



# National University of Educational Planning and Administration

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

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

[www.nuepa.org](http://www.nuepa.org), [www.nuepaeduplan.nic.in](http://www.nuepaeduplan.nic.in)

# NUEPA

## AT A GLANCE

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## About the University . . .

### Genesis

#### From a UNESCO Regional Centre to a National University

The National University of Educational Planning and Administration (NUEPA) has its origin dating back to 1962 when the UNESCO established the Asian Regional Centre for Educational Planners, Administrators and Supervisors with its nomenclature changing to Asian Institute of Educational Planning and Administration (AIEPA) in 1965. The AIEPA was later merged with the National Staff College for Educational Planners and Administrators as its Asian Programmes Division in 1973. Subsequently, with increasing role and functions of the National Staff College, particularly in capacity building, research and professional support services to the state governments, it was rechristened as the National Institute of Educational Planning and Administration (NIEPA) in 1979.

In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Ministry of Human Resource Development, Government of India has empowered it to award degrees by conferring on it the status of 'Deemed to be University' in August 2006 under Section-3 of the UGC Act, 1956. Like any Central

2006 **National University of Educational Planning and Administration (NUEPA)**

1979 National Institute of Educational Planning and Administration (NIEPA)

1973 National Staff College

1965 Asian Institute of Educational Planning and Administration (AIEPA)

1962 Unesco Regional Centre

University, NUEPA is fully maintained by the Government of India. The National University is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia.

## Roles and Functions

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

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

## Objectives

- To organize pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines;
- To undertake, aid, promote and coordinate research in diverse aspects of educational planning and administration and allied disciplines, including comparative studies in planning techniques and administrative procedures in the different States of India and overseas;
- To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;
- To offer M. Phil, Ph. D. and Post-Doctoral Programmes and award degrees in educational planning, educational administration, educational finance, comparative education, school education, higher education, professional education, policy research, gender in education, discrimination in education, education and globalization, educational management and information system, etc.;
- To act as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes;
- To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal on Educational Planning and Administration;
- To organize training, conferences, workshops, meetings, seminars and briefing sessions for educational personnel of the Central and State Governments and Union Territories;
- To provide, on request, consultancy services to Governments, including State Governments, educational institutions and institutions/organizations in India & abroad.
- To organize orientation and training programmes and refresher courses for teacher-educators and for University and College Administrators, engaged in educational planning and administration;
- To organize orientation programmes, seminars and discussion groups for persons, including legislators, in the field of educational planning and administration at the policy-making level in Central and State Governments;
- To offer consultancy work/services to other organizations/individuals;
- To collaborate with other agencies, institutions and organizations, including the University Grants Commission, the Universities, Institutes of Management and Administration and other allied institutions in India and abroad, in such way as may be considered necessary for the promotion of these objectives;

- To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and collaborate with them in programmes;
- To offer fellowships, scholarships and academic awards in furtherance of the objects of the National University;
- To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration;
- To undertake extra mural studies, extension programmes and field outreach activities to contribute to the development of society;
- To disseminate and advance knowledge by providing instructional, research and extension facilities in such branches of learning as it may deem fit and provide to students and teachers the necessary facilities and atmosphere for promotion of innovations in education, leading to restructuring of courses, new methods of teaching and learning, and integral development of personality, studies in various disciplines, inter-disciplinary studies, and National integration & International understanding;
- To conduct the above-mentioned programmes and courses in its off - Campuses, and off-shore campuses; and
- To do or perform all such other acts, functions and things as may be deemed necessary, desirable or incidental by the National University in furtherance of its above objectives.

## Structure

NUEPA is organized in Eight Academic Departments and One Centre with Vice-Chancellor as the chief executive. NUEPA Governing Council is headed by the Hon'ble Minister of Human Resource Development. It has a Board of Management, Academic Council and Board of Studies comprising eminent educationists to guide its programmes and activities.

## Research

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

## Teaching

NUEPA is a learning organization striving to achieve excellence in teaching and learning imparted through its professional development

programmes. As part of its professional development activities, NUEPA conducts annually about 50 capacity-building programmes, including long and short-term training programmes, seminars, conferences and meetings of senior national and international education policy makers, planners and administrators. On an average, each year, about 1500 senior planners and administrators participate in these programmes.

### M. Phil. and Ph. D. Programmes

These programmes are designed to build the research capacity of scholars from varied backgrounds while providing a strong knowledge and skill base in related areas of educational policy, planning, administration and finance. The research studies completed under the M. Phil and Ph. D. programmes are expected to make significant contributions in enriching the knowledge base, besides providing critical inputs for policy formulation, implementation of reform programmes and capacity-building activities. NUEPA also provides generous financial support through fellowships to its students and scholars.

### Post-Doctoral Fellowships

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

### National Diploma

This programme is conducted in three phases and consists of 24 credits, of which 17 credits are allotted for curricular work, one credit for participants' seminar and six credits for the guided project. The first phase involves three months' curricular work followed by the second phase wherein each participant conducts project work under the guidance of one of the faculty members of NUEPA in the place of his or her posting. NUEPA has organized 32 programmes till date.

### International Diploma

The University has also been conducting programmes leading to the award of International Diploma in Educational Planning and Administration (IDEPA) for the last 28 years. About 725 participants from more than 87 countries in Africa, Eastern Europe, Central Asia, West Asia, South and South-East Asia, Latin America and Pacific regions have participated in these diploma programmes.

### NUEPA: ANTRIEP Focal Point

The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP), currently brings together 20 national institutions from

12 Asian nations on a networking platform. ANTRIEP aims at promoting synergy between the institutions so as to reinforce their capacities to respond to the growing and increasingly diversified needs for skill development in educational planning and management in the region. The major objective of the network is to create a forum for exchange of research and field experience pertaining to the problems and issues in educational planning and management.

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

### **Informing, educating, empowering . . . the NUEPA Way**

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

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

The Library, presently, has a total of 55,513 books/documents and 6,435 journals besides a rich collection of reports of International Seminars and Conferences, organized by International Agencies like UNO, UNDP, UNESCO, OECD, ILO, UNICEF, World Bank etc. The Library also receives 240 journals and magazines, both national and international, in the area of educational planning, administration, management and other allied fields. NUEPA Library is also subscribing to three on-line journals databases to the users like, JSTOR, ELSEVIER, and SAGE.

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 & surveys on Education which are much needed in educational researches and policy making.

*Digital Archives of Education Documents:* A digital archives is being developed in NUEPA to provide access to all documents in soft form in one



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

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

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

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

Website: [www.nuepaeduplan.nic.in](http://www.nuepaeduplan.nic.in)

*Publications:* NUEPA publications play a vital role in meeting the University's commitment for disseminating concepts, methods and techniques in the field of educational planning, administration and management. It brings out a surfeit of materials of various training programmes, and other related content in the form of Reports, Books, Journals, Newsletter, Research Papers, and other publications.

NUEPA, through its Publication Unit, has also collaborated with UNESCO (Paris), and brought out the translated version of prestigious

publications, i.e., EFA— Global Monitoring Report and Summary Reports, in Hindi Language. Other collaborations include Report on Role of Head Teachers in School Management in India—Case Studies from Six States, brought out as a monograph by NUEPA (ANTRIEP Focal Point) & European Union. NUEPA has also brought out a set of ANTRIEP Modules along with Synthesis Report on Secondary Education, in collaboration with UNESCO-IIEP (Paris).

### Hostel

The University Hostel has a seven storied building with 60 double occupancy fully furnished rooms.

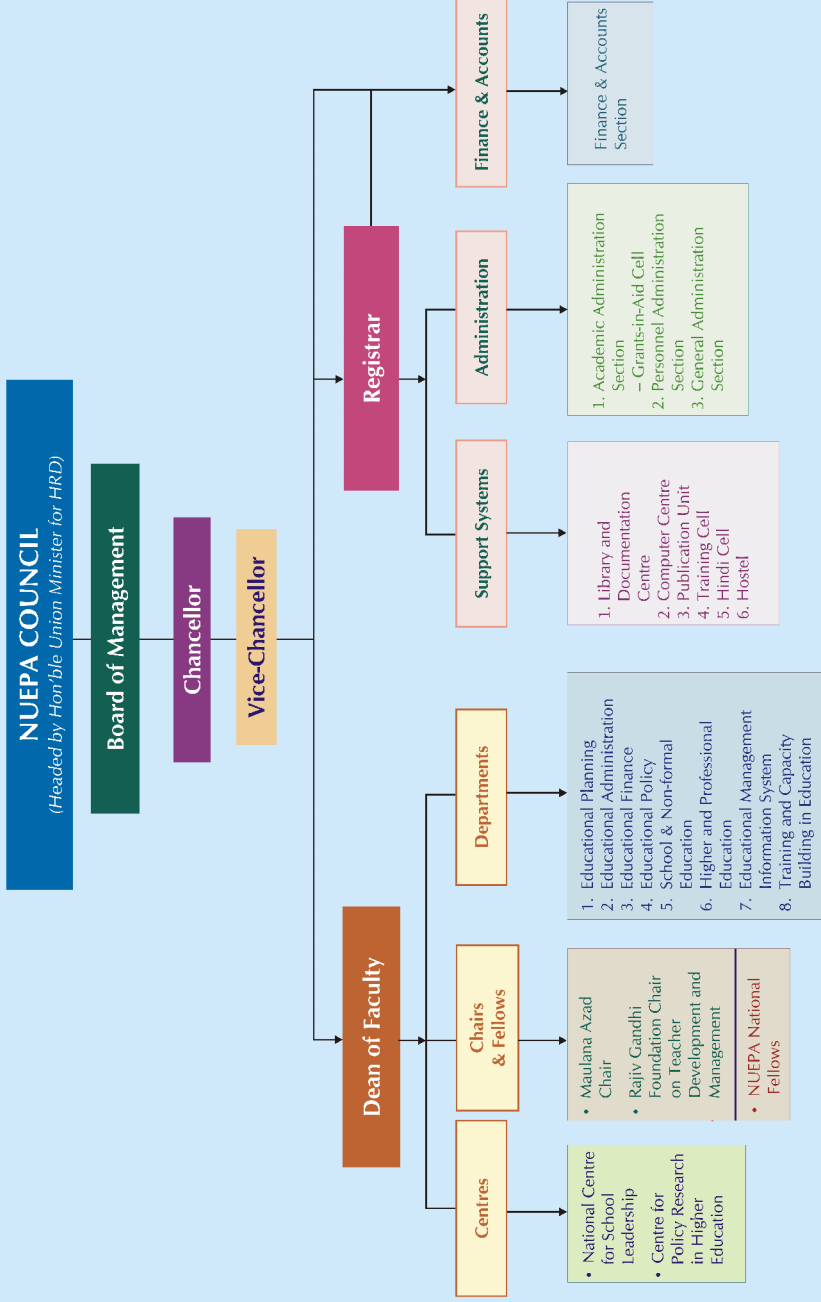
### Location . . . prominently connected

Situated in New Delhi, India's Capital and bustling megapolis, NUEPA encompasses a 3.75 acre campus off Sri Aurobindo Marg in the south-west part of the city. Flanked by institutional landmarks like NCERT and IIT Delhi, the University is comfortably accessible from Indira Gandhi International Airport (10 km), New Delhi railway station (14km), Old Delhi Railway Station (20 km) and Inter State Bus Terminal (22 km). As a bonus, NUEPA enjoys good connectivity with all parts of the Capital through an efficient metro service, with the Hauz Khas metro station within easy proximity to the campus.



# Organizational Set-up

## National University of Educational Planning and Administration



# Academic Departments ...

## Department of Educational Planning

The Department of Educational Planning is one of the fundamental divisions of NUEPA. With the shift of emphasis from centralised to decentralised planning, the main effort of the Department is on the integration of inputs, processes and products of planning at institutional, district, state and national levels. With the liberalization of the economy, the focus has also shifted to strategic rather than comprehensive planning in the conventional sense. In recent years, with the increasing emphasis on education as a means of reducing poverty and promoting sustainable development, the Department considers the expanded scope of educational planning not only to cover the institutionalisation of strategic planning at the macro level but also promoting decentralisation and use of

local level planning techniques such as school mapping, micro planning and school improvement planning for improving quality of investment in education. The Department conducts training programmes and undertakes research in these areas, and also provides consultancy to various national and international bodies.

### Development Agenda

The following are the major developmental objectives of the Department relating to teaching, research and capacity-building:

- To contribute towards conducting M. Phil., Ph. D., Post-Doctoral Programmes and National and International Diploma Programmes offered by the University;
- To undertake and coordinate research in various aspects of educational planning;



- To organise training programmes, conferences, workshops, meetings, seminars and briefing sessions in areas relating to educational planning, mostly for educational personnel of Central and State Governments and Union Territories;
- To provide academic and professional guidance to national and international agencies, institutions and personnel engaged in educational planning; and
- To disseminate ideas and information generated through research, capacity building activities and extension in educational planning.

#### Research and Capacity Building: Focus Areas

Currently, the medium-term focus areas of the Department include promoting decentralised planning through action research; and monitoring and appraisal of education development plans in school sector with focus on secondary education. Specifically, the focus areas of the Department include:

- Research in key areas related to

education and development, with focus on action research on formulation of decentralised educational development plans;

- Capacity-building in educational planning, focusing on district planning, school mapping, micro planning, school improvement planning, monitoring and appraisal of school education development interventions; and
- Developing related resource material including training modules on district planning and appraisal of secondary education; school mapping and school improvement planning.

Besides, the Department continues to offer a large number of Courses in M. Phil./Ph. D. and Diploma Programmes. These cover Research Methodology and Basic Statistics, Educational Policy and Planning, Statistical Methods in Education, Manpower Planning, Project Planning and Micro Planning in Education, and other related aspects.



## Department of Educational Administration

The Department of Educational Administration, one of the core thematic departments of the University, is actively engaged in research, teaching, training and consultancy on various dimensions of educational administration and management.

The Department endeavours to approach educational administration and management from the perspective of governance. It is of takes the view that educational governance should not be restricted merely to administration and governmentalisation of the structure; rather it should be more concerned about creating an enabling environment for achieving the goal of educational attainment through citizen-centric and responsive system of educational administration and management. The Department attempts to respond to the emerging

needs and challenges of educational administration through research and in-depth studies and capacity-building programmes. It strives to prepare the educational administration to accept the challenges and turn them into opportunities through its research inputs and capacity building programmes.

### Thematic Focus of Research and Capacity-Building

- Administration and management of education system from national to institutional levels;
- Federalism and multi-level governance;
- Administration and management of equity in education with special focus on the disadvantaged groups;
- Organizational behavior and Human Resource Management;



- Monitoring, supervision and accountability at different levels;
- Issues related to teacher and quality management, public examination system; and institutional level planning and management.

### Capacity-Building Programmes

The Department organizes capacity-building programmes in the following areas for the educational administrators, institutional heads and practitioners of education at various levels:

- Leadership programmes for Heads of Schools
- Equity and diversity management in education
- Human Resource Management
- Organizational behaviour and development
- Administration and management of education of Scheduled Tribes
- Administration and management of Minority Education Institutions
- Vocational education and skill development.

### M. Phil/Ph.D. Research Guidance

The Department also provides guidance/supervision to the research scholars working in the areas of

educational administration and management.

### Research

Most of the important research studies conducted by faculty members of the department have been around educational administration, education of Scheduled Tribes and development of secondary education, management of secondary education, boards of secondary education, privatization of secondary education, Panchayat Raj Institutions and Elementary Education, etc.

### Consultancy

The faculty of the Department provides advisory services to the Government of India, Planning Commission, University Grants Commission, Distance Education Council, state governments and other bodies in areas relating to educational administration and management.

A senior faculty of the Department serves as the Focal Point for Asian Network of Institutions of Educational Planning and Administration (ANTRIEP) patronized by International Institute for Educational Planning, Paris. A Bi-annual Newsletter of ANTRIEP is edited by the Focal Point.





## Department of Educational Finance

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

### Focus

In the context of educational policy, planning and administration, finances form an important issue. The Department of Educational Finance focuses its activities – research, teaching, training and consultancy – around policy, planning and development issues relating to public and private financing of education, including specifically mobilisation of

governmental and private resources, allocation of resources and utilisation of resources in all levels of education, from primary to higher, and estimation of resource requirements. Mostly, but not exclusively, research areas cover policy issues in financing of education; planning techniques and management approaches form the content of training and orientation programmes; policy issues and practices are the focus of consultancy/advisory services; and theoretical and empirical issues relating to economics and financing of education form the content of the teaching programmes.

### Capacity-building

Major training programmes that the Department organises include the following:

- Orientation Programme in the





Planning and Management of Finances in School Education;

- Orientation Programme in the Planning and Management of Finances in Higher Education;
- Orientation Programme in the Planning and Management of University Finances.

### Participants

The majority of the clientele group of the programmes consists of Education Secretaries/ Joint Secretaries, Directors/Joint Directors, Planning and Finance Officers and from SSA/RMSA and other senior officers dealing with the financial aspects of Education in education departments in Central and State governments; and for the programme on university finances, the Registrars, Finance Officers, Audit and Accounts Officers of Central and State Universities.

The Department also offers courses on Financial Planning and Management in Education in the DEPA and IDEPA programmes. In addition, the faculty is actively involved in many other programmes of NUEPA.

### Research

Most of the important research studies

conducted and publications brought out by faculty members of the Department have related to themes such as public (government), household and private financing of education, external funding, privatisation, internationalisation of education, Centre-State relations in financing, estimation of resource requirements, structural adjustment programmes, funding methods in the DPEP, SSA etc., and changes in education policies etc.

### Teaching & Supervision

The Department offers optional courses on Economics and Financing of Education, besides its involvement in other courses of M.Phil and Ph. D. programmes.

The faculty of the Department has been involved in the supervision of the M.Phil and Ph.D. Programmes.

### Consultancy & Advisory Service

The faculty of the Department provides advisory services to the Government of India, Planning Commission, University of Delhi, IGNOU, University Grants Commission, State governments and other bodies in areas relating to educational finances.



## Department of 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 stimulates discussions on policy issues to generate knowledge base for use by policy makers, practitioners and other stakeholders in the educational arena.

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

discussions and also prepare 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 schemes and research leading to understanding of policy and practice.

### Mission

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

### Vision and Thrust

- To explore broad principles of policy-making;
- To provide feedback to the Government on the implementation of policies;



- To provide opportunities for policy debates and discussions;
- To consolidate and update on policy modeling initiatives at National and State levels.

### Core Functions

The Department conducts training programmes on policy issues for the capacity-building of educational planners and administrators serving at the State, District and sub-District levels. The Departmental focus on multi-level governance of policy, with

focus on grassroots participatory structures, can be seen through the ongoing researches on decentralized management of education and role of community in school education.

The Department undertakes teaching of M.Phil and Ph.D. students in the core 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 respect to: (a) institution building and (b) capacity enhancement.



## Department of School and Non-formal Education

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

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

Being a core department of the university, its professional contribution in the past in the formulation of the National Policy on Education 1986, the Programme of Action, 1992 and Right to Education Act, 2009, has been substantive. Organization of the Diploma in Educational Planning and Administration, a flagship programme of the University, for over three decades has been another significant function of the department.

Major focal areas of the Department:

(i) [Rights-based Approach to Education](#)

As a focal point for Right to Education Act of the Government of India, the



department played an important role in drafting and formulation of *Right to Education Act, 2009*. It continues to provide professional support for extension of RTE to pre-school and secondary levels of education.

#### (ii) Early Childhood Care and Education

The department is engaged in exploring planning/management and quality issues in Early Childhood Care and Education, and Nutrition and Education, with special focus on cognitive development and school participation.

#### (iii) Universalization of School Education

Towards achieving the goal of Universalisation of Elementary Education, and Sarva Shiksha Abhiyan, several large research projects have been conducted and published by the department in recent years. These include, for instance, the project on school access and quality, undertaken in collaboration with University of Sussex, UK under the aegis of 'The Consortium for Research on Educational Access, Transition and Equity (CREATE)'. Currently, the research in the department is focused on critical aspects of school education such as schooling context (urban, rural); school size; decentralised governance and community participation; exclusion; meaningful participation; and quality, equity and diversity.

#### (iv) Teacher Management and Development

The department is engaged with:

- national level discourse and research studies on varied aspects of teacher management issues both at elementary and secondary levels;
- a national study of District Institutes of Education and Training;
- contributing in the policy formulation and planning of teacher education and development.

#### (v) School Leadership

Currently, the department is working on a UKERI funded project, in close collaboration with National College of School Leadership, Nottingham, and extending support to establish a Centre for School Leadership in NUEPA.

#### (vi) Education in Civil Strife Areas and Safe School

Considering safe school as an important pedagogic tool for school transformation, the department is engaged in developing training materials, capacity development and deliberations to generate renewed understanding amongst different stake holders.

#### (vii) Adult Education and Literacy

The department continues to contribute significantly to policy making and planning of literacy and lifelong learning programmes.

## Department of Higher and Professional Education

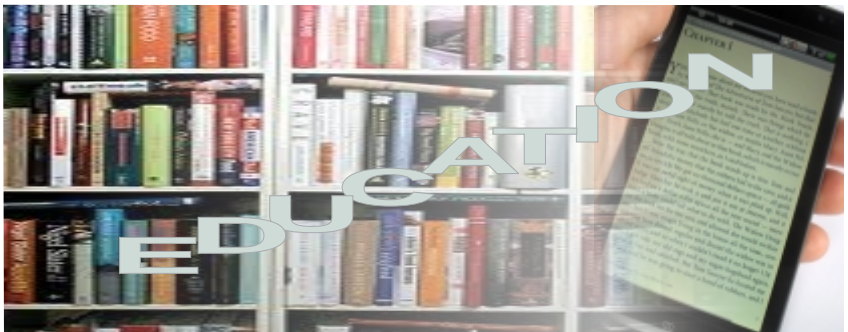
The Department, over the last 25 years, has been constantly providing research support and policy advice to the Ministry of Human Resource Development, Government of India. WTO cell in the Department played an important role in analyzing requests, firming up India's offers under GATS. The Department conducted studies and seminars relating to various dimensions of internationalisation in higher education. The Department has been supporting the process of finalisation of different five-year Plans for higher education and has been constantly working with the University Grants Commission of India in holding seminars and conferences of experts, vice-chancellors, deans and registrars of the universities, directors of academic staff colleges and college principals. It has also provided academic support to the regional conferences of UNESCO,

leading up 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 program 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. It is actively engaged in the coursework of M. Phil. and Ph. D. programmes and has been supervising research scholars.

### Future Plan of Action

Future plan of the department is to initiate:

- a collaborative research in the area of governance of universities, to have a comparative experience of



the governance of two or more large higher education systems and derive lessons for efficiently managing Indian higher education with a greater sense of autonomy, accountability and decentralised governance structure;

- initiate a diploma/degree programme on "Higher Education Governance and Leadership" through an innovative curricular design, so as to initiate leadership and good governance among educational practitioners.

### Research

Members of the Department are engaged in researches on various aspects of higher education such as 'Participation of Muslims in higher education', 'Financing of higher education', 'Self-financing courses in colleges', 'Foreign education providers in India', 'Alternatives and innovative forms of higher education for left-out-youth', 'Mobility of teachers in universities and colleges', 'Foreign students in Indian universities'. Currently, two research studies 'Affordability and Financing in Higher Education' and a 'Study on Private Universities in India' are being finalized.

### Training

The department has been engaged in:

- training professionals engaged in the higher education sector, such as; the Registrars of universities, Principals of colleges, Directors of Academic Staff Colleges; organising workshops of Vice Chancellors and experts on policy-related issues; seminars and workshops in fields such as National Qualification Framework, Development of Collegiate Education, Role of Teachers Organization, Leadership Development Programme for Women in Higher Education Institutions, India - UK Education Leadership Development Programme (UKIERI), etc. The Department has organised Sub-regional Conference of South, South-West and Central Asia on Higher Education leading to the World Conference on Higher Education.

### Teaching and Supervision

The department contributes to all the teaching programmes of the university and is engaged in transacting various core and optional courses in the M.Phil, Ph.D., DEPA and IDEPA programmes. Research supervision is also undertaken for dissertation and thesis writing both for degree and diploma certification.





## Department of Educational Management Information System (EMIS)

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

### DISE

The Department initiated DISE, with support from the MHRD and UNICEF, to collect data on primary education as part of DPEP. The scope of DISE was extended to cover entire elementary education with the initiation of SSA. DISE now collects data on a large number of variables from nearly 1.5 million schools imparting elementary education across the country. NUEPA developed software in-house called DISE to manage the data with built-in provisions to generate generic, and also user defined reports. Data from DISE is widely disseminated.

### U-DISE

The faculty members of the Department are actively involved with the Expert Group, constituted by the Ministry of





HRD on Creation of Unified System of School Education Statistics. The Expert Group recommended that DISE and SEMIS may be integrated as first step towards creation of Unified System of School Education Statistics. The Department made efforts in this direction under Unified-DISE and data was collected by using one DCF for the first time during the 2012-13.

#### Training Programmes/ Seminars/ Workshops

Some of the recent training programmes/seminars/workshops organized by the Department were: Use of Quantitative Techniques in Educational Planning; Sensitization Programmes on DISE through EDUSAT; Using DISE Data in Educational Research; Unified System of School Education Statistics, etc.

The Department offers a Course on

Quantitative Methods in Educational Planning as part of DEPA as well as IDEPA, besides tailor-made programme on EMIS for Third World countries.

#### Research

Some of the research studies undertaken by the Department include Post-Enumeration Survey of DISE data and Education in Left-Wing Effected Districts.

#### Policy advice

The faculty members of Department render policy advice to Government of India, and several State governments.

#### Publications

Based on DISE Data, a set of eight publications are being brought out annually by the department each year which are available at [www.dise.in](http://www.dise.in)

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<http://www.dise.in> and <http://schoolreportcards.in>



## Department of Training and Capacity Building in Education (DoTCB)

In line with the importance and potential represented by the activity of training and capacity-building, NUEPA has embarked upon creating a specialised Department of Training and Capacity Building in Education. Creation of this Department has added an impetus to the activities of NUEPA, more particularly in the light of the importance it places on training and capacity-building programmes for the benefit of the educational planners and administrators of the country as well as the countries that are entering into the path of development.

Some of the main activities of the Department undertaken annually are:

- (a) Diploma in Educational Planning and Administration (DEPA) and International Diploma in

Educational Planning and Administration (IDEPA).

- (b) Organising all request programmes from Central and State Governments as well as international request/sponsored programmes.
- (c) Undertaking research in training and capacity-building strategies in education besides conducting training need assessment studies.

### Creating Linkages

The Department focuses on creating and nurturing linkages at the State-level, thereby fulfilling the nationwide outreach mandate of the University. Thereby, it tries to reach out and respond to all the State and District-level functionaries dealing with policy planning and administration; national organisations, for improving the



capacities of their administrators such as JNVs/KVs/CTAs; State government-managed University departments, dealing with education; and training personnel serving government departments.

### Reaching out to the Grassroots: Through State Conferences

The Department is entrusted with the task of reaching the grassroot administrators firstly within the country through *State Conferences*. The effective implementation of national policies and programmes are possible due to its constant dialogue with State level educational planners, policy makers and administrators.

Due to the vastness of the country, with numerous districts and blocks, it is not possible for a Department to cover, at the national-level, all the planners, policy-makers and administrators. Therefore, the Department undertakes the articulation of important programmes and policies of educational

reforms through state specific conferences for the DEOs/BEOs in a phased manner.

### Training on Request

All request programmes from Central and State Governments as well as for the countries, aspiring to develop at par with other developed nations, are organized by the Department. It also caters to the need-based thematic and cadre-based courses, particularly for trainees at induction and promotion level.

### Research

The Department carries out research in training and capacity-building strategies in education at national and international level. It also conducts educational training need assessment (TNA) studies of different cadres of functionaries, field officers and administrators from school and higher education level.



# Academic Centres ...

## National Centre for School Leadership (NCSL)

The NCSL is committed to building leadership capacities for improving schools in India. It proposes to offer sustainable program for School Leadership Development aimed at transformation of functional managers into outstanding leaders. Addressing the concerns vital to leadership development, the Centre will offer a variety of need-based programmes by bridging the gap between theoretical perspective and school realities to help leaders and schools improve. The programmes will be supported by empirical research as an ingrained activity to address different contexts and diversities among schools in India.

NCSL looks forward to long-term engagement with States, through a network of institutions at District and Block levels, to reach out to School Practitioners within a specified geographical area.

### The Programme on Leadership Development

#### *Key features*

- Problem-based learning
- Theory to practice, with

emphasis on experiential reflection

- Research-based inputs

Viewed from a long-term perspective, the Centre seeks to extend its long-term contribution two aspects:

- Leadership Development for new, current, aspiring School Principals to develop schools of today
- Leadership Succession for future leaders to govern next generation schools.

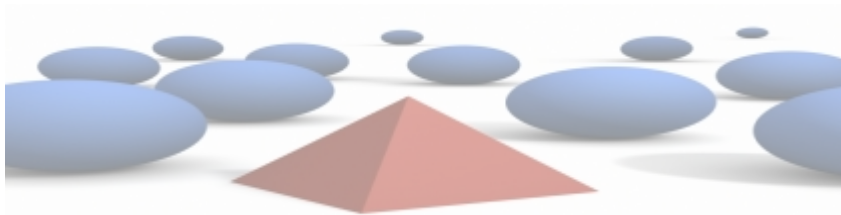
The overall goal of the Centre is to prepare new generation leaders for transforming school system and governance in India.

#### *Mission*

“Learning to lead and leading to learn”. Become an apex centre in school leadership through training, capacity building, research and consultancy.

#### *Core Functions*

- Establish a critical mass of well-trained teams of trainers/facilitators to facilitate planning, design and organization of short and long-term



capacity-building and professional training programs.

- Expand the knowledge base related to school leadership development by undertaking, promoting and disseminating researches required to address context-specific school leadership in the states/UTs.
- Offer Fellowships to talented professionals for engaging in research and documentation of effective leadership practices in school education
- Establish international collaborative arrangements with similar leadership development programs and institutions.

#### Beneficiaries / Stakeholders

The Centre will cater to aspiring, prospective, practicing heads/



principals, systemic administrators holding different hierarchical positions in the management of government schools, government-supported institutions, grant-in-aid schools from primary to higher education stages across the country.



## Centre for Policy Research in Higher Education

Indian higher education system is the largest one in the world in terms of number of institutions – about 500 universities and 32,000 colleges, and the second largest one after China in terms of enrolments which number nearly 20 million. Currently, it has about 700,000 teachers on its rolls. The system is also a highly complex one with a variety of institutions of higher education – central universities, state universities, deemed universities, national institutes of importance, inter-university centres, under-graduate and post-graduate colleges, conventional universities, open universities, research institutions, public and private colleges, general institutions of higher education and minority institutions besides universities and colleges exclusively meant for certain groups of population like women, etc.. Some are highly specialised institutions and many are comprehensive in their coverage of areas of study. The complexity of the system is greater as education is a concurrent subject, with the union government and the state governments simultaneously having responsibilities for everything, including specifically policy-making, planning, regulation, monitoring, financing and its delivery. Moreover, there are a wide variety of policy-making, regulatory, executive and advisory bodies in higher education. Besides the Union and the state governments, and State Councils of Higher Education in a few states, the other bodies to play an important role in policy-making in higher education include the University Grants

Commission, All-India Council for Technical Education, National Council for Teacher Education, National Assessment and Accreditation Council, Medical Council of India, Dental Council of India, Bar Council of India etc..

While the system of higher education has exploded in numbers during the post-independence period, the problems associated with higher education have also multiplied in quantity and the nature intensified. Access, equity and quality of higher education continue to be dominant problems, that need serious attention, alongwith inadequacy of public funds, rising household cost of higher education and growth in private institutions. The rapidly changing national and global socio-economic, political and technological conditions, emergence of domestic and international market forces, privatisation, the revolution in information and communications technology, besides globalization, internationalization and corporatisation further compounds the problem.

In short, higher education in India faces tremendous challenges. As many feel, the need for drastic reforms is long over-due. More than anything, the absence of a long-term vision and perspective on the development of higher education is widely felt. Coherent and consistent long, medium and even short term planning in education is rarely attempted, not to speak of integrating planning higher

education with national economic planning.

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

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

At the same time, it is also widely felt that research on several dimensions of higher education is extremely limited in India. In fact, educational policy, planning and development has not been an important area of research in the universities and institutions of higher education in India. Departments of education in many universities do not pay much attention to such problems. At best, they are confined to pedagogical and curriculum aspects and that too in school education and in

producing qualified school teachers, which, of course, is an important function that they serve. Exceptions to this are very few. Policy research in higher education is not a high priority area for the social science institutions, though some institutions try to pay some serious attention to research on educational policy issues. The National University of Educational Planning and Administration, earlier known as National Institute of Educational Planning and Administration, has been engaged in serious policy research in education, including higher education. But, with a small faculty for the whole university, and with diverse functions, its focus is somewhat thinly spread over several issues and it is, therefore, unable to lay special focus on research in higher education policy that this key area requires. On the whole, given the paucity of research in the area in the country as a whole, the knowledge base on higher education in India is extremely weak, with limited understanding of several aspects relating to higher education in the country and abroad. This forms an inhibiting bottleneck for sound and effective policy-making.

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

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



## Academic Chairs ...

### Maulana Abul Kalam Azad Chair

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

The Maulana Abul Kalam Azad Chair was instituted by the MHRD to commemorate the contributions of Maulana Azad, who was the first Minister of Education, Science and Culture of independent India. The main research thrust of the chair is to look into development of education, science and culture in a historical perspective while exploring the contributions of Maulana Azad during the definitive decade of the 1950s. Under the auspices of the Chair, an annual lecture, titled the Maulana Azad Memorial Lecture, has also been instituted since 2010. The inaugural lecture was delivered on November 9, 2010 by the eminent historian Prof K N Panikkar on "Education, Modernisation and Development". The second Maulana Abul Kalam Azad Memorial Lecture was delivered by Prof. Mushirul Hasan,

former Vice-Chancellor, Jamia Millia Islamia University, on "Maulana Abul Kalam Azad & Mahatma Gandhi: A Comparative Study". The third lecture was delivered on November 9, 2012 by the eminent economic historian, Prof. Amiya Bagchi, on "Decentering European Liberalism and India's Democratic Struggles".

The Chair also organizes national seminars on issues related to Maulana Azad's visions and world views. One such case was the two-day national seminar on "Maulana Azad and the National System of Education" on November 11-12, 2009. On the first day, the day-long seminar was followed by the iconic solo play called Maulana Azad, with leading actor, Tom Alter, playing the eponymous role. The proceedings of the seminar were published by NUEPA and will be revised and published again by Routledge soon.

In 2011, another two-day seminar was organised by the Chair, in collaboration with NUEPA's Department of Higher and Professional Education on the "Proposed Structural Reforms in Higher education".





# Rajiv Gandhi Foundation Chair on Teacher Development and Management

It is widely recognized that improved teacher development and management are critical to achieving the educational development goals of the country. Effective teacher development and management is seen as key to proper teacher provision, allocation and utilization which are critical to the efforts for enhancing the quality of education and improved student achievement. Better teacher management is also seen to be closely linked with the performance of the individual teacher since the morale and commitment of teachers depend, to a great extent, on the ways in which their recruitment, deployment, transfer, appraisal, promotion, continuing professional development and administrative and professional supervision are carried out. As a result, during the past few years, teacher development and management has attracted increasing attention among decision-makers concerned with educational development.

Various strategies are used to deal with the problems relating to teacher development and management. However, unlike the pedagogical research relating to teaching-learning processes, research into other aspects of teacher development and management remain limited. As a result, evidence of the effectiveness of various approaches to teacher management remains scant. The National University of Educational Planning and Administration (NUEPA), therefore, seeks to enhance research and analysis relating to teacher development and management-related issues, with a view to evolving policies and practices that are required to

improve the effectiveness of the teacher development and management systems in different states/UTs in India. Establishment of a Chair on teacher development and management in NUEPA is an attempt in this direction.

## Teacher Development and Management : Programmatic thrusts

The programmatic thrusts relating to teacher development and management will be on evolving appropriate policy and programmatic responses to improve the teacher development and management systems and practices, with special focus on addressing the following teacher development and management-related challenges:

- The provision, allocation and utilization of quality teachers to meet the demands of the education systems;
- Ensuring that all the existing corps of teachers are provided with continuing professional development opportunities, and that teachers are properly supported by appropriate working conditions and adequately remunerated to ensure high levels of teacher performance, morale and motivation;
- Professionalising and enhancing capacity for school/institutional leadership, including school-based management; and
- The establishment of a comprehensive teacher management information system (as an integral part of the EMIS) adapted to the particular teacher development and management-

related tasks and constraints faced by the educational administrators at the block, district and state/UT levels.

The provision, allocation and utilization of quality teachers required for meeting the demand 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 the block/district, state and national levels. Specific activities will include the following:

- (a) *Independent and collaborative research, analysis and case studies* dealing with teacher development and management-related issues in different states/UTs in order to expand and enrich the knowledge base required to inform decision-making and the formulation of a coherent framework of policies that would guide the efforts aimed at reforming/redesigning the teacher development and management systems and practices in different states/UTs:
- (b) *Strengthening institutional and human capacities* in states/UTs by expanding the reservoir of trained educational planners and administrators and head teachers

who are equipped with the knowledge and skills/tools to effectively carry out teacher development and management-related tasks;

- (c) *Technical assistance to state ministries and other State/UT-level institutions* to help them improve their teacher development and management practices, solve problems and meet their specific needs relating to teacher development and management issues;
- (d) *Documentation and dissemination of knowledge and information* including research findings, best practices and innovations (through print and electronic forms, through seminars/conferences etc.) among stakeholders at state and national levels to facilitate informed decisions relating to teacher development and management;
- (e) *Facilitation and promotion of policy dialogue on issues concerning teacher development and management* involving State-level education authorities and other stakeholders involved in seeking appropriate programmatic interventions to tackle teacher development and management-related issues;
- (f) *Advocacy* for adoption of effective teacher development and management practices/techniques at the block, district, state and national levels.

# Research ...

## M. Phil. and Ph. D. Programmes

### Introduction

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

### Faculty

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

### M.Phil. and Ph.D. Programmes

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

The broad areas of research covering all levels and types of education are as under:

- Education and Globalization
- Educational Policy
- Educational Planning
- Educational Administration
- Educational Finance
- Educational Management Information System
- School Education
- Higher Education
- Equity and Inclusion in Education
- Gender Issues in Education
- Education of the Minorities
- Comparative Education



## Reservation

NUEPA follows all mandatory provisions in the reservation policy of the Government of India for admission to its M. Phil. and Ph. D. programmes.

## Admission Process

The process for admission starts in the month of January-February. Advertisements are published in national newspapers and reputed professional magazines/ journals inviting applications for admission. Advertisement also appears on our website [www.nuepa.org](http://www.nuepa.org), simultaneously.

Subsequently, shortlisted candidates are called for written test, which is usually held in the third week of June. Candidates qualifying the written test are called for face-to-face interview; and the candidates selected after the interview are offered admission. The Course Work commences from the second/third week of July.

## Eligibility and Duration

### *M. Phil. Programme*

**Eligibility:** A candidate must possess minimum of 55% marks (50% for SC/ST candidates and Persons with Disabilities) or its equivalent grade in Master's Degree in Social Sciences and allied disciplines from a recognized university. Candidates possessing Master's degree in other areas may also be considered if he/she has teaching experience or experience of working in the area of educational policy, planning and administration.

**Duration:** Two Years (one year Course Work followed by one year Dissertation Work).

To make themselves eligible to be considered for admission to Ph. D. Programme of the next academic session in NUEPA, M. Phil. scholars engaged in dissertation work, are required to submit their dissertation by 30<sup>th</sup> April.

### *Full-time Ph. D. Programme*

#### *Eligibility:*

- Should possess the educational qualifications as mentioned for M. Phil. Programme;
- M. Phil. Degree in an area closely related to educational policy, planning and administration.

### *Part-time Ph. D. Programme*

#### *Eligibility:*

- Should possess the educational qualifications as mentioned for M. Phil. Programme;
- Currently, should be in full-time employment;
- Should be a senior level educational functionary, with a minimum of five years work experience in teaching or in educational planning and administration.

**Course Work:** It is mandatory for all the scholars admitted to the M. Phil., full-time and part-time Ph. D. Programmes to complete the one-year course work. Completion of course work is necessary before confirmation of the Ph.D. registration.

The course work of the M. Phil. and Ph.D. programmes is assessed through Continuous and Comprehensive Evaluation (CCE) based on multiple sources, criteria and techniques of assessment. It provides enough feedback and space for improvement.

Scheme of Evaluation involves assessment on the basis of Seminar Presentation, Term Paper, Book Review, Field Attachment, etc.

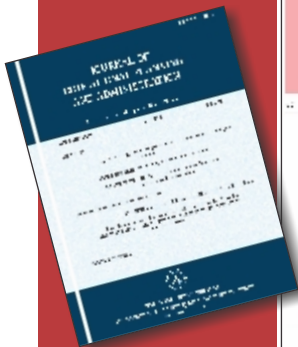
### Fellowship

Candidates admitted for the M. Phil. and Full-time Ph. D. programmes are provided fellowship by the University.

NET qualified candidates, with Junior Research Fellowships awarded by the UGC, draw their fellowship through the National University as per the norms and procedures laid down by the UGC. However, the continuation of the fellowship is subject to the satisfactory progress report of the scholars duly approved by his/her supervisor.

## NUEPA Journals & Newsletter

**Journal of  
Educational  
Planning and  
Administration**



**Pariprekshya  
a Hindi Journal  
on socio-  
economic context  
of Educational  
Planning and  
Administration**



**ANTRIEP  
a bi-annual  
newsletter**



# Diploma Programmes ...

## National Diploma Programme in Educational Planning and Administration

Ever since its inception, NUEPA has been innovative and pragmatic in fulfilling its mandate of promoting knowledge in the specialized field of educational planning and management. Of its wide range of activities, strengthening capacity of educational functionaries has been among the important ones. Since 1982-83, NUEPA has been conducting a specially designed training programme, leading to Diploma in Educational Planning and Administration (DEPA), to develop competent planners and administrators at the State and District levels. This programme is increasingly considered as a useful endeavour of NUEPA in the context of the ongoing process of decentralized planning and administration of school education. The major objectives of this programme are to acquaint the participants with fundamental concepts of Educational Planning and Management; to provide some skills to develop information systems for improved decision-making in Educational Administration; and to increase their capability in monitoring and evaluation of educational projects.

The programme was initially designed as a pre-induction course for District Education Officers (DEOs). Over the years, the programme has been suitably modified so as to be useful also for serving members of SCERTs/DIEs/DIETs and officers associated with the Sarva Shiksha Abhiyan as well.

DEPA is conducted in three phases and, altogether, it consists of 24 credits out

of which 17 credits are allotted for curricular work, one credit for participants' seminar and six credits for the guided project work. The first phase includes three months' curricular work at NUEPA that provides 12 courses. These include societal context of education in India, current issues in school education, educational administration, educational management, development administration & management in education and educational planning: concept, types & approaches. The other courses are "Quantitative aspects of educational planning in India", "Financial planning and management in education", "Research methodology in education", "Statistical methods in education" besides "Computer applications in educational planning and management". Each course has its own objective, theme and evaluation, and grades are given after evaluation of performance of each participant.

The first phase of curricular work is followed by the second phase during which each participant conducts project work with the guidance of one of the faculty members of NUEPA at the place of his or her posting. Finally, in the third phase, a five-day workshop is conducted at NUEPA to facilitate the participants to share the findings of their project reports and to award them diplomas. So far, 32 such programmes have been successfully organized by NUEPA and around 650 participants awarded diplomas.

## International Diploma Programme in Educational Planning and Administration

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

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

Curriculum of the IDEPA encompasses the principles, concepts and techniques of educational planning, supervision, administration, management and leadership for fulfilling the national goals and meeting local requirements. In this regard, it tries to develop skills of analysis, statistical interpretation, forecasting, project preparation for macro and micro-level educational planning, on the one hand, and effective managerial leadership skills in educational administration, project management and programme implementation, on the other. The IDEPA Programmes have been sponsored by Ministry of External Affairs and Finance (Economic Affairs) of the Government of India and few international organizations and agencies.

NUEPA has successfully completed as many as 28 such IDEPA Programmes, one in each successive year. Over the years, participation in terms of number of countries and participants has increased considerably. Until now, a total of 725 delegates from 87 countries of Africa, Eastern Europe, Central Asia, West Asia, South and South-East Asia, Latin America and Pacific regions have participated in the IDEPA programme.

# India-Africa Institute of Educational Planning and Administration (IAIEPA)

The India-Africa Institute of Educational Planning and Administration (IAIEPA) is being established within the framework of the Plan of Action formulated to implement the outcomes of the First India-Africa Forum Summit held in April 2008. One of the thematic areas contained in the Framework for Cooperation and the Plan of Action relates to *Cooperation in Social Development and Capacity Building* which envisages the establishment of an "India-Africa Institute of Educational Planning and Administration (IAIEPA)" to provide academic and professional guidance to agencies and institutions engaged in educational planning and administration in Africa. The African Union Commission (AUC) has nominated the Republic of Burundi as the host country for the establishment of the IAIEPA. The Institute is located in Bujumbura, the capital city of the Republic of Burundi.

The IAIEPA would be a pan-African Institute, developed as a centre of continental importance and excellence, engaged in advanced training and research in educational planning and management aimed at preparing education sector professionals in AU member States for responding to the challenges of educational development in their own countries.

The activities relating to the establishment, operation and management of the IAIEPA for the first three years will be executed, on behalf of the Government of India, by the National University of Educational Planning and Administration (NUEPA).

The cooperation between the Government of India and the African Union include, among others, (i) support to enhancing the pool of trained educational planners and administrators to strengthen the capacity of AU Member States to effectively plan and manage their education systems; (ii) expanding the knowledge base required for evidence-based decisions concerning their education policies and programmes; (iii) supporting Africa-based research and analysis in the field of educational planning and management; (iv) developing an institutional mechanism for sharing/dissemination of information/knowledge, including research results, best practices and innovations; and (v) organizing India-Africa policy dialogue to develop appropriate policy responses and programmatic interventions for responding to the challenges of educational development.

The core function of the IAIEPA would be *capacity development/building*, including:

- (a) *Training of educational planners and administrators* to bridge the gap in trained human resources in the areas of educational policy, planning, administration and financing in AU Member States. The training programmes/activities will include: (i) training programmes on educational planning and management leading to a post-graduate diploma, (ii) short-



duration intensive training courses at the regional/national levels covering a wide range of educational policy, planning and management-related issues in AU Member States, (iii) in-country training programmes which are demand-driven and tailor-made to meet specific needs of individual AU Member States, and (iv) open learning and distance education programmes in order to expand the reservoir of qualified personnel in the area of educational policy, planning, administration and financing in AU Member States.

- (b) *Technical assistance to ministries and other national institutions* to help them improve their educational planning and management capability and meet their specific capacity-building and research needs relating to educational policy, planning, administration and financing.
- (c) *Collaborative and independent research and case studies* on the situation/needs of AU Member States to expand and enrich the knowledge in the areas of educational policy, planning, administration and financing to support capacity development programmes and in implementation of appropriate policies/programmes required to ensure access to quality education for all at different levels of education;

- (d) *Documentation and dissemination of knowledge and information*, including research findings, best practices and innovations among stakeholders at national, regional, and continental levels;
- (e) *Networking with individual specialists, institutions and organizations*, including national ministries and UN agencies, to improve cooperation as well as for improving educational planning and management in AU Member States;
- (f) *Policy dialogue* involving specialists and educational authorities in AU Member States and other stakeholders concerning the issues of education development.
- (g) *Advocacy* for improved policy formulation and adoption of effective educational planning and management techniques by AU Member States.

The academic programmes/activities of the IAIEPA will be organised in two phases. The first phase of the academic programmes/activities scheduled to commence during the first half of 2013 will include short-term training programmes, in-country intensive training activities as per the requests of the AU member States, technical assistance to ministries/institutions in AU member States, independent and collaborative research projects that could be completed within one/two years, documentation and dissemination activities, and policy dialogue among AU Member States and other stakeholders. During the second phase, in addition to the expansion of programmes/activities organized during the first phase, the Institute will organize advanced and long-duration training programmes.



# Recent Activities and Initiatives ...

## Achievements in Research

NUEPA extended its outreach in research activities, covering a wide spectrum in school and tertiary levels of education. The University has undertaken research at four levels: NUEPA-funded Research by the Faculty and other Researchers; International-funded Collaborative Research, National-level Research Projects, and Scheme to sanction researches/seminars on National Policy of Education.

## Grant-In-Aid Committee

The MHRD has given additional responsibility to NUEPA to promote initiatives to implement National Policy on Education (1986/1992). Under the scheme, NUEPA provides financial assistance to various governmental, semi-governmental and non-governmental organisations after proper scrutiny of their proposals.

## Other Initiatives



### Special Convocation

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



### Eminent Scholar Lecture Series

The University has started an Eminent Scholar Lecture Series wherein it invites senior scholars from different fields to give lectures on contemporary issues.



### Foundation Day Lecture

The University celebrates its Foundation Day on 11<sup>th</sup> August every year. In this connection 2012, Professor Shantha Sinha, Chairperson, *National Commission for Protection of Child Rights*, delivered a lecture on "Children's Right to Education in Areas of Civil Unrest", on 9th August 2012 and in the year 2013, Professor Krishna Kumar, *Professor of Education, University of Delhi*, delivered a lecture on "Education and Modernity in Rural India" on 12th August 2013.

## Chancellor

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Ph. D. (Fine Arts)

e-mail: msk4747@yahoo.in Phone: 26561232

## Vice-Chancellor

Prof. R. Govinda

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Ms. Sushma Asija

*PS to Vice-Chancellor*

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## Faculty

### Department of Educational Planning

Professor S.M.I.A. Zaidi, *Head*

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and Techniques of Planning and Appraisal  
and Supervision of Educational Projects and  
Programmes.

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Professor Mona Khare

Ph. D. (Economics)

*Area of Specialization:* Regional Planning in  
Economic Growth

Dr. K. Biswal, *Associate Professor*

Ph. D. (Economics of Education)

*Area of Specialization:* Economics of  
Education, Decentralized Planning in  
Education

Dr. N. K. Mohanty, *Assistant Professor*

Ph. D. (Economics)

*Area of Specialization:* Economics of  
Education, Decentralized Planning in  
Education

Dr. Suman Negi, *Assistant Professor*

Ph. D. (Population Studies)

*Area of Specialization:* Educational  
Participation, access and mobility

### Department of Educational Administration

Professor K. Sujatha, *Head*

Ph. D. (Educational Anthropology)

*Area of Specialization:* Educational  
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Policy Analysis and Education of the

Disadvantaged Groups

e-mail: ksujatha@nuepa.org

Phone: 26544837

Professor Kumar Suresh

Ph. D. (Federal Studies)

*Area of Specialization:* Federalism and Multi-  
Level Governance of Education, Educational  
Policy and Diversity and Equity Management

Dr. Vineeta Sirohi, *Associate Professor*

Ph. D. (Psychology)

*Area of Specialization:* Educational  
Psychology and Organizational Behaviour  
and Personnel Management

Dr. R. S. Tyagi, *Assistant Professor*

Ph. D. (Economics)

*Area of Specialization:* Educational  
Administration and Instructional Leadership

Dr. Manju Narula, *Assistant Professor*

Ph. D. (Education)

*Area of Specialization:* Educational  
Management

Dr. V. Sucharita, *Assistant Professor*

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