



**National University of Educational  
Planning and Administration**

**2013-14  
ANNUAL  
REPORT**





# 2013-14 ANNUAL REPORT



**National University of Educational  
Planning and Administration**

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

© NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION, 2014

*(Declared by the Government of India under section 3 of the UGC Act 1956)*

Published by the Registrar, National University of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi. Designed at Digital Expressions, 6A, 1st Floor, Shahpurjat, New Delhi-110049 and printed at M/s VIBA Press Pvt. Ltd., C66/3, Okhla Industrial Area, Phase II, New Delhi-110020.

---

# CONTENTS

---

## CHAPTERS

1. An Overview	<b>1</b>
2. Teaching and Professional Development Programmes	<b>21</b>
3. Research and Evaluation	<b>39</b>
4. Associations and Collaborations	<b>71</b>
5. New At NUEPA	<b>75</b>
6. Library and Documentation Services	<b>81</b>
7. Computer and Information Technology Services	<b>87</b>
8. Publications Programme	<b>91</b>
9. Grants-In-Aid Scheme at NUEPA	<b>97</b>
10. Administration and Finance	<b>103</b>

---

## ANNEXURE

I. Academic Contribution of Faculty	<b>109</b>
-------------------------------------	------------

---

## APPENDICES

I. Members of the NUEPA Council	<b>165</b>
II. Members of the Board of Management	<b>167</b>
III. Members of the Finance Committee	<b>168</b>
IV. Members of the Academic Council	<b>169</b>
V. Members of the Board of Studies	<b>171</b>
VI. Faculty and Administrative Staff	<b>173</b>
VII. Annual Accounts	<b>175</b>

---

AUDIT REPORT	<b>223</b>
--------------	------------





# 1

## AN OVERVIEW









---

# AN OVERVIEW

---

**T**he National University of Educational Planning and Administration (NUEPA) occupies a unique position in the network of educational institutions in India, with its functions covering a broad spectrum of academics having both domestic and international ramifications.

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

Subsequently, with effect from April 1, 1965, the fledgling Centre 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 a 10-year agreement between it

and the UNESCO paved the way for the setting up of the National Staff College for Educational Planners and Administrators in 1970. This college 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 it in the area of educational policy, planning and administration, NIEPA was conferred the status of a 'deemed to be university' under Section 3 of the University Grants Commission Act, 1956 and was renamed as National University of Educational Planning and Administration with the power to award degrees. Hereinafter also referred to as the National University, NUEPA, like any other Central University, is fully maintained by the Government of India.



# NUEPA VISION AND MISSION

The National University 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 national and global contexts.

The National University 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 national and global contexts. The key strategic objectives of the National University are:

- 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 in order 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 to facilitate achievement of education sector development goals and targets;
- 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 interdisciplinary 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; and

- 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 Coordination and association 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 as 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 linkages 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, in a sustained manner, been trying to transfer its expertise, experience and insights to field-based education practitioners. By assuming such a function, 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 comprises Departments, Centres, Special Chairs, dealing with special aspects of education, and Technical Support Units/groups and academic support system, which are responsible for the development and execution of activities relating to their respective programmatic thrust areas. The University faculty consists of 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 covering a range of areas relating 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 Chairs, besides two Centres, supported by the administrative and academic support service units.



# ACADEMIC ORGANISATION

## DEPARTMENTS

- Educational Planning
- Educational Administration
- Educational Finance
- Educational Policy
- School & Non-Formal Education
- Higher and Professional Education
- Educational Management Information System
- Training and Capacity Building in Education

## CENTRES

- National Centre for School Leadership
- Centre for Policy Research in Higher Education

## SUPPORT SYSTEMS

- Library and Documentation Centre
- Computer Centre
- Publication Unit

## CHAIRS AND NATIONAL FELLOWS

- Maulana Abul Kalam Azad Chair
- Rajiv Gandhi Foundation Chair on Teacher Management and Development
- NUEPA National Fellows
- India-Africa Institute of Educational Planning and Administration (IAIEPA)



# ACADEMIC DEPARTMENTS

**Educational Planning:** With the shift in emphasis from centralized to decentralized planning, Educational Planning Department, as one of the key departments 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 against the comprehensive planning in the conventional sense. In recent times, with the increasing emphasis on education as a means of reducing poverty and promoting sustainable development, the scope of educational planning has been enlarged to cover not only the institutionalization of strategic planning at the macro level but, simultaneously, also the promotion of decentralization and the 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. Programmes, Diploma in Educational Planning and Administration (DEPA) and International Diploma in Educational Planning and Administration (IDEPA) programmes.

**Educational Administration:** The Department of Educational Administration aims at active intellectual and academic engagement in studies, research and dissemination of knowledge on various dimensions of administration and management covering all sectors

and all levels of education. One of the prime concerns of the Department is to build a sound knowledge base and create a strong professional support for educational administrators and researchers on multiple dimensions of educational administration and management. Therefore, the Department seeks to develop a sound conceptual and theoretical framework of understanding and analysis of the dynamics of educational administration and governance. The Department organizes workshops and training programmes on various dimensions of educational administration and management for the practitioners involved at various levels.

**Educational Finance:** The twin objectives of the Department are to conduct and promote serious research on economic and financial aspects of education at all levels – national, sub-national and global – and to build knowledge and skill capacity of manpower involved in financial planning and management in education sector in India and other developing countries. In the context of educational policy, planning and administration, finances form an important issue. The Department of Educational Finance focuses its activities - research, teaching, training and consultancy - around policy, planning and development issues relating to public and private financing of education, including specifically mobilization of governmental and private resources, allocation of resources and utilisation of resources at all levels of education from primary to higher, estimation of resource requirements. Mostly, but not exclusively, research areas cover policy issues in financing of education; programmes; policy issues are the focus of consultancy/advisory services; and theoretical and empirical issues relating to economics and financing of education form the content of the teaching programmes; planning techniques and management approaches form the content of training and orientation.

**Educational Policy:** The Department of Educational Policy is committed to the study of educational policy and to keep abreast of the directions in which the education system has progressed on various issues related to policies. It also aims at developing a core understanding of policy-making in the Indian context. The department conducts public discourses on

policy issues in the forms of seminars/ workshops to generate knowledge base for use by policy-makers, practitioners and other stakeholders in the educational arena.

The main activities of the Department include training, teaching, research and academic support. The department engages with the training of educational administrators and planners in both the long-term training programme of the University, i.e., at national and international levels. It also organizes short-term courses to stimulate discussions and also prepares information based on issues related to the preparation of five year plan. The major research focus of the department has been on evaluation of centrally sponsored educational schemes and researches leading to understanding of policies and practices.

The Department conducts training programmes on policy issues for the capacity building of educational planners, the administrators serving at the state, district and sub-district levels. The Departmental emphasis on multi-level governance of policy, with focus on grassroots participatory structures, can be seen through the researches on decentralized management of education and role of community in school education. Moreover, the Department undertakes teaching of M.Phil and Ph.D. students in the core course on policy and planning. In these courses, theoretical frameworks of policy-making across sectors are discussed. The department also responds to State Governments with regard to: (a) institutional building and (b) capacity enhancement.

**School and Non-Formal Education:** The Department of School and Non-formal Education focuses on issues of pre-school and school education, non-formal education and adult literacy from a rights-based

and inclusive perspective. It also strives to develop a theoretical understanding of quality, equity, social justice and inclusion. It undertakes research studies on schools as institutions and to change as it happens in school and non-formal education in a cumulative manner in order to provide an empirical base for evolving policies and programmatic interventions. This department also engages in organising workshops and capacity development programmes for national, state and district-level officials, in addition to its participation in the DEPA and IDEPA programmes and the teaching programmes of the National University, such as M.Phil, Ph.D. It also plays an advisory role and extends support to the Central and state governments in the formulation and study of plans and policies. In order to establish synergic linkages, the department collaborates with national and international organizations to share experience and expertise. At present, due to practical considerations, the focus of the department is limited more or less to four areas- Equity, quality and inclusion in school education within a rights-based framework; Teacher development & management; School leadership and Evolution of school standards. Two members of this department also work with the National Centre for School Leadership and another is engaged in development of a unit on School Standards and Evaluation.

**Higher and Professional Education:** The Department of Higher and Professional Education has, over the last quarter of a century, been constantly providing research support and policy advice to the Ministry of Human Resource Development, Government of India. The WTO cell in the Department played an important role in analyzing requests and firming up India's offers under GATS. The Department studied





various dimensions of internationalization in higher education and organized seminars to debate and disseminate the same. The Department has been supporting the process of finalization of different five-year plans for higher education and has been constantly working with the University Grants Commission for holding seminars and conferences of experts, vice-chancellors, deans and registrars of the universities, directors of academic staff colleges and college principals. It has also provided academic support to the regional conferences of UNESCO, leading to the world conference on higher education, and Planning Commission and World Bank sponsored seminar on performance funding in Indian higher education. Among the annual features of the Department are regular training programmes for the principals of colleges of different categories. The Department has been providing academic support to the Universities and colleges in seminars on various dimensions of access, quality and academic reforms. The Department is actively engaged in the transaction of coursework for M Phil, PhD and diploma programmes on Educational planning and administration and has been supervising research scholars on their dissertations.

**Training & Capacity Building in Education:** The Department focuses on creating linkages at the national and international levels for improving the capacities of the Educational Administrators, particularly at the induction and promotion level. The programmes are designed to create stable and dedicated institutional arrangement by developing a critical mass of trained teams in the Departments of Education through thematic and cadre-based course for system and institutional level officers.

In addition, the Department conducts two long-term Diploma Programmes, one for national and the other for international education personnel. In 2013, the 34th Diploma in Educational Planning & Administration (DEPA) was attended by 25 education officials from 12 states of India. The 29th International Diploma in Educational Planning & Administration (IDEPA) was conducted from February 2013 and was attended by 35 international participants from 22 countries. Requests from Indonesia and Bhutan also led to organizing two dedicated capacity building programmes for these countries.

The Department also conducted capacity building programmes for Special Focus Groups like Heads of Minority Educational Institutions (School & Higher Education), Principals of Ashram Schools for tribal areas and DIET Planning & Management faculty.

**Educational Management Information System:**

The Department of Educational Management Information System undertakes research and capacity-building activities while providing technical advice 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 were recently actively involved with the Expert Group, constituted by the Ministry of HRD, on Creation of Unified System of School Education Statistics. Accordingly, the Department made special efforts in this direction under Unified-DISE and data during 2012-2013 was collected for the first time by using uniform data capture format across the country. During 2013-14, data from about 1.5 million schools imparting school education was collected.

The themes of some of the programmes/seminars/workshops organized by the Department include '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 advice to the Government of India besides several state governments on EMIS and related aspects of school education.



## SPECIAL CHAIRS

**Maulana Abul Kalam Azad Chair:** The Chair was instituted by the Ministry of Human Resource Development (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 the development of education, science and culture in a historical perspective, while exploring the contributions of Maulana Azad during the definitive decade of the 1950s. It also organizes Maulana Abul Kalam Azad Memorial Lecture every year on National Education Day. The Chair also organizes national seminars on issues related to Maulana Azad's vision and world views.

**Rajiv Gandhi Foundation Chair on Teacher Management and Development:** The Rajiv Gandhi Foundation Chair on Teacher Management and Development in NUEPA became operational with the appointment of the Professor and Chair in June 2013.

This Chair was created to encourage focused work on teacher management and teacher development for a period of three years (2012-15). The funds for the faculty and research is provided to NUEPA by Rajiv Gandhi Foundation. The activities of this Chair is approved by Advisory Committee consisting of eminent educationists and administrators. The first major activity is the ongoing multi-state study on the working conditions of elementary and secondary school teachers in nine states of India. This research study is underway in Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Odisha, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh. NUEPA is working with SCERTs and NGOs to do a comprehensive review of policy documents and follow it up with discussions and interviews with key stakeholders. It is proposed to do an opinion survey of teachers to solicit the views on the way they are managed and positioned in the education system. This would then be followed by a third phase when NUEPA will work closely with a few state governments and with teachers to explore avenues for systemic reform.



## CENTRES

**National Centre for School Leadership:** The National Centre for School Leadership is committed to the transformation of schools in India. Towards this end, it is working on four components: Curriculum and Material Development, Capacity Building, Networking and Institutional Building and, lastly, Research and Development. The Centre envisions building leadership capacities of heads of the schools as well as administrators for change and development in the larger perspective. Currently, the focus of the Centre is to engage in capacity building programmes for School Heads covering existing and freshly inducted, current and aspiring as well as senior teachers from elementary to higher secondary levels, functioning in both government and government-aided sectors.

To achieve its mission, the Centre is engaged in building leadership capacities through School Leadership Development that entails continuous engagement with School Heads to bring in school-based changes leading to transformation. Among the significant developments in the year were the launching of its two national level documents, National Programme Design and Curriculum Framework and a Handbook on School Leadership Development brought out by the Centre as the corollary to a series of workshops and a number of in-house meetings. In the year, the programme was launched in 10 States- Andhra Pradesh., Chhattisgarh, Gujarat, Himachal

Pradesh, Kerala, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal. The leadership requirements and challenges for each State were addressed through the preparation of state-specific action plans to make it more realistic, bringing it closer to contextual realities of the state and schools. Besides collaboration with the States, the Centre, which is also looking at partnerships with International Organizations, has signed an MOU with the National College for Teaching and Leadership, Nottingham on School Leadership in India under UKIERI.

### **Centre for Policy Research in Higher Education:**

The Centre for Policy Research in Higher Education (CPRHE) has been set up by the National University as a specialized institute to promote policy research and support policy and planning in higher education in India. The CPRHE is functioning in close collaboration with the Department of Education, MHRD, University Grants Commission and the Planning Commission. The Centre focuses its efforts on the current national priorities in the areas of expanding and improving the provision of higher education; ensuring equity and inclusion; improving the quality and relevance and employability of higher education graduates; promoting internationalization and improving governance and management. The Centre envisages to develop a network of institutions and university departments to promote research and actively engage with state – level bodies such as State Higher Education Councils to promote state and institutional level plans in higher education.





# INDIA AFRICA INSTITUTE

## India-Africa Institute of Educational Planning and Administration

28 November Boulevard  
Bujumbura  
Republic of Burundi



## Institut Inde-Afrique de Planification et d'Administration de l'Education

Boulevard du 28 novembre  
Bujumbura  
Republique du Burundi

The **India-Africa Institute of Educational Planning and Administration (IAIEPA)** is a pan-African institute 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. The Institute is located in Bujumbura, the capital city of the Republic of Burundi.

The activities relating to the establishment, operation and management of the IAIEPA are being executed, on behalf of the Government of India, by NUEPA. The scope of cooperation between the Government of India, African Union and the Government of Burundi include (i) developing the IAIEPA as a centre of continental importance and excellence for meeting the educational planning and management-related capacity building and research needs of AU Member States; (ii) enhancing the pool of trained educational planners and administrators for strengthening the capacity of education systems in AU Member States in the areas of education policies and educational planning and administration; (iii) promoting and supporting Africa-based research and analysis for expanding the knowledge base required for evidence-based decisions concerning education policies and programmes that match the needs of AU Member States; (iv) developing an institutional mechanism for sharing/dissemination of information/knowledge, including research results, effective practices and innovations, relating to education policies and educational planning and management techniques; (v) facilitating policy dialogue among AU Member States and other stakeholders on issues concerning

educational development, in general, and educational planning and management in AU Member States, in particular; (vi) exchanging experiences relating to effective educational planning and management techniques/practices and exploring suitable strategies for attaining the education-sector development goals and targets in AU Member States;

The Ministry of Higher Education and Scientific Research, Government of Burundi (GoB) and the National University of Educational Planning and Administration (NUEPA), New Delhi have been working jointly to implement the activities relating to the establishment of the IAIEPA. A national project coordination team has been set up for overseeing/steering the tasks/activities to be carried out by the Government of Burundi (GoB) for the establishment of the IAIEPA. The GoB has allotted a 36,972 square metres plot on the campus of the Faculty of Psychology and Educational Sciences, University of Burundi for setting up the IAIEPA. The renovation of buildings made available for the establishment of the Institute is in progress and is expected to be completed by end 2014.

The core function of the IAIEPA would be capacity development/building. The academic programme framework of the IAIEPA is conceived to be comprehensive and flexible to address the diversity across the African continent. As an institution specialised in the areas of educational policy, planning and administration, the programmes of the IAIEPA are visualized to cover all aspects and sub-sectors of education. The first phase of the academic



programmes/activities is proposed to be launched within three/four months after the completion of renovation of buildings and other infrastructural works required.

The first phase of academic programmes/activities will include: (i) training of educational planners and administrators to bridge the gap in trained human resources in educational planning and administration in the AU Member States and to strengthen institutional and human capacity in the areas of educational policy, planning and administration and undertake policy analysis and research on diverse aspects of education development; (ii) research and case studies dealing with issues relevant to the situation/needs of AU Member States for generating and expanding the knowledge base required to support capacity development programmes and effective educational planning and management and to inform and support decisions concerning education reforms in AU Member States; (iii) assessment/analysis of trends in education development, both at the country and regional/continental levels, and disseminating

them through publications and regional conferences and consultation meetings; (iv) technical assistance to help AU Member States meet their specific educational planning and management-related capacity building and research needs; (v) documentation and dissemination of knowledge and information regarding research and innovations, lessons learned, case studies relating to different aspects of education development, and effective educational planning and management practices, among various stakeholders at the country, regional and continental levels; (vi) Policy dialogues on issues concerning education development, in general, and educational planning and management in AU Member States, in particular.

During the second phase, in addition to the expansion of programmes/activities organized during the first phase, the Institute will organize advanced long-duration Diploma programmes on educational planning and administration, including training programmes using blended approach, for increasing trained educational planners and administrators in AU member States.

# 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, like JSTOR, ELSEVIER and SAGE for its users. The Documentation Centre of NUEPA has about 18,500 volumes, comprising a unique collection of official reports, Central and State Government publications, Educational Surveys, Five-year plans, Census reports etc.. The Documentation Centre also has very important international reports and surveys on education which are needed for educational research and policy – making. A digital archives has been set up 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 archives.







**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 email 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-the-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 periodical publications of the National University include the Journal of Educational Planning and Administration, *Paripreksha*, a journal in Hindi language, and ANTRIEP Newsletter. 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

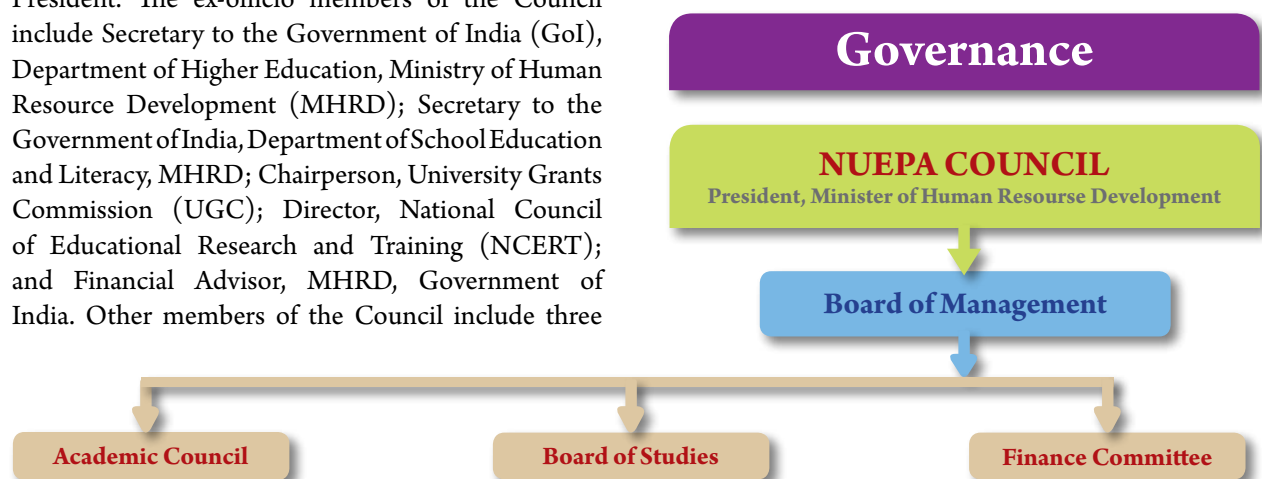


The National University of Educational Planning and Administration (NUEPA) is a 'Deemed to be University' under Section 3 of the UGC Act 1956 and registered under the Societies Registration Act. The authorities of the National University include the President, the Chancellor, the Vice-Chancellor, the Council, Board of Management, the Academic Council, the Finance Committee and the Board of Studies and such other authorities as may be declared or nominated 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, 2014 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, GOI; 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. The 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, 2014, 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, 2014, 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. The Registrar of the National University is the Secretary of Academic Council. A list of the members of the Academic Council, as on March 31, 2014, 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, 2014, 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, considers the proposals received under the Scheme of Assistance for Studies in Educational Planning and Administration.



# ADMINISTRATION AND FINANCE



The administrative set-up of the National University consists of three Sections and two Cells, namely Academic Administration Section, Personnel Administration Section, General Administration Section, Training Cell and Coordination Cell. Registrar is the overall In-charge of Administration of the National University. He is also the Secretary of NUEPA Council, Board of Management and Academic Council. He is supported by an Administrative Officer, Training Officer and several Section Officers in carrying out the functions of the Administration.

Registrar is also responsible for the functioning of the Academic Support Services Units i.e. Library and Documentation Centre, Computer Centre, Publication Unit, Cartography and Hindi Cell.

The Finance Officer is in-charge of the Finance and Accounts Section and is supported by Section Officer (Accounts).

## Staff strength (2013-14)

The total staff strength of the University as on March 31, 2014 was 162.

During the year 2013-14, the University received a grant of Rs 2600.00 lakhs (Rs. 1415.00 lakhs under Non-Plan, Rs. 1185.00 lakhs under Plan). The University had an opening balance of Rs. 154.51 lakhs, both under Plan and Non-Plan. The internal office and hostel receipts amounted to Rs 28.98 lakhs during the year. The expenditure during the year under Non-Plan and Plan amounted to Rs. 2714.83 lakhs.

The University had a balance of Rs. 205.38 lakhs and received additional funds amounting to Rs. 415.00 lakhs during the year 2013-14 for the sponsored programmes/studies from other agencies. The expenditure during the year on sponsored programmes/studies amounted to Rs. 352.36 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 baths, and a residential complex having 16 Type I quarters, eight quarters each of Type II to V, and the Vice-Chancellor's Bungalow.

Besides, the University also has 25 Quarters of Type III in Bindapur, Dwarka, New Delhi.

On Campus, the University has well-equipped Training Halls, Computer Centre, International Dining Hall, Gymnasium and Classrooms etc.

The University has taken initiatives to construct a new academic building on the Campus in the newly acquired area of 2100 sq. meters.



# 2 TEACHING AND PROFESSIONAL DEVELOPMENT PROGRAMMES







---

# TEACHING AND PROFESSIONAL DEVELOPMENT PROGRAMMES

## M. PHIL. AND PH. D.

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.

### Preparing Scholars for Educational Administration

**T**he 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 interdisciplinary 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 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 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 integrated 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 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 10 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 2013-14	16	06	–	22
Total no. of scholars pursuing different programmes during the Academic Session 2013-14	18 (including 10 registered in 2012-13)	29 (including scholars registered during 2007-08 to 2013-14)	9 (including scholars registered during 2007-08 to 2013-14)	56
Total no. of scholars graduated during 2013-14	10	02	–	12



# 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 Officers 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 and to faculty members of Education Departments in Universities and social science research institutions.

The Diploma programme has three components/ phases: (i) three months of intensive curricular work at NUEPA, (ii) 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 (iii) 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

The Diploma programme has three components/phases: (i) three months of intensive curricular work at NUEPA, (ii) 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 (iii) five-day workshop based on project reports prepared by the participants.

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 the year 2013-14, the University completed the third component of the 33<sup>rd</sup> Diploma programme from May 20-24, 2013 (five days), the first phase of which was organised from September 1 to November 30, 2012 (91 days). Twenty-five participants of the 33<sup>rd</sup> Diploma Programme completed the third phase of the programme. The 34<sup>th</sup> Diploma Programme was attended by 25 participants from 12 States/UTs. The teaching-learning activities within the first phase of the programme was carried out during the period September 1 to November 30, 2013 (91 days), while the project work relating to the second phase of the programme was carried out during the period December 1, 2013 to February 28, 2014.



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.

Incidentally, NUEPA is planning to restructure the existing diploma programme and upgrade it to long-term Post Graduate diploma programme.

**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	33rd DEPA	Total
Arunachal Pradesh	2	1	3
Bihar	-	3	3
Haryana	4	-	4
Himachal Pradesh	-	2	2
Jammu and Kashmir	2	2	4
Karnataka	1	-	1
Kerala	1	-	1
Madhya Pradesh	3	3	6
Manipur	4	3	7
Meghalaya	-	2	2
Mizoram	3	2	5
Nagaland	-	1	1
Rajasthan	-	1	1
Sikkim	-	2	2
Uttarakhand	2	3	5
West Bengal	2	-	2
Delhi	1	-	1
<b>Total</b>	<b>25</b>	<b>25</b>	<b>50</b>

## 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 students of International Diploma Programme in Educational Planning and Administration represent many countries of Asia, Africa, Central Asian Republics, South America and the Caribbean regions. The programme has three components: (i) intensive curricular work, (ii) applied work and (ii) 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,

The students of International Diploma Programme in Educational Planning and Administration represent many countries of Asia, Africa, Central Asian Republics, South America and the Caribbean regions. The programme has three components: (i) intensive curricular work, (ii) applied work and (ii) dissertation.



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 and provides opportunity to each participant or a group of participants from one country to share his/her/their views based on factual data and experience 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 own country. 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. The participant, after completion of the research project (within three months), 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 the year 2013-14, the University completed the second phase of the 29<sup>th</sup> International Diploma programme, the first phase of which was conducted from February 1 to April 30, 2013 and attended by 35 participants from 22 countries. The second phase of the 29<sup>th</sup> International Diploma Programme was carried out during the period May 1 to July 31, 2013.

The first phase of the 30<sup>th</sup> International Diploma Programme commenced on February 1, 2014 and the teaching-learning activities within the first component/phase of the programme were completed by April 30, 2014. The 30<sup>th</sup> International Diploma Programme was attended by 27 participants from 17 countries. The second phase of the programme, involving project work in the participant's country of residence, has been scheduled for being carried out during the period May 1 to July 31, 2014.

The tasks relating 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	29th IDEPA	30th IDEPA	Total
Bangladesh	-	3	3
Bhutan	3	3	6
Botswana	1	-	1
Chile	1	-	1
Canada	-	-	0
Cambodia	2	-	2
Djibouti	1	-	1
Ethiopia	2	-	2
Ghana	2	1	3
Guinea	1	-	1
Liberia	-	1	1
Madagascar	2	-	2
Malawi	2	-	2
Malaysia	-	1	1
Maldives	-	1	1
Nepal	1	-	1
Nigeria	2	-	2
Niger	1	2	3
Palestine	-	1	1
Papua New Guinea	-	1	1
Philippines	2	2	4
Rwanda	-	1	1
Sri Lanka	1	2	3
South Sudan	-	1	1
Senegal	2	-	2
Tajikistan	1	-	1
Tanzania	2	1	3
Thailand	1	-	1
Uganda	2	2	4
Uzbekistan	-	1	1
Vietnam	2	-	2
Zambia	1	3	4
<b>Total</b>	<b>35</b>	<b>27</b>	<b>62</b>

# 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 the year 2013-14, the National University organized 93 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 2013-14 included the following:

## Department of Educational Planning

- Training Programme on use of Quantitative Techniques in Educational Planning, July 8-19, 2013, New Delhi (22 Participants)
- Two Training Programmes of Master Trainers in Planning for Secondary Education in North-Eastern States, September 16-28, 2013 and November 6-17, 2013, Guwahati, Assam (70 Participants in both the programmes)



- Orientation Programme on Quantitative Research Methods in Education, December 16-27, 2013, New Delhi (43 Participants)

### Department of Educational Administration

- State-Level Conference on Educational Planning and Administration for DEOs and BEOs of Bihar, June 19-20, 2013 (525 Participants)
- Orientation Programme on Planning and Management of Vocational Education and Training, September 23-27, 2013 (29 Participants)
- Orientation Programme on Governance Issues in Education System for District Level Education Officers from North-Eastern States, October 7-11, 2013 (23 Participants)
- Orientation-cum-Workshop on Innovations and Best Practices in Educational Administration and Management, December 2-6, 2013 (11 Participants)
- Orientation Programme on Management of Diversity and Equity in Universities and Colleges, December 2-6, 2013 (26 Participants)
- Study visit of Senior Officers of Gujarat Secondary and Higher Secondary Board of Education, December 23-26, 2013 (27 Participants)
- State-Level Conference for DDPIs & BEOs on Educational Planning & Administration, January 7-8, 2014 (216 Participants)



- Orientation Programme on Organizational Development for State-Level Educational Administrators, January 27-31, 2014 (33 Participants)

### Department of Educational Finance

- Training Programme in Planning and Management of University Finances, September 23-27, 2013, Jalgaon, Maharashtra (24 Participants)
- Training Programme in the Planning and Management of Higher Education Finances, November 11-15, 2013 (12 Participants)
- Orientation Programme on Planning and Management of School Finances for North Eastern States, November 25-29, 2013, NEHU, Shillong, Meghalaya (29 Participants)
- Orientation Programme in Planning and Management of School Finances, December 9-13, 2013 (9 Participants)







### Department of Educational Policy

- Orientation Workshop on 'Qualitative Research Methods in Education' (Theme: Equity in Education), July 22 – August 2, 2013 (33 Participants)
- Training Programme on Management of 'special training' under RTE for inclusive education, September 9-13, 2013 (26 Participants)
- Anil Bordia Policy Seminar on 'Education and Social Empowerment', December 16-17, 2013 (38 Participants)
- Orientation Workshop on Role and Functions of Local Authority in Elementary Education in North- Eastern States, February 3-7, 2014, Guwahati, Assam (25 Participants)

### Department of School and Non-formal Education

- State-level Conference for District and Block-level Administrators in School Education (State of Nagaland), May 13-14, 2013, Kohima, Nagaland (107 Participants)
- State-level Conference for District and Block-level Administrators in School Education (State of Gujarat), May 30-31, 2013, Anand, Gujarat (114 Participants)

- Two Orientation Programmes on Right to Education, July 22-26, 2013 and August 5-8, 2014 (58 Participants attended both programmes)
- Consultation on Tracking Sexual Crime against Women in Higher Education Institutions, August 27, 2013 (35 Participants)
- State-level Conference for District and Block-level Administrators in School Education (State of Arunachal Pradesh), September 18-19, 2013, Itanagar
- State-level Conference for District and Block-level Administrators in School Education (State of Tripura), November 15-16, 2013, Tripura (72 participants)
- State-level Conference for District and Block-level Administrators in School Education (State of Sikkim), December 19, 2013, Gangtok (26 Participants)
- Workshop on Improvement of School Participation of Children at Elementary Level in the Context of RTE Act, January 27-31, 2014 (48 Participants)
- International Research Seminar on 'Democracy and Education Development: Equity, Inclusion and Sustainability', March 6-8, 2014 (115 Participants)



### Department of Higher and Professional Education

- Orientation Programme on ‘Planning and Management of Higher Education Institutions’ for College Principals of Jammu & Kashmir, June 23-27, 2013, Srinagar, Jammu & Kashmir (26 Participants)
- Workshop on ‘Establishing Subject-based Networks on Teaching - Learning among Universities,’ August 29-31, 2013 (24 Participants)
- Orientation Programme on ‘Planning and Management of Higher Education Institutions’ for College Principals, September 30 – October 5, 2013 (13 Participants)
- Workshop on ‘Choice based credit system in Institutions of Higher Education in India,’ October 28-30, 2013 (30 Participants)
- Workshop on Envisioning Academic Staff Colleges as ‘Teaching Learning Centers in Higher Education,’ November 26-29, 2013 (32 Participants)

- Workshop on ‘Innovations and Best Practices in Autonomous Colleges,’ December 9-13, 2013 (37 Participants)

### Department of Educational Management Information System

- Workshop on Unified-DISE, July 29-30, 2013 (75 Participants)
- Orientation Programme in U-DISE Data Capture Format through EDUSAT (For Selected States), September 13, 2013 (Participants: 20 in studio and 10000 across the country)
- Training Programme on Using Indicators in Planning and Monitoring of Secondary Education, September 16 -20, 2013 (44 Participants)
- Orientation Programme in U-DISE Data Capture Format through EDUSAT (for selected States)
- Training programme on ‘Using Indicators in Planning & Monitoring of Elementary Education in the Context of RTE,’ February 3-7, 2014 (45 Participants)





## Department of Training and Capacity Building in Education

- State Level Conference on Educational Planning and Administration for BSA, DIOS and BEO, April 23-24, 2013, Lucknow, Uttar Pradesh (531 Participants)
- Training Programme on Educational Planning and Administration for District Education Officers from the Kingdom of Bhutan, May 5 – June 2, 2013 (24 Participants)
- Orientation Programme in Capacity Building for Minority Managed Institutions of Higher Learning, November 4-8, 2013 (28 Participants)
- Training Programme in Capacity Building of Faculty of Planning and Management branch of DIETs of Gujarat (*Request Programme*), January 6-10, 2014 (28 Participants)
- Training Workshop on Identifying Training Needs of the DIET Faculty in Order to Build their Capacities in Organising Trainings, January 27-31, 2014, Guwahati, Assam (30 Participants)
- 2<sup>nd</sup> Training Programme on Capacity Building of School Heads serving Ashram Schools functioning in the Scheduled Tribe Areas (*Request Programme*), January 27-31, 2014 Nasik, Maharashtra (38 Participants)



- Study Visit of Education Officers from Indonesia in Educational Planning and Management, November 13-27, 2013 (11 Participants from Indonesia)
- 1<sup>st</sup> Training Programme on Capacity Building of School Heads serving Ashram Schools functioning in the Scheduled Tribe Areas, November 25-30, 2013, Bhubaneswar, Odisha (38 Participants)
- The Eighth Annual Orientation Programme in Institution Planning for Heads of Muslim Minority Managed Senior Secondary Schools, December 9-20, 2013 (53 Participants)

## National Centre for School Leadership

### Strand-wise activities completed by the Centre in 2013-14:

#### **Strand 1: Curriculum and Material Development**

- Seven National level Workshops with National College of Teaching and Leadership (NCTL), U.K., the National Resource Group (NRG), and State Resource Groups (SRGs) (188 participants)

#### **Strand 2: Capacity Building**

- 13 workshops for capacity building of State Resource Groups across Phase I states (588 participants)



- Two pilot programmes for capacity building of school heads- one with elementary school heads in District Allahabad, U.P. (50 participants) and the other with secondary school heads of Daman Diu and Dadra & Nagar Haveli (41 participants)
- Cluster-based capacity building workshops, in collaboration with NCTL, U.K., with secondary school heads in Rajasthan and Tamil Nadu (1400 participants)

### **Strand 3: Networking and Institution Building**

- Nine Consultation workshops across nine Phase I states (518 participants)
- A National Launch Event was organized with the Ministry of Human Resource Development (MHRD) for the launch of the *National Programme Design and Curriculum Framework and A Handbook on School Leadership Development* (attended by 250 participants)
- A National Review and Planning Workshop with Phase I and Phase II states (88 participants)

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.

During the year 2013-14, the National University organized, besides the Diploma Programmes, 93 Orientation/Training Programmes, Workshops, Seminars, Conferences and Meetings etc. at national and international levels. Out of total 6455 participants, 6342 (Table 2.4) were Indian participants while 116 (Table 2.3) represented other countries and international agencies.



**Table 2.3: Country-wise Participation in all Programmes**

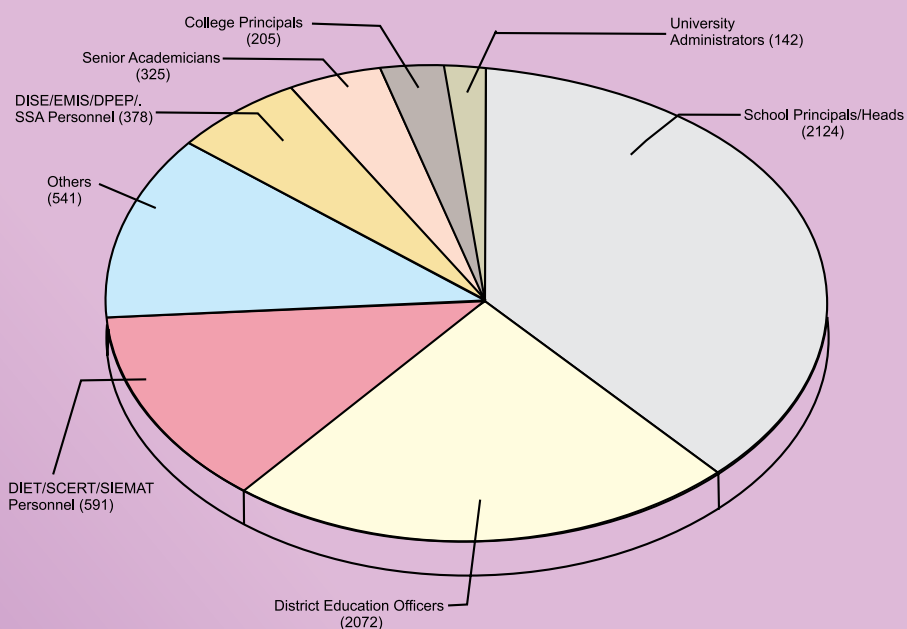
S. No.	Country	No. of Participants
1.	Bangladesh	3
2.	Bhutan	30
3.	Botswana	1
4.	Chile	1
5.	Cambodia	2
6.	Djibouti	1
7.	Ethiopia	2
8.	Ghana	3
9.	Guinea	1
10.	Indonesia	11
11.	Liberia	1
12.	Madagascar	2
13.	Malawi	2
14.	Malaysia	1
15.	Maldives	1
16.	Nepal	1
17.	Nigeria	2
18.	Niger	3
19.	Palestine	1

S. No.	Country	No. of Participants
20.	Papua New Guinea	1
21.	Philippines	4
22.	Rwanda	1
23.	Sri Lanka	3
24.	South Africa	4
25.	South Sudan	1
26.	Senegal	2
27.	Tajikistan	1
28.	Tanzania	3
29.	Thailand	1
30.	United States	8
31.	United Kingdom	7
32.	Uganda	4
33.	Uzbekistan	1
34.	Vietnam	2
35.	Zambia	4
<b>Total</b>		<b>116</b>

**Table 2.4 : State/UT-wise participants of the professional development programmes 2013-14**

State/ Union Territory	Number of Participants	State/ Union Territory	Number of Participants
Andhra Pradesh	121	Nagaland	124
Arunachal Pradesh	94	Odisha	65
Assam	119	Punjab	12
Bihar	555	Rajasthan	1864
Chhattisgarh	129	Sikkim	16
Goa	12	Tamil Nadu	327
Gujarat	459	Tripura	79
Haryana	28	Uttarakhand	24
Himachal Pradesh	85	Uttar Pradesh	853
Jammu & Kashmir	47	West Bengal	110
Jharkhand	16	Andaman & Nicobar Islands	4
Karnataka	293	Chandigarh	15
Kerala	81	Dadra & Nagar Haveli	25
Madhya Pradesh	32	Daman & Diu	27
Maharashtra	111	Delhi	404
Manipur	30	Lakshadweep	0
Meghalaya	46	Puducherry	5
Mizoram	130	<b>Total</b>	<b>6342</b>

**LEVEL-WISE PARTICIPATION: 2013-14**

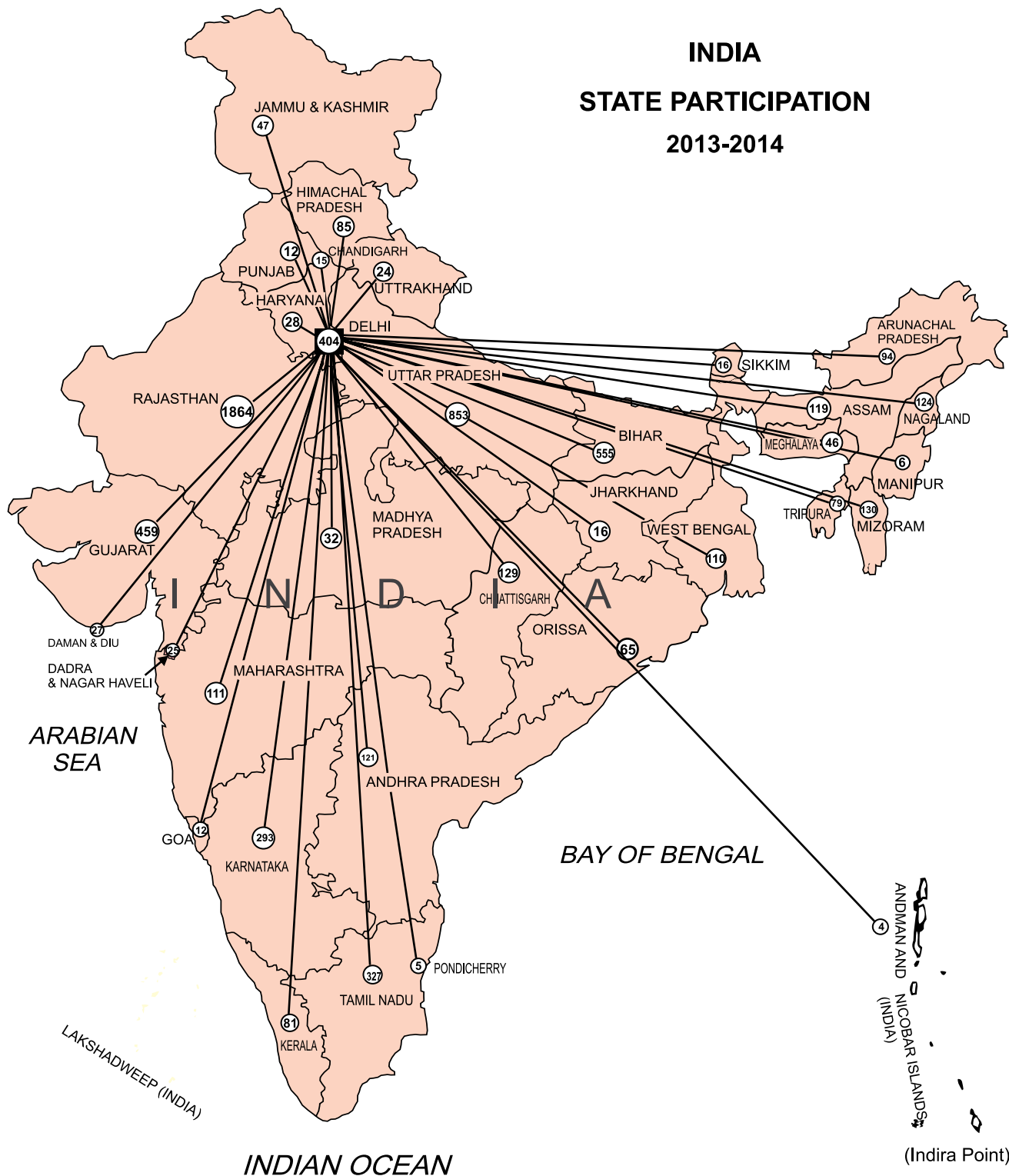




# INDIA

## STATE PARTICIPATION

### 2013-2014





# 3

## RESEARCH AND EVALUATION







# RESEARCH AND EVALUATION

The National University has been undertaking, aiding and promoting interdisciplinary 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 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

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.



countries. Emphasis is placed on action-research, including longitudinal studies, which could generate new knowledge in key areas for improving educational policy, planning and management. Besides M. Phil. and Ph. D. programmes, the research programme supported by the National University covers research studies by faculty members; research 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, 16 research studies were completed, while 29 were in progress.

## RESEARCH STUDIES COMPLETED (AS ON MARCH 31, 2014)

### 1. **Schooling Provisions and School Performance Based on SEMIS data 2009-10 (without any funding support)**

*Investigator: Dr. N. K. Mohanty*

#### **Summary of Findings**

Educational facilities play a crucial role in strengthening and improving the quality of education. However, in India, educational institutions lack necessary facilities which results in low performance of educational institutions. Poor and inadequate educational facilities affect the overall performance of institutions. The study was conducted to investigate the relationship between schooling provisions, including infrastructure facilities, teachers and teaching-learning material, and the academic achievement of students at secondary level in India. The study has attempted to identify the

aspects of school facility design that have the greatest potential to impact learning. The study attempted to (i) analyze the status of schooling provisions and student performance at secondary level; (ii) critically examine the relationship between schooling provisions and student achievement at secondary level; and (iii) suggest proper ways and means to ensure the availability of educational facilities in secondary schools.

The study is based on the analysis of data and information collected from the recognized secondary and higher secondary schools/colleges from all the 35 States and Union Territories under the Secondary Education Management Information System (SEMIS) in 2009-10, the latest year for which complete data on all components (Access, participation, retention and outcomes) was available.

The study finds that basic educational facilities are not available in schools at the secondary level and these act as a major constraint in imparting quality education. Schooling facilities in terms of school building, boundary wall, playground, library, laboratory, computer and related facilities like electricity facility, generator set, internet and computer laboratory, sanitary facilities, particularly separate urinal and lavatory facilities for boys and girls, are not simultaneously in place in most institutions with secondary sections. Hence, the reform programmes like RMSA and other centrally sponsored schemes should focus their attention in providing the basic infrastructure facilities and staff in the existing secondary schools/sections so as to make them conform to norms and standards. This effort would certainly go a long way in improving and strengthening secondary education as well as improving the overall performance of the students and institutions at the secondary level in India.

### 2. **A Study of Block Level Administration in Gujarat: Emerging Challenges and Need for Reforms**

*Investigators: Prof. Kumar Suresh and Dr. R. S. Tyagi*

#### **Summary of Findings**

The study aimed at identifying issues and problems of block level educational administration and suggest



measures to overcome the same. The study attempted to examine the question as to how far the present structure of educational administration is appropriate to meet the new challenges of policy reforms and discharge the expected responsibilities. It also attempted to examine whether the existing structure of educational administration at the block level is able to respond to the issues of effective implementation of RTE, SSA and MDM.

After analysing the structure, functions and problems of block level administration in Gujarat and drawing from the experiences of other states, the study recommends reforms in the existing structure. The study proposes a new structure where the BEO assumes the critical responsibility of block level educational administration. The Office of the BEO is to be conceived in such a way as to facilitate convergence of concerns of implementation of RTE, SSA and MDM, in particular, and education development programmes, in general. Learning from the experiences of other states and considering the specific requirements of Gujarat, the study recommends drawing up a detailed job chart for the BEO that takes into account the convergence and coordination concerns in the education sector. In fact, the concerns of convergence and efficiency of the block level administrative structure have been centrestaged under the new dispensation.

### **3. Block Level Reforms in Educational Administration in Arunachal Pradesh**

*Investigators: Dr. R. S. Tyagi and Dr. Manju Narula*

#### **Summary of Findings**

The study goes in for a situational analysis of block and district level educational administration at the elementary level in Arunachal Pradesh. The overall objective of the study was to examine the existing structure, functions and duties and responsibilities of the BEO, who is generally appointed on deputation basis from amongst junior teachers in upper primary schools, and suggest the creation of a proper cadre of BEOs in the state.

The study examined the structure of district and block level educational administration. It attempted to look into the functioning of the District Education

Officer and the BEO in terms of their duties and responsibilities, recruitment and selection, posting and transfer, promotion and other service conditions.

The study recommends the creation of a proper cadre of BEOs in Arunachal Pradesh, wherein the BEO would be the overall in-charge/administrative head of elementary education at the block level. Further, it recommends that the BEO shall be the chief controlling and implementation officer of RTE Act 2009 and all literacy and elementary education development programmes, including the on-going programmes like the SSA, MDM and *Sakshar Bharat*. The BEO shall also be responsible for convergence of resources and inter- and intra-departmental coordination.

### **4. A Study of Vocational Guidance and Career Maturity in Selected Schools of Delhi**

*Investigator: Dr. Vineeta Sirohi*

#### **Summary of Findings**

It is a fact that India lags behind other countries in developing sound guidance and counselling services at school level. Specifically, in our country, systematic approach of guidance and counselling during the transition phase is lacking. Even though this service has been emphasized by various commissions and committees, adequate guidance and counselling services are still not available to students in schools. With the changing and complex nature of educational and vocational choices, guidance and counselling services have become increasingly important.

The educational and vocational decisions at the secondary stage pave the way for future decisions to be taken by any individual in the world of work. Within the domain of career development, career maturity assumes importance and is found to be influenced by diverse demographic and labour market factors. Research findings on career maturity and its correlates have, however, proven to be inconsistent and equivocal over the years. The need for more exploration regarding career maturity has long been felt. The present investigation was conducted to study the vocational guidance provisions in secondary schools and examine the level of career maturity among students by grade,

type of school, gender and vocational guidance provisions.

The sample was selected through stratified sampling technique according to grade, gender, type of school and vocational guidance provisions. A sample of 320 students of grades X and XII was drawn from selected secondary schools of Delhi. The major findings of the study indicate that in schools with vocational guidance provisions, there seems to be not much difference in the career maturity attitude between X grade and XII grade students by gender or type of school. In competency test, XII grade females show higher career maturity in the domain of planning, whereas it is the problem-solving domain that is much higher in the case of males of government schools. However, X grade females of government schools show higher maturity in goal selection. The overall analysis of the data revealed the impact of guidance and counselling services in improving the career maturity of the secondary school students. It is evident in the study that a higher proportion of students of grades X and XII studying in schools without any vocational guidance provisions show below-average maturity on attitude scale than those who are exposed to vocational guidance provisions. Moreover, students in schools with vocational guidance and counselling provisions show high career maturity in the domains of self-awareness, occupational information and goal selection as compared to students of those schools that are deprived of these provisions. Undoubtedly, vocational guidance and counselling services are imperative, as is expressed by the school principals, counsellors and students themselves, and entail the attention of policy-makers to institutionalize these services and improve the quality of the existing programmes so as to enhance career maturity among secondary school students in order to lead to informed career choices.

## **5. Financing Elementary Education in India: Fund Flow Pattern and Utilization of Resources in Elementary Education**

*Investigator: Dr. Geetha Rani*

### **Summary of Findings**

The study aimed at: (1) exploring the factors responsible for the widening gap between approved

outlay in the PAB as annual work plan and budgets (AWP&B); (2) identifying the bottlenecks in the flow of approved outlay to states and districts; (3) understanding the process and timing of the fund flow pattern from states (state implementing societies) to districts and sub-district levels; and (4) finding out the reasons for not achieving full or higher level of utilization of sanctioned resources.

The study used both secondary and primary data. The secondary data sources included the official publications of Government of India, such as Economic Survey, and the MHRD publications such as the Selected Educational Statistics, Analysis of Budgeted Expenditure on Education, etc., besides other specific secondary information sources on SSA.

The study finds that there has been tremendous increase in the outlay for the programme since its inception in 2001-02 with an outlay of Rs.500 crores. Though it appears that it is a huge increase, yet the amount available under the programme is less compared to the need. Further, even the amount available is not fully and effectively spent due to various factors.

The challenge here is how to make the states and districts augment the spending rates across various components. In addition to capacities, states / districts getting the resources during the end of the financial year are hardly left with any time to utilize the money. Indeed, a vicious cycle is getting formed beginning with the delay in getting the fund – low utilization – unspent funds - spill over to next year - reduction in the coming years' budget, etc.. The following could be the major bottlenecks in the fund utilization process:

- The design of the programme itself leads to discrepancy between planning and financing of resources under SSA.
- Another variation observed in the analysis is between planning and implementing, i.e. in the process of fund flow –the time taken and the number of instalments – for the transfer of money from the centre and state governments to the state implementing societies.
- Inadequate flow of resources from the GoI to MHRD and State governments are the other bottlenecks in the flow of approved outlay to states

- Release of bulk money in the last few months of the financial year would also result in compromised quality of expenditure.

### State Level Analysis: Comparative Perspective

In Uttar Pradesh, the financial allocation towards education as a per cent of SDP has increased from 2.21 per cent in 1980-81 to 3.79 per cent in 2009-10. On the contrary, in Gujarat, it has declined from 2.21 per cent in 1980-81 to 1.51 per cent in 2009-10. In Karnataka, it has remained around four per cent during 1980s and declined to around 3.5 per cent in the 1990s and declined further to around three percent in the first decade of the new millennium. Similarly, in Tamil Nadu, it has steadily declined from 4 per cent during 1980s to 3.5 per cent during 1990s to less than 3 per cent in the latest decade in the state. This declining trend in all the sample states, except Uttar Pradesh, is a cause for concern.

Uttar Pradesh allocates around 21 percent of the state budget on education. In Gujarat, the state allocated around 20 percent of the state budget on education during 1980s and this declined to around 15 per cent during the first decade of the new millennium. Similar is the situation in Karnataka, with the allocation of the state budget on education declining from around 20 percent during 1980s to around 19 per cent during the first decade of the new millennium. In Tamil Nadu too, the allocation of around 20 percent of the state budget on education during 1980s declined to around 19 per cent and further to 16 per cent during the first decade of the new millennium.

In terms of the per student expenditure on elementary education, in Uttar Pradesh, it is only Rs.3140, which is one of the lowest among many states. In Gujarat, per student expenditure of the state is only Rs. 3212, which is the lowest among the sample states and slightly higher than Uttar Pradesh. With its per student expenditure amounting to Rs. 3560 in 2009-10, Karnataka ranked second among the sample states while Tamil Nadu, with its per student expenditure of Rs. 3926 in 2009-10, accounted for the first position among the sample states.

However, the SSA expenditures, both in the country and also in Uttar Pradesh, increased from Rs. 3583

lakhs in 2001-02 to Rs. 335049 lakhs in 2009-10, registering an annual growth rate of 45 per cent in terms of 1999-2000 prices, while accounting for the highest growth rate among the four sample states. In Gujarat, it increased from Rs. 1385 lakhs in 2001-02 to Rs. 43196 lakhs in 2009-10, a 31 per cent annual growth in 1999-2000 price terms. In Karnataka, it increased from Rs. 3854 lakhs in 2001-02 to Rs. 42029 lakhs in 2009-10, accounting for an annual growth rate of 27.1 per cent, while in Tamil Nadu, the SSA expenditure increased from Rs. 10,183 lakhs in 2002-03 to Rs. 88,565 lakhs in 2009-10, thereby accounting for an annual growth rate of 26.3 per cent in 1999-2000 price terms.

It appears that not only the funds released and made available has increased over a period of time, but also the absorptive capacity has improved over the period of time across all sample states. Even though the utilization rates have improved since 2004-05, the pattern of fund flow, its timing and delays involved during the period from both the levels of governments, Centre and State, to SIS does not adhere to the norms of the Manual on Financial Planning Management of SSA. The pattern of fund flow reflects neither any pattern nor adheres to the calendar prescribed by MHRD (2004, 2010).

In Uttar Pradesh, in four years, more than 20 per cent of the fund flow occurred during the last quarter of the year. For instance, in the early phase of SSA in 2003-04, 38 per cent of the released fund from Government of India came in the last quarter. In Gujarat, in four years, more than 20 per cent of the fund flow occurred during the last quarter. This hardly left any time for the SIS for proper implementation of various interventions under SSA.

In Uttar Pradesh, the situation is worse, with the state government transferring its matching share of money in the plan account to SIS in as many as 14 instalments. The delay in the sanction of the money and receiving it by SIS ranged from eight to 104 days. In Gujarat, it is still worse, with the state government transferring the matching share of its money in the plan account to SIS in as many as 16 instalments and the delay in the sanction of the money and its receipt by SIS ranging from three to 78 days. In Karnataka too, the situation is not satisfactory, with the state government transferring



the money in as many as 12 instalments and the delay in the sanctioning of the money and its receipt by SIS ranging from six to 183 days. The situation is not satisfactory, with the state government transferring the money unevenly distributed across quarters.

However, if we look at the scenario in toto considering the opening balance of financial year during the period 2004-05 to 2009-10, it can be found that the utilization rate hovers around 61 to 83 per cent in Gujarat and between 61 to 85 per cent in Karnataka. Nonetheless, the per cent of opening balance in the total funds available do not follow any pattern in these two states. Based on improved utilisation rates, it is quite possible to expect an improvement i.e a decline in the share of both opening and closing balances in total funds available. But that is not happening. However, the concern here is that the per cent of opening balance reduces to the extent of the fresh allocations from centre and states. On the contrary, the percent of either opening or closing balance in total funds available is quite meagre in Tamil Nadu.

After implementing SSA for about a decade in Uttar Pradesh, the GER at the upper primary level in 2009-10 was 70.25 per cent, with a cumulative drop-out rate of 53 per cent at the elementary level. In Gujarat, GER at the upper primary level in 2009-10 was 86.5 per cent, with a cumulative drop-out rate of 30 per cent at elementary level. In Karnataka, the GER at the upper primary level in 2009-10 was 89.3 per cent, with a cumulative drop-out rate of 25 per cent at the elementary level. In Tamil Nadu, GER at upper primary level in 2009-10 was above 100 per cent, with a cumulative drop-out rate of eight per cent at elementary level.

The component-wise utilization rates and composition of expenditures are biased towards teachers training, teacher salary, teacher grant and civil works. The component-wise break-up of the expenditure such as Civil Works, Honoraria for Shiksha Mitra, Free Text Books, School Maintenance Grant, School Grant, EGS / AIE, TLE, IED, and Teachers Grant is incurred at the school level, constituting around 96 per cent of the total expenditures at the DPO level. It is similar in Gujarat, Karnataka and Tamil Nadu as expected from the very design of the programme.

## 6. Higher Education in BRICS (in collaboration with Stanford University)

*Investigators: Prof. J.B.G. Tilak and Prof. Martin Carnoy*

### Summary of Findings

Demand for higher education has been exploding in many countries of the world. The expansion has been particularly remarkable in the fast growing developing economies of Brazil, India and China. Together with Russia, the BRIC countries account for a sizeable proportion of enrolments in higher education in the world. Based on a primary survey of a large number of institutions of higher education and students in the four countries, the study unravels the political economy story of the growth of higher education in the BRIC countries. It analyses a few major trends in the growth in higher education and major shifts in State policy in the BRIC countries.

The high economic payoffs to the individuals, in other words the high private rates of return, justify the growth in private demand for higher education. The governments also recognized the importance of higher education for economic growth, in general, and in the era of globalization, in particular. But the governments in the four BRIC countries reacted differently to meet the rising demand for higher education.

In all countries, there is a major shift in funding patterns – from heavy public subsidization to heavy reliance on fee and cost-recovery measures. This is true not only in India and Brazil, but also in Russia and China. Brazil and India also meet the demand for higher education by shifting reliance on public sector to private sector. There has been an enormous growth in private higher education in Brazil and Russia in the last couple of decades. Private higher education begins to grow in China and Russia too. But while in China and Russia, the growth has been highly regulated by the central government, in Brazil and India, it has been quite unregulated and more so in India.

At the same time, governments recognized the need for quality higher education, which is not being provided by private institutions or in many public institutions. Hence, they adopted a differentiated

approach: focusing on quality education in a few select institutions that can be described as elite institutions, and allowing, at the same time, growth of mass higher education of cheap and low quality in other institutions. While public funding concentrated on elite institutions, mass institutions relied heavily on fees and other sources of revenue. This is particularly the case with science and engineering education. This also satisfies the urge of these countries to set up world-class universities and aim at global university rankings. In fact, such a strategy meets the access, quality and equity considerations in higher education—all at the same time!

*Outline of the Study:* Chapter 1: The State and Higher Educational Change; Chapter 2: The Great Higher Education Expansion; Chapter 3: Economic Returns to Investing in Higher Education and Their Impact in the BRIC Countries; Chapter 4: The Changing Financing of Higher Education; Chapter 5: BRIC Universities as Institutions in the Process of Change; Chapter 6: Who are the Students and how are they shaped in BRIC Higher Education Institutions?; Chapter 7: The Quality of BRIC Higher Education; Chapter 8: BRIC Higher Education and Social Equity; and Chapter 9: What do BRIC Higher Education Strategies Imply for the Future?

The international comparative study team was led by Martin Carnoy at Stanford University, and consisted of researchers from Brazil, Russia, India and China. The India part of the study was partly funded by Stanford University and NUEPA.

## **7. An Evaluation Study of the Centrally Sponsored Scheme of ‘National Means-cum – Merit Scholarship Scheme**

**Investigator: Dr. Vetukuri. P. S. Raju**

### **Summary of Findings**

The Ministry of Human Resource Development, Department of School Education and Literacy launched the Centrally Sponsored Scheme ‘National Means-cum-Merit Means Scholarship Scheme’ (NMMSS) during the 11<sup>th</sup> Plan period in May 2008. The main objective of the scheme was to award scholarships to meritorious students from

economically weaker sections to check their drop-out at the Class VIII stage and encourage them to continue their studies upto Class XII.

Under the scheme, it was proposed to award 1,00,000 scholarships to the gifted or meritorious students whose parental income was not more than Rs.1,50,000 per annum from all sources. Each State/ UT had fixed quota of scholarship, which was decided by the Central government on the basis of enrolment of students in Class VII and VIII in the State/UT concerned (2/3<sup>rd</sup> weightage) and population of children of concerned age group of Class VII and VIII (1/3<sup>rd</sup> weightage). Each state /UT also allocates their quota of scholarship district-wise on similar basis. The scheme would provide reservation to different categories of students as per the State/UT norms. The selected student will get Rs. 6000/- per annum for four years @ Rs. 500/- per month. The payment of the scholarship will be credited to the student’s bank account on quarterly basis.

However, there was no research study conducted to evaluate the impact of the scheme. In this situation without knowing the drawbacks issues of the scheme, it may not be feasible to continue it in the 12th Plan period. In this context, the Department of School Education & Literacy, MHRD requested NUEPA to undertake and conduct this evaluation study. The main objectives of the study were the following:

- To review the utilization pattern of the Centrally Sponsored Scheme of National Means-cum-Merit Scholarship Scheme by different States/ UTs during the 11<sup>th</sup> Plan period from 2008-2009 to 2011-2012 and find out the reasons for under-utilization of available scholarships.
- To find out the impact of the financial assistance provided to various candidates from the economically weaker and socially disadvantaged sections of the society with parental income less than Rs.1,50,000/- per annum and how it helped in reducing the drop-out rate at the secondary education stage.
- To find out the criteria for fixing the number of scholarships to different districts by the States/ UTs; Type of examination for selecting the

students for the award of Means-Cum-Merit Scholarships in the State/UT and issues relating to the disbursement of the Scholarships to the candidates through State Bank of India and other nationalized banks.

- To give suggestions and recommendations for improvement of the scheme in the 12<sup>th</sup> Plan period.

For the evaluation purpose, six states were selected as sample states in consultation with MHRD. These sample states were Manipur, Jammu & Kashmir, Gujarat, Jharkhand, Andhra Pradesh and Uttar Pradesh. These six States had been selected so as to cover all the regions of the country—North, South, East, West and North-East.

Three specific districts from each of the sample states were identified for the purpose of the study in consultation with the authorities concerned from the respective States. Similarly, from each district coming under the purview of the study, at least two schools were selected, with five students selected, in turn, for the survey from each of these schools. In analyzing the students, their class of study, socio-economic backgrounds, the parents and their perceptions, annual income, education, occupation and issues related to the NMMS Scheme were considered and given utmost importance.

The head of the institution was also covered in the analysis for assessing the effectiveness of this scholarship scheme and the way in which the scheme was implemented in their institutions effectively and systematically and the role played by them.

Overall, there were 18 Districts with 93 schools and 343 students studying in Classes X to XII were covered from 2008-09 to 2011-12 from the six sample States for the purpose of evaluation of the scheme. The evaluation, which was carried out meticulously, ensured assessment of the nature and progress of the scholarship scheme, its beneficiaries and other participants, and getting more information from the field, while making the study interesting.

## Major Findings

### *Impact of NMMS Scheme*

The NMMS Scheme helped poor families in sending their children for Secondary and Senior Secondary education and, in the process, continuing their education. Parents and teachers also recognized the students' potential and talent through the scheme's entrance test.

The scheme acts as a motivation for scholarship holders to continue their education and be very clear about their academic goals. The entrance tests also serve to foster a competitive spirit in them and prompt many among them to aspire for civil services and other competitive exams in pursuit of better careers. The scholarship holders have an inspirational effect on their younger siblings, neighbours and relatives on the academic front. Apart from their inspirational roles, scholarship holders also give constructive guidance to others on how to crack the entrance test of NMMSS. Social status of the children is also found to improve after they get the scholarship.

The financial support, through this scheme, enables parents to send their children for coaching for the entrance tests of professional courses, and for purchasing books and other stationery items, with some children even saving money from the scholarship amount for higher education.

School Management Committees (SMC), teachers and students are proud of those students getting NMM Scholarship. Significantly, schools in the district vie with each other for getting more scholarships, resulting in the developing of competitive spirit among them. Teachers are also generally found to take special interest in students from their respective schools and provide coaching along with reading materials to them.

Students are very conscientious about their studies as well as the need to perform well after qualifying in the NMMS scheme. They register better performances in Classes IX, X, XI and XII in order to continue getting the scholarship for four consecutive years.

Scholarship holders are happy to get the scholarship amount directly into their bank accounts from the



government without the intervention of the middle man.

Heads of all the institutions disclosed that the NMMS Scheme has reduced the drop-out rate at the Secondary and Senior Secondary classes, particularly from Classes VIII to X.

A significant change was discerned among the awardees, who were attending their schools regularly and excelling in their academic performance after getting sufficient reading material and other support from their parents.

### ***Suggestions to Improve the Scheme***

The Nodal officer of the State must be the officer from the Directorate of School Education of the State concerned and he/she has to implement the scheme through the District Education Office for utilizing the allotted quota of the scholarships.

A separate wing may be set up by every State Government within the Department of Education by appointing or deputing one officer, with office staff exclusively for NMMS Scheme at the State level. The MHRD may provide grants for administering the scheme more effectively.

The MHRD and the States must come forward to disseminate more information through newspaper advertisements, TV and radio programmes besides distribution of posters, pamphlets and circulars to schools in order to make this scheme popular.

There should be a provision for relaxation in District-wise quota to utilize/reallocate available scholarships by the States in other Districts without difficulty. Thus, if some Districts are capable of utilizing the NMMSS scholarship optimally, they may be allowed to utilize the unutilized quota of other Districts. For instance, in Gujarat, a Block Education Officer motivated all the Heads of the institutions in that particular block to get most of the scholarships allotted to that District.

The States utilizing the full quota of the NMMSS may be allotted more scholarships.

The Department of Education could devise a criterion or formula for allocating the total number

of scholarships for the State/District concerned. For example, some districts in India that are considered most backward may be given priority by allocating slightly more scholarships than what is provided to their better-off counterparts.

Students should be permitted to open savings accounts, with zero-balance facility, in post offices and all nationalised banks. Though the scheme is well-received by the students, parents, educationists and others, many of them feel that the upper limit of family income most certainly poses a hurdle for a large number of students. The income limit may be raised to Rs. 2,50,000 without any restrictions.

It is recommended that the basic score of 50% marks in Class VII annual examination, as a selection criterion for the NMMSS entrance test, may continue and there should be a 5% relaxation for SCs and STs.

The application form for appearing in the NMMSS Entrance Examination may be uploaded on the website of the Department of Education, MHRD. Forms may also be distributed manually through the schools to eligible students. It is suggested that every State conduct the test free of cost.

The NMMSS entrance examination must be made simpler by conducting only one test for two hours, as the children of Classes VII & VIII are used to two-hour test formats. The test may comprise mental ability, scholastic aptitude, and language proficiency in English, particularly in reading and writing.

The procedure for applying for the entrance examination must be made easy (size of the application form, examination fee, and income certificate from revenue authorities), with more students encouraged to appear for NMMSS entrance test.

There must be good coordination among the MHRD, Banks and State Nodal Office, District office, Block, School and students for improving this scheme. Communication between MHRD and State Nodal Officer should be strengthened. MHRD should monitor the scheme closely and conduct visits to the States while implementing the scheme through the State Education Secretary.

Due to inflation, the prices of reference books and stationery items have gone up significantly during the last five-year period. Under the circumstances, it is recommended that the scholarship amount be raised from Rs. 500/- p.m. to Rs. 1000/- p.m. for Class IX and X students and Rs.1500/- per month for Class XI and XII students.

Some of the NMMS scheme scholarship holders are not able to go to senior secondary after completing Class X. They want to study Polytechnic, Diploma courses etc. for the purpose of securing employment and supporting their respective families. It is, as such, recommended that the NMMS scheme be extended to all those students opting for vocational, polytechnic, diploma courses etc. as also for higher education.

The examination results may be declared through newspapers and website etc.. The MHRD may issue certificates to all those qualifying in the NMMS for deriving future benefit while applying for higher studies or jobs. MHRD may call for follow-up meetings every year with State nodal officers for solving the issues regarding NMMS and developing an effective communication process between the Centre and State.

## **8. Evaluation of Central Sector Scheme of Interest Subsidy on Education Loans (MHRD request project)**

**Investigators: Dr. Geetha Rani and Dr. Vetukuri P.S. Raju**

### **Summary of Findings**

The Government of India, in its Union Budget for 2009-10, introduced a supplementary scheme to provide interest subsidy during the period of moratorium to cover loans taken from scheduled commercial banks under the Educational Loan Scheme of the Indian Bank's Association (IBA) to pursue any of the approved courses of study in technical and professional streams from recognized institutions in India.

The main purpose of the scheme is to help the economically weaker sections. The supplementary objectives of the scheme are to promote equity, public accountability and innovation. The scheme is available to those students, who belong to economically weaker

sections with parental income less than Rs.4.5 lakh per annum, to access higher education.

The present evaluative study seeks to review the working of the new educational loan interest subsidy scheme for its continuation in the 12<sup>th</sup> five year Plan. The basic purpose of this evaluation is to find out as to who benefits from this central sector interest subsidy scheme on education loans that are for students from the economically weaker sections with annual parental income of less than Rs. 4.5 lakhs. Hence, an attempt is made here to look at the number of students who availed the interest subsidy from among SC/ST, disabled students, minorities, boys/girls, rural/urban and students studying in government and private higher educational institutions across different states. Further, the amount of interest subsidy accrued to and the loan amount sanctioned across this category of students can, to some extent, provide an answer to the question as to who benefits from the interest subsidy.

### **Major Findings**

This is an evaluation of the *Educational Loan Interest Subsidy Scheme* for its continuation in the 12th five year Plan. The evaluation attempts to review the working of the Central Sector Scheme of Interest Subsidy on Educational Loan for its continuation in the 12th five year Plan. The number of student beneficiaries as well as the utilization of money allocated for the scheme during the period 2009-10 to 2011-12 increased considerably. Based on the limited data made available by the banks to NUEPA and inputs from meetings held during October 2012 at Canara Bank, Bangalore with representatives of various banks participating in the scheme, it was suggested that the scheme be continued in the 12th five year plan. There will, however, be no changes in the parameters or contents of the ongoing Interest Subsidy Scheme under Education Loan.

One critical aspect related to interest subsidy that is intricately woven with this scheme is the issue of speedy settlement of loan disbursements to students. It is important to know the time gap, viz. the average time taken to sanction loans by category of students and also across income groups of students across states and across banks. Another issue is the process gap, i.e. the time taken by different banks for identifying

and getting the interest subsidy claims from students and putting forward the claims to Canara Bank for sanction/release and then informing the students about it.

### ***Suggestions to Improve the Scheme***

It is important to spread awareness of the scheme via various media so as to enable more students to benefit from the scheme. There can be initiatives such as rural counselling camps to students about the scheme.

Given the rate of inflation in the economy, the income ceiling for the eligibility of the scheme can be increased to Rs. six lakhs or above, which needs to be further revised periodically.

Given the problems of identifying the eligible students through income certificates, it is suggested that for salaried parents working in the organized sector, Form 16 issued at their respective workplaces could be a better and more viable alternative. In this context, while there needs to be one or two alternatives for income proof, the requirement can be met by Form 16 for salaried employees, while for others, it can be met by income certificate issued by the state designated authorities.

Yet another major problem faced by banks is tracing the students once they complete their studies. It is suggested that instead of giving the loans to students, the banks can e-transfer the loans directly to the educational institutions. To circumvent the tracking problem, it was suggested that registry of students getting education loans be created and this information be made available in the public domain.

## **9. An Evaluation Study of the Functioning of Rashtriya Military Schools and Selected Sainik Schools in India**

***Investigator: Prof. Pramila Menon***

### **Summary of Findings**

The study was conducted at the instance of the Ministry of Defence keeping in view the priority assigned to the Scheme of Sainik Schools. The proposal to study the functioning of Rashtriya Military Schools was suggested at the meeting of the Central Governing

Council on August 24, 2011. It was felt that an external agency could undertake an evaluation of the existing schools and contribute to a further understanding of the functioning of these schools and recommend changes based on the evaluation. This is the immediate context of the present study.

The broad focus of the study was to gain informed insights into the functioning of Rashtriya Military Schools and Sainik Schools and analyse their roles in contributing to quality education of cadets, and their further preparation to join the defence service. The specific objectives of the study included:

- To examine the availability of infrastructure, and financial procedures adopted by the schools
- To analyse the functioning of these schools in terms of admission policy, and selection criteria of cadets and their overall development.
- To assess the efforts made by these schools in providing quality education through selection, appointment, training, and assessment of teachers.
- To recommend measures to improve Class XII Board results
- To recommend changes based on evaluation with a view to improve the overall functioning of these schools.

The study covered all the five Rashtriya Military Schools and 10 Sainik Schools with regional representation. The total sample, therefore, was of 15 schools. The first part of the evaluation involved the preparation of questions in order to understand the functioning of schools. The questionnaire was administered to the school Principals and Teachers. Structured discussions were held with the cadets and some of the parents. In addition to these, in-depth interviews were carried out with institutional heads in order to obtain first-hand knowledge about the schools. Observation of classroom processes was also adopted for evaluation. Local Boards of administration were also contacted. The study was completed in April 2013.

### **Major Findings**

It was found that there were no significant changes in the Sainik School establishments and no effort



had been made to upgrade them. These schools are unable to handle some of the developments in education. The existing training method and practices are fairly old and there is rarely any innovation which is continued, even though introduced by some of the heads of the institutions. The special merit reserved by Sainik School boys in earlier decades, have faded with Army schools and Kendriya Vidyalayas in Defence Establishments imparting equally good training. With the opening up of opportunities in other areas, the parents are also thinking of other options. Keeping in view some of the concerns that have arisen in the context of Sainik Schools, the study makes the following recommendations to improve the functioning of these schools:

- The selection of the Principal should be rigorous and based on the specific skills of school administration, and experience. The existing criteria of length of service may not be adequate though it has its own importance.
- The current policy of changing Principals every three years is likely to have its impact on institutional development. The staff also is at the receiving end of this change as they are made to follow different orders under different heads of institutions.
- On the same lines, the tenure of a Headmaster may be enhanced to four or five years, thereby improving consistency in academic performance, with better accountability, management and interpersonal relationship. To meet the shortage or non-availability of Education officers for the post of Headmasters in these Schools, Senior Teachers from various schools may be considered on promotion to function as Headmasters.
- Independent, professional counsellors may be identified and posted in each of the Sainik Schools as and when required. However, those Sainik Schools located in remote areas, may consider a permanent person for their schools.
- There is need for an exclusive Sainik Schools Cell with a full-time Hony. Secretary and Under Secretary. An Academic Committee, appropriately constituted, is necessary to address all academic

issues and liaise with CBSE, NCERT, UPSE, DIPR etc. for enhancing quality education and ensuring better results. The same committee may periodically monitor the quality of instruction and potential of the teachers in all schools through a feedback system. This committee may also review, and enable inter-school transfer to benefit the schools as well as the teachers.

- Technical evaluation of these schools is mandatory. Academic institutions at the national-level and subject experts may be involved periodically in evaluation, and also in suggesting of measures for improvement.
- In order to strengthen the functioning of Sainik Schools, they should be taken over by Ministry of Defence.
- State support should be uniform across all Sainik Schools.

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

*Investigator: Prof. Rashmi Diwan*

### Summary of Findings

The study, purely field-based and empirical, covers rural and urban areas of Ludhiana in the State of Punjab. The overarching objective of the study is to examine the difference between types of parental involvement in children's education across different school types in both rural and urban Ludhiana. Six schools were selected from both rural and urban Ludhiana. The schools belonged to the categories of government, Private Recognized and Private Unrecognized. Two schools from each category were selected (one each in rural and urban Ludhiana) A total sample of 360 students from these schools (60 from each school) was chosen and questionnaires administered. A total of 144 families (24 families of students from each school) were visited in both rural and urban Punjab and interview schedules administered to them. Sixty students per school were selected from Grades 5th, 6th, 7th and 8<sup>th</sup> (15 children per grade). These 15

children comprised bright, average and below average categories in equal proportions. The family type included both joint and nuclear families. Primary data was collected from both government and private schools and the families of children studying in these schools in both rural and urban Punjab. Data was collected from 72 households each in rural and urban Ludhiana. The targeted populations in this study were elementary school students (Grades 5-8), currently enrolled in government and private schools, the school principals and parents of school children.

The major findings of the study are that (i) there is a demand for 'quality' education in the State in all categories of schools under different managements. English language and conversation are seen as symbols of status and quality education and as an important status factor by parents who feel it can be used to impress others, enhance prestige and brighten the chances of children in the labour market. They feel the girls get an opportunity to work as receptionists and boys as sales personnel. Forty-one per cent parents support children in participating in various competitions for enhancement of proficiency in English language and their general knowledge while 33% parents are supportive in terms of provisioning books and encyclopaedias and subscription to newspapers. There is, however, no significant difference in the provision of academic resources between girls and boys. While 79% girls have a provision of different types of books, the percentage of boys possessing CDs and DVDs is much higher than girls. Parents claim that *"to interact effectively in social circles, fluency in English and good education are necessary"*; (ii) Those parents who spend time with their children, however, do not devote more than two hours on their study. There is a significant difference between the proportion of households sparing time for children from joint families and those from nuclear families, with 72.8% parents from joint families sparing time for their children as compared to 60% from nuclear families.

A very important factor is the participation of grandparents from joint families in school meetings. Grandparents may not assist much in the learning process at home but some of them actively visit schools and interact with teachers while parents are

away at work; (iii) The possession of books is almost the same in rural and urban Ludhiana but access to computers is higher amongst children from rural homes. Government school children possess more books than IT resources. Only 12% have access to Internet. Maximum children use computers for playing games and listening to music while around a quarter use it for school work and for improving their general knowledge; (iv) There is significant difference between private recognized and unrecognized schools in terms of intellectual stimulation at home, i.e. 50% students from private unrecognized schools feel their home environment is intellectually stimulating as compared to 23% students from private recognized schools. The intellectual stimulation is minimum for children belonging to SC as compared to other castes. (v) There is no environment of academic discussions in these homes except older siblings assisting younger ones in their homework. One of the major factors discouraging academic activities at home is parents' lack of time for children and poor economic conditions that have always kept their hopes at bay. The students who find their home environment relatively congenial belong to well-to-do business families; (vi) A positive and unique factor is that 95% parents of children in private unrecognized schools meet and interact with teachers more often than parents of children in government and private recognized schools for discussing school-related matters involving exchange of information about children's progress, school discipline, teachers, transport arrangements, and access of academic resources, both in school and at home.

The home-school partnership in these schools has been found to be slightly better than other schools, with the achievement scores of students on the higher side, and parents apparently satisfied with the teaching-learning process in school. Similarly, the frequency of visiting of schools by parents of second generation children is higher than that of parents of first generation students. Most of the parents from both rural and urban regions find the school environment welcoming; (vii) Parents' education levels do matter in terms of achievement levels of children. The mean score is the highest for children whose parents are graduates and above and lowest for illiterates. Average mean score in rural

schools is lower than in urban schools. At the same time, the government school in rural Ludhiana is in stark contrast with the private recognized school in the neighbourhood as also with the government school in the urban area. But there is no significant difference between mean scores of private recognized and unrecognized schools in both rural and urban areas.

## 11. Revisiting School Quality

*Investigator: Dr. Madhumita Bandyopadhyay*

### Summary of Findings

This study is the outcome of the main project under CREATE. The study has been completed and the report has been prepared. The study has shown that despite continuous interventions through several centrally sponsored schemes and other state initiated programmes and projects, many areas within the states still remain educationally under-developed and this has serious implications on children's access and participation in school. There are several children, who are still struggling to have access to and continue in school, and a large proportion of children in Grades IV and V continue having severe learning deficit in Hindi and Mathematics even in the advanced clusters covered under study. However, the children studying in private schools had shown better performance in the competency test conducted by NUEPA. The regression analysis has established significant relationship between scores of children and different household and school-related factors.

## 12. Access, Participation and Learning Achievement in School Education in Slums of Million Plus Cities: A Case Study of Hyderabad and Ludhiana

*Investigator: Dr. Sunita Chugh*

### Summary of Findings

The study was undertaken in select slums of two metropolitan cities (Hyderabad and Ludhiana) on access, participation, and learners' competencies of children in slums, cutting across all levels of school education. It seeks to present an overview of the status of education of slum children aged 6 to 17 years. It

attempts to answer the question on how the education of children is related to their economic and social status and migration status.

The study provides revealing findings. The study has contrasting findings on schooling of slum children in Ludhiana and Hyderabad. Access to basic schooling facility for children in slums in Ludhiana is grossly inadequate, whereas in Hyderabad, slum children have access to schooling within a distance of one kilometre. Besides, not only the participation of children in Hyderabad slums is higher compared to that of Ludhiana, but also the share of the enrolment accounted for by the private sector is found to be high. However, the achievement levels of children in slums are low across both the cities.

## 13. A Study on Policy and Practices for Inclusion of Children with 'Specific Learning Disability' in Schools (Research Paper without NUEPA Funding)

*Investigator: Dr. Veera Gupta*

### Summary of Findings

The purpose of this study is to help achieve 'quality' target of education by educational policy planners by improving learning levels of school children. There is increased awareness about the learning difficulties faced by children. The children having 'dyslexia/Specific Learning Disability (SLD)' has been identified as one of the disabilities by The Right to People With Disability (PWD) Bill of 2012. The study analyses the status of SLD, the definition, causes and remedial measures for the SLD as reviewed from the literature. It describes the existing gap in the knowledge available on SLD and policies formulated. The study analyses content of governmental policies and District Information System in Education (DISE) data on SLD in India with regard to identification of SLDs and provisions made for their assessment in the school. It finds that policies are inadequately designed in India to cater to the needs of SLD children. As a result, only 0.1 per cent SLD children are being identified at present though the number could go up to 20 per cent of the total enrolment. In order to raise



the levels of learning, it is important that such a large segment of school-going population is addressed in a meaningful manner. It cannot be left to the initiative taken by well-meaning individuals and NGOs alone. The partnership with the government is mandatory. The Government needs to define SLDs in the policy documents such as educational codes and performance appraisal of teachers, diaries and lesson plans. The rules and standard operating procedures are required to be formulated for identification, assessment and on intervention to be given to SLD. The comprehensive and continuous evaluation manuals need to mention the provisions for SLDs clearly.

Besides, the study has also found there is inadequacy of data available on SLD. There is a need to conduct research to generate more data, to analyse available data and also to conduct qualitative researches. The best practices could be collated and made available to be used by teachers, counsellors and policy-makers for formulation and implementation of policy. Government must initiate and provide incentives for the concentrated researches in this area. These research findings would provide evidences for formulation of a clear, comprehensive policy on SLD in India. This could put the missing piece of the puzzle in place on low levels of learning.

The study recommends the need for policy and procedures to be made available in a standardized form, like in other developed countries, to benefit approximately 40 million children having SLD in India, to reap the dividend of population.

#### **14. Exploring How Gender and Equity Issues are Addressed in Evaluation and Review of Sarva Shiksha Abhiyan**

*Investigator: Dr. Vimala Ramachandran*

##### **Summary of findings**

One of the main goals of SSA was to bridge gender and social gaps. Even though SSA program is primarily financed by the Government of India, three external Development Partners (DPs) also contribute funds towards SSA, namely World Bank's International Development Association (IDA), United Kingdom's Department for International Development (DFID)

and the European Union (EU). Being a partnership program, a six-monthly review is carried out by the GoI and DP, which is known as the Joint Review Mission (JRM). This desk review was conceptualized with the purpose of doing a thorough review of monitoring and evaluation processes of SSA JRM reports in order to understand how gender and equity goals have been tracked and addressed by the government and donor partners. More specifically, this study also explores, how equity and gender have been understood within SSA framework; whether the focus of SSA JRM mechanism is on input indicators, process indicators and/or output indicators; and what have been various gender-related issues that have been flagged in SSA JRM and the recommendations made over the years?

- JRM reports, discussions on access is limited mostly to data on enrolment, out-of-school children (OOSC), drop-out rates, retention, attendance, transition from primary to upper primary school and school infrastructure. Within these, information is mostly limited to presentation of overall state, district or national data. Only occasionally, this data is further disaggregated according to gender, social groups (mostly SC, ST, Muslims) and location (rural and urban).
- JRM reports are silent on the important determinants of equity because it determines the quality of schools available to children. While drop-out rates are discussed, the reasons are nowhere analysed or discussed.
- Learning outcomes and quality issues are not addressed as equity issues when indeed quality is at the heart of equity.
- The JRM mechanism is quite robust where it comes to reporting of various programmes and interventions that have been introduced under SSA to improve learning achievement levels. But we do not know which children are being targeted for such interventions, how many children have been benefitted from these and what their impact has been on the learning levels. Similarly, all states are required to incorporate gender and equity

issues in their school curriculum and textbooks. But, JRM reports are weak on demonstrating ways in which gender and equity issues have been interlinked with the curriculum or in what ways gender and SC/ST stereotypes have been removed from the textbooks.

- There is no information on teachers' attitude and behaviour towards students. If we look at JRM reports, we do not know what is happening inside the classrooms and how teachers' own prejudices and biases interplay with teaching in the classroom, although there have been numerous research studies that have highlighted such prejudices, especially towards SC/ST children. We know how many teachers are getting recruited and trained, but we do not know what role teachers are playing towards creating an inclusive classroom.
- Generally, the JRM looks at gender and equity issues superficially. This is partly due to limited understanding and articulation of equity under SSA. Equity is mainly understood as creating 'equal opportunity' under SSA (MHRD, 2010). The definition itself is inconclusive because it does not specify what 'equal opportunity' means. Does it mean that all children will have equal access to a physical school, all resources and basic minimum facilities, to be treated fairly and equally in classrooms and, most importantly, that all children will get an equal opportunity to learn? It remains unclear.
- Discussion on CWSN, urban poor and children belonging to migrant families remains superficial in most JRM reports. We know very little about these groups or who constitutes them. With respect to CWSN, JRM reports are largely restricted to the number of children identified and enrolled in schools and various incentives that have been provided to them. JRM reports have also acknowledged that identification of children and training of special educators continue to remain a major challenging area. However, we do not know the gender and social group composition of CWSN, we do not know which children among CWSN have more access to schools, what the various inclusive practices in place are for CWSN,

and what is the attitude of teachers and other children towards CWSN?

Finally, there is reluctance on the part of the JRM to look at data from different sources. GOI is comfortable with using DISE data and is also willing to look at data generated by NSSO (National Sample Survey Organisation). But, triangulation of information on socio-economic indicators and caste/community with education participation of children remains a challenge.

## 15. A Study of Private Universities in India

*Investigator: Dr. Sangeeta Angom*

### Summary of findings

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 for concern on several counts. The State Private University Acts has provided for complete autonomy in the matters of academic functions and also enjoys the financial autonomy. Though the governance of private universities looks 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.

The 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 semester system with evaluation being 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.

#### **16. A Study of Social Dimensions of Demand for Pre-Primary Education in Rajasthan and Haryana**

**Investigator:** *Dr. Madhumita Bandyopadhyay*

This research study has been undertaken to study the supply initiatives for facilitating smooth functioning of pre-school education and also whether the provision that has been made is in tune with the demand. This includes the study of physical and academic facilities provided by pre-schools run by different management systems, the socio-economic background of children availing the pre-school education, the transition status of children from pre-school to primary school and their participation behaviour; the opinion of parents about pre-school education and the functioning of schools and centres available for pre-school education in nearby areas. The study is based on primary and secondary data. Primary data was collected from 84 schools and 72 Anganwaris covering 3280 pre-school students. The data was also collected through interviews with 84 school heads, 67 pre-primary teachers, 72 Anganwari workers and Sahaikas, 1132 sampled parents. School roster data was collected for around 3500 (approx) children, enrolled in Class 1 and Class 2, for assessing the transition situation from pre-school to primary school.

From the school and Anganwari survey, it was found that Haryana is in a comparatively better situation than

Rajasthan in terms of access to pre-school education. While in Haryana, all government schools were found with at least one nursery grade, in Rajasthan, only Anganwaris were seen to be providing pre-school education in addition to private schools. It was also found that as compared to government schools, all private sample schools in both states are typically better equipped with the facilities for providing pre-school education. The quality of the service is far from satisfactory in government schools and Anganwaris though there is considerable variation among blocks.

## RESEARCH STUDIES IN PROGRESS (AS ON MARCH 31, 2014)

#### **1. Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha**

**Investigators:** *Prof. S.M.I.A. Zaidi, Prof. K. Biswal and Dr. N. K. Mohanty*

This is an attempt to critically review the planning process, methodology and techniques followed by states in the preparation of their District Secondary Education Plans (Perspective and Annual Plans) under RMSA through an action research. The basic purpose is to understand the existing enabling conditions and institutional, technical and other constraints for plan formulation and the extent to which the RMSA Framework for Implementation is being understood and applied at the district level for planning and management of secondary education. Moreover, there is hardly any study at the district level exploring the planning process and assessing the institutional, technical and professional constraints in the formulation of DSEPs. The study, therefore, aims



at generating additional knowledge through action research for enhancing the professional competencies of NUEPA faculty as trainers for effective design and delivery of capacity building activities in educational planning. In this context, the action research is being implemented in Tamil Nadu and Odisha. Four districts in Tamil Nadu (i.e. Salem, Theni, Cuddalore and Madurai) and two districts from Odisha (i.e. Keonjhar and Ganjam) have been selected for implementing the research.

So far, review of related literature has been done. The Research Team has had several rounds of interactions with the State and District Planning Teams in the sample states. Two workshops and four consultative meetings have been conducted to reflect on various aspects of district planning in school education, in general, and planning under RMSA, in particular. Structured DCFs have been developed and tried out before their use for collection of relevant quantitative and qualitative data. Other methods like group work, focus group discussions, field observations, formal and informal interviews, and field visits to district and sub-district level administrative units and schools have been undertaken. Coding, feeding and cleaning of data have been done. Secondary data collected from other sources like the TSG, RMSA, Census of India, NSSO and UDISE are being processed. The RMSA plan documents of the sample states have been reviewed. Currently, drafting of the report of the first phase of the action research is in progress.

## 2. Spatial Dynamics of Comparative Educational Advantages in India

**Investigator: Prof. Mona Khare**

The proposed study seeks to find answers to the following questions:

- Are there any chronically leading or lagging regions in the country?
- Whether economically leading and lagging regions are essentially the regions that are educationally developed and backward?
- Is an area lagging because of poor educational development or comparative disadvantage in educational development?

- What is the regional pattern of economic and educational development in India?
- Whether the inter-regional disparities of economic development are higher than that of the educational development?
- Whether the disparities in economic development and educational development had increased or decreased over the period under study.
- Whether the educational development disparities are higher at higher levels of education?
- What causes the spatial disparities in education and to what extent can they be explained by economic disparities in space?
- In the context of education in India, how does a region's economic structure affect its educational development?
- How can locational planning in education help achieve a more egalitarian spatial development?

So far, extensive literature review has been completed. Inter-State tabulation and data analysis for School Education Development index is under progress. Indicators of higher education development have been identified and data compilation from secondary sources is in progress.

## 3. School Mapping in India (Research paper, without any funding support)

**Investigator: Prof. K. Biswal**

In recent years, school mapping, a local level planning technique, has acquired importance for making strategic decisions for both expansion and consolidation of schooling provisions in almost all developing country settings. As a decision-support tool, school mapping also helps implement interventions resulting from statutory obligations of the state in the delivery of school education, for example, the Compulsory Education Act. Blended with IT applications, school mapping serves as a powerful tool for simulating the implications of public investment in school education with varying norms and standards. In this context, the research paper aims at providing a critique of the school mapping technique as it is used today in India

for policy and programme planning. Specifically, the paper aims at providing a brief discussion on evolution of SM as a planning tool; varying interpretations of the concept and its scope; its methodology; and its role in plan formulation and allocation of resources.

The paper also aims at examining the GIS- based school mapping being implemented by states and union territories for universalising neighbourhood schooling provisions at the elementary level. It would also include a case study of school mapping in one of the districts in Tamil Nadu, which has implemented both distance matrix and GIS- based school mapping exercises under the SSA and RMSA. Currently, the drafting of the paper is in progress.

#### **4. Alternative Approaches to Identifying Educationally Backward Districts (Research Monograph)**

**Investigator: Prof. Mona Khare**

The monograph is a methodological guide for understanding various techniques of developing such multivariate index of educational development/backwardness. Although these techniques are statistical and mathematical in nature, the monograph will present them primarily with a view to act as a tool guide for non-mathematicians and non-statisticians. The basic objectives would be to provide the reader an insight into:

- Understanding and identifying multiple indicators of educational development.
- Understanding and treating the problems associated with aggregation of multiple indicators.
- Learning alternative techniques of developing multivariate index.
- Applying different methodologies to construct a multivariate index of educational development.
- Using software like SPSS to real life practical data set for developing such an index.

As of now, the first draft of the monograph, explaining the theoretical aspects, has been completed. The same would be supplemented by real life practical data set.

#### **5. A Spatial Perspective on the Causes and Consequences of Higher Educational Out-Migration: A Case Study of Himachal Pradesh**

**Investigator: Dr. Suman Negi**

Review of related literature and data collection are in progress. Draft outline of two chapters on the socio-economic and education profile of the study area, based on the secondary data, has been prepared. Data pertaining to migration (Tables D2 and D3 of the Census 2011) have been completed. Sorting of D4 migration tables is under process. Final Tables have been generated for all the states. Questionnaires have been developed and piloted in two villages of Kullu district.

#### **6. Assessment of Available facilities for Primary and Upper Primary Education in Predominantly Tribal Areas in Nine States**

**Investigators: Prof. K. Sujatha and Dr. V. Sucharita**

A study on Assessment of Available Facilities for Primary and Upper Primary Education in 'Predominantly Tribal Areas' is being conducted in 25 Special Focus Districts (SFD) of nine states -- i.e. Andhra Pradesh, Assam, Odisha, Jharkhand, Madhya Pradesh, Chhattisgarh, Maharashtra, Gujarat and Rajasthan. The main objectives of the study are: (i) to examine the access and available facilities for primary and upper primary education and participation of ST children in predominantly tribal areas; (ii) to examine whether the existing educational facilities cater to the gender, linguistic and socio-cultural needs of tribal children: and (iii) to study the viewpoint of parents regarding the available education facilities and schooling of their children, besides teachers' perspective of tribal children. So far, primary data have been collected from 750 sample villages, drawn from 25 districts in nine states. Data analysis and preparation of state reports are in progress.

## 7. Third All India Survey of Educational Administration

**Coordinator: Dr. R. S. Tyagi**

The National University of Educational Planning and Administration (NUEPA) had conducted two Educational Administration Surveys (the first, in 1973, and the second, in 1990s) covering all states and union territories. The basic purpose of the survey was to examine the status of educational administration and its responsiveness to the changing demands of the system. During the past two decades, several policy initiatives and educational programmes have been initiated resulting in reforms and changes in the administrative structures and functioning at different levels i.e. state, region, district, sub-district and institutional levels. These initiatives and interventions have added new dimensions to educational governance. To examine the status of educational administration at different levels and to map out changes in educational governance, NUEPA launched the 3<sup>rd</sup> All India Educational Administration Survey in 2013 along with a number of thematic studies covering different aspects of educational administration and governance. The specific objectives of the survey are:

- To investigate the present status of educational administration in terms of structures, systems and processes in all states and union territories;
- To identify major issues and areas of intervention for preparing strategies to make the system of educational administration more effective; and
- To suggest measures for improvement in the governance of school education at national, state, and UT level.

As a part of the larger survey, the following studies and activities have been undertaken:

- Pilot Study on Educational Administration in Kerala by Dr. R. S. Tyagi;
- Pilot Study on Educational Administration in Bihar by Dr. Manju Narula; under finalization.

- On the basis of these pilot studies, tools for the Third Survey are being finalized; and
- Study on Shared Responsibilities and Competence of the Local Bodies in the Management of Elementary Education in M. P. and Bihar by Prof. Kumar Suresh.

So far, institutional arrangements with states have been made for conducting the survey. Tools for data collection have been developed. Drafting of reports of preliminary studies in Kerala and Bihar is in progress.

## 8. Pilot Study on Educational Administration in Kerala

**Investigator: Dr. R. S. Tyagi**

This study aims at mapping out the changes brought about in the educational administration and emerging dimensions during the last two decades in Kerala. Information and data collection is complete. Data have been collected from Secretariat, Directorates and their support institutions like SCERT, SIEMAT and Examination Board, as also from district and block levels. Educational policy initiatives, administrative structures, processes and functions at state, district and block levels have been examined under this study. Data analysis and report writing is in progress.

## 9. Pilot Study on Educational Administration in Bihar

**Investigator: Dr. Manju Narula**

This study aims at mapping out the changes brought about in the educational administration and emerging dimensions during the last two decades in Bihar. Information and data collection is complete. Data have been collected from Secretariat, Directorates and their support institutions like SCERT, SIEMAT and Examination Board, as also from district and block levels. Educational policy initiatives, administrative structures, processes and functions at state, district and block levels have been examined under this study. Data analysis and report writing is in progress.



## **10. Study on Shared Responsibilities and Competence of the Local Bodies in the Management of Elementary Education in M.P. and Bihar**

**Investigator: Prof. Kumar Suresh**

The study primarily attempts to map out the nature of the relationship between the state and local bodies in the management of elementary schools. There are two levels of mapping out the relationship. At the first level, it aims at examining the competence of the local bodies on the basis of power and responsibilities provided to them through state Acts, Government Orders and Circulars. The other level of examination proposes to ascertain as to what extent power and responsibilities are shared between the local bodies and the state in an empirically grounded situation.

Since relevant Acts, Circulars, Government Orders are among the most important and crucial components of the study, most of the relevant documents have been collected from Bihar. Field visits are being made to sample states for the purpose of collecting relevant data relating to the relationship between state and local bodies in the management of elementary education.

## **11. Causes of Non-enrolment and Drop-out of Muslim Children at Elementary Stage in Andhra Pradesh and Uttar Pradesh: A Comparative Study**

**Investigator: Dr. Vetukuri P.S. Raju**

The study primarily aims at identifying causes of non-enrolment and drop-out of Muslim children at elementary stage in two states in India. Accordingly, review of available literature to make a preliminary assessment of the nature of research/academic engagement addressing the issue of causes of non-enrolment and drop-out among Muslims at elementary stage, has been completed. Literature review reveals that no substantial research or academic literature is found that has sought to engage with non-enrolment and drop-out among the Muslims at elementary level. Besides, relevant secondary data have also been collected from NSSO, DISE and Census reports.

## **12. An Evaluation Study of the Centrally Sponsored Scheme of 'National Scheme of Incentive to Girls for Secondary Education' (NSIGSE)**

**Investigator: Dr. Vetukuri P.S. Raju**

State Nodal Officers of eight sample states have been contacted and dates for field visits finalized to collect information from schools. The sample size of the study is 20 schools in two districts and 200 students from each State. Tools for data collection from students, heads of the institutions and education officers have been developed. Visits to three states – Puducherry, Punjab and Madhya Pradesh—have been made to collect data from sample schools. So far, five districts, 50 schools and more than 500 students have been canvassed in the sample states. Currently, coding and feeding of data are in progress.

## **13. Growth of Engineering Education in India**

**Investigator: Prof. Jandhyala B. G. Tilak**

As a part of the international comparative study on Higher Education in BRIC countries, a huge amount of data were collected on about 40 engineering colleges and institutions in India in Delhi, Maharashtra, Karnataka, and Tamil Nadu in 2009-10. The survey also covered about 7000 students in these institutions. The student survey provides data on several characteristics of students – their social, economic and academic backgrounds, their expenditure on education, and their perceptions on the quality of engineering education and similar aspects.

There are very few studies in India in the recent past that have analysed the socio-economic background of students pursuing higher education. Dated studies include studies by V. K. R. V. Rao on Delhi University in 1962; an IIEP study by Bikas Sanyal in West Bengal in the 1970s.

A detailed analysis of students' background will be of considerable significance for policy-making relating to funding, fees, loans and other aspects. The international comparative study has been

completed and the final outcome was published by the Stanford University as a book. Using the huge amount of data collected on India, a study on Growth of Engineering Education in India is being prepared focusing on the following aspects:

- The growth for engineering education: public and private
- Who are the students going in for engineering education?
- Examine the determinants of demand for engineering education
- Factors that explain growth of private education
- Costs (household and Public) of engineering education

The study is in progress; drafts of a few chapters have been completed and the rest is in progress.

#### **14. A Study on Utilization of School Grants and Their Utilization Pattern under the SSA: A Case Study of Meghalaya (with no funding support from NUEPA)**

**Investigator: Prof. Yazali Josephine**

The *Sarva Shiksha Abhiyan* is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments. The assistance under the programme of *Sarva Shiksha Abhiyan* will be on a 90:10 for NE region and 65:35 for the rest of India.

Analysis of utilization of funds from the Centre to Meghalaya and its districts, including school grants under the SSA, was done mainly on the basis of primary data collected from the state and secondary data from DISE/U-DISE and other available documents.

Preliminary analysis of data and related information reveals that the budget proposal under the SSA is prepared in the form of Annual Work Plan & Budget (AWP&B) covering all the interventions specified

in the SSA norms. Item-wise budget demands for one year are included in the AWP&B. The AWP&B proposals are envisaged in two parts, the plan for the current year and the progress overview of the previous year, including spillover activities proposed to be carried over to the current year.

The Finance Commission also provides funds as a Grant-in-Aid against the total Budget Outlay to the Society through the State Government. The 12<sup>th</sup> Finance Commission, for example, had recommended a grant of 15% of the estimated SSA expenditure of each state other than the north-eastern states. In respect of the NE states, the 12<sup>th</sup> FC had recommended the differences between the average amount contributed by each state in the year 2007-08 and 2008-09 and the amount they need to contribute on the basis of a 10 per cent share, subject to a minimum of Rs. 5 crore per year. The sharing pattern of 90:10 between the GoI and State Govt. against the approved outlay is after the deduction of the Grant-in-Aid provided by the Finance Commission. Depending on the dates of the PAB, the GoI releases its 1<sup>st</sup> instalment to the SSA State Society and further instalments are released only after the State Govt. has transferred its matching share to the society and expenditure of at least 50 per cent of the funds (Centre and State) transferred has been incurred.

Based on the approved budget outlay of the current year, the State Project Office made its releases to the District Project Offices for implementation of the Scheme. The State Project Office releases its funds to districts within 15 days of its receipt from GoI and State Govt..A similar process is followed at the district level. The District Project Office then made its releases to the Sub-District Office and to the Block Resource Centre and Cluster Resource Centre to meet the requirement for the implementation. Each District Office was being provided with the district budget of the current year in which the funds were spent accordingly as per the budget. All funds used for civil works, teaching learning equipment, school grants, annual grants were transferred to the School Management Committee (SMC) level as a decentralization method adopted in the society. The study report is being finalised.

## 15. Evaluation of Central Sector Scheme of Interest Subsidy on Education Loans: An Analysis of Socio-Economic Profile of the Beneficiaries

**Investigator: Dr. Geetha Rani**

The Government of India, in its Union Budget 2009–10, introduced a supplementary scheme to provide interest subsidy during the period of moratorium to cover loans taken from scheduled commercial banks under the Educational Loan Scheme of the Indian Banks' Association. The Department of Higher Education, Ministry of Human Resource Development, Government of India has launched this interest subsidy scheme with the main purpose of helping the economically weaker sections. The supplementary objectives of the scheme are to promote equity, public accountability and innovation. The scheme is available to students who belong to economically weaker sections (with parental income of less than Rs 4.5 lakh per annum) and aspire for higher education.

The purpose of this evaluation is to understand as to who benefits from this central sector interest subsidy scheme on education loans. Accordingly, this evaluation raises the following research questions:

- Is there any disparity in interest subsidy availed across social groups?
- Is there any disparity in interest subsidy availed across economic groups?
- Is there any disparity in interest subsidy availed across states?
- Is there any disparity in interest subsidy availed across banks?

The objectives of this evaluation are as follows:

- to explore the inequality in interest subsidy availed across social groups
- to examine the distribution of interest subsidy availed across economic groups
- to estimate the disparity in interest subsidy availed across states

- to analyze differences in interest subsidy availed across banks

The data obtained from banks will be used to examine the research questions and objectives proposed here.

## 16. Study of the Constitutional Provision of 25 percent Seats to the Children of the Weaker Section and Disadvantaged Groups in Private Schools under RTE in Selected States: Policy and Practices

**Investigator: Prof. Avinash Kumar Singh**

With the implementation of *The Right to Free and Compulsory Education (RTE) Act*, the states under Section 12(1) (c) of the Act have begun to provide 25% free seats for children belonging to weaker sections and disadvantaged groups (EWS) in private unaided elementary schools. Although the Act is in its fourth year of implementation, there is not much clarity among the functionaries with regard to how the rules and regulations, relating to the provisioning, are being implemented. For example, how the eligibility criteria for identification and selection of the children are being followed? How private schools are following the rules and regulations in fulfilling the Constitutional commitments and provisions in different states? What problems and constraints are being faced by the parents and children in securing these rights? Both inter and intra-state variations have been reported in implementation of the RTE provision. It is in this context, that an exploratory study is being conducted to develop an understanding of the policy and practices of education of the disadvantaged children under Right to Education Act-2009 in selected 10 states spread over five different zones of the country. The main objectives of the current study are: (a) to assess the nature and extent of the implementation of the reservation provision under RTE Act in different states in terms of policy and practices; (b) to find out the level of awareness on the reservation provisions among children and parents belonging to the categories of disadvantaged and economically weaker sections; (c) to examine the issues related to the adjustment of the children from diverse socio-economic backgrounds in the school and classroom; (d) to identify the innovative practices regarding



the implementation of the reservation provisions in schools in different states; (e) to identify problems and constraints faced in the implementation of the RTE provisions by different stakeholders, parents, children, teachers and education functionaries; and (f) to suggest suitable measures to make the planning and implementation of RTE provision of reservation in private schools more effective.

The above research project is in an early stage of implementation involving collection and review of literature related to the theme and development of research tools. Under literature review, profiles of the selected states and compliance of RTE norms in the states, based on secondary official data, are being prepared. The 10 states selected on the criteria devised under study include Kerala, Karnataka, Delhi, Uttar Pradesh, Madhya Pradesh, Maharashtra, Jharkhand, West Bengal, Nagaland, Meghalaya. Furthermore, formats of the tools of data collection are under preparation. The following tools are being designed:

- Household Information Schedules
- School Information Schedule
- Schedule for the Head Teacher and other Teachers
- Schedule for the Children belonging to Disadvantaged Groups and Weaker Sections
- Schedules for Parents of those Children and other Community Members
- Schedules for the members of the school governing committees
- Checklists for Education Functionaries at different levels (Cluster, Block, District State)

## 17. In Search for Good Schools: A 1000 Schools Research Project

**Investigator: Dr. Naresh Kumar**

The study of school as a formalized organization and the place that would provide students with best possible education – has not been a well researched area in India. The schools have been studied in a fragmented manner on some critical issues, challenges and diverse quality indicators. The management of school education,

comprising government, government- aided, private (recognized and unrecognized), have been rated through different lenses by diverse stakeholders. Yet, all the challenges implemented in schools failed to communicate “whether or not the school is doing well for the children”. This approach to looking at school has far-reaching implications. Quite often, policy- makers, researchers, public and parents are conundrum with the differences in the performance, culture and children learning in schools located in the same community with the identical student population and teacher provisioning.

During the last two decades, the “school choice” and “changing expectations” from schooling process witnessed substantial shift towards private schools. While private schools account for 20 per cent, the government schools, catering to more than 80 per cent of children population, have been labelled as “quality deficit schools”. The government schools gradually are trailing in proving their credibility to create public trust and parental choices.

The diversified context and variation in adequacy and facilities in 14,12,178 schools at the elementary and 128370 schools at the secondary level present several scenarios and interpretations of quality schools. A literature on schools’ effectiveness has challenged the assumption that differences among schools have little effect on students’ academic achievement.

Internationally, schools have been classified as successful and high performing on the basis of indicators and student outcomes. There are large numbers of government schools in India, which are acknowledged and recognized as “Good Schools” by different stakeholders. There is a need, therefore, to develop case description of good schools located in diverse context from multiple perspectives. Hence, the project aims at looking at good schools through stakeholders’ lenses in order to understand the contextualized functioning of different schools across the state and share this with the larger public as well as personnel from the education sector so as to regain the public trust in favour of government managed school education. It would further develop the understanding of “What makes a good school?”

The major objectives of the project are:

- To identify the “Good Schools” through multiple perspectives.
- To document the “whole school” linking with the context specificity.
- To share the case description of Good Schools with different stakeholders and public media for changing the public perception.
- To derive the key feature and understanding of “What makes good schools”.

So far, a comprehensive list of good schools suggested by different sources (parents, teachers, NGOs, etc) has been prepared.

## 18. Revisiting Equity under RTE: Policy Perspectives and Social Perceptions

**Investigator: Dr. Naresh Kumar**

The study intends to add valuable insights into the idea of equity by taking into account the social perceptions from the field. For this purpose, equity provisions made under the Right to Education (RTE) will form the point of focus. The relevance of ‘*Social Perception*’ on equity gains importance when there is a lot of ambiguity on this issue. In this vein, the RTE Act provides a very holistic framework for achieving equitable education, with various provisions, for all children between the ages of 6-14 years. The RTE Act, with various inclusive provisions, reflects a significant qualitative departure from all the earlier initiatives to achieve equity in education. No policy/programme in post-Independence India preceding the RTE Act, approaches so radically the idea of equity.

This study aims at preparing a comprehensive framework and takes into account the educational experiences of the respondents and related social perceptions about equity in education. It involves understanding the perception of different stakeholders on what should constitute ‘equity in education’. By doing so, this research will identify the criteria that form the basis for those perceptions.

In general, the main idea of the research is to arrive at a comparative understanding of equity in education

through policy perspectives and social perceptions, and, in specific terms, to understand the social perceptions on equity provisions under RTE. The specific objectives of the study, therefore, are the following:

- To understand the idea of ‘*equitable education*’ under RTE from social perceptions?
- To understand the relationship between RTE provisions (*Composite classroom, Neighbourhood schooling*) and equity in education.
- To understand the differential in the meaning of equity as ‘delivered by RTE Act’ and as ‘expected by people’.
- To identify major expectations people have from equitable education policy.

So far, review of the related literature has been done. A background paper related to the project theme is in progress. Questionnaire for pilot study is also under progress.

## 19. A Study of Schools Affiliated to International Boards

**Investigator: Prof. Pranati Panda**

With the advent of globalization and neo-liberal policy on education, internationalization of school education has gained momentum during the last one decade. It is often argued that internationalization of education has become a more common phenomenon in local schools around the world, serving as a tool to provide youth with cosmopolitan capital and relevant capabilities for the future. The citizenship of the world, as the root idea, is leading the very concept of internationalization of school education. India is also witnessing a similar phenomenon of internationalization of school education. In India, there is a broad spectrum of international schools called world school, global school, etc.. Currently, there are 106 and 320 schools authorized by IB and CIE respectively in India. The heterogeneous nature of international schools range from recently established small schools with no international features in the rural areas to historical international schools with expatriate teachers and international students. Maharashtra,

Karnataka and Andhra Pradesh have major share of international schools as compared to other states of the country. These schools are affiliated to two foreign boards, i.e. International Baccalaureate (IB), which originated in Geneva, and the UK-based International General Certificate of Secondary Education (IGCSE), affiliated to the University of Cambridge. These schools have mushroomed across India's metropolitan cities as well as other cities in different states.

This study, commissioned by the MHRD, GoI, aims at profiling the phenomenon of internationalization of school education in the country. The specific objectives of the study, therefore, are the following:

- to map the profile and appropriateness of nomenclature of the schools affiliated to foreign Boards;
- to examine the admission policy, demand for admission and fee structure in such schools;
- to explore the policies and practices adopted by foreign Boards for granting affiliation to Indian Schools;
- to examine the regulatory framework, if any, followed by the states for granting recognition to such schools;
- to identify the policies and practices of affiliation with foreign Boards being followed in other developed as well as developing countries; and
- to delineate the need and requirement to set up a regulatory system for schools affiliated to foreign Boards and for operations of foreign Boards in the country.

Currently, the study report is in the final editing stage. The preliminary findings reveal the following:

- That the current practices of authorization of international schools in India have two distinct trends- schools already affiliated to Indian boards like State Boards, CBSE and ICSE have sought international affiliation to offer courses at different levels and recently established schools have obtained only land approval from states before seeking authorization from international boards.

- The USA has the highest number of IB (1528) and CIE (120) schools among the developed countries while India has the highest number of IB and CIE schools among developing countries.
- That the growth of international schools in India can be attributed to the perceptions that an international examination boards provide easier access and transition into higher education outside India

The findings further reveal that:-

- There is immense aspiration among higher and middle class parents for their children to join international schools that offer better educational standards alongwith superlative facilities – at a price
- Such schools are also regarded by entrepreneurs- from those operating on a small local scale to corporate business houses and school franchisees/ chains—as a growth sector offering substantial scope for business and profits.

## 20. Who Goes to School? An Analysis of Empirical Evidence

**Investigator: Dr. Madhumita Bandyopadhyay**

This study is the outcome of the main project under CREATE. The study has been approved on May 31, 2012 and project staff has been appointed (partially) from September 2012. Wherever required, secondary data has also been analyzed. The study includes the following chapters:

- Literacy and Elementary Education in India: Emerging Issues and Policy Paradigms
- Overcoming Exclusion through Quality Schooling
- Participation of weaker sections of children: special focus on SC and ST
- Gender and School Participation
- Absenteeism and repetition of children
- Issues regarding the teachers and teaching learning process



- School management and participation: Head teachers' initiatives and perceptions
- Performance and learning achievement of children: Focus on children at risk

## 21. Critical Assessment of Participation of Children in Education in Urban Slums in India

**Investigator: Dr. Sunita Chugh**

The present study on "Critical Assessment of participation of Children in Education in Urban Slums in India" makes an attempt to assess the educational status of children living in slums in 10 select cities of India. The study, in particular, tries to examine whether State is making sufficient quality education provisions for the children living in select slum areas, especially in the context of RTE 2009 Act. The study is expected to identify the issues/constraints which impede fulfilling the mandate of RTE 2009 Act,

- To take stock of current status of Elementary Education in urban areas and also in slum areas, with a focus on access and quality provision;
- To examine the extent of availability of schooling facilities in the neighbourhood for children living in select slum areas;
- To explore diversification in the provision and participation of children in schooling;
- To identify the factors affecting the participation of children in diversified provision;
- To examine the attitude of parents towards public and private sectors of education;
- To examine the special training provision for mainstreaming the out-of-school children;
- To examine the role of SMCs in ensuring enrolment, retention and completion of elementary education cycle.

As the study pertains to urban areas, data from secondary sources like Census, NSSO has been collected and brief profile of the select cities, based on secondary sources, has been prepared. Review of the relevant studies is being done and considerable

number of studies has been reviewed. Few nodal institutions and key persons, at the city level, have been identified for helping in the data collection. Tools for data collection are under preparation. A consultative meet with all the City Coordinators is being organised to finalize the sample design and the tools for data collection.

## 22. Roles and Responsibilities of School Heads: A National Perspective

**Investigators: Prof. Rashmi Diwan and Dr. Kashyapi Awasthi**

Recognizing the pivotal role of the school head to ensure every child learns and every school excels forms the motivating factor for the present research. For want of an informed understanding related to the recruitment, induction and continuous professional development of school heads, a scientific investigation of the roles and responsibilities is in progress with the following objectives:

- To explore and study the prescribed roles and responsibilities of Heads of elementary and secondary schools as articulated in State documents.
- To analyze the prescribed roles and responsibilities of Heads of elementary and secondary schools in terms of clarity, comprehensiveness, specificity, inter-state variations, discrepancy, if any, amongst the different State documents and circulars.
- To develop an understanding on the roles of School Heads in different school contexts like rural/urban, small/large, elementary/secondary and schools under different managements.

Review of related literature, that seeks to examine the roles and responsibilities of school heads in relation to the pre and post-RTE period, is in progress. Additionally, documents related to the roles and responsibilities of school heads have been availed from Madhya Pradesh, Gujarat, Rajasthan, Uttarakhand, Tripura, Himachal Pradesh and Bihar. Official documents from state websites have also been downloaded. Analysis of the available state documents and collection of data from the remaining three states is in progress.

### 23. Financing and Affordability in Higher Education (UGC Funded)

**Investigator: Prof. Sudhanshu Bhushan**

Policy in higher education is a tightrope walking when 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 has added to the burden of households to finance higher education. 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 contexts and across different occupation categories. In the light of the above, the central objective of the research project is to study affordability in the context of the growing trend of privatization.

### 24. Autonomy in Indian Higher Education Institutions

**Investigator: Dr. Neeru Snehi**

The issue of autonomy of higher education institutions has become an important part of the agenda for ushering in reforms in the Indian higher education system. Granting autonomy appears to indicate that autonomy is a panacea to myriads of problems confronting them. The aim of the project is to explore as to what extent autonomy prevails in Indian higher education institutions, in general, and undergraduate colleges, in particular, i.e how much autonomy should be given; should there be autonomy for the colleges; to which section should autonomy be given—management, teacher, student; and autonomy from who—Centre, State, University, UGC?

With these aims in mind, the main objectives of the study are to understand the role of autonomy in the

functioning of higher education institutions, more specifically, the undergraduate institutions; to examine the role of the stakeholders in granting autonomy to undergraduate institutions; to analyze and compare the functioning of affiliated colleges with those of autonomous affiliated colleges; and to document the experiences in functioning of autonomous and non-autonomous affiliated colleges.

The methodology involved in undertaking this project is based on the aim to understand the concept of autonomy in higher education institutions, the role of stakeholders in granting autonomy, impact of existing autonomy in the functioning of different institutions. The study will be a mixed bag of content analysis and comparative study. In this regard, the acts, statutes and ordinances of the universities and their colleges are being analyzed along with the acts and statutes of the States for the universities. In addition, the evolution of the concept of autonomy in the higher education system is being analyzed. The review of secondary data is ongoing in these regards and includes analyzing the contents of various books and research articles from national as well as international journals. Apart from that, field work is also a necessity of this project for which the first set of questionnaires are being prepared and research tools are in the process of being piloted.

### 25. Research Programme on Elementary Education using DISE Data

**Research Coordinator: Prof. Arun C. Mehta**

The Department of EMIS has undertaken 'Research Programme on Elementary Education Using DISE Data'. The Research Programme provides an opportunity for extending financial assistance to researchers working in universities, ICSSR research institutes, etc, to undertake small research on elementary education exclusively using DISE data. Around 40 research proposals have been received. An internal committee reviewed proposals and short-listed 10 proposals. NUEPA conducted a day-long workshop and, based on the suggestions, all the researchers revised their proposals. The research programme is funded by NUEPA. First instalment is being released.

## 26. A Pilot Project to Develop Geo-Spatial Information System for School Education

**Investigator: Mr. Anugula N. Reddy**

The Pilot Project to Develop Geospatial Information System for School Education has two objectives. The first one is to review the experiences of different state governments in developing geospatial information systems for school education, in collection of geospatial data of schools and using them in educational planning and monitoring. The second objective is to develop a prototype of geospatial information system for school education in a block and demonstrate the methodology and application of geospatial data in educational planning at the local level. The state experiences are being reviewed by visiting GIS websites and examining the content of websites, and availability of different tools on the website that can be used in planning of school location and monitoring. This would be followed by visits to states for in-depth discussions on practices adopted to develop GIS for school education and using the same in planning and monitoring. Attempts are also being made to develop a prototype geospatial information system. The geospatial data of schools, collected in Haryana, has already been accessed. It is planned to develop prototype GIS with the help of this data and pilot it.

## 27. Education among the Scheduled Caste Children: An Intensive Study of Two Villages of Rajasthan

**Investigator: Prof. B. K. Panda**

Since Independence, the structure of Constitutional democracy has opened up avenues making it possible to move-up the socio-economic ladder, as equality of opportunity and social justice were recognized as the guiding principles of development planning in independent India. With Constitutional protection and better educational and economic facilities, it is expected that it will act as a motivating factor for upward social mobility, enabling the members of Scheduled Castes and Scheduled Tribes to be at par with those from the non-scheduled population.

The question, therefore, arises as to what extent schooling has enabled these communities to improve their social and economic conditions. Further, if the school is not in a position to attract the children of the communities, then the factors that are obstructing children from the community from attaining education through schooling need in-depth understanding. Based on such assumptions, the following objectives have been identified for the study:

- To understand the reasons affecting education among Scheduled Caste students in the state of Rajasthan;
- To understand, in greater detail, the Scheduled Caste households vis-à-vis communities and their preference/aspiration for education;
- To identify various socio-economic barriers in obtaining education among Scheduled Caste families for their children; and
- To understand the provisions made in the state policies enabling the Scheduled Caste students to attain education.

As of now, the basic work of review and development of tools has been carried out and the tryout of the tools and collection of basic data has to be undertaken very soon.

## 28. A study of Private Franchises Providing Pre-School Education in Delhi

**Investigator: Dr. Savita Kaushal**

The objectives of this study are to analyze the academic and administrative structure and governance of the selected private franchise pre-schools. In addition to this, the admission procedures and the infrastructural facilities provided in the selected private franchise pre-schools will also be examined. The background of the children participating in these schools will be studied. It will also explore the curriculum transaction techniques adopted by teachers in the sample schools and find out the achievement(s) or shortcomings, if any, pertaining to the functioning of the private franchise pre-schools. On the basis of the review of related literature, the tools for data collection have



been prepared. They have been reviewed by the experts. The tools have been pilot tested and finalized. Data collection from pre-schools is in progress.

## **29. National Study on the Working Conditions of Elementary and Secondary School Teachers**

***Investigator: Dr. Vimala Ramachandran***

A nine-State study commenced with a capacity-cum-need assessment meeting on January 10, 2014, where potential partners were invited to make a presentation on how they would go about the study. The PAC members as well as the Project Core team participated in this meeting. After the project partners were selected, an orientation and training workshop was held for all the research partners in NUEPA during February 17-18, 2014. The states selected for the study are Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Odisha, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh.

Funds were released to most of the project partners by March 31, 2014. The project team then worked on the research design and also constituted a Project Core team (to guide and support in project-related issues—both academic as well as managerial) and a Project Approval Committee (to approve budget, research partners and administrative modalities). Both these committees have been active and have played a vital role in ensuring that the proposed research study adheres to highest academic standards. The partners have been identified in eight states and NUEPA has decided to conduct the study directly in one state, namely Punjab.

Data collection (collection and perusal of government orders / notifications related to teacher management, key informant interviews and focus group discussions) has been completed in most of the states. The NUEPA Research Team visited most of the states to monitor data collection and also train the state research teams on data entry in the formats that were developed for the study.

# 4

## ASSOCIATIONS

### AND COLLABORATIONS







---

# ASSOCIATIONS AND COLLABORATIONS

## IN COLLABORATION MODE

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

**D**uring 2013-14, 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.

### Membership and Accords with International bodies

- NUEPA is a founder-member of the Africa-Asia University Dialogue for Educational Development Network organised by the Hiroshima University, Japan and participated in the Second General Assembly cum Research Meeting of the Network in July 2013 in Hiroshima University
- NUEPA has signed an MOU with the Centre for International cooperation in Education, Hiroshima University for academic collaboration in the areas of research, teaching and exchange.

- NUEPA has been a member of the Education Research Initiative Network(ERI-NET) of the UNESCO Bangkok, with Prof. J.B.G.. Tilak being elected to the Steering Group of the Network. NUEPA attended expert meetings and research seminars organized by the Network in October 2013, Bangkok.

Technical support has also been provided by the faculty members of the Department of EMIS in conducting Workshop related to Unified DISE in July 2013 besides Orientation programme in U-DISE Data Capture Format through EDUSAT on September 6 and 13, 2013. The University also presented detailed analysis of UDISE-data, twice during the year, before the Joint Review Mission of Sarva Shiksha Abhiyan programme and once on DISE data before the JRM of SSA.



5

NEW AT NUEPA







---

# NEW AT NUEPA

## CHAIR TO PROMOTE TEACHER DEVELOPMENT AND MANAGEMENT

**R**ajiv Gandhi Foundation Chair on Teacher Development and Management, which became operational from June 2013, is a manifestation of NUEPA's objective of enhancing research and analysis on teacher development and management – related issues for evolving policies and practices conducive to improving the effectiveness of teacher development and management systems across India.

The provision, allocation and utilization of quality teachers for meeting the demands of the education

systems, meeting the needs of the existing corps of teachers to enable them to perform effectively; and professionalizing and enhancing capacity for school/ institutional leadership are inter-related. However, there is lack of a coherent policy and programmatic framework that links them together and addresses issues relating to different aspects of teacher development and management at block, district, state and national levels. Professor Vimala Ramachandran has been appointed professor in-charge of the RGF Chair.

### **The special activities of the Chair include:**

- Independent and collaborative research on working conditions of teachers and related educational management issues in different states/UTs. This, it is hoped, would enrich the knowledge base required for informed decision-making and formulation of a coherent framework of policies.
- Technical assistance to State ministries and other State/UT level institutions to help them improve teacher development and management practices
- Facilitation and promotion of policy dialogue on issues relating to teacher development and

# SUPPORTING RESEARCH - THE PMU WAY

management involving state-level education authorities and other stakeholders involved in seeking approved programmatic interventions

- Documentation and dissemination of knowledge and information, including research findings, best practices and innovations among stakeholders at state and national levels to facilitate informed decision-making
- Advocacy for adoption of effective teacher development and management practices.

### Two projects are underway, namely:

9-State research study to document and analyse the recruitment and deployment policies and practice, salary and working conditions (transfer, postings, professional growth and development) of all categories of teachers (regular and contract teachers) working in the government schools at two levels: elementary and secondary. This is being done through state-level field-based studies involving perusal of government notifications, orders and interviews with key administrators involved in teacher management.

The Project Management Unit (PMU) at the National University was set up with the objective of supporting and managing in-house and sponsored research.

It functions as a centralized system of administration for proper coordination of all the externally funded and internal research projects of NUEPA, Ministry of Human Resource Development, Department of Education's Grant-In-Aid Scheme for Studies, Seminars, Evaluation etc. for implementation of Education Policy and NUEPA's scheme of assistance for Studies in the Area of Educational Planning and Administration (Individual Researcher).

While the Unit normally provides administrative support for managing various projects undertaken in NUEPA, including facilitating the project approval process, monitoring the progress in project implementation and providing related support services, it also handles all matters pertaining to funding and accounting of all expenditures of in-house and NUEPA – sponsored projects besides issues relating to project recruitments and appointments.

The PMU would take care of all the work related to Completed & Ongoing Research projects/Studies in the University apart from Recruitment of Project Staff, budgeting, accounting of various projects.

The PMU manpower includes the Unit Head, who is nominated by the Vice-Chancellor, and five other academic and support staff. The latter consists of a Project Consultant, a Project Manager and a Junior Consultant. Currently, the Unit is headed by Prof. K.Biswal.

ACCOUNTS FOR PROJECTS/STUDIES  
as at the end of 31-03-2014

Opening balance	Receipts	Total	Expenditure	Balance
68,380.00	55,80,330.00	40,11,950.00	62,86,736.00	-22,74,7
3,01,086.00	44,14,913.00	52,15,999.00	37,35,760.00	14,80
64,362.00	1,05,949.00	11,70,311.00	11,25,300.00	45
2,593.26	-	22,593.26	20,568.00	



# UNIT ON SCHOOL STANDARDS AND EVALUATION

The National University of Educational Planning and Administration (NUEPA) has set up a unit on School Standards and Evaluation under the aegis of Ministry of Human Resource Development, Govt. of India. Acknowledging school as the focus of improvement, the major objective for creating school standards and evaluation is to establish and refer to an agreed set of standards and processes which all schools must strive to achieve. It will provide clear pathways for each school for self and external evaluation towards school improvement with accountability. The evidence-based system for school improvement, based on school standards and evaluation, as a new area of endeavor,

would place school development on a progressive path.

The tasks to be addressed by the unit through a mutual consultative process with the states and experts are:

- Development of National Framework on School Standards and Evaluation (NFSSE) on agreed set of school standards for elementary and secondary schools taking into account the diversity and changing contexts and conditions;
- Development of Handbook for school external evaluation;
- Institutionalizing the state-specific school standards and evaluation through a mutual consultative process;
- Designing Institutional mechanisms in each state for regular and independent school evaluation and feedback for school improvement;
- Creating profile of evaluators and providing opportunities for capacity development at state level;
- Creating a national platform for periodic reviewing and sharing experiences among all concerned.

As part of this endeavour, a National Technical Group has been constituted and initiatives are in process for the development of National Framework on School Standards and Evaluation.





# 6

## LIBRARY

### & DOCUMENTATION SERVICES







# LIBRARY AND DOCUMENTATION SERVICES

## SHARING OF KNOWLEDGE AND INFORMATION

**T**he 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 continue to play an important role in the documentation and dissemination of knowledge and information in the areas of educational policy, planning and management. A number of key activities were carried out by the Library and Documentation Centre during the year 2013-14 as detailed herewith.



# 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 WI-Fi.

During the year 2013-14, the library has changed its collection development strategy. The library currently subscribes to over 80% of its journals in both print and online formats. However, the books are still preferred in print only.

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. During the period under report, 882 books/

documents were added to the Library. The Library, presently, has a collection of 57,210 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 2013-14, the Library and Documentation Centre also received more than 250 national and international journals and magazines in the area of educational planning and administration and other allied fields. Indexing of 1,061 important articles appearing in these journals was also done. During the year , the library prepared holding of the 6,991 bound journals for reference of its users. The Journals' databases, procured by the Library, include four online journals' databases from a number of reputed publishers such as Elsevier, Sage, Emerald, and JSTOR. Besides, the library has also access to 523 e-books of Sage Education Collection. 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 NUEPA library introduced some new online information services during the year 2013-14 such as 'News Flash', "NUEPA in the Press", "SDI" (circulation of the academic works of NUEPA faculty) and "New Arrivals". 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..





# DOCUMENTATION CENTRE

All in-house activities in the library, including Acquisition, Cataloguing, Circulation and Serials Control, are fully computerized, using the latest version of the Libsys7 Software Package. Web OPAC can be accessed through Intranet and Internet, either directly using computers connected to the LAN in the NUEPA or through the Internet using the Web OPAC on the website of NUEPA through the URL. It facilitates browsing and searching the databases of books, journals and articles available in the NUEPA library.

The NUEPA Library and Documentation Centre had joined Developing Library Networking (DELNET) to promote the sharing of resources at national and international levels. 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 expected that this will result in a comprehensive online archival information source on education in the country.



NUEPA Documentation Centre has a wide and rich collection of more than 19000 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-State Government and international organizations publications such as 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 Survey, 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 (1962-2013), 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 2013-14, the Documentation Centre added about 283 documents to its collection.



Documentation Centre has computerized its operations by using integrated software LibSys 7 (Release 1.0). 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. Besides, 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 comfortable, peaceful and conducive ambience for reading 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 through Saturday throughout the year.

## ACCESS TO DIGITAL RESOURCES



It has developed and strengthened intranet activities in the National 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>]. Documentation Centre offers access to digital archives of 5000 documents on education and allied areas. These documents can be accessed through intranet as well as Internet. [<http://www.nuepa.org/archives/index.html>]

Moreover, online library and documentation services have been extended through intranet to provide round-the-clock access such as 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).

7

# COMPUTER

AND  
INFORMATION  
TECHNOLOGY  
SERVICES







---

# COMPUTER AND INFORMATION TECHNOLOGY SERVICES

## THE INFORMATION TECHNOLOGY SERVICES

**T**he Computer Centre supports the Information Technology needs of the National University. The network, as the backbone of the university, and its active components are administered, maintained and controlled by Computer Centre. The Computer Centre is equipped with dedicated 1GBPS Optical Fiber Internet Connectivity provided by NIC/MTNL under the project NMEICT. The Computer Centre provides Computing facilities and Internet services to all the Research Scholars, Program participants, Project staff, trainees, faculty members 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 for optimal use of resources available in the university. Individual E-mail

accounts have been provided to all the faculty and staff members on the NUEPA Domain. Broadband Internet access is provided at home to the Vice-Chancellor and all the faculty members. Desktop/laptop computers have been provided to all the faculty members. All the staff members of the university have been provided desktop computers. Uninterrupted Computer Centre facilities are available for almost 12 hours. The Computer Centre is responsible for maintenance of the National University- owned computer systems and peripherals.

Computer Centre provides support in Information Technology extensively in its day-to-day activities, both academic and non-academic, to the National University. The Computer Centre is well equipped



with various types of latest desktop computers and laptops, printers and multi-function Devices. Network connectivity with Windows 2008 server 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 in all the rooms in every floor of NUEPA Hostel for the use of Guests in the hostel.

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

Support is also provided for software applications of the accounts section. This includes tasks such as salary processing, Income Tax calculations, Pension, Provident Fund computations etc.. A server, with network version of Statistical Package (SPSS), is installed to enable users to run statistical applications on network. Computer Centre also promotes the use of Open Source Software in day-to-day activities.

A dedicated State-of-the-art Data Centre has been set

up in the university to strengthen the day-to-day needs of the university. The Data Centre is equipped with high end Data servers and Web Servers which are online 24x7 for the users. The Data Centre is empowered with dedicated parallel UPS Systems providing power back-up to the servers. Initiative for procurement of Blade Servers with SAN storage was taken to strengthen the in-house Data Centre. For enhancement and empowerment of internet connectivity in the university and for providing back-up connectivity internet link to the Data Centre, a 10mbps Radio Frequency Link (RF Link) is also proposed and the process for installation and commissioning of the same is already underway.

Computer Centre also initiated the process for procurement of a Server for the well-know project DISE under the Flagship programme of Govt. of India Sarva Shiksha Abhiyan (SSA).

Designed and Developed web- based application software “Online Recruitment System” has been successfully implemented and the decision has been taken by the higher authorities to extend its usage in all future recruitments.

The Centre is actively involved in the implementation of Unified District Information System for Education. The database design, development and coding of the application software for unification of the District Information System for Education (DISE) and Secondary Education Management Information System (SEMIS) into single Unified Information System for Education is carried out with its support. The committee for Unified Information System for Education is headed by Vice-Chancellor, Prof. R. Govinda.

The setting up of the Teleconferencing facility in the Board Room of the National University will provide users opportunity to interact (via audio) simultaneously with four users at any given point of time.

Significantly, the process of conceptualizing the NUEPA Web Portal for Educational Planners is in progress with the development of the NUEPA Web Portal for Educational Planners being done by NIC.



# 8

## PUBLICATIONS PROGRAMME







**JOURNAL OF EDUCATIONAL  
PLANNING AND ADMINISTRATION**  
(Subscriptions details available)

THE NATIONAL  
INSTITUTE OF  
EDUCATIONAL PLANNING  
AND ADMINISTRATION  
NEW DELHI

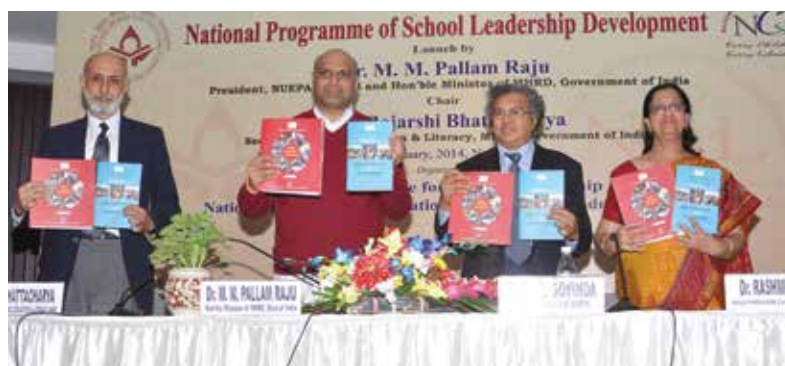
Books and journals on display include:  
- **Journal of Educational Planning and Administration**  
- **Journal of Educational Research**  
- **Journal of Educational Technology**  
- **Journal of Educational Management**  
- **Journal of Educational Policy**  
- **Journal of Educational Psychology**  
- **Journal of Educational Sociology**  
- **Journal of Educational Studies**  
- **Journal of Educational Research in India**  
- **Journal of Educational Research in Pakistan**  
- **Journal of Educational Research in Bangladesh**  
- **Journal of Educational Research in Sri Lanka**  
- **Journal of Educational Research in Maldives**  
- **Journal of Educational Research in Nepal**  
- **Journal of Educational Research in Bhutan**  
- **Journal of Educational Research in Myanmar**  
- **Journal of Educational Research in Thailand**  
- **Journal of Educational Research in Vietnam**  
- **Journal of Educational Research in Laos**  
- **Journal of Educational Research in Cambodia**  
- **Journal of Educational Research in Philippines**  
- **Journal of Educational Research in Indonesia**  
- **Journal of Educational Research in Malaysia**  
- **Journal of Educational Research in Singapore**  
- **Journal of Educational Research in Brunei**  
- **Journal of Educational Research in Timor-Leste**  
- **Journal of Educational Research in East Timor**  
- **Journal of Educational Research in Papua New Guinea**  
- **Journal of Educational Research in Solomon Islands**  
- **Journal of Educational Research in Vanuatu**  
- **Journal of Educational Research in Fiji**  
- **Journal of Educational Research in Tonga**  
- **Journal of Educational Research in Samoa**  
- **Journal of Educational Research in Kiribati**  
- **Journal of Educational Research in Tuvalu**  
- **Journal of Educational Research in Nauru**  
- **Journal of Educational Research in Micronesia**  
- **Journal of Educational Research in Marshall Islands**  
- **Journal of Educational Research in Palau**  
- **Journal of Educational Research in Christmas Island**  
- **Journal of Educational Research in Norfolk Island**  
- **Journal of Educational Research in Cook Islands**  
- **Journal of Educational Research in Tokelau**  
- **Journal of Educational Research in New Zealand**  
- **Journal of Educational Research in Australia**  
- **Journal of Educational Research in New Caledonia**  
- **Journal of Educational Research in French Polynesia**  
- **Journal of Educational Research in Wallis and Futuna**  
- **Journal of Educational Research in French Southern Territories**  
- **Journal of Educational Research in Antarctica**



# 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.

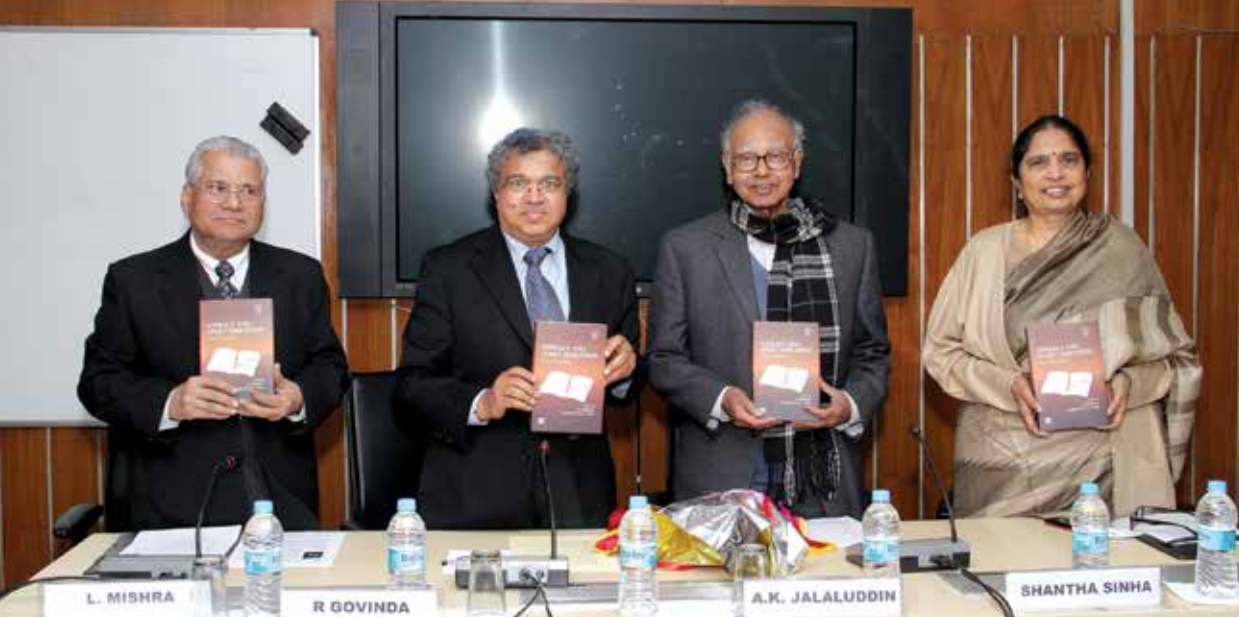
Some of the important publications brought out by the National University during the year 2013-14 included Journal of Educational Planning and Administration, *Pariprekshya*, a Hindi journal on the socio-economic context of Educational Planning and Administration, ANTRIEP Newsletter, M. Phil. and Ph.D. 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 2013-14 included the following:



## Journals

- Journal of Educational Planning and Administration, Volume XXVII No. 1, January 2013;
- Journal of Educational Planning and Administration, Volume XXVII No. 2, April 2013;
- Journal of Educational Planning and Administration, Volume XXVII No. 3, July 2013;
- Journal of Educational Planning and Administration, Volume XXVII No. 4, October 2013;
- Pariprekshya, Vol. XVII No. 3, December 2011;
- Pariprekshya, Vol. XVIII No. 1, April 2012;
- Pariprekshya, Vol. XVIII No. 2, August 2012;
- Pariprekshya, Vol. XVIII No. 3, December 2012.





**Priced Publications:** The Priced publications brought out during the year 2013-14 included the following:

- Literacy and Adult Education: Select Readings; Edited by A. Mathew and Jandhyala B. G. Tilak; ISBN 978-81-7541-706-9, Page: i-x + 428, Delhi, NUEPA/Shipra Publications.

**Un-priced Publications:** The un-priced publications brought out during the year 2013-14 included the following:

- Elementary Education in India: Where do we stand?– District Report Cards 2010-11 (Vol. I & II).
- DISE Analytical Report 2009-10 and Analytical Tables 2009-10
- Flash Statistics 2012-13
- Report of the Standing Committee on National Minority Education (published on behalf of MHRD)
- NUEPA Calendar of Training Programmes 2013-14 (English)
- NUEPA Calendar of Training Programmes 2013-14 (Hindi)
- Statistics on Secondary Education in India 2009-2010 (SEMIS)
- Report of the Standing Committee on National Minority Education (reprinted on behalf of MHRD)

- Annual Report 2012-2013 (English & Hindi separately)
- Prospectus (M. Phil and Ph. D. Programmes), 2014-2015.
- Report of National Task force on Geo-spatial Education (published on behalf of MHRD)
- School Leadership Development: Curriculum Framework
- School Leadership Development: A Handbook
- Report of National Task Force on Geospatial Education (reprinted on behalf of MHRD)

**ANTRIEP Newsletter:** One issue of ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning) Newsletter (a bi-annual newsletter) was brought out during the year, viz. Vol. XVII No. 1, July – December 2012.

**Occasional Papers:** The Occasional Papers brought out during the year 2013-14 included the following:

- NUEPA Occasional Paper No. 43: 'Access to Secondary Education in North-Eastern States: What SEMIS Data Reveal' by S.M.I.A. Zaidi, New Delhi: NUEPA, 54 pages
- NUEPA Occasional Paper No. 44: 'Student Mobility at Tertiary Level in India: Status, Prospects and Challenges' by Neeru Sneh, New Delhi: NUEPA, 49 pages.

## Others

- Year Planner A4 booklet 2014
- Single Sheet Planner 2014
- Desk Calendar 2014
- Greeting Cards
- Writing Pads
- Docket Folder
- NUEPA Folder
- Folder for International Seminar on Democracy, Education and Development (March 6-8, 2014)
- Folder for National Awards for Innovations in Educational Administration for DEOs/BEOs (Hindi and English)
- Announcements for IDEPA, DEPA and various other training Programmes
- Posters for 1000 Schools' Project, National Awards for Innovations, Foundation Day, Maulana Azad Education Day and various other programmes.
- Leaflet for Digital Archives.

**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; Information about the current and forthcoming issues of Journal of Educational Planning and Administration; Calendar of Training Programmes of NUEPA; NUEPA – At a Glance, Press Advertisement and Prospectus of M. Phil and Ph.D. Programme; 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 2012-13 (English and Hindi Editions).







# 9

## GRANTS-IN-AID

### SCHEME AT NUEPA



---

# 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 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 to (a) generate wider awareness of Educational Policies and Programmes in the country; (b) initiate policy-oriented studies and seminars enabling mid-course corrections, modifications and adjustments of policy interventions; (c) 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) facilitate dissemination of innovative and good practices as well as successful experiments in the field of education; and (e) facilitate review of NPE and POA.

For the above purposes, the 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 of 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..

The 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 institutions/organizations under Grants-in-Aid scheme of MHRD, Government of India. The following is the composition of the Committee as on March 31, 2014:



Professor Neelam Sood	- Chairperson
Professor A.K. Sharma	- Member
Professor Kumar Suresh	- Member
Professor Y. Josephine	- Member
Professor Pramila Menon	- Member
Shri Basavaraj Swamy	- Member Secretary

The GIAC Committee, in its meetings, decided to streamline the procedure for applying for grants under the scheme to make it more user-friendly. Accordingly, in the meeting of the Committee, held in January 2014 specially for this purpose, problems in the existing formats were discussed and the same were addressed and the formats revised accordingly. General instructions were prepared and uploaded on the website for better understanding and clarity of the applicants.

During 2013-14, 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 2013 to March 2014

Sl. No.	Name of the Organization	Title of the Project	Recommended GIA amount
1.	S & T Educators Forum, New Delhi	Research study on "Problems and prospects of effective Utilization of science laboratories for development of scientific temper in Senior Secondary Schools in India", a study in Palwal district (Haryana).	Rs.5,00,000/-
2.	Minority Educational Society, Maharashtra	Two-day Seminar on "The importance of Education for minorities".	Rs. 1,50,000/-
3.	Institute of Social Research and Development, Manipur	Seminar on "Holistic Approach to the Problems of Education among the Tribal Communities in Manipur".	Rs. 2,50,000/-
4.	Kumarappa Institute of Gram Swaraj, Jaipur (Rajasthan)	Research Study on "Education among Migrant children- a study of brick kiln workers' children in Chaksu block of Jaipur Distt."	Rs. 4,88,400/-
5.	Abhyuday Sansthan, U.P.	Workshop on "Role of Community Participation (School Management Committees) to enhance the quality of education at primary & secondary level with special reference of RTE Act 2009".	Rs. 3,00,000/-
6.	Centre for Promotion of Educational and Cultural Advancement of Muslims of India (CEPECAMI), Aligarh	Seminar on "Traditional versus Modern Education: Vision and Planning of Muslim Institutions".	Rs. 3,00,000/-

Sl. No.	Name of the Organization	Title of the Project	Recommended GIA amount
7.	Society for Disability and Rehabilitation Studies, New Delhi	National Symposium on "Participation in Political and Public Life by Persons with Disabilities in India".	Rs.3,00,000/-
8.	Department of Economics, University of Calcutta, Kolkata	Hosting of Annual International Conference 2013 of the Comparative Education Society of India (CESI) on "Education, Diversity and Democracy" at Kolkata	Rs.5,00,000/-
9.	Indian History Congress, Delhi University, Delhi	Conference on "74 <sup>th</sup> Annual Session of Indian History Congress", Ravenshaw University, Cuttack, Odisha, December 28-30, 2013.	Rs. 3,00,000/-
10.	Aligarh Historian Society, Aligarh	Seminar on "Merchants and Trades in History".	Rs. 3,00,000/-
11.	Indian Association for Women's Studies, New Delhi	14 <sup>th</sup> National Conference on "Women's studies -Theme: Equality, Pluralism and the State: Perspectives from the Women's Movement".	Rs. 3,00,000/-
12.	St. Aloysius College (Autonomous) Mangalore	Seminar on "Changing Paradigms of Higher Education-XII Five Year Plan Initiatives".	Rs. 3,00,000/-





# 10

## ADMINISTRATION AND FINANCE



# ADMINISTRATION AND FINANCE

## ADMINISTRATION

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

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.

Beside the sectioned posts there are 70 officials engaged in various projects of NUEPA at different academic and secretarial positions on project basis.

Ex-Cadre Post	Number
Vice Chancellor	01
Registrar	01
<i>Cadre Post</i>	
Faculty (Professors, Associate Professors, Assistant Professors)	42
Academic Support Staff	15
Administration, Finance, Secretarial and other Technical Staff	66
Auxiliary Staff (MTS)	37
Total	162



During the year 2013-2014, following new appointments/retirements have taken place:

### New Appointments

#### Group 'A'

Sl. No.	Name	Designation	Date of Appointment
1.	Shri Basavaraj Swamy	Registrar	05.11.2013
2.	Shri G. Veerabahu	Administrative Officer	20.03.2014

#### Resignation

Sl. No.	Name	Designation	Date of Resignation
1.	Dr. Binod Kumar Singh	Registrar	04.07.2013

#### Retirement

#### Group 'A'

Sl. No.	Name	Designation	Date of Retirement
1.	Prof. Pramila Menon	Professor	30.04.2013

#### Group 'B'

Sl. No.	Name	Designation	Date of Retirement
1.	Ms. Ujal Bhattacharya	Section Officer	31.10.2013
2.	Shri H.K. Batra	Assistant	30.11.2013

#### Group 'C'

Sl. No.	Name	Designation	Date of Retirement
1.	Shri H. Emmanuel	Library Attendant	31.10.2013
2.	Shri Sultan Singh Rawat	M.T.S.	31.08.2013

## 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 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 (2009-2014): (Rs. in lakh)

S.No.	Head	2009-10	2010-11	2011-12	2012-13	2013-14
1.	Grant-in-aid (Plan)	1000.00	1013.59	1197.60	1129.80	1,185.00
	Grant-in-aid (Non-Plan)	1050.00	1092.00	1033.55	1070.44	1,415.00
	Internal Receipts	126.97	117.13	110.11	101.87	28.98
	Total	2176.97	2222.72	2341.26	2302.11	2,628.98

2.	Expenditure (Plan)	851.60	980.33	1106.38	1,325.69	1,272.97
	Expenditure (Non-Plan)	1137.74	1123.05	1059.36	1,307.54	1,441.86
	Total	1989.34	2103.38	2165.74	2,633.23	2,714.83

3.	Internal Receipts as % of Expenditure	1%	1%	1%	1%	1%
----	---------------------------------------	----	----	----	----	----

4.	Grant-in-aid as % of Expenditure	100%	100%	100%	100%	100%
----	----------------------------------	------	------	------	------	------

It may be observed, from the above Table, that the NUEPA grant has been increasing significantly from 2009-10 to 2013-14 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.

# OFFICIAL LANGUAGE IMPLEMENTATION/ HINDI CELL



## Hindi Cell

The Hindi Cell of NUEPA provides translation facilities and academic support in research, training and administration. Apart from helping in bringing out the various publications in Hindi, the Cell also helps in implementation of the Official Language Policy.

During 2013-14, in addition to its routine functions, the Hindi Cell undertook the following major works:

- Four meetings of the Official Language Implementation Committee of the university were organized to review the activities of Hindi implementation
- Three issues of Hindi journal, Pariprekshya, were brought out
- Translation and editing of NCSL curriculum in Hindi
- The following titles were translated into Hindi and published:

- Annual Report 2012-13
- Training Calendar 2013-14
- Hindi Day was celebrated by organizing various programmes during September 13-27, 2013 including:
  - A five-day workshop wherein 20 officers and employees were trained to work in Hindi
  - Competitions in Hindi were held in essay writing, noting and drafting, translation and typing were organized. Hindi Sulekh competition was also organized for Group D employees

## Achievement

Rajbhasha Shield was awarded to NUEPA by the Ministry of Human Resource Development, Government of India, for outstanding work in the promotion of Hindi through its various activities in 2013-14.



# ANNEXURE

## ACADEMIC CONTRIBUTION OF FACULTY



## ANNEXURE

# ACADEMIC CONTRIBUTION OF FACULTY

## DEPARTMENT OF EDUCATIONAL PLANNING

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

#### **Publications**

“Statistics on Secondary Education in India” (with Prof. K. Biswal and Dr. N.K. Mohanty) published by NUEPA, April 2013.

“Access to Secondary Education in North-Eastern States: What SEMIS Data Reveal”, NUEPA Occasional Paper No. 43, 2013.

#### **Participation in Seminars/Conferences/ Workshops**

##### ***National:***

Made a presentation on “Educational Planning at the district level in India” at a State-level Conference of DEOs, BEOs of Uttar Pradesh, Lucknow, April 23-24, 2013.

Made a presentation on “Educational Planning at the district level in India” at a State-level Conference of DEOs, BEOs of Gujarat, Anand, May 30-31, 2013.

Made a presentation on “Educational Planning at the district level in India” at State-level Conference of DEOs, BEOs of Bihar, Patna, June 19-20, 2013.

##### ***International:***

Attended International Seminar on ‘Democracy, Education and Development: Issues relating to Inclusion, Equity and Sustainability’, organized by NUEPA, Clarion Collection, Qutab Hotel, New Delhi, March 6-8, 2014.

Attended International Education Conference on ‘Education as a Right across the levels: Challenges, Opportunities and Strategies’, organized by Faculty of Education, Jamia Millia Islamia University and UNESCO (Delhi Office), Jamia Nagar, New Delhi, March 10-11, 2014 (and chaired a session on “Enhancing Relevance of Secondary Education: Exploring Opportunities and Strategies” on March 11, 2014)

##### **Lectures delivered**

As a Resource Person, delivered lecture in the Capacity Building Programme on Educational Leadership and Management for Senior Education Officers of Madhya Pradesh, organized by National Institute of Administrative Research (NIAR), LBSNAA, Indira Bhawan, Mussoorie August 26-27, 2013.



As a Resource Person, delivered lecture in the Capacity Building Programme of Senior Education Officers of Government of Bihar, organized by National Institute of Administrative Research (NIAR), LBSNAA, Indira Bhawan, Mussoorie, January 7, 2014.

As a Resource Person, delivered lecture on “Role of SMCs under RTE Act” in the Training Programme of CRCs Coordinators, organized by DIET, Moti Bagh, February 4, 2014.

As a Resource Person, delivered lecture on “School Development Plan” in the Training Programme for Principals of MCD Schools, organized by DIET, East Delhi district, at DIET, Karkardooma, February 7, 2014.

As a Resource Person, made a presentation at a Panel discussion on ‘RMSA Initiative towards Quality School Education’, organized by SCERT, Delhi, February 11, 2014.

### **Consultancy and Academic Support to Public Bodies**

First Programme Steering Committee meeting of RMSA Technical Cooperation Fund (TCF) at Ministry of Human Resource Development (MHRD), Shastri Bhawan, September 30, 2013.

As a member, attended mid-term review meeting of Programme Advisory Committee (PAC) of DIET, Daryaganj, SCERT, New Delhi, December 16, 2013.

As a member, attended mid-term review meeting of Programme Advisory Committee (PAC) of DIET, Karkardooma, SCERT, New Delhi, December 18, 2013.

As a nominated member, attended the meeting of Restructuring and Reorganization of Centrally sponsored scheme to discuss the restructuring plan prepared by SCERT, New Delhi, SCERT, December 19, 2013.

As a member, attended the mid-term review meeting of Programme Advisory Committee (PAC) of DIET, Moti Bagh, SCERT, New Delhi, December 20, 2013.

As a member, attended the annual Programme Advisory Committee (PAC) meeting of DIET, SCERT, New Delhi, March 13, 2014.

As a member, attended the annual Programme Advisory Committee (PAC) meeting of DIET, Daryaganj, SCERT, New Delhi, March 14, 2014.

Attended second meeting of the Steering Committee for Technical Cooperation Fund (TCF) for Secondary Education (RMSA), MHRD, Shastri Bhawan, New Delhi, March 31, 2014.

## **Mona Khare**

### **Publications**

“Employment, Employability and Higher Education in India—The Missing Links”, *Higher Education for the Future* 1(1) 39–62, 2014. The Kerala State Higher Education Council, SAGE Publications

“Education Development and Cooperation in the Asia – Pacific: Shifting Dynamics, Increasing Collaboration” (Country Report India) Web Published—available at <http://www.unescobkk.org/education/epr/epr-partnerships/unesco-kedi/2013/day1/>

“Education Aid and International Cooperation in India: Shifting Dynamics, Increasing Collaboration”, in I. Husang & Sheng-ju-Chan (Eds.) ‘International Educational Aid in Developing Asia-Policies and Practices’ (in print)

### **Participation in Seminars/Conferences/Workshops**

#### **National:**

National Workshop on ‘Quality Assurance and Accreditation’, organised by MHRD, National Board of Accreditation & UKIERI, May 12-13, 2013.

Hands—on Training Workshop on ‘Open Data Development and Transparency Initiatives’, organised by World Bank, New Delhi, July 19, 2013

AIMA’s 40th Management Convention ‘Courage in Uncertainty’, Hotel Le Meridien, New Delhi, September 26-27, 2013

Resource Person at two-day State-Level Conference of DEOs & BEOs, organised by NUEPA, Sikkim, December 9-10, 2013

**International:**

Speaker at UNESCO—KEDI Regional Policy Seminar on 'Education Development and Cooperation in the Asia-Pacific: Shifting Dynamics, Increasing Collaboration', Bangkok, Thailand, August 5-7, 2013.

Speaker at British Council's Asia Dialogue series on 'The Quest for Excellence: The Skills Revolution in the UK and South Asia perspectives and challenges', London, September 23 and 24, 2013.

Discussant at UK Higher Education Council Round Table on 'Best Practices in Teaching Learning', London, September 25, 2013

**Workshops/Conferences/Training Programmes Organised**

Conducted two-week Training Programme on 'Quantitative Research Methods in Education' with 43 participants from 23 Universities representing 13 States, NUEPA, New Delhi, December 16-27, 2013

**Consultancy and Academic Support to Public Bodies**

Member, Sub-Committee on Index of Service production in Education, Ministry of Statistics & Programme Implementation, CSO

Resource Person at the 65th Orientation Course, organized by the UGC-Academic Staff College, BHU for College and University teachers, October -November, 2013

Expert-Member in the Meeting of the Standing Committee of Research Advisory Council National Institute of Open Schooling, Noida, January 17, 2014

Evaluation of Self-Learning Material (SLM) for Distance Education Programme of Jaipur University, Jaipur as expert in UGC—Distance Education Bureau

Evaluation of Research Proposals on Education at Indian Council of Social Science Research (ICSSR), New Delhi

Interview given to British Council Economic Intelligence Unit for its Study on 'Women Leaders in Higher Education'.

Member of the Team that prepared the 4th Report to the People on Education, MHRD

Associate Editor, Indian Economic Journal, All India Economic Association

Contribution in Report from 2013 Regional Policy Seminar "Education Development and Cooperation in the Asia-Pacific", UNESCO—KEDI

Reviewer, Himgiri Education Review, ISSN 2321-6336, Himgiri Zee University, Dehradun, Uttarakhand

**Membership of Eminent Bodies outside NUEPA**

Member, Sub-Committee for Education sector Index of Service Production, Ministry of Statistics and Programme Implementation, GOI.

Member, Standing Committee of the Research Advisory Committee of National Institute of Open Schooling, NOIDA

Member, Central Board of Studies in Economics of Madhya Pradesh Govt.

Vice-President, M.P. Economic Association.

International Adviser, Journal on Business and Technology (Invited)

Life Member, Indian Economic Association.

Fellow Member, Journal of Environmental Research and Development

Life Member, Madhya Pradesh Economic Association

Life Member, Madhya Pradesh Regional Science Association.

External Member, Academic Council, SNGGPG College (Autonomous), Bhopal

Reviewer, Business Perspectives, BIMTECH, Noida.

## **K. Biswal**

### **Publications**

#### **Research Papers/Articles/Notes:**

Paper (with Prof. J.B.G Tilak and P. R. Panchamukhi) titled "Statistics on Education". MOSPI, Government of India, New Delhi, March 2014. Available at [http://mospi.nic.in/Mospi\\_New/upload/Them\\_Paper\\_Education.pdf](http://mospi.nic.in/Mospi_New/upload/Them_Paper_Education.pdf).

Paper (with Prof. J.B.G. Tilak) titled "Transition to Higher Education in India" prepared for 2013 ERI-Net Annual Meeting on 'Transition to a Better and Higher Learning', organized by Asia-Pacific Education Research Institutions Network, Asia and Pacific Regional Bureau for Education, UNESCO, Bangkok, October 17 to 19, 2013. It is being published by UNESCO, Bangkok.

Contributed (with Prof. J.B.G. Tilak and Dr. N. K. Mohanty) to the Synthesis Paper titled "Financing of Secondary Education in the Asia-Pacific Region." Education Policy Research Series Discussion Document No. 4, Education Policy and Reform Unit, UNESCO Bangkok, 2013. Available at <http://unesdoc.unesco.org/images/0022/002255/225507e.pdf>

#### **Research Studies**

Undertaken the Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha and implemented, in association with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty (Project Team), the research project in collaboration with these two states.

#### **Participation in Seminars/Conferences/Workshops**

##### **National:**

Participated and acted as a Resource Person in the two-day state-level Workshop on 'Development of Manual for School Improvement Planning', organized by RMSA, Assam, Guwahati, Assam, February 13-15, 2014

##### **International:**

Participated in the International Seminar on 'Democracy, Education and Development: Issues Relating to Inclusion, Equity and Sustainability', organized by NUEPA.

#### **Training Material and Courses Developed & Transacted**

Transacted (with Prof. S.M.I.A. Zaidi and Dr. N. K. Mohanty) the Planning Module of the Training Programme of DEOs from Bhutan, conducted by NUEPA, May 2013.

Designed and conducted (with Dr. N. K. Mohanty) the Training Programme on "Use of Quantitative Techniques in Educational Planning", NUEPA, New Delhi, July 8-19, 2013.

Designed and conducted (with Dr. N. K. Mohanty) the Training of Master Trainers in Planning for Secondary Education in North-Eastern States, Guwahati, Assam, September 16-28, 2013

Designed and conducted (with Dr. N. K. Mohanty) the Training of Master Trainers in Planning for Secondary Education in North-Eastern States, Guwahati, Assam, November 6-17, 2014

#### **Other Academic Activities**

Supervised and evaluated M. Phil dissertation (2013) titled "Role of ICT in Educational Planning in India" by Ms. Nidhi Rawat.

Supervised Ph. D. work titled "A Study of GIS Based School Mapping in Elementary Education in India" by Ms. Nidhi Rawat.

Supervised DEPA 2013 dissertation titled "An In-depth Study of Roles and Functions of SMCs of Government Middle Schools in District Kullu, Himachal Pradesh" by Shri Surendra Kumar Sharma

Supervised and evaluated IDEPA dissertation titled "A Study of Empowerment of Teachers in Second Cycle Primary Schools in Addis Ababa, Ethiopia" by Mr. Kebede Derbew, April 2013

As Course Coordinator, conducted the DEPA Course No. 108: Educational Planning in India, November 2013



As Course Coordinator, conducted the IDEPA Course No. 205: Project Planning and Micro Planning in Education, March 2014

### **Consultancy and Academic Support to Public Bodies**

Member, Joint Review Mission of SSA, conducted by MHRD, GOI, June 17 – 24, 2013

Contributed (with Dr. N. K. Mohanty) in the development of Results Framework and Monitoring Document of RMSA, MHRD, GOI and provided the targets for each of the quantitative indicators in the RFD.

Member, Expert Group on Financial Data on School Education, constituted by the MHRD, GOI under the chairmanship of Prof. J.B.G. Tilak, NUEPA.

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, GOI.

### **Other Academic and Professional Contributions**

As Head, Project Management Unit, NUEPA, prepared the documents (1 & 2) for monitoring research at NUEPA, February 2014.

Convenor, NUEPA Research Group to review and recommend interventions for promoting research at NUEPA.

Member, Committee for Restructuring of DEPA Programme, NUEPA, New Delhi.

Member, Works Review and Advisory Committee of NUEPA.

Member, Publication Advisory Committee of NUEPA.

Member, Editorial Committee for NUEPA Policy Brief Series.

Member, Committee to Design the Written Test for admission to M. Phil./Ph. D. Programme of NUEPA

Member, Committee for Evaluation of the Written Test Scripts of M. Phil./Ph. D. Programme.

Participated in the RMSA-TCA and NUEPA collaborative programme for promoting decentralised planning in secondary education in India.

Developed and transacted (with Dr. N. K. Mohanty and Prof. Sudhanshu Bhushan) the Core Course No. CC-3 (Educational Policy and Planning) for the M. Phil./Ph. D. Programme, 2013-14.

Developed and transacted (with Dr. N. K. Mohanty) the Optional Course No. OC-1 (Advanced Planning Techniques in Education) for the M. Phil. /Ph. D. Programme, 2013-14.

## **N. K. Mohanty**

### **Publications**

#### **Research Papers/Articles/Notes:**

Statistics on Secondary Education in India (with Prof. S.M.I.A. Zaidi and Dr. K. Biswal), published by NUEPA, April 2013.

### **Research Studies**

Completed Study on Schooling Provisions and School Performance at Secondary Level. The paper (submitted for publication as an Occasional Paper in NUEPA) was based on the analysis of data and information collected from the available secondary sources as well as from the Secondary Education Management Information System (SEMIS), 2009-10.

Undertaken the Action Research Project on Development of District Secondary Education Plan under RMSA in Tamil Nadu and Odisha and implemented, in association with Prof. S.M.I.A. Zaidi and Prof. K. Biswal (the Project Team), the research project in collaboration with these two states.

### **Participation in Seminars/Conferences/Workshops**

#### **National:**

Participated and acted as a Resource Person in the two-day state-level workshop on 'Development and Finalisation of Manual on School Improvement Plan',

organized by RMSA, Assam, Guwahati, February 13-15, 2014.

### **International:**

Participated and acted as a Rapporteur in the International Seminar on 'Democracy, Education and Development: Issues relating to Inclusion, Equity and Sustainability', NUEPA, New Delhi, March 6-8, 2014.

### **Training Material and Courses Developed & Transacted**

Designed and conducted the Training Programme on "Use of Quantitative Techniques in Educational Planning", NUEPA, New Delhi, July 8 - 19, 2013.

Revised (with Dr. K. Biswal) the Simulation Exercise on District Planning in Secondary Education, with focus on RMSA, August 2013.

Revised (with Dr. K. Biswal) the Simulation Exercise on Developing a Perspective Plan for UPE, September 2013.

Designed and conducted (with Dr. K. Biswal) the Training of Master Trainers in Planning for Secondary Education in North-Eastern States at Guwahati, Assam, September 16-28, 2013

Designed and conducted (with Dr. K. Biswal) the Training of Master Trainers in Planning for Secondary Education in North-Eastern States, Guwahati, Assam, November 6-17, 2013

Associated with the transaction of several other training programmes and courses of NUEPA dealing with educational planning.

### **Other Academic Activities**

Transacted (with Dr. K. Biswal) the Optional Course No. OC-1 (Advanced Planning Techniques in Education) for the M. Phil. /Ph. D. Programme, 2013-14.

Supervised the M. Phil. 2014 dissertation titled "No Detention Policy and Its Implications for Reducing Wastage and Enhancing Achievement Level of Students" of Ms. Anshul Saluja, research scholar, NUEPA.

Supervised and evaluated the DEPA 2013 dissertation titled "A Study of Resource Teachers and Volunteers Under Inclusive Education in SSA Nagaland" of Shri Talitemsu Jamir, Deputy Project Director, SSA, Nagaland.

Supervised and evaluated IDEPA 2013 dissertation titled "Factors Affecting Drop-out at Primary Level in Analamanga Region in Madagascar" of Ms. Rasoanirina Maroy Prisca of Madagascar.

Supervised IDEPA 2013 dissertation titled "A study on effectiveness of school based assessment system and school level examination in Sri Lanka with special reference of Hatton Education zone" of Mr. John Nicholas of Sri Lanka.

As a member of the M. Phil./Ph. D. Admission Committee, assisted in processing applications and other related activities for admission to M. Phil./Ph. D. Programme 2013-14.

Assisted in the conduct of the entrance test for admission to M. Phil./Ph. D. Programme 2013-14.

### **Consultancy and Academic Support to Public Bodies**

Contributed (with Dr. K. Biswal) in the preparation and finalisation of Results Framework and Monitoring Document of RMSA, MHRD, GOI. Provided baseline 2009-10 and 2012-13 data for all the quantitative indicators in the RFD on the basis of analysis of SEMIS 2009-10 and 2012-13 data. Provided also 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.

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 MHRD, GOI.

Attended various Project Approval Board Meetings of the RMSA held at MHRD, Shastri Bhavan, New Delhi, May 2013 - February 2014.

### **Other Academic and Professional Contributions**

As Course Coordinator, conducted IDEPA Course No 207: Manpower Planning, April 2013.

As Course Coordinator, conducted the DEPA Course No 106: Educational Planning: Concept, Types and Approaches, November 2013

As Course Coordinator, conducted IDEPA Course No 204: Educational Planning, February 2014.

## **Suman Negi**

### **Participation in Seminars/Conferences/Workshops**

Presented a paper titled “Access to Elementary Education in India and Public Private Partnership” at the National Seminar on ‘Public Private Partnership in Education’, JNU, New Delhi, February 24, 2014.

Presented a Paper titled “Status of Minority Education in the North East” at National Seminar on ‘Process of Inclusion and Development of Minorities in North-East India’, Sikkim University, Gangtok, March 22-23, 2014.

### **Workshops/Conferences/Training Programmes Organized**

Coordinated the training programme on ‘Quantitative Research Methods in Education’

### **Training Material and Courses Developed & Transacted**

Was a Resource Person for the Conference for District Education Officers and Block Education Officers at Kohima, Nagaland.

Prepared the Report on Problems related to Administration and Management in School Education- A case of Nagaland.

Was a Resource Person and Team Member for the Training of Master Trainers in Planning for Secondary Education in North-Eastern States, Guwahati.

### **Consultancy and Academic Support to Public Bodies**

Appraisal of RMSA Annual Work Plan and Budget for the States of Gujarat, Mizoram and Dadra and Nagar Haveli.

Contributed chapters on “Literacy: The Basic Foundation to Educational Development and Vocational Education: Need of Expansion” in the ‘Report to the People on Education’, MHRD.

## DEPARTMENT OF EDUCATIONAL ADMINISTRATION

### **K. Sujatha (HOD)**

#### **Publications**

“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.

“Inclusion and Integration under Right to Education – A Case Study of Delhi Public Schools in Delhi” (Mimeo) jointly with Dr. V. Sucharita.

#### **Research Studies**

Assessment of available facilities for Primary and Upper Primary Education in Tribal Areas (jointly with Dr. V. Sucharita)- State Reports completed with National Synthesis Report being prepared

## **Workshop/Conferences/Training Programmes Organized**

State-Level Conference on Educational Planning and Administration for DEOs and BEOs in Bihar, June 19-20, 2013.

State-Level Conference on Educational Planning and Administration for DEOs and BEOs in Karnataka, January 7-8, 2014.

## **Other Academic Activities**

### **Teaching in M.Phil./Ph.D:**

Educational Administration and Management (with others)

Supervision to two Ph.D. Scholars and one M.Phil. student

### **Teaching in IDEPA:**

Educational Administration (with others)

Lectures/sessions in all the programmes conducted in the Department

## **Membership of Eminent Bodies outside NUEPA**

Member, Governing Board of Tribal Welfare Residential Educational Institutions, A.P.

Member, Programme Advisory Committee of Department of Education Special Groups of NCERT, New Delhi.

Member, Research Advisory Committee of NIOS, NOIDA.

Member, Executive Committee of SIEMAT, Kerala.

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

Member, Executive Board, NEG-FIRE.

Member, Editorial Board of the Indian Journal of Vocational Education, PSSCIVE.

Life Member, Comparative Education Society of India (CESI).

## **Kumar Suresh**

### **Research Studies**

#### **Completed:**

Conducted a Study (jointly with Dr. R.S. Tyagi) on "Block Level Educational Administration in Gujarat: Emerging Challenges and Need for Reforms", undertaken on the request of the Department of Primary Education, Government of Gujarat. Its Report has been submitted.

#### **In Progress:**

A Study on "Shared Responsibilities and Competence of the Local Bodies in the Management of Elementary Education in M.P. and Bihar" as part of the 3<sup>rd</sup> All India Survey of Educational Administration, undertaken by the Department of Educational Administration.

### **Participation in Seminars/Conferences/Workshops**

#### **National:**

Presented a paper on "Affirmative Action and Parity of Participation in Higher Education: Policy Perspective and Institutional Response" in Anil Bordia Memorial Seminar on 'Education and Social Empowerment: Principles, Policies and Practices', NUEPA, New Delhi, December 16-17, 2013

#### **International:**

Presented a paper on "Trajectory of Policy Reforms in Education and Reshaping of Federal-State Relations in India and USA: Perspective from a Comparative Context" at International Conference on 'Re-thinking Politics, Policy and Governance in Federal Systems: India and the world', jointly organized by the IPSA and Centre for Public Policy and Governance, Ramjas College, University of Delhi, November 14-16, 2013.

### **Workshops/Conferences/Training Programmes Organized**

Orientation Programme on "Management of Diversity and Equity in Universities and Colleges", December 2-6, 2013.



## Other Academic Activities

### *Teaching in M.Phil./Ph.D:*

Course on Education Policy (with others)

Education, Democracy and Human Rights (with others)

Educational Management (with others)

Supervision to two Ph.D. Scholars

### *Teaching in DEPA:*

Associate Faculty for Course 102-Educational Administration of the DEPA programme.

## Consultancy and Academic Support to Public Bodies

UGC nominee in various committees

## Membership of Eminent Bodies outside NUEPA

Member, Editorial Board of Bi-annual Journal of Gandhian Studies of Indian Society of Gandhian Studies

Member, Academic Advisory Body of the Academic Staff College, Sri Ravi Shankar Shukla University, Raipur, Chhattisgarh

Member, Governing Body, St. Xavier's College of Education, Palayamkotai, Tamil Nadu

Member, Board of Research Studies, Department of Rural Development, IGNOU, New Delhi

## Vineeta Sirohi

### Publications

#### *Research Papers/Articles/Notes:*

Paper on "Vocational Guidance and Career Maturity among Secondary School Students: An Indian Experience", *European Scientific Journal (ESJ)*, June 2013/Special/Edition No. 2.

## Research Studies

A Study on "Vocational guidance and career maturity in selected schools of Delhi", July 2013.

## Workshops/Conferences/Training Programmes Organized

Orientation Programme on "Planning and Management of Vocational Education and Training", September 23-27, 2013.

## Other Academic Activities

Teaching Activities

Review of Paper on the ILO study conducted by Manipal City Guides.

Review of the Paper for the Indian Journal of Vocational Education, published by PSSCIVE.

Supervision to one Ph.D Scholar

## Consultancy and Academic Support to Public Bodies

Academic support to MHRD on the setting up of Sector Skill Council in the Education Sector, May 21, 2013

Member, Executive Committee, SCERT, Delhi.

## Membership of Eminent Bodies outside NUEPA

Life Member, Association of Clinical Psychologists

Life Member, Indian Association of Applied Psychology

Member, Editorial Team, Indian Journal of Vocational Education, PSSCIVE.

## R. S. Tyagi

### Research Studies

#### *Completed:*

A Study on "Block Level Educational Administration in Gujarat: Emerging Challenges and Need for Reforms" (jointly conducted with Prof. Kumar Suresh). The

report on the study, which was undertaken on the request of the Department of Primary Education, Government of Gujarat, has been submitted.

A Study on “Block Level Reforms in Educational Administration in Arunachal Pradesh” (jointly conducted with Dr. Manju Narula), undertaken on the request of the Department of School Education, Government of Arunachal Pradesh.

#### ***In Progress:***

A Preliminary Survey of Educational Administration in Kerala.

#### **Participation in Seminars/Conferences/Workshops**

##### ***International:***

Presented a paper on “Decentralized Management of Elementary Education and Role of Panchayati Raj Institutions in Gujarat and Madhya Pradesh” in Comparative Education Society of India (CESI) Annual International Conference on ‘Education, Diversity and Democracy’, Department of Economics, University of Kolkata, December 28 - 30, 2013.

Participated in International Seminar on ‘Democracy, Education and Development: Issues Relating to Inclusion, Equity and Sustainability’ and prepared Sessions Report for “Inclusion, Equity and Democracy”, NUEPA, New Delhi, March 6-8, 2014.

#### **Workshops/Conferences/Training Programmes Organized**

Orientation Programme (attended by 23 participants) on “Governance Issues in Education System” for District Level Education Officers from North-Eastern States, NUEPA, New Delhi, October 7-11, 2013

Study Visit of Senior Education Officers of Gujarat Secondary and Higher Secondary Board of Education (attended by 27 participants), NUEPA, New Delhi, December 23-26, 2013

#### **Other Academic Activities**

Convenor of Course No. 105 of DEPA on Development Administration and Educational Management.

Convenor of Course on Educational Management for M.Phil and Ph. D. (2013)

Member- Secretary, Committee on Preparation of Model Education Code, constituted by MHRD, Government of India.

Supervision to one M.Phil Student

#### **Membership of Eminent Bodies outside NUEPA**

Member, Committee on Regulations and Equivalence in Board of School Education, Bhiwani, Haryana.

Life Member, All India Association of Teacher Educators.

Life Member, Comparative Education Society of India (CESI)—an affiliate of the World Congress of Education Societies.

### **Manju Narula**

#### **Publications**

##### ***Research Papers/Articles/Notes:***

“Historical Development of Elementary Education in India, from the Company Rule to 1947” in Jayant Mete and Ajit Mondal (Eds.) *Right to Education: Policy Perspective and Development*, A.P.H. Publisher, New Delhi, 2014, pp 106-116

“Secondary Education: Issues Related to Access & Quality”, *Pratiman*, IASE, Bhopal, M.P. (2013)

“Educational Development of Muslim Minority: With Special Reference to Muslim Concentrated States of India”, *Journal of Education and Research*, Vol.4, No.1, pp.93-108, March 2014

#### **Research Studies**

##### ***Completed:***

A Study on “Block Level Reforms in Educational Administration in Arunachal Pradesh” (jointly conducted with R.S. Tyagi). The study was undertaken on the request of the Department of School Education, Government of Arunachal Pradesh.

### ***In Progress:***

A Preliminary Survey of Educational Administration in Bihar.

### **Participation in Seminars/Conferences/Workshops**

#### ***International:***

Presented a Paper on “District Level Administration in Bihar: Changing perspective in context of RTE” in International Conference on ‘Invigorating the role of DEOs for 21<sup>st</sup> Century Leadership’, Coimbatore, August 2-3, 2013

### **Workshops/Conferences/Training Programmes Organized**

Orientation Programme on Educational Administration for State and District Level Administrators, NUEPA, January 27-31, 2014

### **Other Academic Activities**

Supervision to one M.Phil. Student

Convenor of Course No. 104 of DEPA on Educational Management and Organisational Development

### **Membership of Eminent Bodies outside NUEPA**

Life Member, All India Association of Teacher Educators (AIATE)

Life Member, Comparative Education Society of India (CESI)

Member, Society for Education and Economic Development (SEED)

## **V. Sucharita**

### **Publications**

#### ***Research Papers/Articles/Notes:***

“Negotiating between family, peers and school: Understanding the world of government school

and private school students”, *Compare: A Journal of Comparative and International Education*, 44, Issue 3, 379-393.

“Inclusion and Integration under Right to Education – A Case Study of Delhi Public Schools in Delhi” (Mimeo) jointly with Prof. K. Sujatha

### **Research Studies**

Assessment of available facilities for Primary and Upper Primary Education in Tribal Areas (jointly with Prof. K. Sujatha)-State Reports have been completed while National Synthesis Report is being prepared.

### **Participation in Seminars/Conferences/Workshops**

Presented a paper titled “Learning Beyond Schooling: A case study of an education innovation in Bangalore, Karnataka” in a workshop on ‘Innovations in Education’, Chhattisgarh Academy of Administration, Raipur, Chhattisgarh, July 22-24, 2013.

Presented a paper titled “Exploring Quality in the light of RTE Act” in a National Conference on ‘Right to Education Act: Issues and Concerns in Implementation’, University of Hyderabad, Hyderabad, February 25-26, 2014.

### **Other Academic Activities**

#### ***Teaching in M.Phil Programme:***

Course on Research Methodology, CC-2 (with others)

#### ***Teaching in DEPA Programme:***

Convenor of Course No. 101 on Educational Administration (with others)

### **Membership of Eminent Bodies outside NUEPA**

Life Member, Comparative Education Society of India (CESI).

# DEPARTMENT OF EDUCATIONAL FINANCE

## Jandhyala B. G. Tilak (HOD)

### Publications

#### Books/Chapters:

*Literacy and Adult Education: Select Readings*. New Delhi: Shipra Publications/ National University of Educational Planning and Administration, 2014. [Edited jointly with A. Mathew].

*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 Rong Wang). Stanford University Press, July 2013

*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 Black Swan., 2013 [edited]

#### Book-length Monographs

*Financing of Secondary Education in Asia-Pacific*. Bangkok: UNESCO Bangkok Asia & Pacific Regional Bureau of Education. Education Policy and Research Series: Discussion Document No. 4. (2013).

#### Book/Article Reviews:

University Rankings (eds. J. C. Shin et al), *Journal of Educational Planning and Administration*, 27 (2) (April 2013): 221-24

Higher Education in a Global Society (eds. D. B. Johnstone et al), *Journal of Educational Planning and Administration*, 27 (3) (July 2013): 347-48

PPP Paradox (P. Gopalan), *Journal of Educational Planning and Administration*, 27 (4) (Oct. 2013): 427-28

Student Financing of Higher Education: A Comparative Perspective (eds. D.E. Heller & C.

Callender), *Journal of Educational Planning and Administration*, 28 (1) (January 2014): 107-09

#### Research Papers/Articles/Notes:

Higher Education in BRIC Countries: Comparative Patterns and Policies, *Economic and Political Weekly* 48 (14) (April 6, 2013): 41-47, available at [http://www.epw.in/system/files/pdf/2013\\_48/14/Higher\\_Education\\_in\\_the\\_BRIC\\_Member\\_Countries.pdf](http://www.epw.in/system/files/pdf/2013_48/14/Higher_Education_in_the_BRIC_Member_Countries.pdf); and <http://www.wcces.com/CESI%202013%20Presidential%20Address.pdf>

The Concept of Public Goods, the State, and Higher Education Finance: A View from the BRICs. *Higher Education* (2014- in press) [jointly with M. Carnoy, I. Froumin and P. Loyalka]. Also available at: SSRN Working Paper Series (June 2013) [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2289126](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2289126)

The Quality of Engineering Education in the BRIC Countries (jointly with Prashant Loyalka, Martin Carnoy, Isak Froumin, Rafiq Dossani and PoYang), SSRN Working paper (July 2013) [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2293331](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2293331), *Higher Education* (forthcoming)

Education in the Budget (2013-14), *INFOCUS* (Azim Premji Foundation, Bangalore) 2013 [also in *The Bulletin of the Centre for Policy Studies* 17 (6) (August 2013): 17-19.

India: Reforming Education in the Neo-Liberal Era, in *Education Policy Reform Trends in G20 Members* (ed. Yan Wang), Springer 2013, pp. 33-53

South-South Cooperation: India's Programme of Development Assistance – Nature, Size and Functioning. *Asian Education and Development Studies*, 2014, 3 (1): 58-75

Adult Education: Indian Perception in an Evolutionary Perspective, in *Literacy and Adult Education: Select Readings* (eds. A Mathew and Jandhyala BG Tilak). New Delhi: Shipra Publications/National University of Educational Planning and Administration, 2014, pp. 1-18 (jointly with A Mathew)

Growth and Regional Inequality in Literacy in India, in *Literacy and Adult Education: Select Readings*, (eds. A Mathew and Jandhyala B.G. Tilak). New Delhi: Shipra



Publications/National University of Educational Planning and Administration, 2014, pp. 113-25

### **Participation in Seminars/Conferences/Workshops**

#### **National:**

Key speaker at National Conference on 'Quality of Higher Education and Economic Development' (sponsored by the Planning Commission), DDGD Vaishnav College, Chennai, April 12-13, 2013

Plenary speaker at the National Seminar on 'Next Gen Universities: Roadmap for Higher Education in India', Knowledge Consortium of Gujarat and Nirma University, Ahmedabad, April 17, 2013

Key speaker at a Round Table on 'Education in Government Schools', Observer Research Foundation, Mumbai, April 20, 2013

Special lecture at the National Seminar on 'Development in North East India', Department of Education, Mizoram University, Aizawl, June 6-7, 2013

Panelist at Seminar on 'Educational Visions for India: Reflections on Strategy and Action', Council for Social Development, New Delhi, July 15-16, 2013

Plenary speaker at National Seminar on 'Higher Education: Directional Impetus', Bhavan's College, Mumbai, September 11-12, 2013

Presented a Paper at Conference on 'Human Development' (IGIDR's Silver Jubilee Celebrations Seminar), Indira Gandhi Institute for Development Research, Mumbai, September 26-28, 2013

Chaired a technical session at Round Table on 'Childhood Poverty', Centre for Economic and Social Studies, Hyderabad, December 6, 2013

Chaired a technical session at the 4th IGC-ISI India Development Policy Conference, Indian Statistical Institute, New Delhi, December 17-18, 2013

Panelist in a plenary session at the 96th Annual Conference of the Indian Economic Association, Meenakshi University, Kancheepuram, December 27-29, 2013

Delivered valedictory lecture and chaired a plenary and technical session at the Annual Conference of the Comparative Education Society of India, University of Calcutta, Kolkata, December 28-30, 2013

Inclusive Higher Education Framework for India USIP-CRDDP Annual Conference, New Delhi, January 8, 2014

Keynote address at the National Conference on 'Higher Education in the XIIth plan: Problems and prospects', Indira Gandhi Women's College, Cuttack, January 30, 2014

Special lecture at the National Seminar on 'Indian Economy', Prashanti Nilayam: Sri Sathya Sai Institute of Higher Learning, February 21-22, 2014

#### **International:**

Presented a paper and chaired two technical sessions at the 15th World Congress on 'Comparative Education', University of Buenos Aires, Buenos Aires, Argentina, June 24-28, 2013

The Second General Assembly and Research Meeting of the Africa-Asia University Dialogue for Educational Development Network, Hiroshima University, Hiroshima, Japan, July 22-24, 2013

Plenary address and panelist in a plenary discussion at the World Congress on 'Access to Post-secondary Education: Connecting the Unconnected', Education Access Network, London, Montreal (Canada) [Also made a presentation in a parallel session on Financing Education], October 7-10, 2013

Presented Paper at the 2013 Annual Meeting on 'Transition from Secondary Education to Higher Education', Education Research Initiative (ERI-NET), UNESCO, Bangkok, October 17-19, 2013

Presented Paper at International Conference on 'Education Policy and Research', National Institute of Education Sciences, Beijing, China, October 29, 2013

Keynote address at China International Higher Education Conference 2013, China Association of Higher Education, Ningbo, China, November 1-3, 2013

Higher Education Policy Workshop, University Sains Malaysia & IPPTN, Kuala Lumpur, November 14, 2013

Keynote lecture at the International Conference on 'Public Policy and Governance', Central University of Kerala, Kasargod, Kerala, February 12-14, 2014

Panelist at the 58th Annual Conference of the Comparative and International Education Society, University of Toronto, Toronto, Canada, March 10-14, 2014

### **Lectures delivered**

Special lecture on "Crisis in Indian Higher Education: Institutions, Policies and New Knowledges", National Institute of Advanced Studies, Bangalore, April 4-5, 2013

Dr. Madan Mohan Jha Memorial Lecture on "Right to Education", Shikshansh/A.N. Sinha Institute of Social Sciences, Patna, September 7, 2013

Dr. Ramanatham Memorial Lecture on "Private Higher Education in India", People's Union for Democratic Rights, New Delhi, September 14, 2013

Public Lecture on Higher Education in India, Azim Premji School of Education/Tata Institute of Social Sciences, Hyderabad, December 19, 2013

### **Consultancy and Academic Support to Public Bodies**

Chairperson, Committee on Financial Statistics in School Education, New Delhi: Ministry of Human Resource Development

Member, Working Group, 71st Round of National Sample Survey, New Delhi: National Statistical Commission, Government of India

Chairperson, Education Research Committee, Indian Academy of Social Sciences

Member, Academic Council, Central University of Bihar, Gaya.

Member, Review Committee of Gitam University Research Programme (Indian Council of Philosophical Research and National Council of Rural Institutes)

Member, Academic Committee, Centre for Educational Studies, Indian Institute of Education, Pune

Member, Academic Committee, Institute for Human Development, New Delhi

Member, Steering Group, Education Research Initiative, Bangkok: UNESCO for Asia & Pacific (October 2013)

### **Membership of Eminent Bodies outside NUEPA**

Member, Executive Committee, Comparative Education Society of India

Board Member, Comparative Education Society of Asia

Member, World Education Forum (Chicago, USA)

Member, Editorial Board, Compare: A Journal of Comparative Education (England)

Member, Editorial Board, Higher Education Policy

Member, Editorial Board, Peabody Journal of Education (Vanderbilt University, USA)

Member, Editorial Board, Asian-African Journal of Economics and Econometrics (Pondicherry)

Member, Editorial Board, Contemporary Education Dialogue (Bangalore)

Member, Editorial Board, Social Change (New Delhi)

Member, Editorial Board, Grassroots Governance Journal (Tirupati)

Member, Editorial Board, Indian Journal of Human Development, New Delhi: Institute for Human Development

Member, Editorial Board, IASSI Quarterly: Contributions to Indian Social Sciences (New Delhi)

Member, Editorial Board, Indian Journal of Social Development (New Delhi)

Member, Editorial Board, Journal of Social and Economic Development. Bangalore: Institute for Social and Economic Change

Member, Editorial Board, Rajagiri Journal of Social Development (Kerala)

Member, Editorial Board, Asian Pacific Journal of Educators and Education (Universiti Sains Malaysia)

Member, Editorial Board, Asian Education and Development Studies (Emerald Pub/University of Hong Kong)

Member, Editorial Board, Asian-Pacific Journal of Education (Singapore)

Member, Editorial Board, Springer Book Series, "Higher Education in Asia: Quality, Excellence and Governance".

## Yazali Josephine

### Publications

#### Books/Chapters:

"Changing face of Human Resource Development" in the edited book *Education and Sustainable Development*, Shipra Publications

"21st Century Schools: Exploring the Efficacy of Public-Private Partnership Models in India" in edited book *Educational Leadership and Leadership Education in Asia*, University of Philippines press

#### Research Papers/Articles/Notes:

"Female Foeticide in contemporary India-Increasing gender-unequality" (in French), Reunion: *L'harmattan (Bureau Transversal Des Colloques, De La Recherche Et Des Publications)*

### Research Studies

Study on utilization of school grants under SSA programme

### Workshops/Conferences/Training Programmes Organized

#### As Programme Coordinator:

Training Programme in the Planning and Management of Higher Education Finances, NUEPA, November 11-15, 2013 (with Vetukuri P.S. Raju)

Orientation Programme in Planning and Management of School Finances, NUEPA, December 9-13, 2013

#### As Programme Resource Person:

Orientation Programme in Planning and Management of School Finances for North- Eastern States, NEHU, Shillong, Meghalaya, November 25-29, 2013 (with Vetukuri P.S. Raju)

### Training Material and Courses Developed & Transacted

12<sup>th</sup> Five Year Plan allocation on Higher Education—A Discussion Paper for the Training Programme in the Planning and Management of Higher Education Finances (jointly with Vetukuri P.S. Raju), NUEPA, November 11-15, 2013

Importance of Gender Budgeting

"School development plan under RTE-Using Indicators" (jointly with Vetukuri P.S. Raju) for the Orientation Programme in Planning and Management of School Finances for North Eastern States, NEHU, Shillong, Meghalaya, November 25-29, 2013

Financial Reforms in School Education

"Gender Budgeting in Education" for the Orientation Programme in Planning and Management of School Finances, NUEPA, December 9-13, 2013

### Other Academic Activities

Convenor of Financial Planning and Management in Education course (Course 109) in 34<sup>th</sup> Diploma programme in Educational Planning and Administration (DEPA) 2013-14

Convenor of Optional Course on "Globalisation and Education" for M.Phil./Ph.D. programmes (as co-course in-charge)

### Consultancy and Academic Support to Public Bodies

Advisor to Ms. Bhawana Arora, Ph.D. scholar in Central Institute of Education(C.I.E), University of Delhi

As External Expert for conducting the interview for conversion of the RGNF-SRF of Ms. Pooja Singh, Ph.D. scholar of C.I.E., University of Delhi

Examiner for M.A. Education in IGNOU

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 the 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”.

### **Membership of Eminent Bodies outside NUEPA**

Women’s World Congress

### **Member of different Administrative and Academic Committees**

Member, Steering Committee of M.Phil./Ph.D. programme (2006 onwards)

Member, Academic Council (2006 onwards)

Member, Board of Management (2011 onwards)

Member, Grants-in-Aid Committee, NUEPA

## **P. Geetha Rani**

### **Publications**

#### **Research Papers/Articles/Notes:**

“Changing Landscape of Higher Education in Tamil Nadu”, in V. K. Natraj and A. Vaidyanathan (eds.) *Development Narratives: The Political Economy of Tamil Nadu*, 2014.

“Equity in the Distribution of India’s Government Subsidies on Education,” *International Journal of Education and Economic Development*, 2014, vol. 5, pp. 1-39.

“A Review of Funding and Progress of Elementary Education with Sarva Shiksha Abhiyan in Karnataka”, *India, Man and Development*, 2013, vol. 35 (2), pp. 99-120.

“Fund Flow Pattern and Financial Efficiency of Resource Utilization under Sarva Shiksha Abhiyan in Gujarat”, *Arthshastra: Indian Journal of Economics & Research*, 2013, vol. 2, pp. 12-23.

### **Research Studies**

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

Completed the Research report of the study on ‘Financing Elementary Education in India: Fund Flow Pattern and Utilization of Resources under SSA’.

### **Participation in Seminars/Conferences/ Workshops**

Presented a Paper titled “Education Loans and Financing Higher Education in India: Does it Address Equity?” in The 33rd Summit and 17th Thinkers and Writers Forum, organized by Skoch Foundation, New Delhi, PHD House, New Delhi, September 3-4, 2013.

Presented a Paper titled “Disparities in Earnings and Education in India” in the 55th Annual Conference of Indian Society of Labour Economics, Jawaharlal Nehru University (JNU), New Delhi, December 16-18, 2013.

Presented a Paper titled “Disparities in Earnings and Education in India” in the 23rd Annual Conference on ‘Contemporary Issues in Development Economics’, organized by Department of Economics, Jadavpur University, Kolkata, January 6-7, 2014.

### **Workshops/Conferences/Training Programmes Organized**

Coordinated the training programme on Planning and Management of University Finances in collaboration with North Maharashtra University, Jalgaon, September 2013.



## Other Academic Activities

### Teaching in M.Phil./ Ph.D.:

Research Guidance to Ph.D. scholar on Collaborative Mechanism of Foreign Education Providers in India.

### Teaching in DEPA Programme:

As joint convenor for the course on Financial Planning and Management in Education (single credit course with ten sessions), delivered sessions on various aspects of financing and financial planning in education.

### Teaching in IDEPA Programme:

As convenor for the course on Financial Planning and Management in Education (two credit course with twenty sessions), delivered sessions on various aspects of financing and financial planning in education and evaluated the course work submitted by the participants.

## Vetukuri P. S. Raju

### Publications

#### Books/Chapters:

Chapter on “Community Participation and Education for All: A Case Study of Assam” in book on ‘Education for the New Millennium’ (eds. Meenakshi Singh and Alok Gardia). Varanasi: Nutan Publication, November 2013, pp. 336-348.

Chapter on “Education for All in the North Eastern States of India: Challenges for the effective implementation of RTE Act, 2009” in book on ‘Right to Education: The Way Forward’ (eds. Jayanta Mete & Ajit Mondal). Delhi: APH Publishing Corporation, Feb. 2014.

#### Research Papers/Articles/Notes:

Role of School Management Committees and Women Self-Help Groups in Implementing Mid-Day-Meal Scheme (Case Studies of Village Schools in Guntur and Mahabubnagar districts of Andhra Pradesh), *Journal of Professional Studies*, 3(1) (June 2013): pp. 148-154

Vocational Skills and Training in Secondary Schools: An International Perspective, *Journal of Knowledge*, 1 (2) (December 2013): pp. 113-119.

Teacher Management Issues at Elementary Education in Sikkim. *International Journal Gyan Bhav, Journal of Teacher Education*, 1 (1) (February 2014): pp. 27-35

### Research Studies

“Evaluation of the Centrally Sponsored Scheme of “National Scheme of Incentive to Girls for Secondary Education”

“Non-enrolment and drop-out of Muslim children at elementary stage in Andhra Pradesh and Uttar Pradesh: A Comparative Study”

### Participation in Seminars/Conferences/ Workshops

#### National:

Participated in Consultation on ‘Tackling Sexual Crimes against Women in Higher Education’, NUEPA, New Delhi, August 27, 2013.

Participated in Anil Bordia Memorial Policy Seminar on ‘Education & Social Empowerment: Policies & Practices’, organised by Dept. of Educational Policy, NUEPA, New Delhi, December 16-17, 2013.

#### International:

Presented a Paper on “Affirmative Action in Secondary Education in India: Poor Students and Scholarships” in CESI Annual International Conference 2013 on ‘Education, Diversity and Democracy’, organized by Department of Economics, University of Calcutta, December 28-30, 2013.

Participated in International Seminar on ‘Democracy, Education and Development: Issues relating to Inclusion, Equity and Sustainability’, organized by NUEPA, Clarion Collection, New Delhi, March 6-8, 2014.

### Workshops/Conferences/Training Programmes Organized

Associate Coordinator for Training Programme in

the Planning and Management of Higher Education Finances, NUEPA, November 11-15, 2013

Coordinator for Orientation Programme in Planning and Management of School Finances for North Eastern States, NEHU, Shillong, Meghalaya, November 25-29, 2013

State-level conference for DDPIs and BEOs on Educational Planning and Administration (in collaboration with Dept. of Educational Administration), Bangalore, Karnataka, January 7-8, 2014

### **Training Material and Courses Developed & Transacted**

'Research Studies on Educational Development in North Eastern States of India' (Research abstracts based on DEPA dissertations).

'Research Studies on Educational Finance in India' (Research abstracts based on DEPA dissertations).

Status of Elementary Education in North Eastern States of India (Statistical information).

### **Other Academic Activities**

Guidance given to Mr. Dipendra Kumar Pathak, M.Phil. Student on "Functioning of School Management Committee in Elementary School: A case study of Purulia District of West Bengal"

Guidance given to Dr. Anil Kushwaha, DEPA participant on 'A Study of Teacher Efficiency and Teacher Behaviour with Children of Best Performing Schools of District Dewas, Madhya Pradesh'.

Guidance given to Mr. Quan Bui Manh, Vietnam, IDEPA participant, on 'Factors Affecting the Motivation and Attitude of Non-English-Majors student in Baclieu University'

### **Consultancy and Academic Support to Public Bodies**

An evaluation study of the Centrally Sponsored Scheme of 'National Means-cum-Merit Scholarship Scheme (NMMSS). Report submitted to the

Department of School Education and Literacy, MHRD, Govt. of India.

Evaluation of Central Sector Scheme of Interest Subsidy on Educational Loans (with Dr. Geetha Rani). Preliminary report submitted to the Department of School Education and Literacy, MHRD, Govt. of India.

Desk appraisal and PAB meeting at MHRD, New Delhi: Rashtriya Madhyamik Shiksha Abhiyan, Integrated Annual Work Plan Budget 2014-15 (Andhra Pradesh)

Desk appraisal and PAB meeting at MHRD: Rashtriya Madhyamik Shiksha Abhiyan, Integrated Annual Work Plan Budget 2014-15 (Chhattisgarh)

Attended the Project Approval Board of 'National Institute of Open Schooling' (NIOS) & TSG (RMSA) at MHRD, New Delhi.

### **Other Academic and Professional Contributions**

Organising committee member of the M.Phil. and Ph.D. entrance examination

Coordinator for course no. 213: Computer Applications in Educational Planning and Administration. (IDEPA Programme-2013)

Team member for Course no. 107: Quantitative aspects of educational planning and use of computers in planning (DEPA programme-2013)

### **Membership of Eminent Bodies outside NUEPA**

Member, Comparative Education Society of India

Alumni Member, International Institute of Educational Planning (IIEP/UNESCO), Paris.

### **Membership of different Administrative and Academic Committees**

Member of Tender Opening Committee for all purchases of NUEPA

Member of Screening Committee for project posts of NUEPA

# DEPARTMENT OF EDUCATIONAL POLICY

## Avinash Kumar Singh (HOD)

### Publications

#### Research Papers/Articles/Notes:

Democracy, Participation and Education: Prospects and Challenges in Bihar, *Journal of Social and Economic Studies*, Vol (22), No. 2 July-December, 2012, pp.66-77. ISSN: 0377-0508

'Swami Vivekananda Ke Shaikshik Vicharon Ki Prasangikta' (The Relevance of Educational Ideas) in National Conference of Vice-Chancellors on 'Educational Ideas of Swami Vivekananda' published by Swami Vivekananda Saardh Shati Samaroh (SVSSS), New Delhi, November 2013. pp. 100-04

Research Paper on "The Crisis of Social Science Education in India: Issues and Perspectives" in the CESI International Conference on 'Education, Diversity and Democracy', Indian Statistical Institute, Kolkata, December 28-30, 2013

### Participation in Seminars/Conferences/ Workshops

#### National:

Curriculum Design Workshop on 'Post Graduate Degree Course (M Ed)', Department of Education, B. R. Ambedkar University, Lucknow, May 4, 2013

National Workshop on 'Pedagogy of Social Sciences', Department of Education in Social Sciences, NCERT, New Delhi, May 7-8, 2013

State-Level Conference on 'Capacity Building of DEOs and BEOs in Nagaland', Kohima, May 13-14, 2013

National Workshop on 'Planning and Management of Higher Education Institutions in Jammu and Kashmir', Srinagar, June 24-28, 2013

Workshop on 'Special Training for Out-of-School Children' at the Department of Education of Children with Special Needs, NCERT, New Delhi, July 17, 2013

Orientation Workshop on 'Qualitative Research Methods in Education', NUEPA, New Delhi, July 22 - August 2, 2013

Two-day National Discussion Meet on 'Issues and Challenges in Education', Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal, October 5-6, 2013

Anil Bordia National Policy Seminar on 'Education and Social Empowerment: Policy Reforms and Practices', NUEPA, New Delhi, December 16-17, 2013

Orientation Workshop on 'Involvement of Local Authorities in the Management of Elementary Education in North-East States', Guwahati (Assam), February 3-7, 2014.

UGC National Seminar on 'Equity and Inclusion in Education', Patna Women's College, Patna, March 6-7, 2014.

#### International:

Presented paper on "The Crisis of Social Science Education in India: Issues and Perspectives" in the CESI International Conference on 'Education, Diversity and Democracy', Indian Statistical Institute, Kolkata, December 28-30, 2013

International Seminar on 'Access and Equity in Higher Education', Tata Institute of Social Sciences, Mumbai, March 3-4, 2014.

International Seminar on 'Democracy, Education and Development: Equity, Inclusion and Sustainability', organised by NUEPA, Qutab Hotel, New Delhi, March 6-8, 2014

### Consultancy and Academic Support to Public Bodies

Department of Economics, Kerala University, Thiruvananthapuram

Centre for the Study of Social Systems, School of Social Sciences, JNU, New Delhi

Zakir Husain Centre of Educational Studies, School of Social Sciences, JNU, New Delhi

School of Education, Banaras Hindu University, Varanasi

School of Education, IGNOU, New Delhi

School of Education, Central University of Himachal Pradesh, Dharamshala (H.P.)

### **Membership of Eminent Bodies outside NUEPA**

Member, Wolfson College Society, University of Oxford

Member, Research Students Society, University of London Institute of Education (ULIE)

Member, Board of Studies, School of Education, Central University of Himachal Pradesh

Member, Comparative Education Society of India

Member, Indian Sociological Society

## **Veera Gupta**

### **Publications**

#### **Books/Chapters:**

Vocationalisation of Education, Global Publisher, March 2014. ISBN: 978-93-80570-49-5

#### **Research Papers/Articles/Notes:**

Policy Intents and Policy Instruments: A Case Study of CBSE, *International Journal of Humanities and Applied Sciences (IJHAS)*. Vol. 2, No. 5, 2013. ISSN 2277 – 4386

A National Academic Depository, *European Scientific Journal*, June 2013. ISSN 1857-7881 (print). e ISSN 1857-7431 (edition no. 2)

### **Participation in Seminars/Conferences/Workshops**

#### **National:**

eIndia 2013, hosted by Elets Technomedia Pvt. Ltd.

and Information Technology & Communication Department, Govt. of Andhra Pradesh, Hyderabad International Convention Centre, July 23-24, 2013.

Consultation Meet on 'Sexual Harassment of Women in the institutions of Higher Education', NUEPA, August 27, 2013

Workshop to design indicators for the impact evaluation of teacher training program, REAP, SCERT, Gurgaon, January 20-21, 2014

National Consultation for Preparation of RTE Handbook with focus on Children with Special Needs, NCERT, January 22-23, 2014

National Conference by Economic Times on 'Policies of the future', February 26-27, 2014

National Conference on 'ICT for Development', organized by ASSOCHAM, March 4, 2014

National Seminar on 'Joyful Learning: Prospects and Challenges', Maharaja Surajmal Institute, Delhi, March 29, 2014

#### **International:**

International Inter-disciplinary Conference, AIIC, Azores, Portugal, April 24-26, 2013

South Asian Symposium on 'Gender ICT, and Education', UNESCO and INTEL, Delhi, September 24-26, 2013

4th International Conference on 'Humanities, Geography and Economics' (ICHGE'2013), Dubai (UAE), October 6-7, 2013

International Seminar on 'Democracy, Education and Development: Equity, Inclusion and Sustainability', NUEPA, March 6-8, 2014

### **Training Material and Courses Developed & Transacted**

Training Material for the Programme on Management of Special Training of Special Children under RTE, NUEPA, September 9-13, 2013

RTE Handbook for NCERT

CCE Manual for Primary Classes for Govt. of Haryana



### **Other Academic Activities**

Successfully completed an e-course on “Dimensions of Teacher Policy”, by World Bank Institute, November 11 - December 20, 2013

### **Consultancy and Academic Support to Public Bodies**

Resource Person for the Refresher in Education, organised by Jamia Millia Islamia, April 10 - May 2, 2013

Member, Review Committee to assess past performance of Andhra Pradesh SET agency, Osmania University, April 16, 2013

Member, Interview Committee for Principals of School under RMSA, Andhra Pradesh, held by Commissioner & Director of School Education and Ex -Officio Project Director RMSA, A.P., Hyderabad, May 7-11, 2013

Member, Academic Council, National Institute of Open Schooling (NIOS), May 24, 2013

Subject Expert for interview for the post of Consultant TSG-RMSA, Ed. CIL, May 24, 2013

Subject Expert for selection of consultant for SSA, Ed. CIL, July 24-25, 2013

Subject Expert for interview for the post of Consultant SSA for Ed. CIL, October 1, 2013

Resource Person for Education Seminar, organised by Air Headquarters, Delhi, November 28, 2013

Resource Person in the Awareness Programme for key functionaries of North-Eastern states on Special Training for Out-of-School Children admitted in age-appropriate classes under RTE, by the states, organized by NCERT, Bhopal, January 7-10, 2014

Expert for Designing Indicators and Data Sources for Impact Evaluation of DNS Teacher Training Project, SCERT, Haryana, January 20-21, 2014

Member, National Consultation for preparation of RTE Handbook, with a focus on Children with Special Needs, organized by NCERT, January 21-23, 2014

Member, Board of Management (constituted by UGC), K.J. Somaiya College, Mumbai University, January 31, 2014

Resource Person for the National Workshop on ‘Effective Teaching and Learning Pedagogy’, organised by Indian Society for Technical Education, February 19-21, 2014

Resource Person for the Training Programme on ‘Result Based Management in Educational Planning and Administration, organized by Centre of Environmental Education, Ahmedabad, for a group of Provincial Education Directors and Education Managers from Afghanistan, March 10, 2014

### **Membership of Eminent Bodies outside NUEPA**

Member, Board of Management, K.J. Somaiya College, Mumbai University

Member, Academic Council, National Institute of Open Schooling (NIOS)

Member, Governing Body of PG College, Tamil Nadu

### **S.K. Mallik**

#### **Participation in Seminars/Conferences/Workshops**

##### **International:**

Attended and acted as rapporteur in the International Seminar on “Democracy, Education and Development-Issues relating to Inclusion, Equity and Sustainability”, conducted by NUEPA, March 6-8, 2014

#### **Other Academic Activities**

Attended the Refresher Course on “Research Methodology in Social Science”, organised by Academic Staff College (ASC), Aligarh Muslim University, Aligarh, March 31-April 19, 2013

Course in-charge of Thematic Seminar for DEPA and IDEPA

Supervised the Project work for DEPA and IDEPA

## **Consultancy and Academic Support to Public Bodies**

Appraisal work of MHRD, Government of India-The Integrated AWP & B of Mizoram RMSA.

## **Other Academic and Professional Contributions**

Editorial Assistance for Journal of Educational Planning and Administration (NUEPA journal)

## **Naresh Kumar**

### **Participation in Seminars/Conferences/Workshops**

#### **National:**

Participated in “Anil Bordia National Policy Seminar”, organized by Department of Educational Policy, NUEPA, New Delhi, December 16-17, 2013

#### **International:**

Attended International seminar on “Democracy, Education and Development: Issues relating to Inclusion, Equity and Sustainability”, organized by NUEPA, New Delhi, March 6-8, 2014.

### **Workshop/Conferences/Training Programmes Organized**

Workshop on “Qualitative Research Methods in Education”, organized by the Department of Educational Policy, NUEPA, July 22-August 2, 2013

#### **Other Academic Activities**

Attended 66<sup>th</sup> Orientation Course, Academic Staff College, BHU, Varanasi, January 3 – 30, 2014

Supervision of XXXIV<sup>th</sup> DEPA Dissertation, NUEPA New Delhi

#### **Teaching Assignments:**

Education and Development: An International perspective (Course No. 202) - XXX<sup>th</sup> IDEPA

Participant Seminar (Course No. 212) - XXXIV DEPA

## **Consultancy and Academic Support to Public Bodies**

External Evaluator and conducted viva-voce for M. Phil. Dissertation at Centre for the Study of Social System, Jawaharlal Nehru University.

Reviewed RMSA ‘Integrated Annual Work Plan and Budget’ for the states of Bihar, Sikkim and Andaman and Nicobar Islands

## **Other Academic and Professional Contributions**

Convenor, Sub-committee on societal context and participant seminar (Course No. 101 & 112) under the Committee for Revision and Restructuring of DEPA course

Coordinator - NUEPA Colloquium

Member, Sub-group on ‘Research’ and ‘Faculty Development’ for preparing perspective plan for NUEPA in 2014.

Member, Admission Committee and Student Welfare Committee, NUEPA.

# DEPARTMENT OF SCHOOL & NON-FORMAL EDUCATION

## **Nalini Juneja (HOD)**

### **Publications**

#### **Research Papers/Articles/Notes:**

RTE and the Issues related to Quality of Education, *Journal of National Human Rights Commission*, Vol. 12. P 201-224

## **Participation in Seminars/Conferences/Workshops**

### **National:**

Presented a Paper titled “In Free and Compulsory Education Up to the Age of 14 years: Did The Founding Fathers intend to include the 0-6 Age Group?” at the Seminar on ‘Educational Visions for India: Reflections on Strategy and Action’, organized by Council for Social Development, India International Centre, June 16, 2013

Presented a Paper at a Conclave on ‘Exploring the Role of Law Schools in Strengthening Democracy and the Rule of Law’, organized by Global Jindal Law School, June 27, 2013

Attended a meeting at Delhi Judicial Academy, January 2014

Attended, as a key Resource Person, the “National Convention on the progress of the Right to Education (RTE)”, organized by National Commission for Protection of Child Rights, New Delhi, January 14-15, 2014

Participated in “National Consultation for the Preparation of RTE Handbook with a focus on Children with Special Needs”, National Council of Educational Research and Training, January 21-23, 2014

Participated, as a Resource Person, in the Judicial Seminar on ‘Social Context Adjudication’ for the Officers of DHJS & DJS (Mixed Group), February 1, 2014

Participated, as a Resource Person, in the National Consultation “Mapping RTE Act Implementation of Section 12 (1) c”, organised by Centre for Social Equity and Inclusion (CSEI), YMCA Auditorium, March 21, 2014

Participated in the launch of the “Report on status of Implementation of RTE Act in Delhi”, organized by JOSH, India International Centre, March 27, 2014

Participated in the Consultation on “Grievance Redress of the RTE”, organized by Oxfam and RTE Forum, India Habitat Centre, March 28, 2014

### **International:**

Presented a Paper titled “Institutionalization of the Right to Education in India” at the 164th CICE Open Seminar, organized by the Centre for the Study of International Cooperation in Education, Hiroshima University, Japan, October 11, 2013

Presented a Paper titled “The Story of the Right to Education in India” at the 165th CICE Open Seminar, organized by the Centre for the Study of International Cooperation in Education, Hiroshima University, Japan, October 23, 2013

Presented a Paper titled “RTE 2009: Issues Addressed and Challenges in Implementation” at the 166th CICE Open Seminar, organized by the Centre for the Study of International Cooperation in Education, Hiroshima University, Japan, November 12, 2013

Participated in The Hiroshima University-Universiti Sains Malaysia Student Forum, organized by the Centre for the Study of International Cooperation in Education, Hiroshima University, Japan, December 2-6, 2013

Presented a Paper titled “India’s new Mandate against Economic Apartheid in Schools” at the 167th CICE Open Seminar, organized by the Centre for the Study of International Cooperation in Education, Hiroshima University, Japan, December 12, 2013

Presented a paper at a Seminar on ‘South Asian Society of Japan’, organized by the Kyushu Branch, at Kyushu University, Faculty of Education, December 15, 2013.

### **Consultancy and Academic Support to Public Bodies**

Served as Visiting Professor in the Centre for the Study of International Cooperation in Education, Hiroshima University, Japan, September 1 to December 31, 2013

Guest Editor, Special Issue on the Right to Education, The Journal of International Cooperation in Education (ISSN 1344-2996 Volume 16, No.1: (March 2014)

### **Membership of Eminent Bodies outside NUEPA**

Member, Department Advisory Board (DAB), Department of Education in Social Sciences (NCERT)

## Neelam Sood

### Publications

#### **Books/Chapters:**

*Meaningful Access and Quality of Pre-school Education in India.* Germany: Lap Lambert, 2014, pp.125, ISBN 978-3-8473-4013-3

#### **Research Papers/Articles/Notes:**

“Enhancing Quality in School Education with Student Diversity: Experiences from India” published online in The Clute Institute International Academic Conference Proceedings, Colorado, USA, 2013. Available at <http://www.cluteinstitute.com/proceedings/2013BRPapers/Article%20152.pdf>

#### **Participation in Seminars/Conferences/Workshops**

Presentation on “Inclusive Education: Prospects and Challenges for School Administrators” at a Workshop for school principals, organized by Centum Learning, Lucknow, June 23, 2013

Participated in the Chhattisgarh State Consultation on School Leadership Development Programme and delivered opening address, Raipur, September 12, 2013

#### **Workshops/Conferences/Training Programmes Organized**

Organized State Conference for educational administrators of Nagaland as a key person and spoke on “Access, Participation and Quality of Education in the Context of RTE Act, 2009”, Kohima, May 13-14, 2013.

Conducted a Workshop on “Understanding and Implementing Inclusive Education in Schools: Challenges for Teachers”, Salwan Public Trust, May 20, 2013

Organized, at the behest of MHRD, a one-day Consultation on "Tackling sexual crimes against women in HEIs", NUEPA, August 27, 2013

Was member of a team that organized the State Conference for district and block-level educational

administrators of Arunachal Pradesh and delivered the opening address, September 18, 2013

Was member of a team that organized the State Conference for district and block-level educational administrators of Tripura and spoke on “Changing Role of Educational Administrators in School Education”, November 15, 2013.

Team leader for organizing a State Conference for educational administrators of Sikkim and conducted an interactive session with administrators on the current challenges faced by educational administrators in Sikkim, Gangtok, December 9, 2013.

Organised a Workshop on “Towards Inclusive Education: Addressing Challenges in the Classroom”, Salwan Public Trust, February 17, 2014

#### **Other Academic Activities**

Teaching part of the core course on Research Methodology (CC-2) in M.Phil./Ph.D. programme and DEPA

#### **Consultancy and Academic Support to Public Bodies**

Moderation of Question papers of M.Sc. Examination - Courses on “Counseling and Family Therapy: Basic Concepts and Theoretical perspectives”; “Research Methods and Statistics”, IGNOU, April 29, 2013

Supported review of doctoral research projects in Child Development, IGNOU on June 24, September 26 and November 11, 2013

Evaluated Ph. D. thesis and conducted viva-voce at Avinashilingam University for Women, Coimbatore, July 9, 2013

Participated in Executive Committee meeting of Rashtriya Madhyamik Shiksha Abhiyan Society for the UT of Daman and Diu, October 14, 2013

Joint Examiner, Paper Number 1334, Development Disabilities Part II, M. Sc (Sem. III), Lady Irwin College, University of Delhi, November 12, 2013

Member of the team that conducted “Second National Evaluation of Kasturba Gandhi Balika Vidyalaya Scheme”, November 19-23, 2013



Contributed in the review process for Fulbright Specialists (USIEF), January 9, 2014

Member on the panel “Gender Sensitization towards Women Empowerment: Way Forward”, Amity University, NOIDA, March 10, 2014

### **Membership of Eminent Bodies outside NUEPA**

Member, Doctoral Research Committee, Child Development, IGNOU

Member, Editorial Board for the Journal “Recent Educational & Psychological Researches”

Member, Executive Committee of the Council of Boards of School Education in India

## **Pranati Panda**

### **Publications**

#### ***Books/Chapters:***

Chapter on “Understanding the Educational Change Process and Teachers’ Work” in ‘Transforming Teachers’ work Globally: In Search of a Better Way for Schools and Their Communities’ (eds. Eija Kimonen and Raimo Navalainen). The Netherlands: Sense Publishers, 2013. ISBN: 978-94-6209-468-0 (Paperback). ISBN 978-94-6209-469-7. (Hardback), pp 339-345.

“Transformative Role of Education for Peace for Preparing Teachers” in ‘India: Critical reflection on Policy and Practices’. (Lead Paper, 261-271). Gandhi Vidya Mandir and IASE (D) University, Sardarshahr (Rajasthan), 2013

“School Performance Management in India” in ‘Education for the New Millennium’, Banaras Hindu University, ISBN: 978-81-927002-1-2, 2013, Page 171-184.

### **Participation in Seminars/Conferences/ Workshops**

#### ***National:***

Presented a Paper on “Linking school safety with whole

school concept (Linkage to RTE, SSA and UNCRC)”, at the National Programme on ‘School Safety for Teachers’, National Institute of Disaster Management, New Delhi, June 10-14, 2013.

Presented a Paper on “School Standards and Evaluation” at Workshop on ‘Baseline Study for School Standards and Evaluation’, November 14-15, 2013.

Presented a Paper on “School Performance Standards and Evaluation” at National Dissemination Seminar, ‘Save the Children’ (as part of European Union Project on Exchange of International Best Practices), Bhubaneswar, Odisha, December 16-17, 2013,.

Presented a Paper on “Curriculum Management and Change in Teacher Education, (2014)” at State Seminar on ‘Teacher Education Curriculum Change’, Tamil Nadu Government, December 22-23, 2013

Participated and presented a Paper in the dissemination seminar on the sharing of learning of the Joint Review Mission on Teacher Education, Kolkata, December 30, 2013

Presented a Paper on “Public Private Partnership in Teacher Education: Exploring possibilities for the state of Odisha. Envisioning Teacher Education in Odisha”, UNICEF and Govt. of Odisha, March 6-7, 2014.

#### ***International:***

Presented a Paper on “Teacher Performance Standards in India: Connections, Comparisons and Possibilities” at International Conference on ‘Transforming School Quality’ (as part of European Union Project on Exchange of International Best Practices), New Delhi, April 12-14, 2013.

Presented a Paper, as a Resource Person, on “Integration of Disaster Risk Reduction in Schools for developing an Action Plan on School Safety for South Asia Region”, SAARC Disaster Management Centre, New Delhi, February 6, 2014

Made a Presentation on “School Standards and Evaluation in India” at a Connecting Classrooms Study Visit to UK on School Quality Assurance & Inspection System, February 17-21, 2014

## **Training Material and Courses Developed & Transacted**

School Development and Governance (2014).

Accountability (2014).

## **Consultancy and Academic Support to Public Bodies**

As a Team Leader for the Joint Review Mission on Teacher Education (Odisha) visited different teacher education institutions, prepared the state report with recommendations for improving teacher education sector (March 10-16, 2013). Subsequently submitted the post-JRM initiatives by the state of Odisha. (teindia.nic.in).

As a Government of India nominated Team Member of the Joint Review Mission of RMSA, visited the state of Madhya Pradesh during January 13-27, 2014 and prepared a state report and national report as part of the JRM team.

Served as an international reviewer for UNESCO's Quarterly Review of Comparative Education.

Collaborated with RMSA-TCA on research study on School Performance Management and participated in the development of tools and finalization of the report related to the study.

Extended academic support to UNICEF and SEEDS project on Practicing Disaster Risk Reduction in Schools in India.

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

Evaluated three Ph.D. theses of Utkal University, Odisha, Dr. B.R. Ambedkar University, Agra and JNU, New Delhi and also served as examiner for two theses in Education.

## **Membership of Eminent Bodies outside NUEPA**

International Editorial Board Member, KEDI Journal of Education Policy (KJEP)

Member-Secretary of the project on International Best Practices leading to Innovation in SSA (EU Funded Project). Member, Teacher Education Approval Board (TEAB), Ministry of Human Resource Development (MHRD).

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

Member, Research Committee, STRIDE, IGNOU.

Member, Institutional Advisory Board, Regional Institute of Education, NCERT.

Member, Kendriya Vidyalaya Management Committee, New Delhi

## **Rashmi Diwan**

### **Publications**

#### **Books/Chapters:**

“Practical Tips for Teaching Multi-Grade Classes” (Specialised Booklet No.4) in ‘Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Series’. Bangkok: UNESCO, 2013. pp 57.

“Alternative Education: Concept and Evolution” (Self-instructional module for the PGDEMA Programme), Indira Gandhi National Open University (MES-048), December 2013. pp. 52.

Chapter titled “Adult Literacy, Education and Life Long Learning: Towards Sustained Development of All” in ‘Education as a Right Across the Levels: Challenges, Opportunities and Strategies’. Viva Books, 2014. Pp 218 – 231.

### **Participation in Seminars/Conferences/Workshops**

#### **National:**

Presented a Paper on “Adult Literacy, Education and Life Long Learning: Towards Sustained Development of All”, International Education Conference 2014 (IEC 2014), Jamia Millia Islamia, New Delhi, March 10-11, 2014.

### **International:**

Presented a Paper on “School Leadership in India: Proposal for Collaborative Research” at Research Round Table, National College of Teaching and Leadership (NCTL), Nottingham, November 28-29, 2013.

### **Training Material and Courses Developed & Transacted**

Module “Understanding School Leadership” used in Workshops and Training Programmes on School Leadership for School Heads.

“Guiding Through the Preparation of School Development Plan: A Handbook for School Heads” (jointly with Dr. B.K. Panda).

Module “Leading Small Multi-grade Schools: A Practical Guide for the Head Teachers” as Specialized Focus Area for specific target groups to be used as part of School Leadership Development (jointly with Dr. Mona Sedwal)

### **Membership of Eminent Bodies outside NUEPA**

Co-ordinator of the Project on Developing Leadership Capacity for Schools in India in collaboration with National College for School Leadership, Nottingham, UK.

Member, Consultative Committee on Leadership Programme and School Management, Bharatiya Vidya Bhavan, New Delhi

Life Member, Indian Association of Educational Planners and Administrators, New Delhi.

Life Member, Commonwealth Council of Educational Administrators, New England University, Armidales

Life Member, Comparative Education Society of India (CESI), Jawaharlal Nehru University, New Delhi

Member, Research Support Group (SRSG), constituted by State Council of Educational Research and Training, New Delhi

Founder member, Dr. S. Radhakrishnan Shiksha Samiti, constituted by the Board of School Education, Haryana for establishment of Dr. S. Radhakrishnan Model School to work as a Lab school for testing innovative strategies and methodologies in school education

## **Madhumita Bandyopadhyay**

### **Publications**

#### **Books/Chapters:**

End-of-Decade Note on “Universal Primary Education (EFA Goal 2)” in ‘Asia-Pacific Region EFA Evaluation Document’. Bangkok: UNESCO Bangkok, UNICEF EAPRO and UNICEF ROSA ISBN 978-92-9223-433-1 (Print version) [co-authored with Dr. Biswal]

Chapter on “Access and Participation of Children in Elementary Schools in Context of RTE Act, 2009” in book on ‘Education for All’ (eds. J. Mete and A. Mondal). New Delhi: APH Publishing Corporation. ISBN: 978-93-313-2283-8, January 2014, pp.57-71

#### **Research Papers/Articles/Notes:**

“Civil Society Organizations and Provision of Elementary Education: An Experience from Empirical Study”, *Madhya Pradesh Social Science Review*, Vol. 17 No. 1, ISSN: 07-855X, (2013), pp. 40-58 (co-authored with Moitri Dey)

“Education and Development in India: Focus on School Participation and Learning Outcome of Children at the Elementary Level” (online publication). Available at [http://www.ukfiet.org/cop/wp-content/uploads/2013/11/Bandyopadhyay\\_Education-and-Development-in-India.pdf](http://www.ukfiet.org/cop/wp-content/uploads/2013/11/Bandyopadhyay_Education-and-Development-in-India.pdf)

“Access and Quality in Elementary Education in India: Challenges for a Post-2015 Education Agenda” in *Compare Forum*, 2014, BAICE, UK (online publication). Available at <http://baice.ac.uk/2014/access-and-quality-in-elementary-education-in-india-challenges-for-a-post-2015-education-agenda/#comments>

## **Participation in Seminars/Conferences/ Workshops**

### **National:**

Presented a Paper on “Implementation of Right to Education Act, 2009: An Assessment” at the National conference on ‘Making Democratic Governance Work: Reinventing Public Service Delivery Systems in India’, conducted by Department of Political Science, Jamia Millia Islamia, New Delhi, November 5-6, 2013.

Presented Paper on “Rights of Children to Formal Education in the Context of RTE Act 2009: Where do We Stand” in Educational Symposium on ‘The Changing Contours of Indian Education—Issues and Challenges’, organised by Department of Education, Shyama Prasad Mukherji College (University of Delhi), February 12-13, 2014

### **International:**

Presented a Paper on “Education and Development in India: Focus on School Participation and Learning Outcome of Children at the Elementary Level” at International UKFEIT Conference ‘Education and Development Post- 2015, Reflecting, Reviewing, Re-visioning’, conducted by CFBT and BAICE, Oxford University, UK, September 10-12, 2013

## **Workshops/Conferences/Training Programmes Organized**

Coordinated the International Seminar on “Democracy, Education and development: Issues Relating to Inclusion, Equity and Sustainability”, NUEPA, March 6-8, 2014

## **Training Material and Courses Developed & Transacted**

Prepared Training Material for Workshop on “Improving Participation of Children in Elementary Schools,” January 27-31, 2014

## **Consultancy and Academic Support to Public Bodies**

Participated, as a member from NUEPA, in the development of India Exclusion Report by Centre for

Equity Studies, New Delhi and contributed a Paper on “Education, Poverty and Exclusion” for this project

Provided academic support and guidance as ‘Mentor’ in the conducting of a research on “Absenteeism in Elementary Schools: A comparative Study of MCD Schools and KVs in Delhi” by a research team, headed by Ms. Deepa Idnani, Assistant Professor, Education Department, Shyama Prasad Mukherjee College, Delhi University under the scheme of Innovative Project of Delhi University

Coordinated the Consultative Meet for extension of RTE Act to Secondary Education and prepared related Background Note as well as Report

## **Membership of Eminent Bodies outside NUEPA**

Member, Comparative Educational Society of India (CESI)

Member, Comparative and International Education Society (CIES)

Member, ASPIRE, a Delhi- based NGO

## **Kashyapi Awasthi**

### **Publications**

#### **Books/Chapters:**

Chapter on “WTO, GATS and Higher Education in India: A SWOT analysis” in a book titled ‘Higher Education in India’ (eds. Rajive Kumar and Narendra Kumar). New Delhi: Atlantic Publishers

## **Participation in Seminars/Conferences/ Workshops**

### **National:**

Presented a Paper on “Coaching and Mentoring: An Effective means for reducing gaps in Teacher Competency” in National Seminar on ‘Teacher Competency: Mapping and Management’ at the Department of Education (CASE), Faculty of Education and Psychology, M.S. University of Baroda, Vadodara, Gujarat, February 28-March 1, 2014



# DEPARTMENT OF HIGHER AND PROFESSIONAL EDUCATION

## **International:**

Participated in the International Conference on “Transforming Schools for Quality Education” under the project ‘Exchange of International Best Practices Leading to Innovation in SSA’, India Habitat Centre, April 12-14, 2013

Participated in the International Seminar on “Democracy, Education and Development Issues relating to Inclusion, Equity and Sustainability”, NUEPA, March 6-8, 2014.

## **Workshop/Conferences/Training Programmes Organized**

Co-organized a two-day Workshop for State-level Administrators in Gujarat and delivered a lecture on “Educational Leadership and Change” besides preparing an analytical report on the management and administrative needs and challenges of field level administrative officers in Gujarat, May 30-31, 2013

Organized a two-day Workshop for State-level Administrators in Tripura and delivered a lecture on “Improving Schools: The role of Academic Leaders” and developed an analytical report on the management and administrative needs and challenges of the field level administrative officers in Tripura, November 15-16, 2013

## **Membership of Eminent Bodies outside NUEPA**

Member, Doctoral Research Committee, Child Development, IGNOU

Member, Editorial Board for the Journal “Recent Educational & Psychological Researches”

Member, Executive Committee, Council of Boards of School Education in India.

## **Sudhanshu Bhushan (HOD)**

### **Publications**

#### **Books/Chapters:**

Chapter on “Human Development” in ‘Delhi Human Development Report’ (prepared by the Institute for Human Development for the Government of NCT of Delhi), 2013

#### **Research Papers/Articles/Notes:**

Legal Hurdles in the Entry of Foreign Universities (opinion piece), Indian Express, October 1, 2013

‘Unemployable Graduates in India’ (published in a non-referred Journal), C. M. College, Darbhanga, 2013

Rashtriya Uchatar Shiksha Abhiyan - Implementation Challenge’, College Post, January-March, 2014

#### **Book/Article Reviews:**

Review of Pawan Agarwal (ed.) book ‘A Half-Century of Indian Higher Education: Essays’ by Philip G. Altbach. New Delhi: SAGE Publications India 2012. 628 pages in Contemporary Education Dialogue, 11, 1 (2014): 115-135

### **Participation in Seminars/Conferences/Workshops**

#### **National:**

Presented a Paper on “Higher Education and Employability: Preparing Graduates in University”, Guwahati College, June 16, 2013

Presented a Paper on “Common Bill on Central Universities: Super Regulatory Provisions”, CSDS, Delhi, September 1, 2013

Presented a Paper on “Liberal Education: Cultivating the mind of Students” at a National Level Academic Workshop on ‘Role of Universities and Colleges in the Human Resource Development-Beyond Curriculum’, Pondicherry University, September 6, 2013

Presented a Paper on “State’s Autonomy in Policy Formulation” in Seventh Bihar Educational Conference, Patna, October 22-23, 2013

Presented Keynote Paper on “Higher Education in India in the Perspective of 12th Five Year Plan” at 60th Annual Conference of Assam College Teachers’ Association (ACTA ), Chhayagaon College, Chhayagaon, October 23-26, 2013

Presented a Paper on “How Just are Policies in Higher Education?” in Anil Bordia Memorial National Policy Seminar on ‘Education and Social Empowerment: Policies and Practices’, NUEPA, New Delhi, December 16-17, 2013

Presented a Paper on “Analytical Issues of Academic Reform Agenda of Twelfth Plan” at UGC ASC, Rani Durgawati University, Jabalpur, January 27, 2014

Presented a Paper on “Key Challenges in RUSA” in the National Conference on ‘Rashtriya Uchchar Siksha Abhiyan: A Paradigm Shift for Quality Enhancement of Science & Humanities Education & Research’, Jiwaji University, Gwalior, February 28, 2014

#### **International:**

Presented a Paper on “Culture of inquiry” at a Seminar at Tikapur Multiple College, Nepal, September 21 - 22, 2013

Presented a Paper on “Equity and Affordability in Higher Education” in International Seminar on ‘Democracy, Education and Development: Issues relating to Inclusion, Equity and Sustainability’, NUEPA, New Delhi, March 6-8, 2014

#### **Lectures Delivered**

Delivered a lecture on “The Idea of Research in ICSSR Capacity Building Programme, Sambalpur University, May 17, 2013

Delivered a lecture on “Research Design” in a Research Methodology Course, Banaras Hindu University

(BHU), Varanasi, September 10, 2013

Delivered a lecture on “Research Design” in a Research Methodology Course, Central University of Himachal Pradesh, Dharamshala, November 15-16, 2013

Delivered ‘Mother Josephine Memorial Lecture – 2014’ on “Quality Discourses and Silence of the Voices of Teachers”, St. Ann’s College of Education (Autonomous), Mangalore, February 8, 2014

#### **Consultancy and Academic Support to Public Bodies**

Member of an Oversight Committee, constituted by UGC, to study the income generated and advice the UGC and Universities

Member, Academic Council, Central University of Himachal Pradesh.

Invited member of the Task Force, constituted by MHRD, to Promote and Develop Quality Faculty from SCs, STs and PWDs,

Convenor of a Sub-Group of the Committee on National Mission on Teachers and Teaching, constituted by MHRD.

Member of Expert Committee, constituted by UGC, to frame guidelines on pursuing more than one degree simultaneously

Member, Peer Review Team on Quality Assurance for Tikapur Multiple Campus, Kailali, Nepal (visited during June 9-13, 2013)

#### **Other Academic and Professional Contributions**

Conferred Amartya Sen Award for Outstanding contribution in Social Science on May 6, 2013 by ICSSR, MHRD

### **Aarti Srivastava**

#### **Publications**

##### **Research Papers/Articles/Notes:**

Higher Education revisiting the rural, *University News*

Closing the skill gaps in India, *Global Digest*

Teaching Learning Centres in Higher Education, *College Post*

Units on 'School development plan', IGNOU

Units on 'Aspects of school development plan', IGNOU

### **Participation in Seminars/Conferences/ Workshops**

Contributed and participated in Orientation Programme on 'Planning and Management of Higher Education Institutions' for College Principals of Jammu & Kashmir, Srinagar, June 24 – 28, 2013

Contributed and participated in a Workshop on 'Establishing Subject-based Networks on Teaching-Learning among Universities', August 19-23, 2013

Contributed and participated in Orientation Programme on 'Planning and Management of Higher Education Institutions' for College Principals of Educationally Backward Districts, NUEPA, New Delhi, September 30-October 5, 2013

Participated in Workshop on 'Choice-based credit system in Institutions of higher education in India', NUEPA, October 28-30, 2013

### **Lectures Delivered**

World Education Summit—skills for employability, April 2013

Research Methodology sessions at Assam University, April 2013

Economics of Education, Institute of Applied Manpower Research, New Delhi, May 2013

Gender and Development, National Labour Institute, Noida, May 2013

Testing: construction of blue print, Devi Ahilya Vishwavidyalaya, Indore, August 2013

Effective Management for principals, Delhi Govt., Delhi, September 2013

Understanding Hinduism, The Lycée français de Delhi, November 2013.

Teacher quality, Guru Nanak Dev University, Amritsar, December 2013

Dimensions in Higher Education, National College, Lucknow, December 2013

Survey method, Jamia Millia Islamia, New Delhi, January 2014

Researching Peace and Education, BHU, Varanasi, January 2014

Education policies and programmes, Jamia Millia Islamia, New Delhi, January 2014

Excellence in Higher Education, Rani Durgawati Vishwavidyalaya, Jabalpur, February 2014

Understanding Higher Education, NGO-Only for Cause, Jaipur, March 2014

FYUP: gain or loss, NGO-SSUN, New Delhi, March 2014

### **Workshops/Conferences/Training Programmes Organized**

Coordinated Workshop on 'Teaching Learning Centers in Higher Education', November 26-29, 2013

### **Other Academic Activities**

Participated in IIEP/UNESCO Course on 'Using indicators in monitoring higher education', IIEP Paris, April 22–June 21, 2013

Supervision of M.Phil. scholar, Ms. Aprajita Gantayet, and Ph.D. scholar, Ms. Anuneeta Mitra

### **Consultancy and Academic Support to Public Bodies**

Evaluation of research project at ICSSR

Examiner for IGNOU exams

Examiner for M.Phil. at JNU

Examiner for Ph.D. at JNU

Examiner for Ph.D. at CCS University, Meerut

## Other Academic and Professional Contributions

Entrance test committee for M.Phil/Ph.D., NUEPA  
Screening committee for M.Phil/Ph.D., NUEPA  
Evaluation committee for M.Phil/Ph.D. Test, NUEPA  
Student support committee, NUEPA  
DEPA Course revision on research methodology

## Membership of Eminent Bodies outside NUEPA

Life Member, Association of Adult Education, ITO, New Delhi (1999)  
Life Member, Bhartiya Gyanpith Parivar, New Delhi (1999)  
Life Member, Indian Economic Association (2004)  
Life Member, Indian Society of Labour Economics (1998)  
Life Member, National Book Trust (1998)  
Life Member, UP Bharat Scout and Guides (2003)  
Life Member, Theosophical Society, Varanasi (2004)  
Life Member, CESI, New Delhi (2010)  
Life Member, All India Association of Educational Research (2009)

## Neeru Snehi

### Publications

#### Books/Chapters:

Chapter on “College Autonomy: An Indian Experience”, in book ‘Education as a Right across the Levels’, International Education Conference (2014), Viva Books, 2014

#### Research Papers/Articles/Notes:

“Student Mobility at Tertiary Level of Education in India-Status, Prospects and Challenges”, *NUEPA Occasional Paper*, 2013

Sustaining Scientific Research at Tertiary Level - A Challenge, *University News*, June 2013.

Science Education at Tertiary Level-Revisiting Science Policies, *Universities News* (Special Issue on Higher Education Policy), February 17-21, 2014

College Autonomy: An Indian Experience, in book ‘Education as a Right across the Levels’, International Education Conference (2014), Viva Books, 2014

## Participation in Seminars/Conferences/Workshops

### National:

Presented a Paper on “School improvement planning” at Training Programme for Principals of Government Schools, organized by Department of Education, Delhi, at New Delhi, May 2013

Participated in Consultative Meet on ‘Policy research areas in Higher Education’, Centre for Policy Research in Higher Education, NUEPA, New Delhi, September 2013

Contributed and participated in Orientation Programme on ‘Planning and Management of Higher Education Institutions’ for College Principals of Educationally Backward Districts, September 30-October 5, 2013, NUEPA, New Delhi.

Contributed and participated in a Workshop on ‘Choice Based Credit System in Institutions of Higher Education in India’, NUEPA, New Delhi, October 28-30, 2013

Presented a Paper on “Subject-Networks in higher education” at FICCI Higher Education Summit 2013 Building Networks for Transforming Indian Higher Education ‘Enabling to Deliver Value’, FICCI, Federation House, New Delhi, November 13-14, 2013

Contributed and participated in a Workshop on ‘Teaching Learning Centers in Higher Education’, NUEPA, New Delhi, November 25-29, 2013.

Presented a Paper on “Teachers in Indian Higher Education Institutions-Critical Issues”, CESI, Kolkata, December 28-30, 2013.



Participated and chaired a session in a Workshop on 'Improving Participation of Children in Elementary Schools', NUEPA, New Delhi, January 27-31, 2014.

Participated and chaired a session in an Educational Symposium on 'The Changing Contours of Indian Education- Issues and Challenges', Shyama Prasad Mukherji College, University of Delhi, February 12-13, 2014

Participated in the Consultative Meeting on State Higher Education Councils and prepared a Report of the session on 'RUSA and the Role of State Councils of Higher Education (SCHE)', NUEPA, New Delhi, March 25-26, 2014

#### **International:**

Participated in South Asia Conference on Higher Education, conducted by HEIRA-CSCS and Ford Foundation, New Delhi, August 5-7, 2013

Participated and prepared a Report of the Session on "Education and Development" at International Seminar on 'Democracy, Education and Development: Issues relating to Inclusion, Equity and Sustainability', NUEPA, New Delhi, March 6-8, 2014.

Presented a Paper on "College Autonomy: An Indian Experience", at International Education Conference 2014, JMI, New Delhi, March 10-11, 2014.

#### **Workshops/Conferences/Training Programmes Organized**

Coordinated Orientation Programme on 'Planning and Management of Higher Education Institutions' for College Principals of Jammu & Kashmir, Academic Staff College, University of Kashmir, Srinagar, June 24 - 28, 2013

Coordinated National Workshop on 'Subject Based Network', NUEPA, New Delhi, August 29-31, 2013

Coordinated Orientation Programme on 'Planning and Management of Higher Education Institutions' for College Principals of Educationally Backward Districts, NUEPA, New Delhi, September 30-October 5, 2013

Coordinated National Workshop on 'Autonomous Colleges', NUEPA, New Delhi, December 9-13, 2013

#### **Other Academic Activities**

Participated in a IIEP/UNESCO Distance Course on 'Using indicators in monitoring higher education', Paris, April 22 - June 21, 2013

#### **Consultancy and Academic Support to Public Bodies**

Contributed in preparation of 'Report to the People on Education, 2012-13', MHRD

### **Kausar Wizarat**

#### **Participation in Seminars/Conferences/Workshops**

##### **National:**

Contributed and participated in Workshop on 'Establishing Subject-based Networks on Teaching-Learning among Universities', NUEPA, New Delhi, August 19-23, 2013

Participated in Consultation Meeting on 'Tackling sexual crimes against women in higher education institutions', NUEPA, New Delhi, August 27, 2013

Seminar on 'Memories of Growing Up in Post-Partition India', India International Centre Annexe, New Delhi, September 12, 2013

Participated in Consultative Meet on 'Policy research areas in Higher Education', Centre for Policy Research in Higher Education, NUEPA, New Delhi, September 2013

Contributed and participated in Workshop on 'Choice based Credit System in Institutions of Higher Education in India', NUEPA, New Delhi, October 28-30, 2013

Participated in Seminar on 'Labour, Culture and Politics: Experiences and Histories of Working Class Women in Delhi', CWDS, IIC Annexe, New Delhi, November 7, 2013

Attended ICCI Higher Education Summit 2013 'Building Networks for Transforming Indian Higher Education', New Delhi, November 13-14, 2013

Contributed and participated in Workshop on 'Teaching Learning Centers in Higher Education', NUEPA, New Delhi, November 25-29, 2013

Attended Special Session on 'Innovation and Creating Value from Ideas' (with Rector, Imperial College, London), New Delhi, January 9, 2014

#### **International:**

Participated in International Seminar on 'Democracy, Education and Development: Issues relating to Inclusion, Equity and Sustainability' and prepared a Report of the Session on "Issues Related to Inclusion, Equity and Sustainability", NUEPA, New Delhi, March 6-8, 2014

#### **Workshops/Conferences/Training Programmes Organized**

Coordinated Orientation Programme on 'Planning and Management of Higher Education Institutions' for College Principals of Jammu & Kashmir, Academic Staff College, University of Kashmir, Srinagar, June 24 – 28, 2013

Coordinated Orientation programme on 'Planning and Management of Higher Education Institutions' for College Principals of Educationally Backward Districts, NUEPA, New Delhi, September 30-October 5, 2013

#### **Other Academic Activities**

Attended Distance Education Course: Using indicators in monitoring Higher Education, IIEP, Paris, April 22-June 21, 2013

Attended 2<sup>nd</sup> Refresher Course in 'Media Studies & Governance', organized by Academic Staff College, Jamia Millia Islamia, New Delhi, January 14 – February 3, 2014

#### **Membership of Eminent Bodies outside NUEPA**

Pehchan, an NGO working on Muslim girls' education in Mewat, Haryana

## **Sangeeta Angom**

### **Publications**

#### **Research Papers/Articles/Notes:**

Financing of Private Universities in India, *Proceedings of North East India Education Society Conference*, NEHU, Shillong, November 2013,

Academic Credit System in Higher Education: Relevance and Effectiveness in India, *Proceedings of International Conference*, Mumbai University, January 2014.

Growth of Higher Education in Manipur: Status and Policy Perspectives, *Journal on Higher Education for the Future*, Volume 1, Issue 1, January 2014, Sage Publication

Private Universities in India: Status and Policy Perspective, *University News*; Special Issue, February 2014

#### **Participation in Seminars/Conferences/Workshops**

##### **National:**

Participated as a Resource Person in National Seminar and presented Paper on "Evolving Nature of Higher Education in India and its preparedness in Manipur", Maharaj Budhachandra College, Imphal, Manipur, April 19-20, 2013

Contributed and participated in the Workshop on 'Establishing Subject-based Networks on Teaching-Learning among Universities', Department of Higher & Professional Education, NUEPA, August 19-23, 2013

Participated in Consultative Meet on 'Policy research areas in Higher Education', Centre for Policy Research in Higher Education, NUEPA, New Delhi, September 2013

Contributed in Orientation programme on 'Planning and Management of Higher Education institutions' for College Principals of Educationally Backward Districts, NUEPA, New Delhi, September 30 - October 5, 2013

Presented a Paper on "Choice Based Credit System in Indian Universities: A Comparative understanding" at

National Workshop on 'Choice Based Credit system in Institutions of Higher Education in India', NUEPA, October 28-30, 2013

Presented a Paper on "Innovative Practices in teaching" at National Workshop, St. Aloysus College, Jabalpur, MP, November 2013

Presented a Paper on "Choice Based Credit System in Universities: Comparative understanding of its practices in NEI" at North East India Annual Conference, Rajiv Gandhi University, Arunachal Pradesh, November 6-7, 2013

Contributed and participated in Workshop on 'Teaching Learning Centers in Higher Education', Department of Higher & Professional Education, NUEPA, November 25-29, 2013

Participated in the National Workshop on Autonomous Colleges, Department of Higher & Professional Education, NUEPA, December 9-13, 2013

Participated and prepared a Report at a Consultative Meeting on State Higher Education Council, NUEPA, New Delhi, March 25-26, 2014

#### **International:**

Presented a Paper on "Characteristics of Indian Private Higher Institutions: Study of Two Private Universities" at CESI International Conference, University of Calcutta, Kolkata, December 28-30, 2013

Presented a Paper on "Academic Credit System in Higher Education: Relevance and Effectiveness in India", International Conference, Mumbai University, January 8-10, 2014

Participated in International Seminar on 'Democracy, Education and Development: Issues relating to Inclusion, Equity and Sustainability', organized by NUEPA, and prepared a Report for the Session on "Teaching and Learning", Qutab Hotel, New Delhi, March 6-8, 2014

#### **Workshops/Conferences/Training Programmes Organized**

Coordinated National Workshop on 'Choice Based Credit system in Institutions of Higher Education in

India', NUEPA, October 28-30, 2013

#### **Other Academic Activities**

Attended Distance Education Course: Using indicators in monitoring Higher Education, IIEP, Paris, April 22-June 21, 2013

#### **Consultancy and Academic Support to Public Bodies**

Contributed in preparation of 'Report to the People on Education, 2012-13', MHRD.

#### **Membership of Eminent Bodies outside NUEPA**

Member, North East India Education Society (NEIES)

Member, Executive Committee of North East India Education Society, Shillong (NEIES)

Member, Comparative Education Society of India (CESI)

## DEPARTMENT OF EDUCATIONAL MANAGEMENT INFORMATION SYSTEM

The Department of EMIS was engaged, inter alia, in bringing out its publications, conducting programmes and maintaining/updating its websites as detailed below:

#### **Publications**

Elementary Education in India: Progress towards UEE: DISE Flash Statistics

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 Tables (Web-enabled)

#### ***New Publications (U-DISE: 2012-13):***

Secondary Education in India: Progress towards UEE: DISE Flash Statistics (Web-enabled)

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

Elementary Education in India : Thematic Maps Based on DISE Data (Web-enabled)

Elementary Education in India : A Graphic Presentation (Web-enabled)

Secondary Education in India : A Graphic Presentation (Web-enabled)

#### **Workshops/Conferences/Training Programmes Organized**

Workshop on Unified-DISE, July 22-23, 2013

Orientation Programme in U-DISE Data Capture Format through EDUSAT, September 6, 2013

Orientation Programme in U-DISE Data Capture Format through EDUSAT, September 13, 2013

Training Programme on Using Indicators in Planning and Monitoring of Secondary Education, September 23 -27, 2013

Training Programme on Using Indicators in Planning & Monitoring of Elementary Education in the Context of RTE, February 3 – 7, 2014

#### **Other Academic and Professional Contributions**

##### ***Updating/maintaining its existing websites:***

[www.dise.in](http://www.dise.in)

[www.schoolreportcards.in](http://www.schoolreportcards.in)

[www.semisonline.net](http://www.semisonline.net)

In addition to the publications based on DISE Data, school-specific data pertaining to the year 2012-13 was uploaded on the above websites.

#### **Arun C. Mehta (HOD)**

##### **Participation in Seminars/Conferences/Workshops**

Participated in Conference of District Education Officers of Uttar Pradesh, Lucknow and made presentation on "Status of Elementary Education in Uttar Pradesh", April 2, 2013

Participated as a Resource Person in the MHRD National Workshop of EMIS Coordinators on Data Capture Format at Guwahati, August 8, 2013

Participated as a Resource Person in the Workshop on DISE for MIS Officers of Chhattisgarh, Raipur, August 9, 2013

Participated as a Resource Person in the State- Level Workshop on 'UDISE MIS Coordinators of Uttar Pradesh', SIEMAT, Allahabad, September 21-23, 2013

Participated as a Resource Person in CII Sponsored National Summit on Quality Education and made a presentation on DISE, Bangalore, September 28, 2013

Participated as a Resource Person in the Workshop on UDISE, conducted by SSA Maharashtra, October 27, 2013

Participated as a Resource Person in the MHRD-sponsored Workshop on 'UDISE for Eastern-Region', Bhubaneswar, November 14, 2013

Participated as a Resource Person in the Workshop on 'UDISE for the MIS Officers of Haryana', Chandigarh, November 26-27, 2013



Participated as a Resource Person in the Workshop on 'UDISE for Officers of Bihar', Patna, November 29-30, 2013

### **Lectures Delivered**

Conducted a course on EMIS and delivered lectures at the following sessions at the Training Programme on Educational Planning and Management for District Education Officers from Bhutan, NUEPA, May 5 - June 2, 2013:

*Evolving EMIS in India, May 6, 2013*

*Review of EMIS in Bhutan and Suggestions for Improvement, May 7, 2013*

*Group Work on DISE, May 13 & 14, 2013*

Made Presentations on EMIS & DISE before the Delegation of Education Officers from Ghana, NUEPA, August 21-22, 2013

Delivered lectures at the following sessions at a Training Programme on Planning Secondary Education: Use of Indicators, NUEPA, September 16-20, 2013:

*Presentation on UDISE: 2012-13 Data, September 16, 2013*

*Population & Demographic Projections, September 17, 2013*

*Indicators of Internal Efficiency of Secondary Education System, September 18, 2013*

*Group Work on UDISE, September 19, 2013*

*Group work on UDISE, September 20, 2013*

Delivered lectures at the following sessions of a Course on Quantitative Aspects of Educational Planning: DEPA, NUEPA, October 28-30, 2013:

*Presentation on Evolving DISE*

*Presentation on Population Projections, October 29, 2013*

*Presentation on Enrolment Projections, October 30, 2013*

Delivered Lectures on Population Projections, Enrolment Projections & EMIS at Training Programme of Masters Training in Planning Secondary Education in North-Eastern States, Guwahati, November 6-17, 2013

Presentation on DISE before Delegation of Officers from Indonesia, NUEPA, New Delhi, November 18, 2013

Made a lecture—presentation on "Demographic Projections" at a Training Programme on Research Methodology, NUEPA, December 16-27, 2013

Delivered lecture on "Introduction to UDISE and Data Analysis" at Training Programme on Capacity Building of Faculty of Planning and Management of DIET's from Gujarat, NUEPA, January 6-10, 2014

Delivered lectures at the following sessions of a Training Programme on Using Indicators for Planning Elementary Education, NUEPA, February 3 - 7, 2014:

*Presentation on Universal Elementary Education & RTE: Status and Issues, February 3, 2014*

*Introduction to UDISE, February 4, 2014*

*Indicators of Educational Development: Access and Participation, February 4, 2014*

*Population and Enrolment Projections, February 6, 2014*

*Group Work on DISE Data, February 7, 2014*

Delivered the following Lectures in IDEPA:

*Demographic Projections, February 28, 2014*

*Introduction to EMIS- Part I, February 3, 2014*

*Introduction to EMIS- Part II, February 5, 2014*

*Developing a Computerized EMIS, February 10-11, 2014*

Conducted various sessions on EMIS and DISE at a Training Programme of Education Officers from Afghanistan, Department of Educational Administration, MS University, Baroda (Vadodara), March 14, 2013

Made the following Presentations at the Joint Review Mission (SSA & RMSA), New Delhi:

*On UDISE during 2nd Joint Review Mission of RMSA, July 30, 2013*

*On UDISE before 3rd Joint Review Mission of RMSA, January 13, 2014*

*On DISE before the 19 Joint Review Mission of SSA, January 13, 2014*

### **Consultancy and Academic Support to Public Bodies**

Invited as a Moderator, Chhattisgarh Public Service Commission, Raipur, March 29-31, 2013

### **Other Academic and Professional Contributions**

Convened a meeting of the Departmental Advisory Committee, NUEPA, March 13, 2014

## **A. N. Reddy**

### **Publications**

“Regional Disparities in Rural and Agricultural Development in undivided Andhra Pradesh, India” (with others), *Working Paper No. 47*, ICRISAT Research Program: Markets, Institutions and Policies

### **Research Studies**

Coordinated Research Programme on Elementary Education Using DISE Data (with Prof. A. C. Mehta)

Undertook ‘A Pilot Project to Develop Geo-Spatial Information System for School Education’

### **Participation in Seminars/Conferences/Workshops**

Participated and chaired a session in Regional Workshop on ‘Out-of-School Children Study’, organized by UNICEF, ROSA, Kathmandu (Nepal), May 14-16, 2013

Participated in 13<sup>th</sup> National Workshop on U-DISE, Chandigarh, May 30-31, 2013

Presented a Paper on “Issues in Urban Education” in IGIDR Silver Jubilee Conference on ‘Urbanization in India: A Perspective from Multiple Disciplines’, June 27, 2013

### **Workshops/Conferences/Training Programmes Organized**

Organized Training Programme on ‘Using Indicators

in Planning and Monitoring Secondary Education’, September 16-20, 2013

Member of organizing team for Training Programme on ‘Using Indicators in Planning & Monitoring of Elementary Education in the Context of RTE’, February 3-7, 2014

### **Other Academic Activities**

#### **Teaching in M. Phil./Ph.D. Programme:**

Involved in transacting optional course on Educational Management Information System (OC-5) and of M. Phil/Ph.D.

#### **Teaching in DEPA Programme:**

Convenor, Course No 107: Quantitative Aspects of Educational Planning and Use of Computer Application in Educational Planning as part of DEPA

#### **Teaching in IDEPA Programme:**

Convenor, Course No 206: Use of Quantitative Techniques in Educational Planning as part of IDEPA

Guided and evaluated dissertation work of IDEPA participant

### **Consultancy and Academic Support to Public Bodies**

Made a presentation on U-DISE for The World Bank Preparation Mission: Sarva Shiksha Abhiyan-III, June 2013

Made a presentation on U-DISE for JRM of SSA and RMSA, June 2013

Made a presentation on Status of School Education of Muslim Children in India before National Commission on Minorities, October 1, 2013

Participated in several meetings related to RMSA TCA

Participated in several meetings of Standing Committee of the National Monitoring Committee for Minorities’ Education (NMCME)

Member of a committee, constituted by MHRD, for developing a format for capturing data in respect of the minorities in higher and technical education, 2013

## Other Academic and Professional Contributions

Participated in several meetings of Meta Data and Data Standards

Transacted Course on Educational Management Information System (EMIS) as part of Training Programme in Educational Planning and Management for the District Education Officers of Bhutan

# DEPARTMENT OF TRAINING AND CAPACITY BUILDING IN EDUCATION

## Najma Akhtar (HOD)

### Publications

“Access to Higher Education among Marginalised Groups in India: Objectives and Promising Avenues”(co-author) in *Diversite – Canadian* (Issue on ‘Rethinking equity in Quebec and India: Towards Inclusive Societies’), Vol. 10.1, Spring 2013, pp. 91-95,

Challenges of Teacher Management in the Developing World – Quality Development Trajectory (co-author), *Jamia Journal of Education*, Vol. 1, No. 1, 2014.

“Balancing Diversity and Common Socialization: Comparing Educational Debates in India and Quebec” (co-author), in Issue on ‘Rethinking Equity in Quebec and India’ in *Canadian Diversity* (bilingual publication of Association of Canadian Studies), Vol. 10: 1 Spring 2013, pp. 70-75

### Participation in Seminars/Conferences/Workshops

Chaired a session at National Seminar on Higher

Education, organized by Maulana Azad National Urdu University, Hyderabad, March 5-6, 2014

### Workshops/Conferences/Training Programmes Organized

UP - State Level Conference on Educational Planning and Administration, attended by 600 DIOS, BSAs and BEOs of Uttar Pradesh, April 23-24, 2013.

Fifth Annual Orientation Programme for Heads of Minority Managed Higher Education Institutions, November 4-8, 2013

Annual Orientation Programme in Institution Building for Heads of Minority Managed Secondary Schools, November 8-20, 2013

Gujarat Training Programme on Capacity Building of Faculty of Planning and Management Branch of District Institute of Education and Training of Gujarat, NUEPA, January 6-10, 2014

North-East Training Workshop on Identifying Training Needs of the DIET Faculty in Order to Build their Capacities in Organizing Trainings – in Assam (NE States), January 23-25, 2014

Assisted in developing programmes for Schools Heads of Ashram Schools functioning in the Tribal Areas of Odisha & Maharashtra.

International Seminar on 'Education as a right across the levels: Challenges, opportunities and strategies' as a member of the Organizing Committee of Jamia Millia Islamia, Faculty of Education and Delhi Office of UNESCO and also chaired two of its sessions, March 10 & 11, 2014

### Training Material and Courses Developed & Transacted

Training design, reading material on Institution Building for Heads of Muslim Minority Managed Schools

Training Design & Material developed for programme for Educational Administration for Minority Managed Degree Colleges

Experience -sharing Tool for School Principals

Experience- sharing Performa for Institutional Heads of Higher Educational Institution

Tools for training needs' assessment for District Inspector of Schools (in Hindi)

### **Other Academic Activities**

#### ***DEPA/IDEPA Dissertation Guidance:***

Guided DEPA dissertation on "Education of women in conflict zone in Srinagar, J & K" by Ms. Nafees Fatima (DEPA-XXXIV)

Guided dissertation on "A Study of Issues & Challenges in Mainstreaming the Urban Deprived Children of Rohtak" (DEPA XXXIII)

Guided Ms. Khuyen Dinh Ngoc Bich (Vietnam) on topic "Applying ICT in Teaching Issue of Experimental School V.N.E.S.(IDEPA XXIX)

#### ***M.Phil. / Ph.D. Research guidance:***

Guided 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" (now submitted)

### **Other Academic and Professional Contributions**

#### ***Diploma Programmes conducted as Programme Director:***

29<sup>th</sup> International Diploma Programme in Educational Planning and Administration (IDEPA), three month programme concluding on April 30, 2013.

34<sup>th</sup> Diploma Programme in Educational Planning and Administration (DEPA), September to November 2013

33<sup>rd</sup> Diploma Programme in Educational Planning and Administration (DEPA) May 20-24, 2013

#### ***International Request Programmes conducted as Programme Director:***

Training Programme in Educational Planning and Management for the District Education Officers of Bhutan, May 5 – June 2, 2013

Study Visit of Education Officers from Indonesia in Educational Planning and Management, November 13-29, 2013

### **Consultancy and Academic Support to Public Bodies**

As Member, Committee on Preparation of Model Education Code, constituted by MHRD, Government of India attended a meeting of the committee on April 30, 2013.

As Member, Research Advisory Committee of National Institute of Open Schooling, attended meeting on May 14, 2013

As UPSC Expert on Principals Selection Committee, attended meeting from September 16 to 21, 2013

As Member, Faculty Committee of the Faculty of Education, JMI, attended meeting on September 23, 2013

Attended meeting of Rashtriya Ucharar Shiksha Abhiyan (RUSA), India International Centre, September 28, 2013

As Resource Person, attended meeting at National Institute of Disaster Management (NIDM), October 3, 2013

As Member, Faculty Committee of School of Education, Indraprastha University, attended meeting on October 30, 2013

As Member, Academic Advisory Committee of the KVS, attended its 40<sup>th</sup> Meeting on November 18, 2013.

Attended Departmental Advisory Board Meeting of DEGSN, NIE Campus, NCERT, New Delhi, December 11, 2013

As Member of the Expert Committee of UGC, constituted to review the progress of Residential Coaching Academies for Minorities/SC/ST & Women in five Universities, attended its first meeting on November 11, 2013 and second meeting on January 27, 2014



As Resource Person, attended Brainstorming Meeting on 'Linking Most Laboratories with Schools under MHRD – MoST Grand Alliance', Technology Bhawan, Department of Science and Technology, New Delhi, January 27, 2014

As Member of the UGC Expert Committee for selection of the awardee, under the scheme of Post-graduate Indira Gandhi Scholarship for Single Girl Child for PG Academic Programme 2013-15, attended meeting of the committee on February 4 – 6, 2014.

As expert, attended workshop on Accreditation and Training Modules under NCRMP Capacity Building Study, National Institute of Disaster Management, (NIDM), New Delhi, February 5, 2014

Attended National Programme on “Hunar Se Rozgaar Tak”, India Islamic Cultural Centre, Lodhi Road, New Delhi, February 26, 2014

Chaired a session at National Seminar on Higher Education, organized by Maulana Azad National Urdu University, Hyderabad, March 5-6, 2014

Attended Expert Meeting for the project titled “Assessment of Facilities available for Primary & Upper Primary Education in Muslim Pre-dominant areas”, organized by Ed. CIL TSG group for SSA, March 14, 2014

As UGC Observer, attended JNU Selection Committee Meeting, March 21, 2014

As the Governor's Nominee on the Executive Council of Rohilkhand University, Bareilly, attended the Special meeting of the Council, Bareilly, March 26, 2014

### **Membership of Eminent Bodies outside NUEPA**

UGC nominee in the Advisory Committee of UGC - Academic Staff College, Guru Ghasidas Vishwavidyalaya, Bilaspur (CG)

UGC nominee in Advisory Committee of UGC Academic Staff College, Maulana Azad National Urdu University, Hyderabad

Chairperson of UGC-constituted Expert Committee

to evaluate the proposal for extension of autonomous status to Gayatri Vidya Parishad College for Degree & PG courses, MVP Campus/ Colony, Visakhapatnam

Chairperson of UGC -constituted Expert Committee to evaluate the autonomous status of M.E.S. Manpad College, Malappuram (Kerala)

As UGC Observer to oversee the selection process for promotion from Reader to Professor under Career Advancement Scheme (CAS), attended JNU selection committee meeting on March 21, 2014

Member, DPS Society on the Managing Committee of several schools

Governor's Nominee in the Executive Council of the Mahatma Jyotiba Phule Rohilkhand University, Bareilly.

Member, Departmental Advisory Board of DEGSN, NIE Campus, NCERT

UGC Nominee on Board of Governors, JSS Law College (Mysore University)

UGC Nominee on the Planning & Monitoring Board of the Bharati Vidyapeeth Deemed University, Pune

Visitors' Nominee in Executive Council, Jamia Millia Islamia

Member, Governing Body, Air Force Kendriya Vidyalaya

NCERT -Member in the Committee for Prevention of Sexual Harassment of Women at the Workplace

Member, Executive Committee of COBSE

Honorary Member, National Commission for Minority Educational Institutions (NCMEI) with special mandate to support the issues of Minority Girls' Education

Visitors' Nominee on the Selection Committee for appointment of Teachers in Faculty of Education, Delhi University, North Campus.

Member, UGC Expert Committee to evaluate the performance and academic attainments for the extension of autonomous status to Maharajah's College, Vizianagaram (Andhra University)

Member, Advisory Committee of Academic Staff College of Indore University, Indore

Member, Board of Studies, GGS Indraprastha University, New Delhi.

Member, KVS Advisory Committee for ZIETs

Member, Editorial Board of Manpower Journal of Institute of Applied Manpower Research

## B. K. Panda

### Publications

#### Books/Chapters:

*Study of Participation among Scheduled Caste Girls in Schools.* Lap Lambert Academic Publishing, Germany, ISBN No. 978-3-659-8484-4398-7, 2012, pp. 106.

*Access and Participation of Tribal Children in Schools in India.* Lap Lambert Academic Publishing, Germany, ISBN No. 978-3-659-25274-7, 2012, pp. 102.

*Management of Primary School Teachers - A Comparative Study of Madhya Pradesh and Karnataka,* Lap Lambert Academic Publishing, Germany, ISBN No. 978-3-659-25372-7, 2013, pp. 82.

*Education of Urban Poor: A Study of Slum Dwellers of Delhi,* Lap Lambert Academic Publishing, USA, ISBN No. 978-3-659-45366-3, 2013, pp. 95.

#### Research Papers/Articles/Notes:

“Access to Higher Education among Marginalised Groups in India: Objectives and Promising Avenues”(co-author) in *Diversite – Canadian* (Issue on ‘Rethinking equity in Quebec and India: Towards Inclusive Societies’), Vol. 10.1, Spring 2013, pp. 91-95

“Challenges of Teacher Management in the Developing World - Quality Development Trajectory” (co-author) in a Journal launched by JMI, New Delhi, Vol. 1, No. 1, 2014.

“Transaction of Teaching Learning Process for the Tribal Children: Mother Tongue as the key for Development” in *Adivasi* (Special Issue on Tribal

Language and Culture), Vol. 52, No. 1 & 2, June & December 2012, (ISSN No. 2277-7245)” pp. 1-9.

“Empowering the Ashram Schools serving the Scheduled Tribes – An Introspection”, *The Social Gazetteer*, Vol. 12, No. 3, 2013, pp. 25-38.

### Consultancy and Academic Support to Public Bodies

Served as Resource Person in the programmes organised by NCERT at RIE, Bhubaneswar

Served as Resource Person in training of Principals of Technical Institutes at IIFT, New Delhi.

## Savita Kaushal

### Publications

#### Books/Chapters:

Chapter on “Education of Marginalized Social Groups through Open Schooling” in the book ‘Education as a Right across the Levels: Challenges, Opportunities and Strategies’, International Education Conference 2014. Viva Groups Private Limited, Daryaganj, New Delhi, pp. 652-666

#### Research Papers/Articles/Notes:

Article titled “Early Childhood Care and Education in India: Provisions and Challenges”. *The Primary Teacher*, July-October 2012

Proliferation of Private Schools: An Analysis. International Journal Gyan Bhav, *Journal of Teacher Education*, Vol. 2, No. 1, February 2013, ISSN 2319-8419

Educational Status of Marginalized Social Groups (with Special Reference to Muslim Community). *Prangnya Journal of Social Science*, Issue Number 4, Volume 1, September 2013, ISSN No. : 2229-4864

Article “Vidyalaya Netretva Ko Ek Avdharna ke Taur Par Samjhana” in book ‘Prarambhik Pathan lekhan ke liye behtar Vidhyalay Netretva: Ek Rup-Rekha’. Room to Read, Delhi

## **Participation in Seminars/Conferences/ Workshops**

### **National:**

Delivered lecture on “School Leadership and Organisational Development” in ‘Educational Conference of Air Force Schools’ Principals’, Air Force Auditorium, Subroto Park, New Delhi, July 2, 2013

Delivered lecture, as a Resource Person, on “Thinking Classrooms: Multi-Skill Development in Early Years” at Education Seminar for Head Mistress and Executive Directors of Air Force Schools, Air Force Auditorium, Subroto Park, New Delhi, November 28, 2013

Participated in the ‘Next Step 2014: Using Sports for Good’ Conference, organised by the United Nations Office on Sport for Development and Peace and Magic Bus, Delhi, February 10-14, 2014

### **International:**

Presented Paper on “Strategies for Education of Marginalized Social Groups through open Schooling” in The 2014 International Education Conference on ‘Education as a Right across Levels: Challenges, Opportunities’, organised by Jamia Millia Islamia in collaboration with UNESCO, Jamia Millia Islamia, Delhi, March 10-11, 2014

## **Workshops/Conferences/Training Programmes Organized**

Coordinated Training Programme on Capacity Building of Faculty of Planning and Management Branch of District Institute of Education and Training of Gujarat, NUEPA, January 6-10, 2014

### **Other Academic Activities**

Participated in 2nd Refresher Course in Media Studies and Governance, organised by Academic Staff College, Jamia Millia Islamia, January 14 - February 3, 2014

## **Consultancy and Academic Support to Public Bodies**

Examiner for Evaluation of Ph.D. Thesis of Ms. Asfia Daneshyar in the Institute of Advanced Studies in Education, Jamia Millia Islamia, New Delhi on the

topic “Ecology of Orphanages in relation to providing socio-emotional and academic support to inmate students - A Case Study”

As a Member, Curriculum Revision Committee for Certificate Course in Early Childhood Care and Education, attended meetings of the Committee at National Institute of Open Schooling, Delhi, June 14 & 24, 2013

As a Member, Committee of Development of Curriculum Framework through Open Schooling, participated in the meeting of the Committee at NIOS, July 13 & 20, 2013. Also contributed one chapter for the Curriculum Framework

Expert for viva-voce of M.Ed. Dissertation at Noble College of Education, Dr. Hari Singh Gour University, Sagar

Development of handbook on school leadership by “Room to Read”, Delhi

Conducted, as Expert, viva-voce of B.Ed. examinations for students of Guru Gobind Singh Indraprastha University

Prepared Appraisal Report of Annual Work Plan of Tripura and Lakshadweep, RMSA

## **Other Academic and Professional Contributions**

Coordinated the XXXIVth Diploma in Educational Planning and Administration Course

Contributed and participated in Fifth Annual Orientation Programme in Capacity Building for Heads of Minority Managed Higher Education Institutions, November 4-8, 2013

Contributed and participated in the Programme: “Study Visit of Education Officers from Indonesia in Educational Planning and Management”, November 13-30, 2013

Contributed and participated in Eighth Annual Orientation Programme in “Institution Planning for Heads of Muslim Minority Managed Secondary Schools”, December 9-20, 2013

## Mona Sedwal

### Publications

#### **Research Papers/Articles/Notes:**

“Critical Issues Related to Institute of Advanced Studies (IASE) in Education: A Policy Perspective”, in ‘Education as a Right Across the Levels: Challenges, Opportunities and Strategies’, International Education Conference 2014. Viva Groups Private Limited. New Delhi, pp. 1429-1436.

#### **Book/Article Reviews:**

Nurturing Creativity in the Classroom (eds. Ronald A. Beghetto and James C. Kaufman), [Cambridge University Press, New York, 2010], *Journal of Educational Planning and Administration*, Vol. XXVII, No. 2, April 2013, pp. 217-219.

Review of Amita Govinda’s book “The Art of Sensitive Parenting”( Pustak Mahal, New Delhi), *The Book Review*, Vol. XXXVII, No. 9, September 2013, pp. 27-28.

### Participation in Seminars/Conferences/ Workshops

#### **National:**

Participated in Seminar on 'Twelfth Five-Year Plan: Challenges and Opportunities for the Social Sector', organized by Indian Council for Research on International Economic Relations (ICRIER) and Konrad-Adenauer-Stiftung (KAS), Gulmohar Hall, India Habitat Centre, New Delhi, May 27, 2013

Participated in Workshop on 'Strengthening of IASE's', organized jointly by Ministry of HRD and Tata Institute of Social Sciences (TISS), CIET Auditorium, National Council of Educational Research and Training (NCERT), New Delhi, July 30-31, 2013

Attended a meeting of National Study on 'Working Conditions of School Teachers', NUEPA, New Delhi, October 21, 2013

Presented a paper titled “Does Incentive Policies Enhance Participation of Scheduled Castes Children in

Schools?” in the Anil Bordia Memorial Policy Seminar on ‘Education and Social Empowerment: Policies and Practices’, NUEPA, New Delhi, December 16-17, 2013

Participated in National Workshop on ‘Review and Planning of School Leadership Development Programme, organized by National Centre for School Leadership, NUEPA, India Habitat Centre, March 19-20, 2014

#### **International:**

Participated in International Seminar on “Democracy, Education and Development: Equity, Inclusion and Sustainability”, organised by NUEPA, Qutab Hotel, New Delhi, March 6-8, 2014

Presented a paper titled “Critical Issues Related to Institute of Advanced Studies (IASE) in Education: A Policy Perspective” in International Education Conference 2014 on ‘Education as a Right Across the Levels: Challenges, Opportunities and Strategies’, organized by Faculty of Education, Jamia Millia Islamia, New Delhi in collaboration with UNESCO, New Delhi, Jamia Millia Islamia, March 10-11, 2014

### Workshops/Conferences/Training Programmes Organized

Member of organising team for the State-Level Conference on “Educational Planning and Administration” for DIOS, BSAs and BEOs of Uttar Pradesh, organised by NUEPA in collaboration with Department of Education, U.P., Indira Gandhi Pratishthan, Lucknow, April 23-24, 2013 (also coordinated two sessions as Chair)

Associate Programme Coordinator for the Training Programme in Educational Planning and Management for the Education Officers of Bhutan, May 5 – June 2, 2013

Coordinated the Media Workshop on “Are School Leaders the Missing Link in Quality Improvement?”, organized by NUEPA in collaboration with Central Square Foundation, India Habitat Centre, New Delhi, August 7, 2013

Associated with and coordinated the Orientation Programme in Capacity Building for Minority



Institutions of Higher Learning, NUEPA, New Delhi, November 4-8, 2013

Associate Programme Coordinator for the Study Visit of Education Officers from Indonesia in Educational Planning and Management, NUEPA, November 13-30, 2013

Associate Programme Coordinator for the Eighth Orientation Programme in Institutional Planning for Heads of Minority Managed Senior Secondary Schools, NUEPA, December 9-20, 2013

Programme Coordinator for the Training Programme on Institutional Planning and Management for Capacity Building of District Institute of Education and Training (DIETs), Guwahati (Assam), January 22-24, 2014

### **Training Material and Courses Developed & Transacted**

Training Module “Leading a Multigrade School: A Practical Guide for the Head Teachers” (developed jointly with Dr. Rashmi Diwan, Associate Professor, NUEPA), January 2014

### **Consultancy and Academic Support to Public Bodies**

Attended Meeting of PAB Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) for Chandigarh state, Ministry of HRD, Shastri Bhawan, New Delhi, June 5, 2013

Participated in Interactive Meeting with ITEC/SCAAP/TCS of Colombo Plan Empanelled Institutes, Ministry of External Affairs, Jawaharlal Nehru Bhawan, New Delhi, August 6, 2013

Attended the Release of Study Reports on Good Practices in Teacher Recruitment, Training, Management, Performance; and School Management

for Quality Inclusive Education and Decentralised School Governance, India Habitat Centre, New Delhi, August 7, 2013 (Studies commissioned under a Technical Cooperation Fund as a collaboration between MHRD and European Union)

Conducted, as Resource Person, two sessions on Teaching Methods in Six-Day Capacity Building Programme for ITI Principals, IIFT Bhawan, New Delhi, February 21, 2014

Attended the Launch of McKinsey Global Institute (MGI) Report “From Poverty to Empowerment: India’s Imperative for Jobs, Growth and Effective Basic Services” followed by discussions, organised by Indian Council for Research on International Economic Relations (ICRIER) and McKinsey & Company, India Habitat Centre, New Delhi, March 3, 2014

Conducted, as Resource Person, two sessions on Teaching Methods in Six-Day Capacity Building Programme for ITI Principals, IIFT Bhawan, New Delhi, March 4, 2014

### **Other Academic and Professional Contributions**

Programme Coordinator for the 30th International Diploma in Educational Planning and Administration (IDEPA) at NUEPA, New Delhi, February – April, 2013 (attended by 35 participants from 22 countries)

### **Membership of Eminent Bodies outside NUEPA**

Life Member, Comparative Education Society of India (CESI), Delhi

Life Member, All India Association for Educational Research (AIAER), Bhubaneswar

# NATIONAL CENTRE FOR SCHOOL LEADERSHIP

**Faculty-Rashmi Diwan(HOD), Sunita Chugh,  
Kashyapi Awasthi, Subhita G.V. Menon, N. Mythili,  
Shreya Tiwari**

Two National level documents viz. National Programme Design and Curriculum Framework and A Handbook on School Leadership Development were published in 2013-14 as the major achievements of the Centre with contributions from each team member of NCSL. Besides, four strand-wise activities –Curriculum and Material Development, Capacity Building, Networking and Institution Building, and Research and Development- were undertaken during the year by the NCSL through, inter alia, workshops, training and capacity building and skill development programmes as under:

### ***Strand 1– Curriculum and Material Development:***

Developed and Printed Programme Design Curriculum Framework and Handbook on School Leadership Development, NCSL

Developed and Published Curriculum Framework and Handbook on School Leadership Development Pilot Programme, in collaboration with National College of Teaching and Leadership (NCTL), UKIERI

Developmental workshop on School Leadership Standards (in partnership with NCTL), NUEPA, April 17-18, 2013

Workshop for designing Capacity Building Programme for newly appointed Head Teachers and discussing Standards framework in elementary and secondary schools (in partnership with NCTL), NUEPA, April 23-24, 2013

Workshop on School Leadership and Curriculum Material Development, NUEPA, May 27-29, 2013

Workshop for review and contextualization of existing NCTL (Nottingham) curriculum framework and

revised School Leadership Standard Framework, Rajasthan, June 2-22, 2013

Workshop for review and contextualization of existing NCTL (Nottingham) curriculum framework and revised School Leadership Standard Framework, Tamil Nadu, June 17-19, 2013

Workshop on sharing of consolidated curriculum and standards framework, NUEPA, June 24-25, 2013

National Workshop for contextualization of Curriculum Framework and Materials on School Leadership with the National Resource Group, NUEPA, October 21-22, 2013

### ***Strand 2–Capacity Building:***

Capacity Building of Resource Group in Uttar Pradesh, October 9-11, 2013

First phase of 5-day Capacity Building and skill building of Master Trainer in Tamil Nadu, UKIERI, October 21-25, 2013

Second Phase of 3-day Capacity Building and skill building of Master Trainer in Tamil Nadu, UKIERI, December 19-21, 2013

Capacity Building of School Heads in two blocks of Allahabad, Uttar Pradesh, December 23-28, 2013

First phase of 5-day Capacity Building and skill building of Master Trainer in Rajasthan, UKIERI, January 6-10, 2014

Workshop on orientation of the State Resource Group on the Handbook on School Leadership Development in Gujarat, January 7-11, 2014

Cluster based Capacity Building of School Heads in Tamil Nadu, January 8-10, 2014 and February 27-March 1, 2014

Training Programme on School Leadership for School Heads of Dadra and Nagar Haveli and Daman and Diu, NUEPA, January 13-23, 2014

Workshop on orientation of the State Resource Group on the Handbook on School Leadership Development in Uttar Pradesh, January 29- 31, 2014

Second Phase of 3-day Capacity Building and skill building of Master Trainer in Rajasthan, UKIERI, January 30- February 1, 2014

Workshop on orientation of the State Resource Group on the Handbook on School Leadership Development in Andhra Pradesh, February 11- 13, 2014

Workshop on orientation of the State Resource Group on the Handbook on School Leadership Development in Mizoram, February 12- 14, 2014

Cluster based Capacity Building of School Heads in Rajasthan, February 27- March 2, 2014

National Review and Planning Workshop, NUEPA, March 19-20, 2014

### **Strand 3–Networking and Institution Building:**

State Consultation on School Leadership in Uttar Pradesh, Lucknow, July 29, 2013

State Consultation on School Leadership and Development in Gujarat, August 16, 2013

State Consultation on School Leadership and Development in Andhra Pradesh, August 26, 2013

State Consultation on School Leadership and Development in Kerala, August 29, 2013

State Consultation on School Leadership and Development in Himachal Pradesh, September 17, 2013

State Consultation on School Leadership and Development in Mizoram, October 3, 2013

State Consultation and Workshop with the State Resource Group for sharing and contextualization of Curriculum Framework in Mizoram, SCERT, October 3-5, 2013

State Consultation on School Leadership and Development in West Bengal, November 22-23, 2013

Workshop with the State Resource Group for sharing and contextualization of Curriculum outline of handbook in Gujarat, November 22-23, 2013

State Consultation and Workshop with the State Resource Group for sharing and contextualization of Curriculum Framework in West Bengal, SCERT, November 22-23, 2013

State Consultation on School Leadership and Development in Chhattisgarh, December 12-13, 2013

Workshop with the State Resource Group for sharing

and contextualization of Curriculum Framework in Chhattisgarh, SCERT, December 13-14, 2013

State Consultation on School Leadership and Development in Karnataka, January 8-9, 2014

### **Strand 4– Research and Development:**

Major study on “Roles and Responsibilities of School Heads: A National Perspective” initiated besides the outlining of seven research areas to be taken up collaboratively with international and national partners.

In addition to the above four strand-wise activities undertaken by the Centre, the faculty of the NCSL were involved with the following activities through the year:

## **Sunita Chugh**

### **Research Studies**

Completed Research Report on “Access Participation and Learning Achievement in School Education in Slums of Million Plus Cities, November, 2013

### **Participation in Seminars/Conferences/ Workshops**

Coordinated and participated in State Level Conference for District and Block Level Administrators in School Education of Arunachal Pradesh, September 18-19, 2013

Participated in a Workshop on “Quality in Classroom Transaction – Learning Outcomes based Annual Action Plan”, Ed.CIL, January 10, 2014

### **Workshops/ Conferences/ Training Programmes Organized**

Coordinated with MHRD and TSG and made presentations on the developments in NCSL at different fora from time to time.

### **Consultancy and Academic Support to Public Bodies**

Attended PAB meetings for School Leadership Development for the select states for 2014-15

Member of the Committee on Out-of-School Children, Directorate of Education, Delhi

Member of the Steering Committee on Education of Children in Conflict Area, UNICEF

### **Kashyapi Awasthi**

#### **Consultancy and Academic Support to Public Bodies**

Attended PAB meetings for School Leadership Development for the 18 selected states for 2014-2015.

#### **Other Academic and Professional Contributions**

Coordinated with TSG, Ed. CIL and MHRD for redrafting the Work-plan and Budget for NCSL and shared in different meetings with Ministry to develop an agreeable plan

### **Subhita G.V. Menon**

#### **Publications**

##### **Research Papers/Articles/Notes:**

Is the current educational system imparting life skills education? *India Education Review* (Guest Article section), 2013

Challenges facing ODE Teacher Training in India. *Asian Journal of Distance Education*, Vol. 11.2, 2013

### **N. Mythili**

#### **Participation in Seminars/Conferences/Workshops**

Presented a Paper titled "School leadership Development: A Road Map for Andhra Pradesh" at the National Conference on 'Innovations in Public Governance', organized by the Centre for Innovations in Public Systems, Hyderabad, October 24, 2013.

# CENTRE FOR POLICY RESEARCH IN HIGHER EDUCATION

### **N.V. Varghese (HOD)**

#### **Publications**

*From Schooling to Learning: A summary from the IWGE.* Paris: IIEP/UNESCO, 2013.

*Higher Education in Asia: Expand Out, Expanding Up-graduate education university based research*(co-author)./UNU/Elsevier 2014.

*Governance Reforms in Higher Education in Africa: Report of a Policy Forum* (with Johnson Ishengoma and Pascal Hoba). Joint publication by IIEP/UNESCO and AAU, Accra, 2013.

*Diversification of Post-Secondary Education.* Paris: IIEP/UNESCO, 2014.

"Four trends in reviving higher education globally", *EDUTECH*, Vol. no. 3, 2014 pp. 6-7.

Globalization higher education: changing trends in border education", *Analytical Reports on International*, Vol. 5. No. 1, December 2013, pp. 7-20

"Government and Governance Reforms in Higher Education in Africa", *International Higher Education*, # 73, Fall 2013.

"Private higher education: The global surge and Indian concerns", in *India Infrastructure Report 2012: Private sector in education.* London and New Delhi, Routledge (Taylor and Francis), IDFC, 2013; pp. 145-156.

"Governance reforms in African higher education: The missing link", *Chronicle of African Higher Education*, (Centre for International Higher Education, Boston, Boston College), No. 3, March 2013.



## **Participation in Seminars/Conferences/ Workshops**

### **National:**

Presentation on “Educational Planning” at State-level Conference on ‘Educational Planning and Administration’, Bangalore, January 7-8, 2014

Keynote Address at the National Conference on ‘Recent Trends in Higher Education’, Loyola College, Chennai, February 15-16, 2014.

### **International:**

Presentation on “Higher Education and Employability” at the South Asian Dialogue, organized by British Council, Mumbai, January 9&10, 2014 .

International Seminar on ‘Democracy, Education and Development issues relating to inclusion, equity and sustainability’, NUEPA, March 6-8, 2014

## **Other Academic and Professional Contributions**

Organised the First meeting of the CPRHE Advisory Committee, February 4, 2014

Organised the First meeting of the Executive Committee, CPRHE, February 26, 2014

Two-day consultative meeting of the State Council of Higher Education, organised by Centre for Policy Research in Higher Education, NUEPA, March 25-26, 2014

# MAULANA ABUL KALAM AZAD CHAIR

## **S. Irfan Habib, Professor**

### **Publications**

Is Bhagat Singh Relevant Today?, *Pragati, The Indian National Interest Review*, March 2013

“Engaging with Modern Science and religious orthodoxy in contemporary Islam” in ‘Essays in History of Science, Technology and Medicine’ (eds. Nupur Dasgupta and Amit Bhattacharya), Kolkata, 2014. pp. 92-120.

The Forgotten Inheritance of Azad, *The Hindu*, February 22, 2014

### **Participation in Seminars/Conferences/ Workshops**

#### **National:**

Participated in a seminar on 'Studies on Indian Science, Technology, Environment and Medicine : Socio-Philosophical, Historico-Economic Research Explorations', IIT Chennai, January 2, 2014.

Delivered a public lecture on “Jihad or Ijtihad”, organised by Forum for Progressive Thought in Islam, Chennai, January 3, 2014

Prof. Hiralal Gupta Endowment Lecture 2014 on “Islamic Version of Universal Brotherhood and its implication”, Loyola College, Chennai, February 14, 2014

#### **International:**

Delivered, as a Visiting Professor, four public lectures on different aspects of history of Science and Education, University of Cambridge, UK, April – June, 2013

## Workshops/Conferences/Training Programmes Organized

4th Maulana Abul Kalam Azad lecture delivered by Prof Peter Desouza on “Recolonizing the Mind”, India International Centre-Annexe, November 11, 2013.

# RAJIV GANDHI FOUNDATION CHAIR ON TEACHER MANAGEMENT AND DEVELOPMENT

## Vimala Ramachandran, Professor

The Chair on Teacher Management and Development in NUEPA became operational with the appointment of the Professor and Chair in June 2013. The main objective of the Chair, whose work is guided by an advisory committee, is to conduct research in the area of teacher management and development and initiate dialogues/discussions with stakeholders on teacher management and related issues.

## Publications

### Research Papers/Articles/Notes:

Working Paper “Accelerating Progress to 2015 – India” (co-authored with Xanthe Ackerman). Global Education First Initiative and Good Planet Foundation. Washington DC. USA, April 2013

Working Paper on “The surprising dire situation of children’s education in rural West Africa: Results from the CREO study in Guinea Bissau” (co-authored with Peter Boone, IlaFazzio, Kameshwari Jandhyala, ChitraJayanty, Simon Johnson, Filipa Silva and Zhaoguo Zhan). National Bureau of Economic Research. Cambridge MA, USA, April 2013

What it means to be a Dalit or Tribal child in our schools: A synthesis of Six-State Qualitative Study (co-authored with Taramani Naorem). *Economic and Political Weekly*, Vol XLVIII No 44, November 2, 2013.

Research Report on “School Management for Quality Inclusive Education and Decentralised School Governance” (co-authored with ERU Research Team). European Union, NUEPA and Save The Children (India), New Delhi, December 2013

“Equity and Quality are Two Sides of the Same Coin in India’s School Education”. *NMML Occasional Paper*. Perspectives on Indian Development New Series 23. Nehru Memorial Museum and Library. New Delhi, January 2014

## Research Studies

### In Progress:

A study initiated on the working conditions of elementary and secondary school teachers in nine States viz. Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Odisha, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh. This project is being implemented through research partners in the nine states.

# NATIONAL FELLOWS

## A. Mathew

## Publications

### Books:

Literacy and Adult Education: Select Readings (jointly edited with Prof. Jandhyala B.G. Tilak), Shipra Publications, New Delhi, 2014

### Research Papers/Articles/Notes:

“The Right to Education of Children of Lesser Gods: Non-Formal Education in India” (jointly with Prof. R. Govinda), *Indian Journal of Adult Education*, Vol. 74, No.3, July-September 2013, pp. 97-130

## **Participation in Seminars/Conferences/ Workshops**

### ***National:***

Presented Paper on “Adult Education and Social Empowerment: Indian Experience” at Anil Bordia Memorial National Seminar on ‘Education and Social Empowerment: Policies and Practices’, NUEPA, December 16-17, 2013

### ***International:***

Presented Paper on “India’s Engagement with Adult Education” at the Annual International Conference of Comparative Education Society (CESI), Kolkata, December 28-30, 2013

Presented Paper (jointly with Prof. R. Govinda) on “Politics of School Location: Their Exclusion, Iniquity and Un-sustainability Propensities” at International Seminar on ‘Democracy, Education and Development: Issues relating to Inclusion, Equity and Sustainability’, NUEPA, March 6-8, 2014

## **Other Academic and Professional Contributions**

As Project In-charge, supervision of NUEPA Digital Archives of Education Documents, a facility that

provides e-version of policy-related education documents of all levels and spheres of the education system under one portal (as an extended face of NUEPA) for access by a community of users

## **Ratna M. Sudarshan**

## **Participation in Seminars/Conferences/ Workshops**

### ***National:***

Presented Paper on “Enabling Equality: Girls’ Education, Social Norms and Community Interventions” at Anil Bordia Memorial Seminar on ‘Education and Social Empowerment: Policies and Practices’, NUEPA, New Delhi, December 16-17, 2013.

### ***International:***

Presented Paper on “Employment-Responsive Education and the Informal Economy: Context and Challenges” at Research Round Table on ‘The Indian Employment Challenge: Determinants, Dimensions and Dynamics’, organized by Institute of South Asian Studies (ISAS), National University of Singapore and the Department of Political Economy, University of Sydney, ISAS, Singapore, February 25-26, 2014





# APPENDICES



# APPENDIX I

## MEMBERS OF THE NUEPA COUNCIL (AS ON MARCH 31, 2014)

### 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 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. Shri Basavaraj Swamy *Secretary*  
Registrar  
NUEPA  
New Delhi-110016



## APPENDIX II

# MEMBERS OF THE BOARD OF MANAGEMENT (AS ON MARCH 31, 2014)

1. Prof. R. Govinda *Chairman*  
Vice-Chancellor  
NUEPA  
New Delhi-110016

### 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  
International Centre for Human Development  
29 Rajpur Road  
Delhi

### Other Members

5. Shri Amit Khare, IAS  
Joint Secretary (P)  
Ministry of Human Resource Development  
Shastri Bhawan  
New Delhi-110001
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. Prof. Y. Josephine  
Professor  
Department of Educational Finance  
NUEPA  
New Delhi-110 016
9. Shri Basavaraj Swamy *Secretary*  
Registrar  
NUEPA  
New Delhi-110 016

# APPENDIX III

## MEMBERS OF THE FINANCE COMMITTEE (AS ON MARCH 31, 2014)

1. Prof. R. Govinda *Chairman*  
Vice-Chancellor (*ex-Officio*)  
NUEPA  
New Delhi-110016

(Nominees of the President, NUEPA Council)

2. Dr. B.K. Mahapatra  
Registrar  
Shri Lal Bahadur Shastri Rashtriya Sanskrit  
Vidyapeeth  
New Mehrauli Road  
New Delhi-110067
3. Shri N. U. Siddiqui  
Former Finance Officer  
Jamia Millia Islamia University  
Jamia Nagar  
New Delhi-110025

### Representative of the MHRD

4. Financial Advisor  
Ministry of Human Resource Development  
Shastri Bhawan  
New Delhi-110001

### Other Members

5. Prof. N.D. Mathur  
Head, Department of Economics  
Central University of Rajasthan  
Kishangarh, Ajmer  
Rajasthan
6. Shri Basavaraj Swamy *Special Invitee*  
Registrar  
NUEPA  
New Delhi – 110016
7. Ms. Usha Thyagarajan *Secretary*  
Finance Officer  
NUEPA  
New Delhi-110016

---

# APPENDIX IV

## MEMBERS OF THE ACADEMIC COUNCIL (AS ON MARCH 31, 2014)

---

1. Prof. R. Govinda *Chairman*  
Vice-Chancellor  
NUEPA  
New Delhi-110016

### **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  
Professor & Head  
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

8. Prof. A.K. Singh  
Professor & Head  
Department of Educational Policy  
NUEPA, New Delhi-110016

9. Prof. Nalini Juneja  
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  
Former Director  
Centre for Development Studies  
Near Prashant Nagar  
Ulloor, Trivandrum-695011

**NUEPA Faculty**

16. Prof. Rashmi Diwan  
Professor  
NUEPA  
New Delhi-110016
17. Dr. R.S. Tyagi  
Associate Professor  
NUEPA  
New Delhi-110016
18. Shri Basavaraj Swamy  
Registrar  
NUEPA  
New Delhi

*Secretary*



# APPENDIX V

## MEMBERS OF THE BOARD OF STUDIES (AS ON MARCH 31, 2014)

1. Prof. R. Govinda *Chairman*  
Vice-Chancellor  
NUEPA  
New Delhi-110016

2. Dean  
NUEPA  
New Delhi-110016

### **Heads of Departments of NUEPA**

3. Prof. Jandhyala B. G. Tilak  
Department of Educational Finance  
NUEPA  
New Delhi-110016

4. Prof. K. Sujatha  
Department of Educational Administration  
NUEPA  
New Delhi-110016

5. Prof. (Mrs.) Najma Akhtar  
Department of Training and Capacity Building  
in Education  
NUEPA  
New Delhi-110016

6. Prof. Sudhanshu Bhushan  
Department of Higher & Professional  
Education  
NUEPA  
New Delhi-110016

7. Prof. Arun C. Mehta  
Department of Educational  
Management Information System  
NUEPA  
New Delhi-110016

8. Prof. S. M. I. A. Zaidi  
Department of Educational Planning  
NUEPA  
New Delhi-110016

9. Prof. Neelam Sood  
Department of School and Non-Formal  
Education  
NUEPA  
New Delhi-110016

10. Prof. A.K. Singh  
Department of Educational Policy  
NUEPA  
New Delhi-110016

### **Other NUEPA Faculty**

(Nominees of the Vice-Chancellor, NUEPA)

11. Dr. (Mrs.) Veera Gupta  
Associate Professor  
NUEPA  
New Delhi-110016

12. Dr. R. S. Tyagi  
Associate Professor  
NUEPA  
New Delhi-110016

**Experts Co-opted by the Vice-Chancellor,  
NUEPA**

13. Prof. M. Anandkrishnan  
No. 8, 5th Main Road  
Madan Apartment, 2nd Floor  
Kasturba Nagar  
Chennai-600020
14. Prof. Satendra Kumar  
Head of Department  
Faculty of Education  
MS University of Baroda  
Vadodara
15. Shri Basavaraj Swamy                      *Secretary*  
Registrar  
NUEPA  
New Delhi

# APPENDIX VI

## FACULTY AND ADMINISTRATIVE STAFF (AS ON MARCH 31, 2014)

### Vice-Chancellor

R. Govinda, Professor

### Department of Educational Planning

S.M.I.A. Zaidi, Professor and Head

Mona Khare, Professor

K. Biswal, Professor

N. K. Mohanty, Assistant Professor

Suman Negi, Assistant Professor

### Department of Educational Administration

K. Sujatha, Professor and Head

Kumar Suresh, Professor

Vineeta Sirohi, Associate Professor

R.S. Tyagi, Associate Professor

Manju Narula, Assistant Professor

V. Sucharita, Assistant Professor

### Department of Educational Finance

Jandhyala B. G. Tilak, Professor and Head

Y. Josephine, Professor

P. Geetha Rani, Associate Professor

Vetukuri P.S. Raju, Assistant Professor

### Department of Educational Policy

Avinash K. Singh, Professor & Head

Veera Gupta, Associate Professor

S. K. Malik, Assistant Professor

Naresh Kumar, Assistant Professor

### Department of School & Non-Formal Education

Nalini Juneja, Professor and Head

Neelam Sood, Professor

Pranati Panda, Professor

Rashmi Diwan, Professor

Madhumita Bandyopadhyay, Associate Professor

Kashyapi Awasthi, Assistant Professor

### Department of Higher & Professional Education

Sudhanshu Bhushan, Professor and Head

Aarti Srivastava, Associate Professor

Neeru Snehi, Assistant Professor

Kausar Wizarat, Assistant Professor

Sangeeta Angom, Assistant Professor

### Department of Educational Management Information System

Arun C. Mehta, Professor and Head

A. N. Reddy, Assistant Professor

### Department of Training and Capacity Building in Education

Najma Akhtar, Professor and Head

B.K. Panda, Professor

Savita Kausal, Assistant Professor

Mona Sedwal, Assistant Professor

### **National Centre for School Leadership**

Rashmi Diwan, Professor and Co-ordinator  
Sunita Chugh, Project Associate Professor  
N. Mythilli, Assistant Professor  
Subhitha G.V., Assistant Professor  
Shreya Tiwari, Assistant Professor

### **National Centre for Policy Research in Higher Education**

N.V. Varghese, Director

### **Maulana Abul Kalam Azad Chair**

S. Irfan Habib, Professor

### **Rajiv Gandhi Foundation in Teacher Management and Development Project**

Vimala Ramachandran, Professor

### **Fellows of NUEPA**

A. Mathew, Professor  
Ratna Mangala Sudarshan, Professor

### **Advisor (IAIEPA Project)**

K. Ramachandran, Professor

### **Administration and Academic Support**

#### **Registrar**

Basavaraj Swamy

#### **General and Personnel Administration**

G. Veerabahu, Administrative Officer  
Jai Prakash Dhama, Section Officer  
B.R. Pahwa, Section Officer (In-charge)

#### **Academic Administration**

P.P. Saxena, Section Officer

#### **Finance and Accounts**

Usha Thyagarajan, Finance Officer  
Chander Prakash, Section Officer

#### **Training Cell**

P.N. Tyagi, Training Officer

#### **Publication Unit**

Pramod Rawat, Deputy Publication Officer

#### **Hindi Cell**

Subhash C. Sharma, Hindi Editor & Assistant  
Hostel Warden

#### **Library and Documentation Centre**

Puja Singh, Librarian  
D.S. Thakur, Documentation Officer

#### **Computer Centre**

Naveen Bhatia, Computer Programmer and  
Systems Analyst (In-charge)



# VII

ANNUAL ACCOUNTS

2013-14



# BALANCE SHEET

As at 31-03-2014

<b>Corpus/Capital Fund &amp; Liabilities</b>	<b>Schedule</b>	<b>As at 31-03-2014</b>	<b>As at 31-03-2013</b>
Capital Fund	1	19,83,25,068	16,56,76,185
Capital Reserve	2	4,65,126	3,81,110
Earmarked/Endowment Funds (GPF)	3	-	-
Current Liabilities & Provision(Specific Project)	4	2,68,02,043	2,05,37,975
Other Liabilities & Provision	5	5,96,57,702	5,26,09,553
<b>TOTAL</b>		<b>28,52,49,939</b>	<b>23,92,04,823</b>
<b>ASSETS</b>			
Fixed Assets	6	17,81,88,975	14,30,37,082
Advance To CPWD	7	4,45,73,558	4,36,48,999
PF Investment	8	-	-
Current Assets, Loans, Advances Etc.	9	6,24,87,406	5,25,18,742
<b>TOTAL</b>		<b>28,52,49,939</b>	<b>23,92,04,823</b>
Significant Accounting Policies & Notes On Accounts	19	-	-
Contingent Liabilities And Notes to Accounts	20		

Sd/-  
(Usha Thyagarajan)  
Finance Officer

Sd/-  
(Basavaraj Swamy)  
Registrar

Sd/-  
(R. Govinda)  
Vice-Chancellor

# INCOME & EXPENDITURE ACCOUNT

For the year ended 31-03-2014

Income	Schedule	Current Year	Previous Year
Grants/Subsidies	10	20,81,16,353	17,66,99,431
Income from Investment	11	-	-
Income from Royalty, Publications etc.	12	2,38,853	2,89,660
Interest Earned	13	34,06,180	19,58,580
Other Income	14	1,12,48,211	2,18,22,321
<b>TOTAL (A)</b>		<b>22,30,09,597</b>	<b>20,07,69,992</b>
EXPENDITURE			
Establishment Expenses	15	14,29,39,013	12,67,57,280
Other Administrative Expenses etc.	16	8,83,03,927	9,83,30,603
Publication Expenses	17	15,03,220	16,31,289
Loss on sale of Assets	18	-	25,22,936
Depreciation	6	94,98,201	70,56,667
<b>TOTAL (B)</b>		<b>24,22,44,361</b>	<b>23,62,98,775</b>
Add: Excess of income/expenditure		(1,92,34,764)	(3,55,28,783)

Sd/-  
(Usha Thyagarajan)  
Finance Officer

Sd/-  
(Basavaraj Swamy)  
Registrar

Sd/-  
(R. Govinda)  
Vice-Chancellor



## SCHEDULES FORMING PART OF BALANCE SHEET

As at 31-03-2014

### SCHEDULE 1 CAPITAL FUND

Particulars	As at 31-03-2014		As at 31-03-2013	
Balance as at beginning of the year	16,56,76,185		15,78,80,399	
Addition during the year	1,87,85,636		2,10,62,059	
Add: Building Capitalized during the year	2,57,80,442		2,22,62,510	
Add: Building Capitalized pertaining to prior year	73,17,569			
<b>TOTAL</b>	<b>21,75,59,832</b>		<b>20,12,04,968</b>	
Add: Excess of Income over Expenditure	-		-	
Less: Excess of Expenditure over Income	1,92,34,764	1,92,34,764	3,55,28,783	3,55,28,783
<b>Balance at the year end</b>	<b>19,83,25,068</b>		<b>16,56,76,185</b>	

### SCHEDULE 2 CAPITAL RESERVE

Particulars	As at 31-03-2014		As at 31-03-2013	
<b>DONATED ASSET FUND</b>				
As per Last Account	3,81,110		3,74,886	
Addition during the year	84,016		6,224	
<b>TOTAL</b>	<b>4,65,126</b>		<b>3,81,110</b>	

### SCHEDULE 3 EARMARKED/ENDOWMENT FUNDS

Particulars	As at 31-03-2014	As at 31-03-2013
<b>(A) GPF</b>		
a) Opening balance of the Fund	-	-
b) Addition to the Funds (GPF+CPF)	-	-
<b>TOTAL (a)+(b)</b>	-	-
c) Utilization towards the objects of the funds (withdrawals)	-	-
<b>NET BALANCE</b>	-	-

### SCHEDULE 4 SPECIFIC PROJECTS

Particulars	As at 31-03-2014	As at 31-03-2013
Specific Grants for Project		
(a) Opening Balance of the Funds	2,05,37,975	3,95,78,837
(b) Addition to the Funds/Interest/Misc. Receipts during the year	4,14,99,960	2,25,98,830
<b>TOTAL (A)+(B)</b>	<b>6,20,37,935</b>	<b>6,21,77,667</b>
(d) Utilisation towards the object of funds (withdrawal)	3,52,35,892	4,16,39,692
<b>NET BALANCE</b>	<b>2,68,02,043</b>	<b>2,05,37,975</b>

### SCHEDULE 5 OTHER LIABILITIES & PROVISION

Particulars	As at 31-03-2014	As at 31-03-2013
<b>CURRENT LIABILITIES</b>		
1. Security Deposit	4,91,883	4,54,993
2. Subscription of Journals (Advance)	1,49,846	1,54,560
3. CPF(Payable)	15,973	-
4. Provisions : - Gratuity	90,00,000	80,00,000
- Leave encashment	50,00,000	40,00,000
- Pension	4,50,00,000	4,00,00,000
<b>TOTAL</b>	<b>5,96,57,702</b>	<b>5,26,09,553</b>

**SCHEDULE 6**  
**FIXED ASSETS**

		BLOCK OF ASSETS				DEPRECIATION		BLOCK OF ASSETS
Particulars	Rate of Depreciation	Opening Balance	Addition during the year 2013-14	Adjustment/ Deduction during the year	Cost/ valuation as on 31-03-14	during the year 2013-14	Balance as on 31-03-2014	
<b>A FIXED ASSETS</b>								
1	Land	2,17,215	20,90,677	-	23,07,892	-	23,07,892	
2	Building	9,59,80,683	3,30,98,011	-	12,90,78,694	25,81,574	12,64,97,120	
3	Vehicles	12,26,482	-	-	12,26,482	1,22,648	11,03,834	
4	Office equipment	1,11,70,726	11,25,118	-	1,22,95,844	9,22,188	1,13,73,656	
5	Computer/Peripherals	25,61,002	19,82,795	-	45,43,797	9,08,759	36,35,038	
6	Computer Software	-	6,35,369	-	6,35,369	2,54,148	3,81,221	
7	Furniture, Fixtures & Fittings	59,62,501	6,52,565	-	66,15,066	4,96,130	61,18,936	
8	Library Books	30,34,472	29,81,886	-	60,16,358	6,01,636	54,14,722	
9	Journals	1,40,08,706	72,44,469	-	2,12,53,175	21,25,318	1,91,27,856	
10	E-Journals	15,57,727	21,56,773	-	37,14,500	14,85,800	22,28,700	
<b>TOTAL(A)</b>		<b>13,57,19,513</b>	<b>5,19,67,663</b>	<b>-</b>	<b>18,76,87,177</b>	<b>94,98,201</b>	<b>17,81,88,975</b>	
11	Work in progress (Civil)	56,25,013	-	56,25,013	-	-	-	
12	Work in progress (Electrical)	16,92,556	-	16,92,556	-	-	-	
<b>TOTAL(B)</b>		<b>73,17,569</b>	<b>-</b>	<b>73,17,569</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL(A+B)</b>		<b>14,30,37,082</b>	<b>5,19,67,663</b>	<b>73,17,569</b>	<b>18,76,87,177</b>	<b>94,98,201</b>	<b>17,81,88,975</b>	

## SCHEDULE 7 ADVANCE TO CPWD

Particulars	As at 31-03-2014		As at 31-03-2013	
As per Last Balance Sheet		4,36,48,999		4,64,30,015
Deposit during the year (Civil/Electrical Division)		2,40,39,027		2,83,53,512
Building Capitalized during the year (Civil)	(1,63,36,484)		(2,22,62,510)	
Building Capitalized during the year (Electrical)	(64,67,150)		-	
Expenditure ARMO Charge (Civil) during the year	-		(50,71,692)	
Expenditure (ARMO) Charge (Electrical) during the year	(3,10,834)		(27,16,914)	
Work in progress during the year	-	4,45,73,558	(10,83,412)	4,36,48,999
<b>TOTAL</b>		<b>4,45,73,558</b>		<b>4,36,48,999</b>

## SCHEDULE 8 INVESTMENT FROM EARMARKED/ ENDOWMENT FUNDS

Particulars	As at 31-03-2014		As at 31-03-2013	
<b>From GPF</b>				
1. In FDRs/Special Deposits of Nationalised Banks/ Post Office Term Deposit/ RBI Bonds				-
<b>TOTAL</b>				<b>-</b>



SCHEDULE 9  
CURRENT ASSETS, LOANS, AND ADVANCE

Particulars	As at 31-03-2014		As at 31-03-2013	
<b>A. CURRENT ASSETS</b>				
1. State Bank of India (10137881320)	1,11,70,481		58,75,225	
2. Syndicate Bank (Plan) 91392010001112	30,79,571		95,76,067	
3. Syndicate Bank (Project) 91392010001092	2,68,02,043		2,05,37,975	
4. Syndicate Bank (Hostel) 91392015365	3,16,534		3,04,243	
5. Canara Bank 25536	2,02,29,377		1,51,74,304	
6. Postage Stamps in Hand	48,709	6,16,46,715	98,562	5,15,66,376
<b>Total (A)</b>		<b>6,16,46,715</b>		<b>5,15,66,376</b>
<b>B. LOANS, ADVANCES &amp; OTHER ASSETS</b>				
<b>1. Loans/(Staff):</b>				
Festival Advance	1,10,625		88,500	
Scooter Advance	19,965		36,845	
House Building Advance	64,950		86,550	
Computer Advance	34,500		54,000	
Motor Car Advance	1,20,000		1,56,000	
<b>GSLIS</b>	2,280	<b>3,52,320</b>	440	<b>4,22,335</b>
<b>2. Advances &amp; Other Amounts Recoverable in cash or in kind or for value to be received</b>				
a) Security Deposit	98,298		98,298	
b) Interest Accrued on loans & Advances	92,768		1,65,340	
c) Publications on Hand	2,97,305	<b>4,88,371</b>	2,66,393	5,30,031
<b>TOTAL (B)</b>		<b>8,40,691</b>		<b>9,52,366</b>
<b>TOTAL (A)+(B)</b>		<b>6,24,87,406</b>		<b>5,25,18,742</b>

## SCHEDULES FORMING PART OF INCOME AND EXPENDITURE ACCOUNT

For the year ended 31-03-2014

### SCHEDULE 10 GRANTS/SUBSIDIES (IRRECOVERABLE GRANTS AND SUBSIDIES RECEIVED)

Particulars	Current Year		Previous Year	
<b>Grants Received From GOI/MHRD</b>				
1) <b>Non Plan</b>	14,15,00,000		10,70,44,000	
Less: Capitalized during the year	-		(36,04,791)	
<b>TOTAL</b>	<b>14,15,00,000</b>	<b>14,15,00,000</b>	<b>10,34,39,209</b>	<b>10,34,39,209</b>
2) <b>Plan</b>	11,85,00,000		11,29,80,000	
Less: Capitalized	(1,87,85,636)		(1,74,57,268)	
Less: Building Capitalized during the year 2013-14	(3,30,98,011)		(2,22,62,510)	
<b>TOTAL</b>	<b>6,66,16,353</b>	<b>6,66,16,353</b>	<b>7,32,60,222</b>	<b>7,32,60,222</b>
		<b>20,81,16,353</b>		<b>17,66,99,431</b>

### SCHEDULE 11 INCOME FROM INVESTMENT

Particulars	Current Year		Previous Year	
1) Interest received	-		-	
2) Interest on PF Savings Account	-		-	
3) Accrued during the year	-		-	
4) Less last year Accrued Interest	-		-	
<b>TOTAL</b>	<b>-</b>		<b>-</b>	

### SCHEDULE 12 INCOME FROM ROYALTY, PUBLICATION ETC.

Particulars	Current Year		Previous Year	
1) Income from Royalty		29,183		61,022
2) Income from Publications	2,04,956		2,53,968	
3) Subscription previous years	1,54,560		1,29,230	
4) Less: Subscription of Journals Advance	(1,49,846)	2,09,670	(1,54,560)	2,28,638
<b>TOTAL</b>		<b>2,38,853</b>		<b>2,89,660</b>

SCHEDULE 13  
INTEREST EARNED

Particulars	Current Year		Previous Year	
1) Interest received on Savings Account (Non-Plan)	5,97,003		7,70,613	
Interest received on Savings Account (Plan)	23,00,806		10,42,825	
Interest received on Savings Account (hostel)	12,292		10,290	
Interest received on Savings Account (Canara Bank)	4,85,920	<b>33,96,021</b>	-	<b>18,23,728</b>
2) On Loans Employees/ Interest on Bearing Advances	82,731		4,22,933	
3) Accrued Interest	92,768		1,65,340	
4) Less last year accrued interest	(1,65,340)	10,159	(4,53,421)	1,34,852
<b>TOTAL</b>		<b>34,06,180</b>		<b>19,58,580</b>

SCHEDULE 14  
OTHER INCOME

Particulars	Current Year		Previous Year	
1) Miscellaneous Income				
License Fees, Water Charges, Sale of Prospectus, Tender Forms, Misc. Receipts, Admission Fees for Medical for pensioners, Contribution for Medical Scheme and Use of Staff Car	13,99,970		11,14,490	
2) Hostel Rent Receipts	30,47,880		46,57,171	
3) Leave Salary & Pension Contribution	20,22,209		7,75,033	
4) Student Fees	2,09,000		1,14,300	
5) Income from Overhead Charges received from various projects	45,69,152	1,12,48,211	1,51,61,327	2,18,22,321
<b>TOTAL</b>		<b>1,12,48,211</b>		<b>2,18,22,321</b>

## SCHEDULE 15 ESTABLISHMENT EXPENSES

Particulars	Current Year			Previous Year		
	Non-Plan	Plan	Total	Non-Plan	Plan	Total
Salaries	4,19,94,616	20,97,210	4,40,91,826	4,17,59,888	25,70,587	4,43,30,475
Allowances, Bonus and OTA	5,14,49,174	21,73,883	5,36,23,057	4,27,45,981	26,27,088	4,53,73,069
Medical Reimbursement	37,87,276	-	37,87,276	28,92,739	-	28,92,739
Liveries	42,040	87,427	1,29,467	14,443	28,672	43,115
Leave Travel Concession (LTC)	13,72,038	-	13,72,038	14,28,664	-	14,28,664
Pension	2,92,13,686	-	2,92,13,686	2,30,60,348	-	2,30,60,348
Gratuity	48,21,025	-	48,21,025	46,03,853	-	46,03,853
Leave Encashment	35,18,446	-	35,18,446	33,11,690	-	33,11,690
New Pension Scheme	11,58,586	-	11,58,586	8,60,697	-	8,60,697
Interest on GPF/ CPF/NPS Paid	3,47,626	-	3,47,626	-	-	-
Travelling Allowances	75,482	-	75,482	1,20,221	-	1,20,221
Tuition fee	8,00,498	-	8,00,498	7,32,409	-	7,32,409
<b>TOTAL</b>	<b>13,85,80,493</b>	<b>43,58,520</b>	<b>14,29,39,013</b>	<b>12,15,30,933</b>	<b>52,26,347</b>	<b>12,67,57,280</b>

## SCHEDULE 15A CALCULATION OF PROVISION

Particulars	Pension	Gratuity	Leave Encashment
<b>Opening Balance</b>	4,00,00,000	80,00,000	40,00,000
Less : Actual Payment made during 2013-14	2,42,13,686	38,21,025	25,18,446
Balance available on 31-03-2014	1,57,86,314	41,78,975	14,81,554
Provision on 31-03-2014	4,50,00,000	90,00,000	50,00,000
<b>Provision to be made in 2013-14</b>	<b>2,92,13,686</b>	<b>48,21,025</b>	<b>35,18,446</b>



SCHEDULE 16  
OTHER ADMINISTRATIVE EXPENSES

Particulars	Current Year			Previous Year		
	Non-Plan	Plan	Total	Non-Plan	Plan	Total
<b>A Infrastructure</b>						
1 Rent/Rates/Taxes	3,69,819	-	3,69,819	3,87,289	4,21,470	8,08,759
2 Electricity/Water Charges	88,01,509	31,920	88,33,429	64,62,668	6,94,620	71,57,288
3 Security Expenses	24,115	4,90,803	5,14,918	6,39,487	1,23,845	7,63,332
4 Insurance	18,565	32,395	50,960	60,527	-	60,527
<b>B Communication</b>						
1 Postage and Telegram	-	4,86,526	4,86,526	-	3,12,247	3,12,247
2 Telephone and Fax	8,83,556	89,767	9,73,323	9,55,717	1,03,997	10,59,714
<b>C Subscription to Academic Institutions</b>						
1 Advertisement Charges	-	22,61,842	22,61,842	-	22,67,311	22,67,311
2 Legal Expenses	72,800	32,800	1,05,600	2,66,000	17,400	2,83,400
<b>D Others</b>						
1 News paper Charges	1,25,018	15,228	1,40,246	1,01,836	22,165	1,24,001
2 Catering Charges	-	37,65,462	37,65,462	-	27,84,041	27,84,041
3 Programme Expenses	-	42,41,720	42,41,720	-	38,14,000	38,14,000
4 Petrol/Oil/Lubricant Charges	5,74,989	-	5,74,989	4,68,396	-	4,68,396
5 Stationery Charges	-	19,65,503	19,65,503	-	11,74,026	11,74,026
6 Audit Fee	33,350	-	33,350	1,37,385	-	1,37,385
7 Horticulture Charges	-	82,994	82,994	-	24,985	24,985
8 Photocopying Charges	-	5,22,015	5,22,015	-	4,60,835	4,60,835
9 Wage Charges	-	10,02,182	10,02,182	-	8,81,513	8,81,513
10 Housekeeping Expenses	9,78,260	17,64,945	27,43,205	9,59,636	9,81,034	19,40,670
11 Misc. Payments	2,53,167	4,10,921	6,64,088	1,78,301	7,14,796	8,93,097
12 Taxi Charges	-	2,49,951	2,49,951	-	-	-
13 Course Fees/Training	-	1,70,750	1,70,750	-	-	-
14 Written off	-	-	-	-	15,726	15,726

Particulars	Current Year			Previous Year		
	Non-Plan	Plan	Total	Non-Plan	Plan	Total
<b>E Repairs and Maintenance</b>						
1 Maintenance of vehicles	2,04,913	-	2,04,913	1,19,974	-	1,19,974
2 Maintenance of Equipment	-	33,14,493	33,14,493	-	18,74,665	18,74,665
3 Maintenance of Furniture & Fixture	-	11,58,217	11,58,217	-	51,113	51,113
4 Maintenance of Building	-	6,40,130	6,40,130	-	34,59,333	34,59,333
5 Civil Maintenance (ARMO)	-	-	-	-	50,71,692	50,71,692
6 Electrical (ARMO) Charge	-	3,10,834	3,10,834	-	27,16,914	27,16,914
<b>TOTAL (1)</b>	<b>1,23,40,061</b>	<b>2,30,41,398</b>	<b>3,53,81,459</b>	<b>1,07,37,216</b>	<b>2,80,72,239</b>	<b>3,88,09,455</b>
<b>Academic/Research Expenses</b>	<b>Non-Plan</b>	<b>Plan</b>	<b>Total</b>	<b>Non-Plan</b>	<b>Plan</b>	<b>Total</b>
a) Stipend, Book & Project Grants	-	2,86,678	2,86,678	-	2,76,817	2,76,817
b) TA to Faculty/staff	-	47,95,519	47,95,519	-	31,22,169	31,22,169
c) TA to Participants	-	88,20,207	88,20,207	-	63,36,637	63,36,637
d) Honorarium to Resource Persons	-	6,48,987	6,48,987	-	4,55,876	4,55,876
<b>TOTAL (2)</b>	<b>-</b>	<b>1,45,51,391</b>	<b>1,45,51,391</b>	<b>-</b>	<b>1,01,91,499</b>	<b>1,01,91,499</b>
<b>Universities Studies/ Student Cell/NGOs</b>	<b>Non-Plan</b>	<b>Plan</b>	<b>Total</b>	<b>Non-Plan</b>	<b>Plan</b>	<b>Total</b>
i) Universities Research Studies	-	1,86,41,133	1,86,41,133	-	2,59,60,526	2,59,60,526
ii) Fellowship to M.Phil/ Ph.D. Students	-	59,43,204	59,43,204	-	75,47,308	75,47,308
iii) Grants to NGOs	-	53,19,967	53,19,967	-	1,24,35,937	1,24,35,937
iv) North-East Region (including SC/ST)	-	84,66,773	84,66,773	-	33,85,878	33,85,878
<b>TOTAL (3)</b>	<b>-</b>	<b>3,83,71,077</b>	<b>3,83,71,077</b>	<b>-</b>	<b>4,93,29,649</b>	<b>4,93,29,649</b>
<b>TOTAL (1+2+3)</b>			<b>8,83,03,927</b>			<b>9,83,30,603</b>

SCHEDULE 17  
**PUBLICATION EXPENSES**

Particulars	Current Year	Previous Year
Publication Expenses(Apportioned from Printing/Binding)	15,34,132	16,44,207
Add last year stock of Books	2,66,393	2,53,475
Less Stock of Books in Hand	(2,97,305)	(2,66,393)
<b>TOTAL</b>	<b>15,03,220</b>	<b>16,31,289</b>

SCHEDULE 18  
**LOSS ON SALE OF ASSETS**

Particulars	As at 31-03-2014	Previous Year
<b>Cost as per Ledger (Motor Cycle)</b>		29,151
<b>Less: Realized Value</b>		(4,600)      24,551
Office Equipment (Computer, Other Electric Equipment like ACs, Water Coolers etc.) written down value as on 01-04-2011		26,84,720
<b>Less: Realized Price</b>		(5,52,399)      21,32,321
Furniture, Fixture & Fitting written down value as on 01-04-2011		3,91,524
Less: Realized Price		(25,460)      3,66,064
<b>TOTAL</b>		<b>25,22,936</b>

Sd/-  
**(Usha Thyagarajan)**  
*Finance Officer*

Sd/-  
**(Basavaraj Swamy)**  
*Registrar*

Sd/-  
**(R. Govinda)**  
*Vice-Chancellor*

## SCHEDULE 19

# SIGNIFICANT ACCOUNTING POLICIES

### Basis for Preparation of Accounts

#### 1. Accounting Convention

1.1 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 Fees from students, sale of Tender forms, Admission Forms, Sale of Publications, Royalty and Interest on Savings Bank accounts are accounted on cash basis.

2.2 Income from Hostel rent is accounted on cash basis.

#### 3. Fixed Assets

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 prices are not available, the value is based on assessment.

3.3 Fixed assets are valued at cost less accumulated depreciation.

3.4 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.

3.5 Expenditure on acquisition of software has been separated from computers and peripherals as apart from being intangible assets, the rate of obsolescence in respect of these is very high. Wherever the cost of software exceeds ₹ 15,000/- the expenditure is capitalised.

3.6 The amount of ₹ 73,17,569/- as work in progress which was already completed, the cost of such work has been shifted from work in progress to relevant asset head.

#### 4. Depreciation

4.1 Depreciation on fixed assets is provided on Straight line method, as per rate specified in the Income Tax Act 1961:

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%
9.	Computer Software	40%

4.2 In respect of E-Journals, a higher percentage of depreciation of 40% is provided as against 10% provided in respect of library books as access to the journals are for limited periods.



- 4.3 In respect of computer software a higher percentage of depreciation of 40% is provided as against 20% provided in respect of computer and peripherals.
- 4.4 Depreciation is provided on the total assets (including the additions during the year) irrespective of date of acquisition.
- 4.5 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.
- 5. Stocks**
- 5.1 Expenditure on purchase of Stationery, chemicals and other store items is accounted as revenue expenditure.
- 6. Retirement Benefits**
- 6.1 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.
- 6.2 Provision for retirement benefits i.e. pension, gratuity and leave encashment are provided based on assumptions and not on actuarial basis.
- 7. Fellowship to Ph.D. and M.Phil. Students**
- 7.1 Fellowship to Ph.D. and M.Phil. Students are paid out of plan grant provided by the Ministry of Human Resource Development (Department of Higher Education) and it is treated as revenue expenditure.
- 8. Medical Contribution**
- 8.1 Medical contributions received as per medical scheme of NUEPA are taken as receipts in Non-Plan A/c as medical reimbursement is paid from Non-Plan account.
- 9. Government Grants**
- 9.1 Government grants are accounted on realization basis.
- 9.2 To the extent utilized towards capital expenditure Government grants are transferred to the Capital fund.
- 9.3 Government grants for meeting revenue expenditure are treated, to the extent utilized, as income of the year in which they are realized.
- 9.4 Unutilized grants are carried forward and exhibited as a liability in the Balance Sheet.
- 10. Grants to NGOs**
- 10.1 Grants/Financial Assistance to NGOs having similar objective is being accounted as expenditure under Plan account.
- 11. Sponsored Projects**
- 11.1 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.

SCHEDULE 20  
**CONTINGENT LIABILITIES AND  
NOTES TO ACCOUNTS**

**1. Grants**

- 1.1 Total Grants of Rs. 2600.00 lakh (Plan head: Rs. 1185.00 lakh and Non-Plan head: Rs. 1415.00 lakh) was received from the Ministry of Human Resource Development (Department of Higher Education), Government of India during the financial year 2013-14.
- 1.2 Adhoc Bonus of Rs. 3,21,218/- was paid for 2012-13 to the eligible employees.

**2. Current liabilities and provisions**

- 2.1 In view of no taxable income under Income Tax Act 1961, no provision for income tax has been considered necessary.
- 2.2 The provision for liability payable towards superannuating of employees and provisions for liability towards accumulated leave encashment are on assumption basis.

**3. Fixed Assets**

- 3.1 Fixed assets are created out of Plan grant only.
- 3.2 The additions of assets during the year and depreciation on assets are shown in Schedule 6.
- 3.3 Fixed assets as set out in Schedule 6 do not include assets purchased out of funds of sponsored projects, held and used by the University.

**4. Current Assets, Loans and Advances**

- 4.1 In the opinion of the University, 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.

- 4.2 The details of balances in Saving Bank Accounts are shown in the schedule.

**5. Provident Fund account and New Pension Scheme account**

- 5.1 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

6. The value of gifted books in 2012-13 was Rs. 4,65,126/- (previous year – Rs. 3,81,110). Depreciation on Library books received as gifts has also been provided.
7. Previous year figure have been regrouped/ rearranged wherever necessary, to make them comparable with current year figures.
8. Figures in the final accounts have been rounded to the nearest rupee.
9. Schedule 1-20 are annexed to form an integral part of the balance sheet as at 31st March 2014 and income and expenditure account for the year ended 31st March 2014.

## UTILIZATION CERTIFICATE OF GRANTS (PLAN & NON-PLAN)

Received from Ministry of Human Resource Development  
Government of India  
during the year 2013-14

Receipt	Plan	Non-Plan	Payment	Plan	Non-Plan
Opening Balance	95,76,067	58,75,225	Revenue Expenditure	8,17,29,012	14,39,20,554
Grants Received from M/HRD	11,85,00,000	14,15,00,000	Capital Expenditure/ Deposited with CPWD	4,55,68,290	-
Interest Received from Bank on Saving Account	23,00,806	5,97,003	Deposits Security/ Medical Advance/ Recoverable Payment/GSLIS	-	2,65,750
Misc. Receipt (Hostel Rent, Licence Fee, Water Charges, Recoverable Payment)	-	73,84,557	Total Expenditure	<b>12,72,97,302</b>	<b>14,41,86,304</b>
			Closing Balance	<b>30,79,571</b>	<b>1,11,70,481</b>
<b>TOTAL</b>	<b>13,03,76,873</b>	<b>15,53,56,785</b>	<b>TOTAL</b>	<b>13,03,76,873</b>	<b>15,53,56,785</b>

Sd/-  
(**Usha Thyagarajan**)  
*Finance Officer*

Sd/-  
(**Basavaraj Swamy**)  
*Registrar*

Sd/-  
(**R. Govinda**)  
*Vice-Chancellor*

## BALANCE SHEET OF GPF/CPF

As at 31-03-2014

<b>Corpus/Capital Fund &amp; Liabilities</b>	<b>As at 31-03-2014</b>	<b>As at 31-03-2013</b>
Earmarked/Endowment Funds (GPF/CPF)	11,90,01,273	10,54,73,629
<b>TOTAL</b>	<b>11,90,01,273</b>	<b>10,54,73,629</b>
<b>ASSETS</b>		
PF Investment	11,08,10,209	10,21,18,728
Current Assets, Loans, Advances etc.	44,44,370	22,56,312
Interest On Investment Accrued but not due	37,46,694	10,98,589
<b>TOTAL</b>	<b>11,90,01,273</b>	<b>10,54,73,629</b>

Sd/-  
(Usha Thyagarajan)  
Finance Officer

Sd/-  
(Basavaraj Swamy)  
Registrar

Sd/-  
(R. Govinda)  
Vice-Chancellor



# INCOME AND EXPENDITURE ACCOUNT OF GPF/CPF

For the Period from  
1-04-2013 to 31-03-2014

Income	2013-14	2012-13	Expenditure	2013-14	2012-13
Interest Transfer to GPF Account	71,04,092	87,61,767	Interest Credited to GPF Subscriber Account	87,96,521	71,32,603
Received Government Contribution from Non- Plan A/c 1320	3,47,626	-	Interest Credited to CPF Subscriber Account	25,001	4,11,631
Accrued Interest	87,87,527	61,39,422	Employer Contribution credited to CPF Subscriber	62,088	1,45,482
Less: Previous year Accrued Interest	(61,39,422)	(55,12,292)	Interest on Employer Contribution Credited to CPF Subscriber	23,766	1,46,681
			Excess of Income Over Expenditure transferred to Interest Received	11,92,447	15,52,500
<b>TOTAL</b>	<b>1,00,99,823</b>	<b>93,88,897</b>	<b>TOTAL</b>	<b>1,00,99,823</b>	<b>93,88,897</b>

Sd/-  
(Usha Thyagarajan)  
Finance Officer

Sd/-  
(Basavaraj Swamy)  
Registrar

Sd/-  
(R. Govinda)  
Vice-Chancellor

## GPF/CPF SCHEDULE

For the period 1-04-2013 to 31-03-2014

GPF/CPF Schedule	As at 31-03-2014		As at 31-03-2013	
Balance as per Last Year	10,54,73,629		8,71,53,705	
Received Contribution (GPF+CPF)	1,81,88,630		1,96,47,140	
Interest credited to GPF/CPF Subscriber Account	88,21,522		75,44,234	
Employer contribution credited to Subscriber	62,088		1,45,482	
Interest on Employer Contribution to CPF	23,766		1,46,681	
Interest Received (Excess of Income Over Expenditure)	11,92,447		15,52,500	
	<b>13,37,62,082</b>		<b>11,61,89,742</b>	
Less Withdrawal	1,47,60,809	11,90,01,273	1,07,16,113	10,54,73,629
<b>TOTAL</b>		<b>11,90,01,273</b>		<b>10,54,73,629</b>
PF Investment		11,08,10,209		10,21,18,728
Current Assets, Loans, Advances etc.		44,44,370		22,56,312
Interest on Investment Accrued but not due		37,46,694		10,98,589
<b>TOTAL</b>		<b>11,90,01,273</b>		<b>10,54,73,629</b>

Sd/-  
(**Usha Thyagarajan**)  
*Finance Officer*

Sd/-  
(**Basavaraj Swamy**)  
*Registrar*

Sd/-  
(**R. Govinda**)  
*Vice-Chancellor*

## RECEIPT AND PAYMENT ACCOUNT OF GPF/CPF

For the Period from 1-04-2013 to 31-03-2014

Receipt	2013-14	2012-13	Payment	2013-14	2012-13
Opening Balance	22,56,312	22,57,982	GPF Advance/ Withdrawal	1,47,60,809	98,08,971
GPF Contribution & Receipt	1,81,22,630	1,92,88,640	CPF Advance/ Withdrawal	-	9,07,142
CPF Contribution & Receipt	66,000	3,58,500	Investment Made	3,28,85,945	5,11,94,464
FD Encashed	2,41,94,464	3,35,00,000			
Interest Received on Investment/ Bank on GPF/CPF	71,04,092	87,61,767			
Received Govt. Contribution from Non-Plan A/c 1320	3,47,626		Closing Balance	44,44,370	22,56,312
<b>TOTAL</b>	<b>5,20,91,124</b>	<b>6,41,66,889</b>	<b>TOTAL</b>	<b>5,20,91,124</b>	<b>6,41,66,889</b>

Sd/-  
(Usha Thyagarajan)  
Finance Officer

Sd/-  
(Basavaraj Swamy)  
Registrar

Sd/-  
(R. Govinda)  
Vice-Chancellor

# NEW PENSION SCHEME ACCOUNT

Balance Sheet as on 31-03-2014

<b>Liabilities</b>	<b>As at 31-03-2014</b>	<b>As at 31-03-2013</b>
Earmarked/Endowment Funds (NPS)	1,73,427	51,03,026
<b>TOTAL</b>	<b>1,73,427</b>	<b>51,03,026</b>
<b>ASSETS</b>		
Investment	-	33,50,000
Current Assets, Loans, Advances, etc.	12,832	17,53,026
Interest On Investment Accrued But Not Due	1,60,595	-
Amount To Be Received From NUEPA Accounts	-	-
<b>TOTAL</b>	<b>1,73,427</b>	<b>51,03,026</b>

Sd/-  
(Usha Thyagarajan)  
Finance Officer

Sd/-  
(Basavaraj Swamy)  
Registrar

Sd/-  
(R. Govinda)  
Vice-Chancellor



## NEW PENSION SCHEME ACCOUNT INCOME AND EXPENDITURE ACCOUNT

For the period from 01-04-2013 to 31-03-2014

Income	As at 31-03-2014	As at 31-03-2013
Interest Received From Non-Plan Account	-	-
Interest Received on NPS Saving Accounts	36,719	39,009
Interest on NPS Fund Investment	3,36,453	53,265
Accrued Interest	-	-
<b>TOTAL</b>	<b>3,73,172</b>	<b>92,275</b>
Expenditure		
Interest Credited to NPS Subscriber	-	-
Excess of Income over Expenditure Transferred to Interest Received	3,73,172	92,275
<b>TOTAL</b>	<b>3,73,172</b>	<b>92,275</b>

Sd/-  
**(Usha Thyagarajan)**  
*Finance Officer*

Sd/-  
**(Basavaraj Swamy)**  
*Registrar*

Sd/-  
**(R. Govinda)**  
*Vice-Chancellor*

## NEW PENSION SCHEME ACCOUNT

NPS Schedule for the period of 1-04-2013 to 31-03-2014

SCHEDULE	As at 31-03-2014	As at 31-03-2013
Balance as per last year	51,03,026	32,51,791
Received Employee Contribution	11,58,586	9,39,195
Received Employer Contribution	11,58,586	9,39,195
Interest on NPS Fund Investment	3,36,453	53,265
Less: Accrued Interest (2012-13)	1,60,595	(85,705)
Interest Received on Saving Accounts	36,719	39,009
Less: Bank Charges	-	(55)
Less: Withdrawal	(5,85,076)	(33,670)
Less: NPS Fund Transferred To Subscriber A/C	(71,95,462)	-
<b>TOTAL</b>	<b>1,73,427</b>	<b>51,03,026</b>
Investment	-	33,50,000
Current Assets, Loans, Advances etc.	12,832	17,53,026
Interest on investment accrued but not due	1,60,595	-
Bank charges	-	-
<b>TOTAL</b>	<b>1,73,427</b>	<b>51,03,026</b>

Sd/-  
(**Usha Thyagarajan**)  
*Finance Officer*

Sd/-  
(**Basavaraj Swamy**)  
*Registrar*

Sd/-  
(**R. Govinda**)  
*Vice-Chancellor*

# RECEIPT AND PAYMENT ACCOUNT OF NEW PENSION SCHEME

For the Period from 1-04-2013 to 31-03-2014

Receipt	2013-14	2012-13	Payment	2013-14	2012-13
Opening Balance	17,53,026	5,16,031	NPS Withdrawal	-	33,670
Employee Contribution	11,58,586	9,39,195	Investment made 2013-14	-	12,50,000
Employer Contribution	11,58,586	9,39,195	Bank Charges	-	-
FD Encashed	33,50,000	5,50,000	Withdrawal (Transferred to Subscriber A/c)	71,95,462	-
Interest Received on NPS fund Investment	36,719	53,265	Overhead Charges -Transferred to Overhead A/c (Canara Bank)	5,85,076	-
Interest Received from Bank on saving Accounts NPS fund	3,36,453	39,009	Closing Balance	12,832	17,53,026
<b>TOTAL</b>	<b>77,93,370</b>	<b>30,36,696</b>	<b>TOTAL</b>	<b>77,93,370</b>	<b>30,36,696</b>

Sd/-  
(Usha Thyagarajan)  
Finance Officer

Sd/-  
(Basavaraj Swamy)  
Registrar

Sd/-  
(R. Govinda)  
Vice-Chancellor

## NATIONAL UNIVERSITY OF EDUCATIONAL RECEIPTS & PAYMENTS FOR

Receipts	Current Year 2013-14		Previous Year 2012-13	
OPENING BALANCES				
Bank Balance (Saving A/c)/ Postage stamps	3,60,87,829.03		8,81,62,296.09	
Hostel A/c No	3,04,242.86		2,93,953.12	
Canara Bank	1,51,74,304.05		1,51,61,327.05	
<b>TOTAL</b>		<b>5,15,66,375.94</b>		<b>10,36,17,576.26</b>
I. Grants received from Government of India MHRD - PLAN	11,85,00,000.00		11,29,80,000.00	
II. Grants received from Government of India MHRD- NON PLAN	14,15,00,000.00		10,70,44,000.00	
III. From other sources (Specific Grant)	4,14,99,960.17		2,25,98,830.21	
<b>TOTAL</b>		<b>30,14,99,960.17</b>		<b>24,26,22,830.21</b>
III. INCOME FROM SAVING ACCOUNTS				
Saving Bank Interest- PLAN	23,00,805.80		10,42,824.80	
Saving Bank Interest- NON PLAN	5,97,003.00		7,70,613.00	
Saving Bank Account (Canara Bank)	4,85,920.00		10,289.74	
<b>TOTAL</b>	<b>33,83,728.80</b>	<b>33,83,728.80</b>	<b>18,23,727.54</b>	<b>18,23,727.54</b>
IV. Interest Received				
Interest on Bearing Advances	82,731.00		4,22,933.00	
<b>TOTAL</b>	<b>82,731.00</b>	<b>82,731.00</b>	<b>4,22,933.00</b>	<b>4,22,933.00</b>
V. Other Income				
Royalty	29,183.47		61,021.71	
Sale of Publication	2,04,956.00		2,53,968.00	
Sale of Condemned Items	-		5,82,399.00	
Hostel Rent	30,47,880.00		46,57,171.00	
Hostel Telephone Booth	12,291.39		-	
<b>TOTAL</b>	<b>32,94,310.86</b>	<b>32,94,310.86</b>	<b>55,54,559.71</b>	<b>55,54,559.71</b>



## PLANNING AND ADMINISTRATION

### THE YEAR ENDED 31-03-2014

Payments	Current Year 2013-14			Previous Year 2012-13		
I. Expenses						
A) Establishment Expenses						
	NON-PLAN	PLAN	TOTAL	NON-PLAN	PLAN	TOTAL
a) Salary & Wages						
i) Pay of Officer	2,81,22,276.00	20,97,210.00		2,78,34,680.00	24,35,387.00	
ii) Pay of Establishment	1,38,72,340.00	-		1,39,25,208.00	1,35,200.00	
<b>TOTAL</b>	<b>4,19,94,616.00</b>	<b>20,97,210.00</b>	<b>4,40,91,826.00</b>	<b>4,17,59,888.00</b>	<b>25,70,587.00</b>	<b>4,43,30,475.00</b>
b) ALLOWANCES & BONUS						
i) Allowance & Honorarium	5,10,48,987.00	21,73,883.00		4,24,11,175.00	26,27,088.00	
ii) OTA	78,969.00	-		78,904.00	-	
iii) Bonus	3,21,218.00	-		2,55,902.00	-	
iv) Medical Reimbursement	37,87,276.00	-		28,92,739.00	-	
<b>TOTAL</b>	<b>5,52,36,450.00</b>	<b>21,73,883.00</b>	<b>5,74,10,333.00</b>	<b>4,56,38,720.00</b>	<b>26,27,088.00</b>	<b>4,82,65,808.00</b>
II. OTHER PAYMENTS						
i) Leave Travel Concession	13,72,038.00	-		14,28,664.00	-	
ii) New Pension Scheme (Govt. Share)	11,58,586.00	-		8,60,697.00	-	
iii) Interest on PF/ NPS paid to employees	3,47,626.00	-		-	-	
iv) Pension	2,42,13,686.00	-		2,21,64,201.00	-	
v) Gratuity	38,21,025.00					
vi) Leave encashment	25,18,446.00	-		28,11,690.00	-	
vii) Tuition fee	8,00,498.00	-		7,32,409.00	-	
viii) Travelling Allowances	75,482.00	-		1,20,221.00	-	
ix) Liveries	42,040.00	87,427.00		14,443.00	28,672.00	
<b>TOTAL</b>	<b>3,43,49,427.00</b>	<b>87,427.00</b>	<b>3,44,36,854.00</b>	<b>2,81,32,325.00</b>	<b>28,672.00</b>	<b>2,81,60,997.00</b>

<b>Receipts</b>	<b>Current Year 2013-14</b>		<b>Previous Year 2012-13</b>	
<b>VI. Other Receipts</b>				
Licence Fee	1,85,594.00		2,74,947.00	
Water Charges	6,096.00		5,079.00	
Student Fee	2,09,000.00		1,14,300.00	
Misc. Receipts	2,78,259.00		2,16,665.00	
Sale of Prospectus	66,100.00		8,900.00	
Sale of Tender Forms	36,100.00		26,500.00	
Use of Staff Car	2,696.00		-	
Admission Fees for Medical Reimbursement- Pensioners	5,92,800.00		-	
Contribution for Medical Scheme	2,32,325.00		-	
Amount Payable - CPF	15,973.00		-	
Canara Bank- Administrative Overhead Fund	4569152.46		-	
<b>TOTAL</b>	<b>61,94,095.46</b>	<b>61,94,095.46</b>	<b>6,46,391.00</b>	<b>6,46,391.00</b>
<b>VII. ADVANCE/LOAN RECEIVED FROM STAFF</b>				
Festival Advance	1,57,875.00		1,50,675.00	
Car Advance	36,000.00		35,980.00	
Scooter Advance	46,880.00		23,330.00	
House Building Advance	21,600.00		69,800.00	
Computer Advance	19,500.00		34,000.00	
Medical Advance	-		80,000.00	
Leave Salary/Pension Contribution	20,22,209.00		7,75,033.00	
Security Deposit	90,800.00		5,73,775.00	
<b>TOTAL</b>	<b>23,94,864.00</b>	<b>23,94,864.00</b>	<b>17,42,593.00</b>	<b>17,42,593.00</b>

Payments	Current Year 2013-14		Previous Year 2012-13			
<b>III. OTHER ADMINISTRATIVE EXPENSES</b>						
Advertisement charges	-	22,61,842.00	-	22,67,311.00		
Catering Charges	-	37,65,462.00	-	27,84,041.00		
Publication/ Printing Charges	-	15,34,132.00	-	16,44,207.00		
Postage & Telegram Charges	-	4,86,526.00	-	3,12,247.00		
Petrol/Oil/Lubricant Charges	5,74,989.00	-	4,68,396.00	-		
Stationery Charges	-	19,65,503.00	-	11,74,026.00		
Audit fee	33,350.00	-	1,37,385.00	-		
Legal Expenses	72,800.00	32,800.00	2,66,000.00	17,400.00		
Maintenance of Staff Car	2,04,913.00	-	1,19,974.00	-		
Maintenance of Equipment	-	33,14,493.00	-	18,74,665.00		
Maintenance of Furniture & Fixture	-	11,58,217.00	-	51,113.00		
Maintenance of Institute Building/ Hotsel	-	6,40,130.00	-	34,59,333.00		
Programme Expenses	-	42,41,720.00	-	38,14,000.00		
Telephone Charges	8,83,556.00	89,767.00	9,55,717.00	1,03,997.00		
Water/Electricity charges	88,01,509.00	31,920.00	64,62,668.00	6,94,620.00		
Rent/Rates/Taxes	3,69,819.00	-	3,87,289.00	4,21,470.00		
Horticulture charges	-	82,994.00	-	24,985.00		
Newspaper Charges	1,25,018.00	15,228.00	1,01,836.00	22,165.00		
Insurance	18,565.00	32,395.00	60,527.00	-		
Misc. Expenses	2,53,167.00	4,10,921.28	1,78,301.00	7,14,796.34		
Security Expenses	24,115.00	4,90,803.00	6,39,487.00	1,23,845.00		
Photocopying Charges	-	5,22,015.00	-	4,60,835.00		
Wage Charges	-	10,02,182.00	-	8,81,513.00		
Housekeeping expenses	9,78,260.00	17,64,945.00	9,59,636.00	9,81,034.00		
Taxi charges	-	2,49,951.00	-	-		
Course Fees/ Training Fees	-	1,70,750.00	-	-		
<b>TOTAL</b>	<b>1,23,40,061.00</b>	<b>2,42,64,696.28</b>	<b>3,66,04,757.28</b>	<b>1,07,37,216.00</b>	<b>2,18,27,603.34</b>	<b>3,25,64,819.34</b>



Payments	Current Year 2013-14		Previous Year 2012-13	
<b>IV. OTHER EXPENSES</b> (Academic)				
Stipend, Book & Project Grants	-	2,86,678.00	-	2,76,817.00
TA to Faculty	-	47,95,519.00	-	31,22,169.00
TA to Participants	-	88,20,207.00	-	63,36,637.00
Honorarium to Resource Person	-	6,48,987.00	-	4,55,876.00
Subscription to Academic Instt.	-	-	-	84,511.00
<b>TOTAL</b>	-	<b>1,45,51,391.00</b>	<b>1,45,51,391.00</b>	-
<b>1,02,76,010.00</b>				
<b>V. EXPENDITURE ON FIXED ASSETS AND CAPITAL WORK IN PROGRESS</b>				
Furniture & Fixture	-	6,52,565.00	-	34,84,980.00
Other Office Equipment	-	11,25,118.00	-	67,59,980.00
Purchase of Journal	-	72,44,469.00	36,04,791.00	33,58,354.00
Purchase of E-Journal	-	21,56,772.63	-	22,52,835.39
Library Books	-	28,97,870.00	-	10,37,665.00
Computers and Peripherals	-	19,82,795.00	-	5,63,454.00
Computer Software	-	6,35,369.00	-	-
Land	-	20,90,677.00	-	-
Office Building	-	29,76,808.00	-	-
<b>TOTAL</b>	-	<b>2,17,62,443.63</b>	<b>2,17,62,443.63</b>	<b>36,04,791.00</b>
<b>1,74,57,268.39</b>				
<b>2,10,62,059.39</b>				
<b>VI. ADVANCE TO CPWD</b>				
Building (Civil/ Electrical) Capital/ ARMO		2,27,57,208.00	-	-
Building (Capital) Elect.		12,81,819.00	-	2,83,53,512.00
<b>TOTAL</b>	-	<b>2,40,39,027.00</b>	<b>2,40,39,027.00</b>	<b>2,83,53,512.00</b>
<b>2,83,53,512.00</b>				





Payments	Current Year 2013-14		Previous Year 2012-13			
VII. STUDENT CELL						
Fellowship to M.Phil /Ph.D. Students	-	59,43,204.00	-	75,47,308.00		
VIII. GRANTS TO NGOs	-	53,19,967.00	-	1,24,35,937.00		
IX. INSTITUTE RESEARCH STUDIES			-			
Expenditure	-	1,86,41,133.00	-	2,59,60,526.00		
<b>TOTAL</b>	-	<b>2,99,04,304.00</b>	<b>2,99,04,304.00</b>	<b>45943771.00</b>	<b>4,59,43,771.00</b>	
X. NORTH EAST REGION (including SC/ST)	-	84,66,773.00	-	33,85,878.00		
<b>TOTAL</b>	-	<b>84,66,773.00</b>	<b>84,66,773.00</b>	<b>33,85,878.00</b>	<b>33,85,878.00</b>	
XI. PAYMENT MADE AGAISNT FUNDS FOR VARIOUS PROJECTS (SPECIFIC)						
Revenue		3,52,35,892.00		4,16,39,692.05		
Expenditure						
<b>TOTAL</b>	-	<b>3,52,35,892.00</b>	<b>3,52,35,892.00</b>	<b>4,16,39,692.05</b>	<b>4,16,39,692.05</b>	
XII. OTHER PAYMENT						
Festival Advance	1,80,000.00	-		1,23,750.00		
Scooter Advance	30,000.00	-		30,000.00		
Car Advance	-	-		1,80,000.00		
House Building Advance	-	-		-		
Computer Advance	-	-		-		
Security (Refund)	53,910.00	-		-		
Sundry Debtors	-	-		5,31,050.00		
GPF Advance & Withdrawal	-	-		15,973.00		
<b>TOTAL</b>	<b>2,63,910.00</b>	-	<b>263910.00</b>	<b>8,80,773.00</b>	-	<b>8,80,773.00</b>

<b>Receipts</b>	<b>Current Year 2013-14</b>		<b>Previous Year 2012-13</b>	
VIII. REMITTANCE				
Income Tax (Salaries)	1,27,03,188.00		98,38,389.00	
PF Sub. & Recovery of Advance	1,75,38,630.00		1,71,81,240.00	
PF Sub/ Recovery of Deputationist Staff	97,000.00		2,25,000.00	
Group Saving Linked Insurance Scheme	1,09,260.00		96,344.00	
Self LIC of Staff	3,23,714.00		3,20,294.00	
Society Recoveries	22,00,418.00		19,38,597.00	
Income Tax (Parties)	6,17,059.00		4,25,873.00	
New Pension Scheme (TIER- 1)	11,62,366.00		8,60,697.00	
Self LIC (Deputationist)	1,368.00		7,368.00	
<b>TOTAL</b>	<b>3,47,53,003.00</b>	<b>3,47,53,003.00</b>	<b>3,08,93,802.00</b>	<b>3,08,93,802.00</b>
<b>GRAND TOTAL</b>		<b>40,31,69,069.23</b>		<b>38,73,24,412.72</b>

Sd/-  
**(Usha Thyagarajan)**  
*Finance Officer*

Payments	Current Year 2013-14		Previous Year 2012-13	
<b>XIII. REMITTANCE</b>				
Income Tax (Salaries)	1,27,03,188.00			98,38,389.00
PF Sub. & Recovery of Advance	1,75,38,630.00			1,71,81,240.00
PF Sub/ Recovery of Deputationist Staff	97,000.00			2,25,000.00
Group Saving Linked Insurance Scheme	1,11,100.00			96,784.00
Self LIC of Staff	3,23,714.00			3,20,294.00
Society Recoveries	22,00,418.00			19,38,597.00
Income Tax (Parties)	6,17,059.00			4,25,873.00
New Pension Scheme (TIER - 1)	11,62,366.00			8,60,697.00
Self LIC (Deputationist)	1,368.00			7,368.00
<b>TOTAL</b>		<b>- 3,47,54,843.00</b>	<b>- 3,08,94,242.00</b>	<b>3,08,94,242.00</b>
<b>CLOSING BALANCE</b>				
State Bank of India (10137881320)	1,11,70,481.40			58,75,224.93
Syndicate Bank (91392010001112)	30,79,570.64			95,76,066.75
Syndicate Bank (91392010001092)	2,68,02,043.52			2,05,37,975.35
Canara Bank (25536)	2,02,29,376.51			1,51,74,304.05
Hostel A/c 91392015365	3,16,534.25			3,04,242.86
Postage Stamp in Hand	48,709.00			98,562.00
<b>TOTAL</b>	<b>6,16,46,715.32</b>	<b>- 6,16,46,715.32</b>	<b>5,15,66,375.94</b>	<b>5,15,66,375.94</b>
<b>GRAND TOTAL</b>		<b>40,31,69,069.23</b>		<b>38,73,24,412.72</b>

Sd/-  
**(Basavaraj Swamy)**  
 Registrar

Sd/-  
**(R. Govinda)**  
 Vice-Chancellor

## PROFORMA ACCOUNT FOR THE ASSIGNED PROGRAMMES/STUDIES

at the end of 31-03-2014

S. No.	Name of Programmes and Studies	Opening Balance	Receipts	Total	Expenditure	Balance
1	International Diploma in Educational Planning and Administration (IDEPA) February 1-April 30, 2010	-15,68,380.00	55,80,330.00	40,11,950.00	62,86,736.00	-22,74,786.00
2	Establishment & Operationalization of DISE (UNICEF) Dr. A. C. Mehta	8,01,086.00	44,14,913.00	52,15,999.00	37,35,760.00	14,80,239.00
3	Project on Sarva Shiksha Abhiyan (M/HRD)	10,64,362.00	1,05,949.00	11,70,311.00	11,25,300.00	45,011.00
4	Primary Education in India relating to Collaborative Project with the University of Sussex on Primary Education (CREATE) (Dr. R. Govinda)	22,593.26	-	22,593.26	20,568.00	2,025.26
5	Training Programme of School Principals 2006 (Dr. R.S. Tyagi)	20,37,727.00	-	20,37,727.00	-	20,37,727.00
6	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	11,95,425.00	-	11,95,425.00	1,30,565.00	10,64,860.00
7	Secondary Education Management Information Systems (SEMIS) M/HRD	38,91,123.00	-	38,91,123.00	7,16,442.00	31,74,681.00
8	UNESCO Contract No. 4500084591 Secondary Teacher Policy and Management (Dr. Pranati Panda)	1,58,411.00	-	1,58,411.00	-	1,58,411.00
9	Issue of Quality & Excellence in India Higher Education during XI Plan (UGC Assistance) Dr. Sudhanshu Bhushan	53,250.00	-	53,250.00	-	53,250.00
10	India-Africa Institute of Educational Planning and Administration at Burundi (South Africa)	25,64,658.00	-	25,64,658.00	-	25,64,658.00
11	School of Work information bases in Selected developing countries of Asia and the Pacific (Dr. Vineeta Sirohi)	69,995.00	-	69,995.00	-	69,995.00



S. No.	Name of Programmes and Studies	Opening Balance	Receipts	Total	Expenditure	Balance
12	Potential Economic and Social Impact of Rapid Higher Education Expansion in the World's largest Developing Economic (Dr. JBG Tilak)	5,15,281.00	-	5,15,281.00	-	5,15,281.00
13	Primary and Upper Primary (Ed.Cil) - Dr. K. Sujatha	3,62,399.00	5,00,000.00	8,62,399.00	6,45,959.00	2,16,440.00
14	Education South Asia (Dr. Mohanty/Dr. Zaidi)	74,647.00	0.00	74,647.00	45,766.00	28,881.00
15	Mahatma Gandhi Institute of Education Peace (MGIEP)	11,29,163.00		11,29,163.00	3,32,705.00	7,96,458.00
16	Leadership Programme (M/HRD) Dr. Rashmi Diwan	26,63,814.00	1,60,86,000.00	1,87,49,814.00	1,37,13,550.00	50,36,264.00
17	RM and Sainik School in India (Dr. Pramila Menon)	4,26,291.00	-	4,26,291.00	24,102.00	4,02,189.00
18	ISST PROJECT - Dr. V. Ramachandran	2,13,240.00	1,82,160.00	3,95,400.00	3,50,100.00	45,300.00
19	South Asia 4 countries- India, Srilanka, Bangladesh & Pakistan (UNICEF)	5,39,501.00	-	5,39,501.00	61,333.00	4,78,168.00
20	Rajiv Gandhi Foundation Chair Teacher Development and Management	-	45,00,000.00	45,00,000.00	41,83,611.00	3,16,389.00
21	DEOs- Kingdom of Bhutan Project	-	44,96,976.00	44,96,976.00	18,46,937.00	26,50,039.00
22	Centre for Policy Research (UGC)	-	35,00,000.00	35,00,000.00	11,49,951.00	23,50,049.00
23	National Fellowship (ICSSR)	-	3,60,000.00	3,60,000.00	2,90,000.00	70,000.00
24	Indonesia Programme	-	9,87,504.81	9,87,504.81	3,52,588.00	6,34,916.81
25	Administrative Overhead Charges/ Interest on Saving Accounts	43,23,389.09	7,86,127.36	51,09,516.45	2,23,919.00	48,85,597.45
<b>GRAND TOTAL</b>		<b>2,05,37,975.35</b>	<b>4,14,99,960.17</b>	<b>6,20,37,935.52</b>	<b>3,52,35,892.00</b>	<b>2,68,02,043.52</b>

Sd/-  
(Usha Thyagarajan)  
Finance Officer

Sd/-  
(Basavaraj Swamy)  
Registrar

Sd/-  
(R. Govinda)  
Vice-Chancellor

# MAIN ACCOUNT 2013-14 TRIAL BALANCE

01-04-2013 to 31-03-2014

PARTICULARS	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
<b>Capital Account</b>	<b>16,60,57,259.49 Cr</b>			
Add/Excess of Income/Expenditure			1,92,34,764.00	1,92,34,764.00 Cr
Capital Fund	16,56,76,185.15 Cr	1,92,34,764.00	5,18,83,647.00	19,83,25,068.15 Cr
Donated Asset Fund	3,81,110.34 Cr		84,016.00	4,65,126.34 Cr
<b>Current Liabilities</b>	<b>7,31,47,088.35 Cr</b>	<b>24,48,39,329.00</b>	<b>25,81,49,706.17</b>	<b>8,64,57,465.52 Cr</b>
Amount Payables			15,973.00	15,973.00 Cr
Amount Payables - CPF			15,973.00	15,973.00 Cr
Deduction From Bills		6,17,059.00	6,17,059.00	
Income Tax from Contractor - Plan		4,65,921.00	4,65,921.00	
Income Tax from Contractor - Project		1,19,152.00	1,19,152.00	
Income Tax from Contractors - Non-Plan		31,986.00	31,986.00	
Deduction From Salary	440.00 Dr	3,41,37,784.00	3,41,35,944.00	2,280.00 Dr
GPF SUBSCRIPTION (DEPUTATIONIST)		97,000.00	97,000.00	
GPF Subscription & Recovery		1,75,38,630.00	1,75,38,630.00	
Group Insurance Scheme	440.00 Dr	1,11,100.00	1,09,260.00	2,280.00 Dr
GSLIC (DEPUTATIONIST)		1,368.00	1,368.00	
Income Tax (Salary) - Non-Plan		1,10,73,971.00	1,10,73,971.00	
Income Tax (Salary) - Plan		9,21,423.00	9,21,423.00	
Income Tax (Salary) - Project		7,07,794.00	7,07,794.00	
LIC		3,23,714.00	3,23,714.00	
Recovery of New Pension Scheme		11,62,366.00	11,62,366.00	
Society Recoveries		22,00,418.00	22,00,418.00	
SPECIFIC PROJECT	2,05,37,975.35 Cr	4,57,25,965.00	5,19,90,033.17	2,68,02,043.52 Cr
Provisions	5,20,00,000.00 Cr		70,00,000.00	5,90,00,000.00 Cr
Provisions - Gratuity	80,00,000.00 Cr		10,00,000.00	90,00,000.00 Cr
Provisions - Leave Encashment	40,00,000.00 Cr		10,00,000.00	50,00,000.00 Cr

PARTICULARS	Opening Balance		Transactions		Closing Balance
			Debit	Credit	
Provisions - Pension	4,00,00,000.00	Cr		50,00,000.00	4,50,00,000.00 Cr
Payment on Behalf of:			1,50,051.00	1,50,051.00	
Security Deposits Adjustable	4,54,993.00	Cr	53,910.00	90,800.00	4,91,883.00 Cr
Subscription of Journal (Advance)	1,54,560.00	Cr	1,54,560.00	1,49,846.00	1,49,846.00 Cr
Transfer Between Fund - Plan			3,15,00,000.00	3,15,00,000.00	
Transfer Between Fund - Canara Bank A/C			3,35,00,000.00	3,35,00,000.00	
Transfer Between Fund - Non-Plan			7,55,00,000.00	7,55,00,000.00	
Transfer Grants from Project A/C			2,35,00,000.00	2,35,00,000.00	
<b>Fixed Assets</b>	<b>14,30,37,082.90</b>	<b>Dr</b>	<b>5,41,35,653.63</b>	<b>1,89,83,761.00</b>	<b>17,81,88,975.53 Dr</b>
1027 - Purchase of Journals	36,15,306.00	Dr	11,380.00	11,380.00	36,15,306.00 Dr
2025 - Furniture & Fixture	59,62,501.34	Dr	6,52,565.00	4,96,130.00	61,18,936.34 Dr
2026 - Other Office Equipment	1,11,70,725.82	Dr	32,81,729.00	30,78,799.00	1,13,73,655.82 Dr
2027 - Library Books	30,34,471.95	Dr	29,81,886.00	6,01,636.00	54,14,721.95 Dr
2028 - Computers and Peripherals	25,61,001.90	Dr	19,82,795.00	9,08,759.00	36,35,037.90 Dr
2029 - PURCHASE OF JOURNAL	1,03,93,399.95	Dr	72,44,469.00	21,25,318.00	1,55,12,550.95 Dr
2030 - Purchase of E-Journals	15,57,726.99	Dr	21,56,772.63	14,85,800.00	22,28,699.62 Dr
2055 - Computer Software			6,35,369.00	2,54,148.00	3,81,221.00 Dr
Land	2,17,215.03	Dr	20,90,677.00		23,07,892.03 Dr
Office Building	9,59,80,682.99	Dr	3,30,98,011.00	25,81,574.00	12,64,97,119.99 Dr
Purchase of Staff Car	12,26,481.93	Dr		1,22,648.00	11,03,833.93 Dr
Work in Progress - Civil	56,25,013.00	Dr		56,25,013.00	
Work in Progress - Electric	16,92,556.00	Dr		16,92,556.00	
<b>Current Assets</b>	<b>9,61,67,300.94</b>	<b>Dr</b>	<b>57,39,90,720.32</b>	<b>56,30,99,336.91</b>	<b>10,70,58,684.35 Dr</b>
Advance to Staff			2,22,94,772.00	2,22,94,772.00	
2033 - Miscellaneous Advance (TA/ Others)			2,15,86,250.00	2,15,86,250.00	
Imprest - Plan			10,000.00	10,000.00	
Medical Advance			6,98,522.00	6,98,522.00	
Interest Accrued	1,65,340.00	Dr	92,768.00	1,65,340.00	92,768.00 Dr
Interest Accrued on Loans & Advance	1,65,340.00	Dr	92,768.00	1,65,340.00	92,768.00 Dr

PARTICULARS	Opening Balance		Transactions		Closing Balance
			Debit	Credit	
Recoverable Staff	4,21,895.00	Dr	2,10,000.00	2,81,855.00	3,50,040.00 Dr
Car Advance	1,56,000.00	Dr		36,000.00	1,20,000.00 Dr
Computer Advance	54,000.00	Dr		19,500.00	34,500.00 Dr
Festival Advance	88,500.00	Dr	1,80,000.00	1,57,875.00	1,10,625.00 Dr
House Building Advance	86,550.00	Dr		21,600.00	64,950.00 Dr
Scooter Advance	36,845.00	Dr	30,000.00	46,880.00	19,965.00 Dr
Deposits (Asset)	4,36,48,999.00	Dr	2,40,39,027.00	2,31,14,468.00	4,45,73,558.00 Dr
Deposits to CPWD - Civil/Electrical	4,36,48,999.00	Dr	2,40,39,027.00	2,31,14,468.00	4,45,73,558.00 Dr
Sundry Debtors	98,298.00	Dr			98,298.00 Dr
Bank Account	5,14,67,813.94	Dr	52,70,08,139.32	51,68,77,946.91	6,15,98,006.35 Dr
1000 – SBI – 10137881320 – Non-Plan	58,75,224.93	Dr	25,05,10,457.47	24,52,15,201.00	1,11,70,481.40 Dr
2000 – Syndicate Bank – 91-1112 - Plan	95,76,066.75	Dr	16,78,76,591.80	17,43,73,087.91	30,79,570.64 Dr
3000 – Syndicate bank – 91-1092 – Project	2,05,37,975.35	Dr	7,00,53,726.17	6,37,89,658.00	2,68,02,043.52 Dr
6000 – Hostel Account	3,04,242.86	Dr	12,291.42		3,16,534.28 Dr
8000 – Canara Bank	1,51,74,304.05	Dr	3,85,55,072.46	3,35,00,000.00	2,02,29,376.51 Dr
Postage in Hand	98,562.00	Dr	48,709.00	98,562.00	48,709.00 Dr
Publication in Hand	2,66,393.00	Dr	2,97,305.00	2,66,393.00	2,97,305.00 Dr
<b>Indirect Incomes</b>			<b>5,22,09,072.00</b>	<b>27,52,18,669.15</b>	<b>22,30,09,597.15 Cr</b>
Receipt - NON-PLAN			3,25,425.00	14,93,50,499.47	14,90,25,074.47 Cr
Admission Fees for Medical Reimbursement Pensioner				5,92,800.00	5,92,800.00 Cr
Contribution for Medical Scheme (CGHS)			4,725.00	2,37,050.00	2,32,325.00 Cr
Grants From Ministry of HRD – Non-Plan				14,15,00,000.00	14,15,00,000.00 Cr
Hostel Rent				30,47,880.00	30,47,880.00 Cr
Interest on Interest Bearing Advances			1,65,340.00	1,75,499.00	10,159.00 Cr
Interest on Saving Bank Account				5,97,003.00	5,97,003.00 Cr
Leave Salary & Pension contribution				20,22,209.00	20,22,209.00 Cr
Miscellaneous Receipts				2,78,259.00	2,78,259.00 Cr
Recovery of Licence Fees			2,940.00	1,88,534.00	1,85,594.00 Cr
Recovery of Water Charges			574.00	6,670.00	6,096.00 Cr
Royalty				29,183.47	29,183.47 Cr

PARTICULARS	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Sale of Prospectus			66,100.00	66,100.00 Cr
Sale of Publication		1,49,846.00	3,59,516.00	2,09,670.00 Cr
Sale of Tenders forms		2,000.00	38,100.00	36,100.00 Cr
Student Fees			2,09,000.00	2,09,000.00 Cr
Use of Staff Cars			2,696.00	2,696.00 Cr
Receipts – Plan		5,18,83,647.00	12,08,00,805.80	6,89,17,158.80 Cr
Grants from Ministry of HRD – Plan		5,18,83,647.00	11,85,00,000.00	6,66,16,353.00 Cr
Interest on Saving Account – Plan			23,00,805.80	23,00,805.80 Cr
8001 - Receipt Admin. O/h Fund			45,69,152.46	45,69,152.46 Cr
Interest from Saving A/c - Canara Bank			4,85,920.00	4,85,920.00 Cr
Receipt – Hostel telephone Booth			12,291.42	12,291.42 Cr
<b>Indirect Expenses</b>		<b>28,85,21,523.28</b>	<b>4,62,77,162.00</b>	<b>24,22,44,361.28 Dr</b>
NON-PLAN - Expenditure		18,21,29,636.00	3,12,09,082.00	15,09,20,554.00 Dr
Establishment Expenses – Non-Plan		16,97,19,032.00	3,11,38,539.00	13,85,80,493.00 Dr
1001 – Pay to Officer		2,81,22,276.00		2,81,22,276.00 Dr
1002 – Pay to Establishment		1,38,72,340.00		1,38,72,340.00 Dr
1003 – Salary – Allowances		5,14,26,205.00	3,77,218.00	5,10,48,987.00 Dr
1004 – Overtime Allowances		78,969.00		78,969.00 Dr
1005 – Medical Re-Imbursement		37,87,276.00		37,87,276.00 Dr
1006 – Leave travel Concession		15,58,786.00	1,86,748.00	13,72,038.00 Dr
1007 – Bonus		3,21,218.00		3,21,218.00 Dr
1008 – Interest on PF Paid to Subscribers		3,47,626.00		3,47,626.00 Dr
1009 – Liviers		55,690.00	13,650.00	42,040.00 Dr
1010 – New Pension Scheme (Govt. Share)		11,62,366.00	3,780.00	11,58,586.00 Dr
1011 – Gratuity		38,25,011.00	38,25,011.00	
1012 – Pension		2,42,13,686.00	2,42,13,686.00	
1013 – Leave Encashment		25,18,446.00	25,18,446.00	
1014 – Travelling Allowance		75,482.00		75,482.00 Dr
1016 – Tuition Fees		8,00,498.00		8,00,498.00 Dr
Expenditure on Provision – Gratuity		48,21,025.00		48,21,025.00 Dr



PARTICULARS	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
Expenditure on Provision – Leave Encashment		35,18,446.00		35,18,446.00 Dr
Expenditure on Provision – Pension		2,92,13,686.00		2,92,13,686.00 Dr
Office Expenses – Non-Plan		1,24,10,604.00	70,543.00	1,23,40,061.00 Dr
1021 – Audit Fees		33,350.00		33,350.00 Dr
1022 – Legal Expenses		72,800.00		72,800.00 Dr
1023 – Insurance		18,565.00		18,565.00 Dr
1024 – Maintenance of Staff Cars		2,38,713.00	33,800.00	2,04,913.00 Dr
1025 – Newspaper Charges		1,25,018.00		1,25,018.00 Dr
1026 – Petrol, Oil & Lubricant Charges		5,74,989.00		5,74,989.00 Dr
1028 – Rate/Rent and Taxes		3,69,819.00		3,69,819.00 Dr
1029 – Telephone Charges		8,89,213.00	5,657.00	8,83,556.00 Dr
1030 – Water Charges		3,23,915.00	3,000.00	3,20,915.00 Dr
1031 – Electricity Charges		84,94,320.00	13,726.00	84,80,594.00 Dr
1032 – Miscellaneous Contingencies		2,67,527.00	14,360.00	2,53,167.00 Dr
1035 – Housekeeping Charges		9,78,260.00		9,78,260.00 Dr
1036 – Security Charges		24,115.00		24,115.00 Dr
<b>PLAN – Expenditure</b>		<b>10,63,91,887.28</b>	<b>1,50,68,080.00</b>	<b>9,13,23,807.28 Dr</b>
<b>1. Establishment Expenses - Plan</b>		47,91,199.00	4,32,679.00	43,58,520.00 Dr
2001 - Pay of Officers		20,97,210.00		20,97,210.00 Dr
2003 - Allowances & Honorarium		26,06,562.00	4,32,679.00	21,73,883.00 Dr
2004 - Leviers		87,427.00		87,427.00 Dr
<b>2. Office Expenses – Plan</b>		89,22,377.28	1,26,229.00	87,96,148.28 Dr
2011 - Telephone/Telegram Charges		89,767.00		89,767.00 Dr
2016 - Horticulture		82,994.00		82,994.00 Dr
2017 - Insurance		32,395.00		32,395.00 Dr
2018 - Legal Expenses		32,800.00		32,800.00 Dr
2019 - Maintenance of Equipment		33,14,493.00		33,14,493.00 Dr
2020 - Maintenance of Building/Hostels		6,40,130.00		6,40,130.00 Dr
2021 - Newspaper Charges		15,228.00		15,228.00 Dr
2022 - Water & Electricity Charges		35,170.00	3,250.00	31,920.00 Dr

PARTICULARS	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
2024 - Other Misc. Admv. Expenses		5,33,900.28	1,22,979.00	4,10,921.28 Dr
2031 - House Keeping Services		17,64,945.00		17,64,945.00 Dr
2035 - Security Expenses		4,90,803.00		4,90,803.00 Dr
2038 - Taxi Charges		2,49,951.00		2,49,951.00 Dr
2040 - Maintenance of Furniture & Fixture		11,58,217.00		11,58,217.00 Dr
2043 - Electrical Maintenance – ARMO		3,10,834.00		3,10,834.00 Dr
2054 – Course Fees/Training		1,70,750.00		1,70,750.00 Dr
<b>3. Academic Expenses – Plan</b>		<b>3,78,50,140.00</b>	<b>75,50,279.00</b>	<b>3,02,99,861.00 Dr</b>
2005 – Advertisement		22,61,842.00		22,61,842.00 Dr
2006 – Catering Charges		37,65,462.00		37,65,462.00 Dr
2007 – Printing Expenses		18,00,525.00	2,97,305.00	15,03,220.00 Dr
2008 – Postage & Telegramme		5,54,764.00	68,238.00	4,86,526.00 Dr
2009 – Stationery/Store Items		19,66,570.00	1,067.00	19,65,503.00 Dr
2010 – Stipend, Book & Project Grants DEPA		2,95,278.00	8,600.00	2,86,678.00 Dr
2012 – Academic Programme Expenses		61,59,614.00	19,17,894.00	42,41,720.00 Dr
2013 - TA/DA to Faculty		71,47,483.00	23,51,964.00	47,95,519.00 Dr
2014 - TA/DA to Participants		1,17,14,418.00	28,94,211.00	88,20,207.00 Dr
2015 - Honorarium to Resource Persons		6,51,987.00	3,000.00	6,48,987.00 Dr
2036 – Photocopying Charges		5,22,015.00		5,22,015.00 Dr
2037 – Wage Charges		10,10,182.00	8,000.00	10,02,182.00 Dr
<b>4. Universities Studies/NGOs - Plan</b>		<b>3,58,08,697.00</b>	<b>59,04,393.00</b>	<b>2,99,04,304.00 Dr</b>
2041 – Fellowship to (M.Phil/Ph. D) Student		75,18,804.00	15,75,600.00	59,43,204.00 Dr
2051 – Grants to NGOs		57,19,967.00	4,00,000.00	53,19,967.00 Dr
2060 – CABB Committee		2,56,152.00		2,56,152.00 Dr
2064 – Access, Participation, Learning in School Education		44,667.00		44,667.00 Dr
2065 – Preparation of Model Education Code of Rules		6,59,277.00		6,59,277.00 Dr
2069 – Proposal for Developing the Planning		1,61,602.00		1,61,602.00 Dr

PARTICULARS	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
2070 – A Case Study of Social Dimension of Demand		2,67,295.00	20,000.00	2,47,295.00 Dr
2071 – All India Survey of Higher Education		25,81,110.00	7,98,698.00	17,82,412.00 Dr
2075 – Family Learning School – Dr. Rashmi		1,75,278.00		1,75,278.00 Dr
2077 – Vocational Guidance – Dr. Vineeta		2,88,973.00	1,00,000.00	1,88,973.00 Dr
2079 – Who goes to School? Analysis of Empirical		4,67,859.00		4,67,859.00 Dr
2080 – Revisiting School Quality – Dr. Madhumita		2,12,137.00		2,12,137.00 Dr
2081 – Grant in Aid Study		14,23,710.00		14,23,710.00 Dr
2083 – CONF. OF DEOs & BEOs CAPA BUILD.		93,65,142.00	29,76,762.00	63,88,380.00 Dr
2084 – Digital Archives of Edn. Documents/ – Dr Mathew		11,32,360.00		11,32,360.00 Dr
2085 – Scheme of Publication Department – P. Rawat		1,20,000.00		1,20,000.00 Dr
2086 – National Means-Cum-Merit Scholarship		3,25,577.00		3,25,577.00 Dr
2087 – Workshop on Improving Participation of Child		3,61,742.00		3,61,742.00 Dr
2088 – A Study of Foreign Board - Dr. Pranati Panda		3,21,668.00		3,21,668.00 Dr
2089 – 1000 School Project		92,300.00	30,000.00	62,300.00 Dr
2090 – Autonomy of Indian Higher Education		1,37,333.00		1,37,333.00 Dr
2091 – National Innovation in Edn. Admn.		1,45,333.00		1,45,333.00 Dr
2092 – Critical Assessment of Children Education		1,25,717.00		1,25,717.00 Dr
2093 – Private Franchises Providing Pre-School Education		1,05,600.00		1,05,600.00 Dr
2095 – 3rd All India Survey - R.S. Tyagi		4,57,969.00	3,333.00	4,54,636.00 Dr
2096 – National Scheme to Girls - Dr. V.P.S. Raju		74,837.00		74,837.00 Dr
2097 – Evaluation of Educational Loan - Dr. Geetha Rani		60,645.00		60,645.00 Dr

PARTICULARS	Opening Balance	Transactions		Closing Balance
		Debit	Credit	
2098 – DD Sec. Education RMSA - Dr. Zaidi		7,286.00		7,286.00 Dr
2099 – Roles of School Head - Dr. Rashmi Diwan		37,286.00		37,286.00 Dr
2100 – Mngt. of Elementary in MP & Bihar - Prof. Kumar		7,286.00		7,286.00 Dr
2101 – International Seminar - Dr. Madhumita		31,53,785.00		31,53,785.00 Dr
<b>5. North East Region</b>		95,21,273.00	10,54,500.00	84,66,773.00 Dr
2052 – North East Region		95,21,273.00	10,54,500.00	84,66,773.00 Dr
<b>8. Depreciation</b>		94,98,201.00		94,98,201.00 Dr
Depreciation - Building		25,81,574.00		25,81,574.00 Dr
Depreciation - Computer		9,08,759.00		9,08,759.00 Dr
Depreciation - Computer Software		2,54,148.00		2,54,148.00 Dr
Depreciation - E-Journals		14,85,800.00		14,85,800.00 Dr
Depreciation - Furniture		4,96,130.00		4,96,130.00 Dr
Depreciation - Journals		21,25,318.00		21,25,318.00 Dr
Depreciation – Library Books		6,01,636.00		6,01,636.00 Dr
Depreciation - Office Equipment		9,22,188.00		9,22,188.00 Dr
Depreciation - Vehicles		1,22,648.00		1,22,648.00 Dr
<b>Grand Total</b>		<b>1,23,29,31,062.23</b>	<b>1,23,29,31,062.23</b>	

Sd/-  
**(Usha Thyagarajan)**  
*Finance Officer*

Sd/-  
**(Basavaraj Swamy)**  
*Registrar*

Sd/-  
**(R. Govinda)**  
*Vice-Chancellor*





# AUDIT REPORT



---

# AUDIT REPORT

## SEPARATE AUDIT REPORT OF THE COMPTROLLER & AUDITOR GENERAL OF INDIA ON THE ACCOUNTS OF NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING & ADMINISTRATION, NEW DELHI FOR THE YEAR ENDED 31 MARCH 2014

1. We have audited the attached Balance Sheet of National University of Educational Planning and Administration (NUEPA), New Delhi as at 31 March 2014, 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 Balance Sheet**

**A.1 Current Liabilities & Provision (Specific Project) - Rs. 268.02 lakh (Schedule 4)**

It included a minus balance of Rs. 22.75 lakh resulting in understatement of liabilities of Specific Project and Current Assets to the same extent.

**A.2 New Pension Scheme (NPS)**

**A.2.1 Assets - Rs. 1.73 lakh**

Accrued interest of Rs. 1.61 lakh has been shown as interest on investment accrued but not due in Assets as well as the Liability side of Balance Sheet of NPS whereas there was no investment during the year 2013-14. This resulted in overstatement of assets as well as liability by Rs. 1.61 lakh in Balance Sheet of NPS.

**B. General**

NUEPA has not maintained separate accounts under different plan heads such as NER, Tribal Sub-Plan, Special Component Plan for SCs as stated in the sanction letter and Board of Management. In the absence of separate accounts, audit could not verify utilization of these funds.

**C. Grants-in-aid**

NUEPA received grants-in-aid of Rs. 2600.00 lakh (Plan Rs. 1170.00

lakh, Plan (NER): Rs. 15 lakh and Non-Plan: Rs. 1415.00 lakh). Out of which Rs. 38.72 lakh (Plan) was received in March 2014. It also generated its own receipts of Rs. 102.82 lakh (Plan: Rs. 23.01 lakh and Non-Plan: Rs. 79.81 lakh). NUEPA utilized Rs. 2714.84 lakh (Plan: Rs. 1188.30 lakh, Plan (NER): Rs. 84.67 lakh and Non-Plan: Rs. 1441.87 lakh). The excess expenditure was met from the unspent grant of the previous year.

It also received grant of Rs. 161.92 lakh for specific projects from Ministry of Human Resource and Development during the year and had an opening balance of Rs. 87.48 lakh in these projects. Out of the total of Rs. 249.40 lakh, an expenditure of Rs. 158.88 lakh was incurred by NUEPA during the year on these projects leaving a balance of Rs. 90.52 lakh as on 31 March 2014.

**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 proceeding 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 explanation 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 2014 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: 07.10.2014



## 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

#### Audit Paras

- Thirty three paras for the year from 2000-2001 to 2013-14 were outstanding.

### 3. Physical verification of assets

- The physical verification of land had been conducted for the year 31.03.2014.
- The physical verification of furniture and fixtures had been conducted upto 31.03.2012.
- The physical verification computer &

accessories was conducted upto June 2012. Several items were found missing but no action taken for investigation.

- The physical verification of library books was being conducted once in five years and has been conducted up to July 2012. Forty five books worth Rs.1028+\$ 8 found missing but no action taken.

### 4. Physical verification of inventory

- The physical verification of inventory like Stationery, Books & Publications and Consumables has been conducted up to 2011-12. No deficiency reported.

### 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 2014.



## **National University of Educational Planning and Administration**

17-B, Sri Aurobindo Marg, New Delhi-110016 (INDIA)

EPABX Nos.: 91-011-26544800, 26565600 | Fax: 91-011-26853041, 26865180  
email: [nuepa@nuepa.org](mailto:nuepa@nuepa.org) | URL: <http://www.nuepa.org> [www.nuepaeduplan.nic.in](http://www.nuepaeduplan.nic.in)