children from 6-14 years age group has become a fundamental right, pre-school education has not received adequate and due attention from policy-makers and service providers, despite increasing demand. In view of this, this research study has been undertaken to understand the social dimension of demand for pre- school education in a few select villages located in the states of Haryana and Rajasthan.

The study has the following objectives: (i) to study the supply initiatives in achieving smooth functioning of pre- school education and whether these are in tune with the demand. This will include assessing the physical and academic facilities provided by pre-schools run by different management systems; (ii) to study the socio- economic background of children availing the pre-school education in the schools attached with government and private schools and also with *Anganwaris*; (iii) to study the trend, issues and factors related to access and enrolment of children in pre-school education; (iv) to assess the transition status of children from pre-school to primary school; (v) to study the opinion of parents about pre-school education and the functioning of schools and centres available for pre-school education in nearby areas.

12. Title: A Study of Revisiting School Quality

Principal Investigator: Dr. Madhumita Bandopadhyay

The study is an outcome of the main project under CREATE. The objectives of the study are: (i) to conduct a longitudinal study for analyzing the data with regard to the status of school functioning; (ii) to examine the changing pattern of access and participation of children during 1990 and 2008; (iii) to provide a comparative perspective of quality of schooling provision, its functioning and children's participation between earlier study and recent study; (iv) to delineate the strategies for further improvement in quality of school functioning.

The project is at the stage of preparation of tables, based on community and school survey data. The chapter scheme, along with profiles of each school covered under study, have been developed in order to facilitate a comparison with the school profiles of an earlier study conducted in 1990.

13. Title: A Study on Who Goes to School? An Analysis of Empirical Evidences

Principal Investigator: Dr. Madhumita Bandopadhyay

The study, as part of a larger study under CREATE, has been undertaken with the main objectives of: (i) understanding the kind of provisions that are being made in the study area and their impact on access of children to education, (ii) exploring as to who are the children benefiting, their social and economic background and to what extent they are being able to

participate in school meaningfully with regard to their attendance, repetition and learning level (iii) examining the situation in the school in terms of physical and academic resources, particularly supply of teachers and their profile, and leadership provided by head teachers; (iv) identifying gaps existing between policy and practice and the areas of further intervention.

Three chapters out of nine have been completed. The details of the chapters are: (i) Literacy and Elementary Education in India: Emerging Issues and Policy Paradigms (completed); (ii) Overcoming Exclusion through Quality Schooling (completed); (iii) Intersectionality of Rights (ongoing); (iv) Participation of weaker sections of children: Special focus on SC and ST (ongoing); (v) Gender and School Participation (completed); (vi) Absenteeism and repetition of children (ongoing); (vi) Issues regarding the teachers and teaching learning process. (ongoing); (vii) School management and participation: Head teacher's role and perceptions (ongoing); (viii) Performance and learning achievement of children: Focus on children at risk (ongoing)

14 .Title: Access, Participation and Learning Achievement in School Education in Slums of Million plus Cities: A Case Study of Hyderabad and Ludhiana

Principal Investigator: Dr. Sunita Chugh

The study envisages covering the issues of access, participation and achievement levels, the planning and management structures, interventions made by the state to improve the educational status of children living in slum areas of the selected million plus cities. Its specific objectives are to: (i) examine the access to school education in selected urban slums; (ii) examine the participation of children of 6-17 years' age-group in education by management; (iii) examine the inequalities in participation by gender, caste, nature of slum, migratory background; (iv) identify the causal factors that influence the participation of children (participation to be measured by enrolment, attendance, drop-out and repetition); (v) assess the learning achievement level of children upto elementary level. The study is based on field survey in selected slum areas of Hyderabad and Ludhiana, with households and schools as the units of collection of data. The study is expected to develop an understanding of urban-specific educational problems, and also in identification of the urban planning and management gaps for drawing policy directives in the provision of equal educational opportunities to the marginalized in urban India.

15. Title: Financing and Affordability in Higher Education (UGC Funded)

Principal Investigator: Professor Sudhanshu Bhushan

Policy in higher education involves tightrope walking where it comes to the issue of affordability in the wake of expansion and quality improvement. While, on the one hand, the public spending is crucial and ways have to be found to raise resources and target subsidy to the poor, there also arises the question of private (household) financing of higher education. Household financing of higher education acquires importance in view of increasing trends towards privatization. Privatisation of higher education has led to a rising trend of fees and, consequently, financing of higher education has added to the burden of the household. This raises the issue of affordability. Affordability, in turn, has its influence on the access and

choice of disciplines. Affordability might show differing trends across different social and economic groups. It might also vary between rural and urban and across different occupation categories.

The objectives of the study are: (i) to examine the trends in public financing of higher education. (ii) to examine the household financing of higher education along different socio-economic dimensions. (iii) to study the fee structure across disciplines and management. (iv) to study affordability in the context of growing trend of privatization and assessing its effect on the access to higher education for different socio-economic groups (v) to make recommendations to the UGC to increase affordability in the light of research findings.

ASSOCIATIONS AND COLLABORATIONS 4

- PROFESSIONAL SUPPORT
- NETWORKING AND INTERNATIONAL COLLABORATIONS



PROFESSIONAL SUPPORT

Professional/technical support to Central and State Governments and consultancy services

During 2012-13, the National University provided technical/professional support to the Ministry of Human Resource Development (MHRD), Ministries/Departments of Education of State/UT Governments, and national and state-level institutions to help them meet their specific capacity-building needs and improve the design, implementation, monitoring and evaluation of educational policies, plans and programmes. The National University provided professional/technical support for the implementation and evaluation of central government programmes and for promoting the implementation of the Right to Education Act.

Professional support was also extended to several State/UT Governments to facilitate the effective implementation of programmes within the Sarva Shiksha Abhiyan (SSA) and the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and assessment of progress towards the goal of Education for All. Besides the provision of technical/professional support to State/UT governments and national and state-level agencies/institutions, the National University also provided consultancy and professional support to international organisations like UNESCO, UNICEF, World Bank, and other agencies. In recognition of the



expertise of faculty of the National University, several faculty members of the University were invited for participating in various international conferences/meetings/seminars.

Faculty members of NUEPA provided academic support in the three-day workshop on Development of Integrated AWP&B, RMSA 2013-2014, organized by Department of School Education and Literacy, MHRD at Bangalore for the Southern region on February 1-3, 2013. Academic support was also provided in the workshop at Guwahati, organized for Eastern and North-Eastern region on February 18-20, 2013. The NUEPA Faculty also provided academic support in the third workshop, organized for Northern region at New Delhi on February 25-27, 2013.

Technical support has also been provided by the faculty members of the Department of EMIS in conducting Workshops related to Unified DISE. These included workshops on Unified DISE held at Indore, Madhya Pradesh on September 15-16, 2012; at Gandhinagar, Gujarat on September 29, 2012; at Dwarka, Gujarat on September 30, 2012; at Srinagar, J&K on October 5-6, 2012; at Ranchi, Jharkhand on October 27-28, 2012; at Bhopal, Madhya Pradesh on October 30-31, 2012; at Chennai, Tamil Nadu on November 6-7, 2012; at Panchkula, Haryana on November 9-10, 2012 and at Patna, Bihar on January 19-20, 2013. In addition, a number of National Workshops have also been organised by the University on strengthening of EMIS through DISE at NUEPA, New Delhi. The University also used to present detailed analysis of DISE-data, twice a year, before the Joint Review Mission of Sarva Shiksha Abhiyan programme.



Networking and International Collaborations

- Part of Consortium on Research in Educational Access, Transition and Equity (CREATE) - *Involving Universities from U.K., Bangladesh, South Africa, and Ghana.*
- Focal Point for the Asian Network of Training & Research Institutions in Educational Planning (ANTRIEP)– in collaboration with *International Institute for Educational Planning, UNESCO, Paris*
- Study of Higher Education in BRIC countries in collaboration with *Stanford University, USA*
- Member of the Afro-Asian Network of Institutions for Promotion of Education for All led by *Hiroshima University, Japan*
- Development of School Leadership in collaboration with *National College of School Principals, Nottingham, UK*
- Study of Secondary Education and Vocational Skill Development in collaboration with *Results for Development Institute, Washington*
- Establishment of **India-Africa Institute for Educational Planning and Administration** in Bujumbura, Burundi (sponsored by Ministry of External Affairs)



**CENTRE – NATIONAL CENTRE FOR SCHOOL LEADERSHIP
NATIONAL CENTRE FOR POLICY RESEARCH IN
HIGHER EDUCATION**



NATIONAL CENTRE FOR SCHOOL LEADERSHIP

Establishment of National Centre for School Leadership at NUEPA

There has been unprecedented expansion of the education system in recent years. This fast pace of quantitative expansion has been accompanied by a wide variety of initiatives for qualitative improvement of the school system through the flagship programmes of Sarva Shiksha Abhiyan (RMSA). The system is enormous in size involving nearly 1.5 million schools. However, it is not a monolith, with State Governments having a central role in management of the system and representing very diverse contexts in which the schools are functioning across the country. Obviously, there is no single model for improving every school in the country. RTE makes it incumbent on the part of the Government to ensure quality school education for every child. While systemwide inputs and strategies help in strengthening the schools, transforming them to effective functional units meeting the learning needs of every child requires that individual schools become the unit of focus and action. It is this perspective that demands a strong leadership at the school level that is capable of engaging in a process of change and innovation and leading the school on the path of positive transformation.

That much of this expansion and diversification has happened during the last two decades is a significant factor to note, indicating a consistent increase in demand for higher education. Is the supply matching the aspirations and expectations of the burgeoning number of students getting enrolled in the schools of the country? Expansion of the system or the concern for quality provision cannot overlook issues of equity. The system must ensure that access to quality education for economically and historically socially underprivileged students is enhanced in a substantial manner. Disparities in educational attainments are related to caste and social groups, while also being strongly related to other indicators such as income, gender, region and place of residence. There is a need to develop a meaningful and comprehensive framework to address these issues of equity in every school. Reorganizing the system to meet the objectives of expansion, excellence and inclusion is a tall order. Even so, there is no option and nor can this be taken up in a “business as usual” attitude. It has to be the functional motto of every school leader.

In the final analysis, it is the people, who lead the system and the institutions, that matter the most. It is essentially a human endeavour, which cannot progress without committed and creative individuals and teams who take up the challenge. It is increasingly felt that leaders

have to adopt new agenda, methods and approaches if the systems and institutions they lead are to undergo the transformation envisaged. Do we have adequate opportunities and institutional arrangements for achieving this human transformation agenda?

While the system has been witnessing a fast pace of expansion, and while some institutional mechanisms have been put in place for on-the- job professional development of teachers, practically no attention has been paid to the need for professional learning opportunities for leaders and potential leaders of school education in improved governance of the system and institutions they are working with. With the expansion of the system, the number of persons engaged in managing institutions has also increased multifold. There is a clear need for creating such opportunities for serving heads of institutions as well as those in the potential zone for becoming school administrators. Periodically, NUEPA has been bringing together top-level managers and heads of schools as well as administrators in school education for orientation and exchange of experiences. It is felt that this effort needs to be augmented significantly and a more stable institutional arrangement has to be created. With this in view, NUEPA has established a **Centre for Leadership in School Education** as a national level facility, with financial support from MHRD through SSA and RMSA.

Towards this end, NCSL has begun its journey. In a span of one year, the following activities were organized by the Centre:

1. Consultation Meet on School Leadership on August 24, 2012
2. Brainstorming with Principals of Private Schools on September 18, 2012
3. Brainstorming with Principals of Government Schools- KVs, JNVs on September 19, 2012
4. Brainstorming with Principals of rural and urban government schools on September 20, 2012
5. Workshop on Module Development for Leadership and Management in School Education January 28-30, 2013
6. Training Program on Preparation of School-based Development Plans for Ashram School Head Masters (field-based in Bhubaneswar) – February 22-27, 2013
7. National Consultation on School Leadership at India Habitat Centre on February 20-21, 2013.



NATIONAL CENTRE FOR POLICY RESEARCH IN HIGHER EDUCATION

Establishment of Centre for Policy Research in Higher Education at NUEPA

Indian higher education system is the largest one in the world in terms of number of institutions – about 500 universities and 32,000 colleges, and the second largest one (after China) in terms of enrolments (numbering nearly 20 million). Currently, it has about 700,000 teachers on its rolls. The system is also a highly complex one, with a variety of institutions of higher education – central universities, state universities, deemed universities, national institutes of importance, inter-university centres, under-graduate and post-graduate colleges, conventional universities, open universities, research institutions, public and private colleges, general institutions of higher education and minority institutions, besides universities and colleges exclusively meant for certain groups of population, like women etc.. Some are highly specialised institutions and many are comprehensive in their coverage of areas of study. In terms of institution, the system is extremely diverse, and the diversity is clear in terms of composition of enrolments as well. The complexity of the system is greater as education is a concurrent subject, with the Union government and the state governments simultaneously having responsibilities for everything, including specifically policy making, planning, regulation, monitoring, financing and its delivery. Moreover, the huge system is governed through the involvement of a large number of public bodies of Union and state governments and also autonomous bodies. There are a wide variety of policy making, regulatory, executive and advisory bodies in higher education. Besides the Union and the state governments, and State Councils of Higher Education in a few states, the other bodies to play an important role in policy-making in higher education include the University Grants Commission, All-India Council for Technical Education, National Council for Teacher Education, National Assessment and Accreditation Council, Medical Council of India, Dental Council of India, Bar Council of India etc..

While the system of higher education has indeed exploded in numbers during the post-independence period, the problems associated with higher education have also multiplied in quantity and the nature intensified. Access, equity and quality of higher education continue to be dominant problems that need serious attention. Inadequacy of public funds, which is related to the above, rising household costs of higher education, and growth in private institutions – philanthropic and profit-seeking, are a few other important problems. The rapidly changing national and global socio-economic, political and technological conditions, emergence of domestic and international market forces, privatisation, the revolution in information and communications technology, and the powerful waves of globalization, internationalization and corporatisation add further to the gravity of the problem. In short, development paradigms have changed and the change affects the development of higher education as well, necessitating new thinking and innovative ideas and restructuring of policies.

In short, higher education in India faces tremendous challenges. As many feel, the need for drastic reforms is long overdue. More than anything, the absence of a long-term vision and

perspective on the development of higher education is widely felt. Accordingly, coherent and consistent long, medium and even short-term planning in education is rarely attempted, not to speak of integrating planning higher education with national economic planning. [Barring, a manpower plan prepared in 1966 in the context of the Report of the Education Commission, no such manpower plan has been attempted in independent India.]

Nevertheless, higher education is critically important for the development of the society. Its influence on various dimensions of national development — socio-economic, political, cultural and, not the least, technological — is very significant and these developments, in turn, influence higher education development — its pace and the nature. A nation that aims at transformation of the society into an economically advanced one, and a nation that aims at building a strong knowledge society recognises the decisive role of higher education. After all, nations critically rely upon their strong higher education edifices for national development and for their very own survival.

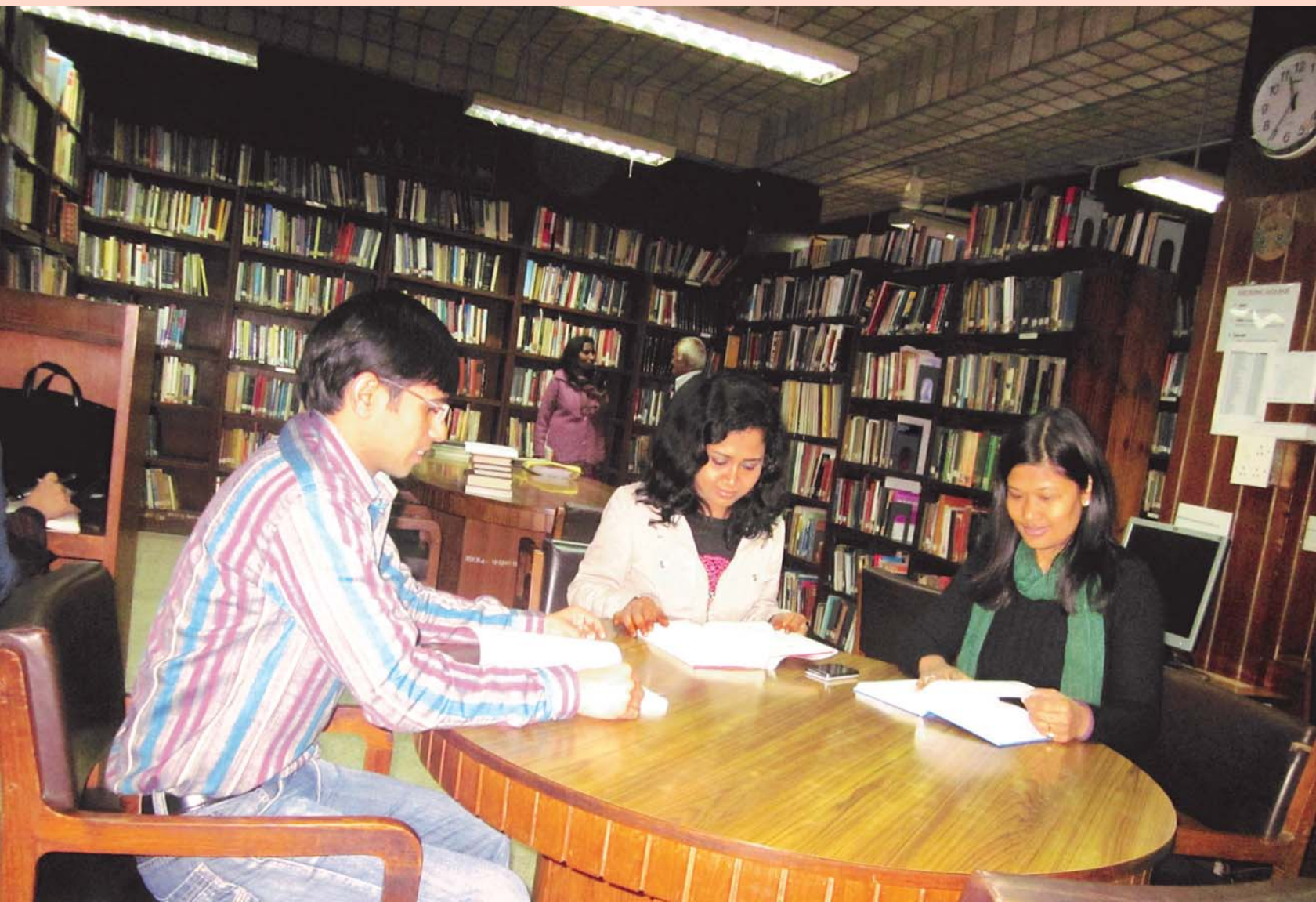
Building a strong, vibrant and sustainable higher education edifice that makes a significant contribution to the national development, requires deep knowledge of the system, how it has evolved over the years — even decades and centuries, how it contributes to several facets of development and how it, per se, is getting influenced by them, with their strengths and weaknesses, and needed reforms and their implications. Robust research knowledge on many of these aspects is absolutely necessary.

At the same time, it is also widely felt that research on several dimensions of higher education is extremely limited in India. In fact, educational policy, planning and development has not been an important area of research in the universities and institutions of higher education in India. Departments of education in many universities do not pay much attention to such problems. At best, they are confined to pedagogical and curriculum aspects and that too in school education and in producing qualified school teachers, which, of course, is an important function they serve. Exceptions to this are very few. Policy research in higher education is not a high priority area for the social science institutions, though some institutions try to pay some serious attention to research on educational policy issues. The National University, earlier known as National Institute of Educational Planning and Administration, has been engaged in serious policy research in education, including higher education. But, with a small faculty for the whole university, and with diverse functions, its focus is somewhat thinly spread over several issues and is, therefore, unable to lay special focus on research in higher education policy that this key area requires. On the whole, given the paucity of research in the area in the country as a whole, the knowledge base on higher education in India is extremely weak, and one's understanding of several aspects relating to higher education in the country and abroad is very fragile, which also forms an inhibiting bottleneck for sound and effective policy-making.

Thus, the importance of high quality research in higher education cannot be overstated.

In this context, given the fact that the capacity of the existing institutions to conduct high quality research in higher education is rather limited, NUEPA has established a **Centre for Policy Research in Higher Education** as a specialised academic institution for research in higher education, with financial support from the University Grants Commission.

LIBRARY & DOCUMENTATION SERVICES **6**



LIBRARY AND DOCUMENTATION SERVICES

Sharing of knowledge and information

The National University has undertaken a series of initiatives designed to provide accessibility to existing and new knowledge relating to educational policies, planning and management. The Library and Documentation services of the National University continues to play an important role in the documentation and dissemination of knowledge and information in the areas of educational policy, planning and management. Key activities carried out by the Library and Documentation Centre during the year 2012-13 included the following:

Library and documentation services

The Library and Documentation Centre of the National University has been acting as a crucial resource and learning centre to meet the information needs of its clientele, including faculty/staff members of the university, research scholars from India and abroad, M.Phil and Ph.D scholars of the National University, participants of various national/international training/diploma programmes, organized by the National University, and other visiting faculty and users. The library is equipped with modern teaching and learning aids, computer facilities and electronic facilities such as online resources and database to support the teaching, learning and research activities of the National University. Some of the important CD-ROMs and online databases are subscribed by the Library and Documentation Centre.



During the period under report, 528 books/documents were added to the Library. The Library, presently, has a collection of 55,513 books/documents, besides a rich collection of reports of international seminars and conferences, organised by

international agencies like UNO, UNESCO, OECD, ILO, UNICEF, World Bank etc.. During the year 2012-13, the Library and Documentation Centre also received 240 national and international journals and magazines, in the area of educational planning and administration and other allied fields. Indexing of 1,500 important articles appearing in these journals was also done. For the convenience of the reader, the entire collection of books and other materials has been organised into four major sections-general, reference, serial and area-study collection.

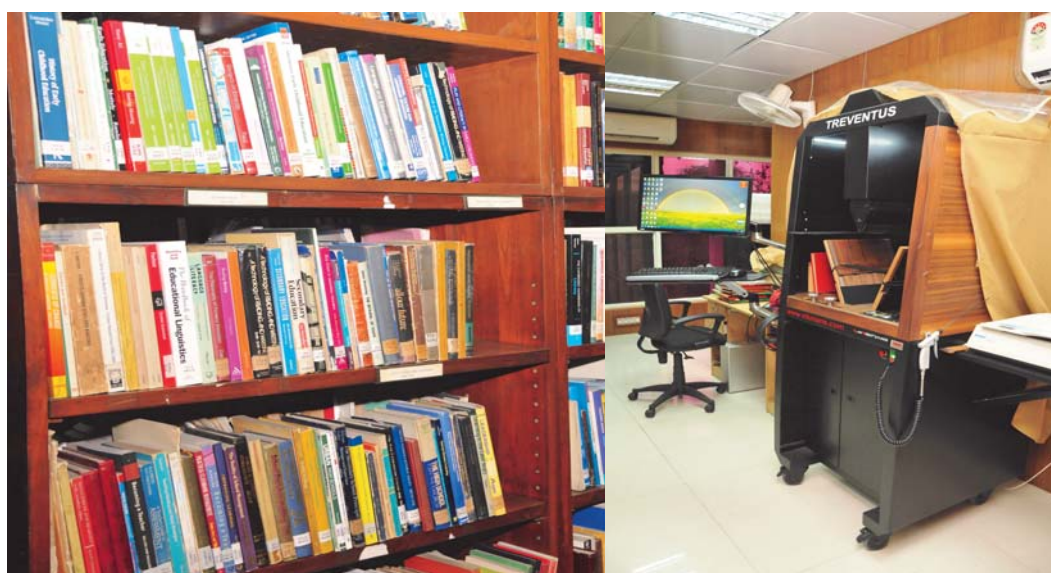
To provide the readers a current awareness service about the contents of the Journals on Education received during the fortnight, the Library continued its fortnightly mimeographed publication "Periodicals on Education: Titles Received and Their Contents". Computerised weekly lists of additions to the Library were also prepared for updating the readers about books and articles of interest and new arrivals. The Library channeled new items of information from various sources to University's academic departments and research project teams. The Library has also been preparing bibliographies for the various activities and training programmes/seminars undertaken by the University. Photocopying services are provided to users of reference materials, articles, reports etc.. During the year 2012-13, the Library prepared holding of the 6,822 bound journals for reference of its users. The Journals database, procured by the Library, include three online databases via Elsevier databases, Sage educational databases & J STORE. The Library is a multi-media resource centre. The non-print materials available in the Library include video-cassettes, audio-cassettes, films, microfilms, microfiches and CDs. The library is fully computerised. It is using Libsys software, which is an integrated multi-user library management system. All library databases are stored in the Libsys software. The libsys consists of modules cataloguing, acquisitions, circulations, serials, article indexing and OPAC. The database of books available is updated on day-to-day basis with details of recently acquired books. The web OPAC (Online Public Access Catalogue) of the Library provides online facility through LAN (Local Area Network) to the faculty to search the bibliographic databases on their own desk. The Web OPAC also provides the acquisitions list of recent additions to the library collection and allows users to find the material issued to them as well as to put material on reserve etc.. The NUEPA Library and Documentation Centre had joined *Developing Library Networking (DELNET)* to



promote the sharing of resources at national and international level. This has given a facility of recognizing the invaluable nature of the large collection of official documents pertaining to educational planning and administration that are available in NUEPA's library and documentation centre. A project for digitizing all such documents and records, using modern technology, has been undertaken. It is hoped that this will result in a comprehensive online archival information source on education in the country.

Digital Archives of Education Documents

A digital archives is being developed in NUEPA 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 NUEPA. 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.



Documentation Centre

NUEPA Documentation Centre has a wide and rich collection of more than 20000 volumes on educational planning, management and administration. It has access to about 250 print journals, both Indian and foreign and online databases, such as Sage, Sage Education Collection Online, Elsevier and JSTOR. Its collection comprises Central and State Government publications as well as those of international organizations. The Central and state Govt. publications include State and District Census Reports, State and District Gazetteers, Acts and Statutes of Central and State Universities, District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA), Statistical Handbooks of States, All India Educational Surveys, Economic Surveys, Commissions and Committees Reports, State Economic Surveys, State Educational Plans, State Human Development Reports, Five Year

Plans. Besides, various publications of the University, such as Research Studies, Occasional Paper Series, Annual Reports of the University (1962-2011), Training Programme Reports, Annual Reports of various Ministries, publications of International Institute of Educational Planning (IIEP), Paris are also available. The Centre has a rich collection of theses and dissertations on Diploma in Educational Planning and Administration (DEPA) and International Diploma in Educational Planning and Administration (IDEPA). It is a repository of the International Institute of Educational Planning (IIEP), Paris publications. It has a collection of non-book materials such as indexing databases, Census of India, State Human Development Reports and other publications on education and its allied areas. During 2012-2013, the Documentation Centre has added 159 documents to its collection.

Documentation Centre has computerized its operations by using integrated software LibSys 4.0 (Rel 5.0). Moreover, Online Public Access Catalogue (OPAC) and access to electronic



databases, with a wide variety of information resources and services, has been extended to the users at their desktops. Moreover, its rich collection, wide array and variety of services and facilities attract and encourage the users from all corners of the country and abroad to use its information resources and services. It has a comfortable, peaceful and congenial ambience for reading and is equipped with air-conditioning, good lighting and generator back-up facilities for its users. The reading facilities are heavily used by the faculty, research scholars of the University,

project staff, research scholars from Universities of India and abroad, participants of DEPA, IDEPA and visiting faculty. Documentation Centre remains open from Monday to Saturday throughout the year.

Access to Digital Resources

It has developed and strengthened intranet activities in the University to connect, handle, share, leverage and disseminate various types of information among faculty and research scholars. It captures, stores, generates, transmits and integrates information and knowledge. Its digital resources, such as books, articles, research studies, occasional paper series, training programme reports, conference seminar proceedings, Eminent Scholar Lecture Series, Audio-Visual lectures, Committee and Commission reports, are available on intranet. All these resources are also available on web page of the Library and Documentation Centre. [<http://www.nuepa.org/libdoc/index.html>]

Moreover, online library and documentation services have been extended through intranet to provide round-the-clock access to List of New Additions; List of Journals Subscribed and Discontinued; Current Contents of Periodicals; Full Text Access of Online Journals databases and JSTOR; Bibliographic Service - On demand; Press Clipping Service; Literature Search; and Electronic Document Delivery Service (EDDS). It has strengthened the Inter-library Loan (ILL) and resource sharing activities in meeting the requirements of users related to books, documents, articles, etc. through *Developing Library Network* (DELNET).

COMPUTER & INFORMATION TECHNOLOGY SERVICES 7



COMPUTER AND INFORMATION TECHNOLOGY SERVICES

The Information Technology Services

The Computer Centre backs up the information technology needs of the National University. The campus network backbone and its active components are administered, maintained and controlled by Computer Centre. The Computer Centre is equipped with dedicated 1GBPS Optical Fibre Internet Connectivity provided by NIC/MTNL under the project NMEICT. The Computer Centre provides computing facilities and Internet services to all the Research Scholars, Programme participants, Project staff, trainees and staff members. High speed Internet connectivity and 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 NUEPA Domain. Broadband Internet access is provided at home to Vice-Chancellor, and all faculty members. Desktop computers have been provided to all the faculty and staff members. Computer Centre facilities are available without interruption for almost 12 hours. The Computer Centre is responsible for the maintenance of the University-owned computer systems and peripherals that are under warranty or annual maintenance contract.

Computer Centre provides extensive support in Information Technology in its day-to-day activities, both academic and non-academic, to the University. The Computer Centre is well-equipped with various types of Latest Desktop computers, printers and Multi-Function Devices. Network connectivity with Windows 2008 operating system is implemented, providing network connectivity to all the rooms on all the floors of the University.



Computer Centre also provides High-Speed Internet Connectivity from the NUEPA building to the NUEPA Hostel. Authenticated and Secure Wi-Fi internet connectivity is made available on all the floors of NUEPA hostel for use of the guests staying at the hostel.

Computer Centre provides support to the Academic Departments in training, research, quantitative data analysis, system level management issues and other activities. Support is also provided to the non-academic units of the University, like Library, Administration and Finance sections. Besides catering to in-house data processing and word processing needs of the University, computer awareness and appreciation modules and other specialised computer services are rendered for various training activities/programmes.

Support is also provided for computer applications for the Accounts section. This includes tasks such as Salary processing, Income Tax calculations, Pension, Provident Fund computations, etc.. An application server, with SPSS Statistical Package network version, has been installed to enable users run statistical applications on network. Computer Centre also promotes the use of Open Source software in its day-to-day activities.

PUBLICATIONS PROGRAMME 8



PUBLICATIONS PROGRAMME

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

Some of the important publications brought out by the National University during year 2012-13 included Journal of Educational Planning and Administration, *Pariprekshya*, a Hindi journal, ANTRIEP Newsletter, and M. Phil. and Ph.D. Prospectus and curriculum guide. The University also published several research and seminar/conference reports in the form of Books and Monographs. The major publications brought out by the National University during the year 2012-13 included the following:

Journals

- Journal of Educational Planning and Administration, Volume XXVI No. 1, January 2012;
- Journal of Educational Planning and Administration, Volume XXVI No. 2, April 2012;
- Journal of Educational Planning and Administration, Volume XXVI No. 3, July 2012;
- Journal of Educational Planning and Administration, Volume XXVI No. 4, October 2012;
- Pariprekshya (a Hindi Journal on socio-economic context of Educational Planning and Administration), Vol. XVII No. 1, April 2011;
- Pariprekshya (a Hindi Journal on socio-economic context of Educational Planning and Administration), Vol. XVII No. 2, August 2011;
- Pariprekshya (a Hindi Journal on socio-economic context of Educational Planning and Administration), Vol. XVII No. 3, December 2011.



ANTRIEP Newsletter: Two issues of ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning) Newsletter (a bi-annual newsletter) were brought out during the year, i.e. Vol. XVI No. 2, July – December 2011 and Vol. XVII No. 1, January – June 2012.

Occasional Papers: The Occasional Papers brought out during the year 2012-13 included the following:

- NUEPA Occasional Paper No. 41: Gender and School Participation: Evidences from Empirical Research in Madhya Pradesh and Chhattisgarh by Madhumita Bandyopadhyay, New Delhi: NUEPA, 48 pages.
- NUEPA Occasional Paper No. 42: Emerging Issues at Secondary Level: Focus on Private Schools in Madhya Pradesh, India by Manju Narula, New Delhi: NUEPA, 49 pages.

Un-priced Publications: The un-priced publications brought out during the year 2012-13 included the following:

Elementary Education in India: Where do we stand?– District Report Cards 2009-10 (Vol. I & II).

Elementary Education in India: Where do we stand? – State Report Cards 2009-10

Flash Statistics 2010-11

Secondary Education Manual (Planning and Appraisal Manual) by S.M.I.A. Zaidi et al

NUEPA Calendar of Training Programmes 2012-13 (English)

NUEPA Calendar of Training Programmes 2012-13 (Hindi)

Education for All – Status and Trends

Annual Report 2011-2012 (English)

Annual Report 2011-2012 (Hindi)

De-Centering European Liberalism in India's Democratic Struggles by Prof. Amiya K. Bagchi (Third Maulana Azad Memorial Lecture)

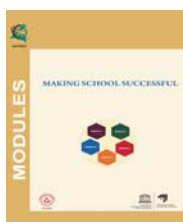
Prospectus (M. Phil and Ph. D. Programmes), 2013-2014.

Curriculum Guide (M. Phil and Ph. D. Programmes), 2013

Others

- Year Planner booklet 2013
- Single Sheet Planner 2013

- Desk Calendar 2013
- Publication Catalogue
- Greeting Cards
- Writing pads
- Docket Folder
- NUEPA Folder
- Announcements for IDEPA, DEPA and various other training Programmes



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

Material for the NUEPA Website: The Publication Unit provided regular updates to the NUEPA website related to its publications. The updates included Comprehensive list of priced and un-priced publications, and publications brought out by private publishers on behalf of NUEPA; Information about the current and forthcoming issues of Journal of Educational Planning and Administration; Calendar of Training Programmes of NUEPA; Press Advertisement and Prospectus of M. Phil and Ph.D. Programme; Information about the “Eminent Scholar Lecture Series”; Important speeches and lectures delivered at NUEPA; Memorandum of Association and Rules (NUEPA); Full text version of Hindi Journal (Tri-annual) Pariprekshya; Full text version of NUEPA Occasional Papers; Full text version of ANTRIEP Newsletters; and Full text version of NUEPA Annual Report 2011-12 (English and Hindi Edition).

GRANTS-IN-AID AT NUEPA 9

GRANTS-IN-AID SCHEME AT NUEPA

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 the agencies working in the field of education, including non-governmental and voluntary agencies and social activist groups. With a view to promoting greater coordination in implementation of the Policy, it is necessary to develop inter-disciplinary approach, with support systems at the national as well as local levels.

In this context, it is necessary (a) to generate wider awareness of Educational Policies and Programmes in the country; (b) to initiate policy-oriented studies and seminars enabling mid-course corrections, modifications and adjustments of policy interventions; (c) to involve associations of teachers, students, youth and women as well as media in the process of formulation of various programmes through sponsored seminars on related themes and topics; (d) to facilitate dissemination of innovative and good practices as well as successful experiments in the field of education; and (e) to facilitate review of NPE and POA.

For the above purposes, Ministry of HRD, Govt. of India has implemented a Grants-in-Aid Scheme which is intended to provide financial assistance to deserving institutions and organizations, on the merits of each proposal so as to approve financing of a variety of activities having a direct bearing on the management and implementation aspects of the Education Policy. This would include sponsoring of seminars, conducting of impact and evaluation studies, making consultancy assignments in order to advise the Government on the best alternatives and models for making the system work, making of video films, etc..

Ministry of HRD, Govt. of India administers the above scheme through this University which operates this scheme through a Grants-in-Aid Committee. A Committee has been constituted for appraising and approving the proposals received from various institution under Grants-in-Aid scheme of MHRD, Government of India. The following were the members of this Committee as on March 31, 2013.

- | | | | |
|----|-------------------------------|---|------------------|
| 1. | Professor Pramila Menon | – | Chairperson |
| 2. | Professor A.K. Sharma | – | Member |
| 3. | Professor Sudesh Mukhopadhyay | – | Member |
| 4. | Dr. K. Biswal | – | Member |
| 5. | Dr. Vineeta Sirohi | – | Member |
| 6. | Dr. Renu Batra | – | Member |
| 7. | Shri G.S. Bothyal | – | Member |
| 8. | Dr. Binod Kumar Singh | – | Member Secretary |

During the year 2012-13, the Committee recommended sanction of Grant-in-Aid as detailed in the table given below:

**List of Proposals Recommended for Grants-in-Aid during
April 2012 to March 2013**

Sl. No.	Name of the Organization	Title of the project	Recommended GIA amount
1.	Citizenship Development Society, New Delhi	Seminar on "The status of citizenship and value education in the Indian School System".	Rs. 2,50,000/-
2.	Centre for Educational Technology, IIT, Kharagpur (W.B.)	Short-term course on "Professional development & Educational leadership".	Rs. 3,00,000/-
3.	Chaupal Gramotthan Samiti, Chhatarpur (M.P.)	Seminar on "Capacity building of newly formed School Management Committees (SMC) about state educational policies and their roles under RTE Act 2009"	Rs. 2,50,000/-
4.	Kaivalyadhama S.M.Y.M. Samiti, Lonavla (Pune)	Conference on "Yoga and Youth: Classical and contemporary perspectives".	Rs. 5,00,000/-
5.	Shiva Shiv Sewashram Samiti Gwalior (M.P.)	Conference on "Policies for strengthening education in values among school- children and its relevance with reference to NCERT".	Rs. 3,00,000/-
6.	Indian Academy of Social Sciences, Allahabad (U.P.)	Seminar on "XXXV Indian Social Science Congress".	Rs. 3,00,000/-
7.	Rajouriya Shikshan Prasar Samiti, Morena (M.P.)	Seminar on "National Programme of Nutritional Support to Primary Education: pros-cons & Impacts".	Rs. 3,00,000/-
8.	Navodaya Mahila Mandali Anantapur (A.P.)	Seminar on "Educational Policies and their impact in rural area"	Rs. 3,00,000/-
9.	Babasaheb Bhimrao Ambedkar University, Lucknow	Conference on "29 th Biennial National Conference of Home Science association of India on Innovative Horizons & Emerging challenges for Home Scientist" held during November 4-6, 2011	Rs. 3,00,000/-
10.	Manav Sewa Sansthan, Fatehpur (U.P.)	Seminar on "Relevancy of school management committees (SMCs) under RTE Act-2009 efforts and impacts".	Rs. 3,00,000/-
11.	Peace and Social Welfare Organization, Kurnool	Seminar on "Challenges in prevention of violence & corporal punishments and shaping child-friendly Schools".	Rs. 2,50,000/-

12.	Madhav Institute of Technology and Science, Gwalior (M.P.)	Conference on "Ethics of Technology and Business in Entrepreneurship management".	Rs. 3,00,000/-
13.	Indian Academy of Social Sciences, Allahabad	Conference on "XXXVI Indian Social Science Congress".	Rs. 3,00,000/-
14.	Society for Social Transformation Andhra Pradesh	Impact study on "Right to Education Act-How effective has RTE Act Been in 2 years of its implementation".	Rs. 5,00,000/-
15.	Development Innovators, Bhubaneswar (Odisha)	Research Study on "An Evaluation on Sarva Shiksha Abhiyan Programme in Odisha".	Rs. 5,00,000/-
16.	People Council of Education Allahabad	Conference on "Third Peoples Education Congress: Focal theme-The Indian Education system-The crisis and the shifting Paradigms".	Rs. 3,00,000/-
17.	Shishu Nari Kala Prashikshan Sansthan Bihar	Seminar on "Right of Children to Free & Compulsory Education Act 2009".	Rs. 3,00,000/-
18.	De Paul Extension Services, Kerala	Conference on "Child Mental Health issues in the state of Kerala".	Rs. 3,00,000/-
19.	North East Labour Association, Guwahati	Seminar on "Importance of Promoting spoken English in Vernacular Medium Schools".	Rs. 3,00,000/-
20.	Shri Madhu Mehta Smriti Welfare Society, Khandwa (M.P.)	Seminar on "Relevance of common school system and right to education in India: Pros and Cons".	Rs. 3,00,000/-
21.	Harish Chandra Post Graduate College, Varanasi	Seminar on "Higher Education in 12 th Five Year Plan: Agenda Role of Teachers and Teachers' Movements".	Rs. 3,00,000/-
22.	Ilashree Seva Sansthan Madhubani (Bihar)	Seminar on "Right to Education (RTE) and Challenges of girls Education with Special Reference to Bihar".	Rs. 2,75,000/-
23.	Calvary Ministry, Kurnool (A.P.)	Seminar on "Biodiversity Education in Schools & Colleges" at Hindupur, Anantapur District of A.P.	Rs. 2,75,000/-
24.	Educational Technology and Management Academy, Gurgaon (Haryana)	International Conference on "ICT Culture in Education"	Rs. 5,00,000/-
25.	Nurturing for Economical and Educational Development Society, Kurnool (A.P.)	Seminar on "Develop the capacity Building and awareness through the seminar on Right to Education Act 2009"	Rs. 3,00,000/-
26.	Nagen Sharma Memorial Society Guwahati (Assam)	Seminar on "To promote effective moderation technique for delivering quality education."	Rs. 2,50,000/-

27.	Indian History Congress, Delhi	Seminar on "73 rd Annual Session of Indian History Congress University of Mumbai Kalina Campus Mumbai".	Rs. 3,00,000/-
28.	Health Education and Development Society (HEADS), Karur (Tamil Nadu)	Seminar on "Enhancing the knowledge skills and information of the honorable members of the Village Education Committees of 50 Panchayats in Kulithalai Taluk, Karur towards enhancing the performances of the students in Government run schools and achieving the goals of RTE Act".	Rs. 3,00,000/-
29.	Society for women empowerment through development action (SWETDA), Orissa	Conference on "School Management Committee on Right to Education Act (RTE)-2009".	Rs. 3,00,000/-
30.	Avtar Smriti Shiksha Evam Kalyan Samiti, Morena (M.P.)	Seminar on "Different policies related to Inclusive Education (educational rights of disabled in basic elementary education) and their impact in Morena district of M.P".	Rs. 3,00,000/-
31.	Chand Minority Welfare Association, Kurnool (A.P.)	Seminar on "compulsory education for the destitute & underprivileged children, particularly girls in India".	Rs. 3,00,000/-
32.	Mateshwari Jan Kalyan Samiti, Chattarpur (M.P.)	Seminar on "OBC Reservation Policy in Higher Education in India: efforts and impact".	Rs. 3,00,000/-
33.	Adarsh Yuva Vikas Samiti, Hardoi (U.P.)	Seminar on "Adult Education in India : Importance, Problems and Solutions"	Rs. 3,00,000/-
34.	Antyaj Seva Samiti, Bihar	Seminar on "Right to Education problem & solution".	Rs. 2,70,000/-
35.	Kundu Area Rural Development Society, Kurnool Distt.	Seminar on "Education for Women's Empowerment: Prospects & Challenges"	Rs. 2,50,000/-
36.	Society for Peace Rural Education & Awareness Development, A.P.	Workshop on "Roles and Responsibilities of PRIs in effective implementation of RTE Act 2009"	Rs. 3,00,000/-
37.	Anand Memorial Foundation, Patna (Bihar)	Seminar on "Challenges to Ensure educational rights to children to Excluded communities (with special reference to Right to Education Act 2009-RTE)"	Rs. 3,00,000/-
38.	Suman Shiksha Yevam Samaj Kalyan Samiti, Gwalior (M.P.)	Workshop on "Menstrual Management for School girls under the scheme of Studies Seminars Evaluation etc. for implementation of Education policy".	Rs. 2,75,000/-

39.	Development of Integrated Nurturing Association to Kindle Awakening for Renaissance (DINAKAR), Kurnool (A.P.)	2 Day National Seminar on “Challenges of Migrant Children Education” at Anantapur Distt. of Andhra Pradesh”.	Rs. 2,75,000/-
40.	Little Flower Educational Society, Kurnool (A.P.)	Seminar on “Education for Minorities children: Issues & Challenges at Kurnool District of A.P.”	Rs. 2,75,000/-
41.	Keerthi Health Educational and Rural Development Society (KHERDS), Kurnool (A.P.)	Seminar on “Critical Issues of Teacher Education in Implementation of Right to Education Act”.	Rs. 2,75,000/-
42.	Madhavi Welfare Society, Gwalior (M.P)	Seminar on “Need of vocationlization in Indian education System: Policies & their Impacts.”	Rs. 3,00,000/-
43.	Sona Education Society, Gwalior	Conference on “Role of basic & supporting services to upgrade the quality of elementary education: an impact and policy analysis.”	Rs. 3,00,000/-
44.	Smt. Vajjayanti Devi Shiksha Prasar Samiti, Morena (M.P)	Seminar on “Role of teacher’s trainings in quality elementary education: relevant policies and their impacts”.	Rs. 3,00,000/-
45.	Vijay Vardhan Sansthan, Gwalior	Seminar on “Role of Panchayti Raj Institutions in Management and planning of school education in rural areas: with special reference to RTE polices of India”.	Rs. 3,00,000/-
46.	Smt. Pankunwar Bai Shiksha Samiti, Dewas (M.P.)	Seminar on “Participation of Minority women in higher education and relevant educational policies for minorities”.	Rs. 3,00,000/-
47.	Gram Panchayat Raj-Kinarro, Bihar	“Capacity Building workshop about the role of Panchayat Block & Distt. Funcionaries in context of Right to Education Act at Distt. Muzffarpur Bihar”.	Rs. 3,00,000/-
48.	Kalabandhu Kalaparishad Kurnool (A.P.) 25 th meeting	Seminar on “Concerns & Challenges of Financing Higher Education at Hyderabad A.P.”	Rs. 2,75,000/-
49.	Aligarh Historians Society, Aligarh	Seminar on “Ideology Literature and Social Reality in India’s Past and Present”	Rs. 2,75,000/-
		TOTAL	1,50,20,000/-

**ADMINISTRATION, FINANCE AND
SUPPORT SERVICES**

10

ADMINISTRATION, FINANCE AND SUPPORT SERVICES

ADMINISTRATION

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

<i>Ex-Cadre Post</i>	<i>Number</i>
Vice Chancellor	01
Registrar	01
<i>Cadre Post</i>	
Faculty (Vice-Chancellor, Professors, Associate Professors, Assistant Professors)	42
Academic Support Staff	16
Administration, Finance, Secretarial and other Technical Staff	67
Auxiliary Staff (Group D)	36
Total	163

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

During the year 2012-2013, following new appointments/retirements have taken place:

Appointments

Group 'A'

Sl. No.	Name	Designation	Date of Appointment
1.	Dr. Mona Sedwal	Assistant Professor	21.05.2012
2.	Dr. Kashyapi Awasthi	Assistant Professor	22.05.2012
3.	Dr. Naresh Kumar	Assistant Professor	22.05.2012
4.	Dr. V. Sucharita	Assistant Professor	31.05.2012
5.	Dr. Suman Negi	Assistant Professor	04.06.2012
6.	Mrs. Puja Singh	Librarian	15.01.2013

Group 'B'

Sl. No.	Name	Designation	Date of Appointment
1.	Ms. Suchitra Prajapati	Assistant	17.04.2012
2.	Shri Rajesh Kumar	MTS	20.06.2012
3.	Shri Bansi Dhar	MTS	21.06.2012
4.	Shri Irfan	MTS	21.06.2012
5.	Shri Gaurav	MTS	21.06.2012
6.	Shri Amit Dhawan	MTS	22.06.2012
7.	Shri Sandeep Kumar	MTS	28.06.2012
8.	Ms. Priyanka	MTS	17.07.2012
9.	Shri Naresh Bhardwaj	MTS	06.09.2012

Retirement

Group 'A'

Sl. No.	Name	Designation	Date of Retirement
1.	Mrs. Deepak Makol	Librarian	30.04.2012

Group 'B'

Sl. No.	Name	Designation	Date of Retirement
1.	Mrs. Sudha Sood	Section Officer	31.07.2012

FINANCE AND ACCOUNTS SECTION

The Finance and Accounts services at NUEPA are managed through Accounts Section, which is headed by Finance Officer and managed by Section Officer, Accountant and about eight members of office and secretarial staff. This section is responsible for preparation of budget, monthly salaries and pension bills, other personal claims, such as medical reimbursement. LTC bills, Advances etc., processing of bills for supply of goods, works, contracts etc., pre-auditing, coordination with external audit and all other matters related to finance and accounts. It plays a significant role in providing timely guidance on all financial matters and effective assistance in examining all proposals with regard to financial involvement, audited statements, utilization certificate etc.. The Finance Officer is the Member Secretary of the Finance Committee, which exercises general supervision over the finances of the University, gives directions and lays down limits for various categories of expenditure. The details of Grants received from MHRD during the last five years is given in the table below:

Details of Grants Received (2008-2013): (Rs. in lakh)

S.No.	Head	2008-09	2009-10	2010-11	2011-12	2012-13
1.	Grant-in-aid (Plan)	651.00	1000.00	1013.59	1197.60	1129.80
	Grant-in-aid (Non-Plan)	668.00	1050.00	1092.00	1033.55	1070.44
	Internal Receipts	79.31	126.97	117.13	110.11	101.87
	Total	1398.31	2176.97	2222.72	2341.26	2302.11
2.	Expenditure (Plan)	759.46	851.60	980.33	1106.38	-
	Expenditure (Non-Plan)	689.91	1137.74	1123.05	1059.36	-
	Total	1449.37	1989.34	2103.38	2165.74	-
3.	Internal Receipts as % of Expenditure	1%	1%	1%	1%	-
4.	Grant-in-aid as % of Expenditure	100%	100%	100%	100%	-

It may be observed, from the above Table, that the NUEPA grant has been increasing significantly from 2008-09 to 2012-13 and its expenditure has also increased proportionately, and is directly linked with progressive increase in magnitude and scope of activities at NUEPA in the preceding years.

ANNEXURE

ACADEMIC CONTRIBUTION OF FACULTY

ANNEXURE

ACADEMIC CONTRIBUTION OF FACULTY

DEPARTMENT OF EDUCATIONAL PLANNING

S.M.I.A. Zaidi (HOD)

Publications

Published

Innovative Models for Secondary Education in South Asia (Co-author with Dr N.K. Mohanty) developed for 'Results for Development Institute (R4D) Washington DC (USA), 2012.

Secondary Education: Planning and Appraisal Manual (Co-author) published by NUEPA, New Delhi, 2012.

Financing of Secondary Education under RMSA in the 11th Five Year Plan: An Analysis of Funds Released to the North-Eastern states (Reading material for the Orientation Programme on Planning and Management of School Finances for North-Eastern States, October 2012.

Access to Secondary Education in North-Eastern States: What SEMIS data reveal, NUEPA Occasional Paper 43, 2013.

Research Project Completed

A Study of Small Primary Schools in India: Analysis of Schools Report Cards of selected districts in four States, NUEPA, June 2012.

National and International Seminars/Workshops attended

As a resource person, participated in State level Workshop on 'School Mapping at Secondary level', organized by State Project Office, RMSA, Sikkim at Gangtok during May 7-8, 2012.

As a resource person, participated in one-day workshop on 'Preparation of Perspective Plan on Teacher Education' for East Delhi District, organized by DIET, Karkardooma on July 13, 2012.

As a resource person, participated in one-day Workshop on 'Preparation of Perspective Plan on Teacher Education' for North-West Delhi District, organized by DIET, Rajender Nagar on July 18, 2012.

As a resource person, attended Asian Region Skills Symposium, organized jointly by Results for Development Institute, USA and NUEPA on January 9-10, 2013 at India Habitat Centre, New Delhi. Also chaired a session in the Symposium.

Participated in the Conference of Education Secretaries and State Project Directors of RMSA, held at Vigyan Bhawan, New Delhi on January 29, 2013.

As a resource person, participated in a three-day Workshop on Preparation of Integrated AWP&B 2013-14, organised by Deptt. of School Education & Literacy, Ministry of Human Resource Development (MHRD), for Southern Region at Bangalore on February 1-3, 2013.

As a resource person, participated in a three-day Workshop on Preparation of Integrated AWP&B 2013-14, organised by Deptt. of School Education & Literacy, Ministry of HRD, for Northern Region at New Delhi on February 25-27, 2013.

Important Meetings attended outside NUEPA

As a representative of NUEPA, attended 31st Executive Committee Meeting of SSA, Karnataka, organized by State Project Office, SSA, Karnataka, at Bangalore on April 12, 2012.

As a representative of NUEPA, attended 32nd Executive Committee Meeting of SSA, Karnataka, organized by State Project Office SSA, Karnataka, at Bangalore on June 18, 2012.

As an expert member, attended meeting for review and finalization of Course design for training of educational administrators and Head teachers, to be organized by Delhi DIETs, at DIET, R.K. Puram on July 02, 2012.

As a representative of NUEPA, attended 33rd Executive Committee meeting of SSA, Karnataka, organized by State Project Office, SSA, Karnataka, at Bangalore on August 22, 2012.

As a member, attended mid-term Programme Advisory Committee (PAC) Meeting of DIET, Moti Bagh on December 19, 2012 at SCERT, New Delhi.

As a member, attended Mid-term Programme Advisory Committee (PAC) Meeting of DIET, R.K. Puram on December 20, 2012 at SCERT, New Delhi.

As a member, attended mid-term Programme Advisory Committee (PAC) Meeting of DIET Keshav Puram on December 20, 2012 at SCERT, New Delhi.

As a member, attended Mid-term Programme Advisory Committee (PAC) Meeting of SCERT on December 24, 2012 at SCERT, New Delhi.

As a member, attended Annual Programme Advisory Committee (PAC) Meeting of DIET, Karkardooma at SCERT on February 6, 2013.

As a member, attended Annual Programme Advisory Committee (PAC) Meeting of DIET, Ghummanhera at SCERT on February 7, 2013.

As a member, attended Annual Programme Advisory Committee (PAC) Meeting of DIET, R.K. Puram at DIET on February 8, 2013.

As a member, attended Annual Programme Advisory Committee (PAC) Meeting of DIET, Moti Bagh at DIET on February 8, 2013.

As a member, attended Annual Programme Advisory Committee (PAC) Meeting of SCERT held at SCERT, Delhi on February 20, 2013.

Mona Khare

Publications

Published

'Aligning India's Higher Education to the Employability needs of A Global Economy' Paper presented in 18th Conference of Commonwealth Education Ministers (18CCEM), University of Mauritius, August 27-30, 2012.

Skills for Employability: South Asia (with Aarti Srivastava), NUEPA, India and Results for Development, USA, August, 2012.

Transition in Higher Education Policy, Economic and Political Weekly, Vol. XLVII no 15, 14 April, 2012.

Regional Pattern of Occupational Diversification and Sectoral Development in Madhya Pradesh (with Roopali Shewalkar), Indian Economic Journal – Special Issue 1, Dec, pp 03-24, December, 2012.

Carbon Emissions, Mitigation and Growth: India's position in Renewable Energy Sector (with Roopali Shewalkar), in Kawadia Ganesh and Kanhaiya Ahuja (ed) Trade and Environment under WTO Regime, A.K. Publishers, Ghaziabad, India, 2012.

Research Projects Completed

Skills for Employability: South Asia, Innovative Secondary education for Skill Enhancement (ISESE) project: Commissioned research study by R4D, Washington, DC, funded by Rockefeller Institute.

Participation in International and National Conferences/Seminars/Workshops

National

Coordinator, Chair and Moderator, Round Table on Skills for Employability in South Asia, jointly organized by NUEPA and PHD Chamber of Commerce and Industry, at PHD House, New Delhi, April 30, 2012

Coordinator, Chair and Moderator, Round Table on Assessment of Skill Gaps for Employability—Central India, jointly organised by NUEPA and Bhopal Management Association, at Amer Palace, Bhopal, May 7, 2012.

Coordinator, Chair and Moderator, Round Table on Skills for Employability – India Western Zone, jointly organised by NUEPA and Yuva Parivartan, Mumbai, at Indian Merchants Chamber, Mumbai, May 24, 2012.

National level Workshop on MMP in School Education, Ministry of Human Resource Development, India Habitat Centre, New Delhi, July 26, 2012.

Opening Address as Chairperson in the concurrent session on the theme Issues in Functional Management on November 28, 2012 at the 7th National Level Conference on

“Entrepreneurship Employability & Business Education”, at India International Centre, New Delhi, November 27-28, 2012.

Discussion Meet on Formulation of Sector Skill Council in the Education sector, MHRD, New Delhi, November 29, 2012.

National Steering-cum-Monitoring Committee meeting regarding finalization of Mid-Day Meal guidelines, MHRD, Shastri Bhawan, New Delhi, December 21, 2012

Chaired India Group Session in the Skills Symposium, jointly organized by Results for Development, USA and NUEPA, New Delhi, IIC, January 9-10, 2013.

Discussion Meet on the Detailed Project Report for the MMP in School Education, MHRD, Shastri Bhawan, New Delhi, January 24, 2013.

International

Paper presented at the 18th Conference of Commonwealth Education Ministers (18CCEM), University of Mauritius at August 27-30, 2012.

Discussant and Invited Member at the Asia Pacific Regional Meeting on Financial Inclusion and Literacy, held at the Central Bank of Philippines, in Manila, Philippines jointly organized by Child and Youth Finance International and Central Bank of Philippines, December 4, 2012.

Group work and presentation, Plan of Action for SDGs/MDGs in SAARC Region and Speaker at International Workshop on “SAARC Development Goals: Commitments, Achievements and Challenges”, organized by SAARC Human Resource Development Centre, Islamabad, Pakistan and Department of Higher Education, Ministry of HRD, New Delhi, India, November 20-22, 2012.

Judge, Final round of Presentations, IIMT - Oxford Brookes University, UK, Innovation Challenge 2012 a National level competition for Senior secondary students, December 14, 2012.

K. Biswal

Publications

Unpublished

Statistics on Secondary Education in India, (with Prof. S.M.I.A. Zaidi and Dr. N.K. Mohanty), being published by NUEPA (in press).

Draft Suggestive Framework for Developing the School Improvement Plan, mimeo. Training material developed and tried out in one of the state-level programmes (Training Programme on Planning for Secondary Education for Heads of Secondary/Higher Secondary Schools in Goa) in January 2013. The framework can be further developed to feed into a manual for SIP.

Revised (with Dr. N. K. Mohanty) the Simulation Exercise on District Planning in Secondary Education with Focus on RMSA, June 2012.

Training Programmes/Workshops Designed and Conducted

Designed and conducted (with Dr. N. K. Mohanty) the Training Programme on Appraisal of Secondary Education Plans from August 27-31, 2012 at NUEPA, New Delhi.

Designed and conducted (with Dr. N. K. Mohanty) the Training Programme on District Planning in Secondary Education from September 24-28, 2012 at NUEPA, New Delhi.

Designed and conducted (with Dr. N. K. Mohanty) the Training Programme on District Planning in Secondary Education for North-Eastern States from November 27 – December 01, 2012 in Guwahati, Assam.

Designed and conducted the State-Level Workshop on “School Mapping at Secondary Level and Formulation of AWP & B under RMSA”, organized by the Directorate of Rashtriya Madhyamik Siksha Abhiyan, Government of J&K, in Srinagar from July 2-4, 2012. The workshop was fully funded by the Government of J&K.

Designed and conducted the Training Programme on Planning for Secondary Education under RMSA for DEOs and Heads of Secondary/Higher Secondary Schools, organized by Goa Rashtriya Madhyamik Siksha Abhiyan, Directorate of Education, Government of Goa, from January 23-25, 2013 at Panaji.

Important Consultancy and Advisory Services Rendered

Contributed (with Dr. N. K. Mohanty) in the preparation and finalization of Results Framework and Monitoring Document of RMSA, MHRD, Govt. of India. Provided baseline (2009/10) data for all the quantitative indicators in the RFD on the basis of analysis of SEMIS 2009/10 data. Also, provided the targets for each of the quantitative indicators in the RFD, based on the analysis of past trends and the likely future changes due to implementation of the RMSA and other related interventions in the secondary education sub-sector. This enabled the MHRD to negotiate with donors and finalize the RFD for monitoring progress in RMSA.

Acted as a Resource Person in the Regional Level Workshop on “Preparation of Integrated AWP&B 2013-14”, organized by Department of School Education & Literacy, MHRD, Govt. of India and Ed.CIL from February 18-20, 2013 in Guwahati, Assam.

Acted as a Resource Person in the National Level Workshop on “Preparation of Integrated AWP & B 2013-14”, organized by Department of School Education & Literacy, MHRD, Govt. of India and Ed.CIL, New Delhi from February 25-27, 2013 at ICSSR, New Delhi.

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

N. K. Mohanty

Publications

Published

Innovative Models for Secondary Education in South Asia (Co-authored with Prof. S.M.I.A. Zaidi), a paper prepared under the Research Project on Innovative Secondary Education for Skills Enhancement (ISESE) Phase-I, funded by Results for Development Institute with support from Rockefeller Foundation, Washington D.C., U.S.A.

Unpublished

Revised (with Dr. K. Biswal) the Simulation Exercise on District Planning in Secondary Education with Focus on RMSA, June 2012.

Statistics on Secondary Education in India (with Prof. SMIA Zaidi and Dr. K. Biswal)

Participation in National and International Conferences/Seminars/Workshops

National

Organized, participated and acted as a Resource Person in the Asia Regional Skills Symposium, jointly organized by Result for Development (R4D), Washington D.C. and NUEPA, New Delhi at India Habitat Centre, Lodhi Road, New Delhi from January 9-10, 2013.

Participated in the Conference of State Education Secretaries and State Project Directors of RMSA, held at Vigyan Bhawan, New Delhi on January 29, 2013.

Acted as a Resource Person in the National Level Workshop on “Preparation of Integrated AWP & B 2013-14”, organized by Department of School Education & Literacy, MHRD, Govt. of India, and Ed.CIL, New Delhi, at ICSSR, New Delhi from February 25-27, 2013.

Training Programmes/Workshops Conducted/Organised

Designed and conducted (with Dr. K. Biswal) the Training Programme on Appraisal of Secondary Education Plans from August 27-31, 2012 at NUEPA, New Delhi.

Designed and conducted (with Dr. K. Biswal) the Training Programme on District Planning in Secondary Education from September 24-28, 2012 at NUEPA, New Delhi.

Designed and conducted (with Dr. K. Biswal) the Training Programme on District Planning in Secondary Education for North-Eastern States from November 27 – December 01, 2012 in Guwahati, Assam.

Designed and conducted the State Level Workshop on “School Mapping at Secondary Level and Formulation of AWP & B under RMSA”, organized by the Directorate of Rashtriya Madhyamik Shiksha Abhiyan, Government of J&K in Srinagar from July 2-4, 2012.

Designed and conducted the Training Programme on Planning for Secondary Education under RMS for DEOs and Heads of Secondary/Higher Secondary Schools, organized by Goa Rashtriya Madhyamik Siksha Abhiyan, Directorate of Education, Government of Goa from January 23-25, 2013 at Panaji.

Acted as a Resource Person in the Orientation Programme on “Planning and Management of School Education in Educationally Backward Districts” from January 21-25, 2013 at NUEPA, New Delhi.

Training Programmes/Orientation Course Attended

Attended the Refresher Course in Education (ID), conducted by Centre for Professional Development in Higher Education (CPDHE), University of Delhi, from March 1-21, 2013

Important Consultancy and Advisory Services Rendered

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

Acted as a Resource Person in the National Level Workshop on “Preparation of Integrated AWP & B 2013-14”, organized by Department of School Education & Literacy, MHRD, Govt. of India, and Ed.CIL, New Delhi, from February 25-27, 2013 at ICSSR, New Delhi.

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

Attended various Project Approval Board Meetings of the RMSA, held at MHRD, Shastri Bhavan, New Delhi during May 2012 to January 2013.

Suman Negi

Publications

Published

One of the co-authors of the edited book - ‘Globalisation and Cultural Practices in Mountain Areas - Dynamics, Dimensions and Implications,’ Indus Publishing House, New Delhi, 2012.

Participation in National and International Conferences/Seminars/Workshops

National

Presented a paper on ‘Spatial and Socio-Economic Factors in Access to Education: A case Study of Himachal Pradesh’ in the faculty colloquium at NUEPA on August 16, 2012.

Participated in the Workshop on ‘SAARC Development Goals: Commitments, Achievements and Challenges’, New Delhi, November 20-22, 2012.

Participated in the National Conference on ‘Tea culture and Science – Special reference to Present Scenario of Indian Tea’ at Sikkim University, Gangtok on April 9, 2013.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

K. Sujatha (HOD)

Publications

Published

Gurukulams as Residential Schools: Equity and Excellence in Educating Scheduled Tribes in India, in J. MacBeath, M. Younger (eds), A Common Wealth of Learning: Millennium Development Goals Revisited, Routledge, Abingdon. 2013.

Vocational Education in India: Policies and Status, in Vinayagam Chinapah and Li Wang (eds) Strategies to Achieve Balanced Inclusive Educational Development, Stockholm University, Stockholm, Sweden, 2012.

Schooling and Change in Tribal Areas in Raja Reddy(ed), Contemporary Indian Society Shipra Publications, New Delhi, 2012.

Multi-Lingual Education: An Innovation in improving Quality of Learning among Tribal Children, Paper presented in National Conference on Innovative Practices in School Education organized by Centre for Innovations in Public Systems, Hyderabad, November 9-10, 2012.

Workshop/Conferences organized

ANTRIEP Regional Workshop on “Vocational Education: Policies, Programmes and Innovations”, November 5 - 8, 2012.

State Level Conference for DEOs and BEOs on “Educational Management and Administration” in Thiruvananthapuram, Kerala, February 6-7, 2013.

ANTRIEP Newsletter

Edited two volumes of ANTRIEP Newsletter, 2012.

Other Activities

Member, ICSSR Advisory Committee for the Research Project on “Educational Status of Scheduled Tribes and Schedules Castes: Attainments and Challenges”.

Led the team to evaluate Making Right to Education work for Tribal Children in Odisha India Project by Welthungerhilfe during August 25-28, 2012.

Member Executive Board NEG-FIRE.

Brought out two occasional papers and two are in final stage.

Kumar Suresh

Publications

Published

‘Identity and Inclusion of Minorities’ in Special Issue of Journal, Canadian Diversity on ‘Rethinking Equity in Quebec and India: Towards Inclusive Societies’ edited by Marie McAndrew, Priti Singh and Emilie Parent. Vol. 10, 1 Spring, 2013

Book Review Diane Ravitch (2011): *The Death and Life of the Great American School System—How Testing and Choice are Undermining Education* (Revised and Expanded Edition). Basic Books, New York. ISBN: 978-0-465-025572, Pages 334, *Journal of Educational Planning and Administration*, XXVI, No. 4, October 2012

Book Review, Zoya Hasan and Martha C. Nussbaum (eds.). (2012): *Equalizing Access: Affirmative Action in Higher Education in India, United States, and South Africa*, Oxford University Press, New Delhi. ISBN No. 0-19-807505-7, *Journal of Educational Planning and Administration* (Under publication)

Participation in National and International Conferences/Seminars/ Workshops

National

Right to Education and Child Rights Presentation made as valedictory address in the National Seminar on Child Rights, PGDAV College, Dehradun, July 28-29, 2012

‘Globalisation and the Education: Issues of Policy and Governance’, presented in the Seminar on “Islam and Globalisation”, organised by AL-Mustafa University to its India Branch in collaboration with Department of Islamic Studies, Jamia Hamdard, October 20, 2012.

‘Negotiating Tradition and Modernity: The Indian Experience’, Presentation in the Seminar on “Tradition and Modernity: Changing Dimensions”, organized by Institute of Social Sciences, Vasant Kunj, New Delhi on November 3, 2012.

Presentation made on ‘Challenges and possibilities for Self-Financing institutions in the Contemporary Context of Higher Education’ made in the Inaugural session of the two-day National Conference on “Role of Self-Financing institutions in the Contemporary Context of Higher Education”, organized by the Council of the Principal of Self-Financing Colleges at Gorakhpur, UP on March 10, 2013.

International

Paper presented on “Constitutionalism and Secularism in the Age of Religious Revival” at the International Round-table on Constitutionalism, organized by International Association of Constitutional Law, Belgrade, Serbia, May 3-6, 2012.

Training Programmes:

(a) Training Programme Organised

One-week National Workshop on “Strengthening the Role of Equal Opportunity Cells/ Special Cells in Universities and Colleges”, December 17-21, 2012.

(b) Academic Contribution as Resource Person in Training Programmes of NUEPA

Presentation made on “Inclusion of Minorities in School Education” as panelist in the Orientation Programme on ‘Planning and Management of School Education in Educationally Backward Districts’ on January 23, 2013

Presentation on the “Idea of Equal Opportunity Cell: A Thematic Introduction” in the National Workshop on ‘Strengthening the Role and Functioning of Special Cells/ Equal Opportunity Cells in Universities and Colleges’ on December 17, 2012.

Consultancy and Support to Public Bodies as Expert Member

As a member of Academic Advisory Committee of the Academic Staff College, Pt. Ravishankar Shukla University, Raipur, Chhattisgarh attended the meeting of the Committee on September 4, 2012.

As member of the Expert Committee, constituted by the Distance Education Council, visited Tumkur University, Tumkur, Karnataka, December 4-5, 2012 to evaluate the proposal of starting courses in the open distance learning mode.

As member of Advisory Committee (UGC nominee) of the UGC Area Study Programme on Central Asia, Jawaharlal Nehru University, New Delhi, attended the meeting on May 9, 2012.

Evaluation of Ph.D. Thesis and M. Phil Dissertations outside NUEPA during this period

Ph. D. thesis of the following institutions

University of Delhi	-	One
Jawaharlal Nehru University, New Delhi	-	Two
Jamia Millia Islamia, New Delhi	-	Two

M. Phil Dissertations

University of Delhi	-	One
Jawaharlal Nehru University, New Delhi	-	One

Vineeta Sirohi

Publications

Unpublished

Submitted final paper on "Skills defined by curricula in South Asia and South East Asia" to R 4 D, Washington DC on July 31, 2012.

Research Projects

Completed

Completed Research Study as a lead author on "Skills defined by Curricula in South Asia and South East Asia" under the project of "Innovative Secondary Education for Skills Enhancement (ISESE) funded by Results for Development Institute and Rockefeller Foundation, U.S.

Participation in National and International Conferences/Seminars/ Workshops

National

Participated in 3-day International Conference on "Integration of Academic Courses with Vocational Education in Secondary Schools", organized jointly by UNESCO and the National Institute of Open Schooling (NIOS), from February 17-19, 2012 in New Delhi.

Participated in a meeting in MHRD on review of the work being carried out in the Pilot Programme in Haryana on April 12, 2012.

Participated in the capacity of core member in the meeting of core members for NUEPA-NCSL Partnership School Leadership Programme on April 23, 24 & 27, 2012 at NUEPA.

Participated in the capacity of Project Coordinator in the meeting on Project Proposal on TVET Teacher and Student Mobility (EAS-EMM) on May 2, 2012 at MHRD.

Participated in the capacity of Project Coordinator in a review meeting on Cooperation in Education sector with ASEAN and EAS countries on June 4, 2012 at MHRD.

Participated in South Asian Regional Workshop on “Skill Development and Employability”, June 25, 2012 at Imperial Hotel, Janpath, New Delhi.

Participated in the NUEPA-NCSL Partnership School Leadership Programme under UKIERI on July 16-17, 2012.

Presented a paper on “School Curricula and Skills in South Asia and South-East Asia” in the faculty colloquium at NUEPA on June 26, 2012.

Participated in an International Symposium on “Flexi Models of Skill Training”, organized by NIOS at India Habitat Centre, New Delhi on October 17, 2012.

Participated in ANTRIEP Regional Workshop on “Vocational Education and Skill Development” from November 5-8, 2012 at ICSSR.

Participated in the capacity of GAIC member in the meetings on August 7, 2012 and December 17, 2012.

Chaired a session on National Qualification Framework in Asia Regional Skills Symposium, organized by NUEPA in collaboration with R4 D Institute at India Habitat Center, January 9-10, 2013

International

Participated in the capacity of Project Coordinator in a Workshop on East Asia Summit Education Ministers Meeting Collaborative Projects, at Hotel Atlet Century Park, Senayan, Jakarta, Indonesia, from June 8-10, 2012.

Participated in the capacity of MHRD nominee in East Asian Summit (EAS) TVET provider Network Workshop from November 14-16, 2012 at Melbourne, Australia.

Organization of Training Programmes

Organized a National Discussion Meet on “Secondary Education and Transition to Work” at NUEPA from December 19-21, 2012.

R. S. Tyagi

Publications

Published

Paper published on “Globalization and Administrative Reforms in Education in India” in the University News Vol.50, No. 32, August 06-12, 2012, ISSN-0566-2257 by Association of Indian Universities, New Delhi.

Paper published on “Instructional Supervision in Secondary Schools—School-based Approach for Quality Management”, in the Journal of DEIFOERA, ISSN, Faculty of Education, Dayalbagh Educational Institute, Vol. 6, December 2012, Dayalbagh, Agra.

Participation in National and International Conferences/Seminars/ Workshops

National

Participated in State Level Conference for DEOs and AEOs of Kerala on Educational Planning and Management from February 6-7, 2013, organized by the Department of Educational Administration, NUEPA

Training Programmes

14th Management Development Programme on “Leadership in Educational Administration for the Principals of Senior Secondary Schools affiliated to CBSE” from October 8-12, 2012, NUEPA, New Delhi. Forty-four Principals of private Senior Secondary Schools, from different parts of the country participated in the five-day programme.

Provided support in organizational activities and in Report Writing and participated in Orientation Programme in Educational Administration for Jammu & Kashmir officials in the Department of Education, June 2-6, 2012, Srinagar, J & K.

Model Education Code

Following activities were conducted:

- Visited Jodhpur for preparation of Chapters with Shri C.S. Mehta, September 26-28, 2012.
- Conducted Meeting of the Committee on Model Education Code at NUEPA on October 31, 2012.
- Conducted Sub-Committee Meeting of the Model Education Code, NUEPA, December 12-13, 2012.
- Visited Jodhpur from January 21-25, 2013 to discuss with Mr. C. S. Mehta the 10 draft chapters of Model Education Code.
- Visited Jodhpur for Sub-Committee Meeting on March 8-11, 2013 for finalization of First Draft.

Contributed the following chapters for Model Education Code Report:

- Decentralization and Local Authority

- Examinations
- Admissions
- Inclusive Education for CWSN
- Minority Education (part)
- Introduction
- Member of Academic Council—Participation in two meetings of Academic Council of the University.
- Participation in the Departmental Advisory Committee Meeting.
- Participation and Organization of Task Forces in the training programmes

Manju Narula

Publications

Published

Published paper on “Indian Society: Issues & Problems” in Research Journal of Arts, Management and Social Sciences, Vol. XIII (ISBN 0973-3914) December 2012.

Occasional paper on “Emerging Issues at Secondary Level: Focus on Private Schools in Madhya Pradesh, India”, May 2012.

Unpublished

Accepted paper on “Educational development of Muslim minority - with special reference to Muslim dominated states of India” in the Journal of Education and Research.

Participation in National and International Conferences/Seminars/ Workshops

National

Participated in the 3-day Conference of Comparative Education Society of India (CESI) in University of Jammu from October 10-12, 2012.

Presented paper on “Gender Disparity and Policies of Inclusion: With Special Reference to Jammu & Kashmir” organised by Comparative Education Society of India in University of Jammu from October 10-12, 2012.

Participated in the Meeting of RMSA in Haryana New Secretariat, Chandigarh, May 23, 2012.

Participated in the capacity of NUEPA nominee in the Appraisal Meetings of Annual Work Plan and Budget 2012-13 for SSA of the states/UTs at Shastri Bhawan, New Delhi.

Organization of Training Programmes

Organized Orientation Programme in Educational Administration for Jammu & Kashmir Officials, Department of Education, at Srinagar, J&K from June 1 to 6, 2012.

Teaching and other academic support

Examiner for MA Education in IGNOU of the Courses: Dimensions of Educational Management (Course No. 042) and Institutional Management (Course No. 044).

External Examiner of M.Ed. Course-652, Guru Gobind Singh Indraprastha University, New Delhi.

Supervised M.Phil. Scholar, Ms. Lipta Samal, "A Study of Drop-out Among Muslim Girls of Malda District in West Bengal" (April 2012).

Guidance to M.Phil Scholar, Sajjad Ahmad Dar, on "Social Exclusion in Education: A Case Study of Gujjars in Kulgam District in Jammu & Kashmir".

V. Sucharita

Publications

Unpublished

"Negotiating between family, peers and school: understanding the world of a government school and private school students" in Compare: A Journal of Comparative and International Education (Forthcoming).

Participation in National and International Conferences/Seminars/ Workshops

National

Participated in two-day State level conference for DEOs and BEOs in Thiruvananthapuram, Kerala from February 6-7, 2013.

Paper Presentations

Presented a paper on "Differential school culture and education - An ethnographic study of a government school and a private school" in NUEPA faculty colloquium on July 19, 2012.

Presented a paper titled "Differential school administration and management: Reflections from an anthropological study of a government school and a private school" in CESI conference held in Jammu, October 10-12, 2012.

Presented a paper titled "Classroom discourses and its implications on teaching-learning process" in an international conference, organised by International Union of Anthropological and Ethnological Society (IUAES) in Bhubaneswar, November 26-30, 2012.

Training and Workshop

Associated with Prof. K. Sujatha in ANTRIEP regional workshop on "Vocational Education: Policies, Programmes and Innovations" held in November 2012

Book Review

Reviewed "Dynamic Approaches to School Improvement" by B.P.M. Creemers and L. Kyriakides and submitted to Journal of Educational Planning and Administration.

DEPARTMENT OF EDUCATIONAL FINANCE

Jandhyala B. G. Tilak (HOD)

Publications

Published

“The Great Expansion of Higher Education in BRIC Countries”, Journal of Educational Planning and Administration 26 (4) (October): 535-65 (jointly with Martin Carnoy, Prashant Loyalka, Isak Froumin, Rafiq Dossani and Wang Rong).

“Getting the quality right: Engineering education in the BRIC countries” (jointly with Prashant Loyalka, Martin Carnoy, Isak Froumin and Rafiq Dossani) Stanford University: Centre for Education Policy Analysis, working paper. <http://cepa.stanford.edu/content/getting-quality-right-engineering-education-bric-countries>

“South-South Cooperation: India’s Programme of Development Assistance – Nature, Size and Functioning” (August 2012), International Symposium on Asian Emerging Donors and Japan in Education Sector Development Cooperation. Nagoya/Tokyo: Nagoya University and Japan International Cooperation Agency (October 25-26, 2012).

“Financing of Higher Education: Traditional versus Modern Approaches”, Yükseköğretim Dergisi Journal of Higher Education (Istanbul, Turkey), April 2012.

Unpublished

“University Expansion in a Changing Global Economy: Triumph of the BRICS?” (jointly with Martin Carnoy, Prashant Loyalka, Maria Dobryakova, Rafiq Dossani, Isak Froumin, Katherine Kuhns and Wang Rong), Stanford University Press, June 2013 (in press).

“Higher Education in India: In Search of Equality, Quality and Quantity”. Readings on The Economy, Polity And Society (Essays from Economic and Political Weekly). Hyderabad: Orient BlackSwan., 2013 [edited], in press.

Readings in Literacy and Adult Education. New Delhi: NUEPA, 2013, in press. (Edited jointly with A. Mathew).

“Trade in Higher Education. The Role of the General Agreement of Trade in Services (GATS)”, Fundamentals of Educational Planning No. 95. Paris: UNESCO International Institute for Educational Planning.

Participation in National and International Conferences/Seminars/Workshops

National

Annual International Conference of the Comparative Education Society of India 2012 on “Education for a Changing World”. Jammu: University of Jammu (October 10-12, 2012) [delivered Presidential Address; chaired three technical sessions, apart from General Body and Executive Committee meetings of the Society; and panelist in the pre-conference Workshop].

III Peoples Congress on Education on the Indian Education System: The Crisis and the Shifting Paradigms. Ahmedabad: Gujarat Vidyapith (November 19-23, 2012) [presented a keynote address and chaired one plenary, one technical and three parallel sessions; and served as a discussant in one plenary session – during November 19-21.

36th Indian Social Science Congress on Science, Society and the Planet Earth. Indian Academy of Social Sciences, Allahabad (Venue: KIIT University, Bhubaneswar) December 27-31, [delivered chairman's address, a panel address and chaired the Education Sessions, as the Chair of the Education Committee].

SAARC Workshop on "SAARC Development Goals: An Assessment". Visakhapatnam: SAARC Research Centre, Andhra University; delivered a special lecture, December 31, 2012.

International

Conference on "The Triumph of The BRICS? Higher Education Expansion in the Global Economy". Stanford University, CA., USA, May 28, 2012. [made two presentations].

Research Symposium on "Frontier of Educational Development in Africa and Asia: Gender, Quality and Teachers" and General Assembly of the Africa-Asia Dialogue Network on Education Development. Tokyo: Waseda University, July 3-6, 2012.

8th Biennial Conference of the Comparative Education Society of Asia on "Education at the Dawn of the New Decade: When the Quality and Sustainability Movements Converge". Bangkok: Chulalongkorn University, July 8-11, 2012.

International Education in the Asian Century: Australian International Education Conference 2012, Melbourne (October 2-5, 2012). [Speaker in two plenary sessions and chaired one session; participant in pre-Conference International Research Round Table, International Education Australian Association, October 2, 2012.

III International Conference of the Russian Association of Higher Education Researchers on "The Birth and Revival of Universities", National Research University—Higher School of Economics, Moscow, October 19-20, 2012 [presented a paper].

International Symposium on "Asian Emerging Donors". Tokyo: Nagoya University and Japan International Cooperation Agency, October 25, 2012 [presented a paper in one session and panelist in another session].

Seminar on "Central and Local Government Roles in the Higher Education Development". Beijing: CIFER, Peking University, November 1, 2012 [presented a paper].

International Forum on Economics of Education, and 2012 Annual Conference of the Chinese Society for Economics of Education. Beijing Forum 2012. Beijing, November 2-4, 2012 [presented a paper].

Public Forum on Economic and Social Impacts of Higher Education in Africa. Association of Public and Land Grant Universities. Washington DC, USA, January 28, 2013.

Yazali Josephine

Publications

Published

Book on “School education under local self-governance”, Shipra Publishers, Delhi, 2012, ISBN: 978-81-7541-642.

Article “Elementary school teachers in the new era: quantity and quality concerns” in the edited book titled “Changing Face of Teachers in India” by Kanishka Publishers (2012)

Unpublished

A chapter in the Book titled “Education and Sustainable Development” 2012.

Research paper titled “21st Century Leadership in School Management: Mapping the Way Ahead”, published in the Edited Book “Asian Educational Leadership and Leadership Education” (blindly reviewed by two independent reviewers) 2012 by The University of Philippines Presses.

Participation in National/International Conferences/Seminars

International conference on Gender at St. Denis, University of Reunion (France), November 18-25, 2012 as a speaker on “Contemporary issues of women in India”.

Participated in the regional workshop on “Vocational educational policy programmes and innovations”, November 5-8, 2012 (NUEPA).

Participated in the National Consultative Meet on “Extension of RTE to secondary education”, February 11, 2013(NUEPA)

Participated in the project study workshop on “Scheduled Castes and Scheduled Tribes’ Education: Problems and Challenges” – The study in Delhi”.

Academic organizations membership.

Comparative education society of India.

Outside NUEPA as a resource person in other Organisations

As an External Evaluator of a Ph.D Thesis titled “Education District Office Support For Teaching and Learning In Schools: The Case of Two Districts In The Eastern Cape”, University of Fort Hare, South Africa.

Advisory member for the ICSSR-funded Project on “Scheduled Castes and Scheduled Tribes’ Education: Problems and Challenges -The study in Delhi” CIE, Delhi University.

As an External expert for conducting the interview for conversion of the RGNF–JRF to RGN–SRF of Ph.D Scholar, Delhi University.

A joint supervisor for Ph.D student (Elijah Baichoo) in the University of Reunion, Reunion Island, France.

Advisory Committee Member for Ph.D Scholars—Department of Education, Central Institute of Education, Delhi, on the research topic: Sarva Shiksha Abhiyan and its Impact on Commoditization Programmes in Nagaland.

Advisory Committee Member for Ph.D Scholar in Department of Education, Central Institute of Education, Delhi, on the research topic “Education development of scheduled caste children from Rural India with special reference to Uttar Pradesh: Policies, issues and challenges”.

A member in the Committee for selection of kitchens of NGOS/Service Providers of Mid-Day Meals, constituted by Delhi Administration (NCER)

Member in the 2nd mid-day meal committee, Directorate of Education, Office of the Dy. Director of Education, Defence Colony, New Delhi

Member in the 3rd mid-day meal committee, Directorate of Education, Office of the Dy. Director of Education, Defence Colony, New Delhi

Guest speaker by BRJD Education Society -Two-Day Retreat for Teachers and Principals of BRJD Education Society, (Rajasthan), December 30-31, 2012.

Speaker in Foundation Training Programme (June 4-29, 2012) for Principals of Government Schools of GNCT of Delhi. (Directorate of Training: Union Territories Civil Services)

NUEPA Academic Work

Programmes/courses conducted/coordinated and associated with

As a Programme coordinator: Orientation Programme for North-Eastern States in Planning and Management of School Finances, Gangtok, Sikkim, September 26 – October 1, 2012. (Department of Educational Finance)

Associated with the Training Programme on “Orientation Programme for J & K officials of Department of Education” in Srinagar, June 2-6 2012 (Educational Administration Department)

Reading Material prepared for the Training

Different windows of funding for North East Education Development (Orientation Programme for North-Eastern States in Planning and Management of School Finances (September 26 – October 1, 2012)

Cost indicators for educational planning and monitoring

P. Geetha Rani

Completed the Evaluation of Central Sector Scheme of Interest Subsidy on Education Loan for continuation from 11th Plan to 12th Plan period, submitted to MHRD.

Participation in National and International Conferences/Seminars/Workshops

Recent Reforms in Australian Education, March 8, 2013.

Delivered Invitational Lectures on “Financing Higher Education in India” and “Cost Analysis in Universities” in the Orientation Programme of Administrative Officers, Center for Life Long Learning at Delhi University, November 2012.

Mobilization of Resources in Higher Education and Estimating Per Student Expenditure in Universities, in the Orientation Program of Administrative Officers, Center for Life Long Learning at Delhi University, February 2013.

Training Programmes

Coordinated the Training Program on Management of University Finances, September 2012.

Vetukuri P. S. Raju

Publications

Published

Article on “Women’s Participation in implementation of Mid-Day Meal Programme” (Hindi Journal: Pariprekshya, NUEPA).

Research Projects

Completed

Evaluation of Central Sector Scheme of Interest Subsidy on Educational Loans (with Dr. Geetha Rani).

Participation in National and International Conferences/Seminars/Workshops

National

Attended Orientation workshop on ‘Qualitative Research Methods in Education’, organized by Department of Educational Policy, NUEPA, August 21 – September 1, 2012.

Participated in ‘Worlddidac India–International Exhibition & Conference for Educational and Training Resources’, organized by India Didactics Association, Pragati Maidan, New Delhi, September 19-21, 2012.

Participated in ‘ISESE Asia Regional Skills Symposium’, organized by NUEPA at Indian Habitat Centre, New Delhi, January 9-10, 2013.

Participated in ‘The 1st Government ICT for Development Conference’ (Empowering ‘Invisible’ India: An Agenda for Inclusive Growth), organised at India Habitat Centre, New Delhi, January 14-15, 2013.

Participated in National Consultation on School Leadership in India, organized by National Centre For School Leadership, NUEPA, at India Habitat Centre, New Delhi, February 20-21, 2013.

Participated in Seminar on ‘Right to Education: Debates and Challenges’, organized by the Centre for Budget and Policy Studies, Bangalore at India Habitat Centre, New Delhi, February 26, 2013.

Presented a paper on “Education for All in the North Eastern States: Challenges for Effective Implementation of The Right of Children to Free and Compulsory Education Act, 2009” at a National Seminar on ‘Right to Education: A Boon or Bane’ on March 21, 2013, organised by the Lingaya’s Lalita Devi Institute of Management & Sciences, Mandi, New Delhi.

DEPARTMENT OF EDUCATIONAL POLICY

Avinash Kumar Singh

Publications

Skills and School Curricula in South and South East Asia: Case Studies of India and Thailand, 2012, under Innovative Secondary Education for Skills Enhancement (ISESE), sponsored by Result for Development and Rockefeller Foundation, USA (Co-authored).

Presented Research Paper on “Knowledge versus Skills in Education: Policy and Practices of Vocational Education in India” in the CESI Conference on ‘Education for the Changing World’ held at Jammu University, Jammu, October 10-12, 2012.

Participation in National and International Conferences/Seminars/Workshops

Delivered keynote address on “Education and Development in Jharkhand: Challenges & Prospects” in the National Seminar on ‘Teacher Education: Trends, Opportunities and Challenges’ at Women's College of Education, Jamshedpur, April 24-25, 2012.

Delivered keynote address on “Autonomy in Education: Concept, Issues and Perspectives” in the National Seminar on ‘Autonomy in Education’ at Manda Institute of Technology, Bikaner, October 6-7, 2012.

Delivered talk on “Role of Local Authorities under Right to Education”, (Teleconferencing at 12:00 to 12:45) at IGNOU, New Delhi, December 14, 2012

Delivered talk on “Community Participation under RMSA: Learning from SSA” in the National workshop on ‘Community participation under RMSA’, organised by MHRD at Scope Complex, New Delhi, March 4, 2013.

Delivered J P Blair Memorial Lecture on “Right Based Approach to Education and Development: Issues and Perspectives” in Centenary Seminar of the Patna Training College, Patna University, Patna, March 16, 2013.

Presented paper on “Tribal Identity, Culture and Knowledge Systems: A Perspective from the Philosophy of NEFA” in the UGC National Seminar on ‘Pre-Colonial Society and Culture of the Tribes of Central Arunachal Pradesh’, at Rajiv Gandhi University, Itanagar, March 30, 2013.

Conducted two-day Module on “Qualitative Research Methods in Education: Approach, Methods and Techniques” at SCERT, Patna in the Orientation Workshop ‘Research Methodology in Education’, March 7-8, 2013.

Acted as Resource Person in the DEP-SSA workshop on ‘Mainstreaming Out of School Children’ at Distance Education Programme Unit, IGNOU, New Delhi, May 31-June 1, 2012.

Participated in the Workshop on ‘BEd-MA/MEd Integrated programme’ at TISS Hyderabad Campus, Hyderabad, October 5, 2012.

Coordinated Conference/Seminar/Workshop

Organized two-week Orientation Workshop on ‘Qualitative Research Methods in Education’ at NUEPA, New Delhi, August 21-31, 2012.

Organized one-day National Discussion Meet on 'Educational Ideas of Swami Vivekanand' at NUEPA, New Delhi, January 14, 2013.

Supervision and Guidance

Providing guidance to Shri Ajay Kumar Choubey, Ph.D. Scholar (Part-Time), NUEPA in his 'Study of the Dynamics of Exclusion in School and Community'.

Providing guidance to Ms. Laboni Das, Ph.D. Scholar (Part-Time) in her study 'Social Justice and Local Governance in Elementary Education with reference to the Participation of Disadvantaged Groups'

Providing guidance to Shri Kshirod Kumar Das, M.Phil scholar in his study 'Language and Schooling among the Tribal Groups in Odisha'

Course Designing

Designed two courses in education: Certificate Course in Education and Rural Development and Post Graduate Degree Course Curriculum of M.Ed. in Education

Veera Gupta

Publications (Policies and Reports)

A few Affiliation Bye-laws were modified for better monitoring of quality of education in the school. It included modification in the land norms and inclusion of Right to Education in the Affiliation Bye-laws.

Under the UNFPA Funded Adolescent Education Project, a study was undertaken to integrate Life skills into CCE scheme, and a report prepared.

A directory was prepared for the trained manpower under the UNFPA project.

The first CBSE Student Global Index was prepared for measuring aptitude for academic subjects.

The accreditation manual, consisting of concept, parameters, scoring weightage and process, was prepared.

The Baseline survey was conducted for CBSE-i in Indian school in Malaysia. The report was prepared and submitted to CBSE-i Advisory Committee.

A scheme was developed for collection and analysis of Evidence of Assessment to be collected under CCE.

A pilot was done with CSDL and NSDL for digital depository of academic qualifications.

Participation in National and International Conferences/ Seminars/Workshops

Attended Workshop on "Psychometric evaluation for internal faculty of CBSE", CBSE, August 1, 2012 & August 8, 2012.

Attended e-Tendering Process, CBSE, August 29, 2012.

Attended three-day workshop to measure the quality of integration of AE in Syllabi, text-books, question papers and CCE scheme of five boards/councils, COBSE, September 12-14 2012.

Attended Workshop on Vigilance Awareness, MHRD, October 30, 2012.

Attended Training Program on 'Strategic Leadership', CBSE, October 30, 2012.

Attended Vendor Development Program, MSME, November, 2012.

Papers presented

Paper presented on NVEQF and Assessment in the Annual conference of COBSE on "Vocational Education", COBSE, 7-9 November 2012.

Paper presented on "Exploring new frontier for a knowledge economy" at World summit on education research and innovation, Digital Learning world summit, July 23-24, 2012.

Role of Technology in engaging students in learning, Engage me, Extra Marks, Lucknow, September 8, 2012.

Teaching and Training

The UNFPA – Funded Adolescent Education Project was launched in CBSE schools with approximately 30 programmes conducted across the country to train—manpower.

Eight training programmes on Vigilance were conducted for CBSE staff.

Two training programmes, on use of Hindi, were conducted for CBSE staff.

Twenty training programs on CBSE Student Global Index were conducted.

Meetings as expert member

World Education Award nomination for jury members, Digital LEARNING.

Expert Committee visit to JSS Law College, New Kantharaje Urs Road, Kuvempunagar, Karnataka, University Grants Commission.

Assessment/ Review Committee for final review of the Special Assistance Program (SAP), University Grants Commission.

Expert Committee Meeting for grant of financial assistance for conducting seminar/symposium and Minor Research Project – Education, University Grants Commission.

Academic Advisory Committee Meeting, University of Burdwan – UGC Academic Staff College, Burdwan, Kolkata, University Grants Commission.

Expert Committee inspection of J.S.S. Law College, New Kantharaja Urs Road, Kuvempunagar, Karnataka, University Grants Commission.

Visiting Silver Jubilee Govt. College, Kurnool, A.P. for extension of autonomous status

To assess the requirement and also to evaluate the need for strengthening of schools run by the Jamia Millia Islamia, University Grants Commission.

Member, Academic Council for vocational courses, National Institute of Open Schooling.

Meeting for Finalization of Module for Diploma in Primary Education (DPE) in Bihar – Indira Gandhi National Open University, New Delhi.

Setting of Question paper in MER-008 (Leadership for Better Schools), Indira Gandhi National Open University, New Delhi.

Member of examination committee, Rashtriya Sanskrit Sansthan, Deemed University, (MHRD), Janakpuri, New Delhi.

Member of Board of Management (Schools), Jamia Millia Islamia, New Delhi.

Expert for the assessment to upgrade from UGC JRF to SRF of Shri Sameer Babu M., Jamia Millia Islamia, New Delhi.

Examiner for the thesis submitted by Ms. Mary Thomas on “A Study of Academic Achievement in Public School with Special Reference to Under Privileged Quota Policy of the Delhi Govt.”, Jamia Millia Islamia, New Delhi.

Member of SAGE group, Intel Education Programme.

Meeting regarding Inclusive Education for Children with disabilities in Delhi & Implementation of Right to Education through Public Private Partnership, Office of Chief Minister, Delhi, I.P. Estate, New Delhi.

Meeting of Joint Consultative Machinery of KVS, K.V.S. Shaheed Jeet Singh Marg, New Delhi.

Three-day workshop to measure the quality of integration of AE in Syllabi, text-books, question papers and CCE scheme of five boards/councils, COBSE.

Expert Committee Meeting for grant of financial assistance for conducting seminar/symposium and Minor Research Project – Education, NUEPA.

Responding to needs of young people, UNFPA.

Consultancy regarding CBSE working, Uttarakhand Vidhyali Shikhsa Parishad, Nainital.

Consultancy regarding CBSE working, Haryana Board.

Consultancy regarding CBSE working, MP Intermediate Education Board.

Selection Committee of Consultants for Vocational education and monitoring of National Literacy Mission Authority, Ed.CIL – MHRD.

Meeting for the data analysis of the two phases of monitoring already conducted under Mathura Pilot Project, conducted by Department of Early Literacy & School Libraries, NCERT.

Member of the Selection Committee for the posts of Professor/Associate Professor/Assistant Professor, Maharaja Surajmal Institute, New Delhi.

S. K. Mallik

Publication

Unpublished

Role of Education for All and Millennium Development Goal (Accepted for publication by IGNOU)

Research Project

Completed

A Study of Functioning of Parent-Teacher Associations under Madhya Pradesh Jan Shiksha Adhinyam.

Training Programme

Orientation Programme in Decentralized Management of Elementary Education and Implementation of RTE Act for Block Education Officers at NUEPA, New Delhi, January 7-11, 2013

UGC Refresher Course Attended

Attended the three-week Refresher Course on Research Methodology in Social Science, organized by Academic Staff College (ASC), Aligarh Muslim University, Aligarh from March 31, 2013.

Naresh Kumar

Research Projects

Completed

Worked with Mrs. Vimla Ramachandran to prepare a draft note on "Education For All: The Unfinished education agenda in South Asia" and submitted on January 9, 2012 - NUEPA contract with UNICEF ROSA.

Participation in National and International Conferences/Seminars/Workshops

National

A paper titled 'Audio-visual Anthropology: A Reflection' was presented at a workshop on "Qualitative Research Methods in Education" (August 21, 2012 to September 01, 2012), organized by the Department of Educational Policy, NUEPA.

A paper titled, "Social construction of educational Values among the Jheers of Jammu City" was presented at the 2012 Annual International Conference (October 10-12, 2012), organized by Comparative Education Society of India (CESI) in University of Jammu, Jammu.

A draft note prepared by NUEPA on "Education for All: The Unfinished Education Agenda in South Asia" was presented at Asia-Pacific Regional Thematic Consultation on Education in the Post 2015 Development Agenda (February 28 - March 01, 2013). The Regional thematic consultation was co-organized by UNESCO Bangkok (Asia and Pacific Regional

Bureau for Education), UNICEF Regional Office for East Asia and the Pacific (EAPRO) and UNICEF Regional Office for South Asia (ROSA), in partnership with civil society organizations in Bangkok (Thailand).

Organizing

NUEPA Faculty Colloquium from February 2013 onwards

DEPARTMENT OF SCHOOL & NON-FORMAL EDUCATION

Neelam Sood (HOD)

Publications

Unpublished

Access and quality of pre-school education in Madhya Pradesh – mimeo.

Multi-disciplinary approach to managing diversity in inclusive schools.

Paper accepted for presentation in an international conference of academic disciplines.

Paper “Enhancing quality of school education with student diversity” accepted for presentation in 2013 international conference in USA. Abstract to be published in proceedings. Full paper submitted to international journal.

Participation in National and International Conferences/Seminars/Workshops

National

Inaugural address in the Workshop on “Improvement of school participation of children at elementary level in the context of RTE Act”.

Participation in State-level conference for educational administrators in Kerala.

Several meetings of the Mid-day meal project approval board of MHRD.

Doctoral committee meetings outside NUEPA.

Meeting of the advisory committee of the Navodaya Vidyalaya Samiti.

General body meeting of the National Open School Society.

Participation in national consultative meet for extension of RTE to secondary education.

Participation in national consultation for finalizing national early childhood care and education policy framework by MWCD.

Organized training programme on Integration between Early Childhood Education and Primary Education (Field-based)

Organized five-day residential workshop in the field in collaboration with UT government for primary school teachers and ECCE workers, NGOs and SSA officials along with State-officials. Contributed in preparation of workshop materials, group-work guidelines, placement planning and reading material for participants. Formal inaugural and valedictory sessions were conducted, wherein UT administrators were invited.

Consultancy Provided

Member, First Joint-Review Mission on Rashtriya Madhyamik Shiksha Abhiyan (RMSA) January 2013.

Preparation for organizing State-level conference for educational administrators.

Evaluated Ph. D. Thesis on "School Organizational Health and its bearing on Classroom Practices - A Study of Implementation of Curriculum Guidelines 2005".

Conducted viva voce examination of Ph.D. Scholar.

Member, National Screening Panel for OSI- KI

Member, Selection Committee, IGNOU for Child Development faculty.

Review of paper for publication on "Changing familial and cultural values - an inter-generational study".

Preparation for consultation on tackling sexual crimes against women.

Pranati Panda

Publications

Published

Code of Ethics and conduct for School Teachers in India, 2011. ANTRIEP Newsletter, Vol. 17 No.1, January-June, 2011 (published in 2012)

Transforming Teacher Education Programmes for Inclusive Education in India: Reflection on Policy Paradigms and Practices, 2012. Published in the compilation of articles in the National Seminar on Inclusive Education as strategy for National Development, Department of Education, JN College, Utkal University.

Transformative Role of Education for Peace for preparing teachers in India: Critical reflection on Policy and Practices, 2012. (Chapter of a book to be published by Gandhi Vidya Mandir, IASE, Sardar Sahar)

Understanding the Curriculum Change Process and Teachers' Work: Comparisons and Connections, 2012. Constructivism: Theory and Practices (Seminar Book).Institute of Advanced Studies in Education.

Monitoring and Evaluation of Teacher Policy Reforms: Multi-dimensional Collegial Framework for Sustaining Momentum, 2012. Fourth International Policy Dialogue Forum Teacher Challenges in India, MHRD, New Delhi. (teindia.nic.in)

NUEPA and NCSL, Nottingham UKIERI Project

Participated in the scoping phase of NUEPA NCSL –UKIERI project-developing leadership standards, delineating phasing of the activities; participated in the field-based need assessment workshop at Chennai and interaction with Head teachers of Govt. and private schools at NUEPA.

Participated in workshop for the development of Leadership Standards and UKIERI Proposal at National College for School Leadership, Nottingham from September 30 to October 5, 2012.

Institutional Support Activities

National Mission on Teacher and Teaching: Prepared discussion documents, in consultation with Vice-Chancellor, for the CABE Committee. Served as a convener for the sub-group on Continuing Professional Development of Teachers, organised meetings and prepared a sub-committee report on Continuing Professional Development of Teachers.

Implementation of Programme on Exchange of International Best Practices Leading Innovation in SSA (EU Funded Project): Coordinated National Steering Committee meetings as Member Secretary and extended support for technical placement and publication of the research studies. Participated in the National Workshop on “Teacher Education Policy in India” and made a presentation therein.

Extended academic support to Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) for the inaugural events.

Prepared a write-up on UNESCO Convention against Discrimination in Education: Views and Comments for Discussion.

Participation in Long term International placement, Seminars/Conferences (National/International)

As part of the Project on International Best Practices Leading to Innovation in SSA (European Union and Save the Children), participated, as member secretary of National Steering Committee, in the technical placement programme on School Standards at Institute of Education, London from January 14 to 30, 2013.

Participated in the National Workshop as resource person on ‘Implementation of Programme on Exchange of International Best Practices Leading Innovation in SSA’ (EU Funded Project) and presented a paper on “Teacher Education Policy in India”, Ahmedabad, Gujarat.

Participated in the National Conference on “Human Rights Education”, organised by National Human Rights Commission on December 14, 2012.

Participated as a resource person in the International Conference on ICT in Teacher Education, World Bank and European Union, Patna, June 13 – 15, 2012.

Participated and presented paper in the International Conference on “Teacher Challenges for Education for All in India” during May 29 to 30, 2012 at New Delhi.

Membership in the Editorial Board of Professional Journals

International editorial board member of Journal of Education Policy (KJEP) of Korean Education Development Institute.

Advanced International Research Journal of Teacher Education, Advanced Educational Institutions, India.

Consultancy for the Government and other bodies in India

Member, Teacher Education Approval Board (TEAB), Ministry of Human Resource Development, Govt. of India

Served as Team Leader for the Joint Review Mission (JRM) on Teacher Education in Odisha and prepared a detailed report, Ministry of Human Resource Development, Govt. of India (teindia.in)

Member, National Resource Group (NRG), Sarva Shiksha Abhiyan (SSA), Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, to advise and support central and state governments on all aspects of qualitative improvement in elementary education through SSA and related programmes with special reference to teacher education.

Member, Departmental Advisory Board, National Institute of Open Schooling, New Delhi.

Member, Research Committee, STRIDE, Indira Gandhi National Open University.

Member, Programme Advisory Board, SCERT, New Delhi

Member, Vidyalaya Management Committee, Kendriya Vidyalaya, Pushp Vihar

Extended academic support to National School Safety Programme (NSSP) of National Disaster Management Authority (MDMA), Government of India, for preparing Teacher Training Modules.

Extended academic support for six months enrichment training module to be offered by IGNOU for Diploma in Primary Education (DPE) to trained/untrained teachers sponsored by the State of Bihar.

Evaluated six Ph.D theses of different Universities of India and also acted as external examiner for four thesis in Education.

Guidance and Supervision

Shadma Absar (Ph.D Scholar): "A study of Distributed Leadership of School Heads and its impact on Teachers' Work Behaviour".

Ms. Sakshi Kalra (Ph.D. Scholar): "Pre-service Teacher Preparation for Inclusive Education: A study of Policies and Practices in Elementary Teacher Education".

Ms. Shveta Arora (Part-time Ph.D): "The development of professional identity in prospective teachers: an exploratory study".

Shri K. Kumar (Part-time Ph.D): "Transformative Role of DIETS towards the Professional Development of Teachers in Karnataka".

Rashmi Diwan

As part of involvement with the NCSL, worked on two issues viz. coordination for establishment of National Centre for School Leadership and related programmes and on the scoping phase of School Leadership Partnership Programme with National College of School Leadership, Nottingham in School Leadership Programme under UKIERI.

Publications (Published / Accepted for Publication)

Monograph titled "Indian Small Schools in Multiple Contexts: Exploring the phenomenon of exclusion" at Lap Lambert Academic Publishing (On Line Publication No. 978-3-8484-4305-5.pdf.)

"Indian Small Schools: A Review of Issues and Related Concerns" as Occasional Paper Series of NUEPA.

Paper on "Literacy and Learning: Sustaining Development For All" published in the Journal Paripreksha (Hindi), NUEPA, New Delhi.

A Book titled "Multi-Grade Teaching: A Practical Guide for Teachers" published by UNESCO.

Research paper on “Elementary Schools for the Poor in Rural India: Implications of Right To Education Act 2009” published in the 'Journal People's Dialogue on Education' published this year in May 2011 issue) (ISSN 0974-5955).

Paper on “Small Schools in Rural India: ‘Exclusion’ and ‘Inequity’ in Hierarchical School System” accepted for publication in a book on ‘Policy futures in Indian Education, Special Issue: Indian Education at the Crossroads of Post-coloniality, Globalization and the 21st Knowledge Economy’ edited by Michael Adrian Peters (selected for publication by end of March/beginning April 2013).

A Module on Alternative Education: Concept and Evolution–submitted three units to Indira Gandhi National Open University (MES-048) for the PGDEMA Programme (in press).

Article on “School Leadership in the Wake of RTE ACT 2009: Mapping Change and Challenge” in the Journal of Indian Education, NCERT, New Delhi (accepted for publication) (ISSN No. 0972-5628).

Workshops/Brainstorming Sessions/Programmes/Meetings as part of NCSL-NUEPA

Consultation Meet on School Leadership for eight States on August 24, 2012.

National Advisory Group Meeting on August 25, 2012.

Brainstorming with Principals of Private Schools from eight States on September 18, 2012.

Brainstorming with Principals of Government Schools- KVs, JNVs from eight States on September 19, 2012.

Brainstorming with Principals of rural and urban government schools from eight States – September 20, 2012.

First Workshop on Module Development for Leadership and Management in School Education, January 28-30, 2013 (proposed by Department of S&NFE).

Training Program on Preparation of School-based Development Plans for Ashram School Head Masters (field-based in Bhubaneswar) – February 22-27, 2013 (proposed by Department of Inclusive Education).

Conducted a National Consultation on School Leadership at India Habitat Centre on February 20-21, 2013. (130 participants from all States attended)

Coordinated National Advisory Group meeting on February 21, 2013.

Programmes as part of School Leadership Programme under UKIERI

Conducted introductory five-day workshop at NUEPA to discuss the overall aims and objectives of the project (April 2012). Several meetings were conducted with core team of NCSL, NUEPA for clarification of objectives with key stakeholders, Joint Secretary (SE), MHRD, CBSE Chairman and other stakeholders. Visits were organized to schools in rural and urban Delhi for understanding the needs of school principals; One-day School leader workshop was conducted for building the plan, determining the needs and issues for Delhi principals, discussing school standards, outlining the leadership development curriculum, testing motivation for the programme etc..

Conducted field-based Need Assessment Workshops in Tamil Nadu and Rajasthan, September 3-8, 2012 (in collaboration with NCSL-NUEPA). The NUEPA-NCSL and NCSL-Nottingham teams conducted four workshops to elicit the current understanding, priorities

and development needs of School Heads. Discussions took place with approximately 300 Principals from small rural elementary schools to large urban secondary and upper secondary schools. The discussions focused on their leadership roles, the long-term aspirations for their schools and their perception of their training and development needs; discussions were also held with School Education Department officials, including at State Secretary level; visits were undertaken to two elementary and two secondary schools.

Consolidation on Preliminary Findings, based on field-based need assessment, on September 12, 2012.

Attended Workshop at National College for School Leadership, Nottingham – September 30 to October 5, 2012.

Programmes as part of Department of School & Non-Formal Education

Preparation of Draft Modules discussed in the Workshop on “Module Development in School Leadership” held during January 28-30, 2012

Curriculum for school leadership modular programmes titled “Leadership Pathways to Improving Schools” and “Educational Leadership: The Conceptual Framework”.

Guiding the preparation of a School Development Plan: A Handbook for School Heads (jointly with Dr. B.K. Panda).

Professional Involvement with other Institutes

Participated in Experts meeting on “10,000 Principals Leadership Programme” at UNESCO HQ, Paris, France from January 14 to 16, 2013 and presented a paper on " Overview of School Leadership in India: Opportunities and Challenges"

Participated in the meetings at SCERT/DIET in Delhi research and other academic activities as Member of Research Support Group (SRSG) and also as member of Programme Advisory Committee of SCERT, Delhi (constituted by State Council of Educational Research and Training, New Delhi).

Other Academic Activities

Presented paper on “Improving Small Schools in India: Would Partnerships and Networking help?” at the National Consultation on School Leadership, February 20-21, 2013.

Several Presentations in different fora on Building Perspectives on School Leadership Development in India, Modules prepared in drafts, draft curriculum on short modular programmes etc.

Attended the PAB meetings on Mid-day meals for all states organized by SSA, MHRD.

Convener, Research Advisory Committee of NUEPA- funded research projects.

Madhumita Bandyopadhyay

Publications

Published

Gender Equity in School Participation- occasional paper published by NUEPA and also available in www.creatw-rpc.org.

Social Disparity in Elementary Education- Seminar, October 2012, pp: 21-25.

Gender equity in educational access in India - published in Southern African Review of Education (SARE), Volume 18, no. 2, 2012 pp: 9-24.

Participation in National and International Conferences/Seminars/Workshops

National

Participated in EC meeting of Haryana State Society, RMSA on May 23, 2012.

Participated in a workshop, conducted by CORD, on “Early Years of Implementing RTE 2009: Issues and Challenges” at India Habitat Center, New Delhi on September 25, 2012 .

Participated in the meeting on Child Rights, conducted by NCPCR, at India Habitat Center on December 12, 2012.

Participated in one-day National Conference on Human Rights Education at Vigyan Bhavan Annexe, New Delhi on December 14, 2012.

Participated in a meeting of State Board of Secondary Education of Haryana on January 8, 2013.

Participated in a meeting of UNICEF for discussion on Child-friendly school at UNICEF, New Delhi on January 19, 2013.

Consultation Meet on School Leadership for eight States on August 24, 2012.

Participated in selected sessions of ANTRIEP Regional Workshop on “Vocational Education and Skill Development” from November 5-8, 2012 at ICSSR.

Participated in National Consultation on “School Leadership” at India Habitat Centre on February 20-21, 2013.

Participated in National Consultative Meet on “Extension of RTE Act to pre-Primary Education” on February 7, 2013.

Presentation of papers in Conferences/Seminars/Workshops

At NUEPA

Presented paper on “Participation in Elementary Education: Research Evidence” in Workshop on ‘Improving Participation of Children in Elementary Schools’, October 15, 2012.

Presented paper on “Inside Schools and Classrooms: Evidences from Study area in MP, Chhattisgarh, Haryana and Rajasthan” in Workshop on ‘Improving Participation of Children in Elementary Schools’, October 15, 2012.

Presented paper on “Absenteeism, Retention and Learning” in Workshop on ‘Improving Participation of Children in Elementary Schools’, October 17, 2012.

Presented paper on “Transition or Exclusion? Focus on Children Affected by Migration and Mobility” in Workshop on ‘Improving Participation of Children in Elementary Schools’, October 17, 2012.

Presented paper on “School Governance and participation of Children: Crucial Issues” in Workshop on ‘Improving Participation of Children in Elementary Schools’, October 18, 2012.

Outside NUEPA

Presented Paper on “Migration, Mobility and Education: Case Studies from Madhya Pradesh and Chhattisgarh States in India” in ‘Education, Mobility and Migration: People, ideas and resources’, held in Churchill College, Cambridge, UK from September 8 to 10, 2012.

Presented paper on “Community Participation in Management of Elementary Education” in Seminar on ‘Management of Primary Education and Ways to Improve the System in India’, at IIC, New Delhi on November 10, 2012 (conducted by Citizenship Development Society, New Delhi).

Presented Paper on “Diversity in Educational Provision in India and its Impact on Quality and Equity” in CIES 2013 at New Orleans, USA.

Training Programme Attended

Training on Educational Planning and Management (Short Training Programme) at IIEP, Paris, during February 20 - April 13, 2012

Training Programme/workshop coordinated

Workshop on “Improving Participation of Children in Elementary Schools”, October 15 - 19, 2012 (Report has been prepared).

Consultative Meet on Extension of RTE Act to Secondary Education, February 11, 2013 (Report has been prepared).

Evaluation of Research Scholars

Examined Shri Siddharth Kumar's M.Phil Dissertation on “Drop-out Amongst the Scheduled Caste Students in Elementary Education”, submitted in partial fulfillment of the requirement for the award of the degree of Master of Philosophy in Jamia Millia Islamia University.

Examined (as internal examiner) Shri Souvik Mukhopadhyay's M.Phil Dissertation on “A Case Study of Teaching Learning Processes at Majhihira National Basic Institution in Purulia District of West Bengal” (submitted in April 2012).

Sunita Chugh

Publication

Published

“Combating Hidden and Harmful Child Labour in South Asia through Education” (Co authored) in ‘Enslaved innocence: Child labour in South Asia’ ed. by Shakti Kak, Biswamoy Pati, Primus publication, 2012.

Participation in National and International Conferences/Seminars/Workshops

National

Presented a paper on “Civil Strife and Education of Children: A Study of Districts Affected by Left wing Extremism” in a National Seminar on ‘Governance, Socio-Economic Disparity and Social Unrest in the Scheduled Areas of India’ at Tata Institute of Social Sciences, Guwahati, November 22-24, 2012.

Presented a paper on “RTE and Civil strife areas” in National Consultation on ‘Education in Areas Affected by Civil strife’, UNICEF, New Delhi, December 10-11, 2012.

Presented a paper on “Status of Universal Elementary Education in Districts Affected by Civil Strife: Implications for Implementation of RTE 2009” in a Seminar on ‘Management of Primary Education and Ways to Improve the System in India’, New Delhi, November 10, 2012.

Presented a paper on “Status of Children living in Slums: An Exploratory Study of Hyderabad and Ludhiana”, in 2012 Annual International Conference Education, CESI, Jammu, October 10-12, 2012.

Participated in a Consultative meet on Post 2015 Development, Mumbai, August 27-28, 2012.

International

Attended an International Programme on Leadership Development, Nottingham, January 21 - February 28, 2013.

Programmes Organized

Round-table on Implementation of RTE 2009 in Civil Strife Areas, June 14, 2012.

Meetings of the Sub-Committee on Extension of RTE to pre-school and Secondary Education, June 29, 2012 and October 10, 2012.

Meeting of the Drafting Committee on Extension of RTE to Secondary Education, June 20, 2012 and September 18, 2012.

ANTRIEP Seminar organized with other faculty in September 2012.

Kashyapi Awasthi

Publications

Published

Paper on “How Comprehensive is Continuous Comprehensive Evaluation? in Educational Evaluation”, New Delhi: APH Publishing House (ISBN 978-93-313-1724-7).

Participation in National and International Conferences/Seminars/Workshops

National

Presented paper at national seminar on the “Emerging Paradigms of Teacher Education” at the Department of Education (CASE), The M.S. University of Baroda on the ‘Quality assurance practices in teacher education: Lessons from Scotland’.

International

Participated in Workshop at National College for School Leadership, Nottingham – September 30 to October 5, 2012.

Attended Training program for ‘Educational Leadership’ at Edinburgh University under the Exchange of International best practices in education-actions in India and overseas from January 21 to March 1, 2013.

Workshops/Brainstorming Sessions/Programmes/Meetings as part of NCSL-NUEPA

Consultation Meet on School Leadership for eight States on August 24, 2012.

National Advisory Group Meeting on August 25, 2012.

Brainstorming with Principals of Private Schools from eight States on September 18, 2012.

Brainstorming with Principals of Government Schools- KVs, JNVs from eight States on September 19, 2012.

Brainstorming with Principals of rural and urban government schools from eight States – September 20, 2012.

Field-based need assessment program with school heads in Tamil Nadu and Rajasthan, with 40 participants each, from urban (elementary and secondary small and large) and rural (elementary and secondary small and large) schools, DEO and BEOs in the district, and meeting with principal secretary, state project directors, deputy directors from each state. Visits were undertaken to two elementary and two secondary schools for meeting and interviewing the school head, staff, students and community to understand the leadership practices and challenges in the school and the practices adopted by the head and its impact.

Consolidation on Preliminary Findings on field-based need assessment on September 12, 2012.

Preparation of Draft Modules/reports

Draft of 'School Leadership Standards Framework' developed and discussed at the first leadership development module workshop in January 2013.

Prepared reports on all the activities conducted under NCSL which included findings from field visits in states, brainstorming with school principals at NUEPA, Leadership Development workshop at Nottingham and Training on Educational leadership at Edinburgh University.

Professional Involvement with other Institutes

Participated in Experts meeting on "10,000 Principals Leadership Programme" at UNESCO HQ, Paris, France from January 14 to 16, 2013. Presented a paper on "Overview of School Leadership in India: Opportunities and Challenges".

Participated in the meetings at SCERT /DIET in Delhi concerning research and other academic activities as Member of Research Support Group (SRSG) and also as member of Programme Advisory Committee of SCERT, Delhi, constituted by State Council of Educational Research and Training, New Delhi.

Coordinated with National College of School Leadership, Nottingham in School Leadership Program under UKIERI, and organized workshops, consultation meetings, advisory group meetings and field-based need assessment programme for developing and strengthening the National Centre for School Leadership, NUEPA.

DEPARTMENT OF HIGHER AND PROFESSIONAL EDUCATION

Sudhanshu Bhushan (HOD)

Publications

Published

"Higher Education in 12th Plan: Paradigm Shift in Favour of Profit", EPW, Vol.XLVIII No. 4, January 26, 2013.

“Exploring Alternate Visions: Teachers as Leaders in Higher Education” (with Manisha Priyam) Chapter in a book ‘Quest for Excellence: Policy and Practice of Undergraduate Education’, Ed. by M. Ramachandaran, Gargi College (2012).

Participation in National and International Conferences/Seminars/Workshops

National

Presented a paper in the plenary session of the conference "Excellence in Higher Education" at IIT, New Delhi on June 28, 2012 .

Presented a paper on "Teachers as Leaders of Higher Education" in a seminar in the Department of Education, Calcutta University, September 5.

Acted as Panelist in a seminar organised by FICCI in the session on "Powering the Higher Education System through Information and Analytics" on November 6, 2012.

Delivered a keynote address in the Third People’s Education Congress on “Indian Education System; The Crisis and Shifting Paradigms”, Gujarat Vidyapith, Ahmedabad, November 19-23, 2012.

Keynote address on “Higher Education in 12th Five Year Plan: the Agenda, Role of Teachers and Teachers' Movement”, Varanasi, on the occasion of Golden Jubilee of AIFUCTO, December 15, 2012.

Plenary lecture on “Fallacies in Discourses on Higher Education” at XXXVI Indian Social Science Congress at Bhubaneshwar, December 28, 2012.

Addressed participants as a “Panelist in a Panel Discussion on Skill Development and Vocational Education”, organised by Indian Economic Association at Gitam University on December 29, 2012.

Addressed participants at the Annual General Conference of West Bengal Government College Teachers' Association in a seminar on “Challenges of Public Funded Higher Education in India”, January 26, 2013.

Addressed participants in a seminar on “25 Years of Autonomy: Experiences, Reality and Vision” at St. Joseph's College for Women, Visakhapatnam, February 1, 2013.

Delivered keynote address at C.D.C. Sponsored Seminar on “Education Reforms: Challenges & Strategies” at G.G.D.S.D. College, Chandigarh, February 9, 2013.

Addressed Convocation Function at Prem Chand Markanda SD College for Women, Jalandhar on March 1, 2013.

Addressed the international education administrators from universities in the U.S on “The overview of Higher Education in India” at NUEPA on March 11, 2013 (organised in collaboration with USIEF).

Addressed the participants on “Reaccreditation of the Educational Institutions of Higher Learning in Haryana”, sponsored by the Directorate of Higher Education, Haryana, Panchkula at Guru Nanak Khalsa College, Yamuna Nagar on March 14, 2013.

Membership in Important Committees

Member of the Task Force, constituted by National Monitoring Committee of MHRD, for Education of Scheduled Castes, Scheduled Tribes and Persons with Disabilities to promote quality faculty from SC/ST/PWD

Member of the committee, constituted by ICSSR, to develop guidelines for the "Capacity Building Programme for Social Science Faculty"

Convenor of the sub-group of the National Mission on Teachers and Teaching (sub-group report submitted in March 2013)

Member of the Expert Committee of UGC on dual degree programmes

Member of the EC, NAAC

Member of AC, Central University of Himachal Pradesh

Aarti Srivastava

Publications

Published

Authored two units for IGNOU (School of Education).

Translated IGNOU module on Gandhi and Education.

Book Review in journal published by Council for Social Development.

Chapter in book titled 'Women's education and empowerment'.

Paper on "Skills for Employability in South Asia" to Results for Development Institute, Washington DC on 31 July, 2012

Research Projects

Completed

Research Study as a lead author on "Skills for employability in South Asia" under the project of 'Innovative Secondary Education for Skills Enhancement (ISESE)', funded by Results for Development Institute and Rockefeller Foundation, U.S.

Report on model colleges submitted to MHRD.

Prepared case study on St. Bede's College, Shimla as college for potential excellence.

Participation in National and International Conferences/Workshops/Seminars

National

Participated in PAB (SSA) meetings in MHRD-2012.

Presented a paper on "Skills for Employability in South Asia" in the faculty colloquium at NUEPA on June 26, 2012.

Participated in ANTRIEP Regional Workshop on "Vocational Education and Skill Development" at ICSSR, November 5-8, 2012.

Participated in JNU seminar (IMDS) project on October 15, 2012.

Organization of Training Programmes

Organized an international programme 'Asia Regional Skills Symposium, January 8-9, 2013.

Neeru Snehi

Publications

Published

"Autonomous Colleges - Achievements, Challenges and Prospects" in University News, Volume. 51, No. 09, March 04-10, 2013.

Participation in National and International Conferences/Seminars/Workshops

National

Participated in and presented a paper on "Autonomous Colleges: A Review of Achievements, Challenges and Prospects" at the 3-day Annual International Conference of CESI, 'Education for a Changing World' held at University of Jammu during October 10 - 12, 2012.

Presented Report of a Case Study of CPE college-Ginni Devi Modi Girls (P.G.) College, Modinagar (Ghaziabad), Uttar Pradesh in Workshop for College Principals on "Understanding Quality and Excellence in Colleges with Potential for Excellence", NUEPA, New Delhi, September 17-21, 2012.

Presented a Report on Autonomous Colleges in Workshop on "Autonomy in Higher Education Institutions", NUEPA, New Delhi, December 3-7, 2012.

Participated in ANTRIEP Regional Workshop on "Vocational Education and Skill Development", ICSSR, November 5-8, 2012.

Training Programmes Coordinated and Participated in

Organized Workshop on "Autonomy in Higher Education Institutions", NUEPA, New Delhi, December 3-7, 2012.

Supported coordination of Workshop for College Principals on "Understanding Quality and Excellence in Colleges with Potential for Excellence", NUEPA, New Delhi, September 17-21, 2012.

Supported organization of Orientation Programme for Principals of NAAC accredited Colleges at NUEPA, New Delhi, December 10-14, 2012.

Kausar Wizarat

Publication

Published

Educational Development of the Weaker Sections in India, 2012; Uppal Publishing House; New Delhi.

Participation in National and International Conferences/Seminars/Workshops

International

Presented a paper in International Conference on “Role of Technology in Enhancing Quality of Higher Education”, organized by Kanya Maha Vidyalaya, Jalandhar, October 26-27, 2012.

Attended a meeting on “Implementation framework of 12th Plan in higher education” with bureau heads, UGC and AICTE, NUEPA, New Delhi, February 15, 2013.

Attended a meeting with Dr Taiji Hotta, Ph.D. Vice-Executive (Deputy Vice-President) of International Affairs, Associate Professor, Division of International Education, International Center, Hiroshima University, Japan, NUEPA, New Delhi, March 5, 2013.

Participated in ‘Asia Regional Skills Symposium’ at New Delhi, January 8-9, 2013.

Training

Coordinated five-day Orientation Programme for Principals of NAAC accredited colleges, NUEPA, New Delhi, December 10-14, 2012.

Assisted and presented a case study of St. Joseph’s College (Autonomous) Lalbagh Road, Bangalore.

Five-day Workshop on “Assessing quality dimensions of colleges/departments of universities with Potential for Excellence”, NUEPA, New Delhi, September 17-21, 2012.

Assisted in five-day Workshop on “Autonomy in Higher Education Institutions”, NUEPA, New Delhi, December 3-7, 2012.

Member of SSA, 17th Joint Review Mission (JRM) State of Maharashtra, from January 14 to 28, New Delhi.

Participated in JNU seminar (IMDS) project on October 15, 2012.

Sangeeta Angom

Publication

Unpublished

Private Higher Education in India, Journal of North East India Education Society, Volume 16 No.2.

Research Projects

Completed

A Study of Private Universities in India, sponsored by NUEPA.

Participation in National and International Conferences/Seminars/Workshops

National

Participated in India-OECD Initiative collaborative two-day Workshop on “Education and Innovation”, Confederation of Indian Industry (CII) and Planning Commission, India International Centre, New Delhi, May 9-10, 2012.

Paper presented on “Private Higher Education in India” in International Seminar on ‘Education for Changing World’, University of Jammu, Jammu & Kashmir, CESI, October 10-12, 2012.

Paper presented on “Financing of Private Universities in India” at National Seminar & 20th Annual Conference on ‘Planning & Financing Education for National Development with special reference to NE India’, North East India Education Society & NEHU, Shillong, November 8-9, 2012.

Membership of officials and other Committees

Member of North East India Education Society, Shillong

Member of Comparative Education Society of India

Other academic and professional activities

Coordinated workshop on “Understanding Quality and Excellence in Colleges with Potential for Excellence” at NUEPA, New Delhi, September 17-21, 2012.

Participated in orientation programme for Principals of NAAC accredited college, at NUEPA, New Delhi, December 10-15, 2012.

Participated in National Consultation on School Leadership Meet at India Habitat Centre, New Delhi, February 20-21, 2013.

Participated in Asia Regional Skills Symposium at India Habitat Centre, New Delhi, January 9-10, 2013.

Participated in Second Meeting on 12th Plan Implementation framework at NUEPA, February 15, 2013.

Participated in Refresher Course in Education (ID) at CPDHE, University of Delhi, New Delhi, March 1-21, 2013.

DEPARTMENT OF EDUCATIONAL MANAGEMENT INFORMATION SYSTEM

Arun C. Mehta (HOD)

Publications

Published

Elementary Education in Rural India: Analytical Tables (web-enabled)

Elementary Education in Urban India: Analytical Tables (web-enabled)

Elementary Education in India: Where do we stand?, District Report Cards, Volume I

Elementary Education in India: Where do we stand?, District Report Cards, Volume II

Elementary Education in India: Where do we stand? State Report Cards (Web-enabled)

Elementary Education in India: Progress towards UEE; Analytical Report (In press)

Elementary Education in India: Progress towards UEE, Analytical Tables (Web-enabled)

Secondary Education in India: Where do we stand? State Report Cards (Web-enabled)

DISE Flash Statistics: 2010-11.

SEMIS Flash Statistics: 2010-11 (Web-enabled)

Participation in National and International Conferences/Seminars/Workshops

National

Presided over a session on Quality of Education in a conference held at BJS, Pune, May 5-6, 2012.

Participated as a Resource Person in the Workshop on Unified DISE held at Indore, Madhya Pradesh, September 15-16, 2012.

Participated as a Resource Person in the Workshop on Unified DISE held at Gandhinagar, Gujarat, September 29, 2012.

Participated as a Resource Person in the Workshop on Unified DISE held at Dwarka, Gujarat, September 30, 2012.

Participated as a Resource Person in the Workshop on Unified DISE held at Srinagar, Jammu & Kashmir, October 5-6, 2012.

Participated as a Resource Person in the Workshop on Unified DISE held at Ranchi, Jharkhand, October 27-28, 2012.

Participated in the MHRD Northern Regional Workshop held at Bhopal, Madhya Pradesh, October 30-31, 2012.

Participated in the MHRD Southern Regional Workshop held at Chennai, Tamil Nadu, November 6-7, 2012.

Participated as a Resource Person in the Workshop on Unified DISE held at Patna, Bihar, January 19-20, 2012.

Participated as a Resource Person in the Workshop on Unified DISE held at Panchkula, Haryana, November 9, 2012.

Participated as a Resource Person in the Workshop on Unified DISE held at Panchkula, Haryana, November 10, 2012.

Participated in the MHRD Eastern Region Review Meeting held at Kolkata, West Bengal, October 12, 2012.

Made a presentation on DISE in the World Bank Implementation Completion Report on November 26, 2012

Participated as Chairman in a Panel Discussion on "School Development Plan in School Leadership Programme" at NUEPA, New Delhi on January 30, 2013

Participated as a Resource Person in the MHRD National Workshop on "Usage of MIS Data on Planning", at SCOPE, New Delhi, March 5-6, 2013

International

Participated in and made a presentation on “DISE in Human Capital in China, India and Indonesia: demographic bonus, educational opportunities and equity”, National University of Singapore, Singapore, July 5-6, 2012

Reviewed EMIS in Ghana and visited Accra, August 27 to September 5, 2012

Programmes/Courses Conducted

Conducted Orientation Programme on DISE Data Capture Format through EDUSAT, at NUEPA, New Delhi on September 7, 2012 (Hindi).

Conducted Orientation Programme on DISE Data Capture Format through EDUSAT, at NUEPA, New Delhi on September 14, 2012.

Conducted a course on Quantitative Aspects of Education Planning, DEPA, (with Shri A. N. Reddy) and undertook 10 sessions on Indicators and related topics, October 2012.

Conducted Training Programme on Using of Indicators in the Context of RTE with a number of sessions on Indicators, EMIS etc. at NUEPA, New Delhi February 14-18, 2013.

Workshops Organized

Workshop on “Unified DISE for MIS officers of SSA and RMSA” at NUEPA, New Delhi, June 27-29, 2012.

Workshop on “Unified DISE for MIS officers of SSA and RMSA” at NUEPA, New Delhi, August 22-23, 2012.

Attended MHRD and UNESCO South Asian Ministerial Forum Workshop on “Translating ICT in Education Policies into Action”, New Delhi, February 11-12, 2013.

Moderator as Expert in Chhattisgarh Public Service Commission, Raipur, March 29, 2013

Academic Memberships

Member, MHRD Expert Group on Educational Development Index

Member, DAC of Department of Data Processing, NCERT, New Delhi

Presentations

Made a presentation on DISE at Azim Premji Foundation, Bangalore, November 30, 2012.

Made a presentation on schoolreportcards.in before the Afghanistan delegation at NUEPA New Delhi on December 17, 2012.

Made a presentation on DISE 2011-12 before the 17th JRM of Sarva Shiksha Abhiyan programme at India Habitat Centre, New Delhi

Made a presentation on SEMIS during 1st JRM of RMSA at India Habitat Centre, New Delhi.

Made a presentation on “MIS for School Education” in Orientation Programme on ‘Planning and Management of School Education in Educationally Backward Districts’ at NUEPA, New Delhi on January 22, 2013.

Awards

eMPI—Indian Express Indian Innovation Award was presented to schoolreportcards.in, May 2012.

Y. Sreekanth

Publications

Published

Prepared a report titled 'Post Enumeration Survey of DISE Data (Major Findings – 2011-12)'.
A research paper titled 'Reservation for Economically Weaker Section Children in Unaided Private Schools: Policy and Practice' published in International Journal for Educational Studies in February 5, 2013.

Unpublished

A research paper titled 'How schools function in the districts affected by Left-wing Extremism in India' accepted for publication in Asian Education and Development Studies.

Team member for developing a 'Report to the people on education (2011-12)', authoring two chapters on the themes "Literacy: An indispensable element in educational development" and "Secondary Education – A leap forward".

A. N. Reddy

Publications/seminar and conference papers

Published

'Financing of elementary education in Himachal Pradesh: what other states can learn' in Journal of Social and Economic Development, 14(2), P. 181-201.

Unpublished

"Regional disparities in School Education in Andhra Pradesh" submitted as discussion paper.

Low budget schools in India: A review literature

"Educational status of Muslim children at elementary level: A statistical profile", prepared for Standing Committee of National Monitoring Committee for Minorities Education, mimeo.

Training Programmes

Organized Workshop on "Unified System of Collection of School Education Statistics", June 27-29, 2012.

Coordinated Exposure Visit of officers of Ministry of Education, Government of Afghanistan, December 17-24, 2012.

Part of organizing team of Training Programme on Using Indicators in Planning & Monitoring of Elementary Education in the Context of RTE, February 4-8, 2013.

Other activities

Prepared draft report of Expert Group on “Creation of Unified System of Data Collection of School Education Statistics” (Chairman: Prof. R. Govinda).

Prepared a note to define drop-out and out-of-school children for the 14th JRM of SSA

Prepared a Training Module on Indicators of Educational Development, mimeo.

Prepared report of field visit to Kolkata to examine the implementation of U-DISE, mimeo.

Attended several meetings of Standing Committee of National Monitoring Committee for Minorities Education.

Prepared a check list for SEMIS-RMSA.

DEPARTMENT OF TRAINING AND CAPACITY BUILDING IN EDUCATION

Najma Akhtar (HOD)

Publications

Published

Report of National Commission for Minority Education Institution (NCMEI) “Empowerment of Minority Girls through Education” – finalized as member and submitted to MHRD by NCMEI, December 2012.

Canadian Diversity Vol. 10: 1 Spring 2013 – “Rethinking Equity in Quebec and India on Balancing Diversity and Common Socialization: Comparing Educational Debates in India and Quebec”: Marie Mc Andrew & Najma Akhtar pg. 70-75 (Bilingual publication by Association of Canadian Studies (ACS).

“Access to Higher Education among Marginalized Groups in India: Obstacles and promising avenues”: Najma Akhtar & B.K. Panda pg. 91-95, Canadian Diversity Vol. 10: 1 Spring, 2013.

Contributed a paper titled “Gender and Access to Education in India” in the SAARC Programme on ‘Gender Equality: Issues and way forward for the SAARC Region’ at the SAARC, Human Resource Development Centre (HRDC), Islamabad, March 18-23, 2013.

Participation in National and International Conferences/Seminars/Workshops

National

Keynote address at a Workshop of Degree College Principals, organized by Jamia Millia Islamia on “Higher Education: Opportunities & Challenges”, February 26, 2013.

Participated as ‘Guest of Honour’ and contributed in the National Workshop on “Nehru’s Vision as reflected in his writings”, organised by Maulana Azad National Urdu University on February 22, 2013.

International

Attended International Seminar on 'Living with Religious Diversity', organized by the University of Ottawa (Canada) on February 18-19, 2013, and chaired the Panel on Religious Education.

Consultancy

Provided Honorary Consultancy to the Department of North Eastern Region (DONER) in developing a unique design for an Engineering College for Talented Block level students of North-East.

Provided support to Babasaheb Bhimrao Ambedkar (Central) University in developing a plan document for starting a 'School of Education' in the University

NUEPA-based Capacity Building Programmes

Organised a one-week Capacity building Training Program for J&K Officials in Srinagar, June 2012

Conducted a one-week "Orientation Programme in School Management for Heads of Muslim Minority Managed for Higher Learning" at NUEPA, New Delhi during December 10-14, 2012.

Designed and organised a one-week "7th Orientation Programme for Minority Managed Senior Secondary Schools" at NUEPA, New Delhi during January 7-12, 2012.

Conducted 33rd Diploma in Educational Planning & Administration (DEPA-XXXIII) from September 1-November 30, 2012 as Programme Director

Conducted 29th IDEPA from February 1-April 30, 2013 as Programme Director

Supervision and Guidance

Guiding Ph.D. of Ms. Namrata on "A study of measures of discipline and its implications for the management of secondary schools: A case of Allahabad" (ongoing—nearing completion).

Provided guidance to develop the design of Internship Program for Mr. Hamelin Mathieu from Montreal University, Canada (an Intern in the Department from June to September 2012).

Training Material Developed

Training design and reading material for Institution Building for Heads of Muslim Minority Managed Schools program

Training Design & Material for the Programme for Capacity-building of J&K officials

Experience-sharing Tool for School Principals

Experience-sharing Performa for Institutional Heads of Higher Educational Institution

Tools for training needs' assessment (TNA) for Block Education Officers(BEO) in Hindi

TNA tool for District Inspectors of Schools (DIOS) in Hindi

Consultancy and Academic Support to Public Bodies

Contributed the following –

As a member of the Research Advisory Committee (RAC) of RTE-SSA, attended meeting at UEE Mission (Dept. of Education) – Delhi on October 15, 2012

As UGC Committee Member on evaluation of Autonomous Colleges for Extension of Autonomous Status, visited National Degree College, Bangalore University from November 6 to 8, 2012

As Chairperson of the UGC Expert Committee, visited Lucknow University (Lucknow) to evaluate the Hostel Construction done under UGC grants to the University on November 23, 2012

As member, participated in a meeting of the Department Advisory Board (DAB) of Department of 'Education of Groups with Special Needs' of NCERT on December 14, 2012

MANUU University National Workshop – Contributed in the National Workshop on "Nehru's Vision as reflected in his writings" at Maulana Azad National Urdu University, February 22, 2013

Participated in a Training Programme for Teacher Educators from DIET on 'Gender Issues with Focus on Upliftment of Muslim Girls' in NCERT through a session on "Education of Muslim Women : Sharing of Field Experiences", February 25, 2013

Nominated as external member of the 'Faculty Committee' on the Faculty of Education, Jamia Millia Islamia

As member of the 'NCERT Committee for prevention of sexual harassment of women at workplace', attended several meetings

As member of Academic Advisory Committee of Navodya Vidyalaya Samiti (NVS), attended meeting on February 28, 2013

Nominated by UGC, as the Chairperson of the Committee for the Colleges affiliated with Mahatma Gandhi University (Kerala)

Nominated by UGC as Chairman of the Expert Committee for the spot evaluation of Hostel construction, out of the UGC grants, by the Kurukshetra University (Haryana)

As Chairperson of the Expert Committee for the establishment of "School of Education" under the Ambedkar Central University (Lucknow) on November 23, 2012 and prepared the proposal as per UGC requirement

As UGC representative, participated in Meeting of the Advisory Committee of Academic Staff College of Indore University, Indore on December 21, 2012

Participated in publication release–"National Girls Education Report of National Commission for Minority Educational Institutions" (NCMEI) on December 28, 2012

Participated in NIOS Silver Jubilee Symposium on February 14, 2013

As member of BOS, participated in a meeting of Boards of Studies of School of Education in GGS Indraprastha University on February 20, 2013

Membership of Eminent bodies

Visitor's Nominee on the Selection Committee for appointment of Education Faculty members in the CIE, Delhi University

Visitor's Nominee on the Selection Committee for appointment of Education Faculty members at the Maulana Azad National Urdu University (MANUU), Hyderabad

Member, Advisory Committee of Academic Staff College of Indore University, Indore

Member, Board of Studies of School of Education, GGS Indraprastha University.

Member of KVS Advisory Committee for ZIETs

Member, Editorial Board of Manpower Journal Vol. XLVI, Number 3 of Institute of Applied Manpower Research (IAMR)

Member of Board of Studies of School of Education of GGS Indraprastha University

UGC Expert Committee Chairperson for evaluating the MANUU Expansion and funding in Sambhal (Moradabad—UP)

UGC Nominee on Board of Governors of JSS Law College (Mysore University)

Member, Executive Committee of COBSE

Member of Advisory Committee of the UGC at Academic Staff College, Kannur University (Mangattuparamba Campus)

UGC Representative on the Planning & Monitoring Board of the Bharati Vidyapeeth Deemed University, Pune

Visitors' nominee in Executive Council of Jamia Millia Islamia

Member, Governing Body of Air Force Kendriya Vidyalaya

Member of the NCERT Committee for Prevention of Sexual Harassment of Women at the workplace

Honorary Member of National Commission for Minority Educational Institutions (NCMEI) – Girls Education Committee, with special mandate to support the issues of Minority Girls Education

Member of UGC Expert Committee to evaluate the performance and academic attainments for the extension of autonomous status to Maharajah's College (Andhra University).

B. K. Panda

Publications

Published

Study of Participation among Scheduled Caste Girls in Schools, Lap Lambert Academic Publishing, German, ISBN No. 078-3-659-25274-7, pp. 106.

Access and Participation of Tribal Children in Schools in India, Lap Lambert Academic Publishing, German, ISBN No.078-3-659-25274-7, pp.102.

Diversity – Canadian, Vol. 10.1 Spring 2013, Rethinking equity in Quebec and India: Towards Inclusive Societies, “Access to Higher Education among Marginalized Groups in India: Objectives and Promising Avenues” – Co-Author, pp. 91-95.

Adivasi, Vol.52, No.1&2, June & December 2012, Special Issue on Tribal Language and Culture, (ISSN No.2277-7245) ”Transaction of Teaching Learning Process for the Tribal Children: Mother Tongue as the key for Development”, pp. 1-9.

Occasional Papers, No.39, 2012, “Participation in Schooling and Household Work – A Study of Scheduled Caste Girls in Mewat District of Haryana”.

“Understanding Multiple Disadvantages for Inclusive Educational Development of Scheduled Tribe Children”, Journal of All India Association for Educational Research. Vol. 23 Nos.1 & 2, June-December 2012, pp. 59-79.

“Education of Girls among Ethnic Tribal Groups in South Asia”, Journal of the Indian Anthropologist, Vol. 41, (2), July-Dec-2011, pp. 15-32.

“Need for Revamping Functioning of Ashram Schools – Case of Chhattisgarh and Odisha”, Journal Pariprekshya, NUEPA (ISSN No. 0972-7515), Vol. 1, April 12, pp. 21-50.

Book Reviews

Mark Bray, “Double Shift Schooling – Design and Operation for Cost Effectiveness”, Commonwealth Secretariat, UK (3rd Edition) ISBN: 978-0-85092, 854-9. Pages: 95 Price 15 Pounds, 2010. JEPA Vol. XXVI, No. 3, July 2012.

“Education in Sierra Leone, Present Challenges, Future Opportunities”, The World Bank, 2007, ISBN13:978-0-8213-6868-8, (Paperback) US \$ 25. JEPA Vol. XXVII, No. 1, January 2013.

Presentation of Paper and Participation in International Conference

Paper presented on “Influencing participation of the Scheduled Tribe children in schools by utilizing culturally acquired components of the community” at the International Conference of Anthropologists, organized by University of Delhi, April 1-3, 2012.

Development of Modules

Prepared draft of Module on School Development Planning for Heads of Schools

Prepared draft of Module on Managing of the Schools for the Heads of Schools

Prepared draft of Module on managing of Ashram Residential Schools for School Heads

Guidance to Ph. D. Scholars

A study on “Protection and Reconstruction of school education during armed conflict: a case study of Manipur” by Ms. N. Rebecca.

A Study on “Decentralisation and effect of Panchayat Raj Institutions in Empowering Women in Chamoli District of Uttarakhand” by Shri Ajay Kumar.

Programmes Organized

National Diploma Programme in Educational Planning and Administration (DEPA) (September 1 to November, 2012).

International Diploma Programme in Educational Planning and Administration (IDEPA) (February 1 to April 30, 2013).

Fourth Annual Orientation Programme for Heads of Minority Managed Higher Education Institutions (December 10-14, 2012).

Seventh Annual Orientation Programme in Institution Building for Heads of Muslim Minority Managed Secondary Schools (January 7-12, 2013).

Training Programme on School Development Planning with reference to RTE Act for Heads of Ashram Schools at Nasik (January 14-19, 2013).

Training Programme on School Development Planning with reference to RTE Act for Heads of Ashram Schools, Bhubaneswar (February 22-27, 2013).

Acted as Resource Person in Training Programme for the Principals of DIETS of Southern Region in Planning, Management and Evaluation, organised by NCERT in Bangalore, November 22-26, 2012.

Association with other Institutions

Served the Departmental Advisory Board of Planning and Monitoring Division of NCERT during 2012-13 and participated in two of their meetings.

Serving as a member of the Kendriya Vidyalaya Sangathan, Lodhi Road for the years 2012-14. Attended two to three of their meetings and provided academic inputs.

Provided expertise in developing the norms and seat distribution plan for the creation of a Specialized Engineering Institute for the benefit of the students of North-Eastern Region to the DONER and Educational Consultants India.

Savita Kaushal

Publications

Published

A Study of "Students' Achievements, Motivation and Self Perception vis-à-vis Teacher Expectations in Private Schools of Delhi" in the Journal titled *The Communication*, Vol. 21 No. 1 2012 ISSN: 0975-6558 (published article).

"Bridging the Gap in Girls' Education through Open Schooling in India: Prospects and Provisions", *Journal of Indian Education*, November 2012 Issue, published by NCERT.

Contributed Chapter titled "Managing the School" for NCERT publication on Right to Education.

Participation in National and International Conferences/Seminars/Workshops

National

Participated as a panelist in the session titled 'ICT in ECCE-Implications for Successful Implementation' at India International Centre, New Delhi on September 28, 2012.

International

Participated in International Conference on 'ICT Culture in Education 2012' held during September 27-29, 2012.

Consultancy and Academic Support to Public Bodies

Contributed material and delivered lecture on the topic "Creativity Development: A Concept" on August 1, 2012 in the Seventh Diploma Course in Early Childhood Care and Education of NCERT (held from July 16 to October 12, 2012).

Contributed material and delivered lecture on the topic "Use of Local Material in ECE" on August 17, 2012 in the Seventh Diploma Course in Early Childhood Care and Education (July 16, 2012 to October 12, 2012) of NCERT.

Delivered lecture and contributed material for the training programme on the topic "Role of NIOS" in the Seventh Diploma Course in Early Childhood Care and Education (July 16, 2012 to October 12, 2012) of NCERT.

Participated in consultation meeting, organized by NCERT, New Delhi, to review the existing curriculum and methodology of Diploma Course in Early Childhood Care and Education, October 17-18, 2012 .

Participated as a resource person in the session on "Community Participation and SMC Formation in School" for the Principals of MCD schools at DIET, Karkardooma, Delhi, December 4, 2012.

Evaluation of Project Work Dissertation of two trainees and conducting their viva-voce for the Seventh Diploma Course in Early Childhood Care and Education on January 9, 2013.

As an External member for the evaluation of the progress in Ph.D work of Junior Research Fellow (for award of Senior Research Fellowship), Ms. Tia Kala of the Department of Teacher Training and Non Formal Education, Jamia Millia Islamia, participated in meeting of the committee held on January 22, 2013.

Participation in Training Programmes

Participated in 101st four-week Orientation Programme organised by Academic Staff College, Jamia Millia Islamia from July 16 to August 13, 2012.

Participated in Specialised Course Programme and attended four courses under the Educational Planning Management Stream, offered by International Institute for Educational Planning, Paris, from February 11 to April 5, 2013

Mona Sedwal

Publications

Published

Genesis and Growth of University Education in India. LAP Lambert Academic Publishing, Germany, 2012, Paperback, 72 Pages, (ISBN 978-3-659-27697-2)

Teacher Concerns: Divergence in Policy and Practice in Role of Teachers in Changing Context, edited by D. Parimala published by Kanishka Publishers, New Delhi, 2012. pp. 27-52.

Practical Tips for Teaching Multigrade Classes for the series on Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized Booklet 4, published by UNESCO Bangkok, 2013. The booklet was jointly prepared with Rashmi Diwan, Associate Professor, NUEPA.

Paper Presentation

Presented a paper titled “Diversified Teacher Training Courses: Multiple Institutions and Varied Levels” in the Comparative Education Society of India (CESI) Annual International Conference 2012 titled ‘Education for a Changing World’ at University of Jammu, Jammu, October 10-12, 2012.

Teaching and Training Programmes

Convener

Convener of Faculty Colloquium held twice every month (on Thursdays) from July to December 2012.

Convener for the Sub Group III from NUEPA for the Committee of CABE on National Mission on Teachers and Teaching declared at the Meeting held by Hon’ble Minister of State for Human Resource Development at MHRD on January 21, 2013.

Examiner

Invigilation of Mr. Mathieu Hamelin, a graduate student in Canada, doing internship at NUEPA for three months since May 28, 2012. He appeared in two basic examinations at Laval University, Canada on July 6 and 13, 2012, wherein the examination was received by email and the answer sheets were scanned and sent back to Canada.

External Examiner for the M. Phil. Dissertation titled “The Politics of Knowledge: Interrogating the Higher Education Policy of India” by Sharvari K. Joshi, Centre for the Study of Law and Governance, Jawaharlal Nehru University (JNU), 2012.

As an expert on the B.Ed. Interview Board of History in Department of Education, University of Delhi at Central Institute of Education (CIE), University of Delhi on June 21, 2012.

Participation in National and International Conferences/Seminars/Workshops

As Coordinator

Coordinated the Media Workshop on “Is Technology the Silver Bullet for School Education in India?” in collaboration with Central Square Foundation at IHC, New Delhi on October 30, 2012. The Workshop was jointly organized by National University of Educational Planning and Administration (NUEPA) and Central Square Foundation (CSF) with the participation of journalists and media persons.

Associated with and coordinated the Fourth Orientation Programme for Minority Managed Institutions of Higher Learning, held at NUEPA, New Delhi during December 10-14, 2012.

Associated with and coordinated the Seventh Orientation Programme in Institutional Building for Heads of Muslim Minority Managed Senior Secondary Schools, held at NUEPA, New Delhi during January 7-12, 2013.

Programme Coordinator for the 29th International Diploma in Educational Planning and Administration (IDEPA) at NUEPA, New Delhi from February to April 2013. The programme was attended by 35 participants from 22 countries for the diploma programme at New Delhi.

As Participant

Round Table Conference on “Implementation of Right to Education Act 2009 in Areas Affected by Civil Strife” by Department of School and Non Formal Education, NUEPA, New Delhi on June 14, 2012.

Consultation Meeting with Justice J.S. Verma Commission on Teacher Education, appointed by the Hon’ble Supreme Court, NUEPA on June 30, 2012, New Delhi.

Briefing pertaining to CABE Committee Meeting on Teachers and Teaching held by Hon’ble MOS for HRD, Dr. D. Purandeswari, at Shastri Bhawan, New Delhi on September 8, 2012.

Round Table Discussion on “The Right to Education Act – The Implementation Challenge, with Special Reference to Government School”, held at India International Centre (IIC) on November 30, 2012.

National Consultation Meet on “Teacher Knowledge and Teacher Learning”, held at India International Centre (IIC) on January 11, 2013.

National Discussion Meet on “Educational Ideas of Swami Vivekananda” at NUEPA, New Delhi on January 14, 2013.

National Consultation on School Leadership, organised at IHC, New Delhi by National Centre for School Leadership (NCSL), NUEPA, February 20-21, 2013.

Resource Centre for Arts and Crafts organized Cultural Programme to celebrate Vasant at NIE Auditorium in NCERT Campus on February 23, 2013.

Seminar on “Right to Education: Debates and Challenges”, held at India Habitat Centre by Centre for Budget and Policy Studies (CBPS), Bangalore on February 26, 2013.

Participation in Various Committees of MHRD

Convener for the Sub Group III from NUEPA for the Committee of CABE on National Mission on Teachers and Teaching declared in the Meeting held by Hon'ble MOS, HRD, on September 12, 2012 at MHRD.

Coordinator for Meeting of CABE Committee on Teachers and Training, held on September 12, 2012 at Vigyan Bhavan Annexe, New Delhi.

Coordinator for Meeting of CABE Committee on Teachers and Training, held on January 21, 2013 at Vigyan Bhavan Annexe, New Delhi.

Chairing of Sessions in Conference, Workshops etc.

Chaired a session in the Comparative Education Society of India (CESI) organised Annual International Conference 2012 titled "Education for a Changing World" at University of Jammu, Jammu from October 10, 2012. The session was on 'Teacher, Teaching and Classroom' in which two papers were presented by the faculty and a scholar.

Chaired three sessions in the "Seventh Orientation Programme in Institutional Building for Heads of Muslim Minority Managed Senior Secondary Schools" at NUEPA, New Delhi during January 7—12, 2013.

MAULANA ABUL KALAM AZAD CHAIR

S. Irfan Habib

Book Published

S. Irfan Habib, *Jihad or Ijtihad: Religious Orthodoxy and Modern Science in Contemporary Islam*, Harper Collins, New Delhi, October 2012.

Articles in the National Press

- S. Irfan Habib, *Islamic science is the creation of Euro-American Universities*, Tehelka, October 13, 2012.
- S. Irfan Habib, *Maulana Azad Man of Many Parts*, The Hindustan Times, November 12, 2012.
- S. Irfan Habib, *Modern Science can be pursued by any believer*, The Times of India, October 28, 2012

Participation in Seminars and Conferences

1. Was a visiting chair at the Humboldt University, Berlin from April to July 2012 to teach a course on science, technology and education. Also delivered public lectures at Humboldt University as well as Free University, Berlin.
2. Participated in a three-day International Conference on Maulana Azad, organised by the Maulana Azad Institute of Asian Studies, Kolkata, August 28-30, 2012. Also delivered a paper on "Maulana Azad: Institutionalizing Science and Culture in independent India".

Seminars/Lectures Organised

Organized the Third Maulana Azad Memorial Lecture by Prof. Amiya Bagchi on November 9, 2012. Prof Bagchi spoke on “Decentring European Liberalism in India's Democratic Struggles”.

NATIONAL FELLOWS

A. Mathew

Publications

Unpublished

Readings in Literacy and Adult Education, (Eds) A. Mathew and JBG Tilak, (in press).

Conceptual Evolution of Adult Education in India and Correspondence with Global Trends, in Journal of Educational Planning and Administration (in press).

Development of Adult Education in India in Comparative Perspective

Important Aspects covered so far include:

Indian Adult Education in the Context of Global Scenario: A Critical and Comparative Appreciation (now coming as a chapter in A. Mathew and JBG Tilak, ed., Readings in Literacy and Adult Education (in press);

Curriculum and Content of Adult Education India: Conceptual Evolution and Correspondence with Global Trends (now coming as a chapter in A. Mathew and JBG Tilak, ed., Readings in Literacy and Adult Education (in press)

Vision and Design of Adult Education in India: The Evolving Discourse (under completion).

Together these could be combined and brought out as a Monograph as *Trends in Evolution of Adult Education in India in Comparison with Global Scenario*.

Participation in International and National Conferences/Seminars/Workshops

National

National Seminar on “Prior Learning”, organized by National Literacy Mission Authority at India Habitat Centre, June 30, 2012.

12th Conference on Comparative Education Society of India, organized by and held at University of Jammu: Participated as Chairperson of two sessions and presented a paper on “Concept, Definition and Policy on Adult Education in India in Comparative Perspective”, October 26-30, 2012.

Participated in 36th Indian Social Science Congress, at KIIT, Bhubaneswar, and presented a paper on “Curriculum and Content of Adult Education India: Conceptual Evolution and Correspondence with Global Trends”, December 27-31, 2012.

Participated as a Resource Person in State of Conference of DEOs and BEOs of Kerala in Thiruvananthapuram, February 6-7, 2013.

Participated in the Meeting organized by SRC, Jamia Millia Islamia, and made a presentation on “Enabling Legislation on Adult Education”, February 27, 2013.

Participated in the Stakeholders Consultative Meet, organized by NLMA in Mahapalipuram, and made a presentation on “New Vision of Adult Education in India and Enabling Legislative Framework”, March 24-25, 2013.

Participated in ZHCES’ Graduate Students’ Seminar on “Inter-disciplinary in Educational Studies: Concepts, Theories and Approaches”, March 12-14, 2013.

Digital Repository of Education Documents

Supervised the development of the Digital Repository of Education Documents as an extended face of NUEPA by creating a Community of Users. The digital repository contains over 1000 education policy-related documents, scanned, classified and included in digital data bank. These documents cover different sectors and spheres of education system, and are due for being opened to Users.

Other Activities

Preparation of Brochure for Digital Repository,
NUEPA Brochure

Vimala Ramachandran

Publications

Published

“Cartographies of Empowerment: The Story of Mahila Samakhya” (with Kameshwari Jandhyala), Zubaan Books, December 2012.

“Evaluating gender and equity in elementary education: reflections on methodologies, processes and outcomes”, Vol. 19, No 2 (June 2012) Indian Journal of Gender Studies, June 2012.

“Can rights go wrong? The RTE conundrum in India”, India International Centre Quarterly, July 2012.

“The surprisingly dire situation of children's education in Rural West Africa: Results from the CREO study in Guinea-Bissau” (Co-authored with Peter Boone, Ila Fazio et al).

(http://papers.nber.org/papers/w18971?utm_campaign=ntw&utm_medium=email&utm_source=ntw), National Bureau of Economic Research, Cambridge MA, USA, March 2013 (working paper).

Unpublished

“Inclusion and exclusion of students in schools and classrooms in primary and upper primary schools of India - a synthesis of a six-state study” (with Taramoni Naorem), SSA, TSG, Ed CIL, September 2012 (forthcoming report).

Research Projects

Completed

EFA: Unfinished Agenda, Worked with Naresh Kumar to draft the Unfinished Agenda and submitted on time, NUEPA contract with UNICEF ROSA.

SSA: Inclusion and exclusion of children in schools and classrooms, Developed research design, research tools, conducted orientation/raining for researchers, reviewed state reports and drafted National Synthesis report. Work done along with Tara Naorem of TSG, Ed CIL, SSA commissioned project, done through TSG of Ed CIL.

APPENDICES

APPENDIX

MEMBERS OF THE NUEPA COUNCIL (AS ON MARCH 31, 2013)

President

1. Dr. M.M. Pallam Raju
Hon'ble Minister for
Human Resource Development
Govt. of India
Shastri Bhawan
New Delhi-110001

Vice-President

2. Prof. R. Govinda
Vice-Chancellor
NUEPA
New Delhi-110016

Ex-Officio Members

3. Secretary
Government of India
Department of Higher Education
Ministry of Human Resource Development
New Delhi-110001
4. Secretary
Government of India
Department of School Education and
Literacy
Ministry of Human Resource Development
New Delhi-110001
5. Chairman
University of Grants Commission
New Delhi-110002

6. Director
National Council of Educational Research
and Training
New Delhi-110016
7. Financial Advisor
Ministry of Human Resource Development
Government of India
New Delhi-110001

Persons representing States by rotation nominated by the president, NUEPA Council, (one each from the Five Zones)

8. The Secretary (School Education)
Government of Tamil Nadu
Secretariat
Fort St. George, Guindy
Chennai-600009
9. The Secretary (Higher Education)
Government of Gujarat
Block No. 5, 7th Floor
New Sachivalaya Complex
Gandhinagar-382010
Gujarat
10. The Secretary (Higher & Technical
Education)
Government of NCT of Delhi
Muni Maya Ram Marg
Pitampura, Delhi-110034
11. The Commissioner & Secretary (Education)
Government of Nagaland
Civil Secretariat, Kohima-797001
Nagaland

12. The Secretary (School Education)
Government of Chhattisgarh
DKS Bhawan, Mantralaya
Raipur-469001
Chhattisgarh

Eminent Educationists

(Nominees of the President, NUEPA Council)

13. Shri Rajendra S. Pawar
Chairman, NIIT Ltd.
Sector 32, Plot No. 85
Gurgaon
14. Prof. Deepak Nayyar
Former Vice-Chancellor
Delhi University
F-5, Friends Colony (West)
New Delhi-110065
15. Prof. Pankaj Chandra
Director
Indian Institute of Management
Bangalore
Bannerghatta Road
Bangalore-560076

NUEPA Faculty

(Nominee of the President, NUEPA Council)

16. Prof. Jandhyala B. G. Tilak
Professor & Head
Department of Educational Finance
NUEPA
New Delhi-110016
17. Dr. Binod Kumar Singh *Secretary*
Registrar
NUEPA
New Delhi-110016



APPENDIX

MEMBERS OF THE BOARD OF MANAGEMENT (AS ON MARCH 31, 2013)

1. Prof. R. Govinda
Vice-Chancellor
NUEPA
New Delhi-110016
 - Chairman
 6. Prof. J.B.G. Tilak
Professor & Head
Department of Educational Finance
NUEPA
New Delhi-110 016
 7. Prof. K. Sujatha
Professor & Head
Department of Educational Administration
NUEPA
New Delhi-110 016
 8. Dr. Y. Josephine
Associate Professor
Department of Educational Finance
NUEPA
New Delhi-110 016
 9. Dr. Binod Kumar Singh
Registrar
NUEPA
New Delhi-110 016
 - Secretary
- Members**
(Nominees of the President, NUEPA Council)
2. Prof. Farida Khan
Head
Department of Educational Studies
Jamia Millia Islamia University
Jamia Nagar
New Delhi-110025
 3. Prof. M. Anandkrishnan
Chairman, IIT Kanpur
No. 8/15, 5th Main Road
Madan Apartments
Kasturibai Nagar, Adyar
Chennai – 600020
 4. Prof. Peter Ronald deSouza
Director
Indian Institute of Advanced Studies
Rashtrapati Nivas
Shimla – 171005
- Other Members**
5. Shri Amit Khare, IAS
Joint Secretary (P)
Ministry of Human Resource Development
Shastri Bhawan
New Delhi-110001



APPENDIX

MEMBERS OF THE FINANCE COMMITTEE (AS ON MARCH 31, 2013)

- | | | | |
|--|----------------------------------|--|------------------------|
| 1. Prof. R. Govinda
Vice-Chancellor
NUEPA
New Delhi-110016 | <i>Chairman
(ex-Officio)</i> | <u>Other Members</u> | |
| (Nominees of the President, NUEPA Council) | | 5. Prof. N.D. Mathur
Head, Department of Economics
Central University of Rajasthan
Kishangarh, Ajmer
Rajasthan | |
| 2. Dr. B.K. Mahapatra
Registrar
Shri Lal Bahadur Shastri Rashtriya Sanskrit
Vidyapeeth
New Mehrauli Road
New Delhi-110067 | | 6. Dr. Binod Kumar Singh
Registrar
NUEPA
New Delhi – 110016 | <i>Special Invitee</i> |
| 3. Shri N. U. Siddiqui
Former Finance Officer
Jamia Millia Islamia University
Jamia Nagar
New Delhi-110025 | | 7. Ms. Usha Thyagarajan
Finance Officer
NUEPA
New Delhi-110016 | <i>Secretary</i> |

Representative of the MHRD

4. Financial Advisor
Ministry of Human Resource Development
Shastri Bhawan
New Delhi-110001

IV

APPENDIX MEMBERS OF THE ACADEMIC COUNCIL (AS ON MARCH 31, 2013)

- | | | |
|---|------------------------|--|
| <p>1. Prof. R. Govinda
Vice-Chancellor
NUEPA
New Delhi-110016</p> | <p><i>Chairman</i></p> | <p>8. Prof. (Mrs.) Pramila Menon
Professor & Head
Department of Educational Policy
NUEPA, New Delhi-110016</p> |
|---|------------------------|--|

Heads of Departments of NUEPA

2. Prof. Jandhyala B. G. Tilak
Professor & Head
Department of Educational Finance
NUEPA, New Delhi-110016
3. Prof. K. Sujatha
Professor & Head
Department of Educational
Administration
NUEPA, New Delhi-110016
4. Prof. (Mrs.) Najma Akhtar
Professor & Head
Department of Training & Capacity
Building in Education
NUEPA, New Delhi-110016
5. Prof. Sudhanshu Bhushan
Department of Higher and Professional
Education
NUEPA, New Delhi-110016
6. Prof. Arun C. Mehta
Professor & Head
Department of Educational Management
Information System
NUEPA, New Delhi-110016
7. Prof. S. M. I. A. Zaidi
Professor & Head
Department of Educational Planning
NUEPA, New Delhi-110016

9. Prof. Neelam Sood
Professor & Head
Department of School &
Non-Formal Education
NUEPA, New Delhi-110016

Eminent Educationists

(Nominees of President, NUEPA Council)

10. Prof. N. Jayaram
Tata Institute of Social Sciences
P.O. Box 8313, Deonar
Mumbai-400088
11. Prof. N.J. Kurien
Visiting Professor
Council for Social Development
Sangha Rachna, 53, Lodi Estate
New Delhi-110003
12. Prof. Gita Sen
Indian Institute of Management
Bangalore
Bannerghatta Road
Bangalore-560076

(Nominees of Vice-Chancellor, NUEPA)

13. Prof. Satish Deshpande
Department of Sociology
Delhi School of Economics
University of Delhi
Delhi-110007

14. Prof. H. Ramachandran
ICSSR, National Fellow
E-1675, Palam Vihar
Gurgaon-122017
15. Prof. P. Balakrishnan
Director
Centre for Development Studies
Near Prashant Nagar
Ulloor, Trivandrum-695011

NUEPA Faculty

16. Dr. Rashmi Diwan
Associate Professor
NUEPA
New Delhi-110016
17. Dr. R.S. Tyagi
Assistant Professor
NUEPA
New Delhi-110016
18. Dr. Binod Kumar Singh, *Secretary*
Registrar
NUEPA
New Delhi



APPENDIX

MEMBERS OF THE BOARD OF STUDIES (AS ON MARCH 31, 2013)

- | | | | | |
|---|--|-----------------|---|--|
| 1. | Prof. R. Govinda
Vice-Chancellor
NUEPA
New Delhi-110016 | <i>Chairman</i> | 7. | Prof. Arun C. Mehta
Department of Educational
Management Information System
NUEPA
New Delhi-110016 |
| 2. | Dean
NUEPA
New Delhi-110016 | | 8. | Prof. S. M. I. A. Zaidi
Department of Educational Planning
NUEPA
New Delhi-110016 |
| <u>Heads of Departments of NUEPA</u> | | | 9. | Prof. Neelam Sood
Department of School and Non-Formal
Education
NUEPA
New Delhi-110016 |
| 3. | Prof. Jandhyala B. G. Tilak
Department of Educational Finance
NUEPA
New Delhi-110016 | | 10. | Prof. Pramila Menon
Department of Educational Policy
NUEPA
New Delhi-110016 |
| 4. | Prof. K. Sujatha
Department of Educational Administra-
tion
NUEPA
New Delhi-110016 | | <u>Other NUEPA Faculty</u>
(Nominees of the Vice-Chancellor, NUEPA) | |
| 5. | Prof. (Mrs.) Najma Akhtar
Department of Training and Capacity
Building in Education
NUEPA
New Delhi-110016 | | 11. | Dr. (Mrs.) Veera Gupta
Associate Professor
NUEPA
New Delhi-110016 |
| 6. | Prof. Sudhanshu Bhushan
Department of Higher & Professional
Education
NUEPA
New Delhi-110016 | | 12. | Dr. R. S. Tyagi
Assistant Professor
NUEPA, New Delhi-110016 |

**Experts Co-opted by the Vice-Chancellor,
NUEPA**

- | | | |
|---|---|------------------|
| 13. Prof. M. Anandakrishnan
No. 8, 5 th Main Road
Madan Apartment, 2 nd Floor
Kasturba Nagar
Chennai-600020 | 14. Prof. Satendra Kumar
Head of Department
Faculty of Education
MS University of Baroda
Vadodara | |
| | 15. Dr. Binod Kumar Singh
Registrar
NUEPA
New Delhi-110016 | <i>Secretary</i> |

VI

APPENDIX FACULTY AND ADMINISTRATIVE STAFF (AS ON MARCH 31, 2013)

Vice-Chancellor

Professor R. Govinda

Department of Educational Planning

Dr. S.M.I.A. Zaidi, Professor and Head
Dr. Mona Khare, Professor
Dr. K. Biswal, Associate Professor
Dr. N. K. Mohanty, Assistant Professor
Dr. Suman Negi, Assistant Professor

Department of Educational Administration

Dr. K. Sujatha, Professor and Head
Dr. Kumar Suresh, Professor
Dr. Vineeta Sirohi, Associate Professor
Dr. R.S. Tyagi, Assistant Professor
Dr. Manju Narula, Assistant Professor
Dr. V. Sucharita, Assistant Professor

Department of Educational Finance

Dr. Jandhyala B. G. Tilak, Professor and Head
Dr. Y. Josephine, Associate Professor
Dr. P. Geetha Rani, Associate Professor
Dr. Vetukuri P.S. Raju, Assistant Professor

Department of Educational Policy

Dr. Pramila Menon, Professor & Head
Dr. Avinash K. Singh, Professor
Dr. Veera Gupta, Associate Professor
Dr. S. K. Malik, Assistant Professor
Dr. Naresh Kumar, Assistant Professor

Department of School & Non-Formal Education

Dr. Nalini Juneja, Professor (on Sabbatical Leave)
Dr. Neelam Sood, Professor & Head
Dr. Pranati Panda, Professor
Dr. (Mrs.) Rashmi Diwan, Associate Professor
Dr. Madhumita Bandyopadhyay, Associate Professor
Dr. Sunita Chugh, Assistant Professor
Dr. Kashyapi Awasthi, Assistant Professor

Department of Higher & Professional Education

Dr. Sudhanshu Bhushan, Professor and Head
Dr. Aarti Srivastava, Associate Professor
Dr. Neeru Snehi, Assistant Professor
Dr. Kausar Wizarat, Assistant Professor
Dr. Sangeeta Angom, Assistant Professor

Department of Educational Management Information System

Dr. Arun C. Mehta, Professor and Head
Dr. Y. Sreekanth, Associate Professor
Shri A. N. Reddy, Assistant Professor

Department of Training and Capacity Building in Education

Dr. Najma Akhtar, Professor and Head
Dr. B.K. Panda, Associate Professor
Dr. Savita Kausal, Assistant Professor
Dr. Mona Sedwal, Assistant Professor

National Centre for School Leadership

Dr. Rashmi Diwan, Associate Professor and Coordinator
Dr. Seema Singh, Assistant Professor
Dr. Subhita G.V., Assistant Professor
Dr. N. Mythili, Assistant Professor
Dr. Shreya Tiwari, Assistant Professor

National Centre for Policy Research in Higher Education at NUEPA

Maulana Abul Kalam Azad Chair

Professor S. Irfan Habib

National Fellows

Professor A. Mathew
Professor Vimala Ramachandran

Advisor, (IAIEPA Project)

Professor K. Ramachandran

Registrar

Dr. Binod Kumar Singh

Library/Documentation Centre

Mrs. Pooja Singh, Librarian
Dr. D.S. Thakur, Documentation Officer

Publication Unit

Shri Pramod Rawat, Deputy Publication Officer

Hindi Cell

Dr. Subhash C. Sharma, Hindi Editor & Assistant Hostel Warden

Computer Centre

Shri Naveen Bhatia, Computer Programmer

Training and Cartography Cell

Shri P.N. Tyagi, Cartographer (Comp. Appl.) & Incharge (Training)

Accounts

Mrs. Usha Thyagarajan, Finance Officer
Shri Chander Prakash, Section Officer

Administration (General & Personal)

Shri A.K. Khanduri, Administrative Officer

Personal Administration

Ms. Ujjal Bhattacharya, Section Officer

Academic Administration

Shri P.P. Saxena, Section Officer

General Administration

Shri Jai Prakash Singh Dhani, Section Officer

ANNUAL ACCOUNTS
2012-13 **VII**

BALANCE SHEET

As on March 31, 2013

CORPUS/CAPITAL FUND & LIABILITIES	SCHEDULE	AS ON 31-03-2013	AS ON 31-03-2013
Capital Fund	1	16,56,76,185	15,78,80,399
Capital Reserve	2	3,81,110	3,74,886
Earmarked/Endowment Funds (GPF)	3	-	-
Specific Grants (Project)	4	2,05,37,975	3,95,78,837
Current Liabilities & Provision	5	5,26,09,553	4,65,57,471
TOTAL		23,92,04,823	24,43,91,593
ASSETS			
Fixed Assets	6	14,30,37,082	10,82,02,478
Advance to CPWD	7	4,36,48,999	4,64,30,015
PF Investment	8	-	-
Current Assets, Loans, Advances etc.	9	5,25,18,742	8,97,59,100
TOTAL		23,92,04,823	24,43,91,593
Significant Accounting Policies & Notes on Accounts	19	-	-
Contingent Liabilities and Notes to Accounts	20	-	-

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

INCOME & EXPENDITURE ACCOUNT

for the year ended March 31, 2013

Income	SCHEDULE	Current Year	Previous Year
Grants/Subsidies	10	17,66,99,431	19,13,16,663
Income from Investment	11	-	-
Income from Royalty, Publications etc.	12	2,89,660	2,47,865
Interest Earned	13	19,58,580	18,44,274
Other Income	14	2,18,22,321	1,19,35,333
TOTAL (A)		20,07,69,992	20,53,44,135
Expenditure			
Establishment Expenses	15	12,67,57,280	14,00,48,911
Other Administrative Expenses etc.	16	9,83,30,603	6,56,00,566
Publication Expenses	17	16,31,289	10,61,544
Loss on sale of Assets	18	25,22,936	32,68,387
Depreciation	6	70,56,667	46,75,082
TOTAL (B)		23,62,98,775	21,46,54,490
Add: Excess of income/expenditure		(3,55,28,783)	(93,10,355)

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

SCHEDULES
FORMING PART OF BALANCE SHEET
As on March 31, 2013

SCHEDULE 1
CAPITAL FUND

PARTICULARS	AS ON 31-03-2013		As on 31-03-2012	
Balance as at beginning of the year	15,78,80,399		12,87,32,245	
Addition during the year	2,10,62,059		1,67,45,839	
Add: Building Capitalized during the year	2,22,62,510		1,50,52,498	
Add: Journal Capitalized prior year 2010-11	-		56,49,229	
TOTAL	20,12,04,968		16,61,79,811	
Add: Excess of Income over Expenditure	-		-	
Less: Excess of Expenditure over Income	3,55,28,783	3,55,28,783	82,99,412	82,99,412
Balance at the year end	16,56,76,185		15,78,80,399	

SCHEDULE 2
CAPITAL RESERVE

PARTICULARS	AS ON 31-03-2013		As on 31-03-2012	
DONATED ASSET FUND	-		-	
As per Last Account	3,74,886		3,65,728	
Addition during the year	6,224		9,158	
TOTAL	3,81,110		3,74,886	

SCHEDULE 3
EARMARKED/ENDOWMENT FUNDS

PARTICULARS	AS ON 31-03-2013	As on 31-03-2012
(A) GPF	-	-
a) Opening balance of the Fund	-	-
b) Addition to the Funds (GPF+CPF)	-	-
TOTAL (a) + (b)	-	-
c) Utilization towards the objects of the funds (withdrawals)	-	-
NET BALANCE	-	-

SCHEDULE 4
SPECIFIC PROJECTS

PARTICULARS	AS ON 31-03-2013	As on 31-03-2012
Specific Grants for Project		
(a) Opening Balance of the Funds	3,95,78,837	2,25,16,434
(b) Addition to the Funds/Interest/Misc. Receipts during the year	2,25,98,830	3,73,71,952
Total (a) + (b)	6,21,77,667	5,98,88,386
(c) Utilisation towards the object of funds (withdrawal)	4,16,39,692.05	2,03,09,549
NET BALANCE	2,05,37,975	3,95,78,837

SCHEDULE 5
CURRENT LIABILITIES & PROVISION

PARTICULARS	AS ON 31-03-2013	As on 31-03-2012
Current Liabilities	-	-
Security Deposit	4,54,993	4,12,268
Subscription of Journals (Advance)	1,54,560	1,29,230
Dr. D.S. Thakur CPF (Payable) 2007-08	-	15,973
Provisions : - Gratuity	80,00,000	75,00,000
- Leave encashment	40,00,000	35,00,000
- Pension	4,00,00,000	3,50,00,000
Total	5,26,09,553	4,65,57,471

SCHEDULE 6

FIXED ASSETS

Particulars	Rate of Depreciation	BLOCK OF ASSETS			Deduction during the year 2012-13	Cost/valuation as on 31-3-13	DEPRECIATIONS during the year 2012-13	BLOCK OF ASSETS Balance as on 31-3-2013
		Opening Balance	Addition during the year 2012-13	Non-Plan				
A FIXED ASSETS								
1 Land	0%	2,17,215	-	-	-	2,17,215	-	2,17,215
2 Building	2%	7,56,76,962	-	2,22,62,510	-	9,79,39,472	19,58,789	9,59,80,683
3 Vehicles	10%	13,87,309	-	-	24,551	13,62,758	1,36,276	12,26,482
4 Office equipment	7.5%	74,48,801	-	67,59,980	21,32,321	1,20,76,460	9,05,735	1,11,70,726
5 Computer/Peripherals	20%	26,37,798	-	5,63,454	-	32,01,252	6,40,250	25,61,002
6 Furniture, Fixtures & Fittings	7.5%	33,27,031	-	34,84,980	3,66,064	64,45,947	4,83,446	59,62,501
7 Library Books	10%	23,27,745	-	10,43,889	-	33,71,634	3,37,163	30,34,472
8 Journals	10%	86,02,084	36,04,791	33,58,354	-	1,55,65,229	15,56,523	1,40,08,706
9 E-Journals	40%	3,43,376	-	22,52,835	-	25,96,211	10,38,485	15,57,727
TOTAL		10,19,68,321	36,04,791	3,97,26,002	25,22,936	14,27,76,178	70,56,667	13,57,19,513
10 Work in progress (Civil)		45,41,601	-	10,83,412	-	56,25,013	-	56,25,013
11 Work in progress (Electrical)		16,92,556	-	-	-	16,92,556	-	16,92,556
TOTAL		10,82,02,478	36,04,791	4,08,09,414	25,22,936	15,00,93,747	70,56,667	14,30,37,082

SCHEDULE 7
ADVANCE TO CPWD

PARTICULARS	As ON 31-03-2013		As on 31-03-2012	
As per Last Balance Sheet	4,64,30,015		3,36,30,973	
Deposit during the year (Civil/Electrical Division)	2,83,53,512		4,03,19,854	
Building Capitalized during the year	(2,22,62,510)		(1,50,52,498)	
Expenditure ARMO Charge (Civil) during the year	(50,71, 692)		(45,41,601)	
Expenditure (ARMO) Charge (Electrical) during the year	(27,16,914)		(16,92,556)	
Work in progress during the year	(10,83,412)	4,36,48,999	(62,34,157)	4,64,30,015
TOTAL		4,36,48,999		4,64,30,015

SCHEDULE 8
INVESTMENT FROM EARMARKED/ENDOWMENT FUNDS

PARTICULARS	AS ON 31-03-2013		As on 31-03-2012	
FROM GPF				
1. In FDRs/Special Deposits of Nationalised Banks/ Post Office Term Deposit/ RBI Bonds		-		-
TOTAL		-		-

SCHEDULE 9

CURRENT ASSETS, LOANS AND ADVANCES

PARTICULARS	As ON 31-03-2013		As on 31-03-2012	
A. CURRENT ASSETS				
1. State Bank of India (10137881320)	58,75,225		2,04,48,288	
2. Syndicate Bank (Plan) 91392010001112	95,76,067		2,81,14,570	
3. Syndicate Bank (Project) 91392010001092	2,05,37,975		3,95,78,837	
4. Syndicate Bank (Hostel) 91392015365	3,04,243		2,93,953	
5. Canara Bank 25536	1,51,74,304		12,977	
6. Postage Stamps in Hand	98,562	5,15,66,376	7,624	
Total (A)	5,15,66,376		8,84,56,249	
B. LOANS, ADVANCES & OTHER ASSETS				
1. LOANS /(Staff):				
Festival Advance	88,500		1,15,425	
Scooter Advance	36,845		30,175	
House Building Advance	86,550		1,56,350	
Computer Advance	54,000		88,000	
Motor Car Advance	1,56,000		11,980	
GSLIS	440		-	
Medical Advance	-		80,000	
Other (Misc.) Advance	-	4,22,335	12,026	4,93,956
2. Advances & Other Amounts Recoverable in cash or in kind or for value to be received				
a) Security Deposit	98,298		98,298	
b) Income Accrued (Hostel)	-		3,700	
c) Interest Accrued on loans & Advances	1,65,340		4,53,421	
d) Publications in Hand	2,66,393	5,30,031	2,53,476	8,08,895
Total (B)	9,52,366		13,02,851	
TOTAL (A)+(B)	5,25,18,742		8,97,59,100	

SCHEDULES FORMING PART OF INCOME AND EXPENDITURE ACCOUNT

For the year ended March 31, 2013

SCHEDULE 10

GRANTS/SUBSIDIES (IRREVOCABLE GRANTS AND SUBSIDIES RECEIVED)

Particulars	Current Year		Previous Year	
Grants Received From GOI/MHRD				
1) Non Plan	10,70,44,000		10,33,55,000	
Less: Capitalized during the year	(36,04,791)			
Total	10,34,39,209	10,34,39,209	10,33,55,000	10,33,55,000
2) Plan	11,29,80,000		11,97,60,000	
Less: Capitalized	(1,74,57,268)		(1,67,45,839)	
Less: Building Capitalized during the year 2012-13	(2,22,62,510)		(1,50,52,498)	
TOTAL	7,32,60,222	7,32,60,222	8,79,61,663	8,79,61,663
TOTAL		17,66,99,431		19,13,16,663

SCHEDULE 11

INCOME FROM INVESTMENT

PARTICULARS	CURRENT YEAR	Previous Year
1) Received Interest	-	-
2) Interest on PF Savings Account	-	-
3) Accrued during the year	-	-
4) Less last year Accrued Interest	-	-
Total	-	-

SCHEDULE 12

INCOME FROM ROYALTY, PUBLICATION ETC.

Particulars	Current Year		Previous Year	
1) Income from Royalty	-	61,022	-	32,625
2) Income from Publications	2,53,968		2,03,370	
3) Subscription previous years	1,29,230		1,41,100	
4) Less: Subscription of Journals Advance	(1,54,560)	2,28,638	(1,29,230)	2,15,240
Total		2,89,660		2,47,865

SCHEDULE 13
INTEREST EARNED

Particulars	Current Year		Previous Year	
1) Interest received on Savings Account (Non-Plan)	7,70,613		-	16,61,566
Interest received on Savings Account (Plan)	10,42,825		-	
Interest received on Savings Account (hostel)	10,290	18,23,728	-	
2) On Loans Employees/ Interest on Bearing Advances	4,22,933		89,424	
3) Accrued Interest	1,65,340		4,53,421	
4) Less last year accrued interest	(4,53,421)	1,34,852	(3,60,137)	1,82,708
Total		19,58,580		18,44,274

SCHEDULE 14
OTHER INCOME

Particulars	Current Year		Previous Year	
1) Miscellaneous Income				
Sale of Condemn Items, License Fees, Water Charges, Sale of Prospectus, Tender Forms, Misc. Receipts	11,14,490		10,81,524	
2) Hostel Rent Receipts	46,57,171		24,96,174	
3) Leave Salary & Pension Contribution	7,75,033		37,56,405	
4) Student Fees	1,14,300		1,66,500	
5) Pro-rata Pensionary benefit (Rectification) prior year	-		44,29,457	
6) Hostel Telephone booth	-		5,273	
7) Income from Overhead Charges received from various projects	1,51,61,327	2,18,22,321	-	1,19,35,333
Total		2,18,22,321		1,19,35,333

SCHEDULE 15
ESTABLISHMENT EXPENSES

Particulars	Current Year			Previous Year		
	Non-Plan	Plan	Total	Non-Plan	Plan	Total
Salaries	4,17,59,888	25,70,587	4,43,30,475	3,39,46,189	32,96,328	3,72,42,517
Allowances, Bonus and OTA	4,27,45,981	26,27,088	4,53,73,069	3,06,25,361	27,21,988	3,33,47,349
Medical Reimburse- ment	28,92,739	-	28,92,739	33,46,813	-	33,46,813
Liveries	14,443	28,672	43,115	40,774	42,937	83,711
Leave Travel Concession (LTC)	14,28,664	-	14,28,664	8,00,676	-	8,00,676
Pension	2,30,60,348	-	2,30,60,348	4,99,37,029	-	4,99,37,029
Gratuity	46,03,853	-	46,03,853	95,27,148	-	95,27,148
Leave Encashment	33,11,690	-	33,11,690	39,43,152	-	39,43,152
New Pension Scheme	8,60,697	-	8,60,697	3,63,341	-	3,63,341
Interest on GPF/CPF/ NPS Paid	-	-	-	4,54,754	-	4,54,754
Travelling Allowances	1,20,221	-	1,20,221	50,100	-	50,100
Tuition fee	7,32,409	-	7,32,409	9,52,321	-	9,52,321
Total	12,15,30,933	52,26,347	12,67,57,280	13,39,87,658	60,61,253	14,00,48,911

SCHEDULE 15 A
CALCULATION OF PROVISION

Particulars	Pension	Gratuity	Leave Encashment
Opening Balance	3,50,00,000	75,00,000	35,00,000
Less : Actual Payment made during 2012-13	1,80,60,348	41,03,853	28,11,690
Balance available on 31-03-2013	1,69,39,652	33,96,147	6,88,310
Provision required on 31-03-2013	4,00,00,000	80,00,000	40,00,000
Provision to be made in 2012-13	2,30,60,348	46,03,853	33,11,690

SCHEDULE 16

OTHER ADMINISTRATIVE EXPENSES

Particulars	Current Year			Previous Year		
	Non-Plan	Plan	Total	Non-Plan	Plan	Total
A Infrastructure						
1 Rent/Rates/Taxes	3,87,289	4,21,470	8,08,759	4,67,405	-	4,67,405
2 Electricity/Water Charges	64,62,668	6,94,620	71,57,288	89,13,135	21,18,029	1,10,31,164
3 Security Expenses	6,39,487	1,23,845	7,63,332	-	10,86,795	10,86,795
4 Insurance	60,527	-	60,527	67,559	38,099	1,05,658
B Communication						
1 Postage and Telegram	-	3,12,247	3,12,247	-	5,21,705	5,21,705
2 Telephone and Fax	9,55,717	1,03,997	10,59,714	6,96,642	2,28,512	9,25,154
C Subscription to Academic Institutions	-	84,511	84,511	-	1,27,835	1,27,835
D Advertisement Charges	-	22,67,311	22,67,311	-	23,08,631	23,08,631
E Legal Expenses	2,66,000	17,400	2,83,400	1,21,560	2,68,010	3,89,570
F Others						
1 Newspaper Charges	1,01,836	22,165	1,24,001	88,848	33,645	1,22,493
2 Entertainment Charges	-	27,84,041	27,84,041	-	25,24,247	25,24,247
3 Other Misc. Programme Expenses	-	38,14,000	38,14,000	-	23,38,368	23,38,368
4 Petrol/Oil/Lubricant Charges	4,68,396	-	4,68,396	3,30,421	21,478	3,51,899
5 Stationery Charges	-	11,74,026	11,74,026	-	10,21,737	10,21,737
6 Audit Fee	1,37,385	-	1,37,385	21,567	-	21,567
7 Horticulture Charges	-	24,985	24,985	-	26,160	26,160
8 Photocopying Charges	-	4,60,835	4,60,835	-	3,77,631	3,77,631
9 Contract Labour/DEOs	-	8,81,513	8,81,513	-	7,93,433	7,93,433
10 Housekeeping Expenses	9,59,636	9,81,034	19,40,670	-	10,45,019	10,45,019
11 Misc. Payments	1,78,301	7,14,796	8,93,097	3,80,170	24,02,910	27,83,080
12 Bank Charges (Canara Bank)	-	-	-	-	33	33
13 Written off	-	15,726	15,726	-	-	-
G Repairs and Maintenance						
1 Maintenance of vehicles	1,19,974	-	1,19,974	2,17,197	-	2,17,197
2 Maintenance of Equipment	-	18,74,665	18,74,665	-	17,83,884	17,83,884

Particulars	Current Year			Previous Year		
	Non-Plan	Plan	Total	Non-Plan	Plan	Total
3 Maintenance of Furniture & Fixture	-	51,113	51,113	-	5,98,535	5,98,535
4 Maintenance of Building	-	34,59,333	34,59,333	-	3,01,919	3,01,919
5 Civil Maintenance (ARMO)	-	50,71,692	50,71,692	-	45,41,601	45,41,601
6 Electrical (ARMO) Charge	-	27,16,914	27,16,914	-	16,92,556	16,92,556
TOTAL (1)	1,07,37,216	2,80,72,239	3,88,09,455	1,13,04,504	2,62,00,772	3,75,05,276
Academic/Research Expenses	Non-Plan	Plan	Total	Non-Plan	Plan	Total
1 Stipend, Book & Project Grants	-	2,76,817	2,76,817	-	2,53,300	2,53,300
2 TA to Faculty/staff	-	31,22,169	31,22,169	-	16,73,527	16,73,527
3 TA to Participants	-	63,36,637	63,36,637	-	43,83,393	43,83,393
4 Honorarium to Resource Persons	-	4,55,876	4,55,876	-	4,37,275	4,37,275
TOTAL (2)	-	1,01,91,499	1,01,91,499	-	67,47,495	67,47,495
Universities Studies/Student Cell/NGOs	Non-Plan	Plan	Total	Non-Plan	Plan	Total
1 Universities Research Studies	-	2,59,60,526	2,59,60,526	-	41,01,766	41,01,766
2 Fellowship to M.Phil/Ph.D. Students	-	75,47,308	75,47,308	-	73,06,793	73,06,793
3 Grants to NGOs	-	1,24,35,937	1,24,35,937	-	91,15,273	91,15,273
4 North-East Region	-	33,85,878	33,85,878	-	8,23,963	8,23,963
TOTAL (3)	-	4,93,29,649	4,93,29,649	-	2,13,47,795	2,13,47,795
TOTAL (1+2+3)			9,83,30,603			6,56,00,566

SCHEDULE 17
PUBLICATION EXPENSES

Particulars	Current Year	Previous Year
Publication Expenses (Apportioned from Printing/Binding)	16,44,207	10,72,192
Add last year stock of books	2,53,475	2,42,827
Less Stock of books in Hand	(2,66,393)	(2,53,475)
Total	16,31,289	10,61,544

SCHEDULE 18
LOSS ON SALE OF ASSETS

Particulars	Current Year		Previous Year	
Cost as per Ledger (Motor Cycle)	29,151		9,21,618	
Less: Realized Value	(4,600)	24,551	4,35,472	4,86,146
Office Equipment (Computer, Other Electric Equipment like ACs, Water Coolers etc.) written down value as on 01-04-2011	26,84,720		32,70,834	
Less: Realized Price	(5,52,399)	21,32,321	6,54,532	26,16,302
Furniture, Fixture & Fitting written down value as on 01-04-2011	3,91,524		1,93,789	
Less: Realized Price	(25,460)	3,66,064	27,850	1,65,939
TOTAL	25,22,936		32,68,387	

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

SCHEDULE 19

SIGNIFICANT ACCOUNTING POLICIES

Basis for Preparation of Accounts

1. The accounts are prepared under the Historical Cost Convention unless otherwise stated and generally on the Accrual method of accounting.
2. **Revenue recognition**
 - 2.1 Interest on interest bearing advances to staff for House Building Advance, Purchase of Car Advance, Purchase of Scooter Advance and Computers is accounted on accrual basis every year, though the actual recovery of interest starts after the full repayment of the Principal.
 - 2.2 Fees from students, sale of Tender forms, Admission Forms, Sale of Publications, Royalty and Interest on Savings Bank accounts are accounted on actual basis.
 - 2.3 Income from Hostel rent is accounted on actual basis.
3. **Fixed Assets and Depreciation**
 - 3.1 Fixed assets are stated at cost of acquisition including inward freight, duties and taxes and incidental and direct expenses related to acquisition, installation and commissioning.
 - 3.2 Books received as gifts, are valued at selling prices printed on the books. Where they are not printed, the value is based on assessment.
 - 3.3 Electronic Journals (E-Journals) are separated from Library Books in view of the limited benefit that could be derived from the on-line access provided. Though E-journals are not in a tangible form, they are capitalized in view of the magnitude of expenditure and the benefit derived in terms of perpetual knowledge acquired by the Academic and Research Staff; Depreciation is provided in respect of E-Journals at higher rate of 40% as against depreciation of 10% provided in respect of Library books.
 - 3.4 Fixed assets are valued at cost less accumulated depreciation. Depreciation on fixed assets is provided on Straight line method, at the following rates:

1.	Land	0%
2.	Buildings	2%
3.	Office Equipment	7.5%
4.	Computers and Peripherals	20 %
5.	Furniture, Fixtures & Fittings	7.5%
6.	Vehicles	10%
7.	Library Books & Journals	10%
8.	E-Journals	40%

3.5 Depreciation is provided on the total assets (including the additions during the year) irrespective of date of acquisition.

3.6 Where an asset is fully depreciated, it will be carried at a residual value of Re.1 in the Balance Sheet and will not be further depreciated. Thereafter, depreciation is calculated on the additions of each year separately at the rate of depreciation applicable for that asset head.

4. Stocks

Expenditure on purchase of Stationery, chemicals and other store items is accounted as revenue expenditure.

5. Retirement Benefits

Capitalized Value of pension and gratuity received from the previous employers of the University employees, who have been absorbed in the University, is credited to the respective Provision Accounts. Pension contribution received in respect of employees on deputation is also credited to the Provision for Pension Accounts.

Provision for retirement benefits i.e. pension, gratuity and leave encashment are provided based on assumptions and not on actuarial basis.

Other retirement benefit viz. Travel to Home town on retirement are accounted on accrual basis (actual payments plus outstanding bills at the end of the year).

House Building Advances Fund

A revolving fund for the purpose of paying interest bearing advances to the officers and staff for House Building.

Conveyance Fund

A revolving fund for the purpose of paying interest bearing advances to officers and staff for the purchase of motor cars, two wheelers and computers.

Fellowship to Ph.D and M.Phil Students

Funds provided by the Ministry of Human Resource Development (Department of Higher Education) for the purpose of paying Fellowship to Ph.D and M.Phil Students.

The University itself also awards Fellowships and Scholarships, which are accounted for as Academic expenses of the University.

Grants to NGOs

Funds provided by the Ministry of Human Resource Development (Department of Higher Education) for the purpose of paying Grants to NGOs.

6. Government Grants

- 6.1 Total Grants of Rs. 2200.24 lakhs (Plan head: Rs. 1129.80 lakh and Non-Plan head: Rs. 1070.44 lakhs) totalling of Rs. 2200.24 lakh was received from the Ministry of Human Resource Development (Department of Higher Education), Government of India during the financial year 2012-13.
- 6.2 To the extent utilized towards capital expenditure (on accrual basis) Government grants are transferred to the Capital fund.
- 6.3 Government grants for meeting revenue expenditure (on accrual basis) are treated, to the extent utilized, as income of the year in which they are realized.

6.4 Unutilized grants are carried forward and exhibited as a liability in the Balance Sheet.

7. **Sponsored Projects**

In respect of ongoing Sponsored projects, the amounts received from sponsors are credited to the head "Current Liabilities and Provisions–Current Liabilities – Other Liabilities – Receipts against ongoing sponsored project". As and when expenditure is incurred are paid against such projects, or the concerned project account is debited with allocated overhead charges/Administrative charges, the liability account is debited. Administrative Overhead charges recovered from projects are deposited to the Canara Bank Saving Account No. 25536.

As there is no provision for refund of balance existing in the different sponsored projects, it was decided to appropriate the unspent balance to Overhead Administrative Fund Account. This was decided with the approval of the 16th Finance Committee meeting held on 5th March 2013.

SCHEDULE 20

**CONTINGENT LIABILITIES AND NOTES TO
ACCOUNTS**

1. Grants

Income for various activities like Grants-in-aid, Hostel Rent, and interest on loan and Investment on PF investment to employees is accounted on accrual basis.

Adhoc Bonus of Rs. 2,55,902/- was paid for 2011-12 to the eligible employees.

2. Current Assets, Loan and Advances

In the opinion of the management, the Current Assets, Loans and Advances have a value on realization in the ordinary course, equal at least to the aggregate amount shown in the Balance Sheet.

The details of balances in Saving Bank Accounts are shown in the schedule.

Previous year figure have been regrouped wherever necessary.

Figures in the final accounts have been rounded to the nearest rupee.

The value of gifted books in 2012-13 was Rs. 3,81,110/- (previous year – Rs. 3,74,886). Depreciation on Library books received as gifts has also been provided.

As the Provident Fund Accounts and the New Pension Scheme Account are owned by the members of those funds and not by the University, these accounts were separated from the University's Accounts. However, a Receipt and Payments Accounts, an Income and Expenditure Account (on accrual basis) and a Balance Sheet of the Provident Fund Accounts as well as the New Pension Scheme for the year 2012-13 have been attached to the University's Accounts.

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

UTILISATION CERTIFICATE OF GRANTS (PLAN & NON-PLAN)

Received from Ministry of Human Resource Development
Government of India,
during the year 2012-13

Receipt	Plan	Non-Plan	Payment	Plan	Non-Plan
Opening Balance	2,81,14,570	2,04,48,288	Revenue Expenditure	8,67,58,172	12,62,84,122
Grants Received from MHRD	11,29,80,000	10,70,44,000	Capital Expenditure/ Deposited with CPWD	4,58,10,780	36,04,791
Interest Received from Bank on Saving Account	10,42,825	7,70,613	Deposits Security/ Medical Advance/ Recoverable Payment/GSLIC	-	8,65,240
Misc. Receipt (Hostel Rent, License Fee, Water Charges, Recoverable Payment)	-	83,66,477	Total Expenditure	13,25,68,953	13,07,54,153
Postage Stamp	7,624	-	Closing Balance	95,76,067	58,75,225
TOTAL	14,21,45,019	13,66,29,378	TOTAL	14,21,45,019	13,66,29,378

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
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Vice-Chancellor

BALANCE SHEET OF GPF/CPF

As on March 31, 2013

CORPUS/CAPITAL FUND & LIABILITIES	As on 31-03-2013	As on 31-03-2012
EARMARKED/ENDOWMENT FUNDS (GPF/CPF)	10,54,73,629	8,71,53,705
TOTAL	10,54,73,629	8,71,53,705
ASSETS		
PF Investment	10,21,18,728	8,44,24,264
Current Assets, Loans, Advances etc.	22,56,312	22,57,982
Interest on Investment Accrued but not due	10,98,589	4,71,459
TOTAL	10,54,73,629	8,71,53,705

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

INCOME AND EXPENDITURE ACCOUNT OF GPF/CPF

For the Period from
01-04-2012 TO 31-03-2013

Income	2012-13	2011-12	Expenditure	2012-13	2011-12
Transfer to GPF Account	87,61,767	79,65,359	Interest Credited to GPF Subscriber Account	71,32,603	54,47,946
Received Government Contribution (Shri J.K. Tripathi)	-	8,880	Interest Credited to CPF Subscriber Account	4,11,631	3,56,703
Accrued Interest	61,39,422	55,12,292	Employer Contribution credited to CPF Subscriber	1,45,482	1,48,936
Less: Previous year Accrued Interest	(55,12,292)	(50,40,833)	Interest on Employer Contribution Credited to CPF Subscriber	1,46,681	1,26,067
	-	-	Excess of Income Over Expenditure transferred to Interest Reserved	15,52,500	23,66,046
Total	93,88,897	84,45,698	Total	93,88,897	84,45,698

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

GPF/CPF SCHEDULE FOR THE PERIOD

01-04-2012 to 31-03-2013

GPF/CPF SCHEDULE	As on 31-03-2013		As on 31-03-2012	
Balance as per Last Year	8,71,53,705		7,37,28,135	
Received Contribution (GPF+CPF)	1,96,47,140		1,56,65,054	
Interest credited to GPF/CPF Subscriber Account	75,44,234		58,04,649	
Employer contribution credited to Subscriber	1,45,482		1,48,936	
Interest on Employer Contribution to CPF	1,46,681		1,26,067	
Interest Reserved (Excess of Income Over Expenditure)	15,52,500		23,66,046	
	11,61,89,742		9,78,38,887	
Less Withdrawal	1,07,16,113	10,54,73,629	1,06,85,182	8,71,53,705
TOTAL		10,54,73,629		8,71,53,705
PF Investment		10,21,18,728		8,44,24,264
Current Assets, Loans, Advances etc.		22,56,312		22,57,982
Interest on Investment Accrued but not due		10,98,589		4,71,459
TOTAL		10,54,73,629		8,71,53,705

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

RECEIPT AND PAYMENT ACCOUNT OF GPF/CPF

for the Period from 01-04-2012 to 31-03-2013

Receipt	2012-13	2011-12	Payment	2012-13	2011-12
Opening Balance	22,57,982	68,03,871	GPF Advance/ Withdrawal	98,08,971	1,06,85,182
GPF Contribution & Receipt	1,92,88,640	1,52,87,054	CPF Advance/ Withdrawal	9,07,142	-
CPF Contribution & Receipt	3,58,500	3,78,000	Investment Made	5,11,94,464	2,40,00,000
FD Encashed	3,35,00,000	65,00,000			
Interest Received on Invest- ment/Bank on GPF/CPF	87,61,767	79,65,359			
Received Govt. Contribution from Jamia Hamdard Univ. in r/o Shri J.K. Tripathi		8,880	Closing Balance	22,56,312	22,57,982
TOTAL	6,41,66,889	3,69,43,164	TOTAL	6,41,66,889	3,69,43,164

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

NEW PENSION SCHEME ACCOUNT

Balance Sheet as on March 31, 2013

LIABILITIES	As on 31-03-2013	As on 31-03-2012
Earmarked/Endowment Funds (NPS)	51,03,026	32,51,791
TOTAL	51,03,026	32,51,791
ASSETS		
Investment	33,50,000	26,50,000
Current Assets, Loans, Advances etc.	17,53,026	5,16,031
Interest on Investment Accrued but not due	-	85,705
Amount to be received from NUEPA Accounts	-	55
TOTAL	51,03,026	32,51,791

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

NEW PENSION SCHEME ACCOUNT
INCOME AND EXPENDITURE ACCOUNT
for the Period from 01-04-2012 to 31-03-2013

INCOME	As on 31-03-2013	As on 31-03-2012
Interest Received from Non-Plan Account	-	4,54,754
Interest Received on NPS Saving Account	39,009	87,984
Interest on NPS Fund Investment	53,265	-
Accrued Interest	-	85,705
TOTAL	92,275	6,28,443
EXPENDITURE		
Interest Credited to NPS Subscriber	-	4,54,754
Excess of Income over Expenditure Transferred to Interest Reserved	92,275	1,73,689
TOTAL	92,275	6,28,443

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

NEW PENSION SCHEME ACCOUNT

SCHEDULE	As on 31-03-2013	As on 31-03-2012
Balance as per last year	32,51,791	17,15,018
Received Employee Contribution	9,39,195	4,54,165
Received Employer Contribution	9,39,195	4,54,165
Interest on Contributions (Employee + Employer)	-	4,54,754
Interest on NPS Fund Investment	53,265	-
Less: Accrued Interest Previous year	(85,705)	-
Interest Received on Saving Account	39,009	1,73,689
Less: Bank Charges	(55)	-
Less: Withdrawal	(33,670)	-
TOTAL	51,03,026	32,51,791
Investment	33,50,000	26,50,000
Current Assets, Loans, Advances etc.	17,53,026	5,16,031
Interest on investment accrued but not due	-	85,705
Bank charges	-	55
TOTAL	51,03,026	32,51,791

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

RECEIPT AND PAYMENT ACCOUNT OF NEW PENSION SCHEME

for the Period from 01-04-2012 to 31-03-2013

Receipt	2012-13	2011-12	Payment	2012-13	2011-12
Opening Balance	5,16,031	17,15,018	NPS Withdrawal	33,670	-
Employee Contribution	9,39,195	4,54,165	Investment made 2012-13	12,50,000	26,50,000
Employer Contribution	9,39,195	4,54,165	Bank Charges	-	55
FD Encashed	5,50,000	-		-	-
Interest Received from Non-Plan Accounts	-	4,54,754		-	-
Interest Received on NPS fund Investment	53,265	-		-	-
Interest Received from Bank on saving Accounts NPS fund	39,009	87,984	Closing Balance	17,53,026	5,16,031
Total	30,36,696	31,66,086	Total	30,36,696	31,66,086

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

NATIONAL UNIVERSITY OF EDUCATIONAL
RECEIPTS AND PAYMENTS FOR THE

RECEIPTS	CURRENT YEAR 2012-13		PREVIOUS YEAR 2011-12	
OPENING BALANCES				
Bank Balances (Saving A/c)/ Postage stamps	8,81,62,296.09		5,35,86,120.42	
Hostel A/c No	2,93,953.12		2,88,680.25	
I. Grants received from Government of India MHRD - PLAN	11,29,80,000.00		11,97,60,000.00	
Grants received from Government of India MHRD- NON PLAN	10,70,44,000.00		10,33,55,000.00	
II. From other sources (Specific Grant)	2,25,98,830.21		3,73,71,952.64	
Canara Bank - Administrative Overhead Charges	1,51,61,327.05		-	
TOTAL	34,62,40,406.47	34,62,40,406.47	31,43,61,753.31	31,43,61,753.31
III. INCOME SAVING ACCOUNTS				
Saving Bank Interest- PLAN	10,42,824.80		-	
Saving Bank Interest- NON PLAN	7,70,613.00		16,61,566.52	
Saving Bank Account (Hostel)	10,289.74		-	
TOTAL	18,23,727.54	18,23,727.54	16,61,566.52	16,61,566.52
IV. Interest Received				
Interest on Bearing Advances	4,22,933.00		89,424.00	
TOTAL	4,22,933.00	4,22,933.00	89,424.00	89,424.00
V. Other Income				
Royalty	61,021.71		32,625.00	
Sale of Publication	2,53,968.00		2,03,370.00	
Sale of Condemned Items	5,82,399.00		11,17,854.00	
Hostel Rent	46,57,171.00		24,96,174.00	
Hostel Telephone Booth	-		5,272.87	
TOTAL	55,54,559.71	55,54,559.71	38,55,295.87	38,55,295.87

PLANNING AND ADMINISTRATION
PERIOD/YEAR ENDED MARCH 31, 2013

PAYMENTS	CURRENT YEAR 2012-13			PREVIOUS YEAR 2011-12		
	NON-PLAN	PLAN	TOTAL	NON-PLAN	PLAN	TOTAL
I. Expenses						
A) Establishment Expenses						
a) Salary & Wages						
(i) Pay of Officer	2,78,34,680.00	24,35,387.00		2,17,83,943.00	24,32,240.00	
(ii) Pay of Establishment	1,39,25,208.00	1,35,200.00		1,21,62,246.00	8,64,088.00	
TOTAL	4,17,59,888.00	25,70,587.00	4,43,30,475.00	3,39,46,189.00	32,96,328.00	3,72,42,517.00
B) ALLOWANCES & BONUS						
(i) Allowances & Honorarium	4,24,11,175.00	26,27,088.00		3,02,88,318.00	27,21,988.00	
(ii) OTA	78,904.00	-		68,495.00	-	
(iii) Bonus	2,55,902.00	-		2,68,548.00	-	
iv) Medical Reimbursement	28,92,739.00	-		33,46,813.00	-	
TOTAL	4,56,38,720.00	26,27,088.00	4,82,65,808.00	3,39,72,174.00	27,21,988.00	3,66,94,162.00
II. OTHER PAYMENTS						
(i) Leave Travel Concession	14,28,664.00	-		8,00,676.00		
ii) New Pension Scheme (Govt. Share)	8,60,697.00	-		3,63,341.00		
(ii) Interest on PF/ NPS paid to employees	-	-		4,54,754.00		
v) Pension & DCRG	2,21,64,201.00	-		2,01,14,177.00		
VI) Leave encashment	28,11,690.00	-		18,93,152.00		
vii) Tuition fee	7,32,409.00	-		9,52,321.00		
viii) Travelling Allowances	1,20,221.00	-		50,100.00		
ix) Liveries	14,443.00	28,672.00		40,774.00	42,937.00	
TOTAL	2,81,32,325.00	28,672.00	2,81,60,997.00	2,46,69,295.00	42,937.00	2,47,12,232.00

RECEIPTS	CURRENT YEAR 2012-13		PREVIOUS YEAR 2011-12	
VI. Other Receipts				
License Fee	2,74,947.00		1,23,576.00	
Water Charges	5,079.00		5,547.00	
Student Fee	1,14,300.00		1,66,500.00	
Misc. Receipts	2,16,665.00		9,52,401.00	
Sale of Prospectus	8,900.00		-	
Sale of Tender Forms	26,500.00		-	
TOTAL	6,46,391.00	6,46,391.00	12,48,024.00	12,48,024.00
VII. ADVANCE/LOAN RECEIVED FROM STAFF				
Festival Advance	1,50,675.00		1,38,525.00	
Car Advance	35,980.00		89,760.00	
Scooter Advance	23,330.00		4,380.00	
House Building Advance	69,800.00		62,575.00	
Computer Advance	34,000.00		26,000.00	
Medical Advance	80,000.00		-	
Misc. Advance	-		-	
Leave Salary/Pension Contribution	7,75,033.00		37,56,405.00	
Security Deposit	5,73,775.00		81,610.00	
TOTAL	17,42,593.00	17,42,593.00	41,59,255.00	41,59,255.00

PAYMENTS	CURRENT YEAR 2012-13		PREVIOUS YEAR 2011-12			
III. OTHER ADMINISTRATIVE EXPENSES						
Advertisement charges	-	22,67,311.00	-	23,08,631.00		
Entertainment Charges	-	27,84,041.00	-	25,24,247.00		
Printing Charges	-	16,44,207.00	-	10,72,192.00		
Postage & Telegram Charges	-	3,12,247.00	-	5,21,705.00		
Petrol/Oil/Lubricant Charges	4,68,396.00	-	3,30,421.00	21,478.00		
Stationery Charges	-	11,74,026.00	-	10,21,737.00		
Audit fee	1,37,385.00	-	21,567.00	-		
Legal Expenses	2,66,000.00	17,400.00	1,21,560.00	2,68,010.00		
Maintenance of Staff Car	1,19,974.00	-	2,17,197.00	-		
Maintenance of Equipment	-	18,74,665.00	-	17,83,884.00		
Maintenance of Furniture & Fixture	-	51,113.00	-	5,98,535.00		
Maintenance of Institute Building	-	34,59,333.00	-	3,01,919.00		
Misc. Expenses (Programme)	-	38,14,000.00	-	23,38,368.00		
Telephone Charges	9,55,717.00	1,03,997.00	6,96,642.00	2,28,512.00		
Water/Electricity charges	64,62,668.00	6,94,620.00	89,13,135.00	21,18,029.00		
Rent/Rates/Taxes	3,87,289.00	4,21,470.00	4,67,405.00	-		
Horticulture Charges	-	24,985.00	-	26,160.00		
Newspaper Charges	1,01,836.00	22,165.00	8,88,48.00	33,645.00		
Insurance	60,527.00	-	67,559.00	38,099.00		
Misc. Expenses	1,78,301.00	7,14,796.34	3,80,170.00	24,02,910.32		
Security Expenses	6,39,487.00	1,23,845.00	-	10,86,795.00		
Photocopying Charges	-	4,60,835.00	-	3,77,631.00		
Contract Labour/ DEOs	-	8,81,513.00	-	7,93,433.00		
Housekeeping expenses	9,59,636.00	9,81,034.00	-	10,45,019.00		
TOTAL	1,07,37,216.00	2,18,27,603.34	3,25,64,819.34	1,13,04,504.00	2,09,10,939.32	3,22,15,443.32

RECEIPTS	CURRENT YEAR 2012-13	PREVIOUS YEAR 2011-12
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PAYMENTS	CURRENT YEAR 2012-13		PREVIOUS YEAR 2011-12	
IV-OTHER EXPENSES (Academic)				
Stipend, Book & Project Grants	-	2,76,817.00	-	2,53,300.00
TA Faculty	-	31,22,169.00	-	16,73,527.00
TA Participants	-	63,36,637.00	-	43,83,393.00
Honorarium to Resource Person	-	4,55,876.00	-	4,37,275.00
Subscription to Academic Instt.	-	84,511.00	-	1,27,835.00
TOTAL	-	1,02,76,010.00	1,02,76,010.00	- 68,75,330.00
68,75,330.00				
V-EXPENDITURE ON FIXED ASSETS AND CAPITAL WORK IN PROGRESS				
Furniture & Fixture	-	34,84,980.00	-	16,28,967.00
Other Office Equipment	-	67,59,980.00	-	44,54,869.00
Purchase of Journal	36,04,791.00	33,58,354.00	10,515.00	44,70,421.00
Purchase of E- Journal	-	22,52,835.39	-	-
Library Books	-	10,37,665.00	-	13,11,123.00
Purchase of Staff Car	-	-	15,72,697.00	-
Computers and Peripherals	-	5,63,454.00	-	32,97,247.00
TOTAL	36,04,791.00	1,74,57,268.39	2,10,62,059.39	15,83,212.00
				1,51,62,627.00
				1,67,45,839.00
VI-ADVANCE TO CPWD				
Building (Civil/ Electrical) Capital/ ARMO	-	-	-	4,03,19,854.00
Building (Capital) Elect.	-	2,83,53,512.00	-	-
TOTAL	-	2,83,53,512.00	2,83,53,512.00	- 4,03,19,854.00
				4,03,19,854.00
VII - STUDENT CELL				
Fellowship to M.Phil / Ph.D Students	-	75,47,308.00	-	73,06,793.00
VIII - GRANTS TO NGOs				
	-	1,24,35,937.00	-	91,15,273.00
IX - INSTITUTE RESEARCH STUDIES				
Expenditure	-	2,59,60,526.00	-	41,01,766.00
TOTAL	-	4,59,43,771.00	4,59,43,771.00	2,05,23,832.00
				2,05,23,832.00

RECEIPTS	CURRENT YEAR 2012-13	PREVIOUS YEAR 2011-12
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PAYMENTS	CURRENT YEAR 2012-13		PREVIOUS YEAR 2011-12	
X - NORTH EAST REGION	-	33,85,878.00	-	8,23,963.00
TOTAL	-	33,85,878.00	33,85,878.00	8,23,963.00
XI - PAYMENT MADE AGAINST FUNDS FOR VARIOUS PROJECTS (SPECIFIC)				
Revenue	-	4,16,39,692.05	-	2,03,09,549.17
Expenditure				
TOTAL		4,16,39,692.05	4,16,39,692.05	2,03,09,549.17
XII - OTHER PAYMENT				
Festival Advance	1,23,750.00	-	1,64,250.00	-
Scooter Advance	30,000.00	-	-	-
Car Advance	1,80,000.00	-	-	-
House Building Advance	-	-	-	-
Computer Advance	-	-	60,000.00	-
Security (Refund)	-	-	86,241.00	-
Sundry Debtors	5,31,050.00	-	63,964.00	-
Medical Advance	-	-	80,000.00	-
GPF Advance & Withdrawal	15,973.00	-	-	-
TOTAL	8,80,773.00	-	8,80,773.00	4,54,455.00

RECEIPTS	CURRENT YEAR 2012-13		PREVIOUS YEAR 2011-12	
VIII-REMITTANCE				
Income Tax (Salaries)	98,38,389.00		60,42,054.00	
PF Sub. & Recovery of Advance	1,71,81,240.00		1,51,18,700.00	
PF Sub/ Recovery of Deputationist Staff	2,25,000.00		-	
Group Saving Linked Insurance Scheme	96,344.00		87,680.00	
Self LIC of Staff	3,20,294.00		3,61,085.00	
Society Recoveries	19,38,597.00		18,33,860.00	
Income Tax (Parties)	4,25,873.00		2,83,774.00	
New Pension Scheme (TIER-1)	8,60,697.00		3,63,341.00	
Self LIC (Deputationist)	7,368.00		-	
TOTAL	3,08,93,802.00	3,08,93,802.00	2,40,90,494.00	2,40,90,494.00
GRAND TOTAL		38,73,24,412.72		34.94.65.812.70

Sd/-
(Usha Thyagarajan)
Finance Officer

PAYMENTS	CURRENT YEAR 2012-13		PREVIOUS YEAR 2011-12	
XIII- REMITTANCE				
Income Tax (Salaries)	98,38,389.00		60,42,054.00	
PF Sub. & Recovery of Advance	1,71,81,240.00		1,51,18,700.00	
PF Sub/ Recovery of Deputationist Staff	2,25,000.00		-	
Group Saving Linked Insurance Scheme	96,784.00		89,540.00	
Self LIC of Staff	3,20,294.00		3,61,085.00	
Society Recoveries	19,38,597.00		18,33,860.00	
Income Tax (Parties)	4,25,873.00		2,83,774.00	
New Pension Scheme (TIER - 1)	8,60,697.00		3,63,341.00	
Self LIC (Deputationist)	7,368.00		-	
Bank Charges (Canara Bank)	-		33.00	
TOTAL	3,08,94,242.00	3,08,94,242.00	2,40,92,387.00	2,40,92,387.00
CLOSING BALANCE				
State Bank of India (10137881320)	58,75,224.93		2,04,48,288.22	
Syndicate Bank (91392010001112)	95,76,066.75		2,81,14,569.68	
Syndicate Bank (91392010001092)	2,05,37,975.35		3,95,78,837.19	
Canara Bank (25536)	1,51,74,304.05		12,977.00	
Postage Stamp in Hand	98,562.00		7,624.00	
Hostel A/c 91392015365	3,04,242.86		2,93,953.12	
TOTAL	5,15,66,375.94	5,15,66,375.94	8,84,56,249.21	8,84,56,249.21
GRAND TOTAL		38,73,24,412.72		34,94,65,812.70

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

PROFORMA ACCOUNT FOR THE ASSIGNED PROGRAMMES/ STUDIES

at the Close of March 31, 2013

S. No.	Name of Programmes/ Studies	Opening Balance	Receipts	Total	Expenditure	Balance
1	International Diploma in Educational Planning and Administration (IDEPA) February 1-April 30, 2010	-36,78,753.00	89,02,720.00	52,23,967.00	67,92,347.00	-15,68,380.00
2	Establishment & Operationalization of DISE (UNICEF) Dr. A. C. Mehta	13,43,206.00	24,61,096.00	38,04,302.00	30,03,216.00	8,01,086.00
3	Project on Sarva Shiksha Abhiyan (M/HRD)	11,60,272.00	6,78,000.00	18,38,272.00	7,73,910.00	10,64,362.00
4	Primary Education in India relating to Collaborative Project with the University of Sussex on Primary Education (CREATE) (Dr. R. Govinda)	4,78,191.26	0.00	4,78,191.26	4,55,598.00	22,593.26
5	Training Programme of School Principals 2006 (Dr. R.S. Tyagi)	15,05,624.00	5,40,000.00	20,45,624.00	7,897.00	20,37,727.00
6	Administrative Overhead Charges/ Interest on Saving Accounts	1,74,41,887.93	20,44,402.21	1,94,86,290.14	1,51,62,901.05	43,23,389.09
7	Ed.Cil Study of Role of VECs/DTAs/SMDCs/ Urban local bodies etc. in School Management and Supervision in the Context of SSA in 14 States	12,89,292.00	0.00	12,89,292.00	93,867.00	11,95,425.00
8	Secondary Education Management Information Systems (SEMIS) M/HRD	43,75,515.00	0.00	43,75,515.00	4,84,392.00	38,91,123.00
9	UNESCO Contract No. 4500084591 Secondary Teacher Policy and Management (Dr. Pranati Panda)	1,58,411.00	0.00	1,58,411.00	0.00	1,58,411.00
10	Issue of Quality & Excellence in India Higher Education during XI Plan (UGC Assistance) Dr. Sudhanshu Bhushan	53,250.00	0.00	53,250.00	0.00	53,250.00
11	India-Africa Institute of Educational Planning and Administration at Burundi (South Africa)	27,49,998.00	0.00	27,49,998.00	1,85,340.00	25,64,658.00
12	School of Work information bases in Selected developing countries of Asia and the Pacific (Dr. Vineeta Sirohi)	69,995.00	0.00	69,995.00	0.00	69,995.00
13	Potential Economic and Social Impact of Rapid Higher Education Expansion in the World's largest Developing Economic (Dr. JBG Tilak)	5,31,948.00	0.00	5,31,948.00	16,667.00	5,15,281.00
14	Primary and Upper Primary (Edcil) - Dr. K. Sujatha	31,00,000.00	0.00	31,00,000.00	27,37,601.00	3,62,399.00
15	Education South Asia (Dr. Mohanty/ Dr. Zaidi)	0.00	5,27,650.00	5,27,650.00	4,53,003.00	74,647.00

S. No.	Name of Programmes/ Studies	Opening Balance	Receipts	Total	Expenditure	Balance
16	Education South Asia (Dr. Aarti/ Dr. Mona Khare)	0.00	5,27,648.00	5,27,648.00	5,27,648.00	0.00
17	Education South Asia (Dr. Vineeta/Dr. A.K. Singh)	0.00	5,27,648.00	5,27,648.00	5,27,648.00	0.00
18	Mahatma Gandhi Institute of Education Pace (MGIEP)	65,00,000.00	0.00	65,00,000.00	53,70,837.00	11,29,163.00
19	Leadership Programme (M/HRD) Dr. Rashmi Diwan	25,00,000.00	49,00,000.00	74,00,000.00	47,36,186.00	26,63,814.00
20	RM and Sainik School in India (Dr. Pramila Menon)	0.00	6,76,925.00	6,76,925.00	2,50,634.00	4,26,291.00
21	ISST PROJECT - Dr. V. Ramachandran	0.00	2,73,240.00	2,73,240.00	60,000.00	2,13,240.00
22	South Asia 4 countries- India, Srilanka, Bangladesh & Pakistan (UNICEF)	0.00	5,39,501.00	5,39,501.00	0.00	5,39,501.00
GRAND TOTAL		3,95,78,837.19	2,25,98,830.21	6,21,77,667.40	4,16,39,692.05	2,05,37,975.35

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

**MAIN ACCOUNT 2012-13
TRIAL BALANCE**

For the Period from
01-04-2012 TO 31-03-2013

Particulars	Closing Balance	
	Debit	Credit
Capital Account		20,15,86,077.90
Reserves & Surplus		
Add/ Excess of Income/ Expenditure		3,55,28,783.00
Capital Fund		16,56,76,184.56
Donated Asset Fund		3,81,110.34
Earmarked/Endowment Fund - GPF		
Loans (Liability)		
Bank OD A/c		
Secured Loans		
Unsecured Loans		
Current Liabilities	5,38,67,666.00	12,70,14,754.35
Amount Payables		
Amount Payable – CPF		
Amount Payable – New Pension Scheme		
Amount Payable – Pension		
Deduction From Bills		
Income Tax From Contractor – Plan		
Income Tax From Contractor – Project		
Income Tax on Contractors – Non-Plan		
Deduction From Salary	440.00	
CPF Subscription		
GPF SUBSCRIPTION (DEPUTATIONIST)		
GPF Subscription & Recovery		
Group Insurance Scheme	440.00	
GSLIC (DEPUTATIONIST)		

Particulars	Closing Balance	
	Debit	Credit
Income Tax (Salary) - Non-Plan		
Income Tax (SALARY) - PLAN		
Income Tax (Salary) - Project		
INCOME TAX UNDER PLAN STUDY – PLAN		
L.I.C		
Recovery of New Pension Scheme		
Society Recoveries		
SPECIFIC PROJECTS	5,38,67,226.00	7,44,05,201.35
Duties & Taxes		
Provisions		5,20,00,000.00
Provisions - Gratuity		80,00,000.00
Provisions - Leave Encashment		40,00,000.00
Provisions - Pension		4,00,00,000.00
Sundry Creditors		
Net Payable		
Payment on Behalf of :		
Salary Payable		
Security Deposits Adjustable		4,54,993.00
Subscription of Journal (Advance)		1,54,560.00
Transfer Between Fund – PLAN		
Transfer Between Funds – NON PLAN		
TRANSFER GRANTS FROM PROJECT A/C		
Fixed Assets	14,30,37,080.70	
1027 - Purchase of Journals	36,15,306.00	
2025 - Furniture & Fixture	59,62,501.24	
2026 - Other Office Equipment	1,11,70,725.42	
2027 - Library Books	30,34,471.15	

Particulars	Closing Balance	
	Debit	Credit
2028 - Computers and Peripherals	25,61,001.60	
2029 - PURCHASE OF JOURNAL	1,03,93,399.65	
2030 - Purchase of E-Journals	15,57,726.79	
Land	2,17,215.03	
Office Building	9,59,80,682.99	
Purchase of Staff Car	12,26,481.83	
Renovation of Office Building		
Work in Progress - Civil	56,25,013.00	
Work in Progress - Electric	16,92,556.00	
Investments		
Investment - NPS		
Investments - Provident Fund		
Current Assets	9,61,67,300.94	
Advance to Staff		
2033 - Miscellaneous Advance		
2034 - Travelling Advance		
Imprest - Plan		
L.T.C. Advance		
Medical Advance		
Travelling Advance		
Interest Accrued	1,65,340.00	
Income Accrued – Hostel		
Interest Accrued on Loans & Advance	1,65,340.00	
Interest Accrued on PF Investment		
Recoverable Staff	4,21,895.00	
Car Advance	1,56,000.00	
Computer Advance	54,000.00	

Particulars	Closing Balance	
	Debit	Credit
Festival Advance	88,500.00	
GSLIS		
House Building Advance	86,550.00	
Scooter Advance	36,845.00	
Opening Stock		
Deposits (Asset)	4,36,48,999.00	
Deposit to CPWD - Civil/Electrical	4,36,48,999.00	
Loans & Advances (Asset)		
Sundry Debtors	98,298.00	
Cash-in-hand		
Cash		
Bank Accounts	5,14,67,813.94	
1000 - SBI – 10137881320 – Non-Plan	58,75,224.93	
2000 - Syndicate Bank - 91-1112 - Plan	95,76,066.75	
3000 - Syndicate Bank - 91-1092 - Project	2,05,37,975.35	
5000 - Nepal Project		
6000 - Hostel Account	3,04,242.86	
8000 - Canara Bank	1,51,74,304.05	
Postage in Hand	98,562.00	
Publication in Hand	2,66,393.00	
Branch / Divisions		
Misc. Expenses (ASSET)		
Suspense A/c		
Sales Accounts		
Purchase Accounts		
Indirect Incomes		20,07,69,991.30
Receipt – NON-PLAN		11,12,95,327.71

Particulars	Closing Balance	
	Debit	Credit
Grants from Ministry of HRD – Non-Plan		10,34,39,209.00
Hostel Rent		46,57,171.00
Interest on Interest Bearing Advances		1,34,852.00
Interest on Saving Bank Account		7,70,613.00
Leave Salary & Pension Contribution		7,75,033.00
Miscellaneous Receipts		2,16,665.00
Recovery of Licence Fees		2,74,947.00
Recovery of Water Charges		5,079.00
Royalty		61,021.71
Sale of Condemn Items		5,82,399.00
Sale of Prospectus		8,900.00
Sale of Publication		2,28,638.00
Sale of Tenders Forms		26,500.00
Student Fees		1,14,300.00
Use of Staff Cars		
Receipts – NPS		
Receipts - PLAN		7,43,03,046.80
Grants From Ministry of HRD – Plan		7,32,60,222.00
Interest on Saving Account – Plan		10,42,824.80
Receipts – PROVIDENT FUND		
8001 – RECEIPT ADMIV. OVERHEAD FUND		1,51,61,327.05
Receipt – Hostel Telephone Booth		10,289.74
Indirect Expenses	23,62,98,775.91	
NON-PLAN - Expenditure	13,22,68,149.00	
Establishment Expenses – Non-Plan	12,15,30,933.00	
1001 – Pay to Officer	2,78,34,680.00	
1002 – Pay to Establishment	1,39,25,208.00	

Particulars	Closing Balance	
	Debit	Credit
1003 – Salary - Allowances	4,24,11,175.00	
1004 – Overtime Allowance	78,904.00	
1005 – Medical Re-Imbursement	28,92,739.00	
1006 – Leave Travel Concession	14,28,664.00	
1007 – Bonus	2,55,902.00	
1008 – Interest on PF Paid to Subscribers		
1009 – Liveries	14,443.00	
1010 – New Pension Scheme (Govt. Share)	8,60,697.00	
1011 – Gratuity		
1012 – Pension		
1013 – Leave Encashment		
1014 – Travelling Allowance	1,20,221.00	
1015 – Leave Salary/Pension Contribution		
1016 - Tuition Fees	7,32,409.00	
1034 – Interest on NPS Paid to Subscribers		
Expenditure on Provision - Gratuity	46,03,853.00	
Expenditure on Provision - Pension	2,30,60,348.00	
Expenditure on Provision - Leave Encashment	33,11,690.00	
Office Expenses – Non-Plan	1,07,37,216.00	
1021 – Audit Fees	1,37,385.00	
1022 – Legal Expenses	2,66,000.00	
1023 – Insurance	60,527.00	
1024 - Maintenance of Staff Cars	1,19,974.00	
1025 – News Paper Charges	1,01,836.00	
1026 – Petrol, Oil & Lubricant Charges	4,68,396.00	
1028 – Rate/Rent and Taxes	3,87,289.00	
1029 – Telephone Charges	9,55,717.00	

Particulars	Closing Balance	
	Debit	Credit
1030 – Water Charges	17,220.00	
1031 – Electricity Charges	64,45,448.00	
1032 – Miscellaneous Contingencies	1,78,301.00	
1033 – Maintenance of Building (Civil & Electrical)		
1035 – Housekeeping Charges	9,59,636.00	
1036 – Security Charges	6,39,487.00	
PLAN – Expenditure	10,40,30,626.91	
1. Establishment Expenses – Plan	52,26,347.00	
2001 – Pay of Officers	24,35,387.00	
2002 – Pay of Establishment	1,35,200.00	
2003 – Allowances & Honorarium	26,27,088.00	
2004 – Liveries	28,672.00	
2. Office Expenses – Plan	1,62,93,755.34	
2011 – Telephone/Telegram Charges	1,03,997.00	
2016 – Horticulture	24,985.00	
2017 – Insurance		
2018 – Legal Expenses	17,400.00	
2019 – Maintenance of Equipment	18,74,665.00	
2020 – Maintenance of Building	34,59,333.00	
2021 – News Papers Charges	22,165.00	
2022 – Water & Electricity Charges	6,94,620.00	
2023 – Rent, Rate and Taxes	4,21,470.00	
2024 – Other Misc. Admv. Expenses	7,14,796.34	
2031– House Keeping Services	9,81,034.00	
2032 – Construction of Building (Electrical)		
2035 – Security Expenses	1,23,845.00	
2038 – Local Conveyance/Taxi Charges		

Particulars	Closing Balance	
	Debit	Credit
2040 – Maintenance of Furniture & Fixture	51,113.00	
2042 – Civil Maintenance – ARMO	50,71,692.00	
2043 – Electrical Maintenance – ARMO	27,16,914.00	
2053 – Written Off	15,726.00	
3. Academic Expenses – Plan	2,36,01,272.57	
2005 – Advertisement	22,67,311.00	
2006 – Entertainment Charges	27,84,041.00	
2007 – Printing Expenses	16,31,289.57	
2008 – Postage & Telegram	3,12,247.00	
2009 – Stationery/Store Items	11,74,026.00	
2010 – Stipend, Book & Project Grants DEPA	2,76,817.00	
2012 – Academic Programme Expenses	38,14,000.00	
2013 – TA/DA to Faculty	31,22,169.00	
2014 – TA/DA to Participants	63,36,637.00	
2015 – Honorarium to Resource Persons	4,55,876.00	
2036 – Photocopying Charges	4,60,835.00	
2037 – Daily Wages/Contract Labour/DEOs	8,81,513.00	
2039 – Subscription to Academic Institutions	84,511.00	
4. Universities Studies/NGOs—Plan	4,56,43,362.00	
2041 – Fellowship to (M.Phil/Ph.D.) Student	75,47,308.00	
2051 – Grants to NGOs	1,24,35,937.00	
2061 – Potential Economics & Social Impact		
2062 – A Study of Private University in India		
2063 – Post Enumerative Survey of DISE Data		
2064 – Access, Participation, Learning in School Edn.	4,64,198.00	
2065 – Preparation of Model Education Code of Rules	2,10,133.00	
2066 – Study of Transition of Elementary Education		

Particulars	Closing Balance	
	Debit	Credit
2067 – Global conclave of Young School		
2068 – Multi-Lingual Education Programme	29,000.00	
2069 – Proposal for Developing the Planning		
2070 – A Case Study of Social Dimension of Demand	8,89,741.00	
2071 – All India Survey of Higher Education	1,83,87,744.00	
2072 – Training of Admn. for Managing School		
2073 – Maulana Abdul Kalam Azad Chair		
2074 – A Study of Small Primary Schools	48,333.00	
2075 – Family Learning School—Dr. Rashmi	3,92,668.00	
2076 – SC Children of Rajasthan—Dr. Panda	1,38,000.00	
2077 – Vocational Guidance—Dr. Vineeta	6,91,305.00	
2078 – 6th Foundation Day (Golden Jubilee NUEPA)		
2079 – Who Goes to School? An Analysis of Empirical?	3,81,389.00	
2080 – Revisiting School Quality-Dr. Madhumita	2,27,223.00	
2081 – Grant in Aid Study	2,68,634.00	
2082 – Mahatma Gandhi Study Inst. Edn.	21,00,000.00	
2083 – Conf. of DEOs & BEOs CAPA Build.	14,31,749.00	
2084 – Digital Archives of Edn. Documents (Dr. Mathew)		
2085 – Schemes of Publication department (P. Rawat)		
5. North-East Region	33,85,878.00	
2052 – North-East Region	33,85,878.00	
6. SCSP	3,00,409.00	
SCSP General – Head 31	3,00,409.00	
SCSP Object – Head 35		
7. TSP		
TSP General – Head 31		
TSP Object – Head 35		

Particulars	Closing Balance	
	Debit	Credit
8. Depreciation	70,56,667.00	
Depreciation – Building	19,58,789.00	
Depreciation – Computer	6,40,250.00	
Depreciation – E-Journals	10,38,485.00	
Depreciation – Furniture	4,83,446.00	
Depreciation – Journals	15,56,523.00	
Depreciation – Library Books	3,37,163.00	
Depreciation – Office Equipment	9,05,735.00	
Depreciation – Vehicles	1,36,276.00	
9. Loss on Sale of Assets	25,22,936.00	
Loss on Sale of Furniture	3,66,064.00	
Loss on Sale of Office Equipment	21,32,321.00	
Loss on Sale of Staff Car	24,551.00	
8002– BANK CHARGES		
Profit & Loss A/c		
Grand Total	52,93,70,823.55	52,93,70,823.55

Sd/-
(Usha Thyagarajan)
Finance Officer

Sd/-
(B. K. Singh)
Registrar

Sd/-
(R. Govinda)
Vice-Chancellor

AUDIT REPORT

Separate Audit Report of the Comptroller & Auditor General of India on the Accounts of National University of Educational Planning & Administration for the year ended 31 March 2013

We have audited the attached Balance Sheet of National University of Educational Planning and Administration (NUEPA) as at 31 March 2013, Income & Expenditure Account and Receipts & Payments Account for the year ended on that date under Section 20(1) of the Comptroller & Auditor General's (Duties, Powers & Conditions of Service) Act, 1971. The audit has been entrusted for the period up to 2015-16. These financial statements are the responsibility of NUEPA's management. Our responsibility is to express an opinion on these financial statements based on our audit.

2. This Separate Audit Report contains the comments of the Comptroller and Auditor General of India (CAG) on the accounting treatment only with regard to classification, conformity with the best accounting practices, accounting standards and disclosure norms, etc. Audit observations on financial transactions with regard to compliance with the Law, Rules and Regulations (Propriety and Regularity) and efficiency-cum-performance aspects etc., if any, are reported through Inspection Reports/CAG's Audit Reports separately.

3. We have conducted our audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatements. An audit includes examining, on a test basis, evidences supporting the amounts and disclosure in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall presentation of financial statements. We believe that our audit provides a reasonable basis for our opinion.

4. Based on our audit, we report that:

- i. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our audit.
- ii. The Balance Sheet and Income & Expenditure Account and Receipts and Payments Account dealt with by this report have been drawn up in the format prescribed by the Government of India, Ministry of Finance.
- iii. In our opinion, proper books of accounts and other relevant records have been maintained by the National University of Educational Planning & Administration in so far as it appears from our examination of such books.
- iv. We further report that:

A. Income and Expenditure Account

A.1 Expenditure

A.1.1 Establishment Expenditure (Schedule 15)—Rs. 12.68 crore

In GPF/CPF Account of the University an amount of Rs. 1.45 lakhs has been shown as employer's contribution to the subscriber's accounts but in the main account of University the same has not been shown as expenditure resulting in understatement of Expenditure with consequent overstatement of Capital Fund and understatement of Current Liabilities by Rs. 1.45 lakhs each.

B. New Pension Scheme (NPS) Account

B.1 Income & Expenditure Account

B.1.1. Income-Accrued Interest - Rs. Nil

The accrued interest of Rs. 1.61 lakh on investment of Rs. 33.50 lakh has not been shown as income resulting in understatement of Income by Rs. 1.61 lakh with consequent understatement of Assets and Liabilities of NPS by the same amount.

C. Grants-in-aid

NUEPA received grants-in-aid of Rs. 2200.24 lakh (Plan Rs. 1129.80 lakh and Non-Plan: Rs. 1070.44 lakh). Out of which Rs. 168.67 lakh (Non-Plan) were received in March 2013. It also generated its own receipts of Rs. 101.87 lakh (Plan: Rs. 10.50 lakh and Non-Plan: Rs. 91.37 lakh). NUEPA utilized Rs. 2633.23 lakh (Plan: Rs. 1325.69 lakh and Non-Plan: Rs. 1307.54 lakh). The excess expenditure was met from the unspent grant of the previous year.

It also received grant of Rs. 55.78 lakh for specific project from Ministry of Human Resource and Development during the year and had a opening balance of Rs. 145.36 lakh in these projects. Out of the total of Rs. 201.14 lakh, an expenditure of Rs. 113.65 lakh was incurred by NUEPA during the year on these projects leaving a balance of Rs. 87.49 lakh as on 31 March 2013.

D. Management letter: Deficiencies which have not been included in the Audit Report have been brought to the notice of the Vice-Chancellor, National University of Educational Planning & Administration through a management letter issued separately for remedial/corrective action.

v. Subject to our observations in the preceding paragraphs, we report that the Balance Sheet and Income and Expenditure Account/Receipts and Payments Account dealt with by this report are in agreement with the books of accounts.

vi. In our opinion and to the best of our information and according to the explanations given to us, the said financial statements, read together with the Accounting Policies and Notes on Accounts, and subject to the significant matters stated above and other matters mentioned in Annexure to this Audit Report, give a true and fair view in conformity with accounting principles generally accepted in India:

- a. In so far as it relates to the Balance Sheet of the state of affairs of the National University of Educational Planning & Administration as at 31 March 2013 and
- b. In so far as it relates to the Income and Expenditure Account of the deficit for the year ended on that date.

For and on behalf of the C & AG of India

Sd/-
Director General of Audit
Central Expenditure

Place: New Delhi

Dated: 21.10.2013

Annexure to Audit Report

1. Adequacy of internal audit system

- Internal audit is not being carried out in NUEPA

2. Adequacy of internal control system

Monitoring

- The Management's response to audit objections was not effective as 33 paras for the period from 2000-01 to 2011-12 were outstanding as on 31.03.2013.
- The Asset Registers are not maintained.

3. Physical verification of assets

- The physical verification of fixed assets had been conducted for the year 2011-12.
- The physical verification of library books was being conducted once in five years and has been conducted up to 2011-12.

4. Physical verification of inventory

- The physical verification of inventory like stationery, publications and consumables has been conducted up to 2011-12,

5. Regularity in payment of statutory dues

- As per accounts, no payment over six months in respect of statutory dues was outstanding as on 31 March 2013.