

Annual Report

2021-2022



NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
(Deemed to be University)

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

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

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Published by the Registrar, National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi. Designed and printed at M/s Viba Press Pvt. Ltd., Okhla Industrial Area, Phase - II, New Delhi-110020 in November 2022, (2H).

Table of Contents

| Chapters | | |
|---------------------|--|-----|
| 1. | An Overview | 01 |
| 2. | Teaching and Professional Development Programmes | 29 |
| 3. | Research | 49 |
| 4. | Library and Documentation Services | 75 |
| 5. | Computer and Information Technology Services | 85 |
| 6. | Publications | 93 |
| 7. | Grants-in-Aid Scheme at NIEPA | 97 |
| 8. | Administration and Finance | 101 |
| Annexure | | |
| I. | Academic Contributions of Faculty | 107 |
| Appendices | | |
| I. | Members of the Board of Management | 219 |
| II. | Members of the Finance Committee | 221 |
| III. | Members of the Academic Council | 222 |
| IV. | Members of the Board of Studies | 225 |
| V. | Members of the Planning and Monitoring Board | 227 |
| VI. | Faculty and Administrative Staff | 229 |
| VII. | Annual Accounts | 233 |
| Audit Report | | 271 |



1

An Overview



An Overview

The National Institute of Educational Planning and Administration (NIEPA) occupies a unique position in the network of educational institutions in India, with its functions covering a broad spectrum of academic having both domestic and international ramifications.

The genesis of NIEPA'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 its transformation into 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 in 2006 the status of a 'deemed to be university' under Section 3 of the University Grants Commission Act, 1956 and was renamed as National Institute of Educational Planning and Administration with the power to award degrees. Hereinafter also referred to as the National University, like any other Central University will be fully maintained by the Government of India.

The National University of Educational Planning and Administration (NUEPA) has been renamed as National Institute of Educational Planning and Administration (NIEPA) (Deemed to be University), vide Notification No F. NUEPA/Admn/ RO/ Circular/030/2017 dated 30.11.2017. The word "University" was replaced by the word "Institute" in compliance with the orders of the Hon'ble Supreme Court of India, communicated by the University Grants Commission vide their communications No. F 5-1/2017 (CPP-I/DU) dated 10 November 2017 and 29 November 2017.

NIEPA

Vision and Mission

The Institute envisions “a humane learning society through advancement of knowledge”. In line with this vision, a key mission of the Institute 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.

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- 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 Institute 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 postdoctoral 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 Nation 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 Institute 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 Institute 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 Institute is its engagement with the field as a two-way process. The Institute 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 Institute 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 Institute 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 Institute continues to act as a think-tank in the areas of educational policy, planning and administration. This dual role has enabled the Institute to bring greater authenticity into its academic work of teaching and research.

Academic Structure and Support Services

The academic structure of the Institute 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 Institute 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 Institute were conducted by the following eight Academic Departments and Special Chairs, Unit on School Standards and Evaluation and Project Management Unit, and India-Africa Institute of Educational Planning and Administration (IAIEPA) 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 Professional Development in Education

CENTRES

- National Centre for School Leadership
- Centre for Policy Research in Higher Education
- National Resource Centre for Education (NRCE)

UNITS

- School Standards and Evaluation Unit
- Project Management Unit
- Unit for International Cooperation (UIC)

SUPPORT SYSTEMS

- Library and Documentation Centre
- Computer Centre
- Publication Unit
- Digital Archives
- Training Cell
- Hindi Cell

CHAIR

- Maulana Abul Kalam Azad Chair



Academic Departments

Educational Planning

The Department of Educational Planning (DEP), one of the fundamental divisions of NIEPA, strives to promote evidence based educational planning with the ultimate mission of contributing towards advancement of human development in India. With the shift in emphasis towards decentralized planning for managing for development results in education, the main effort of the DEP has been to study approaches, frameworks, inputs, processes and outcomes of planning at institutional, district, state and national levels so as to understand and improve educational planning practices in the country.

With the increasing emphasis on education as a means of reducing poverty and promoting sustainable development, the DEP considers the expanded scope of educational planning not only to cover the institutionalization of strategic planning but also promoting decentralization of education management and use of local level planning techniques such as school mapping, micro planning and school improvement planning for improving quality of public investment in education. Promoting sector-wide approaches (SWAPs) in strategic planning in school education and institutional planning in higher education are other key mandates of the DEP.

Teaching, research and training, *inter alia*, are core functions of the DEP. Needless to mention, creating and disseminating knowledge and skills to advance strategic programme planning in education for addressing issues relating to equity, inclusion, quality of learning outcomes, financing and accountability and use of technology for improving education delivery are the major thrust areas of the DEP.

Accordingly, the DEP conducts capacity development programmes, and undertakes research in related areas, and provides professional support and consultancy to various sub-national, national and international bodies, besides transacting several courses related to educational planning in research and long duration capacity development programmes of the Institute.

It may be noted that, in the academic year 2021/22, the activities of the Department were seriously affected by the Covid-19 pandemic. Also several faculty members of the DEP, including the HOD were hospitalised with Covid-19 infections and related medical emergencies.

Educational Administration

The Department of Educational Administration is one of the core and thematic Departments of NIEPA. The Department aims at active intellectual and academic engagement in research, programmes of studies 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 and data base through its researches, besides creating a strong professional support for educational administrators and researchers on multiple dimensions of educational administration and management. The Department undertakes large scale projects and research studies and also workshops and capacity Development programmes on various dimensions of educational administration and management for the practitioners involved at various levels of educational administration including academic administrators in the institutions of higher and technical education. Besides other academic activities, two major areas of engagements and contributions of the Department in recent years include creation of a large scale information data base on educational administration in states and UTs in India gathered through a major research project on third All India Survey of Educational Administration as well as State level conferences of District and Block Education Officers in different states; and initiation and implementation of the National Scheme of Awards for Innovations and Good Practices in Educational Administration. The Department offers courses on educational administration and management and

related thematic areas in M.Phil/ Ph.D. Programmes, Post Graduate Diploma in Educational Planning and Administration, International Diploma Programme in Educational Planning and Administration; and short term training programmes.

The fifth award presentation function, an event combining two years of awards (2018-2019& 2019-2020), was organised by NIEPA virtually on 10 February, 2022 at 3.00pm. The National Award or Certificate of Appreciation was presented to the selected District and Block level education officers from 29 states/ UTs of the country by the honourable Union Minister of State for Education, Dr. Subhas Sarkar. On this occasion, the two volumes of the Compendium of Innovations and Good Practices and Profile of awardees for the year 2018-2019& 2019-2020 was also released by the Union Minister of State for Education, Dr. Subhas Sarkar.

The Department organised a workshop cum Orientation programme on Leadership in Educational Administration in Universities and Colleges from 19–21 January 2022 in virtual mode. About 76 senior level academic administrators and academic leaders from different universities and colleges across the states and regions participated in the Programme.

A five days online internship was organized for M.Ed. students on the basis of the request received from Regional Institute of Education, Bhopal. Fifty-four students participated in this online internship.

A half day Webinar was organised on 27th May 2021 to discuss the UNESCO Draft Report on the Future of Education and provide input to UNESCO. The Webinar was organised in collaboration with UNESCO, Paris and its Delhi office. The faculty members of NIEPA actively participated in the discussion and provided valuable input on various aspects of the Draft Report. The consolidated document containing the input was shared with the UNESCO.

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 at national, sub-national and global levels, and to build knowledge

and skill capacity of manpower involved in financial planning and management in education sector in India and other developing countries. In the context of educational policy, planning and administration, finances form an important issue. The Department of Educational Finance focuses its activities - research, teaching, training and consultancy - around policy, planning and development issues relating to public and private financing of education, including specifically mobilization of governmental and private resources, allocation of resources and utilisation of resources in 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, analyze and evaluate educational programmes, to identify trends, understand outcomes and guide policy and practice, towards finding solutions to current problems in educational governance and management. As it is dedicated to the mission of enhancing the knowledge of critical barriers facing access, equity, quality and relevance throughout the educational pipeline, department stimulates discussions on various policy issues, from time to time, to generate knowledge base, for the use of policy makers, practitioners and other stake holders in the educational and public policy arena that affects educational system in India. The research focus is on studying above issues of policy and practice in addition to those pertaining to teaching, learning and performance in educational institutions for creating better linkage between educational research and educational policy. Research outcomes are intended not only to describe the complexities of educational phenomena but also to offer recommendations for action. Keeping in view the recent changes in the society and its influence on

education the department will act as a sounding board for the stakeholders at national level for enabling needful actions from time to time. The Department also undertakes training on policy issues for planners, administrators, implementers, and scholars who can act effectively and ethically within the given structures, processes and cultural contexts of organized education in India.

School & Non-Formal Education

The Department of School and Non-Formal Education focuses on issues relating to school education, non-formal education and adult literacy within a rights-based and inclusive framework. The department covers entire sector of School Education including Early Childhood Care and Education. The major tasks of the Department are: Research and Development, Teaching, Training and Consultancy to Central and State Government, International and National agencies etc. covering entire sector of school, ECCE, teacher, and teacher education.

The Department undertakes research studies in diverse areas of school education sector, teacher and teacher education 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 education for all. In order to establish synergic linkages; the department collaborates with national and international organizations to draw upon their experience and expertise in the area of school education. Besides, it plays an advisory role and extends support to the State and Central government in the formulation and implementation of plans and policies.

Being a core and one of the oldest Department of the institute, its professional contributions have been substantive in the formulation of National Policy on Education (1986), the Programme of Action (1992), Right to Education Act (2009) and Education for All (EFA). During the year 2007-2011, Department as part of 'The Consortium for Research on Educational Access, Transition and Equity' (www.create-rpc.org)

contributed significantly in the area of 'Educational Access'. Another sizeable project completed are the Mid-decade assessment of the Education for All in India where a National Report, several thematic studies and State reviews for each of the six EFA goals on ECCE, primary education, learning and life skills for youth and adults, adult literacy and gender equality have been prepared. The Department has also been contributing in policy recommendations for SSA, RMSA and Centrally Sponsored Teacher Education (CSTE) and Samagra Siksha.

In the recent years, under the auspices of MHRD, Department also supported to institutionalize two national programmes to improve school education sector in India i.e., National Programme on School Standards and Evaluation (Shaala Siddhi) and School Leadership Programme. It also facilitated in establishing 'National Centre for School Leadership' and 'School Standards and Evaluation Unit' to develop concept, and materials and implement both the programmes in right perspectives.

In this era of education outcomes, the quality of education, improve performance and increase demand for effectiveness at all levels of school education have been emphasized and continuing as centre of policy deliberations. Acknowledging the quality of education as the foundation to improve quality of life is critical towards achieving Sustainable Development Goals (SDG), the department proposes to engage in determinants and index of quality of school education, school effectiveness and evidence-based improvement, teacher management and development. The Department has aligned its focus areas keeping in view the NIEPA Perspective Plan (2020-2030), National Education Policy, 2020 and NEP 2020: Implementation strategies.

The major focal areas of department are Rights-based and Inclusive Approach to Education, Early Childhood Care and Education, School Profiling, Quality and Improvement, Standard-setting and School Performance Management, Professional Standards, Teacher Management and Development, Governance and Management of Teacher Education, School Leadership, and Education during COVID -19 and Safe School.

Higher and Professional Education

The Department works in the policy, planning and management dimensions of higher and professional education. It encourages research on issues like quality, governance, financing, privatization and internationalization of higher and professional education. It undertakes training programmes and workshops for institutional heads and senior university and state officials in the Planning and management of higher and professional education. The department also provides technical and professional consultancy to policy, planning and implementing agencies of higher and professional education. Since its inception the Department has 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 had been supporting the process of finalization of different five-year plans for higher education. Also, it 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. The department is actively engaged in the transaction of coursework for M Phil, PhD programmes; and the two diploma programmes namely International Diploma in Educational Planning and Administration (IDEPA) and Post Graduate Diploma in Educational Planning and Administration (PGDEPA). The Department has been supervising research scholars of

M Phil, Ph.D, IDEPA and PGDEPA programmes on their dissertations.

The members of the department have been constantly researching on many critical and meaningful aspects of higher education such as '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', 'Private universities in India', 'Skills for employability in South Asia', 'Autonomy in Higher Education', 'Governance of Higher Education in Bihar and others states', 'Library Facilities in Indian Undergraduate colleges and its impact on Students' Academic performance', 'UGC Scholarship Evaluation', 'Evaluation of Travel Grant of UGC', 'Covid -19 and Higher Education', and 'Leadership in Higher Education'.

Training and Professional Development in Education

The Department focuses at the national and international levels for enhancing the capacities of the educational administrators. The programmes are designed based on the needs of trainees at the induction and promotion level. It helps trainees to articulate the important programmes and policies of educational reforms which are in progress in the country and globally. For attaining this, department conducts two diploma programmes one for national and the other for international education personnel. At the national level a modular course – Post Graduate Diploma in Educational Planning & Administration (PGDEPA as renamed in 2014) and at the international level International Diploma in Educational Planning and Administration (IDEPA) are conducted annually. In addition, the Department also conducts one-month international programme annually exclusively for the middle level educational administrators namely International Programme for Educational Administrators (IPEA) since 2016. Due to Covid pandemic the IDEPA and IPEA programmes could not be organized during the recent years.

Post-Graduate Diploma in Educational Planning and Administration (PGDEPA)

The Institute was conducting a training programme leading to Diploma in Educational Planning and Administration (DEPA) which was designed as a pre-induction course for District Education Officers (DEOs) from different States/UTs of India since 1982-83. However, from the year 2014-15, the programme has undergone transition from DEPA to Post-Graduate Diploma in Educational Planning and Administration (PGDEPA) while incorporating fundamental changes in its nature and content. One of the important considerations for redesigning the programme is the changed profile of the programme participants and also the requirements of the departments that they represent such as: SCERTs/ SIEMATs/DIETs and DEOs/BEOs of Directorates of Education of the state governments. A basic concern while designing the PGDEPA programme was to ensure that the participants do not have to stay at NIEPA for a period longer than three months and they learn at their own place of work. Accordingly, it has been envisaged as a twelve-month programme leading to a Post Graduate Diploma. However, keeping in view the difficulty of many of the education departments to depute their officials for a long duration programme, the PGDEPA has been planned in such a way that the face-to-face and residential part of the programme does not exceed three months. It involves a preparatory phase at the participants' place of work, face-to-face at NIEPA, project phase at work place, transacting advanced courses through open and distance learning mode and presentation of project work in a Seminar-cum Workshop mode at NIEPA.

The one-year PGDEPA programme is a long duration intensive programme to ensure creating a cadre of professionally trained educational administrators in the country by: (i) acquainting the participants with fundamental concepts of educational planning and management; (ii) enabling the participants to develop planning and management skills for improved decision making in educational administration; and (iii) developing participants' capacities in monitoring

and evaluation of educational programmes and projects. Till now, the total number of approximately 930 Participants has been awarded with DEPA or PGDEPA certificate.

Research Projects of the Department (in progress)

The department is fully engaged in conducting Capacity and Professional Development studies keeping in view the futuristic requirements of the educational administrators within the country as well as developing countries. In this regard the department has been conducting researches in the above mentioned areas and bringing out the reports for wider dissemination of its findings and suggestions. At present the Department is engaged in the Capacity Development Researches and has already brought out two reports and another two study reports are in progress, they are as follows:

Research Studies in Progress:

An Intensive Study to Critically Examine the Present vis-a-vis Futuristic Role and Functions of Educational Administrators in Order to Identify the Training Needs is being conducted by Prof. B K Panda and Dr. Mona Sedwal.

First Research Study Report: A Study on Role and Functions of Educational Administrators for Identifying Futuristic Training Needs -Study Completed

Second Research Study Report: Capacity Development of Educational Administrators- Study of Educational Administrators from Africa, Report writing is in Final Stages

Third Research Study Report: Perception of District Educational Administrators on Professional Development- Data Collection in Progress

Fourth Research Study Report: The Capacity Development of Block Education Officers – Will commence from November 2022

Workshops organized with the District Level Educational Administrators relating to above Research Studies:

1. An On-line workshop was organized with the District Level Educational Administrators of Puducherry attended by twelve educational administrators (May 26, 2021- Via Google Meet).
2. An On-line workshop was organized with the District Level Educational Administrators of Maharashtra attended by eighteen educational administrators (November 15, 2021 – Via Google Meet).
3. An On-line workshop was organized with the District Level Educational Administrators of Assam attended by Fifteen educational administrators (November 18, 2021 – Via Zoom Meet).

Educational Management Information System (EMIS)

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 2015-16, 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 and 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 PGDEPA, besides tailor-made programmes on EMIS for developing 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 Chair

Maulana Abul Kalam Azad Chair

The Chair was instituted by the Ministry of Human Resource Development (MHRD) in NIEPA in 2008 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.



Centres

National Centre for School Leadership

NCSL-NIEPA, since its establishment in the year 2012, is actively engaged with four core functions: Curriculum and Material Development, Capacity Building, Networking and Institutional Building and Research and Development. Aligning to its vision, the Centre strives to ensure that *'every child learns and every school excels'*. School Leadership as a policy priority has been well recognized in NEP 2020. Recognising NEP 2020's mandate of improving quality education in schools, NCSL has been supporting school principals throughout the country in School Leadership Development for school transformation through various capacity building programmes, at the same time networking with State level functionaries through well-established School leadership Academies (SLAs) and engaging with research and development in the area of school leadership. NCSL-NIEPA has continued with this trend of building the capacities of school heads in the year 2021-22 also.

Centre for Policy Research in Higher Education (CPRHE)

The Centre for Policy Research in Higher Education (CPRHE/NIEPA) (<http://cprhe.niepa.ac.in/>) was established, as an autonomous specialised academic centre in the National Institute of Educational Planning and Administration (NIEPA) to promote research and empirical analyses; and to support policy and planning in higher education in India. The overarching mission of the CPRHE/NIEPA is to contribute to the generation, sharing and application of knowledge required for the formulation of policies, plans and programmes designed for development of education in India. The Centre will focus its efforts on the current national priorities in several inter-related areas: expanding and improving the provision of higher education; ensuring equity and inclusion; improving quality and relevance; and improving governance and management. It will foster excellence in all aspects of higher education to enable the higher education system in India to achieve global standards on the one hand and to remain locally engaged on the other. All the research activities proposed and undertaken by the CPRHE takes into account the context of National Education Policy (NEP) 2020, the NIEPA Perspective Plan 2030 and the NEP 2020 Implementation Plan prepared by NIEPA.

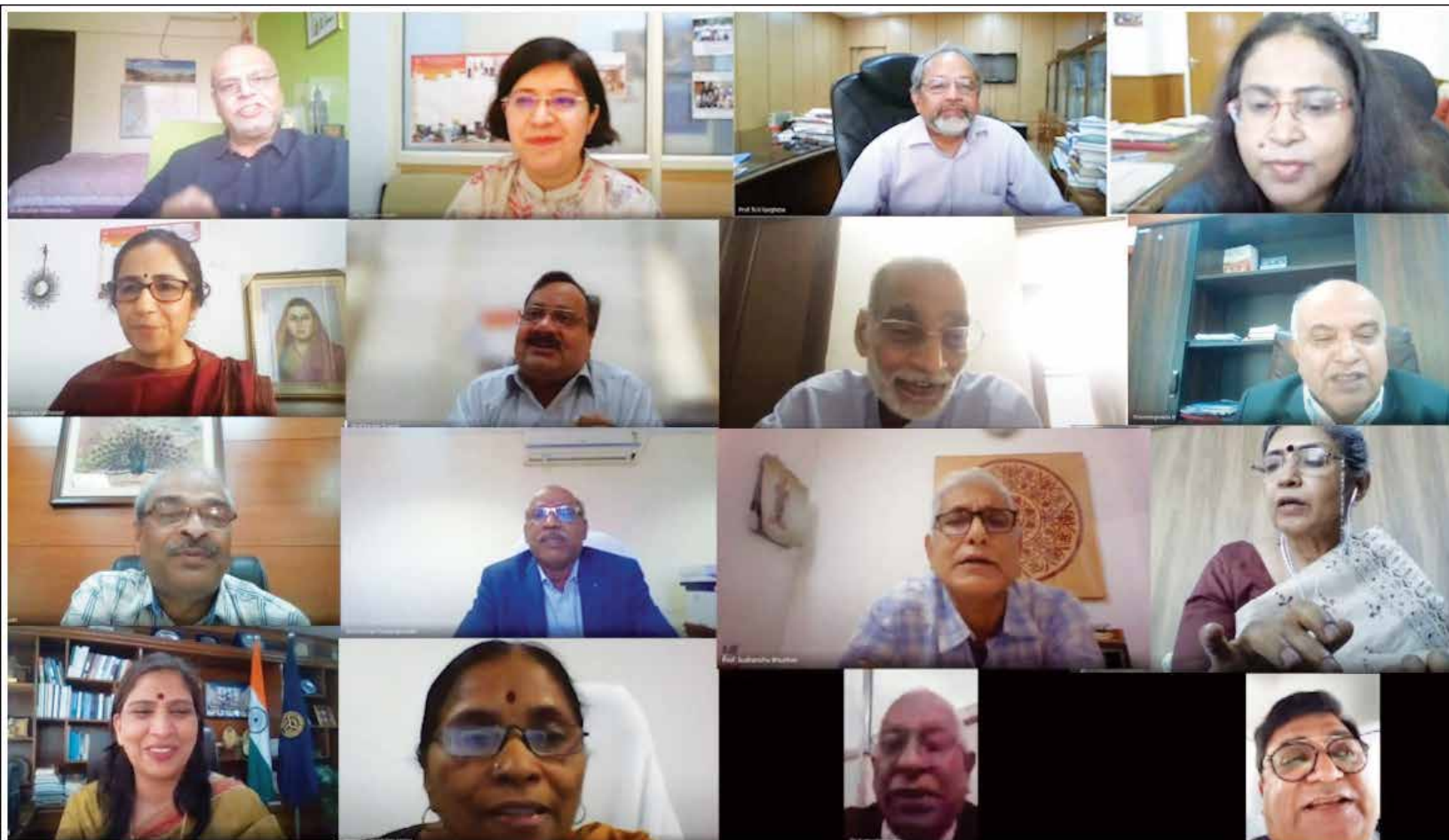
CPRHE Activities, 2021-22

The CPRHE programmes and activities are primarily integrated and centered around the research themes that are prioritized in the Perspective Plans of the Centre. The CPRHE activities planned for the year 2021-22 follows from the Programme Framework and Action Plan prepared and submitted to the UGC and MHRD in January 2017. The CPRHE activities in the year 2021-22 focused on completing the research projects, finalizing national synthesis reports and state research reports, finalising new research proposals and initiating research activities in new areas of research, conducting online workshops and organising webinars, including on the themes of NEP 2020, and completing an array of publications based on the CPRHE research. The regular publication activities of the centre namely, India Higher Education Report (published by Sage and Routledge), publication of volumes based on CPRHE International Seminars (published by Springer Nature, Singapore), CPRHE Research Paper Series, Policy Briefs based on the CPRHE research, and, CPRHE Research Reports were carried out in the year 2021-22. The details of the activities are described below.

Research

Empirical research is the foremost core activity of the CPRHE undertaken by its faculty members. The CPRHE has successfully completed the first cycle of empirical studies. Six large scale multi-institutional studies across 22 states were launched. The CPRHE have covered themes pertaining to student diversity and social inclusion in higher education; teaching and learning in Indian higher education; governance and management of higher education in India; financing of public higher education institutions in India: flow of funds and their utilization; study of external and internal quality assurance at the institutional level and employment and employability of higher education graduates. Close to 36 research reports have been prepared.

Research Projects on Request by MHRD/UGC: In addition to the CPRHE research studies, the Centre has carried out research and evaluation studies on request by the Ministry of Human Resource Development (MHRD) and the University Grants Commission (UGC). On request studies have been carried out in research areas that cover an analysis of



National Eligibility Test (NET) results of 4.8 million candidates; evaluation of the implementation of the PMMMNMTT scheme; study of the oversupply and concentration of higher education institutions among different regions and states in India; evaluation of the National Research Professorship (NRP) scheme introduced by the Government of India in 1949 (at the request of MHRD); prepared a concept note on National Higher Education Qualification Framework (NHEQF) for the UGC, and on the request of MHRD, CPRHE conducted a study on 'Fixation of Fees in Private Deemed to be Universities in India', and a large scale evaluation study of the UGC coaching schemes for SC/ST/OBC/Minorities in universities and colleges.

On the request of the Indian Council of Social Science Research (ICSSR), the CPRHE prepared modules on dimensions of managing student diversity in higher education institutions in India. The modules are primarily based on the CPRHE research study titled 'Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Inclusion in Higher Education Institutions'. The aim of the modules is to sensitise faculty and administrators in higher education on issues related to student diversity, academic integration and social inclusion, including the role of higher education in civic learning and democratic engagement. Seven modules have been completed and submitted to ICSSR.

International Research Projects: In the year 2021-22, the CPRHE also progressed on the international collaborative projects. The international projects that were completed in 2021-22 are:

- i) Planning for flexible learning pathways in higher education (in collaboration with IIEP-UNESCO, Paris).
- ii) Inequalities and higher education: Between public policies and private sector development (in collaboration with ESPI, Paris).
- iii) CPRHE also started a collaborative international research project with University of Warwick, UK

in 2021-2022 on Widening Access to Higher Education in India: Institutional Approaches

New Research Areas: In the year 2021-22, the CPRHE research proposals for the second round of research approved by its Executive Committee were finalised and research activities scheduled and carried out on the following themes:

- i) College Readiness and Student Success in Higher Education in India: Activities undertaken in the year 2021-2022 were organization of the First Expert Committee Meeting and Instrument Development Meeting. A pilot study was also conducted in January 2022 to finalise the research instruments.
- ii) Language and Inequalities: A Study of Linguistic Diversity and Student Success in Higher Education in India
- iii) New Managerialism in Higher Education: The Changing Management of Public Higher Education Institutions in India
- iv) Financing of Technical and Professional Education: A Comparative Study of Public and Private Higher Education Institutions in India
- v) Integrating Digital Technology with Teaching and Learning in Indian Higher Education
- vi) Professionalisation of Academics as Teachers in Higher Education Institutions.

Publications

In addition to research, there are four regular activities that were undertaken by the CPRHE in the year 2021-2022. These include preparing and finalising the India Higher Education Report (IHER), publication of CPRHE Research Paper Series, preparation of CPRHE Policy Briefs, and organization of the international seminar.

India Higher Education Report: Seven IHERs have already been published on themes pertaining to issues and challenges facing higher education in the country, including on equity, teaching-learning and

quality, financing of higher education, governance and management, employment and employability and private higher education. In the year 2021-22, the CPRHE has also prepared the issue of India Higher Education Report 2022 on the theme 'Women in Higher Education in India' which is in press to be published by Routledge. The preparation for the next issue of IHER 2023 is in progress which is on the theme of 'Research in Higher Education in India'.

Publications based on Seminars Organized by the CPRHE: The CPRHE publishes papers presented in the international seminars organised on various themes. A volume on 'Teaching-Learning and New Technologies in Higher Education' has already been published by Springer Nature, and in the year 2021-22 the volume on Innovations in Financing of Higher Education was sent to press to Springer Nature. The volume on 'Governance and Autonomy in Higher Education' is under preparation and to be sent to the press.

CPRHE Research Paper Series: The Centre brings out a regular publication series titled 'CPRHE Research Papers'. The Centre has already published 15 papers under the series. The forthcoming CPRHE Research Paper 16 on the theme "The future of Higher Education in India: From Massification to Universalisation" is under publication.

CPRHE Policy Briefs: In the CPRHE research cycle, preparing policy briefs on selected research themes is considered as an important mechanism towards a research-based engagement with the institutional level decision-making process for institutional change. Policy Briefs are primarily based on the research studies completed by the Centre and similar studies by other organizations. Based on the findings from the study on 'Higher Education for Civic Learning and Democratic Engagement: A Study of Diversity and Social Inclusion in Higher Education Institutions', the CPRHE has prepared three policy briefs titled: CPRHE Policy Brief 1: Equalising Access to Higher Education in India; CPRHE Policy Brief 2: Achieving Academic Integration in Higher Education in India; CPRHE Policy Brief 3: Developing Socially Inclusive

Higher Education Campuses in India. These have been translated in Hindi and have been also uploaded on the UGC website.

Research Reports: Based on the research studies completed by the Centre, the CPRHE brings out research reports. 36 research reports have been prepared by the CPRHE including reports for on-request research studies by MHRD and UGC, and, research reports and monographs for international projects. In the year 2021-22, all the Synthesis Reports and state research reports were uploaded on the CPRHE website.

CPRHE Webinars and Online Meetings: In the year 2021-2022, the CPRHE, organised webinars, including online meetings as well as on themes related to NEP 2020. Two meetings with the authors of the IHER (2021) were organized on the theme Women and Higher Education in India. The CPRHE also organized three webinars in 2021-22, related to themes in NEP 2020. The webinars were - Webinar on Knowledge Pluralism and Linguistic and Cultural Diversity in Higher Education organized on August 31, 2021; Webinar on Research, Innovation and Ranking in Higher Education on September 10, 2021; and Webinar on Financing Higher Education on November 30, 2021 organised in collaboration with the AIU.

State Councils of Higher Education Meeting: The Centre has also organised regular consultative meetings with the State Higher Education Councils (SHEC). In the year 2021-22, the fifth SHEC meeting was held on 16 and 17 March, 2022 on the theme of multidisciplinary higher education institutions. The meeting was attended by representatives from 11 states, including, Vice Chairpersons of State Councils, senior officials from the Directorate of Collegiate Education and Departments of Higher Education in the states.

International Seminars: Every year the Centre organises one international seminar on a specific theme related to the research area being explored at the CPRHE with the objective to bring together researchers and experts working globally on the identified theme. Six international seminars in collaboration with the British Council have been organised by the CPRHE so far. The

CPRHE brings out a thematic report on each seminar. Seven CPRHE Seminar Reports on the proceedings and themes emerging from the discussions taking place in the national and international seminars have been published. In the year 2021-2022, the seventh international seminar on “*Diversity, Inclusion and Student Success in Higher Education*” was proposed. This international seminar was postponed due to Covid travel restrictions and is now scheduled to be organised on February 2023.

Contributions in IGNOU Awareness Development Programme on NEP 2020: The CPRHE faculty members have developed units for the IGNOU Awareness Development Programme on NEP 2020 in the areas of ‘Role of Teachers’, ‘Governance and Leadership’, and ‘GER, Access, Equity and Inclusion’ and also given a video lecture on the theme ‘Enabling Learning Environment (and learner support) for Optimal Learning.’

Policy Support

The CPRHE has been regularly extending policy support to decision-making bodies such as MHRD, UGC, NITI Aayog and other HE policy makers by undertaking research and evaluation studies at their request, through preparing policy documents and participating in policy level discussions. The Centre has contributed to the NEP 2020: Implementation

Strategies document developed by NIEPA for the Ministry of Education, Government of India. The Centre was a member of the Secretariat at NIEPA to support the Ministry of Education Committee on the development of the National Credit Framework. The final report of the National Committee on Credit Transfer Framework was submitted to Ministry of Education in May, 2021. The Centre is invited and represented in various policy meetings.

Visiting Fellows / Scholars Programme

The Centre has provision for inviting Visiting Fellows to stay with the Centre for fixed terms. The intention is to attract and host international faculty members and research scholars from India and abroad. The first visiting professor of the Centre was Professor William G. Tierney who is a globally renowned professor of higher education from Rossier School of Education, University of Southern California, USA. The CPRHE also hosted faculty members Dr Henderson, University of Warwick and Professor Odile from the Paris 8 University. Furthermore, the CPRHE has hosted an intern from St. Stephen’s College, University of Delhi in 2021-2022. If it wasn’t for the Covid situation Professor Arthur Levine, the Fulbright Nehru Distinguished Chair and, President Emeritus, Woodrow Wilson Foundation, Princeton, New Jersey, USA would have joined as a visiting professor at CPRHE in the year 2021-2022.

Units

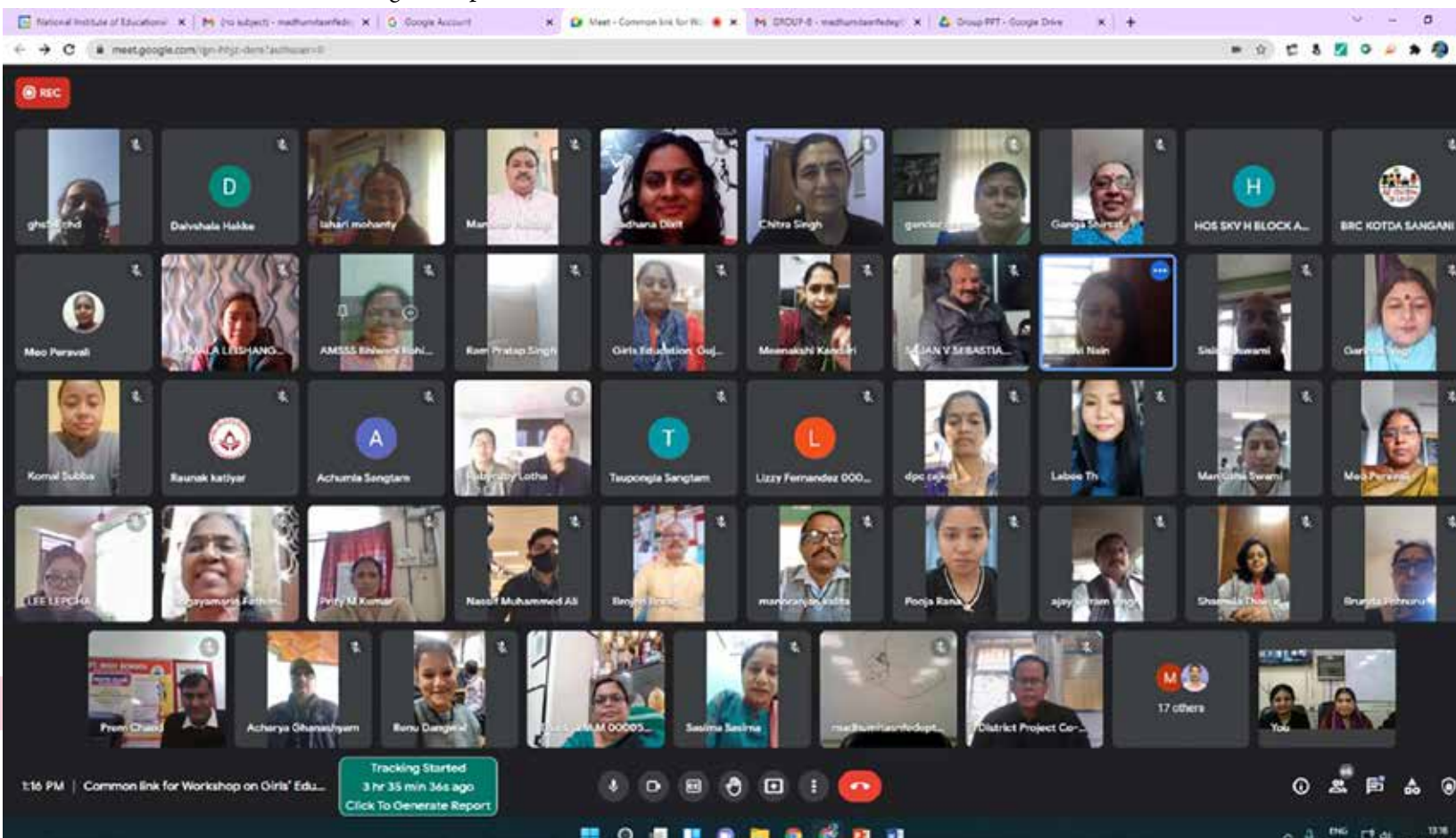
Unit on School Standards and Evaluation

The Department of School and Non-formal Education focuses on issues relating to school education, non-formal education and adult literacy within a rights-based and inclusive framework. The department covers entire sector of School Education including Early Childhood Care and Education. The major tasks of the department are: Research and Development, Teaching, Training and Consultancy to Central and State Government, International and National agencies etc. covering entire sector of school, ECC, teacher, teacher education.

The department undertakes research studies in diverse areas of school education sector, ECC, teacher and teacher education to provide an empirical base in order to contribute meaningful inputs for developing and improving 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 education for all. In order to establish synergic linkages; the department collaborates with national and international organizations to draw upon their experience and expertise in the area of school education. Besides, it plays an advisory role and extends support to the State and Central government in the formulation and implementation of plans and policies.

Being a core and oldest department of the institute, its professional contributions have substantive in the formulation of National Policy on Education (1986), the Programme of Action (1992), Right to Education Act (2009) and Education for All (EFA). During the year 2007-2011, department as part of the 'The Consortium for Research on Educational Access, Transition and Equity' (www.create-rpc.org) contributed significantly in the area of 'Educational Access'. Another sizeable project completed are the Mid-decade assessment of the Education for All in India where a National Report, several thematic studies and State-reviews for each of the six EFA goals on ECCE, primary education, learning and life skills for youth and adults, adult literacy and gender equality have been prepared. The department has also been contributing in policy recommendations for SSA, RMSA and Centrally Sponsored Teacher Education (CSTE).



Project Management Unit

The Project Management Unit (PMU) at the National Institute was set up with the objective of supporting and managing in-house and sponsored research. It functions as a centralized system of administration for proper coordination of all the externally funded and internal research projects of NIEPA, Ministry of Human Resource Development, Department of Education's Grant-In-Aid Scheme for Studies, Seminars, Evaluation etc. for implementation of Education Policy and NIEPA's scheme of assistance for Studies in the Area of Educational Planning and Administration (individual researcher).

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

The PMU takes care of all the work related to Completed and ongoing research projects/studies in the Institute apart from recruitment of project Staff, budgeting, accounting of various projects to the evaluation of completed studies.

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.

Unit for International Cooperation

Background

Given India's large higher education system and the growing pool of youth with nearly 1,000 universities and 40,000 colleges enrolling more than 36 million students, the country understands the need for quality higher education and internalises the role of internationalisation of the sector in enhancing the quality of its graduates. In fact, internationalization has always been an important aspect of higher education development in India with the country being the second largest sender of international students. However, India attracts only 46,000 students mostly from the South Asian region. India is also lagging behind in global rankings of higher education. Given this background, internationalisation is re-emerging as a major focus in the discussions on Indian higher education.

India plans to make itself a preferred destination for international students and eventually develop as an important educational hub for international education. The country is also keen to improve its research ecosystem and has launched many important schemes and programmes viz. Study in India Programme, Scheme for Promotion of Academic and Research Collaboration (SPARC) and Global Initiative of Academic Networks (GIAN). Older programmes like the Colombo plan and ITEC have laid a solid foundation upon which to build current efforts. India already has educational cooperation activities with major international organizations, multilateral bodies



and bilateral agencies. It is also playing an important role in the network universities that are already set up or are in the process of being set up.

Overview of Unit for International Cooperation (UIC) in NIEPA

India's leadership potential in the area of international education cooperation can be realized when it is actively engaged, both in the planning and financing of global initiatives. To achieve the objective of playing a lead role in international cooperation requires a mechanism to provide an analysis of the context of specific cooperation arrangements, generation of empirical evidence, preparation of documents and a regular feedback to the MOE. To facilitate this needs an institutional arrangement and it forms the context for setting up the Unit for International Cooperation (UIC) in NIEPA.

Core Functions of the UIC

The overall responsibility of the unit is to extend support to MOE and other decision-making bodies on matters related to international cooperation in education through its research and documentation, advisory and monitoring role. More specifically, the Unit has the following functions:

Functions

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

The UIC has one Advisor, four Deputy Advisers, one junior project Consultant and one Computer Assistant. The Advisor is in-charge of the Unit and coordinates its activities. Professor K. Ramachandran is the Senior Advisor to the UIC. The Unit is headed by the Vice Chancellor of NIEPA.

Based on various activities of the International Cooperation Cell (ICC) of MOE, the following functional responsibilities are assigned to the Advisor and the Deputy Advisors.

| Sl. No | Name of the vertical | Broad Responsibilities |
|---------------|--|---|
| 1. | The Americas (Northern America and Latin America, and the Caribbean) | G-20, E-9, and supporting work/ matters relating to bilateral agreements/ MoUs with countries within the Americas. |
| 2. | Europe | European Union, OECD, and supporting work/ matters relating to bilateral agreements/MoUs with countries within Europe. |
| 3. | Asia Pacific (Eastern Asia, South-eastern Asia, and the Pacific) | ACD, BRICS, ASEAN, IBSA, and supporting work/matters relating to bilateral agreements/ MoUs with countries within Asia Pacific and member countries of ACD, BRICS, ASEAN and IBSA |
| 4. | Other Asia region (Southern Asia, Caucasus, Central Asia and Western Asia) | Commonwealth, SCO, BIMSTEC, SAARC, and supporting work/ matters relating to bilateral agreements/ MoUs with member countries of SCO, BIMSTEC and SAARC. |
| 5. | Africa (Sub-saharan Africa, Northern Africa) | African Union, supporting work relating to bilateral agreements/MoUs with countries in Africa. |
| 6. | UNESCO | UNESCO, ASEM |

Academic Support Service Units

Library and Documentation Centre and Digital Archives

The Institute 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 59,208 books/documents and 7,616 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 250 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 NIEPA has about 17,993 volumes, comprising a unique collection of official reports, Central and State Government publications, Educational Surveys, Five-year plans, Census reports and non print materials 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 Institute 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 Institute. 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.

A Digital Archives of education documents has been established in 2013. The aim is to place all education documents in one place in soft version. The collection of digital archives is already more than 11,000 and growing. The documents have been classified under 18 categories, and further sub-divided under Central and State and other such categories. The digital archives provides access to policy and other related documents covering all aspects, sectors and levels of education system since Independence, so that no policy analyst and planner, researcher, and others interested in education need to go anywhere else for reference and use of the data. The digital archives is intended to generate a community of users as an extended face of NIEPA.

Computer Centre

The Computer Centre backs up the Information Technology needs of the Institute. It provides computing facilities and Internet services to all the trainees and staff members of the National Institute. 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 NIEPA Domain. 1 GBPS internet connectivity is provided to all the faculty members of the Institute. Desktop computers have been provided to all the staff members and laptops to all faculty members. Appropriate network security is being maintained in the Institute. 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 backup facility through heavy duty multiple UPS.

Publication Unit

The National Institute has a publishing programme for dissemination of information on research and development in education. NIEPA's Publication

Unit plays a vital role in the Institute's commitment to disseminate knowledge and information relating to the areas of educational policy, planning and administration by bringing out materials of various training programmes, and other related content, in the form of reports, books, journals, newsletters, research papers and other publications. Some of the periodicals published by the National Institute include the Journal of Educational Planning and Administration, Pariprekshya- A journal in Hindi language, and ANTRIEP Newsletter. The Publication Unit of the National Institute also caters to some specific needs of the Ministry of Education (MoE), 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.



Governance and Management

The National Institute of Educational Planning and Administration (NIEPA) is a 'Deemed to be University' under Section 3 of the UGC Act 1956 and registered under the Societies Registration Act, 1860. The authorities of the National Institute include the Chancellor, the Vice-Chancellor, the 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 Institute. The Vice-Chancellor of the Institute is the Principal Academic and Executive Officer.

The Department of Higher Education (PN I Section), Ministry of Human Resource Development, Vide their Letter No. 2-7/2016-PN-I dated January 16, 2020 has sent the Revised Memorandum of Association and Rules of NIEPA as per UGC Regulations, 2019 which states that the highest Governing Body of the Institute shall now be the Board of Management.

Board of Management: The Board of Management shall be the principal organ of management and the apex executive body of the Institute, with powers to make rules of the Institute. The main function of the Board of Management is to carry out the objectives of the Institute as set forth in the Memorandum of Association. The Board of Management is responsible for the general supervision of all the affairs of the National Institute. The Board of Management consists of the Vice-Chancellor of the Institute as the Chairperson (ex-officio); Dean (Academics and Research); three eminent academics as nominated by the Chancellor, who shall have worked at the rank of Professor and shall neither be from the institution or the sponsoring body nor be their relatives; one

representative of the Ministry of Education (MoE) not below the rank of Joint Secretary, Government of India; two Faculty members of the institute: one each from Professors and Associate Professors by rotation based on seniority; and three nominees of the MoE who shall be an eminent academician not below the rank of Professor. The Registrar of the Institute shall be the Ex-officio Secretary of the Board of Management. A list of the members of the Board of Management, as on March 31, 2022, is given at Appendix I.

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 Institute 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 Institute. The Finance Committee consists of the Vice-Chancellor of the Institute as the Chairperson; Dean (Academics and Research); a representative of MoE, not below the rank of Joint Secretary; two nominees of the Board of Management; one of whom shall be a member of the Board and the Finance Officer of the National Institute who acts as the Secretary of the Finance Committee.

A list of the members of the Finance Committee, as on March 31, 2022, is given at Appendix II.

Academic Council: The Academic Council is the principal academic body of the National Institute. It is responsible for the maintenance of standards of education, training, research and consultancy; interdepartmental coordination, examination and tests, etc. The Academic Council consists of the Vice-Chancellor of the Institute as the Chairperson (ex-officio); Dean, (Academic & Research) of the Institute; Heads of Departments of the National Institute; two Associate Professors from the Departments, other than the Heads of the Departments, by rotation based on inter-se seniority; two Assistant Professors from the Departments by rotation based on inter-se seniority; three persons from amongst educationists of repute or persons from any other field related to the activities of

the institution Deemed to be University, nominated by the Vice-Chancellor; three persons who are not teachers, co-opted by the Academic Council for their specialized knowledge and; the Registrar, who shall be the ex-officio Secretary of the Academic Council. A list of the members of the Academic Council, as on March 31, 2022, is given at Appendix III.

Board of Studies: The Board of Studies of the National Institute comprises the Vice-Chancellor of the Institute as the Chairperson; Dean (Academics & Research); HoD(s) and all professor of the faculty/department; two Associate Professors of the faculty/Department by rotation based on inter-se seniority; two Assistant Professors of the faculty/Department by rotation based on inter-se seniority; not more than 2 persons to be co-opted for their expert knowledge including those belonging to the profession concerned and; Controller of Examinations shall be the permanent invitee. A list of the members of the Board of Studies, as on March 31, 2022, is given at Appendix IV.

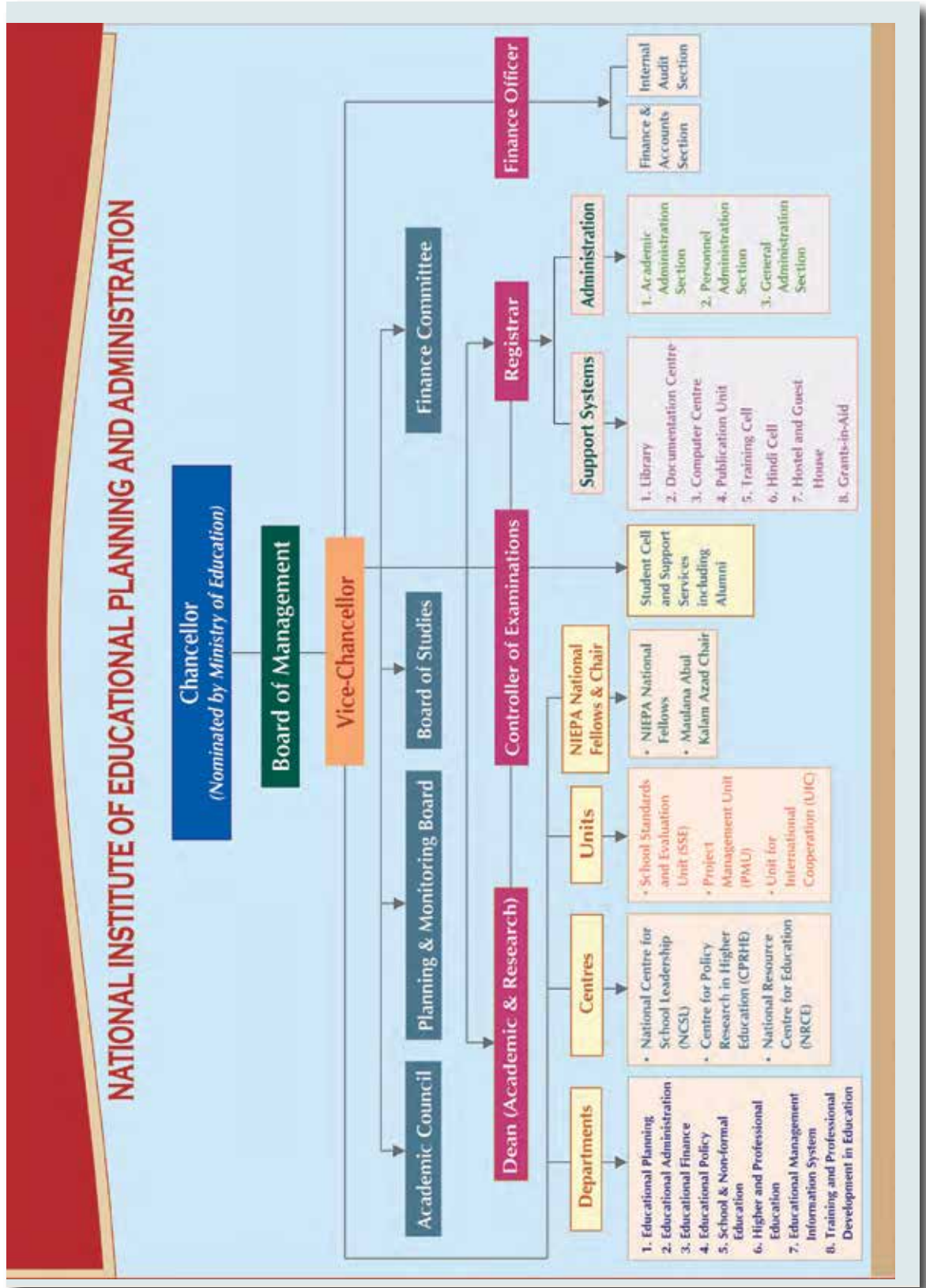
Planning & Monitoring Board: The Planning & Monitoring Board is the principal Planning Body of the

Institute and shall be responsible for the monitoring of the development programmes of the Institute. The Vice-Chancellor is the Chairperson of the Planning & Monitoring Board. The Registrar is its Secretary including seven internal members (HoD(s) of all Departments, and; three eminent experts of eminence from outside the Institute. A list of the members of the Planning & Monitoring Board, as on March 31, 2022, 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, which considers the proposals received under the Scheme of Assistance for Studies in Educational Planning and Administration.



Organisational Structure



Administration And Finance



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

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

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

Staff strength (2021-22)

The total staff strength of the Institute as on March 31, 2022 was 167.

During the year 2021-22, the Institute received a grant of Rs. 2986.58 lakhs (under requisite object Head). The Institute had an opening balance of Rs. 711.12 lakhs, under Recurring Head. The internal office and hostel receipts amounted to Rs. 21.78 lakhs during the year. The expenditure during the year under capital and revenue heads amounted to Rs. 3468.89 lakhs.

The Institute had a balance of Rs. 1195.09 lakhs and received additional funds amounting to Rs. 192.82 lakhs during the year 2021-22 for the sponsored programmes/studies from other agencies. The expenditure during the year on sponsored programmes/studies amounted to Rs. 473.84 lakhs. (Appendix VII).



Campus and Building Infrastructure

The National Institute 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 Institute also has 25 quarters of Type III in Bindapur, Dwarka, New Delhi. On Campus, the Institute has well-equipped training halls, computer

centre, international dining hall, gymnasium and classrooms etc.

The Institute has taken initiatives to construct a new academic building on the Campus in the newly acquired area of 2100 sq. meters, for which lease deed has been executed with Delhi Development Authority.





2

Teaching and Professional Development Programmes



Teaching and Professional Development Programmes

M.Phil. and Ph.D.

Preparing Scholars for Educational Administration

The National Institute is a feeder institution that develops human resources, with specialisation 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 are nurtured through an inter-disciplinary approach in various courses leading to M.Phil.-Ph.D. degrees so that they become well equipped with skills of formulating educational plans and management strategies.

Indeed, through its M.Phil. and Ph.D. degrees with special focus on educational policy, planning and administration, the Institute empowers young scholars and prepares them for a career in educational administration and planning. NIEPA is well placed

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.

to contribute to the development of specialised 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 Institute include (i) Full-time integrated M.Phil-Ph.D. programme, (ii) Full-time Direct 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 diverse backgrounds while providing a strong knowledge and skill base in related areas of educational policy, planning, administration and finance. Research studies completed under the M.Phil. and Ph.D. programmes are expected to make significant contribution 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 Institute consists of course work (16 credits) of one-year duration followed by an internship (4 credits) for a duration of six weeks, and dissertation work (16 credits) for one year. All scholars successfully completing the M.Phil. programme and meeting the prescribed criteria (presently FGPA of 5 or above on

the ten-point scale) are considered for admission and registration to the Ph.D. programme. These scholars are eligible to submit their Doctoral thesis after two years from the date of registration to the Ph.D. programme.

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

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

Table 2.1

Total Number of Scholars Admitted, Pursuing and Graduated in 2021-22

| | M. Phil. | Ph.D. Full-time | Ph.D. Part-time | Total |
|--|---|---|---|--------------|
| Number of students admitted during 2021-22 | 22 | 17 | - | 39 |
| Total number of scholars pursuing different programmes during the Academic Session 2021-22 | 42 (Including registered in 2020-21) | 45 (Including scholars registered during the years 2007-08 to 2021-22) | 11 (Including scholars registered during the years 2007-08 to 2021-22) | 98 |
| Total number of scholars graduating during 2021-22 | 16 | 03 | 03 | 22 |

Diploma Programmes

The PG Diploma programme has six components/ phases: (i) Preparatory Course Work, (ii) Face to Face Course Work, (iii) Project Work, (iv) Assessment of the Project Work and Award of Interim Certificate, (v) Advanced Course Work, and (vi) Final Evaluation and Award of PGDEPA.

Post Graduate Diploma in Educational Planning and Administration (PGDEPA)

The Institute had been conducting a training programme leading to Diploma in Educational Planning and Administration (DEPA) which was designed as a pre-induction course for District Education Officers (DEOs) from different States/ UTs of India since 1982-83. However, from the year 2014-15, the programme has undergone transition from DEPA to Post-Graduate Diploma in Educational Planning and Administration (PGDEPA) while incorporating fundamental changes in its nature and content. One of the important considerations for redesigning the programme is the changed profile of the programme participants and also the requirements of the departments that they represent such as: SCERTs/

SIEMATs/DIETs and DEOs/BEOs of Directorates of Education of the state governments.

The one-year PGDEPA programme is a long duration intensive programme to ensure creating a cadre of professionally trained educational administrators in the country by:

- (i) acquainting the participants with fundamental concepts of educational planning and management;
- (ii) enabling the participants to develop planning and management skills for improved decision making in educational administration; and
- (iii) developing participants' capacities in monitoring and evaluation of educational programmes and projects.

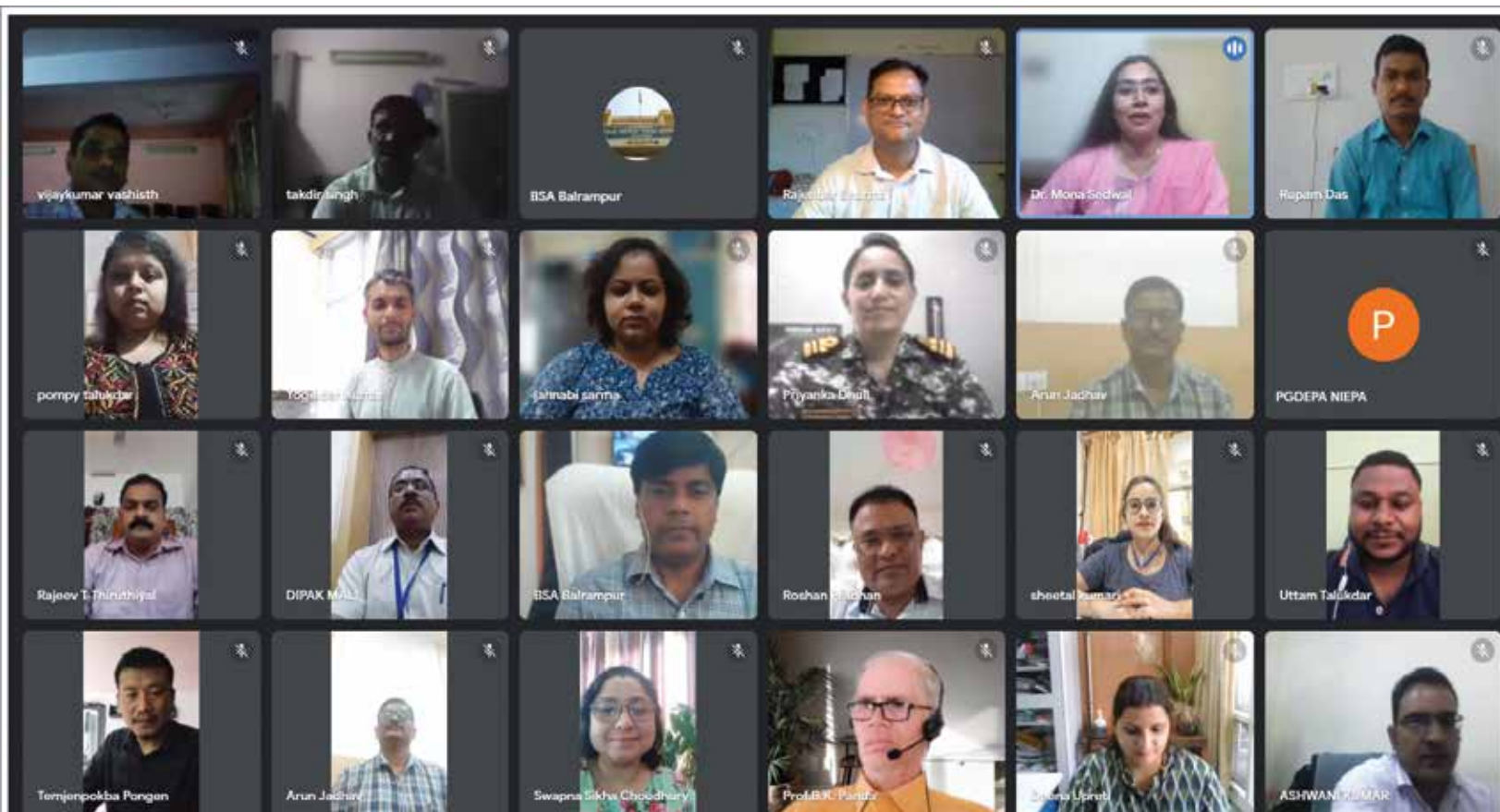


Table 2.2

| Post-Graduate Diploma in Educational Planning and Administration (PGDEPA) State/UT-wise Participation | | | |
|--|-----------------------------------|-----------------------------------|--------------|
| State-wise | 7th PG-DEPA | 8th PG-DEPA | Total |
| Assam | 6 | 9 | 15 |
| Chhattisgarh | - | 1 | 1 |
| Delhi | 1 | - | 1 |
| Haryana | 4 | 3 | 7 |
| Himachal Pradesh | - | 1 | 1 |
| Indian Navy | 2 | 2 | 4 |
| Jammu & Kashmir | 3 | - | 3 |
| Karnataka | - | - | - |
| Madhya Pradesh | - | 1 | 1 |
| Maharashtra | - | 4 | 4 |
| Manipur | - | - | - |
| Nagaland | 3 | 3 | 6 |
| Puducherry | 1 | - | 1 |
| Rajasthan | 3 | 2 | 5 |
| Sikkim | 1 | - | 1 |
| Tamil Nadu | - | - | - |
| Uttarakhand | 3 | - | 3 |
| Uttar Pradesh | - | 2 | 2 |
| Indian Air Force | 2 | 2 | 4 |
| Total | 29 | 30 | 59 |

A basic concern while designing the PGDEPA programme was to ensure that the participants do not have to stay at NIEPA for a period longer than three months, and they learn at their own place of work. Accordingly, it has been envisaged as a twelve-month programme leading to a Post Graduate Diploma. However, keeping in view the difficulty of many of the education departments to depute their officials for a long duration programme, the PGDEPA has been planned in such a way that the face-to-face and residential part of the programme does not exceed three months. It involves a preparatory phase at the participants' place of work, face-to-face at NIEPA, project phase at work place, transacting advanced courses through open and distance learning mode, and presentation of project work in a Seminar-cum-Workshop mode at NIEPA.

The Seventh PGDEPA was organised from August 2020 and concluded in July 2021 where 29 participants from 11 States/UTs/Organisations successfully completed the programme.

The programme was organised and coordinated by the Department of Training and Capacity Building in Education.

International Diploma in Educational Planning and Administration (IDEPA)

The National Institute has been organising, since 1985, a 6-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 come from 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 (iii) dissertation. The duration of IDEPA is six months and conducted in two phases. The first phase of the programme involves intensive curricular work for three months at the NIEPA, 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 Institute.

The IDEPA programme consists of the intensive curriculum with an attempt to strike a balance between theory and practice. The broad form of the agenda includes lectures and group-work, practical exercises, educational and cultural field visits and a research project on a selected aspect of educational development, policy, planning, management, administration, supervision and leadership with the adoption of field-based and inter-disciplinary approach. In order to link theory and practice, applied work consists of (i) Country and Thematic Seminar Paper Presentations, (ii) Field Visits Programme covering field observations of various educational innovations being planned and managed in India,

and (iii) Working out the Research Design for a Field Research Project.

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 Institute. The Diploma is awarded only after receiving the dissertation and its subsequent evaluation by the faculty of the National Institute.

The IDEPA scheduled to be held during February-April 2022 could not be conducted due to the Corona pandemic.

The IDEPA programme was organised and coordinated by the Department of Training and Capacity Building in Education.

Table 2.3

Country-wise Participation in all Programmes - 2021-22

| S. No. | Country | No. of Participants |
|--------|------------|---------------------|
| 1. | Bhutan | 3 |
| 2. | Bangladesh | 6 |
| 3. | Cambodia | 60 |
| 4. | Ethiopia | 1 |
| 5. | Fiji | 1 |
| 6. | Kenya | 2 |
| 7. | Maldives | 3 |
| 8. | Mongolia | 1 |
| 9. | Myanmar | 19 |
| 10. | Sri Lanka | 6 |
| 11. | Nicaragua | 1 |

| S. No. | Country | No. of Participants |
|--------|----------------|---------------------|
| 12. | Nepal | 3 |
| 13. | Morocco | 3 |
| 14. | Iraq | 1 |
| 15. | Thailand | 2 |
| 16. | UNESCO | 1 |
| 17. | South Sudan | 5 |
| 18. | Canada | 1 |
| 19. | Tanzania | 2 |
| 20. | United Kingdom | 3 |
| | Total | 124 |

Table 2.4

| State/UT-wise Participation in Professional Development Programmes - 2021-22 | | | | | |
|--|---------------------------|---------------------|--------|--|---------------------|
| S. No. | Country | No. of Participants | S. No. | Country | No. of Participants |
| 1. | Andhra Pradesh | 2235 | 25. | Puducherry | 36 |
| 2. | Arunachal Pradesh | 68 | 26. | Rajasthan | 20613 |
| 3. | Assam | 16629 | 27. | Sikkim | 228 |
| 4. | Andaman & Nicobar Islands | 10 | 28. | Telangana | 82 |
| 5. | Bihar | 410 | 29. | Tamil Nadu | 131 |
| 6. | Chhattisgarh | 132 | 30. | Tripura | 156 |
| 7. | Chandigarh | 13601 | 31. | Uttarakhand | 95 |
| 8. | Delhi | 1798 | 32. | Uttar Pradesh | 253 |
| 9. | Goa | 61 | 33. | West Bengal | 114 |
| 10. | Gujarat | 2715 | 34. | Since the programme has been organised in online mode, a large number of the officers (7870 participants) got connected through live streaming of the programme. In this case, the state-wise data of the participants is not available. There were 620 participants from Central universities, State universities and other educational institute and a total of 7250 participants joined the programme through live streaming. | 7870 |
| 11. | Haryana | 2943 | | Total | 98824* |
| 12. | Himachal Pradesh | 116 | | | |
| 13. | Jammu & Kashmir | 289 | | | |
| 14. | Jharkhand | 247 | | | |
| 15. | Karnataka | 5265 | | | |
| 16. | Kerala | 176 | | | |
| 17. | Madhya Pradesh | 325 | | | |
| 18. | Maharashtra | 19572 | | | |
| 19. | Manipur | 135 | | | |
| 20. | Meghalaya | 672 | | | |
| 21. | Mizoram | 96 | | | |
| 22. | Nagaland | 88 | | | |
| 23. | Odisha | 174 | | | |
| 24. | Punjab | 1489 | | | |

* Out of Total 98824 Participants, 7250 participants and 87512 participants had joined through live streaming in various programme of Department of Educational Administration and School Standards and Evaluation Unit Respectively

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 Institute. During the year 2021-22, the National Institute organised 143 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 under 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 of 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 institute 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 Institute. The training programmes, workshops, seminars, conferences and meetings coordinated by different Departments/Centres of the National Institute during 2021-22 include the following:

Department of Educational Planning

- Training Programme on Methodology of Formulating Outcome Based District School Education Plan under Samagra Shiksha in Himachal Pradesh (Request Programme), 22-26 November, 2021, Dharamshala, Himachal Pradesh



Department of Educational Administration

- Evaluation of Applications for the Scheme of National Awards for Innovations and Good Practices in Educational Administration – Phase-I (Screening of Applications 2018-19), 18-19 August, 2021, NIEPA, New Delhi
- Evaluation of Applications for the Scheme of National Awards for Innovations and Good Practices in Educational Administration – Phase-I (Screening of Applications 2019-20), 25-27 August, 2021, NIEPA, New Delhi



- Online presentation of applicants for the Scheme of National Awards for Innovations and Good Practices in Educational Administration, Evaluation of Applications (Parallel sessions) 2018-20, 25-27 October, 2021, NIEPA, New Delhi
- Internship of the M.Ed. and B.Ed. Programmes of RIE, Bhopal on Educational Administration and Planning, 15-18 November, 2021, NIEPA, New Delhi
- Leadership in Educational Administration for Academic Administrators in Universities and Colleges, 19-21 January, 2022, NIEPA, New Delhi
- National Conference on Innovations and Good Practices in Educational Administration and Award Function – Phase-II, 10 February, 2022, NIEPA, New Delhi

Department of Educational Policy

- Orientation Workshop on ‘Functioning of Local Authority and Autonomous District Councils under Sixth Schedule of the Constitution in Management of Elementary Education in the North Eastern States’, 22-24 September, 2021, NIEPA, New Delhi
- Orientation Workshop on ‘Education of the Disadvantaged and Weak under RTE: Policy Issues and Programme Interventions’, 11-14 January, 2022, NIEPA, New Delhi



- Autonomy and academic freedom in the Public Universities, 21-22 March, 2022, University, Kerala

Department of School and Non-formal Education

- Webinar on ‘Learning Continuity during Covid-19 Pandemic’, 30 July, 2021
- Consultative Meet on ‘Girls’ Education in Aspirational Districts and Blocks in India from the Perspective of New Education Policy- 2020’, 22-26 November, 2021, NIEPA, New Delhi



- Development of National Professional Standards for Teachers (15), 21 February, 2022, NIEPA, New Delhi
- Orientation-cum-Workshop on ‘Governance and Management of Quality Early Childhood Care and Education (ECCE) in India’, 2-4 March, 2022, NIEPA, New Delhi
- Workshop on ‘Management of Quality Early Childhood Care and Education (ECCE) in North-Eastern States’, 23-24 March, 2022, Kohima, Nagaland

Department of Higher and Professional Education

- Leadership Development Workshop of Deans of Faculty/HODs of Universities, 2-4 March, 2022, NIEPA, New Delhi



- National Seminar on 'Higher Education in Post-Covid Situation', 10-12 March, 2022, NIEPA, New Delhi

Department of Training and Professional Development in Education

- Seventh Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - Phase- IV, (Online mode), 26-30 April, 2021, NIEPA, New Delhi
- Seventh Post Graduate Diploma in Educational Planning and Administration (PGDEPA) – Phase V (a), (Online mode), 3-7 May, 2021, NIEPA, New Delhi
- Seventh Post Graduate Diploma in Educational Planning and Administration (PGDEPA) – Phase V (b), (Online mode) 8 May-4 July, 2021 (place of posting)
- Orientation Workshop on e-Content Development for School Teachers from Jammu & Kashmir, (Online mode), 14-17 June, 2021, NIEPA, New Delhi

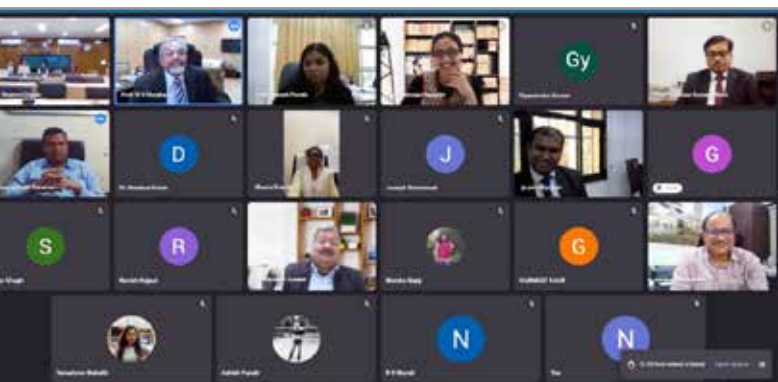


- 7th Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - Phase VI, (Online mode), 5-9 July, 2021, NIEPA, New Delhi
- International Programme on Institutional Planning and Management for Educational Administrators from Cambodia E ITEC (One week) (2021-22), (Online mode), 26-30 July, 2021, NIEPA, New Delhi
- International Programme on Development of Education Policy for Educational Administrators from Cambodia E ITEC (One week) (2021-22), (Online mode), 9-13 August, 2021, NIEPA, New Delhi
- Eighth Post Graduate Diploma in Educational Planning and Administration (PGDEPA) – Phase I, (Online mode), 1-31 August, 2021 (Place of Posting)
- Eighth Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - Phase II, (Online mode), 1 September-30 November, 2021, NIEPA, New Delhi
- Eighth Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - Phase III, 1 December 2021-31 March, 2022, NIEPA, New Delhi (Place of Posting)
- International Programme on Institutional Planning and Management for Heads of Educational Institutions (II IPMHEI), E ITEC (Two weeks), (Online mode), 6-17 December, 2021, NIEPA, New Delhi
- International Programme on Institutional Planning and Management for Heads of Educational Institutions (III IPMHEI), E ITEC (Two weeks), (Online mode), 2-15 March, 2022, NIEPA, New Delhi

National Centre for School Leadership

Live Streaming: in Collaboration with CIET-NCERT, NIEPA, New Delhi

- Developing Critical Thinking as a Prime Purpose of Education, 7 October, 2021
- Leading Inclusion in a Primary School in UP, 14 October, 2021
- Leadership Initiatives in a Secondary School in Maharashtra, 21 October, 2021
- Leading Partnerships for School Improvement: A Case of a Higher. Secondary School in Jammu & Kashmir, 28 October, 2021
- Transforming Schools: A Cluster Leadership Approach, 11 November, 2021
- Leadership for Learning: A Case of an Upper Primary School in Odisha, 18 November, 2021



- लघु विद्यालय में शिक्षण अधिगम प्रक्रियाओं का नेतृत्व: छत्तीसगढ़, 25 November, 2021
- Leadership for School Transformation in Meghalaya, 2 December, 2021
- बिहार के उत्कर्मित मध्य विद्यालय में नवाचारों का नेतृत्व, 9 December, 2021
- Leadership for Transforming Schools: A Case of a Higher Secondary School in Assam, 16 December, 2021
- Restructuring the System to Support School Complexes: Sharing the Transformational Journey of Rajasthan, 23 December, 2021

- Mental Health Literacy: Making a Beginning, 30 December, 2021
- Schools and Mental Health: Understanding the Fundamentals-I, 6 January, 2022
- Schools and Mental Health: Understanding the Fundamentals-II, 13 January, 2022
- Leading Teaching Learning Processes amidst New Normal in a Government School in Sikkim, 20 January, 2022
- Leading Teams for Student Learning: A Girls High School in Maharashtra, 27 January, 2022
- Leading Inclusion of out of School Children: A Case of a Government Middle School in Jammu & Kashmir, 3 February, 2022
- School Leadership for Foundational Literacy and Numeracy, 9 February, 2022
- School Leadership for Foundational Literacy and Numeracy (Hindi), 10 February, 2022
- Empowering Students through Transformational Leadership: A Case of a Higher Secondary School in Tamil Nadu, 10 February, 2022
- Consolidating Frameworks on School Leadership Development for NISHTHA: Journey so far, 17 February, 2022
- Leading Community Engagement in School Transformation: A Case of a Government Higher Secondary in Kerala, 24 February, 2022
- Leading Gender Inclusivity in a Government Higher Secondary School of Rajasthan, 3 March, 2022
- Leadership for School Transformation in a Government High School in Tripura, 10 March, 2022
- Leadership for Learning in a Government Secondary School in Andhra Pradesh, 17 March, 2022
- School Based Teacher Professional Development: Role of School Leaders, 24 March, 2022
- Leadership for Transforming Schools: A Case of a Government High School in Karnataka, 31 March, 2022

Online Trainings/ Sessions/ Workshops/ Programme/Meetings/Reviews and Advocacy Webinars by NCSL Faculty

- Pedagogical Leadership for Leading Learning in Schools for Secondary and Senior Secondary School Principals, (Online mode), 1-6 July, 2021, NIEPA, New Delhi
- Workshop for Material Development on Context Specific Leadership Challenges in Char (flood prone) Areas of Assam, (Online mode), 23-24 July, 2021, NIEPA, New Delhi
- Online Programme on School Leadership and Management in Kannada Language, 29 July, 2021
- Orientation Workshop for Leadership Development of School Heads of Jharkhand, 30 July, 2021
- Online Capacity Building Programme for Model Secondary and Senior Secondary Schools of Jharkhand, 3 August, 2021, NIEPA, New Delhi
- Meeting on Vetting of Modules on School Leadership Development, 11 August, 2021, NIEPA, New Delhi
- Translation and Editing of Online Programme on School Leadership and Management for: (1) School Heads (Intermediate Level), and (2) System Level Functionaries (Basic Level - Hindi), August 2021-March 2022, NIEPA, New Delhi
- National Consultation Workshop on Existing Framework of School Complexes and studying some of the practices which have been successful and sustained, 6-11 September, 2021, NIEPA, New Delhi
- First Core Committee Meeting with experts and NCSL faculty for Post Graduate Diploma Course in School Leadership and Management (PGDSLM), 8 September, 2021, NIEPA, New Delhi
- Online Workshop on Module Development for School Leadership Academies (Batch I): Chhattisgarh, Madhya Pradesh, Rajasthan, Karnataka, Telangana, Tamil Nadu (Puducherry), Sikkim, Uttar Pradesh, Haryana, Maharashtra,

Jammu & Kashmir, 8 October, 2021, NIEPA, New Delhi

- Meeting with CORE Members of SLA Nodal Person and Director of Ladakh, 21 October, 2021, NIEPA, New Delhi
- Online Workshop on Module Development for School Leadership Academies (Batch II): Mizoram, Himachal Pradesh, Arunachal Pradesh, Assam, Odisha, Andhra Pradesh, Kerala (Lakshadweep), Goa, Manipur, 22 October, 2021, NIEPA, New Delhi
- Online Workshop on Leadership Development for Improving Student Learning and learning Outcomes in Government Schools, 26-29 October, 2021, NIEPA, New Delhi
- Meeting with CORE Members of SLA Nodal Person and Director of Bihar, 26 October, 2021, NIEPA, New Delhi
- Meeting with CORE Members of SLA Nodal Person and Director of Meghalaya, 27 October, 2021, NIEPA, New Delhi
- Meeting with CORE Members of SLA Nodal Person and Director of Chhattisgarh, 28 October, 2021, NIEPA, New Delhi
- Online Workshop on Module Development for School Leadership Academies on (Batch III): Ladakh, Bihar, Gujarat, Tripura, Uttarakhand, Nagaland, Meghalaya, West Bengal, 1 November, 2021
- Launch of Online Programme on School Leadership and Management in Assamese Language, 3 November, 2021

Online (Module Development Workshop conducted by the state - 2021-22)

- Uttar Pradesh (Module Writing Workshop with SLA Core Group Members, 9-10 November, 2021
- Leh (Module Writing Workshop with SLA Core Group Members), 13 November, 2021
- Uttarakhand (Module Writing Workshop with SLA Core Group Members), 17-19 November, 2021

- Module Development Workshop, Rajasthan, 25 November, 2021
- Module Development Workshop, Jammu & Kashmir, 29 November, 2021
- Module Writing Workshop with Nodal Person and Core Group Members (III Batch): Andhra Pradesh and Maharashtra, 20 January, 2022

Online (Others Meetings/Workshops)

- Google Meeting Session 2 with Core Members of SLA Nodal Person and Directors, Haryana, 12 November, 2021
- Consultative Workshop with BRC/CRC for Academic leadership (Workshop-1), 7-10 December, 2021, NIEPA, New Delhi
- Instrument Development Meeting on National Research Project “College Readiness and Student Success in Higher Education in India”, 7 December, 2021, NIEPA, New Delhi
- (Module Writing Workshop with SLA Core Group Members), Madhya Pradesh, Bihar and Andhra Pradesh, 9-10 December, 2021 and 17 December, 2021
- Review Meeting with SLAs 2021-22_ (Online Google Meeting), Manipur (25 November, 2021), Andhra Pradesh (10 December, 2021) and Ladakh (13 December, 2021) and from other States - Andhra Pradesh, Karnataka, Haryana, Manipur, Meghalaya, Nagaland, Maharashtra, Assam, Telangana, Tripura, West Bengal, Ladakh, Jammu and Kashmir, Arunachal, (16 December, 2021). Next Meeting from Madhya Pradesh, Rajasthan, Himachal Pradesh, Tamil Nadu, Bihar, Sikkim, Kerala, Chhattisgarh, Mizoram, Uttar Pradesh, Odisha, Uttarakhand, Goa, Gujarat (16, 23 & 29 December, 2021)
- Workshop on Gender and Leadership, 14-17 December, 2021, NIEPA, New Delhi
- Consultative Workshop with BRC/CRC for Academic leadership (Workshop-II), 14-17 December, 2021, NIEPA, New Delhi
- Capacity Building and SLA Workshop in Jammu & Kashmir, 20-23 December, 2021, NIEPA, New Delhi

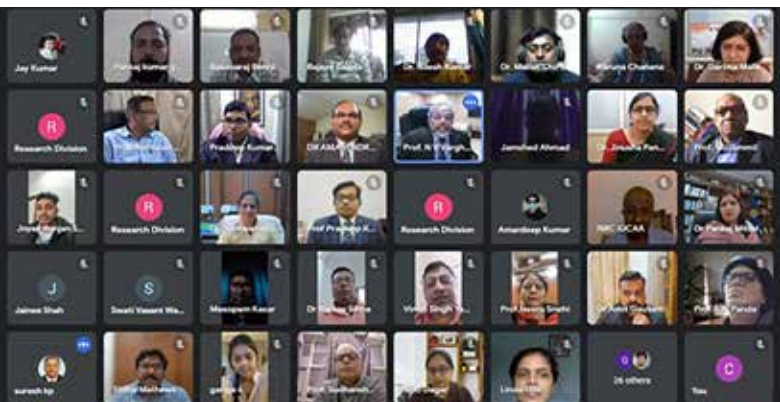
- Leadership for Equity and Excellence: Capacity Building of School Principals from Eklavya Model Residential Schools (Proposed and funded by Ministry of Tribal Affairs), 2-12 February, 2022, NIEPA, New Delhi
- Academic Support for NISHTHA 2.0 & 3.0, 21-24 February, 2022 SCERT, Agartala, Tripura
- Online Google Meet with Tamil Nadu, 22 February, 2022
- Workshop on Leadership for Equity, Diversity and Inclusion in Schools (Workshops-I & II) - Merged two Workshops, 22-25 March, 2022, NIEPA, New Delhi
- Meeting of the National Advisory Group, 2 March, 2022
- National Consultation Workshop for sharing the draft framework on formation and functioning of School Complexes, 28-31 March, 2022, NIEPA, New Delhi
- Online Programme on School Leadership and Management (PSLM) Basic Level in Mizo Language, 29 March, 2022

Online-Webinars of the School Leadership Academic (SLA) in States

- School Leadership Development in Andhra Pradesh, 7 March, 2022
- Leading for Vocationalisation of School Education in Andhra Pradesh, 10 March, 2022
- Leading for Vocationalisation of School Education in Haryana, 15 March, 2022

Centre for Policy Research in Higher Education

- Higher Education Success and Social Mobility: A Study of the UGC Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges, 16 April, 2021, NIEPA, New Delhi
- IHER 2022: First Peer Review Meeting on Gender and Higher Education in India, 6 May, 2021, NIEPA, New Delhi
- First Expert Committee Meeting on College Readiness and Student Success, 27 July, 2021, NIEPA, New Delhi



Unit on School Standards and Evaluation

- National Consultative Meet on Widening the Coverage and Ensuring Effectiveness of the Shaala Siddhi Programme for School Improvement, 16 April, 2021, (Merged two Programmes), New Delhi
- State Specific Capacity Development Programme for Scaling Up and Use of School Evaluation Reports for School Improvement (36 States/UTs), 1 April, 2021-31 March, 2022 (2 days for Each State/UT)
- Shaala Siddhi State Online Capacity Building Programme for Lakshadweep, 12 October, 2021, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Delhi, 27 October, 2021, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Bihar, 29 October, 2021, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Andhra Pradesh, 2 November, 2021, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Punjab, 8 November, 2021, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Karnataka, 18 November, 2021, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Assam, 22 November, 2021, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Maharashtra, 23 November, 2021, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Chandigarh, 24 November, 2021, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Sikkim, 25 November, 2021, NIEPA, New Delhi
- Webinars on Knowledge Pluralism and Linguistic and Culture Diversity in Higher Education, 31 August, 2021, NIEPA, New Delhi
- Webinars on Research, Innovation and Ranking in Higher Education, 10 September, 2021, NIEPA, New Delhi
- IHER 2022: Second Peer Review Meeting on Women in Higher Education, 23 September, 2021, NIEPA, New Delhi
- Expert Group Meeting with Authors of the “Modules on Managing Student Diversity in Higher Education”, 24 November, 2021, NIEPA, New Delhi
- Webinar on Financing Higher Education, Jointly organised by NIEPA and AIU, 30 November, 2021, NIEPA, New Delhi
- Instrument Development Meeting on College Readiness and Student Success in Higher Education in India, 7 December, 2021, NIEPA, New Delhi
- CPRHE, Executive Committee Meeting, 2 March, 2022, NIEPA, New Delhi
- State Higher Education Council Meeting, 16-17 March, 2022 NIEPA, New Delhi
- “Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level”, 25 March, 2022, NIEPA, New Delhi

- Shaala Siddhi State Online Capacity Building Programme for Meghalaya, 6 December, 2021, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Rajasthan, 4 January, 2022, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Manipur, 7 January, 2022, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Haryana, 20 January, 2022, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Gujarat, 22 February, 2022, NIEPA, New Delhi
- Shaala Siddhi State Online Capacity Building Programme for Chhattisgarh, 24 February, 2022, NIEPA, New Delhi
- Regional Capacity Development Programme for Navodaya Vidyalayas (NVs) for Implementation of Shaala Siddhi (1 Programme), 16 August, 2021 NIEPA, New Delhi
- Regional Capacity Development Programme for Navodaya Vidyalayas (NVs) for Implementation of Shaala Siddhi (2 Programmes), 18 August, 2021 NIEPA, New Delhi
- Regional Capacity Development Programme for Navodaya Vidyalayas (NVs) for Implementation of Shaala Siddhi (3 Programmes), 23 August, 2021 NIEPA, New Delhi
- Training on Initiation and Implementation of Shaala Siddhi Programme for Kendriya Vidyalayas - Chandigarh Region, 29 September, 2021, NIEPA, New Delhi
- Training on Initiation and Implementation of Shaala Siddhi Programme for Kendriya Vidyalayas - Bhubaneswar Region, 30 September, 2021, NIEPA, New Delhi
- Training on Initiation and Implementation of Shaala Siddhi Programme for Kendriya Vidyalayas - Gwalior Region, 1 October, 2021 NIEPA, New Delhi
- Training on Initiation and Implementation of Shaala Siddhi Programme for Kendriya Vidyalayas - Mumbai Region, 4 October, 2021 NIEPA, New Delhi
- Training on Initiation and Implementation of Shaala Siddhi Programme for Kendriya Vidyalayas - Mysore Region, 5 October, 2021 NIEPA, New Delhi
- North-Eastern Regional Workshop on Strengthening School External Evaluation (Workshops-1 & II, Merged Two Workshops), 28-29 March, 2022, Shillong, Meghalaya

ICT Programmes

- Faculty Development Programme to Design, Develop and Deliver Online Courses, (Online mode) 14-18 June, 2021, NIEPA, New Delhi
- Faculty Development Programme to Design, Develop and Deliver Online Courses, (Online mode), 5-9 July, 2021, NIEPA, New Delhi
- Faculty Development Programme to Design, Develop and Deliver Online Courses, (Online mode), 2-6 August, 2021, NIEPA, New Delhi
- Faculty Development Programme in collaboration with Department of Higher and Professional Education, (Online mode), 13-17 September, 2021, NIEPA, New Delhi
- Application of ICT in Academic and Research Libraries, (Online mode), 20-24 September, 2021, NIEPA, New Delhi
- Faculty Development Programme in collaboration with Department of Higher and Professional Education, (Online mode), 4-8 October, 2021, NIEPA, New Delhi

During the year 2021-22, besides one Diploma Programme, the Institute organised 142 Orientation/ Training Programmes, Workshops/Seminars, Conferences and Meetings, etc. at the national and international levels.

Out of the total 98948 participants, 98824 (Table 2.4) were Indian participants and 124 (Table 2.3) from other countries and international agencies.

Institute's Foundation Day

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

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

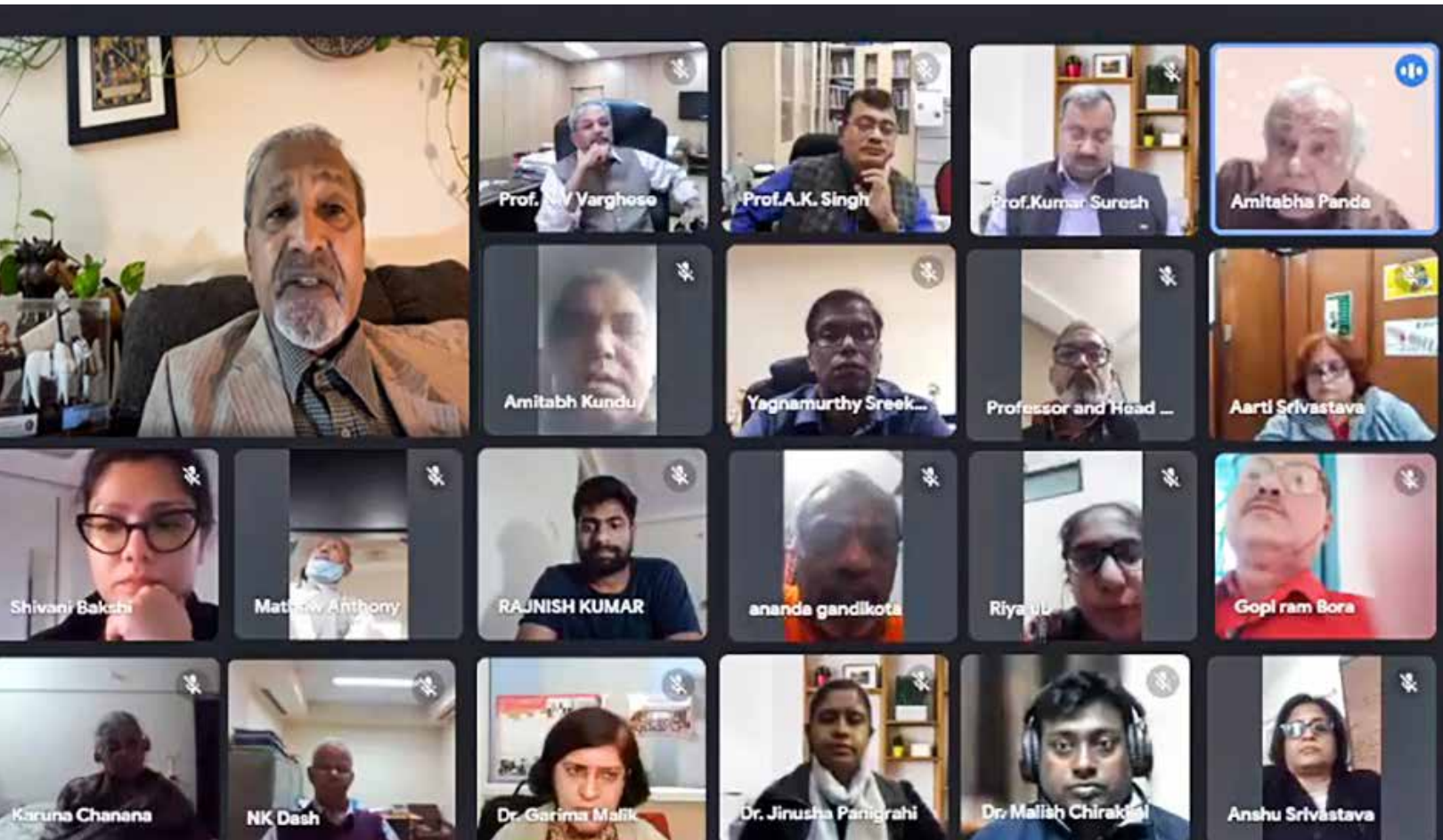
The fifteenth Foundation Day Lecture which was held during the reporting period of this report, was delivered online on Liberal Education - A 21st Century Imperative by K. Kasturirangan in August 2021 .



National Education Day

National Educational Day is celebrated on 11th November every year to commemorate the birth anniversary of Maulana Abul Kalam Azad who served as the Union Minister of Education from 15 August, 1947 to 2 February, 1958. On the auspicious occasion, NIEPA organizes an academic event every year by hosting Maulana Abul Kalam Azad Memorial Lecture on his birth anniversary. In this Lecture series, eminent scholars such as Professors K.N. Panikkar, Mushirul Hasan, Amiya Bagchi, Peter DeSouza, Zoya Hasan, Kapila Vatsayayan, Aparna Basu, Furqan Qamar, Faizan Mustafa, Neera Chandhoke and Dhruv Raina have delivered lectures.

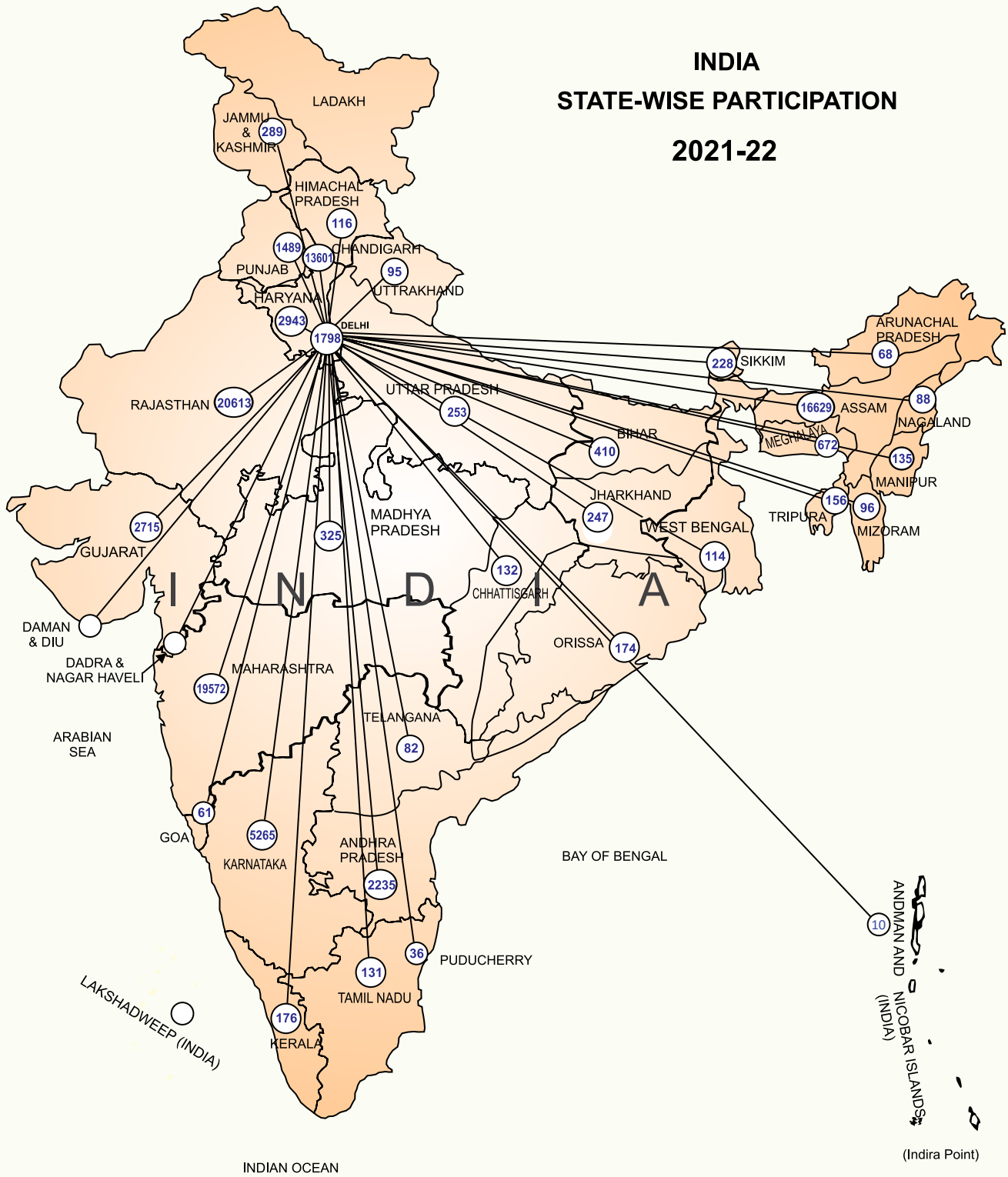
The twelfth Maulana Azad Memorial Lecture was delivered online on November 11, 2021 by Dr. Abusaleh Shariff, US-India Policy Institute, Washington D.C., USA. The theme of the Lecture was 'Inter-Generational and Inter-Regional Differentials in Higher Level of Education in India'. The Lecture was chaired by Dr Amitabh Kundu, Former Professor and Dean, School of Social Sciences, Jawaharlal Nehru University, New Delhi. The event was attended by NIEPA students, faculty members and invited guests, besides scholars and students from other institutions in Delhi



INDIA

STATE-WISE PARTICIPATION

2021-22



Map not to scale



3

Research



Webinar

Research, Innovation and Ranking in Higher Education



Friday, 10 September 2021, 3.30 -5.00 pm IST



Professor Furqan Qamar
Former Secretary General,
Association of Indian Universities
Professor, Management Studies,
Centre for Management Studies,
Jamia Millia Islamia



Professor Anil D. Sahasrabudhe
Chairman
All India Council for Technical
Education
Government of India



Professor V. V. Krishna
FRSN
Professional Fellow, FASS, University of
New South Wales, Sydney, Australia
Former Professor in Science Policy,
Jawaharlal Nehru University



Chair and Moderator
Professor N. V. Varghese
Vice Chancellor
National Institute of Educational
Planning and Administration



Convenor
Dr. Anupam Pachauri
Assistant Professor
Centre for Policy Research in Higher
Education, NIEPA

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Research

The National Institute has been undertaking, aiding and promoting inter-disciplinary research and studies, with particular focus on educational policy, planning and management, in order to generate new knowledge for formulating evidence-based options and strategies for ensuring achievement of the education sector development goals. The National Institute undertakes both quantitative and qualitative research, review and evaluation of existing policies, plans and programmes, comparative studies in educational planning techniques and administration structures and procedures in different states of India and also in other countries. Emphasis is laid 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 Institute covers research studies by faculty members; research sponsored by other agencies; international collaboration 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, 7 research studies were completed, while 24 studies were in progress.

Completed Research Studies

(as on March 31, 2022)

1. **Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges (UGC)**

Investigators: Dr. C. M. Malish and Dr. Nidhi S. Sabharwal

Study completed.

2. **Modules on Managing Student Diversity in Higher Education Institutions**

Investigators: Dr. Nidhi S. Sabharwal and Dr. C.M. Malish

Study completed.

3. **Leading Small Schools: Exploring the Key Leadership Challenges and Practices**

Investigator: Dr. Kashyapi Awasthi

Study completed.

4. **Involvement of Teachers in Non-Teaching Activities and its Effect on Education: An All India Study of Time Spent by Teachers on Election and Election Related Duties**

Investigator: Prof. Vineeta Sirohi

Study completed.

5. **Decision-making process at the DEO office, Faridabad in the State of Haryana: A Pilot Study**

Investigator: Prof. Vineeta Sirohi

Study completed.

6. **Situational Analysis on the Uses of Frontier Technologies in Teaching and Learning in Primary and Secondary Education**

Investigators: Prof. Pranati Panda and Mr. A.N. Reddy

Study completed.

- 7- **Third All India Survey of Educational Administration**

Investigator: Prof. Kumar Suresh

Submitted the report of Rajasthan and Delhi State.

Research Studies in Progress

(as on March 31, 2022)

1. Third All India Survey of Educational Administration and Thematic Studies

Investigator: Prof. Kumar Suresh

Background information about the survey

A survey of educational administration is conducted periodically by NIEPA in collaboration with the states and UTs to capture the administration of school education. The Department of Educational Administration has been conducting the Third All India Survey of Educational Administration in collaboration with the states. The proposal for conducting the Third All India Survey was approved in the Board of Management meeting in 2012. After initial work of launching the survey, the actual work of survey commenced in December 2014 with first regional workshop at Hyderabad.

Reports of the survey were completed in respect of 23 states during the first phase of the survey. The second phase commenced in 2018 with a workshop of the Nodal Officers of six remaining states. Meghalaya, Rajasthan and Tripura have finalised the report of their respective states and submitted the final copy of the report approved by the Department of School Education of the respective states during 2020-21. These reports are being reviewed and content edited by the Project Director. These will be submitted for technical editing and dissemination/ publication soon.

Delhi had provided all the relevant documents and materials for preparing the report to the Department

but expressed inability to prepare the report themselves. Delhi report is being prepared based on the input from the Department of Education, NCT.

In case of Jharkhand, the draft report was submitted but the final report is still awaited.

The work of survey in Jammu & Kashmir (J&K) was pending due to no response. The review meeting was conducted on 13-14 May, 2019 in NIEPA to discuss and finalise the report and it paved the way for expediting the process. A new team was constituted and the process reinitiated with the launch in Jammu & Kashmir in July 2019. The state conducted a workshop at Srinagar on 15-16 July, 2019, in which, officers and institutional heads participated and provided inputs through filled-in questionnaires and group discussions. The survey work in J&K started. The state officials had shown keenness in completing the survey as they also attended the workshop, and some of them remained throughout the workshop. But the abrogation of Article 370 in the state led to a situation of standstill. Indeed, the Nodal officer had communicated about the reconstitution of the committee to conduct the work of the survey but, after Covid-19 lockdown in March 2020, no information has been received in this regard. Once again, J&K is being persuaded to complete the work. Likely to restart now as a separate UT Report.

Point of information and submission for consideration

Final Draft of State Reports of the Survey in Meghalaya and Rajasthan is completed and submitted by the state. Draft Report of Tripura is completed and submitted. Jharkhand shared the Draft Report during the Review Meeting held in NIEPA. The team was provided input for finalisation but report is still not submitted. The Draft of Delhi Report has been prepared based on the inputs from the Department of Education, NCT. The Report of Delhi is yet to be finalised based on the inputs received from the Department of Education, NCT. The report is being finalised by the Project Director of the Survey. The work of survey in J&K was pending due to no response. Likely to restart now as a separate

UT Report. The completion of survey, finalisation of reports and dissemination/ publication may take additional eight-nine months once the process restarts. Likely to be completed by December 2022.

2. Study of Structure and Functions of Educational Administration (Thematic Study as part of Third All India Survey of Educational Administration)

Investigators: Prof. Kumar Suresh and Anshu Srivastava (*Prof. Vineeta Sirohi was earlier a member of the team but due to her engagement in other major study and institutional activities, she has expressed her inability and hence, another new member has been added*).

The study is intended to meet out the resource-data gaps on the aspect of structure and functions of educational administration. There is hardly any information available on the structure and functions of educational administration across the states and union territories. The websites of the Education Department, of course, include basic information on the structure of educational administration of respective states and union territories but these are mainly restricted to the Secretariat and Directorate levels. In most of the cases, information on the educational administrative structure below the Directorate level is scanty.

Needless to mention, there are considerable variations in the designation, status and role of the officers at the district and below the district levels. The status, role and functional responsibilities of the field level educational administration have important bearing on efficient and effective delivery of educational services. The educational administration at the district and below the district levels is loaded with the responsibilities of implementing policies and programmes of educational development. Moreover, policy initiatives for educational development in recent years have necessitated certain degree of standardisation in the status, role and functions of educational administration at the field level. Indeed, there is no evenness in the structures and functions. There are number of issues and problems related to educational administration.

The state reports of the third All India Survey of Educational Administration indicate them. There are new set of challenges of educational administration. As to what extent the administrative structure in place is responding adequately to the new demands and challenges needs exploration.

It is important to note that many states have introduced reforms in their administrative structure at various levels, especially at district and block levels. Bihar, along with many other states, is example in this respect. The reform measures introduced in some states may be instructive to others. Many times, reforms introduced in the administrative structure and corresponding functional responsibilities in a state open up possibilities of learning for other states. Due to lack of precise information available in public domain, there is hardly any possibility of mutual learning. Besides non-availability of information on structure of educational administration across the levels and across the states/ union territories; there is no information available on the functional responsibility attached to each and every level of educational administration.

It is in this context that the present study has been undertaken. In order to fill the remaining gaps in the third all India survey and the criticality of information the present study has undertaken four important levels of educational administration: 1) educational administration at the union level which includes the role and functions of the regulatory and professional bodies, 2) educational administration in union territories, 3) educational administration in states; and 4) educational administration in NCT of Delhi.

Progress made so far

Work is under progress but the progress is slow. The Study Report was expected to be generated based on field level/ NIEPA based workshops which were scheduled/likely to be scheduled but could not be materialised due to disruption in the education sector at all the levels. It will now start in a mixed mode for collecting data. **Likely to be completed by December 2022**

No staff was appointed for the purpose. Appointment will be done based on actual requirement as and when required.

3. Status, Role and Responsibilities of District and Block Education Officers in Educational Administration (Thematic Study as part of Third All India Survey of Educational Administration)

Investigators: Prof. Kumar Suresh and Dr. V. Sucharita

District and Block Education Officers are key educational functionaries at field level. They are instrumental in ensuring the effective functioning of schools. As educational administration at district and block levels is closely connected to the schools in terms of their monitoring and support; they are important links between schools and higher level of educational administration. Implementation of policies and programmes of the government at school level turns out to be important functional responsibilities of these officers. It is important to understand the whole gamut of expanding role and responsibilities and also as to how these officers discharge the responsibilities assigned to them in the capacity of officers at field level. It is in this context that this study has been undertaken. The study is based on both primary and secondary sources of data. The study is primarily based on the available data base built on the Third All India Survey of Educational Administration; data collected in the state level conferences of DEOs and BEOs as well as field-based data collection related to district and block level education officers. The State Reports of Third All India Survey of Educational Administration include some basic information about district and block level education administration, including status, role and functional responsibilities as per the descriptive format. However, analytical dimensions are not included. Descriptive data will be analysed from a critical perspective. The present study is primarily based on the analysis of these data in addition to the data and information collected through field studies.

In order to add value to the descriptive data in terms of analytical rigours, qualitative dimension is also being added through field based study of six districts and six blocks representing different regions and states of India. On the basis of the analysis of both the available data and field-based data status, role, responsibilities and challenges of the District and Block Level Education Officers are to be studied.

Progress made so far

Work is in progress but likely to take additional time. The secondary sources of data have been collected. Primary data is yet to be collected. Research tools for capturing field level dynamics are under finalisation. The report will be prepared after gathering and collating both the primary and secondary sources of data.

The study is expected to be completed by December 2022.

4. Federalism and Union-State Relations in Educational Governance in India

Investigator: Prof. Kumar Suresh

Governance of education in federal systems is based on constitutionally mandated jurisdictional specification and assignment of responsibilities to the constituting levels of government - usually between the two levels government - federal and the constituent units. In some cases the responsibility of governing education rests exclusively with the constituent units. Policy and financial autonomy to the federal units is inherently linked to the patterns of distribution of responsibilities. This, in turn, determines the nature of relationship between the federal governments and constituent units in the governance of education.

Governance of education in India has its own dynamics deeply rooted in the logic and context of its federal diversity. The constitutionally defined responsibilities and reasonably demarcated jurisdictional competence of the union and the states as two levels of government is the hallmark of a formal model of federal governance

of education in India. The model of federal governance is based on an underlying stipulation of autonomy of the federal units at one level, and organic linkage with the larger federal order on the other. The federal government is expected to play an enabling role in educational endeavour of the states and also in harmonising national (federal) priorities with the given nature of federal diversity.

Governance of education in India is a shared responsibility between the union and the states. The reference to shared responsibility is an extension of the logic of the concurrency clauses of constitution effected by the forty-second amendment to the constitution. This aspect of governance necessitates certain degree of cooperation between the union and the states. The language of cooperative partnership between the union and states is frequently used to describe the model of federal governance of education in India. How far this usage of cooperative partnership (cooperative federalism) has been able to come to the level of symmetrical relationship of a coordinate structure of governance with corresponding competence is a question that requires exploration. Undoubtedly, the original schema of the constitutional arrangements had envisaged a relatively autonomous domain for the states in the governance of education. The post-constitutional developments in the forms of constitutional amendments, subordinate legislations and policy initiatives by the federal government for reforming education have, however, substantially impacted the union-state relations; and also the competence of the states in governing education. A number of policy reforms have been enacted in the field of education during the past many decades but more specifically in the decade 1980s onwards. A number of centrally sponsored schemes, proliferation of central regulating agencies, central government's guidelines are important developments of this period. These are, at time, construed as instruments of expanding role of the federal government and shrinking competence of the state governments. This is in this context that the study is being conducted.

The study is a combination of both desk and field based research based on both primary and secondary data. It has three components. First is the study of constitutional and post-constitutional developments impacting union-state relations. Here the major points of reference will be Acts, subordinate legislations and policy initiatives and reforms, including centrally sponsored schemes. Second will be focusing primarily on the school education, and the third will focus on higher education. For empirical insights, a few states will be taken as case for the study. The details of the dimensions to be covered in the study will be worked out in consultation with the experts and members of the Project Advisory Committee.

Progress made so far

The study has commenced w.e.f. January 2019. Secondary literature and materials have been collected. The proposed duration of project is two years starting from January 2019. No substantial progress has been made due to the engagement of the project investigator in prioritising the completion of the survey, conducting a series of workshops in states, and meetings of the team of the survey, besides given additional responsibility of Registrar (I/c). The work will be kept on slow pace till the time survey work and studies of Sl. Nos. 2 and 3 are completed. The two studies, along with survey work, are likely to be completed by December 2022.

This study is likely to be completed by December 2022. In the meantime, research output will be disseminated at various stages of the project in the form of review of trends.

No staff appointed for the purpose. Appointment will be made based on the actual requirement as and when required.

5. Spatial Dynamics of Comparative Educational Advantages in India

Investigator: Prof. Mona Khare

Not provided any details during the period 1 April, 2021 to 31 March, 2022.

6. Employment and Employability of Higher Education Graduates in India

Investigator: Prof. Mona Khare

India has one of the largest education systems in the world; employability of the educated graduates is often quoted as one of the biggest challenges the country faces today. India's growth story is unique in the sense that it has defied the widely accepted model of economic development i.e. shifting from agriculture to industry and then services. The manufacturing led growth of the early years of Independence was soon taken over by the tertiary sector predominance. Also the feature of poor employment growth of the 1960's to 1980's and the increasing number of educated job seekers during the period was repeated in the jobless growth of 1990's during the liberalised era. While the Indian economy clearly bypassed the industrial sector and moved directly from agriculture to services sector that today contributes to 3/4th of India's GDP, the same does not hold true on the employment front, where still a majority is occupied in the agriculture and allied activities, a major section of which is subsistence level traditional agriculture. However, future projections reveal that 60 per cent increments in the jobs would be in the service sector. The problem of graduate employability has both supply and demand side aspects. Also the problem of employability and skills deficit cannot be completely delinked from the employment, unemployment and labour market conditions. The present study tries to combine the impact of both external and internal as well as demand and supply factors affecting and influencing graduate employability. The study proposes to understand the issue of graduate employability and higher education in India along three interlinked domains at macro, institutional and individual levels which are: macro-economic dimensions of educated employment/unemployment trends; changing industry demands and dimensions of university/ higher education; individual stakeholders' changing perceptions/ expectations regarding higher education participation

and provision in terms of employment readiness. The study aims to answer the following research questions: a) what are the employers' perceptions regarding employability skills of HE graduates? b) what are the experiences of new employees regarding their employability readiness during university education *vis-à-vis* their work place requirements? c) what are the students' expectations from HEIs on developing skills for employability? d) what is the response of university faculty and administrators to the role of higher education sector in preparing industry ready graduates? e) is a graduate employability skill policy need of the hour? Perspectives of the major stakeholders such as the employers and the new employees, students and teachers are explored to answer the research questions. It is a multi-level, multi-state study covering multiple cities in the country. The six cities identified are four Tier I cities of Mumbai, Delhi, Bengaluru, Hyderabad; Lucknow as a lead employment provider among Tier II cities; and Udaipur as one among the first three employment providers in the Tier III category of cities.

The major objectives of the study are to analyse perceptions of all stakeholders on graduate employability; to understand the variations between the perceptions of employer-employee community and academic community (students and teachers) on graduate employability skills; to measure employability skill gap differentials across gender, social groups and regions; to study the existing on campus/ off campus employability support in Indian universities and colleges; and to identify institutional barriers in imparting gainful employability skills to higher education graduates.

The Analysis Framework workshop was organised on 18-19 January, 2018. Review of the 5 State Reports (Maharashtra, Rajasthan, UP, Karnataka and Telangana) for CPRHE study on Employment and Employability of Higher Education Graduates being done. (Reviewed four, received two final versions). Preparation of synthesis report of CPRHE study on Employment and Employability of Higher Education Graduates (under preparation to be finished soon).

7. Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level

Investigator: Dr. Anupam Pachauri

There is very little empirical evidence to show whether or not there has been any change in quality of the institutions that have accredited by the National Assessment and Accreditation Council (NAAC) and Internal Quality Assurance (IQAs) have been in operation. The broad objectives of this research aimed to understand how External Quality Assurance (EQA) and IQA enhance quality at the institutional level; how the EQA agencies impact the higher education institutions and programmes and to analyse the structure and function of IQA at the institutional level. Five universities in the second or subsequent cycle of NAAC accreditation, and an accredited college affiliated with each of the selected universities were selected from the five states namely, Karnataka, Madhya Pradesh, Meghalaya, Rajasthan and Telangana.

The principal investigator closely followed the progress implementation of the project and facilitated state teams to draft the research reports. This involved help in coding and analysis of quantitative and qualitative data and writing the first draft of the state report. The first draft of the state level reports was prepared by the five institutional teams from the institutions selected for the study. During the process of report writing, detailed feedback on drafts of each chapter was provided to each team. This was followed by editing and review of each report sent to the teams for revision before the final submission of the report. Research methodology workshop material was developed for the research teams from ten institutions (four state universities and one affiliated college with each of these universities, and one central university and one of its affiliated colleges) of the research project. The material included detailed review booklets containing comments on the draft reports submitted by each of the five institutional teams. The booklet also contained

suggestions for respective teams to improve the research report so as to highlight and analyse the changes in their respective institutions due to external quality assurance and internal quality assurance. The third research methodology workshop was organised where the draft state reports and synthesis report were presented for comments from the peers. Each presentation was followed by review comments by one of the peer team leaders assigned the task to review the research report. This was followed by remarks and comments from all other team members. Finally, detailed review comments were made by the Project Coordinator and the Principal Investigator of the research project Dr. Anupam Pachauri. The review comment booklet was further revised in view of the comments and discussions at the research methodology workshop and was shared with all the teams so as to facilitate the finalisation of the state team reports. A preliminary Draft of Synthesis Report was prepared and presented at the research methodology workshop for the project to receive the feedback from the institutional teams.

Currently, the state team reports are being edited by the Principal Investigator/Project Coordinator for web upload. The synthesis report was presented at the Final Meeting of Research Project Expert Committee held on 25 March, 2022. The report was highly appreciated by the experts, and valuable inputs were given for refining the report and developing policy briefs. The experts included faculty from NAAC, Commonwealth of Open Learning, JNU and Knowledge Commission, Karnataka. The report is being further refined to incorporate review comments from the experts. One research paper and policy briefs will be developed on the theme of IQA and EQA.

Project Output: (a) 5 State Reports, (b) 1 Synthesis Report (c) 1 Research Paper (d) 2 Policy Briefs. In addition, the following outputs have also been achieved:

1. Pachauri, Anupam (2021, Forthcoming). Reflections on Empirical Evidence on Quality

- Assurance and Upcoming Changes following NEP 2020. In Mondal A, and Dutta I. (Eds.) *National Education Policy 2020: Decoding the Perspectives*. Shipra Publications: New Delhi.
2. Pachauri, Anupam (2021). Quality Concerns in Higher Education in India. Online Lecture. Special Guest lecture Series 2021-22. University School of Education, GGSIP University, Delhi. 15 November, 2021.
 3. Pachauri, Anupam (2021). How Did Accreditation Help Improving Quality in Higher Education: Findings from an Empirical Study. Presentation at the *National Consultative Meeting on State Higher Education Councils*. 18-19 March, 2021. CPRHE/NIEPA, 19 March, 2021.
 4. Pachauri, Anupam (2020). 'Quality and Accreditation in NEP 2020'. Webinar on 'Quality in HE', organised by University College of Social Sciences, Mohanlal Sukhadia University, Udaipur, Rajasthan, 11 November, 2020.
 5. Pachauri, Anupam (2020). 'Higher Education and Quality in NEP 2020'. Webinar on 'NEP 2020 - Prospects and Challenges for Quality Education', organised by All India Education Forum, New Delhi, 11 November, 2020.
 6. Varghese, N.V., Pachauri, Anupam (2019). Report of the International Seminar on Quality and Excellence in Higher Education. NIEPA: New Delhi.
 7. Pachauri, Anupam (2019). 'Quality of Higher Education in South Asia'. Paper presented at the International Conference on Higher Education in South Asia on 3 December, 2019, organised by Dr. D. Parimala at CIE, Department of Education, University of Delhi, Delhi.
 8. Pachauri, Anupam (2019). 'Challenges of Higher Education and Quality'. Paper presentation at the Consultation Workshop of Civil Society Organisations on NEP (Draft 2019), jointly organised by Bodh; Doosara Dashak; IDS and Sandhan on 22 June, 2019 at Bodh Parisar, Kukas, Jaipur.
 9. Pachauri, Anupam (2019). 'Regulation and Accreditation of School Education, Rashtriya Shiksha Aayog, and Financing in NEP 2019 Draft'. Paper presentation at the Consultation Workshop on Draft National Education Policy 2019, organised by RTE Forum. Council for Social Development, on 21 June, 2019, Lodhi Road, New Delhi.
 10. Pachauri, Anupam (2019). "Quality in Higher Education. A six-part video lecture recorded in November 2019 at the National Resource Centre, School of Education, Savitribai Phule Pune University as part of the online course of Teachers in Higher Education on SWAYAM platform. The series is available at <https://www.youtube.com/watch?v=vxSWq9kTdNY> (Last accessed on 6 February, 2020).
 11. Varghese, N.V., Pachauri, A. and Mandal, S. (Ed.) (2018). *India Higher Education Report 2017: Quality and Teaching Learning in Higher Education in India*, Delhi: Sage.
 12. Pachauri, Anupam (2018). 'Effects of External and Internal Quality Assurance on Indian Higher Education Institutions'. In Varghese, N.V., Pachauri, A. and Mandal, S. (Ed.) *India Higher Education Report 2017: Quality and Teaching Learning in Higher Education in India*, Delhi: Sage.
 13. Varghese, N.V., Pachauri, A. and Mandal, S. (2018). 'Teaching, Learning and Quality in Higher Education in India: an Introduction'. In Varghese, N.V., Pachauri, A. and Mandal, S. (Ed.) *India Higher Education Report 2017: Quality and Teaching Learning in Higher Education in India*, Delhi: Sage.

14. Pachauri, Anupam (2018). 'Effects of External and Internal Quality Assurance on Higher Education Institutions in India: Findings from the National Study'. Paper presented at the 'International Seminar on Quality and Excellence in Higher Education', organised by the Centre for Policy Research in Higher Education (CPRHE), National Institute of Educational Planning and Administration (NIEPA) and the British Council on 22-23 February, 2018 at India Habitat Centre, New Delhi: NIEPA and British Council.
15. Pachauri, Anupam (2016). 'Institutional Structures and Quality Assurance Mechanisms: Implications for Research, Autonomy and Accountability'. Paper presented at the Round-Table Meeting on Social Science Research in India for the research project 'Assessing the Environment for Social Science Research (SSR) in India and Bangladesh', funded by Global Development Network (GDN) under the theme of 'Incentive, Autonomy and Accountability' on 9-10 March, 2016 at the School of Social Sciences, Jawaharlal Nehru University, New Delhi.
16. Pachauri, Anupam (2015). 'Quality Assurance: Politics of Accountability through 'self' and 'peer.' Paper presented in the invited panel on the theme of 'Quality of Higher Education' at the 6th Annual International Conference of the Comparative Education Society of India on the theme 'Education: Domination, Emancipation and Dignity' on 15 December 2015. Azim Premji University, Bengaluru: CESI.
17. Pachauri, Anupam (2015). Panel on Quality Assurance organised at the 6th Annual International Conference of CESI.

Further, an edited volume on papers presented at the 'International Seminar on Quality and Excellence in Higher Education' (manuscript is being edited for submission to the publisher); framework/outline of two policy briefs is being developed.

8. **Public-Private Mix in Secondary Education in India: Size and in School Facilities and Intake Profile**

Investigator: Dr. N.K. Mohanty

Keeping in view the role of private sector in education, in general, and the public-private mix in the delivery of education service, in particular, this study is aimed at looking into the structure and size of the secondary school network by management and region, their characteristics in terms of facilities, staffing pattern and student profile in terms of social background across the major states in India. In the first phase, the study made use of secondary data collected from SEMIS/ UDISE, NSSO, 8th AISES, plan documents and other official records of major states. The preliminary findings based on the analysis of secondary data show that the educational facilities were not available in the schools at the secondary level which is the main obstruction and hindrance in acquiring quality education. The study further revealed that schooling facilities in terms of school building, boundary wall, play ground, 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 including female teachers, female teachers including the qualifications and training status of teachers, who are directly involved in the pedagogy and the likes vary widely between the states and between the management types within the states. It was also found out that there is a very close relationship between the availability of educational facilities and the academic attainment of students at secondary level across regions and states in India. Hence, the reform programmes like RMSA/Samagra Shiksha 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 secondary school level in India.

Current Status: Phase I of the study has been completed. The report of Phase I of the study was submitted in September 2020. In Phase II, literature review has been done and the tools for collection of primary data and information are being prepared. Since Phase II of the study is based on primary data and information from the sample states, it could not be implemented due to COVID situation.

9. **An Educational Atlas on Gender: A District Level Representation**

Investigators: *Dr. Suman Negi and Prof. Mona Khare*

Not provided any details during the period 1 April, 2021 to 31 March, 2022

10. **A Study of Scholarship Scheme and Educational Mobility among the Scheduled Caste Children at the Secondary Level in Odisha**

Investigator: *Dr. S.K. Mallik*

Objectives of the study

1. To find out the nature and extent of implementation of the scholarship schemes for promoting education of the SC children at the secondary level;
2. To examine the effectiveness of the scholarship scheme for the SC children on the school completion and their mobility to higher levels of education;
3. To find out the problems and constraints faced by the students in availing and utilising the scholarship for their studies;
4. To find out problems and constraints faced by the government and school administration authorities in implementation of the schemes; and
5. To explore and identify suitable measures for effective implementation of the schemes.

Methodology

The present study is being conducted in the state of Odisha. There are thirty districts. The literacy rate will be the basis of selection of district for the purpose of the study. Out of the present thirty districts, two districts having the highest literacy rate of Scheduled Caste population were selected to conduct the study. Out of the two selected districts (Jagatsinghpur and Khordha), two blocks from each district were selected on the basis of high enrolment of Scheduled Caste children at the secondary level. From each block, 5 Government secondary schools were selected having high enrolment of Scheduled Caste children at the secondary level. The respondents of study are teachers, including headmasters, students, ex-students, administrators and parents.

Current status of the research study

1. Review of literature completed
 2. The report writing is in progress and the final report will be submitted by September 2021.
- #### 11. **Study of the Implementation of the Provision of 25 per cent seats to the Children of the Weaker Sections and Disadvantaged Groups in Private Schools under the Right to Free and Compulsory Education (RTE) Act, 2009 in Selected States: Policy and Practices**

Investigator: *Prof. Avinash Kumar Singh*

Background and objectives

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 per cent 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 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, 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 5 different zones of country.

The main objectives of the current study are: a) to assess the nature and extent of the implementation of the reservation provisions under RTE Act in different states in terms of policy and practices; b) to find out the level of awareness about the reservation provisions among the 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 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.

Current status

The above research project is at an early stage of implementation involving collection and review of literature related to the theme and development of research tools. The project got delayed due to initial problems/constraints in the appointment of research staff and Covid-19 situation. However with some initial efforts, some of the preparatory works have been completed. Under literature review, profiles of

the selected states and compliance of RTE norms in the states, based on secondary official data have been prepared. The 10 states selected on the criteria devised under study include: Kerala, Karnataka, Delhi, Uttar Pradesh, Madhya Pradesh, Maharashtra, Bihar, Jharkhand, West Bengal and Assam. Furthermore, formats of the tools of data collection are under preparation. The following draft tools have been designed:

- a. Household Information Schedules
- b. School Information Schedule
- c. Schedule for the Head Teacher and other Teachers
- d. Schedule for the Children belonging to Disadvantaged Groups and Weaker Sections
- e. Schedules for the Parents of those Children and other Community Members
- f. Schedules for the Members of the School Governing Committees
- g. Checklists for Education Functionaries at different levels (Cluster, Block, District and State)

With initial some desk works done (literature review and development of research tools), pilot fieldwork conducted, extensive fieldwork to be conducted as the corona situation normalises. It is expected that with the appointment of project staff, the research activities will gain further momentum.

12. The Political Economy of Higher Education Reform in India: Comparative Perspective on the Principles, Policies, and Institutions for Reform (1991-2012)

Investigator: Prof. Manisha Priyam

Report: This Project has formally commenced on 20 June, 2018, following the appointment of Junior Project

Consultant. The research entails the use of a case comparative method to study the political economy of higher education, using the case of the University of Mysore and the University of Patna. Visits have been made by me (PI) to both field sites: the University of Mysore, and the University of Patna, in order to familiarise myself with the context, draw up a list of persons to meet, formulate the interview schedules for key informants, and prepare a bibliography of relevant secondary literature and policy documents.

The field work for the research project stooped on account of unprecedented national lock-downs for Covid-19.

I. Status of the Report and Publications

1. Based on the archival work, and completed fieldwork, I am submitting herewith a draft report.
2. A list of publications is enumerated herewith.
 - 2022: "The Modern University in a Local Arena: The Politics of Educational Reforms in Princely Mysore", in Rob Jenkins and Louise Tillin (ed.) *Decay and Political Regeneration in Indian Politics: Essays in Honour of James Manor*, Orient Blackswan (Forthcoming as Book Chapter).
 - 2022: "Bounded Aspirations and Youth Capacity: Interrogating Public Higher Education in North India", *Journal of South Asian History and Culture* (Forthcoming as Journal article. This is a special journal volume of the Taylor and Francis *Journal of South Asian History and Culture*).
 - 2022: "An Institution of Modernity amidst the Rural Fields of Mysore: Reflections on the Maharaja's College", in Srivastav, Aarti (ed.) *The Centenarians*, Routledge, (Forthcoming as Book Chapter).
 - 2019: "Missing Women Leadership in Indian Higher Education", in Shamika Ravi (edited). *Difficult Dialogues: A Compendium of Contemporary Essays on Gender Inequality in India*, New Delhi: Brookings India, pp.102-125

3. The request is to extend the project for this academic year so that field work can be completed by December 2022, and final report submitted thereafter.

II. Completed Fieldwork

I have completed interviews with the following:

A. University of Mysore:

A1. Interviews completed

1. Key functionaries of the University of Mysore and the Maharaja's College which was the nucleus institution for the foundation of the University.
2. Old teachers and alumni of the University of Mysore and the Maharaja's College.
3. I have also collected official documents of the University of Mysore, and some publications on the history and functioning of the University of Mysore.
4. I have also collected data on enrolments in Maharaja's College - by social caste category. This data is being analysed to see the nature of enrolments, variations if any, state policy schemes which support equity issues in student access.

A2. The interviews have helped me put together the historical background in which the University was set up as a part of the state of Mysore's efforts to impart modern education, and, at the same time, counter colonialism. It has helped me understand the nature of knowledge imparted at the moment of foundation, faculty characteristics, alumni diversity and activities in college.

The following substantive reflections came out from the preliminary field work:

1. The University of Mysore has traditionally been a hub of liberal art and humanities, whereas the University of Bangalore specialises in the Science.

2. The Maharaja of Mysore has had an important role in setting up the University. It had started as Maharaja's free School, then become Maharaja's College, and is now the Manasa Gangotri Campus of the University of Mysore.
3. The University faculties of Philosophy, Psychology, Sociology, Kannada Literature, and Oriental Learning (Sanskrit) Centre have received critical acclaim nationally or internationally.
4. The University today is a centre for scholarly learning in the Kannada medium.
5. The University Professors include Padma Awardees and Gyan Peeth awardees.
6. I have read the 'History of the University of Mysore', written by Professor Sheikh Ali, and published by Prasaranga - the University Press; and 'Mysore Modern' by Professor Janaki Nair. Based on these readings, and key informant interviews with Echanur Kumar, historian journalist in Mysore, I have compiled the bibliography of archival material.

A3. What remains to be done in Mysore and Bangalore

1. Interviews with policy functionaries in the University of Mysore on the themes of governance and policy reforms.
2. Collection of data on enrolments, by gender and social caste diversity; teacher appointments and vacancies; university finances; and institutional diversification of the University of Mysore.
3. Collection of archival material from Government archives, Bangalore.
4. Perusal of reports on the Backward Classes Commission reports of the Government of Mysore/Karnataka in Bangalore.
5. Focus Group Discussions with students, perusal of hostel facilities.

6. Key informant interviews on the Role of University leadership, Vice Chancellor and the main challenges.

B. University of Patna

B1: Interviews completed

1. Three visits have been made to Patna. Due to the elections for Patna University Students' Union in December 2019, and prior to that teacher's involvement in elections and their training, and campus closure on account of elections, it has been difficult to make sufficient progress here on account of non-availability of faculty staff, and government officials. Floods in the city have further delayed field work here.
2. Interviews have been held with senior officials of the Patna University - the Vice Chancellor, the Pro-Vice Chancellor, and Patna University Faculty.
3. Focus Group Discussions have been done with students in Patna College and Patna University. These have been transcribed.
4. Interview schedules have been prepared for all further interviews with key informants, etc.
5. Background material has been collected on the governance of Patna University from the office of the Vice Chancellor, Patna University.

B2. What remains to be done in Patna

1. Interviews with policy functionaries in the University of Patna on the themes of governance and policy reforms.
2. Collection of data on enrolments, by gender and social caste diversity; teacher appointments and vacancies; university finances; and institutional governance of the University.
3. Collection of archival material from the Government archives, Calcutta.
4. Focus Group Discussions with students, perusal of hostel facilities.

5. Key informant interviews on the Role of University leadership, Vice Chancellor and the main challenges

13. **Autonomy in Indian Higher Education Institutions**

Investigator: Prof. Neeru Snehi

The issue autonomy of higher education institutions has become an important part of agenda for bringing reforms in Indian higher education system. Granting autonomy appears to indicate that autonomy is a panacea to myriads of problems confronting them. The objectives of the study were to explore as to what extent autonomy prevails in Indian higher education institutions in general, and undergraduate colleges in particular, what is the role of the stakeholders in granting autonomy to undergraduate institutions and to compare the functioning of affiliated colleges with those of autonomous affiliated colleges.

Presently working on the revision of Draft Report, a need arises to collect some data for filling the gaps, which could not be done; not able to contact colleges as they were closed. Therefore, will require some more time.

14. **A Pilot Study - Geo-Spatial Information System of School Education**

Investigator: Shri Anugula N Reddy

Not provided any details during the period 1 April, 2021 to 31 March, 2022

15. **An Intensive Study to Critically Examine the Present vis-a-vis Futuristic Role and Functions of Educational Administrators in order to Identify Training Needs**

Investigators: Prof. B. K. Panda and Dr. Mona Sedwal

Background and Review

Human Resource Management at all levels has undergone a significant change. Organisations are

attaching tremendous importance towards the management and development of their people. It has also been felt that there is a need to build not only the teachers but also the capacities of the educational administrators on continuous basis on whom vests the success of managing the educational institutions efficiently which are under their purview. There are several training institutions established across various states in the country. Yet most of them focus their training either on pre-service or on in-service teacher training. Furthermore, there are no specific programmes of professional development that have been chalked out for the benefit of the educational administrators who are functioning at the district and sub-district levels. These cadres of educational administrators are left mostly neglected and lack the opportunity to upgrade their all round professional skills and competencies to handle the challenging new policy, programmes and projects of the government. Absence of proper professional development programmes has affected the implementation of national and state level programmes for the professional development of the educational administrators.

Focus on the training model for educational administrators

Looking at the present status of the training institutions of the country with very little or no scope for training these educational administrators, there is a need for developing a National Training Framework for the Educational Administrators working at the state, district and block levels in order to equip them, from time to time, with the latest dimensions of policies and programmes on education that are in progress. This framework might cater to the educational administrators on a continuous basis with proper effective professional development programmes through recognised training institutions established with the respective states. These can adapt certain guidelines to impart quality training programmes at the entry and middle level of service period as well as have a wider outreach.

In this context, it is proposed to develop the Capacity of the Educational Administrators through developing a National Training Framework for the Educational Administrators. The Framework is designed to cover the issues such as: (a) What type of Training Institutions need to be developed for these Educational Administrators, (b) To identify the Cadre of Educational Administrators that needs to be trained, (c) What kind of professional competencies and skills are to be built among these educational administrators, and (d) Gearing up the existing training institutions to national and state levels, and their development to be planned.

Objectives

- To identify the futuristic dimensions of training to be imparted to the educational administrators;
- To identify the areas requiring priority for building the capacity of educational administrators;
- To understand the existing training facilities and the capacities of such institutions which impart training to the educational administrators;
- To develop a model training framework for the Professional Development of Educational Administrators both in terms of academic and administrative areas; and
- To develop a model programme that is feasible in terms of resources and effective in terms of delivery, sustainable in implementation of training and to make cost-effective and outreach feasibility of use of the e-learning methods.

The first thematic report of the study was submitted to VC's office and the PMU on 19 October, 2020. The second theme of the study on "Capacity Development of Educational Administrators" is in progress and the draft report is being finalised for which two workshops were held with the field level education officers. The study is steadily progressing despite the pandemic problems. It may be noted that no project consultants or DEOs are appointed for the project so far.

This study may be treated as an ongoing study which is progressing steadily with production of a variety of thematic reports.

16. Comparative Study of Social Dynamics and School Management in Educationally Backward Block and Non-Educationally Backward Block of Rajasthan

Investigator: Dr. Mona Sedwal

The Right to Education Act (RTE), 2009 has played a significant role in getting children to the schools across the nation. In Rajasthan too, the RTE has made an impetus by fostering major responsibilities on the School Management Committee (SMC) and other educational institutions working at the grassroots level to make it a reality. On the same lines, Government of India has identified the Educationally Backward Blocks (EBBs) where concerted efforts are made to make education for all a reality.

Keeping above discussion in the backdrop, the present study proposes to examine the impact of composition of the SMC in the light of the caste dynamics in the school management. According to the Scheduled Caste and Scheduled Tribes Orders (Amendment) Act, 1976, Rajasthan comprises of 17 per cent SCs and 13 per cent STs in the state. According to the census 2011, the literacy is 53 per cent.

The main objectives of the study are as follows:

- To assess the kind of social composition, its relation and impact on school management in the EBB and non-EBB villages.
- To study the functioning of school management and the attitude of the members of the school management and the Head Master towards the children coming from the SC community in the EBB and non-EBB.
- To study the involvement of the school management in developing the SDP and implementing it with the help of the educational

inputs provide by the BEO, DEO, DIET and SIERT in the EBB and non-EBB.

- To study how inclusive is the functioning of the school management at the village level for the SC population in the EBB and non-EBB.
- To evaluate the content and methodology as well as impact of the training programmes for the SMCs and to assess participation rate of the SC members in the training programmes in the EBB and non-EBB villages.
- Delayed as unable to go to the field for conducting the research due to the annual IDEPA training programme and Covid pandemic.
- Current Status of the Study: The introduction chapter as well as the draft design of the study has been readied. Secondary data analysis is conducted for the research work.
- Data Collection: Tools for conducting research as questionnaires have been developed for the execution in the field. The data is yet to be collected in the specific format based on the FGD and personal interviews.
- Delayed as unable to go to the field for conducting the research due to the annual IDEPA training programme and Covid pandemic. The introduction chapter as well as the draft design of the study has been readied. Secondary data analysis is conducted for the research work.
- Data Collection: Tools for conducting research as questionnaires have been developed for the execution in the field. The data is yet to be collected in the specific format based on the FGD and personal interviews.
- Delayed as unable to go to the field for conducting the research due to the annual IDEPA training programme and COVID Pandemic. The introduction chapter as well as the draft design

of the study has been readied. Secondary data analysis is conducted for the research work.

- Data Collection: Tools for conducting research as questionnaires have been developed for the execution in the field. The data is yet to be collected in the specific format based on the FGD and personal interviews.

17. Library Facilities in Indian Undergraduate Colleges and its Impact on Students' Academic Performance

Investigator: Dr. Sangeeta Angom

Library is an important source of learning for the teachers, researchers, students as well as the public. In India, the situation of colleges and its libraries are in poor condition as compared to the advanced countries in the world. Most of the colleges do not have proper library facilities, and wherever libraries are available, these are neither properly maintained library nor managed by properly trained manpower. For this problem, there are many reasons including budget, space, resources, manpower, lack of national policies and standards. The college library plays an important role in the overall development of the students to transform them into knowledgeable persons. Their reading skills, information seeking skills and the knowledge about the library resources can be improved due to well-maintained college library. However, there is little empirical data about conditions of college libraries. It is evident from the literature review that quite a few studies have been carried out on the use of academic libraries or facilities in the college library. But most of the studies were confined to a particular state and there is hardly any study being conducted at National Level on library facilities of higher education institutions especially the under graduate colleges. The present study is being undertaken with two specific aims: i) to study various facets of library facilities in Indian colleges keeping in view the NAAC parameters relating to library facilities; and ii) to assess the impact of college library on its user's (student) academic performance.

Research Methodology

This study proposed to be a survey research with analytical approach. Though the sample for the study was planned for 10 colleges from each sampled state, now the sample size may be slightly changed as per the current pandemic situation. The Government as well as the Private Colleges will be selected. Primary data will be collected through constructed tools, such as, questionnaires and interview schedules from college administrators, librarians/library in charge, teachers and students and secondary data will be collected from the college documents.

Present status of the project: The pilot study was conducted during the month of February to the beginning of March, 2020. Four colleges affiliated to Delhi University were selected as sample colleges for conducting the pilot study. The constructed tools (students, teachers, librarian and principal) were tested during the pilot study and the original tools were being reviewed accordingly. Though, the first phase of field survey for collecting data from the sample colleges was scheduled during March-end to May 2020. However, due to the ongoing pandemic, it has been postponed till the situation improves. Currently, report for the pilot study is in the process of finalising. The field study is awaited till the Covid-19 situation improves and colleges reopen fully. There is no project staff support since September 2020. Once the current pandemic situation improves, then the proposed project staffs need to be engaged for another eleven months so as to complete the project without further delay.

18. Governance, Regulation and Quality Assurance of Teacher Education in India

Investigator: Prof. Pranati Panda

- The review of available literature, document and research studies in the area of governance, regulation and quality assurance in teacher education has been completed.

- The questionnaire has been circulated to six thousand institutions, including Central Universities, State Universities and TEIs.
- The process of receiving and analysing the data has been initiated.
- A detailed draft report has been developed on the basis of primary as well as secondary sources keeping in perspective the central recommendations of NEP 2020.
- The research study will be completed by July 2022

19. A Comparative Study on Girls' Education in Himachal Pradesh, Haryana and Madhya Pradesh

Investigator: Prof. Madhumita Bandyopadhyay

About the Project

The above study is an extension to the recently completed study (Bandyopadhyay, 2019), titled as - Participatory Action Project for Improving Participation of Children in Elementary Schools, undertaken in six Indian states - Himachal Pradesh, Haryana, Karnataka, Mizoram, Madhya Pradesh and Odisha - on improving school participation of children. Drawing from some of its prominent findings, it is observed that there has been improvement in girls' enrolment over the years but household chores, including sibling care obstructs more for girls in regular attending the school. In the same study, child labour issue has also emerged as one of the critical reasons that hinders children' school attendance. This study has also found inadequate deployment of female teachers that has an impact on enrolment and attendance of girl children in some of the schools under study. Followed by this, the issue of drop-out after completing elementary schooling among girls was observed in some schools. The situation confirms to the lack of gender-responsive schooling for girls as well as gender discrimination in larger society.

The present study thus, intends to undertake a longitudinal study in the selected states to offer an in-depth and holistic understanding on the scope and relevance of education for girls, their parents and the community. The study intends to collect data through household and school surveys in addition to interviews with selected respondents from school staff, students, parents, administrators and community members.

Research Questions

This research will attempt to deal with following questions:

- Why education of girls is important in Indian context?
- What is the present status (policy and practices) of girls' education in India as well as in the states under study?
- What is the parents'/community's opinion regarding girls' education in the states under study?
- What is the inter-generational change in attitude towards girls' education?
- What are the region specific factors (school and family related) influencing girls' access to equal educational opportunities at home and in school in the states under study?
- What is the progress in achieving gender equality in school education consequent upon introduction of various initiatives to improve girls' participation in school education?
- What are the further interventions that can be made to accelerate the process of achieving gender equality in and through education?

Objectives

Following objectives have been set for the study:

- To examine the impact of different policy initiatives and interventions (innovative and best

practices) made by government on education of girls.

- To find out the present status of girls' education in the area under study.
- To understand the importance given on girls' education and inter-generational change in parental and the community's attitude towards girls' education.
- To study the determining factors (societal norms, school and family related factors and so on) for girls' enrollment, retention and learning achievement.
- To recommend further initiatives to promote girls' education and gender equity in and through education.

Study Area

The study area has been selected from Himachal Pradesh and Haryana. Although initially Madhya Pradesh was part of study but due to constant school closure and denial of approval of district authority because of Covid pandemic, this state is no longer part of the study.

Present Status of the Project

The report of the research study has been prepared and going to be submitted before the last date of the project i.e. 30 April, 2022 to the Registrar, NIEPA. Project duration has been extended till 30 June, 2022.

20. Instructional Design in Indian Higher Education: Status, Review, Challenges and Recommendations

Investigators: Prof. K. Srinivas and Dr. R. C. Sharma (Co-Investigator)

With the changing paradigms in teaching learning, we have witnessed a change in the role of teachers and learners depending upon formal education systems, and open and flexible education systems.

With Internet at the helm of affairs in the twenty-first century, in education systems a learner is the pivot of the learning process. Use of ICT in any form (simple to complex) has impacted all three modes of educational delivery: formal or highly structured traditional mode, non-formal or openly structured and flexible mode, and informal which is completely unstructured. An effective learning design should consider both cognitive and effective learning outcomes, and the effective states of learners as they engage with learning. The course design decisions must include a variety of approaches to social learning design by creating collaborative and individual learning environments. Literature Review on Indian Higher Education System and Instructional Design. Designing the Survey Instrument and its Reliability / Validity. Conduct of One-round of Online Survey was done to collect some data from different types of universities. Due to Covid pandemic, recruitment of the Project staff and other activities have not been taken up. On request, the Vice Chancellor accorded the extension of the Project till September 2022.

21. Skill Formation and Employability : A Study of Youth in India

Investigator: Prof. Vineeta Sirohi

Progressing as per schedule

- Literature review
- Development of Paper based on Review of Literature is in process.
- Identification and correspondence with State Institutions.
- State research teams formed in three out of four states. Response awaited from one state.
- Preparation of research instruments.

22. India-ASEAN Relations: Leveraging Education for Enhanced Partnership

Investigator: Dr Tshering Chonzom Bhutia

Out of the 10 ASEAN member-countries, I have finished collecting the bulk of data with regard to India's educational relations and status of academic collaboration with Indonesia, Malaysia, Myanmar, Thailand, Singapore, Vietnam and Philippines. The data for Brunei Darussalam is currently being collected. Remaining data to be collected for Cambodia and Lao PDR. I have also collected the data for China, South Korea and Japan earlier which are not part of ASEAN but the East Asian region. Literature review is going on.

23. Case Studies of International Branch Campus (IBC) in Dubai, Malaysia, South Africa, Europe and Qatar: Lessons for India

Investigators: Dr. Tshering Chonzom Bhutia (Additional Authors: Dr. Anamika, Mr Eldho Mathews, Dr. Binay Prasad, Mr Alok Ranjan)

Framework is ready. Three case studies are ready. Two case studies, as mentioned below, are pending from colleagues:

- Case Study on Transnational Education in Europe: A Study of Lancaster University International Branch Campuses – Mr Alok Ranjan
- A Critical Review of International Branch Campuses in Qatar: Lesson for India – Dr. Binay Prasad

Without the case studies, it is not possible to move forward.

24. Impact of Covid-19 on Learning Equity of Children in Afro-Asian Countries

Covid-19 Research Group-1, Group Leader - Professor Kumar Suresh, NIEPA

Collaborative Partners in the Research

The project includes a collaborative research work from 10 Afro-Asian countries; the list of member-institutions for the group work is:

1. Bahir Dar University, Ethiopia
2. Bayero University Kano, Nigeria
3. Chiang Mai University, Thailand
4. Kenyatta University, Kenya
5. Kobe University, Japan
6. Mzumbe University, Tanzania
7. National Institute of Educational Planning and Administration, India
8. Seoul National University, South Korea
9. University of Dhaka, Bangladesh
10. Universiti Sains Malaysia, Malaysia

Indicative Outlines of Research

Background of research

Afro-Asian Development Network brings together Researchers of the Educational Development supported by UNESCO and functioning through its Secretariat at the Centre for Hiroshima University, Japan. The network conducts collaborative researches in education. In the last General Assembly of the network, it was decided to launch research studies on the impact of Covid-19 on education. Four thematic areas were identified. One of the themes includes Impact of Covid-19 on Learning Equity of Children in Afro-Asian Countries. This research is being led by Prof. Kumar Suresh as Group Leader

About the theme of research

The outbreak of Covid-19 in the early months of 2020 emerged as a major health crisis in most part of the world (Dunlop et al., 2020). It had widely impacted every aspect of life at the global level (Batty, 2020, Khan & Naushad, 2020; Power et al., 2020). The lockdown imposed by different countries, as a measure to prevent the spread of Covid-19 virus, has multiple implications having heavy cost on economic and employment scenario in many countries across the globe. Education is one such area which has been less focused and targeted as compared to others. A number of surveys and situational analysis done by many international agencies (UNESCO, IIEP, OECD, World Bank, UNICEF, OXFAM, etc. to name a few), national governments, institutions and researchers at the national and international levels provide the details of its multifold impact on education.

Learning opportunities and outcomes

The World Development Report-2018 had raised serious concern relating to deficit in learning outcome of the children in schools also touching upon many countries of the African-Asian regions. Highlighting the gaps in learning levels, it has accentuated a major concern in the wake of Covid-19 pandemic and beyond. Within this, school closures and disruption in schooling processes in major part of the world have faced serious implications for continued teaching-learning process (Hassan, Mirza, & Mirza, 2020; Kaup et. Al, 2020; Schleicher, 2020, Smith, 2021). It prompted the school organisation to rely upon and adopt alternative mode of teaching-learning, including shift from face-to-face classes in school spaces to online classes for students. The shift from offline/face-to- online mode seems to be the most desirable mode of teaching. Nevertheless, a recent study by UNESCO terms these initiatives as 'imperfect substitutes' for classroom learning. How to make the teaching-learning process more equitable, resilient and inclusive is a major challenge.

The available survey reports and researches on online teaching-learning indicate many fault lines across the countries (Garcia and Weis, 2020; Garcia and Weis, 2020); Schleicher, 2020; Smith, 2021)). The most important among them is unequal access to online learning resources. Digital divide remains a major issue of concern and impediment to equitable learning opportunities in most part of the globe. The forced dependence on digital devices for learning does not take lack of digital resources into the consideration. There is a need to take the challenges caused by unequal digital distribution among the students into account for policy-making and implementation to ensure smooth learning of the students at the virtual school. Overall, the question of digital divide raises the issue of inequalities and disparities in educational access and opportunities. Inequalities and disparities in educational access and opportunities have, in fact, widened in this process during corona virus outbreak and subsequent lockdown (Czerniewicz et. Al, 2020; Julet, Fowzia & Ken, 2020).

The issue of unequal access to resources and facilities, preparedness of the teachers, readiness of the schools and education system have been major constraining factors in continuing uninterrupted continuation of teaching-learning process in new mode of virtual learning. The children from disadvantaged backgrounds are more likely to drop out from the school and educational process. Disparities and differential access to digital resources, school support and the absence of physical space of schools is most likely to affect the children of disadvantaged background who are most likely to be excluded from the inclusive educational processes. An understanding is required on this aspect to address the question of inclusiveness in learning opportunities and learning outcomes. In the given situation, the cherished SDG-4 which proclaims equitable learning opportunities and outcomes remains far from its realisation (<https://feature.undp.org/covid-19-and-the-sdgs/>).

UNESCO in its Education Sector Issue Notes series no. 4.2 titled 'COVID -19 Crisis and Curriculum:

Sustaining Quality Outcomes in the Context of Remote Learning' emphasises proper planning and understanding for curriculum as well for mitigating the challenges posed by COVID-19 to learning opportunities and learning outcomes. It pays attention to the learners, teachers, families, and the education system for developing a comprehensive, sustainable, and quality curriculum to address the challenge and ensuring the continuance of learning opportunities and learning outcomes in the distance learning mode. A detailed analysis of this issue is needed to understand the changes made by educational policy-makers, and administrative initiatives taken by them for compensating the learning processes in the physical presence.

It is against this background that the proposed study aims to assess the impact of Covid-19 on education in African-Asian countries through the lens of policy measures and administrative initiatives for ensuring continuity of education in the framework of equitable learning opportunities and outcomes. It is equally important to see as to how these policies and measures are effective in realising the idea of equitable learning opportunities and outcomes.

Objectives

The main objective of the study is to assess the impact of Covid-19 pandemic on equitable learning opportunities and outcomes in school education and to suggest measures for minimising the loss of opportunities for better outcomes. It also aims to find out the policy measures and administrative initiatives taken to ensure equitable learning conditions in schools, while suggesting the measures for minimising the loss of opportunities for better outcomes due to the pandemic.

Method and research instruments

The study is proposed to be technically carried out in the framework of mixed method of research. The research instruments proposed to use, include information schedule for the selected schools. Interview schedules

for conducting in-depth interview with the selected stakeholders, focused group discussion with the teachers and students. A multistage sampling method will be used to delimit the size of the sample keeping in view the factors of feasibility, manageability, timeframe and resources available for the study. The sample of the study will consist of sampled schools, principals, teachers, students and parents.

The study will follow different stages as a part of its research design. The first stage will be desk review of the policies and measures in the countries for ensuring equitable learning opportunities and outcomes, aligned with SDG-4 and Incheon Declaration on Education-2030 and Framework for Action for the Implementation of SDG-4. While reviewing the policies, the pre-pandemic context of learning and policy initiatives shall be taken into account for analysis. The study will primarily focus on response and response analysis besides close review of the policies. The other stages will follow as per the research process chart of data collection and data analysis. The study does not intend to measure the learning outcomes of the students on the basis of learning assessment tools.

Data collection

The option of both face-to-face as well as online mode of data collection will be exercised as per the context and situation of respective countries. Different digital platforms such as Google Meet App, Zoom, Webex, etc. may be used for conducting interview and focused group discussions. The online collection of data through structured questionnaire will be one of the strategies for collecting quantitative data while interviews and focused group discussions will be conducted for qualitative data.

Expected outcomes

The research findings will be disseminated in various forms which will include presentation in conference/ seminar, and publication in the form of research paper in Journal. The findings of the study may be also shared with policy makers/ administrators as input for reforming/ realigning the policy measures for better outcomes.

Progress made

A series of meetings with the member-countries progressed since September and, as a result, tool for data collection, sample stratification was finalised. Data from our end has been collected from students (n=454), teachers (n=123) and principals (n=7) from 13 schools in total. It has been collected primarily from Delhi NCR for its diversity of population, which helps at receiving a representative sample of the country, including variety of groups from across the states, languages, socio-economic status, etc. Since North East India represents another aspect with respect to context, resource provision, geographical conditions, etc, data from its states have also been collected. The data collection in north eastern states has been supplied through the education officers. Further on the research, data tabulation and analysis are under process. The country report is likely to be completed by the end of March 2022. At the same time, the data collected from India will also be collated with the other data from Afro-Asian countries. It will be developed as a joint report once data from all the participating member-countries is received.



4

Library and Documentation Services



Library and Documentation Services

Sharing of knowledge and information

The institute 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 institute continue to play an important role in the documentation, and dissemination of knowledge and information in the areas of educational policy, planning and management. Key activities carried out by the Library and Documentation Centre during the year 2021-22 included the following:



Library and Documentation Services

The Library and Documentation Centre of the institute has been acting as a 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 institute, participants of various national/international training/diploma programmes organised by the NIEPA, and other visiting faculty and users. The library is equipped with modern teaching and learning aids, computer facilities and electronic facilities such as WiFi.

Now a days, the reading materials and information sources are changing from print to electronic. Therefore, NIEPA library has also changed its collection development strategy. The library currently subscribes to over 90 per cent of its journals in both print and online formats. However, the books are still preferred in print only.

During the period under report, 43 books/documents were added to the Library. The Library has a rich collection of books, bound journals, and articles. During the year 2021-22, the Library also received reputed national and international journals and magazines in the area of educational planning and administration and other allied fields. The journal databases, procured by the Library, include four online journal databases from a number of reputed publishers such as Sage, Emerald, and JSTOR along with one statistical database “EPWRF India Time Series” from EPWRF. Besides, the Library has also access to 523 e-books of Sage Education Collection.

The NIEPA Library provides some new online information services such as ‘News Flash’, “NIEPA in the Press”, “SDI” (the circulation of the academic works of NIEPA faculty) and “New Arrivals”. The Library has also prepared bibliographies for various activities and training programmes/seminars undertaken by the University. Photocopying services are provided to users of reference materials, articles, reports, etc.

All in-house activities in the Library, including Acquisition, Cataloguing, Circulation and Serials Control are fully computerised using the latest version of the Libsys10 Software Package. Web OPAC can be accessed using Intranet and Internet, either directly using computers connected to the LAN in the NIEPA or through the Internet using the Web OPAC on the website of NIEPA through the URL. It facilitates browsing and searching the databases of books, journals and articles available in the NIEPA Library.

NIEPA Documentation Centre

NIEPA Documentation Centre has a wide and rich collection of about 20000 volumes on educational planning, management and administration. Its collection comprises of Central-State Governments’ and other research 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 Surveys, Commissions and Committees Reports, State Economic Surveys, State Educational Plans, State Human Development Reports, Five Year Plans. Besides various publications of the University such as Research Studies, Occasional Paper Series, Annual Reports of the University (1962-2020),

Training Programme Reports, Annual Reports of various Ministries, publications of International Institute of Educational Planning (IIEP), Paris are also available. The Centre holds a rich collection of theses, and dissertations of NIEPA's M.Phil. and Ph.D. Programmes and other universities, dissertations of Postgraduate Diploma in Educational Planning and Administration (PGDEPA) and International Diploma in Educational Planning and Administration (IDEPA). It has a repository of the International Institute of Educational Planning (IIEP), Paris publications. It has a collection of non-book material such as indexing databases, Census of India, State Human Development Reports and other publications on education and its allied areas.

Area of the activities and major thrust areas

Documentation Centre, in collaboration with Head of ICT & Project Management Unit has been conducting Faculty Development Programme (FDP) for the faculty of all disciplines every year to raise awareness of open educational resources, free and open-source software, MOODLE and Google Classroom LMSs and academic integrity. During 2021-22, it conducted 5-day Online Faculty Development Programme on **Applications of ICT in Academic and Research Libraries** from 20-24 September, 2021. Documentation Centre checks the similarities of the content submitted by faculty, research scholars and staff on Ouriginal (formerly Urkund) Plagiarism Detection Software under a programme "ShodhShuddhi", an initiative of the Ministry of Education, Government of India. Ouriginal PDS is a Web based Plagiarism Detection Software used by all users of universities/institutions. The Documentation Centre sends the theses awarded by University for uploading on the Shodhganga – a reservoir of Indian theses. It has computerised its operations by using integrated software LibSys 10. Moreover, Online Public Access Catalogue (OPAC) and access to electronic databases with a wide variety of information resources and services has been extended to the users at their desktops. Moreover, its rich collection, wide array and variety of services and facilities attract and encourage the users from all corners of the country and abroad

to use its information resources and services. It has comfortable, peaceful and conducive environment of reading and is equipped with air-conditioned, good lighting and generator backup facilities to its users. The reading facilities are heavily used by the faculty, research scholars of the Universities of India and abroad, project staff, participants of PGDEPA, IDEPA and visiting faculty. As a member of DELNET (Developing Library Network), the Centre has strengthened the interlibrary loan and resource sharing activities. Documentation Centre remains open from Monday to Friday from 9.00 AM to 5.30 PM throughout the year.

Access to digital resources and services

It has developed and strengthened intranet activities in the University to connect, handle, share, leverage and disseminate various types of information among faculty and research scholars. It captures, stores, generates, transmits and integrates information and knowledge. Its digital resources such as books, articles, research studies, occasional paper series, training programme reports, conference/seminar proceedings, Eminent Scholar Lecture Series, Audio-visual lectures, Committee and Commission reports are available on intranet. Digital archives of NIEPA offers access to about 12000 policy documents on education and allied areas. These documents can be accessed through intranet as well as on Internet <http://www.niepa.ac.in/darch.aspx> or <http://14.139.60.153/>

Moreover, online information resources and documentation services have been extended to the readers through intranet to provide round-the-clock access such as List of New Additions; List of Journals Subscribed; Current Contents of Periodicals; Full Text Access of Online Journals databases and JSTOR; Bibliographic Service - on demand; Literature Search; and Electronic Document Delivery Service (EDDS). The services offered by the Centre such as list of research studies, dissertations, theses, occasional paper series, training programme reports, dissertations of PGDEPA and IDEPA, Online Public Access Catalogue (OPAC) are also available on intranet.

It offers access to about 300 print journals both national and international, and online databases such as Sage Knowledge, Sage Education Collection Online, Elsevier and JSTOR. Moreover, access to open educational resources has been provided to the readers on intranet such as National Digital Library of India (81,747,050 resources), Directory of Open Access Journals (DOAJ) of about 17,567 full-text journals (73,90,150 articles) published from 130 countries, Directory of Open Access Books (DOAB) of about 51,434 academic peer-reviewed books, Networked Digital Library of Theses and Dissertations (NDLTD), more than 6 million ETDs (6,223,006 ETDs), Shodhganga (3,51,631 theses), SWAYAM, MIT OpenCourseWare, etc. as on 8 April, 2022. Moreover, access to other national and international full-text databases, indexing databases, current contents of periodicals, newspaper and full-text reports both national and international is also available on intranet.

Individual Contribution (Academic Contribution of Dr. D. S. Thakur – 2021-22)

Publications:

Research Papers/Articles presented and published in International Conferences:

Paper published in Journal:

- i. Thakur, D. S. (2021). E-Repositories facilitate learning: A quick glance at their potentials. *Journal*

of Educational Planning and Administration, 35(2), 2021, 127-150.
[ISSN 0971-3859]

Participation in Seminars/Conferences/Workshops during the year

International

- i. Presented a paper on “Social media, academics and librarianship: WhatsApp, a platform to connect the teaching, learning and research community” on 18 December, 2021 **In the 11th Annual International CESI Conference, 2021 (Online) of the Comparative Education Society of India (CESI) on Mapping Education in Times of Covid-19**, hosted by the **Comparative Education Society of India (CESI)** during 17-19 December, 2021, New Delhi. Available at:
http://www.cesindia.net/uploads/3/0/3/2/30328461/cesi2021_conference_schedule_with_links.pdf

National

- ii. Presented a jointly written paper on “Digital India Programme: DigiLocker and Digital Empowerment” by Sandeep Chatterjee and D. S. Thakur on 30 March, 2022 **In the 45th Indian Social Science Congress (ISSC) on**



Environment, Energy and Health hosted by **B.S. Abdur Rahman Crescent Institute of Science and Technology** during 28 March-1 April, 2022, Vandalur, Chennai. Available at: <https://crescent.education/45issc-csd/brochure/research-and-theme-abstract-details.pdf>

Faculty Development Programme organised

20-24 September, 2021

Documentation Centre, in collaboration with Head of ICT & Project Management Unit conducted a 5-day **Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries** in online mode at NIEPA, New Delhi for the financial year 2021-22. Faculty members of all disciplines of Central and State Universities, Institutes of National Importance and other research organisations attended the programme. It was an ICT based programme where learning resources, including articles, videos, discussion forum, action plan accessed by the participants from the MOODLE (Gnomio) Learning Management System **Dr. D. S. Thakur Learning Portal**

Training Material and Courses developed/transacted during the period under Report

- i. Srinivas, K. and Thakur, D. S. (2021). **Information Guide** of Online Faculty Development Programme on **Applications of ICT in Academic and Research Libraries** (20-24 September, 2021). New Delhi: NIEPA, 2021. 34 p.
- ii. Designed, developed, delivered and transacted a 5-day Online Faculty Development Programme on **Applications of ICT in Academic and Research Libraries** from 20-24 September, 2021 on **MOODLE Learning Management System and motivated, engaged and used discussion forum** to resolve different queries and issues raised by the participants during and after the training programme.

- iii. WhatsApp Group (**NIEPA FDP AICTARL 2021**) of faculty development programme participants was formed and provided technical support of 30 days to the participants through WhatsApp Group [**NIEPA FDP AICTARL 2021**] to design and develop 2nd, 3rd and 4th weeks online programme and dissemination of information and links of online resources. All resources (full-text articles, PPTs, Videos and other OERs) accessed by the participants through Dr. D. S. Thakur Learning Portal [<https://dsthakur.gnomio.com>]
- iv. Srinivas, K. and Thakur, D. S. (2021). Online Faculty Development Programme on **Applications of ICT in Academic and Research Libraries: A Report** (20-24 September, 2021). New Delhi: National Institute of Educational Planning and Administration, 45 p. (Unpublished)

Delivered Lectures

- i. Delivered a lecture on '*URKUND Plagiarism Detection Software: How to use URKUND*' in a five-day workshop in online mode on **Academic Writing**, organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (14-18 June, 2021) on 18 June, 2021 at NIEPA, New Delhi.
- ii. Delivered a lecture on '*Virtual Learning Environment for teaching, training and research institutions in India*' and '*Video content development*' in a five-day **Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries**, organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (20-24 September, 2021) on 20 September, 2021 at NIEPA, New Delhi.
- iii. Delivered a lecture on '*Open Educational Resources in higher education*' and '*Video content development and Slideator (PresentationTube)*' in a five-day

Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries, organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (20-24 September, 2021) on 20 September, 2021 at NIEPA, New Delhi.

- iv. Delivered a lecture on 'Role of librarians in academic and research libraries in digital era' and 'Video content development' in a five-day **Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries**, organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (20-24 September, 2021) on 21 September 2021 at NIEPA, New Delhi.
- v. Delivered a lecture on 'MOOCs in education and research: SWAYAM, an innovative teaching learning tool for new generation of learners' and 'Content development' in a five-day **Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries**, organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (20-24 September, 2021) on 21 September, 2021 at NIEPA, New Delhi.
- vi. Delivered a lecture on 'OBS Studio: Video content development' in a five-day **Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries**, organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (20-24 September, 2021) on 21 September, 2021 at NIEPA, New Delhi.
- vii. Delivered a lecture on "Information literacy: An indispensable tool for sustainable quality education" and 'Content development' in a five-day **Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries**, organised by National Institute of Educational Planning and Administration

(Deemed to be University), New Delhi (20-24 September, 2021) on 22 September, 2021 at NIEPA, New Delhi.

- viii. Delivered a lecture on "Screencastify video content development and editing" in a five-day **Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries**, organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (20-24 September, 2021) on 22 September, 2021 at NIEPA, New Delhi.
- ix. Delivered a lecture on 'Video content development and editing' in a five-day **Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries**, organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (20-24 September, 2021) on 22 September, 2021 at NIEPA, New Delhi.
- x. Delivered a lecture on 'Plagiarism: An obstacle to real learning for developing quality MOOC content and URKUND' in a five-day **Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries**, organised by National Institute of Educational Planning and Administration (Deemed to be University), New Delhi (20-24 September, 2021) on 23 September, 2021 at NIEPA, New Delhi.

Consultancy and Academic Support to Public Bodies during period under report

Arranged information for the preparation of Ministry of Education Annual Report

- i. Collected information from all Heads of Departments and administration about activities of NIEPA such as enrolment in M.Phil. and Ph.D. programmes, M.Phil./Ph.D. degrees awarded, Grants-in-Aids, research studies completed and in progress and training programmes, seminars and conferences organised during financial year

for the preparation of **Ministry of Education Annual Report**, Government of India.

- ii. Organised a colloquium on Disaster Management for the preparation of NIEPA Disaster Management Plan on 8 March, 2022 at NIEPA, New Delhi.

Other Academic and Professional Contributions

Developed Intranet

Created and updated the Website of the Documentation Centre of the NIEPA and developed intranet in the University to offer access to and disseminate a variety of information resources and services to the faculty, scholars, project staff and participants of Diploma and training programmes such as Indian and foreign journals subscribed to, non-book material items, online current contents of periodicals, digital resources, online databases of books and journals, open educational resources, electronic theses and dissertations (ETDs), indexing databases and Massive Open Online Courses (MOOCs). Moreover, documentation services offered by Documentation Centre such as list of research studies, dissertations, theses, occasional paper series, training programme reports, dissertations of PGDEPA and IDEPA, Online Public Access Catalogue (OPAC) and other full text documents of research studies, occasional paper series, training programme reports and NIEPA Documentary, Eminent Scholar Lecture Series are also available on intranet which helps to disseminating, sharing and leveraging knowledge in higher education.

ICT and Learning Management System (LMS) Skills

| | |
|-------------------------------------|---|
| Learning Management System (LMS) | : MOODLE (Modular Object-Oriented Dynamic Learning Environment) Gnomio Learning Management System |
| Plagiarism Detection Software (PDS) | : Ouriginal Plagiarism Detection Software |

Video creation and editing : Screencastify, OBS Studio, ShotCut Editing, Slideator (Record and Share Online Video Presentations), YouTube Presentation, Screen-Cast-O-Matic Software, etc.

Computer proficiency : Windows 2000, Hypertext Markup Language (HTML), FrontPage 2002

Working knowledge of Library software/packages : LibSys 4, TECHLIBplus, GYANODAYA, Vidya, CDS/ISIS 3.0.

Contribution in Different Academic and Professional Areas

- i. Member of the Committee for **Development of Institutional Code of Ethics to Check Plagiarism and Malpractices** to strengthen the governance process of NIEPA and to formalise NAAC evaluation.
- ii. **Authorised Academic Institute Officer** to coordinate with M/s CDSL Ventures Limited (CVL) for **Implementation of National Academic Depository (NAD) mandated by Ministry of Education and UGC** for creating safe electronic store house for all academic awards in the institute/university.
- iii. **Authorised Academic Institute Officer** to coordinate with **NAD through DigiLocker for Implementation of National Academic Depository (NAD) mandated by Ministry of Education and UGC** for uploading all academic awards of the institute/university to NAD through DigiLocker.
- iv. **Institute Coordinator** for the activities related to **Shodhganga and interaction with INFLIBNET (Information and Library Network) of the University Grants Commission.**
- v. **Authorised** to check the similarities of theses, dissertations and other academic and research

writings and publications submitted by research scholars, faculty and staff on **Ouriginal (formerly URKUND) Plagiarism Detection Software**.

- vi. **Institute Coordinator** to check the similarities of theses on **Ouriginal Plagiarism Detection Software** and send theses awarded by university to **Shodhganga** – a reservoir of Indian theses.
- vii. **Member-Secretary** for the preparation and to finalise the format of the **M.Phil. and Ph.D. degrees** awarded by the NIEPA. To accomplish this task, various meetings were arranged; Committees formed, visited 3 Central Universities, 2 firms for the selection of paper, check security features, got quotations and finally submitted minutes/report.
- viii. Member of the **Samarth Implementation Committee of Samarth eGov Suite** at NIEPA.
- ix. Member of the **NIEPA Digital Learning Monitoring Cell for implementation of Digital Initiatives at NIEPA**.
- x. Member of the Committee for **Professional Development Programme in the areas of ICT, E-governance, managing Finances etc. for staff** to strengthen the governance process of NIEPA and to formalise NAAC evaluation.
- xi. Member of the Committee for **E-governance and ICT use in different activities** to strengthen the governance process of NIEPA and to formalise NAAC evaluation.
- xii. Member of the Committee constituted for the screening of the applications for the posts of Project Senior Consultant (Hindi), IT Consultant, Graphic Designer Consultant, etc.
- xiii. Member Convener of the Committees constituted for the interviews for the different positions in Project Management Unit such as DEOs, Project Senior Consultant (Hindi), Project Junior Consultants, Consultant Graphic Designer, etc.

- xiv. Member of the Committee constituted for the MACP and promotions in the administration.

Membership of Eminent Bodies outside NIEPA

- i. Indian Library Association (ILA), Delhi. (Life member)
- ii. Government of India Librarians Association (GILA), New Delhi. (Life member)
- iii. Comparative Education Society of India (CESI), New Delhi (Life member)

Other Activities

Besides, additional responsibilities as **Administrative Officer (I/c)** are also being discharged at NIEPA.

Central Public Information Officer (CPIO) of NIEPA

Nodal Officer of the Central Public Grievances

Central Public Procurement Portal (CPPP)

Organised a **NIEPA Staff Retreat 2021** on 10 December, 2021 at Hotel The Grand, New Delhi

Organised various annual events

Inspection of the official language related work by **Hindi Parliamentary Official Language Committee** on 7 March, 2022

Efforts were made to procure **eOffice** and the **Samarth eGov Suite** and member of the **Samarth Implementation Committee**

Member of more than 15 Academic and Administrative Committees of NIEPA such as NIEPA Disaster Management Plan Committee, Housing Allotment Committee, Investment Committee, Anti Ragging Committee, IQAC, Physical Verification, Member and Convener of Internal Complaints Committee, Member-Secretary to Grievances Redressal Committee, Fitness India 2021, etc.



5

Computer and Information Technology Services



Computer and Information Technology Services

IT Services

The Computer Centre backs up the information technology needs of the University. The network as the backbone of the University and its active components are administered, maintained and controlled by the Computer Centre. The Computer Centre is equipped with dedicated 1GBPS Optical Fiber Internet Connectivity provided by NKN/MTNL under the project NMEICT to ensure availability of Internet connectivity 24x7x365. The Computer Centre provides Computing facilities and Internet services to all the Research Scholars, Programme participants, Project staff, trainees, faculty members and staff members.

High speed Internet connectivity and Wi-Fi Network access 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 email accounts have been provided to all the faculty and staff members on NIEPA Domain. Desktop/Laptop computers have been provided to all the faculty members. All the staff members of the University have been provided a desktop computer on his/her desk. The Computer Centre facilities are available non-interrupted for almost 12 hours. The Computer Centre with the help of 3rd Party Company is responsible for maintenance of the University-owned computer systems and peripherals.

The Computer Centre provides support in Information Technology extensively in its day-to-day activities, both academic and non-academic to the University. The Computer Centre is well equipped with various types of latest desktop computers, laptops and multifunction printers.

The Computer Centre also provides the High Speed Internet Connectivity from the NIEPA building to the Hostel. Authenticated and Secure Wi-Fi internet connectivity is made available in all the rooms in all the floors of NIEPA Hostel to be used by the guests staying there.

The Computer Centre provides support to the Academic Departments by 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 specialised computer services are rendered for various training activities/programmes.

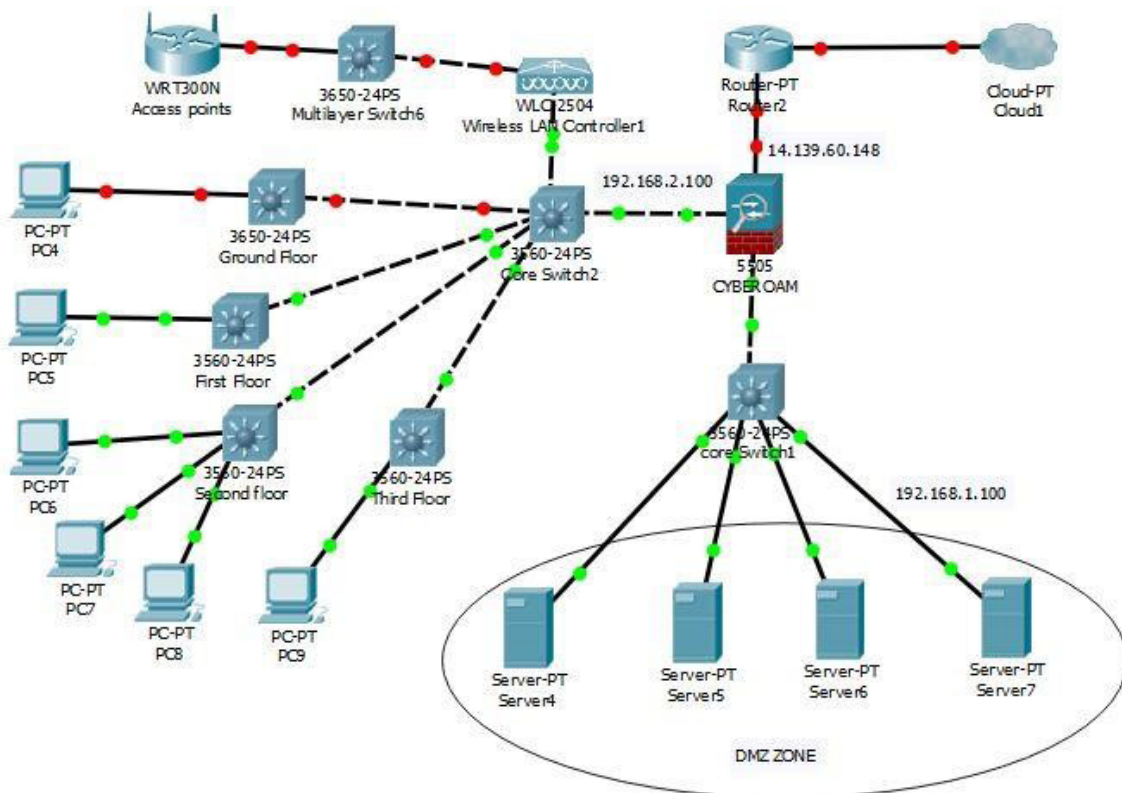
Support is also provided for the software applications for accounts section. This includes tasks such as salary processing, income tax calculations, pension, provident fund computations, etc. A server with a network version of Statistical Package (SPSS) is installed to enable users to run statistical applications on the network. The Computer Centre also promotes

the use of open source software in the day-to-day activities.

A dedicated state-of-the-art Data Centre is 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, blade servers, web servers and SAN storage which are online 24x7x365 for the users. The Data Centre is empowered with dedicated parallel UPSs providing power backup to the servers.

The Computer Centre maintains the Servers for the well-known project Unified District Information System for Education (U-DISE) under the Flagship programme of Government of India Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The Web Portal for National Programme on School Standards and Evaluation (NPSSE) - Shaala Siddhi is also maintained in the Data Centre maintained by the Computer Centre.

NIEPA Data Centre Network Architecture



- Data centre network architecture consists of the Firewall, core switches Wireless Wi-Fi controller and ISP Router.
- There are 8 IBM Servers which are associated with many web applications like UDISE, ShaalaSiddhi, Oracle Server, SDMIS, Data Visualization, niepa.ac.in, Student Management Information Systems, School Directory Management System and School Report Card.
- There are two Dell servers which are associated with digital archives and Database Servers.
- HP servers are associated with Moodle Portal, NCSL Portal, Quick Heal endpoint security and printing server.
- IBM Tower Server for Libsys (OPAC)

Roles & Responsibilities of Department of ICT

- Data centre and server hardware were monitored regularly.
- The issues related to network and Wi-Fi were regularly managed. The network performance of

the organisation was tuned regularly by inspecting the network latency.

- Ensuring 24x7 network connectivity to the data centre of the organisation and also in the NIEPA hostel.
- Management of Institute Social Media (Twitter & Facebook)
- YouTube and Facebook Live Streaming of the Events
- Organising the Live Webinars with available NIEPA digital infrastructure
- Organising the Video-conferencing for the Meetings and Webinars
- Cyber Threats Monitoring and mitigating the attacks to the NIEPA Data Centre and digital infrastructure
- Operating System licenses management
- Facilitated and implemented the E-Wizard for E-Tendering
- Technical Bid Evaluation in Gem



- Websites of the organisation were monitored and updated frequently.
- Management of server AMC
- The security patches of entire servers were updated regularly
- The server backup of the NIEPA Data Centre was carried out at regular intervals
- The backup of online courses was regularly done
- Creation of online courses and the enrolment of users in NIEPA LMS
- Pushing the Anti-Virus Patches centrally from the server to clients
- The online UPS is maintained and monitored repeatedly
- Managing institute CCTV surveillance
- Monitoring all the domains
- Managing the niepa.ac.in mail domains
- Monitoring and managing the online recruitment (Permanent & Temporary)

NIEPA Digital Stock

| PCs | | | Networking Items | | |
|--------------|--------------------------|------------|------------------|---------------------------------|------------|
| Sr. | Description (Make/Model) | Quantity | Sr. | Product / Model | Quantity |
| 1 | HP Core i5(6200) | 28 | 1 | Cisco Switch | 5 |
| 2 | HP Core i7(8300) | 39 | 2 | Cisco Access Point | 25 |
| 3 | HP (2280) | 82 | 3 | L2 Switches | 24 |
| 4 | HP (7800) | 4 | 4 | D Link Router | 9 |
| 5 | IBM (Think Center) | 1 | 5 | Firewall (Palo Alto) | 1 |
| 6 | HP Pro One 600G5 | 42 | 6 | CCTV Camera (CP Plus) | 50 |
| 7 | HP 400 G4 All in One | 13 | Total | | 114 |
| 8 | DELL OPTIPLEX 3050 | 16 | 1 | HD Display | 5 |
| 9 | HP 400 G6 All in One | 15 | 2 | UPS | 12 |
| 10 | HP 240 | 1 | 3 | Video Conference System (GMEET) | 3 |
| 11 | Tyrone | 1 | | | |
| 12 | HP 280 Pro G6 MT | 30 | | | |
| Total | | 272 | | | |

Printers

| Sr. | Make/Model | No. of Printers | Sr. | Make/Model | No. of Printers |
|--------------|-----------------|-----------------|-----|----------------------------|-----------------|
| 1 | HP LJ 1020 PLUS | 15 | 11 | HP 1022 | 17 |
| 2 | HP LJ M226DN | 09 | 12 | HP 1160 | 16 |
| 3 | HP LJ 1536DN | 06 | 13 | HP 9040 | 1 |
| 4 | HP OJ 276DW | 03 | 14 | Canon 4800 | 1 |
| 5 | HP LJ M1005 | 03 | 15 | CANON MFP 33CDW | 1 |
| 6 | HP LJ M425DN | 02 | 16 | HP LaserJet Pro MFP M226DW | 19 |
| 7 | CANON MF 4450 | 02 | 17 | Lexmark mb2236adw | 11 |
| 8 | RICOH MF 210SU | 02 | 18 | HP laser jet M233DW | 1 |
| 9 | HP 1010 | 1 | 19 | HP LaserJet Pro MFP 329 DW | 10 |
| 10 | HP 1020 | 12 | | | |
| Total | | | | | 132 |

Laptops

| Sr. | Make /Model | Configuration | Year of Purchase | Quantity |
|--------------|--------------------|---|------------------|-----------|
| 1 | Dell/Latitude 3590 | Core i7 - 8550U CPU@1.8 GHz, 8 GB Ram, 1 TB HDD | 2018 | 16 |
| 2 | Dell/Latitude 3410 | Core i7 - 8550U CPU@1.8 GHz, 8 GB Ram, 2 TB HDD | 2020 | 12 |
| 3 | HP/ProBook 4440 | Core i5 - 8550U CPU@1.8 GHz, 8 GB Ram, 1 TB HDD | 2016 | 5 |
| 4 | HP/430G1 | Core i5, 500GB HDD / 4 GB RAM / DS-Y | 2014 | 20 |
| 5 | HP/44431 | Core i5, 500GB HDD / 4 GB RAM / DS-Y | 2013 | 1 |
| 6 | Lenovo/X220 | Core i7, 500GB HDD / 4 GB RAM / DS-Y | 2008 | 3 |
| 7 | Acer | Core i7,1TB HDD/16 GB RAM | 2022 | 10 |
| Total | | | | 67 |

Servers

| Sr. | Make /Model | Configuration | Year of Purchase | Quantity |
|--------------|----------------------|--|------------------|-----------|
| 1 | IBM /Blade Server | Intel(R) Xeon(R) CPU E5-2665 16GB | 2014 | 8 |
| 2 | HP DL 380G5 | Intel(R) Xeon(R) CPU E5430 32GB | 2010 | 1 |
| 3 | HP/580G5 | Intel(R) Xeon(R) CPU E5430 32GB | 2010 | 1 |
| 4 | DELL/R710 | Intel(R) Core (TM) i7-8550U CPU @ 1.80GHz | 2014 | 1 |
| 5 | DELL/R820 | Intel(R) Xeon(R) CPU E5-4650 v2 @ 2.40GHz, 2400 MHz, 10 Core(s), 20 Logical Processor(s) | 2014 | 1 |
| 6 | IBM/System X 3100 M4 | Intel(R) Xeon(R) CPU E5-2665 | 2010 | 1 |
| 7 | IBM/Storage | Storage VIZ V7000 | 2014 | 1 |
| 8 | Tyron/Server | Intel® @ 2.30 GHz (2 Processor) | 2021 | 2 |
| 9 | QSAN/Storage | 100TB | 2021 | 1 |
| Total | | | | 17 |

List of Software

| Sr. | Software | QTY |
|--------------|------------|------------|
| 1 | Anti-Virus | 250 |
| 2 | SPSS | 10 |
| 3 | NVIVO | 10 |
| 4 | End Note | 5 |
| 5 | Ms Office | 5 |
| 6 | Adobe | 1 |
| Total | | 280 |



6

Publications



शैक्षणिक प्रशासन में नवोन्मेष एवं नवाचार हेतु राष्ट्रीय पुरस्कार 2018-19 & 2019-20
(जिला और ब्लॉक शिक्षा अधिकारियों के लिए)
फरवरी 10, 2022 (गुरुवार)
समय लगभग 3.00 बजे
आभासी बैठक, जीपा, नई दिल्ली

मुख्य अतिथि
डॉ. सुभाष सरकार
माननीय राज्य मंत्री, शिक्षा मंत्रालय, भारत सरकार

आयोजक
राष्ट्रीय शैक्षणिक प्रशासन विभाग, जीपा, नई दिल्ली - 110016

National Awards for Innovations and Good Practices in Educational Administration 2018-19 & 2019-20
(for District and Block Education Officers)
February 10, 2022 (Thursday)
at 3.00 p.m.
Virtual Mode in NIEPA, New Delhi

Chief Guest
Dr. Subhas Sarkar
Hon'ble Minister of State for Education, Government of India

Organised by
National Institute of Educational Planning and Administration
New Delhi - 110016

DR. V. SUCHARITA **PROF. KUMAR SURESH** **PROF. N. V. VARGHESE** **DR. ANSHU SEIVASTAVA**

You

Habul Loo

Dr. Subhas Sarkar

Divisional Secretary SSC B...

Power Department

161 others

Publications

The Publication Unit of the National Institute of Educational Planning and Administration (NIEPA) continued to support the functions relating to knowledge sharing through documentation and dissemination of the outcomes of research and development activities undertaken by NIEPA to the wider public. In furtherance of the objectives of NIEPA, the Publication Unit publishes Journals/Periodicals, Books, Reports, Occasional Papers, Newsletter, Prospectus of M.Phil.-Ph.D. Programmes, and Calendar of Training Programmes, etc. It also brings out a series of Survey Reports on Educational Administration in various States and Union Territories. The above publications are brought out in English language, and some of the important and statutory publications are also brought out in Hindi and other Indian languages, as per the requirement, in addition to the English language. The Publication Unit has skilled and technically-qualified professionals, and is also equipped with computers and printers to carry out various DTP jobs of the Institute.

Some of the important publications brought out by NIEPA during the year 2021-22 included, *Journal of Educational Planning and Administration* - in English, *Pariprekshya*, a Hindi journal, Occasional Papers, CPRHE Research Papers, M.Phil.-Ph.D. Prospectus and Curriculum Guide, Report on the NORDIC-INDIA Summit on Nordic Universities and India's NEP 2020, etc. The Institute also published several research and seminar/conference reports in the form of Books and Monographs.

The major publications brought out by NIEPA during the year 2021-22 included the following:

Journals

- **Journal of Educational Planning and Administration**, Volume XXXIV, No. 4, 2020; Volume XXXV, No. 1, 2021; Volume XXXV, No. 2, 2021; and Volume XXXV, No. 3, 2021 and Volume XXXV, No. 4, 2021.
- **Pariprekshya** (a Hindi Journal on socio-economic context of Educational Planning and Administration), XXV, No. 3, 2018 and XXVI, Nos. 1 & 2, 2019.

ANTRIEP Newsletter

- ANTRIEP Newsletter, Volume 26 No. 1 January-June 2020.

Occasional Papers

- NIEPA Occasional Paper No. 55: Family Spending on Education in India: Pattern and Determinants by P. Geetha Rani; New Delhi: NIEPA, 81 pages.
- NIEPA Occasional Paper No. 56: Higher Education Policy in Maharashtra: Education-Politics Nexus Diluting the University Authority; New Delhi: NIEPA, 64 pages.

CPRHE Research Papers

- CPRHE Research Papers 15: The Political Economy of Indian Higher Education Understanding Systematic Challenges for Delhi by Garima Malik, Nidhi S. Sabharwal and William G. Tierney; New Delhi: NIEPA, 66 pages.

Priced Publications in collaboration with Publishers

- India Higher Education Report 2020 - Employment and Employability of Higher Education Graduates in India edited by N.V. Varghese and Mona Khare: Routledge

Un-priced Publications

- Report of the National Committee on Credit Transfer Framework
- Establishing International Branch Campuses in India: A Survey among 'Top 200' Universities by Eldho Mathews
- NIEPA Annual Report 2017-18
- नीपा वार्षिक रिपोर्ट 2017-18
- नीपा परिप्रेक्ष्य योजना 2020-30
- CPRHE Report 2020-21
- School Management Committees: A Move towards Open Government in Education in India by Sunita Chugh (E-version)
- NIEPA Annual Report 2018-19
- नीपा वार्षिक रिपोर्ट 2018-19
- Fifteenth Foundation Day Lecture on 'Education and Social Opportunity Bridging the Gap' by Prof. A.K. Shiva Kumar
- Fourteenth Foundation Day Lecture on 'Liberal Education - A 21st Century Imperative' by Padma Vibhushan Dr. K. Kasturirangan
- Inter-Generational and Inter-Regional Differentials in Higher Level of Education in India (Twelfth Maulana Azad Memorial Lecture) by Abusaleh Shariff
- Report of the NORDIC-INDIA Summit on Nordic Universities and India's NEP 2020 by Tshering Chonzom Bhutia and Binay Prasad
- M.Phil.-Ph.D. Programmes Curriculum Guide 2021
- नीपा वार्षिक रिपोर्ट 2019-20
- NIEPA Annual Report 2019-20
- Compendium of Innovations and Good Practices in Educational Administration 2018-19 (E-version)

- Compendium of Innovations and Good Practices in Educational Administration 2019-20 (E-version)
- Profile of Awardees and Recipients of Certificate of Appreciation 2018-19 (E-version)
- Profile of Awardees and Recipient of Certificate of Appreciation 2019-20 (E-version)
- Turning Challenges into Opportunities: Flexible Learning Pathways in Indian Higher Education edited by Garima Malik and Narayanan Annalakshmi (E-version)

Others

Beside these publications, NIEPA also brought out- Calendar of Training Programmes 2021-22; M.Phil.-Ph.D. Prospectus 2022-23; Schedule for M.Phil.-Ph.D. Programme 2021-22; English and Hindi version booklets for *Nistha 1.0*, *Nistha 2.0*, *Nistha 3.0* for NCSL; Memorandum of Association and Recruitment Rules and Service Regulations 2020 (E-version); Publication Catalogue; Year Planner 2022; Desk Calendar 2022; Announcements (e-Versions) for IDEPA, PGDEPA and various other Training Programmes, Posters for NIEPA Foundation Day, National Education Day; and various other programmes' material, etc.

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

Material for the NIEPA Website: The Publication Unit provided regular updates to the NIEPA website related to its publications. The updates included comprehensive list of priced and un-priced publications, and publications brought out through private publishers; Information about the current and forthcoming issues of Journal of Educational Planning and Administration; Calendar of Training Programmes of NIEPA; and Prospectus of MPhil-PhD Programmes; Memorandum of Association and Rules; Full text version of Hindi Journal (Tri-annual) *Pariprekshya*; Full text version of NIEPA Occasional Papers; Full text version of CPRHE Research Papers; Full text version of NIEPA Annual Report (English and Hindi Editions) and web versions of NCSL, Shala Siddhi, CPRHE, and DISE Publications, etc.



7

**Grants-in-Aid
Scheme at NIEPA**

Grants-in-Aid Scheme at NIEPA

The implementation of 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 a close association with agencies and social activist groups. With a view to promoting greater coordination in implementation of the policy, it is necessary to develop inter-disciplinary approach, with support systems at the national as well as local levels.

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 Education (MoE), Government 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 MoE, Government of India administers the above scheme through this university which operates this scheme through a specially-constituted Grants-in-Aid Committee (GIAC). The committee has been re-constituted on March 11, 2021 for appraising and approving the proposals received from various institutions/organizations under the Grants-in-Aid Scheme of MoE, Government of India. The following is the composition of the re-constituted committee as on March 31, 2022.

Professor A.K. Singh - Chairman

Professor Ilyas Hussain - Member

Professor Uma Medury - Member

Professor N.R. Bhanumurthy - Member

Professor Kumar Suresh - Member

Professor Veera Gupta - Member

Professor Pramila Menon - Member

Professor K. Biswal - Member

Dr. Sandeep Chatterjee - Member-Secretary

GIAC MEETINGS HELD DURING THE PERIOD 01.04.2021-31.03.2022

| Name of the Organisation | Title of the Seminar/Conference/ Research Study | Date of the Meeting | Amount Sanctioned |
|--|--|-------------------------------------|--------------------------|
| Aligarh Historians Society, New Delhi | Seminar on “Reconstructing Women’s History” | 08.10.2021 42 nd GIAC | Rs.3,00,000/- |
| Indian Social Science Academy, Allahabad, U.P. | XLIII Indian Social Science Congress <i>Focal Theme: “Current Science of Nature-Human-Society in India”</i> | | Rs.3,00,000/- |
| Jawaharal Nehru University, Zakir Hussain Centre for Educational Studies, New Delhi | Annual International Conference of the Comparative Education Society of India (CESI) 2019 on “Exclusion, Inclusion and Equity in Education” | | Rs.5,00,000/- |
| Jamia Millia Islamia, New Delhi | International Conference on “Changing Landscape of Teacher Education, 2020” | | Rs.5,00,000/- |
| Himalayan Buddhist Cultural Association, Delhi | National Seminar on “Traditional Education in Sanskrit & Bhoti Language with Modern Sciences” | | Rs.2,00,000/- |
| Indian Social Science Academy, Allahabad, U.P. | XLIV Indian Social Science Congress <i>Focal Theme: “New Global Technological Society”</i> | | Rs.3,00,000/- |
| Indian Social Science Academy, Allahabad, U.P. | XLV Indian Social Science Congress <i>Focal Theme: “Environment, Energy and Health”</i> | 16.02.2022 43 rd GIAC | Rs.3,00,000/- |
| Society for Education and Economic Development (SEED), New Delhi | 25th Annual Conference of ICF on “Transformation of Higher Education for Meeting Future Challenges” | | Rs.3,00,000/- |
| Total Amount Sanctioned in the year 2021-22 | | | Rs. 27,00,000/- |



8

**Administration
and Finance**

Administration and Finance

Administration

The Institute 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 of sections established on functional basis and as depicted in the organogram.

Besides the sectioned posts, there are 93 officials engaged in various projects of NIEPA in different academic and secretarial positions on project basis.

| Ex-Cadre Posts | Number |
|--|---------------|
| Vice-Chancellor | 01 |
| Registrar | 01 |
| Cadre Posts | |
| Faculty (Professors, Associate Professors, Assistant Professors) | 42 |
| Academic Support Staff | 07 |
| Administration, Finance, Secretarial and other Technical Staff | 79 |
| Auxiliary Staff (MTS) | 37 |
| Total | 167 |

During the year 2021-2022, following retirements have taken place:

Retirement

Group 'A'

| Sl. No. | Name | Designation | Date of Retirement |
|---------|-------------------|----------------------------|--------------------|
| 1. | Shri Pramod Rawat | Deputy Publication officer | 31.10.2021 |

Group 'B'

| Sl. No. | Name | Designation | Date of Retirement |
|---------|------------------------|-----------------|--------------------|
| 1. | Shri Jai Prakash Singh | Section officer | 30.09.2021 |

Expired

| Sl. No. | Name | Designation | Date of Death |
|---------|------------------|---------------------|---------------|
| 1. | Dr. Naresh Kumar | Assistant Professor | 02.05. 2021 |

New Joining

Group 'A'

| Sl. No. | Name | Designation | Date of Appointment |
|---------|---------------------------|----------------------------|---------------------|
| 1. | Prof. Pradeep Kumar Misra | Professor | 15.11.2021 |
| 2. | Dr. Santwana G. Mishra | Associate Professor | 23.11.2021 |
| 3. | Dr. Anshu Srivastava | Associate Professor | 25.11.2021 |
| 4. | Dr. Amit Gautam | Associate Professor | 26.11.2021 |
| 5. | Shri Nishant Sinha | Finance Office | 27.12.2021 |
| 6. | Shri Amit Singhal | Deputy Publication Officer | 27.12.2021 |
| 7. | Dr. Ravi Prakash Singh | Hindi Editor | 17.11.2021 |

Group 'C'

| Sl. No. | Name | Designation | Date of Appointment |
|---------|---------------------|----------------------|---------------------|
| 1. | Dr. (Mrs) Alka Shah | Lower Division Clerk | 22.11.2021 |

FINANCE AND ACCOUNTS SECTION

The Finance and Accounts services at NIEPA 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 Institute, gives directions and lays down limits for various categories of expenditure. The details of Grants received from MoE during the last five years is given in the table below:

Details of Grants Received (2017-2022): (Rs. in lakh)

| Sl. No. | Head | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| 1. | Grant-in- Aid (Plan) | 2612.95 | 3184.71 | 4559.46 | 3688.00 | 2986.58 |
| | Grant-in- Aid (Non-Plan) | | | | | |
| | Internal Receipts | 59.32 | 34.69 | 39.15 | 66.76 | 21.78 |
| | Total | 2672.27 | 3219.40 | 4598.61 | 3754.76 | 3008.36 |
| 2. | Expenditure (Plan) | 2956.09 | 3491.89 | 4314.43 | 3344.06 | 3468.89 |
| | Expenditure (Non-Plan) | | | | | |
| | Total | 2956.09 | 3491.89 | 4314.43 | 3344.06 | 3468.89 |
| 3. | Internal Receipt as % of Expenditure | 2% | 1% | 0.91% | 2% | 0.63% |
| 4. | Grant-in-Aid as % of Expenditure | 100% | 100% | 94.63% | 90.90% | 116.15% |

It may be observed from the above Table that the NIEPA Grant has been increasing significantly from 2017-2018 to 2021-22 and its expenditure has also increased proportionately and is directly linked with progressive increase in magnitude and scope of activities in NIEPA in the preceding years.

Official Language Implementation/ Hindi Cell



Hindi Cell

The main functions of Hindi Cell under National Institute of Educational Planning and Administration is to promote research writing in Hindi language in the field of academic research from Hindi speaking areas along with publication, editing and dissemination of research journal 'Pariprekshya' of the Institute. To bring the indigenous talent from other parts of the country to the national scene through the Institute's research journal, under which a 'Perspective Research Dialogue and Discussion Series' is organized at the national level through the cooperation and participation of academic scholars of NIEPA. Apart from this, Hindi Cell provides Hindi version of academic courses, training materials in collaboration with various departments of the institute. Keeping in view the provisions and schemes related to language in the 'National Education Policy', Hindi Cell organizes seminars and conferences related to language. One of the major functions of the Cell is the publication of the Newsletter of the Institute. Apart from academic cooperation, the Hindi Cell is continuously doing the work of promoting the implementation and use of official language Hindi at the administrative level. At this level, Hindi Cell provides Hindi version of the Institute's administrative publications like annual report, brochure and other documents etc. Along with the cooperation of various section officers of the Institute, noting and writing work in Hindi language is ensured under Official Language Rules. Along with this, the compliance and implementation of the instructions received from time to time by the Ministry of Education and the Department of Official Language, Ministry of Home Affairs is ensured by the Cell. In this series, Hindi 'Pakhwara' is organized by the cell every year on Hindi Diwas.

On 7th March 2022, the first sub-committee of the Parliament on Official Language, the work related to

official language of institute was evaluated. During the said inspection, while appreciating the work of the institute, the honorable committee directed to do more and more work in Hindi language.

The Hindi cell of NIEPA dealt with several major works apart from the routine work during the year under review:

1. The following major titles were published in Hindi:
 - I. Hindi version of annual report 2017-18.
 - II. Hindi version of annual report 2018-19.
 - III. Translation and Publication of Hindi version of annual report 2019-20.
 - IV. Hindi version of NIEPA Perspective Plan 2020-2030.
 - V. Publication of Hindi Version of NIEPA M.Phil.-Ph. D prospectus 2022-2023.
2. Four quarterly reports and one comprehensive report regarding official language implementation were sent to ministry.
3. Hindi day celebration: To commemorate Hindi day on 14 September 2021, competitions in Hindi such as essay writing, noting & drafting, prashna-manch and sulekh (for MTS and Drivers only) were organised during Hindi Pakhwara celebration from 14-28 September, 2021.
4. A one-day workshop was also organised during Hindi Pakhwara celebration from 14-28 September, 2021.
5. Reply was prepared for the Inspection Questionnaire for the inspection by the Committee of Parliament on Official Language on March 7th, 2022.
6. Apart from above work. Hindi cell of the institute also translated R.T.I.'s, circulars, notices, letters, materials received from Faculty etc.



ANNEXURE

**Academic
Contributions
of Faculty**

ANNEXURE

ACADEMIC CONTRIBUTIONS OF FACULTY

N. V. Varghese

Vice-Chancellor

Publications

Books

India Higher Education Report 2021: Private Higher Education (with Jinusha Panigrahi), New Delhi, Routledge (in Press).

Employment and Employability of Higher Education Graduates, (with Mona Khare), New Delhi, Routledge, 2022.

Changing Higher Education in India (with Chattopadhyay, Saumen, Simon Marginson and N. V. Varghese), London, Bloomsbury Academic 2022.

Articles and Chapters

'Introduction: Changing Higher Education in India' (with Simon Marginson and Saumen Chattopadhyay) in Chattopadhyay, Saumen, Simon Marginson and N. V. Varghese Eds., *Changing Higher Education in India*, London, Bloomsbury Academic, 2022, pp. 1-22.

'Directions of Change in Higher Education in India: From Massification to Universalization' in Chattopadhyay, Saumen, Simon Marginson and N. V. Varghese Eds. *Changing Higher Education in India*, London, Bloomsbury Academic, 2022, pp. 23-46.

Equity in Higher Education for Inclusive Growth: Evidence from India (with Nidhi S. Sabharwal and

C. M. Malish) in Chattopadhyay, Saumen, Simon Marginson and N. V. Varghese Eds. *Changing Higher Education in India*, London, Bloomsbury Academic, 2022, pp. 67-94.

Privatization versus Private Sector in Higher Education in India (with Nivedita Sarkar) in Chattopadhyay, Saumen, Simon Marginson and N. V. Varghese Eds. *Changing Higher Education in India* London, Bloomsbury Academic, 2022 pp. 95-120.

'Higher Education and Disadvantaged Groups in India' in Harrison, Neil and Graeme Atherton eds. *Marginalised Communities in Higher Education: Disadvantage, Mobility and Indigeneity*, Routledge (Taylor and Francis group), London and New York, 2021, pp. 2016-32.

Employment and Employability of Higher Education Graduates: An Overview (with Mona Khare) in Varghese N.V. and Mona Khare (eds) *India Higher Education Report 2020: Employment and Employability of Higher Education Graduates*, London and New Delhi, Routledge, 2022, pp.1-21.

'Strategies for Financing of Higher Education in India' *Artika Charche (Fiscal Policy Institute Journal of Economics and Governance)*, Vol.6, No.1, 2021 pp.5-18.

Education and Migration: A Study of the Indian Diaspora, *International Journal of African Higher Education*, Vol. 8, No.2, 2021, pp.103-117.

Meetings

Online PAB meeting of NCSL and Shaala Sidhi with MoE on 7 April, 2021.

Meeting on National Qualification Framework (NHEQF) with representatives from UGC at NIEPA on 9 April, 2021.

Meeting on BRICS with MoE on 15 April, 2021.

Higher Education Committee meeting in FICCI, New Delhi on 15 April, 2021.

Meeting on UNESCO Prize (Japan) with representatives from MoE on 16 April, 2021.

Meeting with MoE on BRICS on 19 April, 2021.

Nordic India Summit (webinar) on Nordic Universities and NEP 2020, 27 April, 2021.

Panel Discussion on Internationalization, Symbiosis University, 27 April, 2021.

Meeting on UNESCO Futures of Education with UNESCO representatives - Nicole Vella and Manish Joshi on 3 May, 2021.

Panel Discussion on NEP 2020 Plethora of Opportunities (webinar organised by Assocham on 4 May, 2021).

Meeting on UNESCO Kalinga Awards with representatives from the MoE on 7 May, 2021.

Think Tank Discussion on Covid & Economic Consequences, organised by NITI Ayog on 18 May, 2021.

Speaker at the Book launch - Governance of Higher Education in Asia, published by Routledge (webinar) on 27 May, 2021.

Meeting on Future Perspectives on Higher Education, British Council (online) on 2 June, 2021.

Meeting on UNESCO Kalinga Awards with representatives from MoE on 7 June, 2021.

Book Release of Rajesh Tandon on 14 June, 2021.

Panel Discussion on on NEP 2020 and Internationalisation, organised as part of the Going Global by British Council on 16 June, 2021.

Lecture on Emerging Trends in the Educational Domain-NEP - A New Ray of Hope at the VC Conference, organised by Sushant University on 17 June, 2021.

Meeting with representatives from UNESCO Paris on Recognition of Qualifications (Passport project of UNESCO) on 18 June, 2021.

Panel Discussion World Bank – MoE webinar on Quality of Tertiary Education on 23 June, 2021.

Discussion of Student Questionnaire Development with AIU on 28 June, 2021.

Discussion on University Leadership and Covid 19 (webinar), organised by ANI Africa on 29 June, 2021.

Meeting on Flexible Pathways for Learning with IIEP/ UNESCO, Paris on 1 July, 2021.

Lecture on Pedagogical Leadership for CBSE Principals on 1 July, 2021.

Meeting on Flexible pathways (IIEP) on 1 July, 2021.

MGIEP-Governing Board Meeting on 2 July, 2021.

Moderator of the Webinar on Flexible pathways for Higher Education, organised by IIEP/UNESCO, Paris on 8 July, 2021.

Meeting on UNESCO Prize with MoE on 12 July, 2021.

UGC Meeting on Academic Bank of Credits 13 July, 2021.

Meeting of HODs with Director, British Council in NIEPA on 14 July, 2021.

UNESCO Awards Meeting with MoE on 16 July, 2021.

Participation in NISHTA Launch by the Prime Minister on 29 July, 2021.

Meeting with Chancellor, NIEPA with HODs on 29 July, 2021.

UNESCO Awards Meeting (MoE) on 30 July, 2021.

Interview on DPEP Planning by the CPR (Chairperson and Researcher) on 5 August, 2021.

Foundation Day Lecture by Kasturirangan on 11 August, 2021.

Expert Group Discussion on Academic Bank of Credits, organised by UGC on 13 August, 2021.

Panel Discussion on Leveraging Evidence-Based Policy Research for the Sustainable Development Goals (SDGs) in India, organised by UNDP, New Delhi on 16 August, 2021.

Guest of Honour at the SIEMAT Kerala inaugural of the programmes with the honourable Minister 17 August, 2021.

Review Meeting on UNESCO WCHE Paper on Financing Education UNESCO on 17 August, 2021.

Keynote Address on Higher Education Development at Venkateswara College, New Delhi on 20 August, 2021.

Inaugural Address on Research Methodologies in Social Sciences, organised by Tezpur University on 23 August, 2021.

Meeting with Kendriya Vidyalaya Sangathan (KVS) on 24 August, 2021.

Meeting on NIPUN, organised by Department of School Education, Ministry of Education on 24 August, 2021.

Meeting of the FICCI Higher Education Committee on 24 August, 2021.

Expert Meeting on Technical Education, organised by the NITI Aayog on 27 August, 2021.

Participation in the Foundation Day of NCERT on 1 September, 2021.

World Bank Meeting on Tertiary Education on 1 September, 2021.

Lecture on Futuristic Education, organised by Chandigarh University on 2 September, 2021.

Participated in the International Conference on African HE & its Contribution, organised by Mary Ethiopia on 2 September, 2021.

Meeting on Higher Education in Africa, Asia and Latin America (HEFAALA) on 7 September, 2021.

Participation in the General Body Meeting of NCTE on 10 September, 2021.

Chairing on Innovative Pedagogy as part of Shiksha Parv, organised by NCERT on 13 September, 2021.

Meeting on Reviving the Process of Setting up of IAIEPA, organised by MEA on 15 September, 2021.

Meeting on HEFAALA on 15 September, 2021.

Lecture on NEP 2020 at St. Bede's College, Shimla on 16 September, 2021.

World Bank Meeting on Internationalization of Tertiary Education on 22 September, 2021.

Lecture on Internationalization of HE & TNE - Challenges and Opportunities, organised by the British Council on 24 September, 2021.

A meeting to start a Journal on Higher Education, organised by the Association of Indian Universities (AIU) on 27 September, 2021.

Participated in the meeting to discuss Higher Education Summit, organised by FICCI on 28 September, 2021.

Lecture on NEP 2020 and Higher Education at Newman College, Thodupuzha, Kerala on 28 September, 2021.

UNICEF Meeting on the release of the report on the Status of Children on 5 October, 2021.

Selection Committee Meeting – NITI Aayog on 25 October, 2021.

Equity and Inclusion in Higher Education at the K R Narayanan Centre, Jamia Millia Islamia, New Delhi on 27 October, 2021.

Washington Lecture on 27 October, 2021.

Technical Advisory Meeting on Policy Research on Public Finance and Child Budget in Karnataka, organised by Fiscal Policy Institute 28 October, 2021.

British Council – Panel Discussion on Research Report Launch on 29 October, 2021.

British Council Meeting on 2 November, 2021.

Meeting in MoE on 9 November, 2021.

Webinar on Higher Education Network, organised by Centre for International Higher Education (CIHE), Boston on 10 November, 2021.

Meeting on SATH Education, organised by NITI Aayog on 16 November, 2021.

Lecture on Educational Planning Processes to the B.Ed./M.Ed students of TTE, Bhopal on 18 November, 2021.

Meeting on New Ways of Enhancing South-North International Cooperation, organised by the Symbiosis University on 19 November, 2021.

Meeting of the Executive Committee of the CIHE, Boston on 2 December, 2021.

Governing Board Meeting of the MGEIP-UNESCO, New Delhi on 8 December, 2021.

Governing Board Meeting of the MGEIP-UNESCO, New Delhi on 9 December, 2021.

NITI Aayog Meeting – Conclave Launch on 9 December, 2021.

Governing Board Meeting – MGEIP, UNESCO on 9 December, 2021.

CBSE Training Advisory Committee Meeting on 30 December, 2021.

Selection Committee Meeting at NITI Aayog on 7 January, 2022.

Meeting with Professor Minto Flexi of Oxford University on 11 January, 2022.

Chairing of a Session on Facilitating Horizontal Mobility in Education, organised by PSSCIVE, Bhopal on 18 January, 2022.

Meeting on International Collaborations with Ashok Kumar from Melbourne University on 21 January, 2022.

Keynote Address on NEP 2020 and Higher Education, organised by Burdwan University on 28 January, 2022.

Lecture on Preparing Higher Education Institutions (HEIs) for Education 4.0, organised by the Andhra Pradesh State Higher Education Council (APSCH) on 1 February, 2022.

Panel Discussion on Educational Imperatives for India, organised by the National Defence College, New Delhi on 3 February, 2022.

Chairing of the National Award Function (Dr. Subhas Sarkar, Union Minister of State for Education, Chief Guest) on 10 February, 2022.

UNESCO Meeting on Education Futures on 16 February, 2022.

Rajbhasha Meeting at Hotel Shangrila, New Delhi on 7 March, 2022.

Meeting on Institution of Eminence with UGC on 9 March, 2022.

Department of Educational Planning

Meeting with British Academics, organised by the British Council at India International Centre, New Delhi on 10 March, 2022.

Meeting with the sub-group on drafting of communication for recruitment of Director, MGIEP on 11 March, 2022.

Keynote Address on Research in the New World, organised by the All-India Management Association, New Delhi on 12 March, 2022.

Advisory Committee Meeting of India International Centre, New Delhi on 12 March, 2022.

University Quality International Board (UQAIB) Board Meeting on 15 March, 2022.

FICCI Meeting on Higher Education Committee on 16 March, 2022.

Inauguration of NEP 2020 for ODL Systems, organised by IGNOU on 21 March, 2022.

World Bank Advisory Group Meeting on Tertiary Education on 21 March, 2022.

Lecture on Effective Leadership of Institutions, organised by the NCERT, New Delhi on 22 March, 2022.

Lecture on Journey towards Gender Equality at India International Centre, New Delhi on 26 March, 2022.

Keynote Address on Learner Achievement at NITI Aayog on 30 March, 2022.

Keynote Address on 'Importance of Systematically Monitoring Student Experiences', organised by OP Jindal Global University, Sonapat, Haryana on 30 March, 2022.

Participated in the special invited celebration of Queen's Birthday at British High Commission, New Delhi on 30 March, 2022.

K. Biswal

Publications

Research Papers/Articles/Notes

"Status Paper on Incidence and Trends of Dropouts in School and Higher Education in India." This draft research paper was prepared for the Office of Hon'ble HRD Minister, MoE, Government of India in September 2021.

Training Programmes/Workshops Conducted/Organised

Conducted (with Dr. N. K. Mohanty and Dr. Suman Negi) and acted as a resource person in the Training Programme on "Methodology of Formulating Outcome-Based District School Education Plan under Samagra Shiksha in Himachal Pradesh", held at Dharamsala, Himachal Pradesh, from 22-26 November, 2021.

Training Programmes/Orientation Course Attended

Participated in various online programmes, including webinars and seminars conducted by the Institute in 2021-22.

Participated in the Peer and Faculty Review Seminars of MPhil and PhD Programmes of NIEPA.

Participated in the NIEPA Staff Retreat held at Grand Hotel, Vasant Kunj, New Delhi on 10 December, 2022.

Training Material and Courses Developed and Transacted

As an Associate Faculty, transacted the Compulsory Course No CC-1 (Economic Perspectives in Education) in the MPhil /PhD Programme, 2021/22

As Course Coordinator, transacted the *Compulsory Course N° CC-6* (Advanced Planning Techniques in Education) in the MPhil /PhD Programme, 2021/22

As an Associate Faculty, transacted the PGDEPA *Course N° 903: Educational Planning: Concept, Types and Approaches* in September 2021

As Course Convenor, conducted the PGDEPA (Phase II) Online *Advanced Course N° 907: Educational Planning* in July 2021 using the Moodle learning platform.

Supervision and Evaluation of MPhil/PhD, DEPA and IDEPA Dissertations

Evaluated the PGDEPA dissertation work entitled “Transition from Primary to Upper Primary Education in Darrang District of Assam: An Analysis of Trends and Strategic Interventions,” by Dr Jawahira Tabassum, Department of School Education, Government of Assam, Guwahati.

Supervised PhD thesis work entitled “A Study of GIS Based School Mapping in Elementary Education in India,” by Nidhi Rawat. (PhD Degree awarded in April 2022).

Supervised PhD thesis work entitled “School Based Management and Community Participation in West Bengal: A Study of Select Secondary Schools in Burdwan and Purulia Districts” by Dipendra Kumar Pathak. (PhD Degree awarded in April 2022).

Supervised PhD (part-time) thesis work entitled “A Study of Inequality of Opportunity in Education and Labour Market Outcomes in India” by Suhail Ahmad Mir.

Supervised PhD thesis work entitled “A GIS Based Analysis of the Outcomes of the School Merger Policy in Rajasthan” by Aysha Malik.

Supervised PhD thesis work entitled “Education Reform, Implementation and Multiple Accountability Relationships: A Study of Reform Implementation in Government Schools of South Delhi” by Kavya Chandra.

Supervised PhD thesis work entitled “Determinants of Student Choice for Vocational Education” by Gowhar Rashid Ganie.

Supervised PhD thesis work entitled “Returns to Digital Skills - A Study of Urban Graduate Workers in Bangalore and Delhi-NCR, India,” by Kaarika Das.

Supervised the MPhil Dissertation entitled “Gender Parity in Government Schools: A Comparative Study of Saran and Muzaffarpur Districts of Bihar,” by Govinda Kumar Sah.

Supervised the MPhil Dissertation entitled “Exploring the Dynamics of Community Participation and Its Role in School Improvement: A Case Study of Select Government Schools in Chhattisgarh,” by Diwakar Soni.

Important Consultancy and Advisory Services Rendered to the M/HRD, UGC, State Governments, International Organisations, and National Institutions

Member, Departmental Advisory Board of the Educational Survey Division of the NCERT, New Delhi.

Member, Departmental Advisory Board of the PMD of the NCERT, New Delhi.

Member, Annual Programme Advisory Committee of the SCERT, Delhi.

Member, Annual Programme Advisory Committee of the DIET, Karkardooma, Delhi.

Member, Sub-Committee for Revising the Framework for Implementation of the Samagra Shiksha (Chapters on Access, Participation and Civil Works), Department of School Education and Literacy, MoE, Government of India.

As an Expert, participated in the 'One-day Online Experts Meet for Institutional Planning for Establishing Resource Centres under the UNFPA Sponsored Project on Adolescent Education Programme for Madrasas in Bihar', organised by the Department of Education, Jamia Milia Islamia, New Delhi in April 2021.

Member of the UGC Committee for Preparation of the Guidelines for Establishment of the Department of Education in Multi-disciplinary Institutions of Higher Education, January 2022.

Other Academic and Professional Contributions

Prepared the Annual Work Plan and Budget, 2021/22 of the Department of Educational Planning and organised the Departmental Advisory Committee Meeting on 15 February, 2022.

As In-charge U-DISE Project w. e. f. 4 January, 2017, managed the U-DISE project at NIEPA.

Member, MPhil/PhD Programme Standing Advisory Committee of NIEPA.

Member, MPhil/PhD Programme Committee for Allotment of Supervisors (CAS) of NIEPA.

Member, Board of Studies of NIEPA.

Member, Academic Council of NIEPA.

Member, Departmental Advisory Committee of the Department of Educational Finance, NIEPA.

Member, Departmental Advisory Committee of the Department of Educational Policy, NIEPA.

Member, Departmental Advisory Committee of the Department of Training and Capacity Building in Education, NIEPA.

Member of the Committee for Developing Guidelines for Disbursement of NIEPA Fellowships.

Chairperson, Sub-Committee on Research and Innovation Policy at NIEPA.

Member, Book Selection Committee of NIEPA.

Member, Internal Quality Assurance Cell (IQAC) of NIEPA.

Chairperson, Technical Committee of NIEPA.

Member of the Committee for Developing Guidelines for NIEPA Publications.

Member, Committee to Design the Written Test for Admission to MPhil/PhD Programme of NIEPA.

Assisted in the conduct of the entrance test for admission to MPhil/PhD Programme 2015/16.

Member of the Interview Board for Admission to MPhil/PhD Programme of NIEPA 2021/22.

Member, Core Group on NIEPA's Engagement with NEP 2021.

Member, NIEPA Internal Review Committee to Consider Applications Received under the CAS.

Member, Planning and Monitoring Committee of NIEPA.

Chairperson, Committee for Screening the Applications for Post of Assistant Professor in NCSL, NIEPA.

Santwana G. Mishra

Publications

Research Papers/Articles/Notes

Research paper entitled, "Medium of Instruction in Indian Schools – Deciphering the Dilemma through Gandhian Perspective", presented at Education Research Committee of XLV Indian Social Science Congress, from 28 March-1April, 2022 at BSAR

Crescent Institute of Science and Technology, Vandalur, Chennai, organised by Indian Social Science Academy (29 March, 2022).

Training Material and Courses Developed and Transacted

As an Associate Faculty, transacted the Compulsory Course No. CC-5B (Quantitative Research Methods) in the MPhil/PhD Programme, 2021/22.

Supervision and Evaluation of MPhil/PhD, DEPA and IDEPA Dissertations

Important Consultancy and Advisory Services Rendered to the M/HRD, UGC, State Governments, International Organisations, and National Institutions

Participated in various online programmes, including webinars and seminars conducted by the Institute in 2021-22.

Participated in the Peer and Faculty Review Seminars of MPhil and PhD Programmes of NIEPA.

Participated in the NIEPA Staff Retreat held at Grand Hotel, Vasant Kunj, New Delhi on 10 December, 2022.

Resource Person on “Flipped Classroom: A New Approach towards Teaching and Learning” at the International Conference on Idea-Bankruptcy of Educationists and Thinkers at BPS Institute of Teacher Training and Research, BPS Mahila Vishwavidyalaya, Gurugram, Haryana on 29 March, 2022.

Participated in the virtual release of a book, authored by Prof. Arun C. Mehta, by Vice-Chancellor, NIEPA, 15 February, 2022.

Participated in the virtual function of National Award for Innovations and Good Practices in Educational Administration, 10 February, 2022.

Attended Colloquium on Disaster Management, organised by NIEPA, 8 March, 2022.

Interacted with Graduate, Post-Graduate and Research Scholars from Indian Institute of Teacher Education,

Gandhi Nagar, Gujarat who visited NIEPA on 15 March, 2022.

External Examiner for MEd Dissertation at Priyadarshini College of Education appointed by RTMNU, Nagpur (15 March, 2022).

Resource Person for the online session on “F-Test (One-way ANOVA)” and session on “ANCOVA” in the 5-day online workshop on “Application of Statistics for Data Analysis” at Government College of Education, IASE, Aurangabad, Maharashtra on 13 January, 2022.

Other Academic and Professional Contributions

Member, Board of Studies, Faculty of Interdisciplinary Studies, Dr. Homi Bhabha State University, Mumbai.

Member, Board of Studies, NIEPA.

Member, Academic Council, NIEPA.

Member, Placement Cell, NIEPA.

Life Member of Indian Social Science Academy (ISSA).

Life Member of Indian Association of Teacher Educators (IATE).

Life Member of All India Association for Educational Research (AIAER).

Life Member of Maharashtra Council of Educational Administration & Management

Life Member of Research Foundation of India.

N. K. Mohanty

Participation in National and International Seminars, Webinars and Conferences

Attended the online NIEPA Foundation Day Lecture on 11 August, 2021.

Attended the online National Education Day Lecture on 11 November, 2021.

Attended the online Consultative Meeting-cum-National Seminar on Financing Higher Education on 30 November, 2021.

Attended the online National Webinar on School Management Committee: A Move towards Open Government in Education in India on 6 December, 2021.

Participated in the Faculty and Staff Retreat on 10 December, 2021.

Attended the online programme on National Awards for Innovation and Good Practices in Educational Administration on 10 February, 2022.

Attended the online Consultative Meeting on State Higher Education Councils on 16-17 March, 2022.

Training Programmes/Workshops Conducted/Organised

Conducted (with Prof. K. Biswal and Dr. Suman Negi) and acted as a Resource Person in the Training Programme on “Methodology of Formulating Outcome Based District School Education Plan under Samagra Shiksha in Himachal Pradesh”, held at Dhramshala, Himachal Pradesh, from 22-26 November, 2021.

Training Programmes/Orientation Course Attended

Participated in various online programmes, including webinars and seminars conducted by the Institute in 2021-22.

Participated in the Peer and Faculty Review Seminars of MPhil and PhD Programmes of NIEPA.

Participated in the NIEPA Staff Retreat held at Grand Hotel, Vasant Kunj, New Delhi on 10 December, 2022.

Training Material and Courses Developed and Transacted

Transacted (with Prof. K. Biswal) the *Compulsory Course No. CC-6 (Educational Planning)* for the MPhil /PhD Programme, 2021-22.

As Course Coordinator, conducted the PGDEPA *Course No. 903: Educational Planning: Concept, Types and Approaches* during September-November 2020.

As Course Convenor, conducted the PGDEPA (Phase II) Online Advanced *Course No. 907: Educational Planning* in July 2021 using the Moodle learning platform.

Revised the *Simulation Exercise on Sector Diagnosis: Indicators of Access and Participation*, August 2021.

Revised (with Dr. Suman Negi) the *Simulation Exercise on Sector Diagnosis: Indicators of Internal Efficiency*, August 2021.

Other Academic and Professional Contributions

Prepared the Annual Work Plan and Budget, 2022/23 of the Department of Educational Planning and organised the Departmental Advisory Committee Meeting on 15 February, 2022.

Supervised and evaluated the PGDEPA 2021 dissertation entitled “Factors Affecting the Demand for Secondary Education of SCs in Dhubri District of Assam”, by Uttam Talukdar, Lecturer, DIET, Dhubri, Assam.

As a Member of the MPhil/PhD Admission Committee, assisted in processing applications and other related activities for admission to MPhil/PhD Programme 2021-23.

Assisted in the conduct of the entrance test for admission to MPhil/PhD Programme 2021-23.

Research Studies

Undertaken a research project on “Public-Private Mix in Secondary Education in India: Size, In-School

Facilities and Intake Profile.” The Phase 1 of the study has been completed and the Report of Phase 1 of the Project has been submitted on 20 August, 2020. The Phase 2 of the study is based on primary data and information to be collected from the sample states. Due to COVID situation, it has not been possible to visit the field/sample states to collect primary data and information for the study.

Suman Negi

Participation in National and International Seminars, Webinars and Conferences

Attended the online NIEPA Foundation Day Lecture on 11 August, 2021.

Attended the online National Education Day Lecture on 11 November, 2021.

Participated in the Faculty and Staff Retreat on 10 December, 2021.

Attended the online programme on National Awards for Innovation and Good Practices in Educational Administration on 10 February, 2022.

Training Programmes/Workshops Conducted/Organised

Conducted and acted as a Resource Person in the Training Programme on “Methodology of Formulating Outcome Based District School Education Plan under Samagra Shiksha in Himachal Pradesh”, held at Dhramshala, Himachal Pradesh, from 22-26 November, 2021.

Training Programmes/Orientation Course Attended

Participated in the 3rd two-week Online Refresher Course in “Gender Studies (Interdisciplinary)”, organised by UGC-Human Resource Development Centre, Jamia Millia Islamia, New Delhi from 16-30 September, 2021.

Training Programme (Online) on “Workshop for Liaison Officers (SC/ST)”, organised by ISTM, New Delhi on 29-30 November, 2021.

Training Material and Courses Developed and Transacted

Courses Transacted

- i. MPhil Compulsory Course on Educational Planning (CC6)
- ii. PGDEPA Course No. 903: Educational Planning
- iii. PGDEPA Advanced Course on Educational Planning – Online
- iv. Revised (with Dr. N.K. Mohanty) the “Simulation Exercise on Sector Diagnosis: Indicators of Internal Efficiency”, August 2021.

Important Consultancy and Advisory Services Rendered to the M/HRD, UGC, State Governments, International Organisations, and National Institutions

As a Member of the Research Advisory Committee SCERT, Gurugram, Haryana, attended meetings as and when required to support them.

Other Academic and Professional Contributions

Prepared the Annual Work Plan and Budget, 2022/23 of the Department of Educational Planning and organised the Departmental Advisory Committee Meeting on 16 February, 2022.

Supervised PhD Thesis work entitled ‘Improving Access to Elementary Schools: A Critical Review of Educational Reforms Programmes in Rajasthan’ by Ruchi Payal.

Supervised and evaluated MPhil Dissertation on “Geographical Mapping of Engineering Institutes in Bihar: Studying its Availability” by Rajiv Kumar.

Supervised and evaluated The PGDEPA 2021 Dissertation – ‘*Strengthening of Government Schools to Provide Quality Education: A Study on Mon District of Nagaland*’ by T. Hanna, Education Assistant, Nagaland.

As a Member of the NAAC Core Team, contributed in preparing the NAAC SSR Report. I was also responsible for collecting data pertaining to different attributes of NAAC and preparing numerous documents for the NAAC Web Page.

As a Member of the MPhil/PhD Admission Committee, assisted in processing applications and other related activities for admission to MPhil/PhD Programme 2021-23.

As a Member of the NIEPA Admission and Steering Committee for the MPhil/PhD Programme, I was one of the faculty members responsible for preparing the NIEPA Prospectus 2022-23.

Contributed in the initial screening of application forms as a part of the Screening Committee.

Prepared the MPhil/PhD Programme schedule for the two semesters from July 2021- May 2022.

Have contributed in numerous ways as a Steering Committee Member for MPhil/PhD Programme.

Member, Standing Purchase Committee.

Member, NIEPA Examination Committee.

Member, NIEPA Admission Committee.

Member, Equal Opportunities Cell.

Member, NAAC Core Team.

Liaoning Officer NIEPA for SCs/STs.

Member, Research Committee, REAP Cell, SCERT, Haryana.

Department of Educational Administration

Kumar Suresh

Publications

Suresh, Kumar & Sucharita V. (2022). *Compendium of Innovations and Good Practices in Educational Administration 2018-19*, New Delhi, NIEPA.

Suresh, Kumar & Sucharita V. (2022). *Compendium of Innovations and Good Practices in Educational Administration 2019-20*, New Delhi, NIEPA.

Suresh, Kumar (2022 late publication of 2020). *Governance of School Education in India: Structure, Process and Policy Reforms*, ANTRIEP, Vol. 26, No.2.

A booklet entitled “Profile of Awardees 2018-19”, New Delhi, NIEPA.

A booklet entitled “Profile of Awardees 2019-20”, New Delhi, NIEPA.

Prepared a write-up on strengthening of CABE as a part of input provided to the MoE through the institution on the request of the MoE.

Research Projects/ Studies

Third All India Survey of Educational Administration -

Investigator: Prof. Kumar Suresh.

Study of Structure and Functions of Educational Administration - Thematic Studies of **Third All India Survey of Educational Administration - Investigators:** Prof. Kumar Suresh & Dr. Anshu Srivastava.

Status, Role and Responsibilities of District and Block Education Officers in Educational Administration - Thematic Studies of **Third All India Survey of Educational Administration** - *Investigators:* Prof. Kumar Suresh & Dr. V. Sucharita.

Federalism and Union-State Relations in Educational Governance in India - Thematic Studies of **Third All India Survey of Educational Administration** -, *Investigator:* Prof. Kumar Suresh.

Impact of Covid-19 on Learning Equity of Children in Afro-Asian Countries (International Research) - *Investigator:* Prof. Kumar Suresh

Innovation and Good Practices in Educational Administration - *Investigators:* Prof. Kumar Suresh & V. Sucharita

Participation in Seminars/Conferences/ Workshops during the year under Report (National/International) (including Title, Organisers, Date and Place)

Participation as Resource Person in Webinars/ Workshops

Chaired a session on **Sustainability of Education/ Sustainable Future of Education** in a Two-Day National Seminar on “Inclusive, Innovative and Sustainable Future of Education-NEP 2020” on 24-25 May, 2021, organised by Internal Quality Assurance Cells of Ramnarain Ruia Autonomous College and University of Mumbai on 25 May, 2021.

As Resource Person, invited to deliver a lecture on **National Education Policy (2020): Challenges for the HEIs** in the workshop on NAAC Accreditation, NIRF Ranking & NEP: Road Ahead for HEIs, organised by the Internal Quality Assurance Cell, Assam University, Silchar, on 31 May, 2021.

Delivered invited lecture as Resource Person in the National Webinar on **Equity and Inclusion in NEP**

2020, organised by Andhra Pradesh State Council of Higher Education and Dr. B.R.Ambedkar University, Srikakulam, Andhra Pradesh on 12 August, 2021

Delivered invited lecture as Resource Person on **Educational Management and Administration-Emerging Trends (NEP 2020 reference)**, organised by Department of Education, University of Calicut on 14 August, 2021.

Delivered lecture on **Educational Administration and Educational Policy, 2020** in the programme on Educational Planning, Educational Administration, Educational Policy, School & Non-formal Education, conducted by Navy Children School Chanakyapuri, New Delhi on 9 February, 2022.

Invited as Speaker in the Round Table Discussion on **Tribal Education and Cultural Diversity in the Context of NEP 2020**, organised by Department of Anthropology, University of Hyderabad in collaboration with the Indian National Confederation and Academy of Anthropologists (INCAA) on 23 February, 2022.

Resource Person to deliver lecture on **Diversity and Equity in the Framework of Multicultural Education** in the Online Refresher Course for Teacher Educator, organised by Mahatma Gandhi Central University, Motihari, Bihar & HRDC Jabalpur, MP on 1 March, 2022.

Chief Guest in the online Refresher Course on **Use and Development of Digital Resources in Higher Education: Emerging Accessible Technologies for Teachers (NEP 2020 reference)**, organised by Faculty Development Centre, University of Allahabad on 9 March, 2022

Keynote Speaker in the National Seminar on **Rashtra Nirman, National Education Policy-2020 and the Post-Covid Situation: Prospects and Challenges**,

(13-14 March, 2022), organised by Jyotibharti Institute of Education and Research in collaboration with Maulana Abul Kalam Azad Institute of Asian Studies (MAKAIAS) on 13 March, 2022.

Resource Person/Speaker on **NEP-2020: Holistic and Multidisciplinary Education – Concept and Practices** in the Training Programme on NEP 2020: Holistic and Multidisciplinary Education - Implications for ODL System, organised by STRIDE, IGNOU, New Delhi on 21 March, 2022.

Expert Speaker on **Research and Publication Ethics: Contemporary Issues in Higher Education** in the Online one-week Programme/Course on “Research and Publication Ethics: Issues and Challenges”, (24-29 March, 2022), organised by Teaching Learning Centre for Social Science, Dr. Hari Singh Gour Vishwavidyalay, Sagar-Madhya Pradesh collaborated with SS Khaana Girls’ Degree College Prayagraj and Mahatma Gandhi Kashi Vidyapith, Varanasi, Uttar Pradesh on 24 March, 2022.

Speaker/ Lectures in HRDC and other Programmes (Note - NEP 2020 has been the main reference point in all the lectures listed below):

Delivered Lecture on **Governance in Higher Education (NEP 2020 reference)**, on 14 August 2021 in the Fifth Online Faculty Induction Programme from 10 August-8 September, 2021, organised by the Human Resource Development Centre, Jamia Millia Islamia, New Delhi.

Delivered Lecture on **Governance of Higher Education (NEP 2020 reference)**, on 23 October, 2021 in the Sixth Online Faculty Induction Programme from 20 October-18 November, 2021, organised by the Human Resource Development Centre, Jamia Millia Islamia, New Delhi.

Delivered Lecture on **Examining India’s Examination System (NEP 2020 reference)**, on 22 October, 2021 in the Online Orientation Programme from 23

October-22 November, 2021, organised by the Faculty of Development Centre, Ishwar Saran PG College, University of Allahabad.

Delivered Lecture on **Emerging Trends in Higher Education and Teacher’s Preparedness (NEP 2020 reference)**, on 10 November, 2021 in the “5th GURU DAKSHTA”, a Faculty Induction Programme from 9 November-8 December 2021, organised by the UGC-Human Resource Development Centre, University of Allahabad.

Delivered Lecture on **Institutional Planning and Development and University/College as an Institution-structure and Functions (NEP 2020 reference)**, on 16 November, 2021 in the “GURU DAKSHTA”, a Faculty Induction Programme from 16 November-20 December 2021, organised by the UGC-Human Resource Development Centre, Lakshmbai National Institute of Physical Education, Gwalior (Deemed University).

Delivered Lecture on **Governance of Higher Education & Imperatives of Institutional Excellence (NEP 2020 reference)**, on 30 November 2021 in the VI Faculty Induction Programme, organised by the UGC-Human Resource Development Centre, JNU, New Delhi

Delivered two Lectures on - **1. Diversity, Multicultural Education and Imperatives of Reforms for Teacher Education: Understanding Through the Lens of NEP 2020” and 2. “Neoliberal Trends and Policy Reforms in Education in India”**, on 5 January, 2022 in Online 3rd two-week Refresher Course in Teacher Education: Learning Outcomes and Educational Reform- Pedagogy, Assessment and Quality Assurance, organised by the UGC-Human Resource Development Centre, Jamia Millia Islamia, New Delhi.

Delivered Lecture on **Neoliberal Trends and Policy Reforms in Education in India (NEP 2020 reference)** on 11 January, 2022 in the two-week Refresher Course in Teacher Education, organised by the UGC-Human

Resource Development Centre, Jamia Millia Islamia, New Delhi.

Resource Person/Speaker in ***Governance and Leadership in the Institutional Context of Higher Education*** in Leadership Development Programme, organised by the UGC-Human Resource Development Centre, Mizoram University.

Delivered Lecture on ***Diversity, Equity and Multicultural Context of Higher Education: Policy Perspective and Institutional Context (NEP 2020 reference)***, on 2 February, 2022 in the 5th Refresher Course in Teachers' Education, organised by the UGC-Human Resource Development Centre, Jawaharlal Nehru University, New Delhi.

Delivered Lecture on ***Governance in Higher Education (NEP 2020 reference)*** on 19 February, 2022 in the online 8th One-month Faculty Induction Programme, organised by the UGC-Human Resource Development Centre, Jamia Millia Islamia, New Delhi.

Delivered Lecture on ***Institutional Planning and Development and University/College as an Institution-structure and Functions (NEP 2020 reference)***, on 24 February, 2022 in the "GURU DAKSHTA", a Faculty Induction Programme from 22 February-28 March, 2022, organised by the UGC-Human Resource Development Centre, Lakshmi Bai National Institute of Physical Education, Gwalior (Deemed University).

Delivered Lecture on ***NEP 2020 and Higher Education: An Overview*** on 9 March, 2022 in the Two-day Online National Awareness Webinar on National Education Policy 2020: Roadmap for Transformative Reforms and Society Change, organised by the UGC-Human Resource Development Centre, Jamia Millia Islamia, New Delhi.

Resource Person/Speaker on ***Governance and Leadership in the Institutional Context of Higher Education*** in Leadership Development Programme,

organised by the UGC-Human Resource Development Centre, Mizoram University.

Acted as Speaker/Resource Person and delivered lecture on ***Higher Educational Administration*** on 28 March, 2022 in the Webinar Higher Educational Administration, organised by the UGC-Human Resource Development Centre, Mizoram University.

Workshop/Conferences/Training Programmes Organised

Conducted Workshop-cum-Orientation Programme on ***Leadership in Educational Administration for Academic Administrators in Universities and Colleges*** from 19-21 January, 2022 in online mode.

Online Workshop on ***Writing Skills for Research Scholars***, 14-18 June, 2021.

Online Internship for MEd Students from RIE, Bhopal, 15-18 November, 2021, coordinated by Dr. V. Sucharita

Organised a webinar/ discussion meet on 27 May, 2021 in consultation with the UNESCO, Paris and its Delhi office on the UNESCO's Report on ***The Future of Education: Learning to Become***

Organised Induction Programme for the newly recruited faculty in NIEPA which was coordinated by Dr. V. Sucharita.

Training Materials and Courses Developed and Transacted

As Course Coordinator of the Core Course CC-07 on Educational Administration and Management, prepared the detailed framework of transaction of the course and transacted sessions in the course along with course team members.

As Course Coordinator of the Optional Course OC -07 on Equity and Multicultural Education, prepared the detailed framework of transaction of the course and transacted 10 sessions.

As a Member of the Course Team of CC-01, transacted 11 sessions on Political Perspective on Education.

Transacted PGDEPA Course on Educational Administration in online mode.

As Course Coordinator of the Advanced Course in Educational Administration of PGDEPA programme, prepared the detailed framework of transaction of the course and transacted major part of the Curriculum.

Served as a Resource Person and delivered a number of lectures in training/ capacity building programmes organised by the Department of Educational Administration and other Departments in NIEPA.

Consultancy and Academic Support to Public Bodies

Member of Editorial Board of Journals

Appointed as Member of Editorial Board of different Journals:

- i. Member of the Editorial Board of the *Journal of International Cooperation in Education* published by the Centre for International Cooperation in Education, Hiroshima University, Japan & Emerald Publication.
- ii. Member of the Editorial Board of the *Journal Education India: A Quarterly Referred Journal of Dialogues on Education*.
- iii. Member of the Editorial Board of the *Journal, Research and Reflections on Education*, St. Xavier College of Education, Palamkottai.
- iv. Member of the Editorial Advisory Board of the *Jamia Journal of Education*.
- v. Member of the Editorial Board of the *Journal Paripeksha* (NIEPA's Journal in Hindi).
- vi. Editor of NIEPA' Occasional Paper Series.
- vii. Editor of NIEPA Policy Briefs.

Other Academic and Professional Contributions

As Head of the Department of Educational Administration, led different activities of the Department, including organisation of Department Advisory Committee meetings and preparation of detailed agenda notes.

As Programme Director of the Scheme of National Awards for Innovations in Educational Administration for District and Block Level Education Officers, discharged many responsibilities relating to the implementation of the Scheme throughout the year.

Leading a major project of the third All India Survey of Educational Administration as Project Director. This involved a number of activities relating to academic input, guidance and monitoring.

MPhil/ PhD Supervision

1. Supervision of Doctoral Scholars

Six Research Scholars (Anuradha Bose, Monika Maini, Pratiksha Tripathi, Nida Khan, Suman Saha and Survi) pursuing Doctoral Research under my supervision.

2. Supervision of M Phil dissertation of Vandana Singh

Vandana Singh completed and submitted her MPhil dissertation under my supervision.

3. Supervision of PGDEPA

Project supervision of two candidates for PGDEPA (Ajit Krishnan and Takdir Singh).

Membership of Eminent Bodies outside NIEPA

Member of Academic Council, NIOS.

Life Member of the Indian Sociological Society.

Life Member of IIPA, New Delhi.

Member of the International Sociological Association.

Member of Africa Asia Research Group.

Member of Research Forum of the Tamil Nadu Teachers Education University, Chennai, Tamil Nadu.

Member of the Transition Committee of the SCERT, New Delhi to examine the cases.

Member of Board of Studies, School of Education, H. S Gaur Central University, Sagar (2020 - till date)

Membership of Committees in NIEPA

Member of Planning and Monitoring Board.

Member of the Academic Council.

Member of the Board of Studies.

Member of the IQAC.

Member of the Grants-in-Aid Committee (GIAC).

Chairperson, Core Committee for the SSR of NAAC.

Chairperson of the Committee for the Appointment of Compassionate Grounds.

Chairperson, Enquiry Committees.

Member of the Standing Advisory Committee MPhil/ PhD.

Member of the Committee for Allotment of Supervisors.

Member of the Committee to Review the Progress of MPhil/ PhD work.

Member of the MPhil Admission Interview Committee and Moderation Committee.

Member of the Review of Proposal for Seminar Grant.

Member of the Internal Research Review Committee.

Member of Consultative Committee and different Task Forces of the Departments of NIEPA relating to the conduct of programmes.

Member of the Screening Committee of the Applications for the Promotion of Faculty under CAS Scheme.

Vineeta Sirohi

Publications

Chapter on “Informal Modes of Skill Formation” in IHER Report 2020: Employment and Employability of Higher Education Graduates in India by Routledge.

Research Study Completed

MHRD Research Study – Involvement of Teachers in Non-Teaching Activities and its Effect on Education: An All India Study of Time Spent by Teachers on Election and Election related Duties.

Decision-Making Process at the DEO office in Faridabad district in the State of Haryana: A Pilot Study.

Ongoing Research Study

Skill Formation and Employability: A Study of Youth in India.

Participation in Seminars/Conferences/ Workshops

Attended Webinar on “Research, Innovation and Ranking in Higher Education” on 10 September, 2021 in online mode.

Contributed as a Member of the Working Group constituted by the NCERT for the development of Working Paper on “Pre-vocational Education and Vocational Education” for National Curriculum Framework (NCF) - NEP 2020, organised by PSSCIVE (NCERT), Bhopal on 6 December, 2021 in online mode.

Attended Webinar on “School Management Committee: A Move towards Open Government in Education in India”, organised by NIEPA in

collaboration with IIEP, Paris on 6 December, 2021 in online mode.

Training Material and Courses Developed/ Transacted during the year under Report

Transaction and Evaluation MPhil-PhD Core Course CC-1 – Psychological Perspective of Education.

Transaction and Evaluation - MPhil-PhD Core Course CC-7.

Coordinator, Transaction and Evaluation - Optional Course OC 2 – Education and Skill Development.

Coordinator, Transaction and Evaluation - IDEPA Course – 202.

Coordinator, Transaction and Evaluation - PGDEPA Course on Educational Management – 904.

Transaction and Evaluation - Advance Course – 908.

Research Guidance to MPhil and PhD Scholars.

Consultancy and Academic Support to Public Bodies during period under Report

Academic Support to SCERT, Delhi on Restructuring and Formulating Recruitment Rules for Academic Posts created after restructuring of SCERT/DIETs.

Research Study (MOE Sponsored) “Involvement of Teachers in Non-Teaching Activities and its Effect on Education: An All India Study of Time Spent by Teachers on Election and Election related Duties” – Report submitted to MOE.

Contributed as a Member, Training Advisory Committee Meeting, CBSE.

Contributed as Expert in the second phase of UNFPA sponsored Project “Adolescence Education Programme in Madrasas of Bihar” Meeting for developing Training Module for the Principals of Madrasas in Bihar, organised by JMI, New Delhi.

Contributed as a Member of Programme Advisory Committee of two DIETs of Delhi.

Participated in meeting of Governing Council, SCERT, Delhi.

Examiner for Viva-Voce, MEd examination CCSU, Meerut.

Other Academic and Professional Contributions

Delivered lectures in various training programmes of the department and outside the department in NIEPA.

Academic support as a Member of Editorial Board in reviewing research papers submitted for publication to the Journal of Educational Planning and Administration.

As a Chairperson of Steering Committee Planning, Coordination, Administration and Management of MPhil-PhD Programme.

Revised submission guidelines on MPhil Dissertation and PhD Thesis.

Revised Application Form and Prospectus for Admission to MPhil-PhD Programme 2022-23.

Coordinated and Planned Calendar of Activities and Schedule of MPhil-PhD Programme.

Chaired Faculty and Peer Review Seminars of MPhil Scholars.

Chaired Faculty and Peer Review Seminars of PhD Scholars.

Coordinated and Chaired Pre-Submission Seminars of PhD Scholars.

Coordinated and Participated in SAC Meetings.

Coordinated and Participated in CAS Meetings as Member-Secretary.

As a Member, contributed in preparing agenda for the Meeting of Board of Studies, NIEPA and participated in discussions.

Participated in discussions in the Meeting of Academic Council, NIEPA.

Participated and contributed to Research Review Committee Meetings.

Participated in JEPA Editorial Board Meetings.

Participated in the Meeting of Department Advisory Committee 2022.

As a Member of Committee for Compassionate Appointment, participated and contributed to discussions and decision making.

As a Member of Screening Committee for Appointment of Assistant Professors in NCSL contributed in screening of applications.

Contributed as Chairperson, Screening Committee for Awards in Innovations in Educational Administration.

As Convenor, Evaluation of Online Presentations of Innovation Cases in Educational Administration.

Participated in Advisory Expert Committee of Innovation Awards Scheme in Educational Administration.

Contributed as Member of PDF Committee to review the proposal for Post-Doctoral Fellowship.

Participated in the Meeting of Core Group for NAAC.

Membership of Eminent Bodies outside NIEPA

Member of Governing Council, SCERT, Delhi.

Member of Executive Committee, SCERT, Delhi.

Member of Recruitment Rules Committee, SCERT, Delhi.

Member of the Editorial Team of Indian Journal of Vocational Education, PSSCIVE (NCERT).

Life Member of Association of Clinical Psychologists.

Life Member of Indian Association of Applied Psychology.

Member of Training Advisory Committee, CBSE.

Member of Editorial Board for the State of Education Report for India 2020: Technical and Vocational Education and Training (TVET), UNESCO, New Delhi.

Member of NCF Working Group constituted by the NCERT for the development of Working Paper on "Pre-vocational Education and Vocational Education" for National Curriculum Framework (NCF) - NEP 2020.

Member of Institute Advisory Board, PSSCIVE (NCERT).

Member of Committee to evolve screening criteria, procedure/process/scheme of recruitment at SCERT, Delhi.

Member of Programme Advisory Committee, DIET, Dilshad Garden and DIET, Daryaganj of Delhi.

Member of Expert Committee for review of research proposal on "Happiness Curriculum: A Holistic Evaluation", SCERT, Delhi.

Membership of Committees in NIEPA

Chairperson, Steering Committee.

Member, Board of Studies.

Member, Academic Council, NIEPA.

Member, Standing Advisory Committee.

Member-Secretary, Committee for Allotment of Supervisors (MPhil-PhD).

Chairperson, Admission Committee.

Member, Research Review Committee for Dissemination of Research.

Chairperson, Equal Opportunity Cell.

Member, Internal Complaints Committee.

Member, Editorial Board, JEPA.

Member, Grievance Redressal Committee.

Anshu Srivastava

Publications

Book: Srivastava, Anshu (2022). Liberalised India, Politicised Middle Class and Software Professionals, Routledge.

Participation in Seminars/ Conferences/ Workshops

Invited for Book Discussion on Liberalised India, Politicised Middle Class and Software Professionals by Tata Institute of Social Sciences, Patna on 24 January, 2022.

Invited as Resource Person on Debates on Wages for Housework in the Online 1st ID Refresher Course on Human Rights, Social Justice and Judicial Activism RUSA 2.0, organised by Department of Law and UGC-HRDC Guwahati on 15 February, 2022.

Workshops/ Conferences/ Training Programmes Organised

Co-Coordinator of a Three-day Workshop-cum-Orientation Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges (19-21 January, 2022).

Resource Person for different sessions of a Three-day Workshop-cum-Orientation Programme on Leadership in Educational Administration for Academic Administrators in Universities and Colleges (19-21 January, 2022).

Part of the organising team of Innovation Awards function for the years 2018-19 and 2020-21 on 10 February, 2022.

Training Materials and Courses Developed and Transacted

Transacted Classes on Concept, Principles, Forms and Emerging Trends of Governance.

Other Academic/Professional Contributions

Book Review of Comprehending Equity: Contextualizing India's North East for JEPSA.

Membership of Eminent Bodies outside NIEPA

Life Member of Indian Political Science Association, IPSA.

V. Sucharita

Publications

Compendium of Innovations and Best Practices in Educational Administration, 2018-19 (with Prof. Kumar Suresh).

Compendium of Innovations and Best Practices in Educational Administration, 2019-20 (with Prof. Kumar Suresh).

Presentation of Papers

Presented a research paper titled "*Education during Covid-19: Challenges and Implications*" in the National Conference on the theme "Many Facets of Covid-19 Pandemic", organised (online-mode) by Council for Social Development, Hyderabad on 1-2 March, 2022.

Presented a paper titled "*Revisiting Education during Pandemic Times – Response to Change and its Implications*" in the 4th WCCES symposium on the theme "Values Education and Emotional Learning: Broader Implications for Holistic Curriculum & Schooling during and beyond the COVID-19 Pandemic", organised virtually from 18-20 November, 2021.

Programmes Conducted

Conducted online internship for MEd students from RIE Bhopal from 15-18 November, 2021.

Involved in the screening and evaluation (Part A) of the National Awards for Innovations in Educational Administration for District and Block Level Education Officers (with Prof. Kumar Suresh).

Involved in the Awards ceremony of the NAIEA Scheme (Part B) held on 10 February, 2022 via online mode (with Prof. Kumar Suresh)..

Ongoing Research Projects

Status, Role and Responsibilities of District and Block Education Officers in Educational Administration (with Prof Kumar Suresh).

Participation in Webinars

Attended the conference titled “Sociology of School Choice in India» on 10-11 September, 2021, organised by Comparative Education Society of India (CESI) via online mode.

Attended Indian Anthropology Congress 2022 on the theme “Anthropology and Bio-Cultural Diversity in India: Retrospect and Prospect”, organised by Department of Anthropology, University of Hyderabad in collaboration with Indian National Confederation and Academy of Anthropologists (INCAA) from 21-23 February, 2022 . In the same Congress, organised a Round Table Discussion on “Tribal Education and Bio-cultural Diversity in the Context of NEP 2020” on 23 February, 2022.

Training Programmes Attended

Completed one-week online Short-Term Programme on Building Capacities of Teachers in Blended Learning, organised by the Human Resource Development Centre, University of Hyderabad from 14-19 March, 2022.

Successfully completed UGC sponsored online Short-Term Course on “Gender Sensitization”, organised by UGC-Human Resource Development Centre, Maulana Azad National Urdu University, Hyderabad from 28 February-5 March, 2022.

Attended the online course (2 days) on Ethnography, organised by Anthropos India Foundation (AIF) on 16-17 October, 2021.

Supervision

Supervised the following two PGDEPA participants for their PGDEPA reports:

- Ashwani Kumar on “Job Satisfaction among School Heads - A Study on the Faculty of Government School Heads in Education Block Dharamsala”.
- Takhiili Fithu on “Implementation of Mid-Day Meal Scheme under Meluri-Block, District-Phek, Nagaland”.

Supervised MPhil scholar Pankaj Sarkar on his dissertation titled “Inspection and Supervision in Improving the Quality of School Education - A Study of Government Schools in Malda District, West Bengal”.

Supervising PhD scholar Banashree Mondal on her PhD topic “Monitoring Mechanism in Inclusive Education for Children with Disabilities: A Study in West Bengal”.

Teaching

Teaching and Course Co-ordinator of PGDEPA Course 904 on Educational Administration.

Teaching in three M.Phil courses: Educational Administration (CC-7), Qualitative Research Methods (CC-5) and Equity and Multicultural Education (OC-7).

Membership in Committees/Boards

Member of the Academic Council, NIEPA, New Delhi.

Member of the Board of Studies, NIEPA, New Delhi.

Member of the MPhil-PhD Examination Committee, NIEPA, New Delhi.

Member of the Tender Committee, NIEPA, New Delhi.

Department of Educational Finance

Mona Khare

Publications

Books

“India Higher Education report 2020: Employment and Employability of Higher Education Graduates”. Co-edited with Varghese N.V., Routledge, September 2021.

Papers/Book Chapters

Training Modules and Reports

National Education Policy 2020 [NEP 2020] – Financial Implications for Educational Development in Child Budget of Karnataka State as part of Capacity Building and Research on Public Finances for Children in Karnataka State, Fiscal Policy Institute, Bengaluru, India (March 2021).

Abridged paper on National Education Policy 2020 [NEP 2020] – Financial Implications for Educational Development in Child Budget of Karnataka State as part of Capacity Building and Research on Public Finances for Children in Karnataka State, UNICEF and Fiscal Policy Institute, Bengaluru, India (December 2021).

Study on National Strategy for Developing Human Resources for the industries of the future as part on India Case, Asia Productivity Organisation, Tokyo, Japan (June 2021).

Investing in Education - the common good: Shifting or Drifting Paradigms submitted under the project Neoliberalism versus political capitalism, investing in the global common good - Shifting Paradigms in Funding for Higher Education as a contributing author to the Handbook of Education Policy (UK: Edward Elgar Publishing) with University of Hong Kong and University of Minnesota (March 2021).

“Education Sector Gender Budgeting in India” in ‘Gender Mainstreaming Efforts: Issues and Challenges’ Training Module by FPI, Department of Finance and WCD, Government of Karnataka. Bengaluru.

Chapters in Edited Books

Employment and Employability of Higher Education Graduates: An Overview, In Varghese N.V. and Mona Khare (eds) India Higher Education report 2020: Employment and Employability of Higher Education Graduates, Routledge, 2021.

Skills Mismatch of Higher Education Graduates in India: Factors determining Employability Quotient, In Varghese N.V. and Mona Khare (eds) India Higher Education report 2020: Employment and Employability of Higher Education Graduates, Routledge, 2021.

Journal Papers

India’s NEP 2020 Goal of 6% GDP on Education: Alternate Scenarios for Post Covid-19 Pandemic, *Aarthika Charche* - Vol 6 No.2, 2021, FPI, Fiscal Policy Institute, Bengaluru, India.

Trends and Strategies towards Internationalisation of Higher Education in India, (2021), Financial Implications of National Education Policy - 2020: Call for Collective Responsibility towards Investing in the ‘Common Good’, University News, Vol. 59, No 15, 12-18 April, 2021, Association of Indian Universities, New Delhi.

Trends and Strategies towards Internationalisation of Higher Education in India, (2021), International Journal of Comparative Education and Development, Emerald Publishing Limited, UK January, 2020, DOI 10.1108/IJCED-10-2020-0067.

Research Studies: Completed and Ongoing Research Project

International

Study on National Strategy for Developing Human Resources for the industries of the future. Asia Productivity Organisation, Tokyo, Japan. 2nd round of review, Draft Report revised and Final Report submitted.

Ongoing QualIndia Project on **Analysis of Quality in Indian Vocational Training Institutions: ITIs and Polytechnic Colleges (QualIndia)** with University of Cologne, Chair of Economics and Business Education, Germany. Federal Ministry of Education and Research, Germany.

Ongoing Neoliberalism versus political capitalism, investing in the **Global Common Good -Shifting Paradigms in Funding for Higher Education** as a contributing author to the **Handbook of Education Policy** (UK: Edward Elgar Publishing) with University of Hong Kong and University of Minnesota, Final Report submitted.

Invited paper to Oxford Research Encyclopedia of Education entitled “Gendered Concerns of Improved Female Participation in Higher Education.”

National

Expert in the Orientation Programme being organised by the Ministry of Women and Child Development in collaboration with UN Women on Gender Responsive Budgeting for the officials of Department of Higher Education (DoHE), Ministry of Education.

Expert in Zonal Workshop on NEP 2020 implementation “Access, Quality and Future Readiness”, organised by Ministry of Education (MoE) and UGC.

Senior Consultant in Fiscal Policy Institute, Bengaluru Research Project “*Capacity Building and Research on Public Finances for Children in Karnataka State*” in partnership with UNICEF. Report on National Education Policy 2020 [NEP 2020] – Financial Implications for Educational Development in Child Budget of Karnataka State. First Draft submitted in February 2021. Final Report submitted in May 2021.

Training Material Development for National and Government of Karnataka’s training programmes on ‘Gender Budgeting’ for officers of Group A & B cadre on behest of Ministry of Women and Child Development for the year 2020-21. Contributing Author for chapter titled “Education Sector Gender Budgeting in India” for their publication with the theme ‘Gender Mainstreaming Efforts: Issues and Challenges.’

Study on Employment and Employability of Higher Education Graduates in India (CPRHE, NIEPA). Five state reports finalised. Synthesis report under preparation.

Participation in Seminars/Conferences/ Workshops

International

Invited by Xiamen University Humanities and Social Sciences International Forum Sub-Forum on ‘Universities Promoting the Development of a Community with a Shared Future for Mankind’ at Xiamen University on 5-7 April, 2021.

Invited for webinar on ‘**Women’s Leadership in Higher Education: Global Opportunity, Global Challenge**’, London, 6 July, 2021

National

Invited for webinar on 'India's NEP 2020: New Trajectories for Internationalisation' on 27 April, 2021.

Invited for online lecture organised by Human Resource Development Centre, University of Hyderabad, Hyderabad on 27 September, 2021.

Invited for virtual training programme on 'Gender Budgeting in Higher Education' for Government officers of Department of Higher Education, Ministry of Education by Gender Budgeting Division, Ministry of Women and Child Development, Government of India in collaboration with UN Women on 29 September, 2021.

Invited for webinar on 'India-EU Higher Education Meet: Reimagining Border in Cross-border Education' organised by Manipal Centre for European Studies, **7-8 October, 2021.**

Invited as an External Examiner for conducting online examination on MPhil Dissertation on 15 September, 2021 by the office of Principal, Sarojini Naidu Government Girls Post Graduate College, Shivaji Nagar, Bhopal.

Invited for webinar as Chief Guest for conducting an AICTE Sponsored Short Term Training Programme online on 'Marketing Management for Sustainable Development' from 20-25 September, 2021 organised by VNS Group of Institutions, Faculty of Management, Bhopal.

Invited as Resource Person on the topic 'NEP-2020 - Strategic Ways to Improve Equity and Inclusion in Higher Education' for Refresher Course on 'Revisiting, Reimagining, Reskilling & Rejuvenating: Commerce & Management Teaching and Research' from 20 September-3 October, 2021 organised by UGC-Human Resource Development Centre University of Hyderabad Central University, Hyderabad.

Invited as Resource Person for a two-week Refresher Course on 'Role of Social Welfare Policy in Indian Economy' from 21 September-5 October, 2021

organised by UGC-Human Resource Development Centre, Dr. Hari Singh Gour Vishwavidyalaya, Sagar, Madhya Pradesh.

Invited for webinar on India-EU Higher Education Meet: Reimagining Border in Cross-border Education on 7-8 October, 2021 organised by Manipal Academy of Higher Education.

Invited as Keynote Speaker on National Webinar on "National Education Policy 2020 and Employment: Challenges and Opportunities" on 12 October, 2021 organised by Government Post Graduate College, Multai, District Betul, Madhya Pradesh.

Invited as Keynote Speaker on the International Conference on "Global Issues of Poverty, Development and Environment" the Bhopal School of Social Sciences, Madhya Pradesh, 30 October, 2021.

Invited for virtual meeting on "Refresher Course in Educational Policies & Reforms: New Perspectives (Multidisciplinary)" from 15-27 November, 2021 as Resource Person and delivered an online lecture on "Strategic ways to Improve Equity and Inclusion in Higher Education" on 23 November, 2021 organised by UGC-Human Resource Development Centre (HRDC), University of Rajasthan, Jaipur.

Invited for virtual session on 'Gender Budgeting' IDEPA Course No.207 on 24 November, 2021.

Invited for virtual meeting on NEP 2020 implementation on the topic of "Access, Quality and Future Readiness", a workshop of Zone 3, Region-2 (R2) comprising the states/UT of Haryana, Punjab, Chandigarh and Delhi, organised by Panjab University, Chandigarh on 14 December, 2021.

Invited for virtual meeting as Keynote Speaker/ Resource Person in the 104th Annual Conference of Indian Economic Association from 27-29 December, 2021 at Mohanlal Sukhadia University, Udaipur.

Invited as a Panelist for an IMPRI #WebPolicyTalk - a Panel Discussion on Education and Union Budget 2022-23, as part of the series The State of Education

- #Education Dialogue on 5 February, 2022 organised by Impact Policy Research Institute, New Delhi.

Invited for webinar on Roundtable on Digitalisation in Public Delivery of School Education in India: How Does Gender Factor In? on 16 February, 2022 organised by Centre for Budget and Governance Accountability (CBGA), New Delhi.

Invited to deliver a video talk on 'Vocational Education, Skilling and Employability' on 5 April, 2022 organised by School of Sciences, Indira Gandhi National Open University (IGNOU), New Delhi.

Workshops/Conferences /Training Programmers Organised

Roundtable discussion focusing on the theme of 'Developing and Sustaining Industry-Academia Linkages in Higher Educational Institutions (HEIs) jointly organised by NIEPA and AIMA on 23 March, 2022.

PhD pre-submission seminar of Sumit Kumar.

Viva-voce of Sanju Chowdhury - PGDEPA Dissertation.

Training Material and Courses Developed/ Transacted during the year under Report

Involved in teaching in the following courses:

Developed background/reading material and transacted sessions in:

MPhil-PhD - CC3, Research Methodology I (coordinated, conducted and evaluated).

International Diploma in Educational Planning & Administration (IDEPA): Transaction of classes in IDEPA Course No. 207 on Financial Planning and Management in Education.

National Diploma in Educational Planning & Administration (DEPA and PGDEPA) training

material developed and transacted sessions in Post Graduate Diploma in Educational Planning and Administration (PGDEPA) at NIEPA, New Delhi.

Training material developed and transacted a Course No. 905: 'Project Work and Writing' in Post Graduate Diploma in Educational Planning and Administration (PGDEPA) and International Diploma in Educational Planning & Administration (IDEPA) at NIEPA, New Delhi.

Research Guidance and Supervision of MPhil/PhD /PGDEPA

PhD - Sumit Kumar (Research Scholar) - Inter-Relationship between Spatial Distribution of Knowledge Based Industries and Migration for Higher Education in India. (Thesis submitted).

PhD - Sandhya Dubey "Access and Quality Dynamics in Financing of Higher Education". Analysis and report writing under progress.

PhD - Sonam Arora: Proposal finalised and work under progress.

PhD - Parul Sharma: Proposal finalised and work under progress.

PhD - Raj Gaurav: Synopsis submitted. Being refined further.

MPhil - Dissertation: Karika Das: Dissertation submitted.

IDEPA Dissertation: "School Factors affecting Performance of Secondary Students in Science Subjects in South Sudan. A Case of Select Secondary Schools in Central Equatoria State" by OchanLino Victor Owiny from South Sudan, participant of IDEPA- XXXVI. Submitted.

PGDEPA Dissertation: "A Study on the Functioning and Performance of Government Model Primary School, Tapovan Block-Narendra Nagar District-Tehri Garhwal, Uttarakhand" by Pankaj Upreti, Dy Education Officer, PES, Uttarakhand (Finalised, submitted, evaluated and awarded).

PGDEPA Dissertation: “Schools as Centres of Overall Child Development: Response to Challenges during COVID 19 – A Case Study of Select Government Schools in Rajasthan” by Sanju Chowdhury. Synopsis and Chapter Scheme finalised. Research tools under development. (Submitted and viva-voce held).

Consultancy and Academic Support to Public Bodies during Period under Report

Member: Expert Committee (Education Sector), 15th Finance Commission period i.e., 2020-21 to 2024-25 to prepare the estimate of fund requirement for the Ministry of Human Resource Development, GOI

Member: Sub-Committee on Index of Service Production in Education Sector, Ministry of Statistics & Programme Implementation, Central Statistical Organisation, GOI.

National Expert and Coordinator (India): Project on Human Resource Development for the Future. Asia Productivity Organisation, Tokyo, Japan “National strategy in developing human resources for industry of the future in India” (Final report submitted).

National Expert and Coordinator (India): UNESCO, Bangkok-Tokyo University project on Higher Education Internationalisation in Select Asian Countries. “Internationalisation of Higher Education – A Country Case of India”. Final report submitted.

Member, Technical Advisory Committee for Child Budget Development, Fiscal Policy Institute, Government of Karnataka.

Project Partner in QualIndia Project with University of Cologne, Germany.

Invited Member, Internal Quality Assurance Cell, NLIU, Gujarat, India.

Review of Manuscript ID CORE-2019-0063 for Oxford Review of Education June 2019.

Studies in Microeconomics, SAGE Publications, and Review of Manuscript ‘Long Term Effects of Preschool: Evidence from NLSY for Studies in Microeconomics.’

Review work for Sage, Emerald, Oxford.

Other Academic and Professional Contributions

Chairperson, NIEPA Investment Committee.

Member, Editorial Board, JEPA, published by NIEPA, New Delhi.

Member-Secretary, MPhil/PhD Progress Review Committee.

Member, Committee for Allotment of Supervisors (CAS).

Member, MPhil and PhD Admission Committee (Interview Board).

Member, Committee for Setting Questions for MPhil/PhD Entrance Examination

DAC, Department of Higher Education.

DAC, Department of Educational Finance.

Member, MPhil Curriculum Revision and Restructuring Committee.

Reviewer for Studies in Microeconomics, Sage Publications.

Guest Editor for Special Issue of Life Science Global, Canada.

Reviewer for Management and Economics Research Journal.

Member for the Screening Committee for the post of Project Administrative Assistant, NIEPA.

Member, Research Review Committee, NIEPA.

Membership of Eminent Bodies outside NIEPA

Member, Standing Sub-Committee of Research Advisory Committee (RAC), National Institute of Open Schooling (NOIDA).

Member, Departmental Advisory Board (DAB), Planning & Monitoring Division, NCERT, New Delhi

Expert for Evaluation of SLM for DE Programme of Jaipur National University, Jaipur at UGC - Distance Education Bureau.

Reviewer of Book Proposal: For Springers, Singapore.

Editorial Advisory Board: "Himgiri Education Review"
ISSN 2321-6336.

External Examiner (PhD Evaluation) for various Indian universities.

Selection Committee Member for various universities and other Government bodies.

Vetukuri P. S. Raju

Publications

Research Papers/Articles

'Education of the Masses: A Quest for Equity and Quality Speech' published by Indian Social Science Academy, March 2022.

Member of NEP-2020 Implementation Strategies on 'Vocationalisation and Skill Development in School and Higher Education' jointly with NIEPA faculty, 2021.

Member of preparation of NEP-2020 Implementation Strategies on 'Operationalisation of National Education Technology Forum' jointly with NIEPA faculty published by NIEPA, 2021.

Participated in Seminars/Conferences/ Workshops

International

Presented a paper on "Student-Based Financial Support System in School Education" in the 11th International Conference (online) on 'Mapping Education in times of COVID-19' from 17-19 December, 2021 organised by Comparative Education Society of India.

Chairperson to conduct the paper presentation of CESI conference under Research Interest Group-Educational Policy, Planning and Management organised by Comparative Education Society of India.

Chairman's speech on 'Education of the Masses: A Quest for Equity and Quality' in 45th Indian Social Science Congress in association with B. S. Abdur

Rahman Crescent Institute of Science and Technology, Vandulur, Chennai, Tamil Nadu from 28 March-1 April, 2022.

Presented a paper on 'Student-Based Funding for Equalising Access to Higher Education Opportunities in India' in the International Conference on 'New Dimensions in Higher Education in the Post-COVID: Global Perspectives' from 24-25 March, 2022 organised by Government Degree College for Women, Begumpet, Hyderabad.

National

Participated in NEP 2020 webinars, lecture series and panel discussions.

Participated in Faculty Retreat-2021 to prepare implementation strategies for NIEPA perspective plan.

Workshops/Conferences/Training Programmes Organised

Coordinator for Educational Planning Course for "Post Graduate Diploma in Educational Planning and Administration" at NIEPA, New Delhi.

Roundtable discussion focusing on the theme of 'Developing and Sustaining Industry-Academia Linkages in Higher Educational Institutions (HEIs)' jointly organised by NIEPA and AIMA on 23 March, 2022 (with Prof. Mona Khare).

Resource Person for 'Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries' from 20-24 September, 2021 organised by NIEPA, New Delhi.

Resource Person for Course on 'Project Work and Writing' in Post Graduate Diploma in Educational Planning and Administration (PGDEPA) at NIEPA, New Delhi.

Resource Person (three sessions) for Faculty Development Programme on 'Training Needs Analysis' from 1-3 July, 2021 organised by Teacher Education Wing, SCERT, Jammu and Kashmir.

Resource Person (two sessions) for a 5-day online workshop on Faculty Development Programme on 'Direct Trainer's Skill and Evaluation of Training' from 5-9 October, 2021 organised by Teacher Education Wing, SCERT, Jammu and Kashmir.

Teaching MPhil/PhD programme at NIEPA.

Training Material and Courses Developed and Transacted

Training material developed and transacted a Course No. 903: 'Educational Planning' in Post Graduate Diploma in Educational Planning and Administration (PGDEPA) at NIEPA, New Delhi

Training material developed and transacted a Course No. 905: 'Project Work and Writing' in Post Graduate Diploma in Educational Planning and Administration (PGDEPA) at NIEPA, New Delhi.

Training material developed for Faculty Development Programme on 'Direct Trainer's Skill and Evaluation of Training' from 5-9 October, 2021 organised by Teacher Education Wing, SCERT, Jammu Region.

Training material developed for Faculty Development Programme on 'Training Needs Analysis' from 1-3 July, 2021 organised by Teacher Education Wing, SCERT, Jammu Region.

Consultancy and Academic Support to Public Bodies

- Teacher Education Wing, SCERT, Jammu Region.
- EdCIL (India) Ltd.

Other Academic and Professional Contributions

Research guidance on "An Evaluation Study of Social Media Interface for Learning Engagement" (SMILE) during COVID-19 in Barmer district, Rajasthan by Naresh Kumar Jangid for the partial fulfilment of Post Graduate Diploma in Educational Planning and Administration.

Preparation of departmental report for NAAC document.

Organising Committee Member of the MPhil/PhD entrance examination.

Member of the NAAC Committees (Two Committees).

Member of the NIEPA Digital Learning Monitoring Cell.

Evaluation of project work report and viva-voce examination of Naresh Kumar Jangid, PGDEPA participant.

Warden of the NIEPA Hostel.

Finance Officer (I/c), NIEPA.

Invigilator for MPhil/PhD entrance examination.

Member of the Screening Committee for M.Phil/PhD applications.

Member of the Screening Committee of Innovation Awards for Educational Administrators.

Member of the Disaster Management Committee.

Member of different administrative committees of NIEPA.

Member of the Selection Committee to select Junior Consultants.

Membership of Eminent Bodies outside NIEPA

Joint Secretary and Life Member, Comparative Education Society of India, New Delhi.

Convener, Research Interest Group on Educational Policy, Planning and Management (CESI).

Member of Indian Social Science Academy.

Chairperson (Outstation), Education Research Committee, 45th Indian Social Science Congress, Indian Social Science Academy.

Alumni Member of International Institute for Educational Planning ((IIEP/UNESCO), Paris, France.

Department of Educational Policy

Avinash Kumar Singh

Publications

2021, Avinash Kumar Singh 'Pustak Sameeksha: Vision of Education in India' by Muchkund Dubey and Sushmita Mitra. Samajik Vimarsh, 4(1) 145-147.

2022, Avinash Kumar Singh & S.K. Mallik, 'The Autonomous District Councils and Decentralised Educational Governance in the North-East: Change and Continuity' in Panaraju, Valli (Ed). 'Problems and Prospects of Sixth Schedule: Towards Tribes Autonomy and Governance' Asiatic Society, Kolkata (ISBN: 978-81-953428-4-6).

2022, Avinash Kumar Singh 'NEP-2020: Vision and Pathways', Yojana, Lead Article Volume-66, No.02 pp. 9-12.

Research Completed and Ongoing

Completed

Avinash Kumar Singh & Neeru Snehi, 2022, Third Party Evaluation of Institutions of Eminence Scheme: IIT Kharagpur, February-March, sponsored by UGC.

Avinash Kumar Singh & Neeru Snehi, 2022, Third Party Evaluation of Institutions of Eminence Scheme: OP Jindal Global University, Sonapat, February-March, sponsored by UGC.

Ongoing

'Study of the implementation of the Provision of 25 per cent seats to the Children of the Weaker Sections

and Disadvantaged Groups in Private Schools under the Right to Free and Compulsory Education (RTE) Act, 2009 in selected states: Policy and Practices.'

Participation in Seminars/Conferences/ Workshops during the year under Report (National/International)

Delivered a talk on 'Mixing Theories and Facts in Data Analysis and Report Writing in the MPhil Writing Workshop' organised by NIEPA on 16 June, 2021.

Participated in the meeting on 'Review of Implementation of NEP-2020' organised by NIEPA on 9 July, 2021.

Participated in the webinar on 'Research and Innovation in Higher Education' at organised by GD Goenka University, Gurgaon on 20 July, 2021.

Chaired a session in the online orientation programme on 'National Education Policy-2020' on 30 July, 2021.

Participated in an International Programme on 'Development of Education Policy for Educational Administrators' at Cambodia on 10 August, 2021.

Participated in the webinar on 'Equity and Inclusion in School Education in NEP-2020' organised by Department of School and Non-Formal Education at NIEPA, New Delhi on 18 August, 2021.

Participated in the webinar on 'National Education Policy-2020 - Challenges, Prospects and Pathways' organised by NIEPA on 19 August, 2021.

Chaired the session on 'Policy and Politics of School Choices under NEP-2020' organised by CESI's Research Interest Group (RIG) on Sociology of School Choice on 10 September, 2021.

Participated in Faculty Development Programme on 'NEP-2020: Strategies for Implementation' organised by NIEPA on 15 September, 2021.

Participated as an expert and NIEPA representative in JCERT EC Meeting held at SCERT, Ranchi on 20 September, 2021.

Participated in Faculty Development Programme on 'NEP-2020: Strategies for Implementation' organised by NIEPA on 6 October, 2021.

Participated as an expert in the 'Evaluation of Innovations for the National Awards in Educational Administration' organised by NIEPA on 26-27 October, 2021.

Participated in the webinar on '5th Refresher Course in Teachers Education' organised by UGC-HRDC, JNU on 2 February, 2022.

Chaired in a three-day national virtual webinar on 'Leader Role in Research Universities' organised by the Department of Higher and Professional Education, NIEPA on 3 March, 2022.

Participated in a colloquium on 'Disaster Management' organised by NIEPA on 8 March, 2021.

Participated in the meeting of the expert committee for TASK 295 of the SARTHAQ for NEP- 2020 on 9 March, 2022.

Participated in the webinar on 'Embracing Diversity and Inclusion in Schools with Focus on Equity' organised by National Centre for School Leadership (NCSL), NIEPA on 23 March, 2022.

Workshop/ Conferences/ Training Programmes Organised

Organised Orientation Workshop on "Education of the Disadvantaged and Weaker Sections under RTE: Policy Issues and Programme Interventions" at NIEPA, New Delhi on 11-14 January, 2022.

Organised Online Orientation Workshop on "Functioning of Local Authority and Autonomous District Councils under Sixth Schedule of the

Constitution in Management of Elementary Education in North Eastern States" at NIEPA, New Delhi on 22-24 September, 2021.

Organised Online Video Documentary Show on "The Relevance of Gandhian Educational Ideas and Experiments" on 2 October, 2021.

Organised 12th Maulana Azad Memorial Lecture on "Inter-Generational and Inter-Regional Differentials in Higher Level of Education in India" delivered by Dr. Abusaleh Shariff on 11 November, 2021 (in Commemoration of National Education Day) (Online).

Training Material Developed/Evolved during the year under Report

Revised MPhil/PhD Curriculum Guidelines, NIEPA.

Consultancy and Academic Support to Public Bodies during period under Report

Participated as an External Expert in selection of Assistant Professor for BEd programmes organised by UP Higher Education Services Commission, Prayagraj on 4-6 October, 2021.

Participated as an External Expert in the Departmental Advisory Board Meeting of the Department of Education of Groups with Special Needs (DEGSN) at NCERT, New Delhi on 17 January, 2022.

Participated as Member of the UGC Expert Committee for developing NHEQF at Inter-University Accelerator Centre (IUAC), New Delhi.

Other Academic and Professional Contributions

Taught Courses in MPhil and Diploma Programmes

MPhil Compulsory Course on CC1: 'Perspectives on Education'.

Optional Course on OC-7: 'Equity and Multicultural Education'

Compulsory Course 902: Indian Education: A Perspective under Post-Graduate Diploma Programme in Educational Planning and Administration (PG-DEPA).

Provided Guidance to PhD Scholars

Provided guidance to Laboni Das, PhD scholar (Part-time), in her study '*Social Justice and Local Governance in Elementary Education with reference to the Participation of Disadvantaged Groups*' (**Ongoing**).

Provided guidance to Nilanjana Moitra, PhD scholar, in her study '*Tribal Agency and Higher Educational Governance in 5th Schedule Areas of Jharkhand, India*' (**Ongoing**).

Provided guidance to Dalsie Gangmei, PhD scholar, in her study '*Identity and Participation in Higher Education: A Study of Northeast Ethnic Minority Students in Selected Educational Institutions in Delhi*' (**Ongoing**).

Provided guidance to Bagesh Kumar, PhD scholar, in his study '*Identity Discourse in Higher Education: A Study of Dalit-Bahujan Student Organisations*' (**Ongoing**).

Provided guidance to Vandana Tiwari, PhD scholar, in her study '*Class, Language and Educational Attainment: A Study of the EWS Category Students under RTE Act in Selected Private Unaided Schools in Delhi*' (**Ongoing**).

Provided guidance to Tina Thakur, PhD scholar, in her study '*Elite Education, Class Privilege and Globalization: A Study of International Schools in India*' (**Ongoing**).

Provided guidance to Jamshed Ahmad, MPhil scholar, in his study '*Modern Education in Madrasas: A Study of Selected Madrasas in Delhi*' (**Dissertation submitted**).

Membership of Eminent Bodies outside NIEPA

Chairman, Grant-in-Aid Scheme, MHRD, Government of India, New Delhi for over 7 years since 2015.

Member, Comparative Education Society of India (CESI).

Member, Journal of Adivasi and Indigenous Studies (JAIS) Editorial Advisory Board.

Member, Committee for Strengthening of Indian Agricultural Research Institute (IARI) as Global University.

Member, Departmental Advisory Board, Department of Education of Groups with Special Needs (DEGSN), NCERT, New Delhi.

Member, Expert Committee to develop NHEQF, UGC, New Delhi.

Other Academic and Professional Activities at NIEPA

Chairman, Research and Publication Review Committee, NIEPA.

Controller of Examination, NIEPA.

Chairman, Committee for Allotment of Supervisors for MPhil/PhD, NIEPA.

Editor, Journal of Educational Planning and Administration (JEPA).

Member, Board of Management, NIEPA.

Member, Board of Studies, NIEPA.

Member, Academic Council, NIEPA.

Veera Gupta

Publications

Module on “How Do I Create Inclusive Classroom” in Leadership Pathways for Continuous Development: A Package of Self-Instructional Modules for School Leaders, National Centre for School Leadership, NIEPA.

Module on “National Level Inclusive Education Policies for CwDs” in Leadership Pathways for Continuous Development: A Package of Self-Instructional Modules for School Leaders, National Centre for School Leadership, NIEPA.

Training Package on “Including Children with SLD and ASD” for Teacher Educators for NCERT.

Designed and developed teaching learning resource material (module) (2022) on Puberty Education for girls and young women with disabilities as part of the School Health Programme, sponsored by UNESCO, Whisper and NCPEDP.

NEP 2020 Implementation Strategic Plan, NIEPA.

Research Papers/Articles published during the year under Report

Gupta, Veera. “Commentary on the Educational Planning: Dropout of CWSN and SLD Children in India.” Arts Social Sci J, 12 (2021) : 002., ISSN: 2151-6200.

Participation in Seminars/Conferences/Workshops

Trainer for regular and special teachers of Haryana, (12 sessions) Training Programmes organised by Haryana Institute of Public Administration Divisional Training Centre, Panchkula. .

National Webinar on ‘Reinventing Curriculum for Teacher Education in Pursuance of NEP-2020:

Concerns and Future Prospects, Curriculum for Preparing School Teachers, and Decoding Vision of NEP-2020 on 5 June, 2021, Jamia Millia Islamia

Iswar Saran PG College, Allahabad, Faculty Development Centre (under the scheme of PMMMNMTT, MHRD, and Government of India) of the college organised a fifteen-day online Refresher Course on the topic ‘Changing Trends and Innovations in Teaching and Research in Humanities and Social Sciences’ from 17 August-1 September, 2021.

Speaker in webinar for school principals on ‘Inclusive Education’ on 19 January, 2022 organised by Human Resource Centre of the Delhi Public School Society in India.

Chair of the session of State presentation on implementation of 12(1) c of RTE Act in the online Orientation Workshop on “Education of Disadvantaged Children and Economically Weaker Sections at the Elementary Level: Policy Issues and Programme Intervention’ held on 11-14 January, 2022.

Speaker and Guest of Honour of the Inaugural Session of the online Refresher Course titled ‘Academic Writing, Research Methodology and Research Ethics’ on 20 January, 2022 organised by the Faculty Development Centre (under the scheme of PMMMNMTT, Ministry of Education, and Government of India) of the Iswar Saran College from 20 January-4 February, 2022.

Keynote Speaker in a two-day International Workshop on “Teacher Education-Paradigm Shift: Challenges in NEP 2020 and Global Perspective” organised by University College of Education, Karnataka University, Dharward, Karnataka, India in Collaboration with North-Eastern Hill University (NEHU), Shillong, Meghalaya, India and School of Education, Savitribai Phule Pune University, Pune, Maharashtra, India on 24-25 July, 2021.

Resource Person in five regional workshops (15 sessions) organised by NCERT on Training Package on Children with Specific Learning Disability.

Speaker on 'NEP 2020: Provision of Equitable and Inclusive Education' in the programme of the Staff Training and Research Institute of Distance Education (STRIDE) organised a Training-cum-Workshop on "NEP 2020: Persons with Disabilities and Educational Opportunities" from 14-16 March, 2022.

Speaker on national channel on the National Disability Day on 2 December, 2021 organised by NCERT.

Training Material Developed/Evolved during the year under Report

Module on "How Do I Create Inclusive Classroom" in Leadership Pathways for Continuous Development: A Package of Self-Instructional Modules for School Leaders, National Centre for School Leadership, NIEPA.

Module on "National Level Inclusive Education Policies for CwDs" in Leadership Pathways for Continuous Development: A Package of Self-Instructional Modules for School Leaders, National Centre for School Leadership, NIEPA.

Training Package on "Including Children with SLD and ASD" for Teacher Educators for NCERT.

Designed and developed teaching learning resource material (module) (2022) on Puberty Education for girls and young women with disabilities as part of the School Health Programme, sponsored by UNESCO, Whisper and NCPEDP.

Lectures Delivered

Trainer for regular and special teachers of Haryana, (12 sessions) Training Programmes organised by Haryana Institute of Public Administration Divisional Training Centre, Panchkula.

Resource Person in five regional workshops (15 sessions) organised by NCERT on Training Package on Children with Specific Learning Disability.

Supervisor for Research

Supervision of Sangita Dey, PhD student, on "Policy Analysis of Mid Day Meal Programme: from Governance Perspective".

Supervision of Deepinder Sekhon, PhD student, thesis on "Analysing the Policy Documents for the Inclusive Education of CwDs with the Framework of Holistic Development".

Supervision of Nivedita Sahani, PhD student, thesis on "To Study the Impact of Teacher Training Programme on the Mental Health of Children with and without Specific Learning Disability (SLD)".

Internal evaluation report of Preeti Sharma, MPhil student, on "An Assessment of Inclusivity in School Education for the Students with Hearing Impairment: A Field Study in Haryana".

Supervision of Preeti Sharma, PhD student, topic under registration "Socio-Economic Barriers to the Right Based Inclusive Education for CwDs in the Mainstream Schools of Haryana at the Secondary Stage: An Empirical Study".

Supervision of Banashree Mondal, MPhil student, thesis on "Status of Monitoring Mechanism Improving Effectiveness of Inclusive Education of Children with Disabilities".

Supervision of Nayab Parveen, MPhil student, dissertation on "Accessibility and Disability for Students with Disabilities inside the Higher Education Institutions".

Consultancy and Academic Support to Public Bodies during period under Report

Jamia Millia Islamia, New Delhi

DEI, Dayalbagh, Agra

Ministry of Education

NCERT

UPSC

Other Academic and Professional Contributions

Curriculum for RCI Courses Developed.

External Examiner of PhD thesis of Namrata Singh DEI, Dayalbagh Agra.

Reviewer for Navrachana University's online publication, "Interwoven". Manuscript titled "Problems Faced by Private School Teachers in Lockdown due to Corona Virus Pandemic in India".

Viva-voce Examination of Ruchira Guglani, Department of Teacher Training and Non-Formal Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi, on thesis entitled "A Study of the Impact of RTE Act 2010 on the Education of Children Living on the Streets of Delhi" on 6 April, 2021.

Script Review for DEI FOERAA Journal.

Membership of Eminent Bodies outside NIEPA

Member of the Committee to open the Office Room No. 213 allocated to Dr. Naresh Kumar.

Chairperson of the Committee for Conducting the Written Test of MPhil 2021-22.

Screening Checklist for School Students, Project of NCERT.

External Member in the JMI, Centre Research Centre, Sarojini Naidu Centre for Women's Studies for three years.

Member of the Committee to Evaluate the Accessibility Standards Guidelines for Persons with Disabilities prepared by the Department of School Education & Literacy, Ministry of Education.

Member of Selection Committee, SNCWS, JMI.

Nodal Officer of Efficient Resourcing and Effective Governance through School Complexes/ Clusters National Teacher Resource Repository (NTRR).

Member of Research Degree Committee, DEI, Agra.

UPSC, Confidential Work 11-20 February, 2022.

Manisha Priyam

Publications

2022: Priyam, M. (Ed.) Reclaiming Public Universities: Comparative Reflections for Reforms, Routledge.

Research Papers/Articles Published during the year under Report

2022: "Vaishweekaranke Yug Mein Shaikshank Sudhaar: Kya Charcha Shikshak Viheen Rahegi?", in Hindi, Pariprekshya, Volume 25, No. 3, December 2018 (delayed publication in January 2022).

2022: Sampadkeey, in Hindi, Pariprekshya, Volume 25, No. 3, December 2018 (delayed publication in January 2022).

Participation in Seminars/Conferences/Workshops during the year under Report (National/International)

19-20 November, 2021: Savitribai Phule Pune University - Resource Person for Workshop on Academic Writing and Publishing.

26 February, 2022: Paper Presentation at the American Association of Geographers - 2022. Paper Title: "Boundaries and Belonging: Different Lives of Muslim Youth on the Patna University Campus". Panel Chair: Professor Craig Jeffrey, University of Melbourne.

Workshop/Conferences/Training Programmes Organised

Two-day conference on "Autonomy and Academic Freedom: Perspectives from the Global South", organised at the University of Kerala, 21-22 March, 2022.

Foundation Day Lecture on "Liberal Education - A 21st Century Imperative" by Dr. K. Kasturirangan on 11 August, 2021.

Training Material Developed/Evolved during the year under Report

March 2022: Concept Note for Conference on Autonomy in Public Universities.

February 2022: Report on Evaluation of Institutions of Eminence, for the Banaras Hindu University.

February 2022: Report on Evaluation of Institutions of Eminence.

February 2022: Report on Evaluation of Institutions of Eminence, for the Shiv Nadar University, and the University of Hyderabad. Report of the NIEPA for the UGC.

Lectures Delivered

August 2021: Special Panel Presentation on the New Education Policy, 2020, Australia India Institute.

15 September, 2021: Lecture on Multidisciplinary Education, Faculty Development Programme of the Department of ICT and Department of Higher Education. Programme Title: "NEP 2020: Strategies for Implementation" during 13-17 September, 2021.

12 March, 2022: Lecture on "Boundaries and Belonging: Different Lives of Youth on Patna University Campus". NIEPA Programme on Education in the Post-colonial World in the Post-Covid Situation, Department of Higher and Professional Education.

Supervisor for Research

Supervision of PhD Student Arokia Mary, NIEPA.

Supervision of PhD Student Wajda Tabassum, NIEPA.

Co-supervision of PhD Student Deepshikha Bhadauriya, University of Delhi.

Co-supervision of PhD Student Deepika Handa, University of Delhi.

Supervision of MPhil Student Ruhi Marne, NIEPA.

Supervision of MPhil Student Thiyagrajan, NIEPA.

Supervision of MPhil Student Anjeeta Singh, NIEPA.

Consultancy and Academic Support to Public Bodies during period under Report

25 February, 2022: Setting up criteria for evaluation of Research Reports and Internships as Member, Research Evaluation Committee, Department of Women and Child Development, Government of NCT of Delhi.

27 January, 2022: Budget Goshthi, Contribution to discussion on the Education and Social Sector Budget of the Government of Jharkhand, Department of Finance, Government of Jharkhand.

Other Academic and Professional Contributions

External Examiner for PhD thesis of Sudhir Pratap Singh, Management Development Institute.

External Examiner for PhD thesis of Ashti Salman, CSSS, JNU.

External Reviewer for three projects of Indian Council for Social Science Research.

Manuscript Review for Oxford Global Encyclopaedia of Education. Article titled "Gendered Concerns of Improved Female Participation in Indian Higher Education".

Manuscript Review for Routledge Book Proposal.

Membership of Eminent Bodies outside NIEPA

Member, Broad-based Committee on Gender Budgeting, Ministry of Women and Child Development, Government of India.

Member, National Gender Resource Centre, Lal Bahadur Shastri National Academy of Administration, Government of India, Mussoorie.

Invited Teaching Faculty on Gender and Social Development, India Technical and Economic Co-

operation Programme, Lal Bahadur Shastri National Academy of Administration, Government of India, Mussoorie.

Member, Research Evaluation Committee, Department of Women and Child Development, Government of NCT of Delhi.

Editor, Pariprekshya, Hindi Journal of the NIEPA.

S. K. Mallik

Publications

'The Autonomous District Councils and Decentralized Educational Governance in the North-East: Change and Continuity' in '*Problems and Prospects of Sixth Schedule: Towards Tribes Autonomy and Governance*' Asiatic Society, Kolkata, 2021.

Research Completed and Ongoing

Ongoing

A Study of Scholarship Scheme and Educational Mobility among the Scheduled Caste Children at the Secondary Level in Odisha.

Participation in Seminars/Conferences/ Workshops during the year under Report (National/International)

Attended the online 'NIEPA Foundation Day Lecture' on 11 August, 2021.

Attended the online 'National Education Day Lecture' on 11 November, 2021.

Attended the online 'Consultative Meeting-cum-National Seminar on Financing Higher Education' on 30 November, 2021.

Attended the online National Webinar on 'School Management Committee: A Move towards Open Government in Education in India' on 6 December 2021.

Participated Faculty and Staff Retreat on 10 December, 2021.

Attended the online programme on 'National Awards for Innovation and Good Practices in Educational Administration' on 10 February, 2022.

Attended the online 'Consultative Meeting on State Higher Education Councils' on 16-17 March, 2022.

Workshop/ Conferences/ Training Programmes Organised

Online Orientation Workshop on 'Functioning of Local Authority and Autonomous District Councils under Sixth Schedule of the Constitution in Management of Elementary Education in North Eastern States' (NIEPA, New Delhi: 22-24 September, 2021).

Online Orientation Workshop on 'Education of the Disadvantaged and Economically Weaker Sections under RTE: Policy Issues and Programme Interventions' (NIEPA, New Delhi: 10-14 January, 2022).

Training Material Developed/Evolved during the year under Report

How to prepare Bibliography/References for the Project Work?

Membership of Eminent Bodies outside NIEPA

Editorial support to Journal of Educational Planning and Administration (NIEPA Journal).

Course in-charge: Participants' Seminar

1. PGDEPA
2. IDEPA
 - Guided IDEPA Participant - 1.
 - Guided PGDEPA Participant - 1.
 - Teaching in MPhil/PhD Optional Course No: 05 (Community Participation and Local Governance in Education).

- Member of Training Programme and Research Group.
- Member of MPhil/ PhD Course.
- Member of Scrutiny Committee for MPhil/ PhD Admission.
- Chairperson, Tender Opening Committee.
- Member of Yoga Committee.
- Member of Grievance Redressal Committee.
- Member of Association of Educational Planning and Administration.

Department of School & Non-Formal Education

Pranati Panda

Publications

Editor, UNESCO State of the Education Report for India (2021), 'No Teacher No Class', UNESCO, New Delhi.

Situational Analysis on the Uses of Frontier Technologies in Teaching and Learning in Primary and Secondary Education. (2022), UNESCO, Bangkok.

Participation in Seminars/Conferences/ Workshops

International

Delivered a lecture in Second Editorial Board Meeting "UNESCO's 2021 State of the Education Report" on 21 May, 2021, UNESCO, New Delhi.

National

Co-ordination and Organisation of Seminars/ Conferences/Workshops

Coordinated and organised the 'Webinar on Initiation of 100 per cent coverage of the Shaala Siddhi Programme linking to NEP-2020' and delivered a lecture on 'Progress and Achievement of the Shaala Siddhi Programme', 16 April, 2021, NIEPA, New Delhi.

Coordinated and speaker in the webinar on 'National Webinar on Indian Teachers: Professional Standard, Management and Accountability', 21 February, 2022, NIEPA, New Delhi.

Coordinated, organised and delivered a lecture in webinar on 'State Responses to Covid-19 Pandemic and Continuity of Learning', 6 August, 2021, NIEPA, New Delhi.

Participation in Seminars/Conferences/ Workshops

Resource Person and delivered a lecture on "Teacher Management Issues in Early Childhood Education, Workshop on Management of Quality Early Childhood Care and Education (ECCE) in North-eastern States", 23-24 March, 2022, Administrative Training Institute, Kohima, Nagaland.

National Webinar on 'Governance and Management of Quality Early Childhood Care and Education (ECCE) in India', 2-4 March, 2022.

Delivered a lecture on "Quality Framework for Assessment and Accreditation of Schools" in the webinar 'Reconfiguration of School Education in the Light of National Education Policy (NEP)-2020', 29 January, 2021, Quality Council of India (QCI), New Delhi.

Delivered a lecture on "Diversity, Disparity and Quality in Teacher Education" in the Webinar Series on 'Major Themes in Teacher Education', 11 March, 2021, Institute of Advanced Studies in Education (IASE) -

Ministry of Education, GOI, Delhi University, New Delhi.

Delivered a lecture in the webinar on 'Online Education - Reinventing Teaching and Learning', 27 July, 2021, APHRDI - Andhra Pradesh Human Resource Development Institute, Andhra Pradesh (AP).

Delivered a lecture in the webinar on 'Working Groups for Setting of Standards', 13 January, 2021, CBSE and Ministry of Education (MoE), New Delhi.

Delivered a lecture in the National Webinar on 'Curriculum Comparison Conference 2021', 20 February, 2021, Green Mentors, Gujarat.

Delivered a lecture in the webinar on 'Assessment in School Education in the Context of National Education Policy - 2020', 3 February, 2021, Council of Boards of School Education in India (COBSE), New Delhi.

Delivered a lecture on "*Teachers and Teaching from Gender Perspectives*" in the webinar on 'Gender Equity in School Education: Challenges and Opportunities', 12 March, 2021, National Institute of Educational Planning and Administration (NIEPA), New Delhi.

Delivered a lecture in the webinar on 'Perspectives and Practices on School Leadership', 24 March, 2021, Kendriya Vidyalaya Sangathan, New Delhi.

Delivered a lecture in the webinar on 'School Education and Related Services', 1 April, 2021, Bureau of Indian Standards (BIS), New Delhi.

Delivered a lecture in the webinar on 'State of Education in India: Teachers, Teaching and Teacher Professional Development', 5 May, 2021, UNESCO and Tata Institute of Social Sciences (TISS), Mumbai, Maharashtra.

Delivered a lecture in the webinar on Odisha Dialogues on 'Board Examination and Beyond: Securing Education in Times of a Pandemic', 29 May, 2021, Bhubaneswar, Odisha.

Delivered a lecture in the webinar on 'Save the Children India's Programming through 100 Days of Action Agenda on Save Our Education', 1 June, 2021, Save the Children, New Delhi.

Delivered a lecture in the webinar on 'Simplifying Evaluation and Accreditation in K-12', 28 June, 2021, TCS-ION, Thane West, Mumbai, Maharashtra,

Delivered a lecture in the webinar '2nd Meeting of the Committee constituted for NEP Task', 28 June, 2021, CBSE, New Delhi.

Expert in the Training Programme for Technical Committee Members, 23-24 May, 2021, Bureau of Indian Standards (BIS), New Delhi.

Expert in the 'DRC of Amity Institute of Education', 28 July, 2021, Amity Institute of Education, New Delhi.

Delivered a lecture in the webinar on 'Challenges and Opportunities of Teaching-learning during COVID-19 Pandemic', 28 July, 2021, Institute of Professional Studies, Jiwaji University, Gwalior.

Delivered a lecture in the webinar on 'Making Sense of the Emerging Trend of Accesses is the New Ownership and Assessing the Need of Standardisation', 6 August, 2021, Bureau of Indian Standards (BIS), New Delhi.

Resource Person and delivered a lecture on "*Policy Perspective in Teacher Education*" in the webinar on 'Online Subject Refresher Course in Teacher Education', 29 August, 2021, organised by the UGC HRD Centre, AMU, Aligarh, Uttar Pradesh.

Delivered a lecture in the webinar on 'New Delhi Teacher Education and National Development', 29 August, 2021, New Delhi.

Delivered a lecture on "*Aiding Education through Standardisation*", 7 September, 2021, Bureau of Indian Standards, New Delhi.

Delivered a lecture on "*School Performance Management and Evaluation*", 30 September, 2021, DEPA, NIEPA, New Delhi.

Participated in the third meeting of School Education and Related Services Sectional Committee, SSD 15, 30 December, 2021, Bureau of Indian Standards (BIS), New Delhi.

Participated in the Special Meeting of the Executive Committee of COBSE, 12 January, 2022, NIEPA, New Delhi.

Participated in First Meeting of Working Group, 21 January, 2022, Bureau of Indian Standards (BIS), New Delhi.

Delivered a lecture in the webinar at the National Council for Teacher Education in collaboration with Dr. Hari Singh Gour Vishwavidyalaya, Sagar (MP), 3 March, 2022, NIEPA, New Delhi.

Delivered a lecture in the webinar on 'National Seminar on Higher Education in Post-Colonial World: New Normal in Post-COVID Situation', 10 March, 2022, Department of Higher and Professional Education, NIEPA, New Delhi.

Official Meetings Attended

Participated in the Meeting on the Standing Advisory Committee, 31 August, 2021, NIEPA, New Delhi.

Participated in the Meeting on Academic Council Meeting, 21 October, 2021, NIEPA, New Delhi.

Participated in the DAC Meetings on School Non-Formal Education and Shaala Siddhi, 28 February, 2022, NIEPA, New Delhi.

Participated in the DAC Meeting on School Leadership, 2 March, 2022, NIEPA, New Delhi.

Participated in the Meeting of Board of Studies of NIEPA, 7 March, 2022, NIEPA, New Delhi.

Participated in the Meeting of Academic Council of NIEPA, 10 March, 2022, NIEPA, New Delhi.

Participated in the PAB Meetings (Shaala Siddhi), 19 January, 2022, NIEPA, New Delhi.

Research Studies and Projects

Coordinating and managing the Research Project on 'A Study of Governance, Regulation and Quality Assurance of Teacher Education in India', NIEPA.

Conducted School Case Studies in India for the UNESCO Project 'Situational Analysis on the Uses of Frontier Technologies in Teaching and Learning in Primary and Secondary Education'.

Training Material and Courses Developed/ Transacted

Revised and developed the Core Course (CC-2) "Education in India" for MPhil. and PhD Programme, NIEPA.

Course Co-ordinator for Core Course (CC-2) "Education in India" for MPhil and PhD Programme, NIEPA.

Developed Modules on School Performance Evaluation for Quality Improvement, NIEPA which include:

1. School Quality and Improvement.
2. Setting Standards for School Performance Management.
3. School Evaluation and Assessment.
4. Strategic Instruments and Guidelines.
5. Usage of School Evaluation Reports.
6. Evidence-based School Improvement.
7. Systemic Support for Improved School Governance.

Course Co-ordinator for optional course on 'International and Comparative Education' NIEPA.

Guidance & Supervision of PhD /MPhil / PGDEPA/ IDEPA Scholars

Twinkle Panda, PhD Scholar, *Effectiveness of Governance and Quality Assurance of Secondary Teacher Education Programmes on Institutional Process and Outcome.*

Srishti Bhatia, PhD Scholar, *Exploring Socio-Spatial Pedagogical Theories on Tribals: A Case Study of Tea Tribes of Assam*.

Pabitra Saha, MPhil Scholar, *A Study of Teacher Management in the Aspirational Districts of Odisha*.

Consultancy and Academic Support to Public Bodies

Bureau of Indian Standards (BIS), New Delhi.

UNESCO, Bangkok.

External evaluators and examiners for the 8 PhD theses of Delhi University, Jawaharlal Nehru University, Allahabad University, Himachal Pradesh University, Utkal University, Osmania University, Berhampur University, Sambalpur University, etc.

Membership of Eminent Bodies outside NIEPA

Executive Board Member, Council of Boards of School Education (COBSE).

Executive Editorial Board Member, State of Education in India, UNESCO, New Delhi.

Member, Journal Advisory Board, NCTE.

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

Member, Programme Advisory Board of SCERT, New Delhi.

Executive Board Member, Reform in Teacher Education, UNICEF and SCERT, Pune.

International Editorial Board Member, KEDI Journal of Education Policy (KJEP).

Member, International Congress on School Effectiveness and Improvement.

Member, Indian Association of Teacher Educators.

Founder Member, International Forum of Researchers in Education (IRORE).

Member, Alumni Association, Central Institute of Education, New Delhi.

Life Member, All India Association for Educational Research.

Madhumita Bondyopadhyay

Publications

Chapters in Books

Women Education and Development in Indian Context (co-authorship), chapter in the book edited by Ajit Mondal & Neeru Snehi on *Dynamics of Women Education in India*, Shipra Publications, Delhi, 2022 (ISBN: 9789391978273).

Policy and Practices of Decentralisation of Elementary Education in India, chapter in the book edited by Rumki Basu on *Democracy and Public Policy in the Post-COVID-19: World Choices and Outcomes*, Routledge India, 2021, pp. 140-157 (ISBN 9781032073200).

Research Papers/Articles published during the year under Report

Teachers and Teacher Education in India: Issues, Trends and Challenges, *National Institute of Education Sciences*, June 2021 (co-authorship) <http://ssrn.com/abstract=3881778>.

Literacy and Elementary Education in India: Emerging Issues and Policy Paradigms, *Journal of Educational Planning and Administration*, NIEPA, October 2021 (co-authorship).

Editor's Page of Teachers and Teaching in Schools, ANTRIEP Newsletter, Vol. 26 No. 1 pp. 6-7, January-June 2020 (published in 2021).

Teachers and Teacher Education in India: Policy Perspective, ANTRIEP Newsletter on Teachers and

Teaching in Schools, Vol. 26 No. 1 pp. 6-7, January-June 2020 (published in 2021) (co-authorship).

Workshops/Conferences/Training Programmes Organised

Organised a Workshop on Girls' Education in Aspirational Districts and Blocks in India from the Perspective of New Education Policy-2020 during 22-26 November, 2021 at NIEPA, New Delhi and taken a session on 'Gender and School Education from the Perspective of NEP-2020'.

Organised a webinar on 'Equity and Inclusion in School Education in NEP-2020' held on 18 August, 2021.

Consultancy and Academic Support to Public Bodies during period under Report

Participated in meetings conducted by JMI, New Delhi and the Curriculum Committee for BBOSE-ICDS for jointly launching teacher training programme, "Sundandini" on 4 June, 2021 and also on 9 June, 2021.

Other Academic and Professional Contributions

Involved in the development of a project proposal prepared for Collaboration Grant of British Council for **Going Global Partnership** on the topic: *Global Teacher Education Policies and Practice for Equitable and Quality Education* during September-November 2021. The work has already been started for implementing this collaborative project with the University of Sussex, UK; TISS, Mumbai; AUD, Delhi and Jamia Millia Islamia, New Delhi. Involved in preparing modules of this course and its implementation.

Focal point of NIEPA for ANTRIEP and Editor of ANTRIEP Newsletter.

Coordinating, teaching and evaluating the following courses for MPhil Coursework:

- Qualitative Research Methodology (core course)

- Community Participation and Local Governance in Education (optional course)

- Education, Gender and Development (optional course)

Submitted the revised report of research study on 'Participatory Action Research on Improving the Participation of Children in Elementary Schools in India, NIEPA, New Delhi'.

Prepared report of a webinar on 'Equity and Inclusion in School Education in NEP 2020' on 18 August, 2021.

Prepared report of an Online Workshop on 'Gender Equity in School Education: Challenges and Opportunities' from 8-12 March, 2021.

Prepared report of an Online Workshop on 'Girls' Education in Aspirational Districts and Blocks in India from the Perspective of New Education Policy- 2020' from 22-26 November, 2021.

Submitted the report of Research Project on 'A Comparative Study on Girls' Education in Himachal Pradesh and Haryana, NIEPA, New Delhi'.

Supervising Research Scholars:

- PhD: five students (one part-time)
- MPhil: one student

Participated a programme on "Vibrant Village - an exhibition", organised by the Embassy of Finland in collaboration with Tata Steel Foundation and ASPIRE India on 3 December, 2021 (As a Board Member).

Participated in a Brainstorming Session conducted by ASPIRE. India on 21 August, 2021 (As a Board Member).

Participated in the ASPIRE Executive Committee Meeting on 23 March, 2021 (As a Board Member).

Membership of Eminent Bodies outside NIEPA
Nil

Life Membership of Comparative Education Society of India (CESI).

Membership of ASPIRE India, A Delhi-based NGO.

Member of Advisory Board of the Indian Journal of Educational Research, University of Calcutta.

Rasmita Das Swain

Participation in Seminars/Conferences/ Workshops (National/International)

Attended Advisory Committee of Department of School & Non-Formal Education and Shaala Siddhi, 10 March, 2021, NIEPA, New Delhi.

Attended the webinar on 'Gender Equity in School Education: Challenges and Opportunities' and presented on 'Teachers and Teaching from Gender Perspectives', 12 March, 2021, National Institute of Educational Planning and Administration (NIEPA), New Delhi.

Attended the webinar on 'National Webinar on Perspectives and Practices on School Leadership', 24 March, 2021, Kendriya Vidyalaya, New Delhi.

Organised the webinar on 'Initiation of 100 per cent Coverage of the Shaala Siddhi Programme linking to NEP-2020' and presented on 'Progress and Achievement of the Shaala Siddhi Programme', 16 April 2021, NIEPA, New Delhi.

Attended the webinar on 'State Responses to Covid-19 Pandemic and Continuity of Learning' on 6 August, 2021, NIEPA, New Delhi.

Organised the webinar on 'Training Programme on Initiation and Implementation of Shaala Siddhi Programme (Jawahar Navodaya Vidyalaya)', 16, 18 and 23 August, 2021, NIEPA, New Delhi.

Participated in the Meeting on Academic Council Meeting, 21 October, 2021, NIEPA, New Delhi.

Participated in the PAB Meetings (Shaala Siddhi), 19 January, 2022, NIEPA, New Delhi.

Attended the webinar on 'Indian Teachers: Professional Standard, Management and Accountability', 21 February, 2022, NIEPA, New Delhi.

Participated in the DAC Meetings of School Non-Formal Education and Shaala Siddhi, on 28 February, 2022, NIEPA, New Delhi.

Participated in the Meeting on Board of Studies of NIEPA, 7 March, 2022, NIEPA, New Delhi.

Participated in the Meeting on Academic Council of NIEPA, 10 March, 2022, NIEPA, New Delhi.

Attended the webinar on 'National Seminar on Higher Education in Post-Colonial World: New Normal in Post-COVID Situation', 10 March, 2022, Department of Higher and Professional Education, NIEPA, New Delhi.

- Attended the 'Workshop on Girls' Education in Aspirational Districts and Blocks in India from the Perspective of New Education Policy-2020' during 22-26 November, 2021 at NIEPA, New Delhi and taken a session on '*Gender and School Education from the Perspective of NEP 2020*'.
- Attended the webinar on 'Equity and Inclusion in School Education in NEP-2020', 18 August, 2021.
- Participated in the online National Consultations on 'Regulatory System of Higher Education Encouraging Excellence and Public-spiritedness envisaged by National Education Policy-2020', 30 December, 2021, organised by the Ministry of Education and University of Delhi.

Workshops/Conferences/Training Programmes Organised

These are in addition to Shala Siddhi Training programme.

1. 'Workshop on Management of Quality Early Childhood Care and Education (ECCE)

Northeastern States, 23-24 March, 2022, Administrative Training Institute, Kohima, Nagaland.

2. 'National Webinar on Governance and Management of Quality Early Childhood Care and Education (ECCE) in India', 2-4 March, 2022.

Training Material and Courses Developed/ Transacted

Revision of MPhil Core Course No. 5 on Quantitative Research Method.

Research Project Proposal: Governance, Management and Leadership for Quality Early Childhood Education across Odisha, Punjab and Kerala.

Training Material on Governance and Management of Quality Early Childhood Care and Education (ECCE) in North Eastern States.

Reading and Training Material Collated for Early Childhood Care and Education (ECCE).

Framework for Governance and Management of ECCE.

Modules of School Governance and Quality Improvement.

Consultancy and Academic Support to Public Bodies

Ministry of Education, States and UTs for Policy Implementation, UNICEF, Planning Approval Board (PAB) Meetings, Department of Psychology of Delhi University, and Colleges of Delhi, University of Jammu, University of Rajasthan, Allahabad University, Distance Education Centre of different Universities, Faculty of Management Studies, University of Delhi; Institute of Management, Psychological Tests and Assessment Service Centre, Review for Textbooks of Psychology of International and National Publishers, NGOs, Expert for Jammu and Kashmir Police Academy.

Other Academic and Professional Contributions

Teaching MPhil Course

Perspectives on Education (CC-1) Psychological Perspective

Research Methodology-I (CC-3)

Research Methodology-II (CC-5 Quantitative and Qualitative)

Supervision of PGDEPA / IDEPA Project Work - 2

Teaching in PGDEPA / IDEPA Course-Educational Management (904)

Supervision of Doctoral Scholars and MPhil Scholar

A Study on Experiences of Students with Disabilities in the Context of Institutional Governance & Management for Inclusive Culture and Student Development in Government and Private Universities of Haryana, Harleen Kaur. (2018 batch).

Effects of Armed Conflict on School Management in Kashmir: Understanding State and Non-state Actors' Perspectives, Mohammad Ilyas (2019).

Pathways for School Transformation: Indian Schools and their Narratives by Somnath Roy, 2022.

Commitment to Achievement Path: Linking School Leadership to Student Outcome in India, Somnath Roy, MPhil 2019-21.

Strategic Human Resource Management (SHRM) Practices and Quality of Early Childhood Care and Education (ECCE) in Delhi, Mansi Pandey, 2020-22.

Membership of Eminent Bodies outside NIEPA

National Academy of Psychology, New Delhi; Indian Association of Applied Psychology, Chennai;

Comparative Education Society of India (CESI), New Delhi; All India Association for Educational Research (AIAER), Bhubaneswar; Indian School Psychology Association; Indian Science Congress Association, Calcutta; Indian Association of Positive Psychology, New Delhi; Praachi Association of Cross-Cultural Psychology, Meerut; National HRD Network, Hyderabad; Indian Society for Training and Development, New Delhi; Sports Psychology Association of India, Patiala.

Association for Early Childhood Education and Development (AECED), Mumbai.

Life Member - NAOP, IAAP, CESI, AIAER.

Contribution as a Member of different Academic Bodies of NIEPA

Member of Steering Committee.

Member of Student Counselling.

Member of MPhil/PhD Entrance Test and Evaluation Committee.

Screening Committee of Project Junior Consultant, Screening and Committee of Project Consultant.

Selection Committee Interview of Project Junior Consultant and Selection Committee Interview of Project Junior Consultant.

Amit Gautam

Publications

Books

“National Education Policy 2020: A Revamp of Indian Education System” published by Taurean Publication, New Delhi with ISBN: 9789391074517.

Research Papers/Articles published

Published a Research Paper entitled **“Applications of Artificial Intelligence in Open and Distance**

Learning” in TechnoLearn: An International Journal of Educational Technology 11(2): 1-8 December, 2021 Half-Yearly Online Journal, ISSN: 2249-5223.

Published a Research Paper entitled **“Unfolding the Online Mode of Teacher Education in Context of the Indian Education System”** in the Proceedings of the International Conference on Best Innovative Teaching Strategies (ICON-BITS 2021), available at SSRN: <https://ssrn.com/abstract=4026539><http://dx.doi.org/10.2139/ssrn.4026539>.

Published a Research Paper entitled **“Emerging Trends in Online Mode of Teacher Education: A Review in the Context of India Higher Education System”** in RIE Bhopal Journal of Education, A Biannual Peer Reviewed Journal, Vol.-5 Issue-I July-December 2021, ISSN: 25800621, page no 44-50 published by the Regional Institute of Education (RIE), NCERT, Bhopal.

Participation in Seminars/ Conferences/ Workshops

Participated in an online Open House Discussion on National Education Policy: 2020 with an emphasis on National Professional Standards for Teachers (para 5.20) and National Mission for Mentoring (para 15.11) on 16 December, 2021, organised by the University of Delhi in collaboration with the National Council for Teacher Education.

Participated in online National Consultations on Regulatory System of Higher Education encouraging excellence and public-spiritedness envisaged by National Education Policy: 2020 on 30 December, 2021, organised by the Ministry of Education and University of Delhi.

Resource Person for “Online GURU-DAKSHTA Faculty Induction Prog (FIP-05) in Online mode” on 25 January, 2022, organised by UGC-Human Resource Development Centre, Gauhati University: Guwahati.

Resource Person for “Online Faculty Development Programme (FDP) to Design, Develop and Deliver Online Courses” on 1 February, 2022, organised by Post Graduate Teaching Departments (Faculty Development Programme), Gondwana University, Gadchiroli.

Resource Person for “National Webinar on Governance and Management of Quality Early Childhood Care and Education (ECCE) in India,” on 4 March, 2022, on “Digital Initiatives of ECCE”, organised by the Department of School and Non-Formal Education, NIEPA, New Delhi.

Resource Person for Workshop on “MOOC on Introduction to Blended Learning” on 22-23, March, 2022, organised by Commonwealth Educational Media Centre for Asia (CEMCA) Promoting Learning for Sustainable Development, New Delhi.

Workshops/Conferences/Training Programmes Organised

Member of Organising Committee in National Webinar on “Indian Teachers: Professional Standards, Management and Accountability” on 21 February, 2022, organised by the Department of School and Non-Formal Education, NIEPA.

Consultancy and Academic Support to Public Bodies during the period under Report

Nominated as a Member of Peer-Review Board in Journal “Shiksha Shodh Manthan” A Half Yearly International Peer-Reviewed Referred Journal of Education Impact Factor: 5.396 (SJIF).

Other Academic and Professional Contributions

Expert member for the online Practical Examination of MEd held on 24 March, 2022, organised by the Faculty of Education, Guru Gobind Singh Indraprastha University, New Delhi.

Expert member of the State Curriculum and Framework (SCF) Committee of Adult Education in the State Council of Educational Research and Training, Delhi.

Resource Person for “Online expert interaction-cum-workshop on content validation of Teacher Workplace Happiness Scale,” under the research project entitled “Construction and Standardisation of Workplace Happiness Scale for Teachers” on 30 March, 2022, organised by the Department of Education, Faculty of Education and Psychology, the Maharaja Sayajirao University of Baroda, Vadodara.

Membership of Eminent Bodies inside NIEPA

Nominated as Core Committee Member of National Assessment and Accreditation Council (NAAC) for the Preparation of SSR NAAC, NIEPA.

Nominated as Member of Internal Quality Assurance Cell (IQAC), NIEPA.

Nominated as Member of Empanelment of Panel of Legal Counsel / Legal Advisors, NIEPA.

Member of Committee of 60th Year Celebrations of NIEPA.

Membership of Eminent Bodies outside NIEPA

Life Member of All India Association for Educational Research (AIAER) Bhubaneswar.

Life Member of Indian Association of Teacher Educators (IATE), Patna.

Life Member of American Educational Research Association (AERA), Washington, DC.

Member of the Indian Science Congress Association, Kolkata.

Life Member of NORRAG (Network for Policy Research, Review and Advice on Education and Training) Genève, Switzerland.

Life Member of Comparative Education Society of India (CESI), an Affiliate of the World Congress of Comparative Education Societies, New Delhi.

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

Life Member of System Society of India, Dayalbagh Chapter, Agra.

Member of Development Studies Association (DSA), UK.

A. N. Reddy

Research Completed

Completed Case Studies on 'Situational analysis on the use of frontier technologies in teaching and learning in primary and secondary education', a UNESCO Bangkok project (with Prof. Pranati Panda).

Participation in Seminars/Conferences/ Workshops, Training Programmes

Participated in a web conference on 'Implications of the Covid-19 Crisis for Labour and Employment in India: Impact, Strategies and Perspectives', organised by the Institute for Human Development (IHD), International Labour Organization (ILO) and the Indian Society of Labour Economics (ISLE), 8-9 June, 2020.

Participated in a web lecture on 'The Pandemic and the Changing Structure of the World Economy: India's Big Opportunity and Big Risk', 27 July, 2020.

Participated in 'Latest Evidence for Accelerated Education', 9 June, 2020, organised by INEE.

Participated in 'Strengthening the Global EiE Data Architecture', 10 June, 2020, organised by INEE.

Participated in 'Unlock Big Change-Education: the Key to a Better Future', 21 September, 2020, organised by the World and Global Business Coalition for Education.

Participated in a Webinar on 'Designing with People for People in Education: An Introduction to Design Thinking and Human Centred Design Methodologies', 30 September, 2020, organised by KIX EAP Hub.

Participated in a Webinar on 'Using Data to Improve Learning: Engaging with Policy and Reform', 29 October, 2020, organised by KIX EAP Hub.

Participated in a Webinar on 'Teachers as Agents of Change: Supporting, Enabling, and Empowering', 24 February, 2021, organised by KIX EAP Hub.

Participated in a Webinar on 'Scaling Impact: An Introduction to Achieving Impact at Scale', 31 March, 2021, organised by KIX EAP Hub.

Participated in a Webinar on 'What has COVID-19 done to Education and Research?', 21 April, 2021, organised by KIX EAP Hub.

Workshops Organised

Organised a National Webinar on 'Learning Continuity during Covid Pandemic: Exploring the Policy Responses of States/UTs', 30 July, 2021.

Others

Delivered a webinar on 'School Expansion and Caste Composition of Schools in Ethnically Fragmented Societies: Empirical Evidence of India', 4 November, 2020 at IGIDR, Mumbai.

Participated in the Advisory Committee of Department of School & Non-Formal Education and Shaala Siddhi, 10 March, 2021, NIEPA, New Delhi.

Department of Higher & Professional Education

Sudhanshu Bhushan

Publications

Research Project/Articles/Chapters

Bhushan S. The New Political Economy of the Twenty-First-Century Higher Education. *The Indian Economic Journal*. 2021;69(2):352-362. doi:10.1177/00194662211024397.

Bhushan S. Multidisciplinary Approach in Higher Education: An Action in Relation to India's National Education Policy 2020, available on <https://www.cemca.org/ckfinder/userfiles/files/EdTech-Notes-Multidisciplinary-Approach-in-Higher-Education.pdf>

Bhushan S. Holistic and Multidisciplinary Education and Multiple Entry-Exit, IGNOU, New Delhi.

Lectures and Webinars on National Education Policy and Other Themes

Lectures and Webinars on National Education Policy and Other Themes

Attended webinar on 'Institutional Restructuring, Holistic and Multidisciplinary Education' 4 March, 2022, UGC-Human Resource Development Centre, Gauhati University.

Attended webinar on 'Autonomy and Accountability in Institutional Governance Of Higher Education', 20 January, 2022, HRDC, Mizoram University.

Attended discussion on 'Budget 2022', 20 January, 2022, Jharkhand Government.

Attended seminar on 'History and Evolution of CBCS' 18 January, 2022, HRDC, Pt. Ravishankar Shukla University, Raipur.

Attended seminar on 'CBCS and Outcome Based Learning', 18 January, 2022, HRDC, Pt. Ravishankar Shukla University, Raipur.

Attended '103rd Annual Conference of the Indian Economic Association', 4 January, 2022, Human Resource Development and Technology, Manipal University.

Attended webinar on 'NEP- 2020 With Reference to Professional Education in Faculty Development Programme', 1 January, 2022, UGC- Human Resource Development Centre, Gauhati University.

Attended Webinar on 'National Education Policy -2020', 29 December, 2021, Sarvajanic College of Engineering and Technology.

Attended Webinar on 'Pedagogical Shift in The Light of NEP- 2020' 6 December, 2021, TLC, Tezpur University.

Attended webinar on 'National Education Policy-2020', 4 December, 2021, Civil Engineering Department G H Patel College of Engineering & Technology, Anand, Gujarat

Attended Webinar on 'Current Challenges and Opportunities in Indian Higher Education - Implications for the Everyday Classroom', 1 December, 2021, Internal Quality Assurance Cell (IQAC), Tata Institute of Social Sciences, Mumbai.

Attended Webinar on 'Financing Higher Education', 30 November, 2021, NIEPA and AIU

Attended Webinar on 'NEP- 2020: Institutional Development Plans in Higher Education', 26

November, 2021, Indira Gandhi National Open University, Goa Centre.

Attended Webinar on 'NEP-, 2020', 24 November 2021, HRDC, Goa University

Attended Webinar on 'Managing Student Diversity in Higher Education', 24 November, 2021, CPRHE, NIEPA.

Attended webinar on 'Internalisation Of Higher Education' 22 November, 2021, UGC-Human Resource Development Centre (HRDC), University of Rajasthan, Jaipur

Attended webinar on 'Higher Education and Its Ecosystem' UGC-HRDC, 12 November, 2021, University of Allahabad.

Attended webinar on 'NEP,- 2020', 23-24 August 2021, HRDC, Goa University

Attended webinar on 'Teaching Learning Process in The Light Of NEP, -2020,' 10 August, 2021, TLC, Tezpur University.

Attended webinar on '1.History Aand Evolution of CBCS' 2. 'CBCS Aand Outcome Based Learning' 7 August 2021, HRDC, Pt. Ravishankar Shukla University, Raipur.

Attended Webinar on 'Internalisation of Higher Education', 22 July 2021, G.D Goenka University, Gurugram.

Attended webinar on 'Multi-disciplinary Approach in Higher Education' 8 July, 2021, Govt. V.Y.T. Pg. Autonomous College, Durg.

Attended webinar on 'NEP,- 2020', 29 June 20121, Scottish Church College, Kolkata.

Evaluation

Conducting an evaluation of IoE Scheme of the Government of India.

Department of Higher and Professional Education in collaboration with Department of ICT, NIEPA conducted a week-long Faculty Development Programme on NEP-2020: Strategies for Implementation.

PhD Supervision

Supervising seven students enrolled in the PhD and one student in MPhil programme.

Teaching

Taught a course CC4 on Education Policy in a course work to MPhil students.

Seminar

Conducted a National Seminar on **Higher Education in Post-Colonial World: New Normal in Post-COVID Situation** from 10-12 March, 2022.

Members of Committees

1. Member of Editorial Board of International Journal of Social Science and Development Policy.
2. Member of Editorial Board of College Post
3. Editor, Indian Economic Journal
4. Academic Editor, Pariprekshya
5. Member of Internal Committees of NIEPA – Board of Management, Academic Council, Board of Studies, Finance Committee, Planning and Monitoring Committee.

Aarti Srivastava

Publications

Srivastava, A., Chopra, E., Bhattacharjee, S. D. (2021, September 11). Covid-19 upended education, posing several challenges. The Sunday Guardian: Indian Edition

(<https://www.sundayguardianlive.com/news/covid-19-upended-education-posing-several-challenges>)

Srivastava, A., and Taneja, A. (2021). Skills for Employability and Development South Asia: A Comparative Analysis in Development Governance and Regional Cooperation in South Asia, Springer.

Arora, A., and Srivastava, A. (2021). Reimagining Internationalization: Perspectives from India in the Interconnected Global Order; CIES Higher Education SIG *Journal of Comparative and International Higher Education*.

Participation in Seminars/Conferences/Workshops

Participated in South Asia Higher Education Symposium, on Blended Learning during Today's Reality and Trends for a Post-COVID Environment, 8 April, 2021.

Alumni Association of JNU, New Delhi, 11 April, 2021.

Participated in the 18th SN Sinha Memorial Lecture on: India's Emerging Role in Post Pandemic World, organised by AN Sinha College, Patna, 31 May, 2021.

Paper Presentations

Speaker at the Refresher Course organised by TLC of Ramanujan College, University of Delhi, in collaboration with ARSD College, on Cinema Studies, 6-19 April, 2021.

Convenor of WICCI Webinar on NEP, 2020, 30 April, 2021.

Chair at Amity (School of SS) International Conference on Emerging Socio-Cultural and Political Issues: India and Europe, in association with Jean Monnet Project, Erasmus. Session on: Env't, Climate Change and Environment, 24 May, 2021.

Keynote Address on Gender and Higher Education at SAFI Institute, Kerala, 29 May, 2021.

Speaker at MANUU HRDC Lecture on Institutional Development Plan, 5 August, 2021.

Lecture on NEP and HE, held by IQAC, Deen Dayal Upadhyay University, Gorakhpur, 9 August, 2021.

Lecture on HE: Challenges and Issues, Jamia, 11 August, 2021.

Lecture on NEP and Implementation in HE, at Central University of Bilaspur, 16 August, 2021.

Goa HRDC Lecture on Leadership and IDP, 24 August, 2021.

DD URDU Recording on NEP, 26 August, 2021.

Lecture at Rani Durgavati, Jabalpur HRDC on HE: Challenges and Prospects, 28 August, 2021,

Lecture at Rani Durgavati, Jabalpur HRDC on Financing of HE, 1 September, 2021.

Lecture at Bhagat Phool Singh, Sonapat, on NEP, again on 1 September, 2021.

Lecture at FDP ON NEP, 2020 (DHPE and ICT Department Collaboration) NIEPA, on 13-14 September, 2021;

13TH: LEADERSHIP

14TH: IDP

Lecture at FDP ON NEP, 2020, (DHPE and ICT Department Collaboration) NIEPA, 4-5 October, 2021:

4TH: LEADERSHIP;

5TH: IDP

Lecture at IIM Amritsar, on NEP, 18 October, 2021.

Lecture at IIM Amritsar, on Leadership and IDP, on 21 October, 2021,

Key Speaker at Apmrutyu Nivaran Sahay (ANIS), Surat (NGO) programme - delivered four lectures,, on 11-12 October, 2021.

Speaker for two sessions at HRDC MANUU on Leadership and IDP, and Issues and Challenges of HE, 23 October, 2021.

Speaker at Jaipur HRDC on 'Reforms in Higher Education: NEP 2020', 15 November, 2021.

Speaker at Goa HRDC (two sessions), Leadership in Higher Education, 16 November, 2021.

Lecture (two sessions) at Maulana Azad Urdu University - HRDC Lecture, Leadership and IDP in Higher Education, 23 November, 2021.

Chair at International Conference at Satyam College, Noida 11 December, 2021.

Expert at Ludhiana University, 22 December, 2021.

Speaker at Guwahati HRDC (two sessions), Leadership in Higher Education, 4 January, 2022.

Invited Member, Board of Studies, Dayalbagh Educational Institute, Agra.

Lecture at Devi Ahilya Vishwavidyalaya Indore on Leadership in Higher Education, 2 February 2022.

Lecture (two sessions) at HRDC, Goa on Leadership and IDP in Higher Education, 4 February, 2022.

Member of Visiting Team for Delhi University (14-15 February, 2022) and IISC (!7-18 February, 2022) for Institution of Eminence Study of UGC.

Member, Academic Audit, Shyamlal College, University of Delhi.

Selection Committee Member, Purnia University, 4-19 February, 2022.

Keynote address in Guru Ghasidas Central University, Bilaspur, Chhattisgarh, 8 March, 2022. (Women's Day).

Departmental Programmes Organised

Convened the Staff Retreat, NIEPA, 10 December, 2021.

Training Material and Course Developed/ Transacted

Courses Transacted for MPhil/PhD

- Compulsory Course (CC - 2): Education in India.
- Optional Course (OC - 1): Higher Education: Issues and Perspectives.
- OC -12: Globalisation and Education.
- OC-1: Economics of Education.

Consultancy and Academic Support to Public Bodies

Coordinator of the National Resource Centre for Education, NIEPA.

Entrance Test Committee for MPhil/PhD (NIEPA).

Evaluation Committee for MPhil/PhD.Test (NIEPA).

Member of NIEPA Core Committee of the NAAC.

VC Meet Coordinator.

LEAP Coordinator.

Book Review Editor of Samajik Chintan.

Member of Editorial Advisory Board: Gender Issues in Technical and Vocational Education Programme; VV Giri National Labour Institute.

Visiting Professor at JRNR Vidyapeeth, Udaipur since 25 August, 2018.

NEHU Court Member.

Kendriya Vidyalaya Sangathan Advisory Council Member since June 2019.

Chairperson of the MHRD Effective Publicity Team for communication and outreach at NIEPA, 21 June, 2019.

Appointed as NCTE Visiting Team Member since 14 July, 2019.

Reviewer for STRIDE.

Reviewer for SPARC.

Convenor for NIEPA Alumni Committee.

Monika Bhisht Internal Reviewer for PhD.

Member of NCERT Department Advisory Board of International Relations Division, for a period of three years since 6 January, 2021, till 2023.

Amity University, Department of Education, Lucknow, Co-Guide since 19 January, 2021.

Advisory Committee Member of AMU regarding implementation of NEP-2020 since 29 January, 2021.

Member of the Secretariat of the National Credit Framework Committee at NIEPA since 22 January, 2021.

ARU Project, Gendered access to Education and Technology during Covid-19, Funding Agency-Anglea Rustin University, U.K. Cambridge.

NCF Meeting, Internal, 6 April, 2021.

Member of Screening Committee for DPO, NIEPA (Meeting on 20 October, 2021).

Evaluator at Innovation Awards, NIEPA, 25 October, 2021.

Member of Board of Studies Meeting, NIEPA.

Member of Selection Committee, Purnia University, 22 May, 2021.

Member of Academic Advisory Board Meeting, Amity Noida on Gender, 2 July, 2021.

Member of NIOS, Publication Committee Audit, 3 August, 2021.

Member of Local Advisory Committee of Satyam College of Education since 12 October, 2021.

Expert for evaluation of the Final Reports submitted by Dr. Sunil Kumar Kumeti, Pt. Ravishankar Shukla University, Raipur on "Raipur Nagar Nigam Dwara Parivaon Ko Muulbhut Sevaon ki Uplabdhata Ka Aarthik Adhyayan." Member of BoS, Gujarat University.

Nehu Court Member.

Member of Board of Studies, Dyalbagh, Agra, 17 January, 2021.

Editorial Board Member of AIE Candour: An International Journal in Social Sciences and Education.

On Editorial Board of: Educational Quest: An International Journal of Education and Applied Sciences.

DU Thesis Evaluation (Viva on 14 August, 2021).

Kerala Thesis Evaluator.

Referee for Dr. Anitha Kurup, NIAS, Bangalore.

Membership of Eminent Bodies outside NIEPA

Life Member of the following bodies:

Association of Adult Education, Indraprastha Estate, New Delhi (1999).

Bharatiya Gyanpith Parivar, New Delhi (1999).

Indian Economic Association (2004).

Indian Society of Labour Economics (1998).

National Book Trust (1998).

UP Bharat Scout and Guides (2003).

Theosophical Society, Varanasi (2004).
CESI, New Delhi (2010).
All India Association of Educational Research (2009).
Indian Association of Teacher Education (2015).
Indian Social Science Academy (2016).
India International Centre, Short-term Membership,
March 2021 onwards.
Life Member of INTACH (L/20558).
Life Member (CED-GLOBAL) of Global Talk
Education Foundation (1920-278/ GTE- LTM/2020,
valid till May 2031).

Other Information

PhD Supervision

- a. Aparajita Gantayet
- b. Archana Kumari
- c. Babita Balodi

PGDEPA Supervision

One

Neeru Snehi

Publications

Book

Dynamics of Women Education in India, Editors -
Prof. Neeru Snehi and Dr. Ajit Mondal, Shipra
Publications, Delhi, 2021.

Research Papers/Articles/Notes

Chapter on 'Women in Science Education and
Research', in Ajit Mondal and Neeru Snehi, (Ed.)
2021. *Dynamics of Women Education in India*, Shipra
Publications, New Delhi.

Managing Semester System: Choice-Based Credits
and Student Assessment, Journal of Educational
Planning and Administration, Volume XXXV, No. 4,
October 2021, pp. 311-344.

Research Report

Working on - British Council international collaborative
project with University of Sussex and Indian partners:
A Module on 'Global Teacher Education Policies and
Practice for Equitable and Quality Education.'

Team Member in the 'Evaluation of Institutions of
Eminence Scheme' by MHRD; visited IIT Kharagpur
and O.P. Jindal Global University, and prepared a report
on O.P. Jindal Global University, Sonapat, Haryana.

Participation in National/ International Seminars

Presentation/ Lectures - Webinars

Speaker in Faculty Induction Programme conducted by
HRDC, Goa University in 110th to 113th FIP (Online
Mode) on the topics - Institutional Autonomy and
Governance in Higher Education; Internationalisation
of Higher Education and NEP- 2020 (8 Sessions).

Speaker in the Webinar on National Education Policy -
2020, School of Education, Jaipur National University,
Jaipur, Rajasthan, 10 April, 2021.

Delivered a lecture on 'Personal Capacity Building',
National level Programme organised by Women
Empowerment Cell and Training and Placement Cell,
Central University of Haryana in collaboration with
National Women Commission, 17 September, 2021.

Speaker in two sessions at Faculty Development
Programme on NEP, 2020 (DHPE and ICT
Department Collaboration) NIEPA; Institutional
autonomy and governance in higher education;
Internationalisation of higher education and NEP-
2020, 13 September, 2021.

Speaker in two sessions at Faculty Development Programme on NEP-2020 (DHPE and ICT Department Collaboration) at NIEPA; Institutional Autonomy and Governance in Higher Education; Internationalisation of Higher Education and NEP-2020.

Chaired a session on 24 November, 2021 in the Workshop on Girls' Education in Aspirational Districts and Blocks in India from the Perspective of New Education Policy-2020, 22-26 November, 2021

Anchored the session on video presentation on Leadership Styles and its discussion in a three-day National Virtual Workshop on Leadership Development for Deans of Faculty and Heads of Department of Universities on 2-4 March, 2022, DHPE, NIEPA.

Participation in National/ International Workshops / Seminars

Participated in the Webinar on “MOOCs Development and Delivery” by UGC-Human Resource Development Centre, Goa University, 29 March, 2022.

Participated in Expert Group Meeting on Quality of Higher Education in India: A Study of External and Internal Quality Assurance at the Institutional Level, 25 March, 2022.

Participated in roundtable discussion focusing on the theme of ‘Developing and Sustaining Industry – Academia Linkages in Higher Educational Institutions (HEIs)’ 23 March, 2022.

Participated in Consultative Meeting on State Higher Education Councils, 16-17 March, 2022, organised by CPRHE, NIEPA.

Participated in National Seminar on Higher Education in Post-Colonial World: New Normal in Post-COVID Situation, Department of Higher and Professional Education, NIEPA, New Delhi, 10-12 March, 2022.

Participated in colloquium organised by the Disaster Management Committee of NIEPA on Disaster Management, 8 March, 2022.

Participated for an interactive discussion on ‘Academic Integrity and Research Ethics’ by Dr. Bhushan Patwardhan (Former VC, UGC), 5 March, 2022.

Participated in a three-day National Virtual Workshop on Leadership Development for Deans of Faculty, and Heads of Department of Universities, 2-4 March, 2022, DHPE, NIEPA.

Participated in the National Webinar on “Indian Teachers: Professional Standards, Management and Accountability”, 21 February, 2022, organised by Department of School and Non-Formal Education, NIEPA.

Participated in Departmental Advisory Committee of the DHPE, NIEPA, 16 February, 2022.

Participated in the virtual release of a book, authored by Prof. Arun C. Mehta, by Vice-Chancellor, NIEPA, 15 February, 2022.

Participated in the virtual function of National Award for Innovations and Good Practices in Educational Administration, 10 February, 2022.

Participated in a three-day workshop on “Leadership in Educational Administration for Academic Administrators in Universities and Colleges’ in online mode, 19-21 January, 2022.

Participated in NIEPA Staff Retreat on 10 December, 2021, prepared a Report of the Brainstorming Session.

Participated in Peer and Faculty Review Seminar of PhD Scholars 2021, 30 November- 1 December, 2021, NIEPA,

Attended the Webinar on “Financing Higher Education”, 30 November, 2021, CPRHE, NIEPA.

Participated in the Webinar on “Cross-Cultural Perspectives on Internationalisation of Higher Education”, 29 November, 2021, NIEPA.

Participated in the Expert Group Meeting on “Student Diversity in Higher Education”, 24 November, 2021, CPRHE, NIEPA.

Participated in a five-day virtual workshop on “Girls’ Education in Aspirational Districts and Blocks in India from the Perspective of New Education Policy-2020”, organised by Department of School and Non-Formal Education, 22-26 November, 2021.

Attended a webinar on “The National Education Policy and the Future of Indian Universities”, 11 November, 2021, organised by OP Jindal Global University, Sonapat, Haryana.

Participated in the 12th Maulana Azad Memorial Lecture, 11 November, 2021, NIEPA.

Participated in Peer and Faculty Review Seminar of MPhil, 5-16 September, 2021.

Participated in the webinar on ‘Research, Innovation and Ranking in Higher Education’, 10 September, 2021, CPRHE, NIEPA.

Participated in Task Force of the National Seminar “Higher Education in Post PandemicWorld: Search of a New Normal”, DHPE, NIEPA.

Participated in the webinar on ‘Equity and Inclusion in School Education 2020, 18 August, 2021.

Participated in NIEPA 15th Foundation Day Lecture delivered by Padma Vibhushan Professor K. Kasturirangan, 11 August, 2021, NIEPA.

Participated in Research Expert Committee Meeting on research study proposal on ‘College Readiness and Student Success in Higher Education in India’, 27 July, 2021, organised by CPRHE, NIEPA.

Participated in a three-day virtual World Universities Summit on ‘Universities of the Future: Building Institutional Resilience, Social Responsibility and Community Impact’, 21-23 July, 2021, organised by the International Institute for Higher Education Research & Capacity Building (IIHed), OP Jindal Global University.

Participated in First Peer Review Meeting of IHER 2022 on ‘Women in Higher Education’, CPRHE, NIEPA.

Participated in the webinar on ‘Nordic Universities and India’s NEP-2020: New Trajectories for Internationalisation’, 27 April 2021,

In addition to these, participated in other seminars/ meetings organised by NIEPA for Faculty and Research Scholars.

Other Academic and Professional Contributions

Examined/ evaluated the thesis submitted for the degree of Doctor of Philosophy by Annu Sagar Gupta, Curtin University, Australia.

Reviewed a manuscript CED-2019-0218.RV1 for Contemporary Education Dialogue, Sage

Interacted with Graduate, Post-Graduate and Research Scholars from Indian Institute of Teacher Education, Gandhi Nagar, Gujarat who visited NIEPA on 15 March, 2022.

Attended Meeting of the Academic Council on 10 March, 2022.

Attended Meeting of the Board of Studies of NIEPA on 2 November, 2021.

Attended NIEPA Staff Retreat and prepared report of the brainstorming session.

Prepared Minutes of Departmental Advisory Committee Meeting.

Supervision and Evaluation

Evaluated the MPhil Dissertation work entitled 'Exploring The Contours of Academic Freedom in Indian Universities: A Study of Doctoral Research in Social Sciences Department' by Srishti Bhatia.

Supervised and evaluated the PGDEPA Dissertation entitled 'RTE Implementation Status - A Decade Post RTE 2009' by Pratima Singh.

Supervised and evaluated the PGDEPA Dissertation entitled 'A Study of the Effectiveness of the Telecollaboration Project on the Awareness of the 7 Sustainable Development Goals among the Teachers of Maharashtra (India) and Dhaka (Bangladesh) Region' by Yogesh R. Sonawane.

Supervised the MPhil Dissertation work entitled 'Functioning of Private Tutorial Centres during Covid-19 Pandemic: Challenges and Prospects', by Aishwarya Sharma.

Supervised the PhD work entitled 'The Franchising of Private Tutoring in India' by Harshita Sharma.

Supervised the PhD work entitled 'Understanding the Role of Private Schools in the Development of School Education in J&K: A Study of District Kulgam' by Mohd Rouf Bhat.

Supervised the PhD work entitled 'A Study of Afghan Refugees Enrolled in Higher Education and their Statelessness' by Anushka.

Course Coordination

As Convener, conducted the Course 902: Indian Education - A Perspective in PGDEPA, September 2021.

Teaching

MPhil

- Involved in transaction of Optional Course (OC1): Higher Education: Issues and Perspectives.

PGDEPA

- Involved in transaction of Course 902: Indian Education - A Perspective.
- Involved in transaction of Course 905: Research Methods and Statistics in PGDEPA.

Other Activities

Member of Screening Committee to screen applications for the post of Junior Project Consultants (both academic and administrative), NIEPA.

Member of Screening Committee for the post of Finance Officer.

Member of Standing Purchase Committee (below Rs. 2.5 lakh).

MPhil-PhD Admission-Screening Committee Meeting on 10 June, 2021 (Offline).

Member of 'Invigilation/Supervision Committee during conduct of Written Test for Admission to MPhil /PhD', June 2020-21, NIEPA.

Member of 'Evaluation Committee during conduct of Written Test for Admission to MPhil /Ph.D', June 2020-21, NIEPA.

Attended the Meeting of Board of Studies of NIEPA, 2 November, 2021.

Attended the Meeting of Academic Council of NIEPA.

Member of Committee for Evaluation of cases of innovations and good practices.

Membership

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

Life Member, Indian Social Science Academy.

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Publications

Research Papers/Articles Published in Journal (peer review)/Conference Proceedings

Covid-19 on Indian Education: Impacts, Strategies, and Way Forward in Hal'ah Journal of Teaching, Learning and Quality in Higher Education in Israel, November 2021, Issue 2, pp. 263-284.

Impacts and Challenges of Covid-19 pandemic on Indian Higher Education: Perspectives of University and College Faculty (Extended Abstract) Book of Abstract of Comparative Education Society of India, 11th Annual Conference (online), 17-19 December, 2021.

Papers Presented in Seminars and Conferences

"Impacts and Challenges of Covid-19 pandemic on Indian Higher Education: Perspectives of University and College Faculty", during the 11th Annual International Conference of CESI, 17-19 December, 2021(online).

"Private University Autonomy and Teacher's Academic Freedom", during the International Research Symposium (online), organised by the Faculty of Education, University of Colombo, Sri Lanka, 26 November, 2021.

"Growth of Private Higher Education in India: Concerns and Prospects", during the two-day National Seminar on "Quality and Relevance of Higher Education", organised by Women's' College, Shillong, 25 26 March, 2022 (online).

Only Participation in Seminars, Workshops, Conferences and Meets

Attended the Roundtable discussion focusing on the theme 'Developing and Sustaining Industry – Academia Linkages in Higher Educational Institutions

(HEIs)'. organised by the Department of Educational Finance, National Institute of Educational Planning and Administration (NIEPA), and All India Management Association (AIMA), online via zoom platform., 23 March, 2022.

Attended virtually the two-day deliberations on 'Autonomy and Academic Freedom in the Public University: Perspectives from the Global South', 21-22 March, 2022, at the Department of Computational Biology and Bioinformatics, University of Kerala.

Attended virtually 'Consultative Meeting on State Higher Education Councils' 16-17 March, 2022, organised by CPRHE, NIEPA, New Delhi.

Attended the National Seminar on 'Higher Education in Post-Colonial World: New Normal in Post-Covid Situation, 10-12 March, 2022, organised by Department of Higher & Professional Education, NIEPA.

Attended Colloquium on Disaster Management ,organised by NIEPA, 8 March, 2022.

National Awards Functions for Innovations and Good Practices in Educational Administration held in virtual mode on 10 February, 2022, organised by Department of Educational Administration, NIEPA, New Delhi.

Attended the AIMA's 11th MSME Convention, 21 January, 2022.

Attended Distinguished Lecture by Prof. Philip Altbach, Research Professor and Distinguished Fellow, Boston College, on 'Colonialism and Neocolonialism in Higher Education: Ideas Approaching Analysis', 18 December, 2021, second day of our International CESI Conference on 'Mapping Education in Times of Covid-19'.

Participated in NIEPA Retreat 2021, organised by NIEPA, 10 December, 2021, Hotel the Grand, New Delhi, to chart out pathways for the coming years

and also involved in the group work on the theme, “Teaching and Training”.

Attended the webinar on ‘Cross-Cultural Perspectives on Internationalisation of Higher Education’, 29 November 2021, NIEPA.

Attended the webinar on ‘Financing Higher Education’ jointly organised by CPRHE, NIEPA and AIU, 30 November, 2021.

Attended the 12th Maulana Azad Memorial Lecture (online), 11 November, 2021.

Attended the webinar on ‘Research, Innovation and Ranking in Higher Education’ organised by CPRHE, NIEPA, 10 September, 2021.

Attended the ‘India-EU Higher Education Meet’, 7-8 October, 2021, organised by MAHE, Centre for Education Research (online).

Attended the webinar on ‘Knowledge Pluralism and Linguistic and Cultural Diversity’, 31 August, 2021, organised by CPRHE, NIEPA.

Attended the webinar on ‘Use of Technology in Education: Challenges & Prospects’ in connection with completion of one year of National Education Policy (NEP)-2020, organised by the Department of ICT – NIEPA.

Attended the webinar on ‘Equity and Inclusion in School Education on NEP-2020’, 18 August, 2021, organised by NIEPA, New Delhi.

Attended the NIEPA 15th Foundation Day Lecture, delivered by Padma Vibhushan Professor K. Kasturirangan, on ‘Liberal Education: A 21st Century Imperative’, 11 August, 2021 (online).

Attended the Research Expert Committee Meeting for CPRHE-NIEPA Project on ‘College Readiness and Student Success in Higher Education in India’, 27 July, 2021 (online).

Attended the webinar on ‘Nordic Universities and India’s NEP-2020: New Trajectories for Internationalisation’, 27 April 2021, organised by UIC, NIEPA.

Attended the ‘IIEP-UNESCO Policy Forum on Open Government in Education’, 17 November, 2021 (online).

Attended the ‘IIEP-UNESCO International Policy Forum on Flexible Learning Pathways in Higher Education’, July 8, 2021 (online).

Attended the webinar-cum-panel discussion on ‘Women Leadership in Educational Administration’, 21 January, 2022 during the workshop on ‘Leadership in Educational Administration for Academic Administrators in Universities and Colleges’, 19-21 January, 2022 (online).

Attended the face-to-face lecture on “What Causes Unequal Access to Higher Education? Discussion on Policies in context of New Education Policy, 2020”, delivered by Prof. S.K. Thorat, organised by NIEPA, 17 March, 2022.

Attended lecture delivered by Prof. K.Ramachandran on ‘National Education Policy-2020 (NEP-2020), 30 July, 2021 (online).

Workshops/Conferences/Training Programme Organised

Organised the ‘Leadership Development Workshop for Deans of Faculty and Heads of Department of Universities’, 2-4 March, 2022, NIEPA (online).

Provided necessary support in arranging the National Seminar on ‘Higher Education in Post-Colonial World: New Normal in Post-COVID Situation’, during 10-12 March, 2022, organised by Department of Higher & Professional Education, NIEPA.

Training Material and Courses Developed/ Transacted

Workshop material developed for the ‘Leadership Development Workshop for Deans of Faculty and

Heads of Department of Universities, 2-4 March, 2022, NIEPA.

Consultancy and Support to Public Bodies

Prepared the Document on Workshop/ Consultative Meeting/Training Programmes conducted for North-East States (13-22 April, 2021) by NIEPA, submitted to MoE in January 2022 (on request of MoE).

Prepared answers for the Unstarred Question No 3274 for 9 August, 2021 (Lok Sabha), submitted to NIEPA for MoE on 5 August, 2021.

Prepared answers for the Rajya Sabha Starred SQ No. 220 dated 23 March, 2022 and submitted to NIEPA for MoE on 22 March, 2022.

Other Academic and Professional Contributions

Research Study (ongoing and completed)

For the NIEPA project, 'Third party Evaluation of Institutions of Eminence Scheme funded by the UGC' as a member of the survey team, visited IIT Delhi, along with team members, during February 2022. Prepared the visit report and submitted to the Principal Investigator in February 2022.

Research Study titled, 'Library Facilities in Indian Undergraduate Colleges and their Impact on Students' Academic Performance'- ongoing.

Supervision of PhD and MPhil Students

Supervising PhD scholar Fatima Zarah's Thesis titled, 'Participation of Women in Higher Education in Ladakh and its Prospect for Women Empowerment'.

Supervising PhD scholar, Gaddam Mihir's Thesis titled, 'Historico-Cultural Analysis of the Constitution of Philosophy Curriculum in Indian Universities: A Study of State Universities of Telangana'.

Supervised and evaluated the MPhil Dissertation of Sujit Kumar Luha's work on, "Discriminatory Practices

in School Education System in Odisha with Special Reference to Bargarh District" (MPhil batch 2020-22, dissertation submitted).

Supervised and evaluated the M.Phil Dissertation of Anuradha Shah on 'Women Participation in Private Higher Education: A Study of Uttar Pradesh' (MPhil batch 2020-22, dissertation submitted).

Supervision of NIEPA Trainees

Supervised and evaluated the Dissertation work of Ruksana Saikia's (PGDEPA trainee 2021-22) study titled, 'Effectiveness of Population Education Programmes on Developing Awareness towards Population Explosion Problem among Secondary School Students of Assam', 2022.

Supervised and evaluated the Dissertation work of Lt. Priyanka Dhull's (PGDEPA trainee 2021-22) study titled, "A Study of Motivational Level of Senior Secondary Level School Students to Join Indian Navy", 2022.

Course Coordinator

Coordinator of IDEPA Course 201: Thematic Seminar.

Coordinator of PGDEPA Course 905: Research Methodology, Project Work and Writing.

Involved in Transaction of Courses

MPhil 1. OC-9 - Gender, Education and Development
PGDEPA Programme

- PGDEPA Course 906: Participants' Seminar.
- PGDEPA Course 905: Research Methodology Project Work and Writing.
- PGDEPA Course: 902 Indian Education: A Perspective.

Involved in the Activities of Examination Committee

Collection of grades from course in-charges for 1st and 2nd Semester end-term examinations of MPhil/PhD programmes.

Preparation of 1st and 2nd Semester end-term examinations and submission to the Student Cell.

Preparation of Final MPhil 2019-21 results and submission to the Student Cell.

Holding the viva-voce of MPhil batch 2019-21.

Holding PhD via-viva.

Training Attended

Attended the 'Training-Workshop on Liaison Officers of SC/ST', organised by the ISTM, Government of India, 29-30 November, 2021 (online).

Involved in the Transaction of Courses/Delivered Lectures in NIEPA Programme

Two sessions - 'Privatisation in Higher Education: Current Challenges' and 'Implementation of IDP at Institutional level' - taken during the 'Faculty Development Programme on National Educational Policy-2020: Strategies for Implementation' 13-17 September, 2021, organised by ICT and Department of Higher & Professional Education, NIEPA.

Two sessions - 'Privatisation in Higher Education: Current Challenges' and 'Implementation of IDP at Institutional level' taken during the 'Faculty Development Programme on National Educational Policy-2020: Strategies for Implementation', 4-8 October, 2021, organised by the ICT and Department of Higher & Professional Education, NIEPA.

Chaired a session on 24 November, 2021 during the five-day virtual workshop on 'Girls' Education in Aspirational Districts and Blocks in India from the Perspective of New Education Policy-2020', 22-26 November, 2021, organised by Department of School and Non-formal Education.

Involved in Transaction of Courses in Other University/Delivered Lectures

Ten classes (online) delivered on the Module "Development of Education System in India for

the two-year B Ed programme of the Directorate of Distance Education, University of Kashmir 26 April-5 May, 2021.

Ten classes (online) delivered on the Module "Educational Measurement and Evaluation" for the two-year BEd programme, organised by the Directorate of Distance Education, University of Kashmir, 17-26 June, 2021.

Delivered two session on 'Privatisation in Higher Education in the Context of NEP-2020 and IDP in the context of NEP-2020', during the 111th Faculty Induction Programme from 21 September-28 October, 2021, organised by Goa University, HRDC.

Delivered two sessions on 'Privatisation in Higher Education in the Context of NEP-2020' during the 112th Faculty Induction Programme from 16 November - 21 December, 2021, Goa University, HRDC.

Delivered two sessions on 'Privatisation in Higher Education in the Context of NEP-2020 and IDP in the context of NEP-2020' during the 113th Faculty Induction Programme from 1 February-8 March, 2022, organised by Goa University, HRDC.

Involved in Other NIEPA Activities during the period under Report

Faculty in-charge for preparation of NIEPA Annual Report 2021.

Member of the Evaluation Committee to evaluate the presentations of innovation cases of states of Arunachal Pradesh, Manipur, Meghalaya, Nagaland, and Tripura for National Awards for Innovations in Educational Administration (NAIEA).

Member of NIEPA Committees

Member of the Committee constituted for screening of applications for the posts of Project Consultant and Project Junior Consultant.

Department of Training and Professional Development in Education

Member of the Committee constituted of Compassionate Appointment Committee.

Nominated as Faculty Co-ordinator for carrying out academic and research activities, training & capacity building programmes, projects, etc. pertaining to NER, under the NER Grants.

Member of Selection Committee for the post of Administrative Assistant.

Nominated as the Liaison Officer for OBC and PWD.

Nominated as the Deputy Publication Officer (DPO) In-charge, NIEPA on 28 October, 2021.

Chairperson of the Committee reconstituted to open the office room allocated to late Dr. Naresh Kumar.

Member of Steering Committee, NIEPA.

Member of the Committee for screening of applications of MPhil/PhD Programme - 2011-22.

Member for Evaluation Committee of written test scripts of MPhil/PhD Programme - 2021-22.

Member of the Investment Committee, NIEPA.

Member of Examination Committee, NIEPA.

Member of Board of Studies.

Member of Academic Council.

Member of Board of Management.

Membership of Eminent Bodies outside NIEPA

- a. Life Member of North East India Education Society, Shillong (NEIES).
- b. Life Member of Comparative Education Society of India (CESI).

B. K. Panda

Participation in the National/International Seminars/Webinars/Roundtables

Attended the “Second Nordic-India Summit on India’s NEP-2020: New Trajectories for Internationalization”, 27 April, 2021, jointly organised by the Unit for International Cooperation (UIC), NIEPA and the Nordic Centre in India (NCI).

Attended the KIX-EAP Webinar “Using ‘Evidence’ in Educational Planning and Management”, (IIEP-UNESCO), 27 May, 2021.

Attended “UNESCO World Conference on Sustainable Development”, 17-19 May, 2021, Virtual from Berlin, on the theme: ‘ICT, Lifelong Learning and Prosperity for Women’.

Attended webinar conducted by Uppasala University and Technical University of Denmark on the theme ‘Assessing Your Institutions Collaborations’, 16 June, 2021.

Attended webinar on “E-Content Development”, 15 June, 2021. IIEPA-UNESCO, Paris.

Attended IIEP’s Strategic Debate “Ensuring Quality Education for Girls during COVID-19: An Elusive Priority?”, 1 June, 2021, IIEP, Paris.

Attended the Seminar on “International Yoga Day”, 21 June, 2021, NUEPA.

Attended the International Seminar on “Alternative Learning Practices during Covid Pandemic by States and Selected Countries – Good Practices and Lessons Learnt”, organised by SC/ST Education Department (BBSR), 8 July, 2021.

Attended the IIEP-UNESCO International Policy Forum on “Flexible Learning Pathways in Higher Education”, 6-8 July, 2021.

Attended the Webinar on “Challenges and Opportunities of On-line Teaching and Learning during the Covid-19 Pandemic”, organised by the Department of Professional Studies, Gwalior MP and IAER, 16-18 July, 2021.

Attended the PMs Address to Nation on “One-year of Transformative Reforms under NEP-20”, 29 July, 2021.

Attended the Webinar on “Knowledge Pluralism and Linguistic and Cultural Diversity”, 31 August, 2021, CPRHE, NIEPA.

Attended the Webinar on “Use of Technology in Education: Challenges & Prospects”, 24 August, 2021. Professor Sandeep Sanchiti, Vice Chancellor [Provost], Marwadi University, Rajkot, Gujarat was the key speaker of the Webinar.

Attended the Webinar on “Equity and Inclusion in School Education-2020”, 18 August, 2021, NIEPA.

Attended the NIEPA's Fifteenth Foundation Day Lecture on “Liberal Education: A 21st Century Imperative” by Padma Vibhushan Professor K. Kasturirangan, Chairman of the Drafting Committee for the National Education Policy-2020, held virtually on 11 August, 2021.

Attended the Webinar on “Prospects of Census Data Use for the Research” by Dr. Digbijoy Giri,

Director, Census Operations at Raipur, 24 September, 2021, Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh.

Attended the Annual-cum-Half-yearly Review Seminar for PhD Scholars, 22-23 September, 2021.

Attended the Peer and Faculty Review Seminar for M. Phil Scholars of 2020 batch, 15-16 September, 2021.

Attended the Webinar on “Research, Innovation and Ranking in Higher Education”, 10 September, 2021.

Attended the Seminar on “Sociology of School Choice in India”, 10-11 September, 2021, CESI, New Delhi.

Attended the “South and Southeast Asia Innovation Forum - 2021”, 21 September, 2021, IIEP-UNESCO, Paris.

Participated in the Evaluative Meetings of Innovative Practices followed by Educational Administrators, 25-27 October, 2021.

Attended the two-day Peer Review Meeting for the Research Scholars of NIEPA, 30 November and 1 December, 2021.

Attended the Seminar on “Financing of Higher Education” with key speakers Prof. Pankaj Mittal, Prof. N.V. Varghese, Prof. Sudhanshu Bhushan, 30 November, 2021, jointly organised by AIU and CPRHE/NIEPA.

Attended the Seminar “Cross-Cultural Perspectives in Higher Education” with a panel of eminent scholars, namely Prof. Ratna Ghosh, Professor Richard William Allen, Prof. Sushma Yadav, and Prof. N. V. Varghese, on 29 November, 2021, AIU, NIEPA.

Attended the Webinar on “Inter-generational and Inter-regional Differentials in Higher Level of Education in India” by Dr. Abusaleh Shariff and Prof. Amitabh Kundu, 11 November 11, 2021, NIEPA.

Attended the Webinar on “Contributions of Maulana Azad” by Prof. Ved Prakash, former Chairman of UGC, AIU, New Delhi, 11 November, 2021, NIEPA.

Attended the Seminar on “National Award for Innovations and Good Practices in Educational Administration”, 10 February 2022, NIEPA,

Attended the National Webinar on “Indian Teachers: Professional Standards, Management and Accountability”, 21 February, 2022, NIEPA.

Attended a Lecture on “What Causes Unequal Access to Higher Education? Discussion on Policies in the Context of New Education Policy, 2020”, 17 March, 2022, NIEPA.

Attended the National Seminar on “Higher Education in Post-Colonial World: New Normal in Post-COVID Situation, Department of Higher and Professional Education”, 10 March, 2022, NIEPA, New Delhi.

Attended the Webinar on “Maximizing University Contributions to Sustainable Development Goals” by Rachel Mangan, Patrick Devos and Riyan Fry from the Institute of Scientific Information”, 29 March, 2022, Clarivate.

Attended the Webinar on “Developing and Sustaining Industry – Academia Linkages in Higher Educational Institutions (HEIs)” NIEPA, held online via zoom platform, 23 March, 2022.

Attended the Webinar on “Autonomy and Academic Freedom in the Public University: Perspectives from the Global South”, 21-22 March, 2022, University of Kerala and NIEPA.

Attended the “Consultative Meeting on State Higher Education Councils”, 16-17 March, 2022, organised by Centre for Policy Research in Higher Education, NIEPA.

Attended a Colloquium on “Disaster Management”, 8 March, 2022, NIEPA.

Programme Designing and Module Development

Programme Director for a long-term PG Diploma Programme in Educational Planning and Administration (PGDEPA) and five International Programmes for the International Trainees on Institutional Planning and Management (online). Conducted the Departmental Advisory Committee Meeting for the year 2021.

Attended all the Academic Council, Board of Studies and other meetings of NIEPA as a Member.

Designed and developed the online programme entitled “International Programme on Institutional Planning and Management for Heads of Educational Institutions”, 30 March-12 April, 2021, NIEPA, New Delhi through online mode.

Designed Institutional Planning: Handbook for the International Trainees which was used as a training material for training the Heads of Educational Institutions.

Developed a workbook for use in the training programme organised for the Heads of Educational Institutions both at national and international levels.

Students Guided

Supervision of PhD work of Satya Garada on the topic “Problems of Tribal Children in the Schools of Koraput District of Odisha”.

Supervision of PhD work of Poonam Chaudhry on the topic “A Sociological Analysis of Professional Identity of Teachers in Changing Policy Context.”

Trainees Guided

“A study of role and functions of MSCERT in the development of school education in Maharashtra” - Arun Jadhav, PGDEPA Trainee 2021-22

“Steps taken by the Andaman and Nicobar Administration to improve the education and welfare of tribal groups” - Sqn. Leader Sajith KT, PGDEPA Trainee 2021-22.

Membership in Professional Bodies

Alumni of International Institute for Educational Planning as a participant in the 9-month Annual Training Programme (IIEP-UNESCO), Paris, France.

Life Member of Indo-French Technical Association (IFTA), Delhi.

Life Member of Indian Sociological Society (ISS), New Delhi.

Life Member of All India Association for Educational Research (IAER), Bhubaneswar.

Life Member of Indian Comparative Education Society (CESI), New Delhi.

Life Member of Anthropological Association of India, (AAI), New Delhi.

Life Member of Indian Social Science Association (ISSA), Agra.

Life Member in Indian Association of Teacher Educators (IATE), Allahabad.

Life Member of International Society for Krishna Consciousness (ISKCON), New Delhi.

Mona Sedwal

Publications

National Education Policy 2020: Changing Roadmap for School Teachers in Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) Newsletter, Vol. 26, No. 1, January-June 2020, NIEPA, New Delhi, published in September 2021.

Participation in Seminars/Conferences/Workshops

As Presenter

Presented the Module entitled *Partnership for School Improvement with Stakeholders' Focus on Administrators, Parents, Community, Private Sector and NGOs in Presentation and Vetting of Modules of NCSL by Experts* held on 11 August, 2021, organised by National Centre for School Leadership (NCSL), National Institute of Educational Planning and Administration.

Presented a paper entitled *Changing Role of Teachers in the Light of National Education Policy (NEP) - 2020* in AIAER Conference on *Issues and Concerns of National Education Policy - 2020 for Quality Education* held on 25-26 December, 2021 through Zoom virtual platform. The conference was organised by All India Association for Educational Research in collaboration with the Department of Education, B. J. B. (Autonomous) College, Bhubaneswar.

Presented a paper entitled '*Blended' Learning in Higher Education: Current Trends and Future Prospects with National Education Policy, 2020* in Virtual International Conference on *Re-Engineering Responsible Innovation Across Education Spectrum* held on 18-19 February, 2022 through Google Meet. The conference was organised by Universal Group of Institutions in collaboration with Global Educational Research Association (GERA) and King Mongkut's University of Technology Thonburi (KMUTT), Bangkok.

Presented a paper entitled *Role of Higher Education in Teacher Education: A Review of Pre-Service Teacher Education in the Context of National Education Policy, 2020* in International Conference on *New Dimensions in Higher Education in the Post-Covid-19: Global Perspective* held on 24-25 March, 2022 in Online/Blended Mode. The conference was organised by Government Degree College for Women, Begumpet (Autonomous), Hyderabad affiliated to Osmania University.

Presented a paper entitled *Access to Schooling for Muslim Minority Children: An Overview of Policies and Programmes in India* in XLV Indian Social Science Congress on Focal Theme *Environment, Energy and Health* held from 28 March-1 April 2022. The conference was organised by B.S. Abdur Rahman Crescent Institute of Science & Technology, Vandalur, Chennai.

As Participant

Virtual Talk on *The Freedom Movement in Corridors and Classroom: Missionaries and India's Religious Tapestry, 1870s-1930s* by Prof. Hayden Bellenoit held on 5 April, 2021. The talk was organised by Research Interest Group (RIG) History of Education under Comparative Education Society (CESI), India.

Virtual Conference on *Reimagining Internationalization - Blended Education as a Catalyst* held from 6-9 April, 2021, organised by SIU-AIU's IHE Symbiosis International (Deemed University) in association with the Association of Indian Universities (AIU).

A conversation *Pay-What-It-Takes: Philanthropy for a Stronger Social Sector* by Naghma Mulla (COO, EdelGive Foundation) held on 14 April, 2021, organised by India Leaders for Social Sector (ILSS).

Seminar Series on *Bylane Becomes the Main Road: Adaptive Preferences and the Social Construction of Capabilities in A Tamil Village* by L. N. Venkataraman, Department of Policy Studies, TERI School of Advanced Studies (TERI SAS) held on 16 April, 2021 on online mode. The Seminar was organised by Centre for the Study of Law and Governance, Jawaharlal Nehru University.

Online *Capacity Development Workshop on Pedagogical Leadership* held from 19-24 April, 2021, organised collaboratively between *Navodaya Vidyalyaya Samiti* and NCSL, NIEPA.

Third Expert Session of the Observatory on Higher Education Transformations entitled *Student*

Experiences during the Pandemic held on 19 April, 2021, organised by the Observatory on Higher Education Transformations, Higher School of Economic University, Russia.

Webinar on *Impact of Pandemic on Online Classes - Challenges and Resilience for Urban and Rural Schools* held on 23 April, 2021, organised by National Institute of Disaster Management, Ministry of Home Affairs, Government of India in collaboration with Centre for the Study of Regional Development School of Social Sciences-III, Jawaharlal Nehru University.

Online training programme on *Resurgence of Covid-19 Concerns Safety of Children* held on 24 April, 2021, organised by National Institute of Disaster Management, Ministry of Home Affairs, Government of India in collaboration with UNICEF.

Webinar on *Pandemic Resilience and Challenges in Research Scholars Community* held on 22 April, 2021, organised by National Institute of Disaster Management, Ministry of Home Affairs, Government of India in collaboration with Centre for the Study of Regional Development School of Social Sciences-III, Jawaharlal Nehru University.

Second Nordic-India Summit on *India's NEP-2020: New Trajectories for Internationalisation* held on 27 April, 2021, jointly organised by the Unit for International Cooperation (UIC), NIEPA and the Nordic Centre in India (NCI).

Thinking Thursdays Research Seminar on *Beyond Virtue: The Politics of Educating Gratitude and Humility* by Professor Liz Jackson, Department of International Education, Education University of Hong Kong held on 29 April, 2021. It was organised by the Centre for Comparative and Global Education under the aegis of the International Institute for Higher Education Research & Capacity Building (IIHEd), O.P. Jindal Global University, Sonapat, Haryana.

Webinar on *NEP-2020 - A Plethora of Opportunities* held on 4 May, 2021, organised by ASSOCHAM National Council on Education.

Webinar on *India's Charity History: Archival Challenges and Opportunities* held on 5 May, 2021, organised by the British Academy Research Project *Archiving the Mixed Economy of Welfare* at UCL. This seminar explored the challenges and opportunities in archiving India's charity, humanitarian and philanthropic history.

UNESCO MGIEP TAGe Live Event on *Reimagining Education* for the finale of *Talking across Generations on Education (TAGe)* held on 10 May, 2021.

Webinar on *Community Capacity Building in Rural India through the Lens of DRR* held on 13 May, 2021, organised by National Institute of Disaster Management, Ministry of Home Affairs, Government of India in collaboration with Save the Hills, Bharat Rural Livelihoods Foundation, and Udyogini.

Webinar on *Pandemic Pedagogy and Public Policy - #4* entitled the *Covid-19 Pandemic and Its Implications on Education from the Prism of Public Policy* by Dr. L. N. Venkataraman, Department of Policy Studies, TERI SAS held on 15 May, 2021, organised under the M.A. (Public Policy and Sustainable Development) webinar series by The Energy and Resources Institute (TERI).

Virtual Conference titled *Sociology of School Choice* held from 17-19 May, 2021 under the Research Interest Groups (RIG) *Sociology of Education*, organised by Comparative Education Society of India (CESI).

Webinar on *Importance of Emerging Technologies as per NEP-2020 Guidelines* held on 19 May, 2021, organised by ASSOCHAM National Council on Education and Sri Sri University.

Online Panel Discussion on *Talking Child Rights, Health & Safety in Times of the COVID Crisis* held on 21 May, 2021, organised by Indian Leaders for Social Sector (ILSS).

Workshop on *Continuity of Education - A Major Challenge in Second Surge* held on 26 May, 2021, organised by

National Institute of Disaster Management, Ministry of Home Affairs, Government of India.

Online Training on *Gender Equality, Climate Change and Sustainable Development Goals* held on 27 May, 2021, organised by National Institute of Disaster Management, Ministry of Home Affairs, Government of India in collaboration with Impact and Policy Research Institute (IMPRI).

IIEP Strategic Debate on *Girls' Education and COVID 19* held on 1 June, 2021.

Webinar on *Research and Innovation Best Practices in Higher Education* held on 2 June, 2021, organised by ASSOCHAM National Council on Education.

ICG Discussion Forum on *India's Higher Education in the Times of the Great Pandemic and Beyond* held on 3 June, 2021, organised by The International Centre Goa (ICG).

Online Academic Conclave entitled *Pedagogy of Private Tuition* held on 5 June, 2021, organised by Education Technology And Management Academy (ETMA).

Interactive Discussion on *Risk Trust and the Pandemic* by Dr. Sujata Patel, Distinguished Professor, Department of Sociology, Savitribai Phule Pune University and Kerstin Hesselgren Visiting Professor, Umea University held on 5 June, organised by Citizens' Forum India (CFI).

Webinar on *How HEI Can Align Their Curriculum to NEP-2020* held on 5 June, 2021, organised by ASSOCHAM National Council on Education.

Virtual ASSOCHAM Roundtable Discussion on *Whole of Government* held on 9 June, 2021, organised by ASSOCHAM India.

Global Webinar on *No Girl with Disabilities Left Behind: An Intersectional Approach to Education* held on 9 June, 2021, organised as lead up to the G 7 and the Global Education Summit convened by the Global Partnership for Education, the UN Girls' Education Initiative (UNGEI), UNICEF, UNESCO

International Institute for Educational Planning (IIEP-UNESCO), Sightsavers and Humanity & Inclusion.

IIEP-UNESCO event on *Technology-Enabled Inclusive Education: Emerging Practices from Covid-19 for Learners with Disabilities* held on 15 June, 2021.

Session on *Academic Integrity and Copyrights Issues in Academic Research and Publications* by Professor R. C. Gaur, IGNC, New Delhi and former Librarian, JNU, held on 17 June, 2021, organised under *One-Week Workshop on Writing Skills*, organised for MPhil research scholars at NIEPA.

Online Academic Conclave on *School Effectiveness: How Effective Are Our Schools?* held on 19 June, 2021, organised by Education Technology and Management Academy (ETMA).

Expert Session of the Observatory on Higher Education Transformations on the topic *(De) Centralized Governance in Higher Education – How Do Different Systems Cope with Change?* held on 25 June, 2021, organised by the Institute of Education.

Capacity Development Workshop on Pedagogical Leadership held from 1-6 July, 2021, organised as collaborative programme between NIEPA and CBSE by NCSL.

Online AIAER - IFORE International Conference on the theme *Challenges and Opportunities of Online Teaching-Learning during COVID-19 Pandemic* held from 16-18 July, 2021, organised by the Institute of Professional Studies, Gwalior, Madhya Pradesh.

NIEPA's Fifteenth Foundation Day Lecture on *Liberal Education: A 21st Century Imperative* by Padma Vibhushan Professor K. Kasturirangan, Chairman of the Drafting Committee for the National Education Policy-2020 held virtually on 11 August, 2021. Chairman UGC, Professor D.P. Singh was in chair for the session.

Webinar on *Covid-19 Psychological Impact of School Closures on Early Childhood* held on 13 August, 2021, organised by National Institute of Disaster

Management, Ministry of Home Affairs, Government of India in collaboration with YWCA of Delhi.

Webinar on *Reopening Educational Institutions - Ensuring Safety of Students* held on 13 August, 2021, organised by National Institute of Disaster Management, Ministry of Home Affairs, Government of India in collaboration with Daulat Ram College, Delhi.

AIMA YLC Session on *Future of Women Leadership – Challenges & Navigation* held on 13 August 2021 organized by All India Management Association (AIMA).

AIMA YLC Session on the theme *Role of Mentorship in Creating Higher Impact* held on 26 November, 2021, organised by All India Management Association (AIMA).

The Society of Transnational Academic Researchers (STAR) 2021 Global Conference on *Higher Education for the Greater Good: Leadership and Institutional Resilience* held from 10-12 December, 2021 hosted by O.P. Jindal Global University virtually from India.

AIMA-YLC Session on *Essentials of Mentoring* held on 23 March, 2022, organised by All India Management Association (AIMA).

Workshops/Conferences/Training Programme Organised

Programme Coordinator for the seventh *Post-Graduate Diploma in Educational Planning and Administration (PGDEPA)* at National Institute of Educational Planning and Administration (NIEPA), New Delhi since August-July, 2021-22. The programme was attended by thirty-three participants from nine states, Indian Navy and Indian Air Force in online mode.

Programme Coordinator for the *International Programme on Institutional Planning and Management for Heads of Educational Institutions* held from 30 March-12 April, 2021, NIEPA, New Delhi through online mode on Google Meet due to COVID pandemic. It was the first e-ITEC programme

developed which was attended by forty participants from fifteen countries. The programme was funded by Ministry of External Affairs, Government of India.

An On-line workshop on *Identifying Areas for Capacity Development of District Educational Officers* was organised for the District Level Educational Administrators of Puducherry on 26 May, 2021 via Webex. It was attended by twelve educational administrators as a part of the project on *An Intensive Study to Critically Examine the Present vis-a-vis Futuristic Role and Functions of Educational Administrators in Order to Identify Training Needs* [Prof. B. K. Panda (Principal Investigator)] funded by National Institute of Educational Planning and Administration (NIEPA), New Delhi. (Link: <https://sspdy.webex.com/sspdy/j.php?MTID=macf8cad3657d3e0ad3dabd2d66c35422>)

Programme Director for the *Orientation Workshop on E-Content Development for School Teachers from Jammu and Kashmir* held from 14-17 June, 2021, NIEPA, New Delhi through online mode on Google Meet due to COVID pandemic. The programme was designed by me and was attended by thirty-five DIET Faculty and school teachers from Jammu and Kashmir.

Programme Coordinator for the *International Programme on Institutional Planning and Management for Educational Administrators from Cambodia* held from 26-30 July, 2021 NIEPA, New Delhi through online mode on Google Meet due to COVID pandemic. It was the request programme developed for Cambodia which was attended by twenty-nine education administrative officials. The programme was funded by Ministry of External Affairs, Government of India.

Programme Coordinator for eighth *Post-Graduate Diploma in Educational Planning and Administration (PGDEPA)* at National Institute of Educational Planning and Administration (NIEPA), New Delhi since August-July, 2021-22. The programme was attended by thirty participants from nine states and Indian Navy and Indian Air Force for the diploma programme at New Delhi. Three more joined for the PGDEPA Advanced Courses.

Programme Coordinator for the *International Programme on Development of Education Policy for Educational Administrators from Cambodia* held from 9-13 August, 2021. NIEPA, New Delhi through online mode on Google Meet due to Covid pandemic. It was the request programme developed for Cambodia which was attended by twenty-eight education administrative officials. The programme was funded by Ministry of External Affairs, Government of India.

An on-line workshop on *Identifying Areas for Capacity Development of District Educational Officers* was organised for the District Level Educational Administrators of Maharashtra on 15 November, 2021 via Zoom. It was attended by eighteen educational administrators as a part of the project on *An Intensive Study to Critically Examine the Present vis-a-vis Futuristic Role and Functions of Educational Administrators in Order to Identify Training Needs* {Prof. B. K. Panda (Principal Investigator)} funded by National Institute of Educational Planning and Administration (NIEPA), New Delhi. (Link: <https://unicef.zoom.us/j/96168199825>).

An on-line workshop on *Identifying Areas for Capacity Development of District Educational Officers* was organised for the District Level Educational Administrators of Assam on 18 November, 2021 via Google Meet. It was attended by fifteen educational administrators as a part of the project on *An Intensive Study to Critically Examine the Present vis-a-vis Futuristic Role and Functions of Educational Administrators in Order to Identify Training Needs* {Prof. B. K. Panda (Principal Investigator)} funded by National Institute of Educational Planning and Administration (NIEPA), New Delhi. (Link: meet.google.com/qey-uyvr-vje).

Programme Coordinator for the *International Programme on Institutional Planning and Management for Heads of Educational Institutions* held from 6-17 December, 2021. (II IIPMHEI) NIEPA, New Delhi through online mode on Google Meet due to Covid pandemic. It was attended by thirty-two participants from ten countries. The programme was funded by Ministry of External Affairs, Government of India.

Programme Coordinator for the third *International Programme on Institutional Planning and Management for Heads of Educational Institutions (IPMHEI)* held from 2-15 March, 2022, NIEPA, New Delhi through online mode on Google Meet due to Covid pandemic. Programme was attended by twenty-nine participants from thirteen countries funded by Ministry of External Affairs, Government of India.

Training Material and Courses Developed

Designed and developed the online programme entitled *International Programme on Institutional Planning and Management for Heads of Educational Institutions* held from 30 March-12 April, 2021, NIEPA, New Delhi through online mode on Google Meet due to Covid pandemic. It was the first e-ITEC programme developed which was funded by Ministry of External Affairs, Government of India.

Designing Institutional Plan: Handbook developed jointly with B. K. Panda, Professor, National Institute of Educational Planning and Administration (NIEPA), March 2021. The training module is extensively used for training the Heads of Educational Institutions at national and international levels.

Designing Institutional Plan: Workbook developed jointly with B. K. Panda, Professor, National Institute of Educational Planning and Administration (NIEPA), March 2021. The training module is extensively used for training the Heads of Educational Institutions at national and international levels.

Consultancy and Academic Support to Public Bodies

Invited as Resource Person on 10 February, 2022 in *Faculty Development programme for Executive Directors (Managers) and Vice Chairmen of Managing Committee of Navy Children Schools (NCSs)* from 9-11 February, 2022. The programme was organised by Navy Education Society (NES) through Centre for Faculty Development (CFD), Kochi through Video Conferencing Facility at Navy Children School, Chanakyapuri, New Delhi.

Review for updating a training package developed for *DIET Faculty on Educational Project Planning* held from 16-18 February, 2022. The modules were prepared under the guidance of Planning and Monitoring Division (PMD), National Council of Educational Research and Training (NCERT), New Delhi.

Invited as Resource Person on 24 February, 2022 in a programme on *Training of DIET Faculty in Project Planning, Implementation, Monitoring and Evaluation* held from 21-25 February, 2022. The programme was organised by Planning and Monitoring Division (PMD), National Council of Educational Research and Training (NCERT), New Delhi.

Invited as Resource Person on 16 March, 2022 in a six-day programme on *Pedagogical Leadership for School Principals* held from 7-12 March, 2022 under the Pedagogical Leadership theme. The programme was organised by SCERT, Haryana and attended by forty school Principals from the State.

Other Academic/Professional Contributions

Reviewed two articles and one book review for *Pariprekshya*, a Hindi Journal published by NIEPA, April 2021.

Reviewed the All India Association for Educational Research (AIAER) *Publication Quality Indicator (Draft)* for the Journal publication, April 2021.

Reviewed three abstracts for European Association for Practitioner Research Improving Learning (EARLI) Conference, May 2021.

Reviewed a *Book Proposal* on education for Routledge, an imprint of Taylor & Francis Books, January 2022.

Provided suggestions on *Draft Guidelines for 50 hours Continuous Professional Development* prepared by Department of Teacher Education, National Council of Educational Research and Training (NCERT) for the implementation of NEP-2020 with time-bound structural action plan as per SARTHAQ document.

Membership of Eminent Bodies

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

Life Member of *All India Association for Educational Research* (AIAER).

Life Member of *Indian Sociological Society* (ISS).

National Centre for School Leadership

Rashmi Diwan

Overall guidance, direction, coordination and management of all NCSL activities at the National and State levels for implementation of several programmes of NCSL approved in PAB meeting, participation, meetings and coordination with NVS, CBSE, KVS and other organisations for different proposed and request collaborations, etc.

Conceptualised and Developed Online Post Graduate Diploma in School Leadership and Management (jointly with Dr Subitha Menon)

As part of this exercise, prepared a complete handbook based on University Grants Commission (Open and Distance Learning Programmes and Online Programmes Regulations, 2020) as a programme guide with details on programme duration, structure design, eligibility, transaction, details of all the courses to be transacted, course-wise credits, hours, weightage, etc, award of diploma, norms of delivery of the course, evaluation and certification, short modular courses, admission process, etc.

Conducted meetings and in-house discussions; presented the course design in different forums, including the First Core-Committee Meeting, Academic Council, Board of Studies.

Online Basic Programme on School Leadership and Management

Launch of Online Basic Programme on School Leadership and Management in Kannada - 29 July, 2021.

Launch of Online Basic Programme on School Leadership and Management in Assamese - 3 November, 2021.

Launch of Online Basic Programme on School Leadership and Management in Mizo - 29 March, 2022.

Material Development

Module 1: Leadership Succession for School Based Transformation.

Module 2: Change Leadership for School Improvement: Redefining the Role of School Principals in India.

Participation and Presentations on the Themes of the Programmes Organised at NCSL

Capacity Building Workshop on Leadership Development for Improving Student Learning and Learning Outcomes in Government Schools from 26-29 October, 2021 - Session on Insights into Leadership for Improving Student Learning.

Workshop for Material Development on Context-Specific Leadership Challenges in Char (Flood prone) areas of Assam: Introduced the Contextual Leadership Models in Schools.

Workshop on Gender and Leadership from 14-17 December, 2021 – Presented an Overview on the theme “Gender and School Leadership”.

Online Intermediate Programme in School Leadership and Management at CIET studio: Video production on Programme Announcement etc. CIET-NCERT for the production of a total of four videos (two each in English and Hindi).

Workshop on Leadership for Equity, Diversity and Inclusion in Schools (22-25 March, 2022): Presentation on “Overview and Historical Development of Equity, Diversity and Inclusion in the Indian Schools”.

National Advisory Group Meeting of NCSL on 2 March, 2022 (jointly with Dr. Subitha and Dr. Shadma): Presentation of Milestones and Future Perspectives.

Live Streaming - Reimagining Schools and Leadership: Challenges amidst Covid-19 Pandemic and Opportunities in the Context of NEP-2020 on 5 August, 2021 <https://www.youtube.com/watch?v=TxDTcZ3reHM>

Online Webinars

Keynote Speaker on Leadership for Change: Unlearning and Relearning Pathways Conference on Unlearning: Reinventing Learning Experience, Conference for Leaders, organised by Future School Leaders on 29 October, 2021.

Finalised a Resource Book entitled “Leadership Pathways for Continuous Professional Development of School Leaders: A Package of Self-Instructional Modules: *Editor - jointly with Dr Charu Smita Malik* (Package of 16 Self-Instructional Modules for School Leaders).

MPhil Teaching

Compulsory Course on Educational Administration and Management (CC-7) with Prof. Kumar Suresh, Prof. Vineeta Sirohi and Dr. Sucharita.

Guidance to MPhil-PhD Scholars

Shivani Bakshi: Leadership Pathways to School Improvement: A Study on the Senior Secondary School Principals of Kerala.

Parvinder Kaur: Integrated Teacher Education: A Study on Professional Preparation of Secondary School Teachers in RIE.

Rashmi Mishra: Role of Community Leadership in the Functioning of Elementary Schools: An Exploratory Study in Rai Block of Sonapat District in Haryana.

Kumari Pallawi: A Study of School Education and Covid-19 Pandemic: Stepping Forward with the New Normal in the National Capital Territory of Delhi.

Geeta Behl: Leadership Development and School Improvement: A Comparative Study of Government and Private Senior Secondary Schools of Rajasthan (part-time).

Guidance to a PGDEPA Participant

Sqn Ldr Rajeev T: Leadership Qualities of Principal as an Academic Head: A Study of Kendriya Vidyalaya No.1, AFS, Tambaram, Chennai.

Participation in Seminars/Conferences/Workshops

School Management Committee: A Move towards Open Government in Education in India on 15 November, 2021, organised by IIEP, Paris UNESCO.

Other Academic and Professional Contributions

Contributed as one of the authors for the forthcoming Occasional paper on ‘School Complexes in India: Existing Practices and Future Prospects in the light of National Education Policy-2020’.

Involvement in Award of Innovations and Good Practices in Educational Administration for 2018-19 and 2019-20.

Involvement in MPhil-PhD Student-related Activities as chair of Expert in all submission, peer review seminar, review seminar, etc. Also includes supervision of Online Entrance Examination for MPhil-PhD Batch 2021-22.

Invited as Expert in meetings and various activities of other departments of NIEPA, including invitee as Member, Department Advisory Committee of Department of School and Non-Formal Education and School Standards and Evaluation Unit, NIEPA.

Invited as Resource Person in the National and International Programmes in NIEPA to deliver lectures on School Leadership, School Complexes, Institutional Planning and the Role of School Leadership, etc.

Member of the Committees

Invited for DAC Meeting of the Department of Training and Capacity Building, NIEPA on 6 February, 2022.

Invited for DAC Meeting of the Department of School and Non-Formal Education, NIEPA and Shaala Sidhi on 28 February, 2022.

Supervision and Evaluation for Entrance Examinations for MPhil-PhD Programme.

Member of Library Journal Selection Committee.

Member of Library Book Selection Committee.

Member of Selection Committee for the interviews of Assistant Professor, Administrative Assistant.

Member of Tender Evaluation Committee of STARS Project of MOE.

Member of Planning and Monitoring Committee.

Membership of Professional Bodies

Life Member of All India Association of Educational Research (AIAER).

Comparative Education Society of India.

Sunita Chugh

Publications

E-book on School Management Committee: A Move towards Open Government in Education in India,

published by NIEPA and IIEP, Paris UNESCO, 2021. ISBN: 978-81-953899-4-0.

School Management Committee: An Instrument for Effective School Governance, ANTRIEP.

Status of Secondary Education in India: A Review of Status, Challenges and Policy Issues," (Co-authored) chapter in the book on *Universal Secondary Education in India: Issues, Challenges and Prospects*, edited by Jandhyala B.G. Tilak, Springer, New Delhi, August 2020, pp: 17-50, ISBN: 978-981-15-5365-3.

Participation in Seminars/Conferences/ Workshops during the year under Report (National/International)

Presented findings of study on 'School Management Committee: A Move towards Open Government in Education in India' on 15 November, 2021; in Policy Forum on Open Government in Education, 13-15 November, 2021, organised by IIEP, Paris UNESCO.

Presented on 'Bridging Equity Gaps in Participation of Marginalised Children in Education in India: Post-Pandemic Scenario in Oxford Conference on Education in Crisis: Re-thinking Education in Post-Pandemic in South Asia' on 23 July, 2021.

'Reaffirming the Right to Education in Challenging Times', organised by RTE Forum on 5 May, 2020.

'Covid-19 and Girls Education' on 14 May, 2021, organised by RTE Forum.

'Universalisation of Education and Emerging Challenges from Covid-19 Crisis' on 21 May, 2021, organised by RTE Forum.

Participation Workshops/Training Programmes/Conferences Organised

National Webinar on 'School Management Committee: A Move towards Open Government in Education in India' on 6 December, 2021 in collaboration with

IIEP-UNESCO. Around 800 educationist and scholars attended the webinar.

Workshop on 'Leadership for Equity, Diversity and Inclusion in Schools' from 22-25 March, 2022. Thirty-seven participants from 9 states attended the workshop.

Training Material

Course on School Leadership: Concepts and Application for Secondary Level (co-authored), in English and Hindi language. The Module had interactive activities and 5 videos developed in English. Launched in 2021 with a live stream.

The Module on School Leadership for Foundational Literacy and Numeracy - Hindi and English (co-authored) in English and Hindi language.

Online Module on Leading Partnership having 3 units (all 4 quadrants) for online intermediary level programme on School Leadership and Management.

Module on Role of School Heads and System Level Functionaries in Establishing and Sustaining Professional Learning Communities for Academic Excellence.

Module on Empathy: A Critical Skill for Professional Development of School Leaders.

Module on Vocationalisation of Education: Learning for Employability (co-authored).

Contributed as a Member in the preparation of Equity, Diversity and Inclusion in School and Higher Education for NEP-2020: Implementation Strategies.

Consultancy and Academic Support to Public Bodies during the period under Report

Academic support to Ministry of Education for NISHTHA, CALEM, in collaboration with NCERT, KVs, NVs, SIEMAT Kerala in development of Material, and Modules .

Collaboration with IIEP on IIEP-UNESCO-sponsored project on "Open Government in Education: Learning from Experience".

Membership of Eminent Bodies outside NIEPA

Member of Committee on Academic Inspection of KVs.

National Resource Group Convenor for NISHTHA.

Life Member of Comparative Education Society of India.

Member of KVs Committee on Implementation of NEP-2020

Kashyapi Awasthi

Publications

Books/Research Articles/Reports/Guidelines

'Making Schools Safe and Secure: Guidelines for Implementation' published and printed by Ministry of Education, GOI. E-copy is available on the NCERT platform at the following link:

<https://ncert.nic.in/pdf/notice/GuidelinesSchool%20SafetySecurity.pdf>

Book titled, Community Participation in Education, Co-authored with Prof. R C Patel published by RBSA Publishers, Jaipur, February 2022

Chapter titled, "समतामूलक समावेशन और शिक्षा" published in an edited book on "राष्ट्रीय शिक्षा नीति 2020रू रचनात्मक सुधारों की ओर" Co-authored with Prof. R C Patel published by Shipra Publishing House – ISBN 978-93-91978-09-9, March 2021

Exploring Leadership in the Frame of Prescriptions and Systemic Expectations: A Case of Government Boys Secondary School in Delhi published in Indian Journal of Public Administration, Sage Journals,

Volume: 67, Issue: 1, Page(s): 96-116, Online published June 2021, Printed version March 2021, Co-Authored with Jyoti Arora

Participation in Webinars/Conferences/ Workshops during the year

Certified Practitioner in Neuro-Linguistic Programming (NLP); acquired from Dr. David John Lincoln, International Master Trainer of NLP, President ANLP (India) and Dr. Anal Mehta, verified trainer of ANLP, on the 6 February, 2022.

Presented paper titled, “Leading Professional Learning Communities at Cluster Level: Making Teachers and Schools take charge of their learning” at National Conference on NEP, 2020: Towards Transforming Teacher Education, Online Seminar through Zoom Platform, RIE, Bhubaneswar, NCERT, 24-26 March, 2022

Presented paper titled, “Effective Governance and Efficient Resourcing: Prospects, Challenges and Action Steps” at National Education Policy, 2020: Strategies for Implementation, Online Seminar through Google Platform, Department of Education, M.S. University of Baroda, 14-15 March, 2022

Invited as a Resource Person and have been a presenter for the following webinars:

Attended webinar National Webinar on ‘School Mental Health and Well Being: Emerging Needs, Solutions and Good Practices’, 7 April 2021, Manodarpan Initiative, GOI, MoE.

Presentation on ‘The Power and Promise of Mentoring in Teacher Education’ in National Webinar on ‘New Education Policy, 2020 on Teacher Education’, 4 June 2021, RIE, Bhubaneswar.

Invited as a resource person on ‘Exploring the New Age Parenting: Newer Frontiers of Early Childhood Mental Health Care’, 22 July 2021, Manodarpan Initiative, GOI, MoE.

Invited as a resources person on ‘Enriching Frontiers, Overcoming Barriers, Empowering Schools towards Positive Mental Health’, 10 October 2021, Manodarpan Initiative, GOI, MoE.

Attended National webinar on ‘School Communities: Role of School Leadership’, ‘Communitisation of Education’, 23 October, 2021, National Institute of Rural Development and Panchayati Raj (NIRD).

Presented Paper on ‘Role of School Cluster in building Gender Gaps in School Education’ in National Webinar on “Girls’ Education in Aspirational Districts and Blocks in India from the Perspective of New Education Policy, 2020, 22-26 November, 2021, Department of School and Non-Formal Education.

Attended ‘School Complexes in the light of NEP, 2020’ in Online Orientation Workshop on ‘Functioning of Local Authority and Autonomous District Councils under Sixth Schedule of the Constitution in Management of Elementary Education in North Eastern States’ , 22-24 September 2021, Department of Educational Policy.

Presented paper on ‘Resilience and Risk Taking during Adolescence: Emerging Trends in Addictive Behaviours’ ‘Spotlight on Substance Abuse and Allied Challenges: Approaches for Prevention and Intervention in Schools’, 16 February 2022, A Manodarpan Initiative for Psychosocial Support and Wellbeing, GOI.

Invited as a resource person for ‘School-based Teacher Professional Development: Role of School Leaders’, 24 March, 2022, Live Streaming on School Leadership Development on PMeVidhya DTH-TV Channels 6, 9 & 12.

Invited as a resource Person for ‘Schools and Mental Health: Exploring the Possibilities’ , 12- 13 January, 2022, Live Streaming on School Leadership Development on PMeVidhya DTH-TV Channels 6, 9 & 12.

Schools and Mental Health: Understanding the Fundamentals Live Streaming on School Leadership Development on PMeVidhya DTH-TV Channels 6, 9 & 12 6 January, 2022

Invited as a resource person for 'Mental Health Literacy: Making a Beginning', 30 December 2021, Live Streaming on School Leadership Development on PMeVidhya DTH-TV Channel 6, 9 & 12.

Invited as a resource person for 'Restructuring the System to support School Complexes: Sharing the transformational journey of Rajasthan' 23 December, 2021, Live Streaming on School Leadership development on PMeVidhya DTH-TV Channels 6, 9 & 12.

Invited as a resource person for 'Transforming Schools: A Cluster based approach to school development', 11 November, 2021, Live Streaming on School Leadership Development on PMeVidhya DTH-TV Channels 6, 9 & 12

Sessioned Chair for 'Reforms in Pedagogy in the light of NEP' 2020, National Seminar on 'Teacher Education in the Perspective of NEP, 2020', 16 March, 2022 IASE, Tripura.

Workshops/Training Programmes Conducted

Conducted a National Online Consultative Workshop on 'School Complexes' from 6-11 September, 2021 with a total of 57 participants from ten states.

Conducted a National Online Consultative Workshop on 'Academic Leadership with System Level Officers' from 7-10 December, 2021 with total participation of 62 systemic officers from district, block and cluster levels.

Conducted a National Online Consultative Workshop on 'Academic Leadership with System Level Officers' from 14-17 December, 2021 with total participation of 50 systemic officers from district, block and cluster levels.

Conducted a three-day face-to-face consultative meeting with field officers for the vetting of guidelines for formation of school complexes from 27-29 March, 2022.

Consultancy and Academic Support to Public Bodies

Member of the MANODARPAN (an initiative of the MoE, GoI) working group for monitoring Mental Health Issues and Concerns of students and supporting mental health and psychosocial aspects of development in the post-Covid era.

Member of the committee for revising the curriculum and guidelines for selection of system level officers, school principals, vice-principals and teachers in Kendriya Vidhyalayas.

Nominated as the member of the working group for implementation of the New Education Policy in the state of Sikkim jointly by NIEPA and SCERT, Sikkim; especially with regard to the development of school complexes.

Member of the Steering Committee on DIKSHA (Digital Initiative for Knowledge Sharing and Advancement) and working on the development of the taxonomy for school leadership.

Member of the Steering Committee for development of 'Guidelines for E-content Development' for DIKSHA, and worked in collaboration with CIET, NCERT for development of guidelines, published on NCERT portal.

Member of the Advisory Group of IUCTE, Department of Education, M. S. University of Baroda, Gujarat.

Member of Think Tank on Teacher Education constituted by Directorate of Teacher Education, SCERT, Odisha.

Jury Member for evaluation of the Research Papers in CONVOKE 2021-22, organised by Bharati Foundation in collaboration with NITI Aayog on 30 March, 2022.

Training Material and Courses Developed

Developed Advisory Guidelines for students, parents, teachers and schools on monitoring and promoting of Mental Health issues and concerns in the post-COVID era as a Member of the MANODARPAN working group, MoE, GoI.

Developed Module on 'Mental Health and Well-being: A Whole School Approach' for the training of teachers through the MANODARPAN Initiative of the GoI.

Developed draft training material on 'Leadership for Equity and Excellence' for the Principals of Eklavya Model Residential Schools.

Revised the curriculum for selection exams and the guidelines for selection of system level officers, school principals, vice-principals and teachers in Kendriya Vidyalayas.

Developed two modules for the course – Perspectives on School Leadership for the online intermediate programme on School Leadership Development:

- School as a Ground for Learning and Development.
- Developing Positive School Culture.

Developed a compendium of seven modules on Creating Conducive Environment for Learners and Learning in collaboration with Navodaya Vidyalaya Sangathan:

- ✓ Enabling School Eco-system to support Learners and Learning.
- ✓ Developing School as a Learning Organisation.
- ✓ Transforming Work Ethos: Developing School as an Inspiring Work Space.
- ✓ Reorienting Review and Feedback Practices: Foregrounding Teaching-Learning.

- ✓ Forging Teacher Collaborations: Developing Professional Learning Communities in Schools.
- ✓ Nurturing Belongingness: Strengthening Socio-emotional Connectedness.
- ✓ Promoting Mental Health: A Whole School Approach.

Other Academic and Professional Contributions

Conducted Online Review and Feedback Workshop for Principals of Eklavya Model Residential Schools on 5-6 of April, 2021.

Conducted a ten-day online capacity building workshop for school Principals of the Eklavya Model Residential Schools from 2-12 February, 2022 for a group of 60 participants from ten different states in India in collaboration with the Ministry of Tribal Affairs, GOI.

Research Guidance

PhD Programme

Dipak Karmakar "Transforming Schools to Learning Organization: Role of School Leadership"

MPhil Programme

Dipannita Mukherjee "Enabling Crisis Resilient School Management and Change: A Study of Leadership Challenges, Concerns and Capacities"

Diploma in Educational Planning and Administration (DEPA)

Rajender Sharma "Impact of Instructional Leadership on School Learning Environment"

Swapnashikha Choudhary "Effective Teaching Learning Processes: A Study of the Role of School Heads in Improving Classroom Instructions"

Subitha G.V.

Publications

Research article: Subitha G.V. (2021). 'Leadership for learning in Developing Countries: An Analysis' of the context characteristics and school conditions that influence leadership practices of school principals in India. *Journal of Educational Planning and Administration*, 35(2), 151-169.

Participation in Seminars/Conferences/ Workshops

SLA-SCERT, Telangana organised a 5-day online training on School Leadership on 8-12 November, 2021. Conducted a session on 'Leadership for Improving Teaching Learning Process'.

Participated in a workshop organised by NIEPA on 'Girls' Education in Aspirational Districts and Blocks in India from the Perspective of New Education Policy-2020' from 22-26 November, 2021.

Workshops/Training Programmes Organised

Organised Online Workshop for Material Development on Context-specific Leadership Challenges in Char (Flood prone) Areas of Assam on 23-24 July 2021.

Organised Online Workshop on Leadership Development for Improving Student Learning and Learning Outcomes in Government Schools from 26-29 October, 2021.

Organised the first Core-committee Meeting for Online Post Graduate Diploma in School Leadership and Management on 8 September, 2021.

Organised the National Advisory Group Meeting of NCSL on 2 March, 2022.

Coordinated the launch of Online Programme on School Leadership and Management (Basic level) (Kannada version) in collaboration with SISLEP & SLA, Dharwad, Karnataka on 29 July, 2021.

Coordinated the launch of Online Programme on School Leadership and Management (Basic level) (Assamese version) in collaboration with SCERT & SLA, Assam on 3 November, 2021.

Coordinated the launch of Online Programme on School Leadership and Management (Basic level) (Telugu version) in collaboration with SCERT & SLA, Telangana on 7 April, 2022.

Training Material and Courses Developed

Coordinated the Online Course on School Leadership and Management (Intermediate level). Developed the Module titled 'Critical Thinking as a Purpose of Education'.

Coordinated with CIET-NCERT for the production of a total of four videos (two each in English and Hindi) towards the development and design of the Online Course on School Leadership and Management (Intermediate level). The videos produced were with regard to the 'Programme Announcement' and 'Programme Overview' of the Online Course on School Leadership and Management (Intermediate level).

Developed and designed the Module titled 'Education for Critical thinking' for the package 'Leadership Pathways for Continuous Professional Development: A Package of Self-instructional Modules for School Leaders'.

Other Academic and Professional Contributions

Contributed as one of the authors for the forthcoming Occasional paper on 'School Complexes in India: Existing Practices and Future Prospects in the light of National Education Policy-2020'.

Coordinated the development and designing of the Handbook on the proposed Online Post Graduate Diploma in School Leadership and Management with due guidance from Prof. Rashmi Diwan, Head, NCSL

and contributions from NCSL Faculty members. The Handbook includes the course design, course structure and the credit details for each course.

Participated in live streaming sessions organised by NCSL on the theme, Leading Personal and Professional Self of Stakeholder for School Transformation in collaboration with CIET-NCERT in the area of school leadership, 16 September, 2021.

Participated in live streaming sessions organised by NCSL on the theme, Developing Critical Thinking as a Prime Purpose of Education in collaboration with CIET-NCERT in the area of school leadership, 7 October, 2021.

Participated in live streaming sessions organised by NCSL on the theme, Leadership for Learning: A Case of an Upper Primary School in Odisha in collaboration with CIET-NCERT in the area of school leadership, 18 November, 2021.

Participated in live streaming sessions organised by NCSL on the theme, Leadership for Transforming Schools: A Case of a Higher Secondary School in Assam in collaboration with CIET-NCERT in the area of school leadership, 16 December, 2021.

Participated in live streaming sessions organised by NCSL on the theme, Empowering Students through Transformational Leadership: A Case of a Higher Secondary School in Tamil Nadu in collaboration with CIET-NCERT in the area of school leadership, 10 February, 2022.

Participated in live streaming sessions organised by NCSL on the theme, Leadership for Transforming Schools: A Case of a Government High School in Karnataka in collaboration with CIET-NCERT in the area of school leadership, 31 March, 2022.

Charu Smita Malik

Publications

Research Papers/Articles Published

Malik, Charu Smita. 2021. How do School Functionaries perceive Equity in Secondary Schools? Measurement through a Self-constructed PESE Scale. *Journal of the Indian Academy of Applied Psychology, Vol. 47, No. 2, 133-146.*

Participation in Seminars/Conferences/ Workshops during the year under Report (National/International)

Participated in the Webinar on “School Management Committee: A Move towards Open Government in Education in India” on 15 November, 2021; in Policy Forum on Open Government in Education from 13-15 November, 2021, organised by International Institute of Educational Planning (IIEP), Paris UNESCO.

Co-presented on “Bridging Equity Gaps in Participation of Marginalised Children in Education in India: Post-Pandemic Scenario” on Education in Crisis: Re-thinking Education in Post-Pandemic South Asia, 23-24 July, 2021, organised by Oxford School of Global and Area Studies (OSGA), University of Oxford.

Academic Support as National Resource Group Member in NISHTHA 2.0 and NISHTHA 3.0 face-to-face Capacity Building Programme in Agartala, Tripura from 21-24 February, 2022.

Workshops/Training Programmes/ Conferences Organised

Orientation and Capacity Building of Model Secondary and Senior Secondary Schools of Jharkhand (Online) in collaboration with JCERT, Ranchi, Jharkhand on 3 August, 2021.

Workshop-cum-Meeting with Experts on Vetting of Modules on School Leadership Development prepared by NCSL on 11 August, 2021.

Orientation and Capacity Building of School Leadership Academy, Jammu & Kashmir, from 20-23 December, 2021 in Srinagar, Jammu & Kashmir.

Workshop on Module Development for School Leadership Academies (Batch I) for Core Group Members and nominated SRGs (Online) on 8 October, 2021 for 11 States.

Workshop on Module Development for School Leadership Academies (Batch II) for Core Group Members and nominated SRGs (Online) on 22 October, 2021 for 9 States.

Workshop on Module Development for School Leadership Academies (Batch III) for Core Group Members and nominated SRGs (Online) on 1 November, 2021 for 8 States.

Led 8 Live Streaming Sessions on PMeVidya Channel on School Leadership Development in the academic year

Training Material/Courses Developed and Transacted

Co-developed Course no. 8 on **School Leadership: Concepts and Applications** for NISHTHA 2.0 Secondary Level in English.

Led Editing and Translation Team for Course no. 8 on **School Leadership: Concepts and Applications** for NISHTHA 2.0 Secondary Level in Hindi.

Co-developed Course no. 10 on **School Leadership for Foundational Literacy and Numeracy** for NISHTHA 3.0 in English.

Led Editing and Translation Team for Course no. 10 on **School Leadership for Foundational Literacy and Numeracy** for NISHTHA 3.0 in Hindi.

Developed 14 Video Content for NISHTHA 2.0 and NISHTHA 3.0 in both English and Hindi, embedded in the respective Courses, uploaded on DIKSHA platform.

Develop 1 Video-Panel Discussion for NISHTHA 2.0 Course no.11 on Initiatives in School Education for NCERT, uploaded on DIKSHA platform.

Session for Course transaction of NISHTHA 1.0 as National Resource Group for EMRS Schools in collaboration with Ministry of Tribal Affairs, GoI on 2 June, 2021.

NISHTHA 2.0 Live Streaming for Relay of Course Content of Course no. 8 on **School Leadership - Concepts and Applications** on PMeVidya Channel (English)

<https://www.youtube.com/watch?v=BOxFvaqQg8k&t=1875s>

NISHTHA 2.0 Live Streaming for Relay of Course Content of Course no. 8 on **School Leadership - Concepts and Applications** on PMeVidya Channel (Hindi)

<https://www.youtube.com/watch?v=lldn3b6rDPo>

NISHTHA 2.0 Live Streaming for Relay of Course Content of Course no. 11 on **Initiatives in School Education** on PMeVidya Channel (English)

<https://www.youtube.com/watch?v=ok2hUrPoNmU&t=1938s>

NISHTHA 3.0 Live Streaming for Relay of Course Content of Course no. 10 on **School Leadership for Foundational Literacy and Numeracy** on PMeVidya Channel (English)

https://www.youtube.com/watch?v=Rdg_Q0L_Cwc&t=495s

NISHTHA 3.0 Live Streaming for Relay of Course Content of Course no. 10 on **School Leadership for Foundational Literacy and Numeracy** on PMeVidya Channel (Hindi)

<https://www.youtube.com/watch?v=H5Z9eiOkv-k&t=4103s>

Consultancy and Academic Support to Public Bodies during the period under Report

Provided critical comments and editing of India-Report on “School Management Committee: A Move towards Open Government in Education in India”, authored by Prof. Sunita Chugh, NIEPA. The Report was part of Research Project on Open Government in Education led by IIEP, UNESCO.

Academic support to Ministry of Education, GoI for NISHTHA 1.0, NISHTHA 2.0 and NISHTHA 3.0.

Academic Support through Google Meets to 28 School Leadership Academies in 25 States and two Union Territories during the entire academic year.

Puja Singhal

Workshops/Training Programmes/Conferences Organised

Organised the Online Workshop on ‘Gender and Leadership’, 14-17 December, 2021.

Online Workshop on ‘Leadership for Equity, Diversity and Inclusion in Schools’, 22-25 March, 2022 (Co-coordinated).

Courses Developed

NISHTHA 3.0 (Course no. 10) School Leadership for Foundational Literacy and Numeracy - Hindi and English (Co-developed).

NISHTHA 3.0 Live Streaming for Relay of Course Content of Course no. 10 on ‘School Leadership for Foundational Literacy and Numeracy’ on PMeVidya Channel (English)

https://www.youtube.com/watch?v=Rdg_Q0L_Cwc&t=495s

NISHTHA 3.0 Live Streaming for Relay of Course Content of Course no. 10 on ‘School Leadership for Foundational Literacy and Numeracy’ on PMeVidya Channel (Hindi).

<https://www.youtube.com/watch?v=H5Z9eiOkvk&t=4103s>

Participation in Seminars/Conferences/Workshops during the year under Report (National/International)

Session on Leading for Vocational Education in a six-day Capacity building programme on ‘Pedagogical Leadership for School Principals (Haryana)’, 15 March, 2022.

Session on Vocational Education in Online Capacity building programme on ‘School Leadership Development by School Leadership Academy, Andhra Pradesh’, 10 March, 2022.

Launch of Online Programme

Coordinated Launch of Online Programme on School Leadership and Management (PSLM) with School Leadership Academy, Mizoram (SCERT), Translated inot Mizo Language.

Other Academic and Professional Contributions

Live streaming sessions with school heads of different states organised by NCSL in collaboration with CIET-NCERT in the area of school leadership.

Live streaming session on Integration of Vocational Education in School Curriculum: Leadership Perspective, 2 September, 2021.

Shadma Absar

Training Programme Attended

Two-month Online Internship on “Psychometric Tool Construction from My InnerLog Psychological Services”, conducted from 25 April-24 June, 2021.

Participated in the five-day Online Training on “Artificial Intelligence for Education”, organised by CIET-NCERT from 20-24 September, 2021.

Centre for Policy Research in Higher Education

Participated in the five-day Online Training on “Virtual Labs for Teaching and Learning”, organised by CIET-NCERT in collaboration with CDAC, Mumbai during 27-31 December, 2021.

Co-ordinated National Advisory Group (NAG) Meeting of NCSL on 2 March, 2022 with Dr. Subitha G.V.

Live Streaming Sessions

Conducted Live Streaming Session with Suraj Kumar Sharma, Headmaster Secondary School, Sikkim on the topic “Leading Teaching Learning Processes amidst the New Normal in Government School in Sikkim” on 20 January, 2022.

Conducted Live Streaming Session with Rehana Qussar, Tech Head and SRP, School Leadership Academy, SCERT, Jammu & Kashmir on the topic “Leading Inclusion of Out-of-School Children: A Case of Govt. Middle School in J&K” on 3 February, 2022.

Conducted Live Streaming Session with Krishnaleela V.K., Principal, Govt. Higher Secondary School, Kottayi, Palakkad, Kerala on the topic “Leading Community Engagements for School Transformation: A Case of Govt. Higher Secondary School in Kerala” on 24 February, 2022.

Conducted Live Streaming Session with Ramkrishna Bhattacharya, Head Master, Govt. Higher Secondary School, Tripura on the topic “Leadership for School Transformation in Govt. High School in Tripura” on 10 March, 2022.

Membership of Professional Bodies

Life Member of All India Association of Educational Research (AIAER).

Life Member of Indian School Psychology Association (InSPA).

Pradeep Kumar Misra

Publications

Books

Misra, P.K. (2021). Learning and Teaching for Teachers. Singapore: Springer International Publishing.

Research Papers, Articles, Chapters in Books

Misra, P. K., and Mishra, S. (2021). Development of eLearning in the Commonwealth Countries. In B.H. Khan, S. Affouneh, S.H. Salha and Z. N. Khlaif (Eds.), *Challenges and Opportunities for the Global Implementation of e-learning Frameworks* (pp. 72-96). Hershey, PA: IGI Global.

Misra, P. K. (2021). NEP-2020 Recommendations on Vocational Education: A Critical Analysis, and the Way Forward. In P. Arora and H. Gandhi (Eds.), *National Education Policy 2020: Paving Ways for Transformational Reforms* (pp.132-143). New Delhi, India: Shipra Publishers.

Bansal, C., and Misra, P. K. (2021). Digital Literacy Skills of Secondary level Students: An Assessment. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 8 (6), c430-436.

Misra, P. K. (2021). ‘The Indian Express’ Investigation of India’s Toppers: Seven ‘takeaways’ for Betterment of Education System. *Shanlax International Journal of Education*, 9(3), 268-272.

Misra, P. K. (2021). Online Teacher Professional Development Activities during the Covid-19 Pandemic in India: Lessons for Policymakers. *Global and Lokal Distance Education- GLOKALde*, 7(1).

Tyagi, C., and Misra, P.K. (2021). Continuing Professional Development of Teacher Educators: Challenges and Initiatives. *Shanlax International Journal of Education*, 9 (2), 117-126.

Mittal, R., and Misra, P. K. (2021). Lifelong Learning Policies and Provisions for Senior Citizens in India: An Overview. *Asian Journal of Education and Social Studies*, 14(2), 1-9.

Misra, P. K. (2021). School Culture as a Means to Engage Students with SDGs. *Pedagogical Dialogue*, 2(36), 68-77.

Misra, P. K. (2021). National Professional Standards for Teachers: Retrospect and Roadmap. *University News*, 59 (26), 03-09.

Misra, P. K., and Tyagi, C. (2021). How National Education Policy-2020 Envisions Continuing Professional Development of Teachers? *University News*, 59 (4), 14-16.

Misra, P. K. (2021). Education in Rural Schools in India: Difficulties and Solutions. *Pedagogical Dialogue*, 4(34), 85-96.

Research Project

Project Leader of joint research project under ICSSR (India) - NIHSS (South Africa) Joint Research Programme in the field of Social Sciences titled "Technology to Promote Equity, Access and Quality in Higher Education: Policies and Practices from South Africa and India".

Participation in Seminars/Conferences/Workshops

Misra, P.K. (2021). *B.Ed. 2-year Programme: Needs Your Valuable Suggestions*. A two-day National Workshop on

NEP 2020 and Teacher Education, National Institute of Open Schooling, 26-27 August, 2021.

Misra, P. K. (2021). *Emerging Threats of Digital Dictatorship and Teaching Community*. The 25th World Multi-Conference on Systemics, Cybernetics and Informatics, 18-21 July, 2021 (virtual, 21.7.21).

Misra, P. K. (2021). *MOOCs for Lifelong Mathematics Learning of Adults in India: Promises and Strategies*. 14th International Congress on Mathematical Education, Shanghai, China, 11-18 July, 2021 (virtual, 17.7.21).

Membership of Eminent Bodies of NIEPA

Member of the Departmental Advisory Committee of Department of Training and Professional Development, NIEPA.

Member of the Departmental Advisory Committee of ICT Department, NIEPA.

Member of the Core Committee of NAAC SSR Preparation Committee, NIEPA.

Membership of Eminent Bodies outside NIEPA

Member of National Focus Group on Teacher Education.

Member to develop and design Curriculum Framework and Syllabus for a 2-year B.Ed. programme aligned with NEP 2020 of NCTE.

Member of School Board of Social Sciences, Osmania University, Hyderabad.

Member of Academic Audit Committee of Department of Education, CSJM University, Kanpur.

Member of Board of Studies in Alternative Education, Sanchi University of Buddhist-Indic Studies, Madhya Pradesh.

Member of Board of Studies in Education, CSJM University, Kanpur.

Member of Research Degree Committee in Education, Shobhit University, Meerut.

Mona Khare

Publications

Book Published and Reports

India Higher Education Report 2020: Employment and Employability of Higher Education Graduates. Co-edited with Varghese N.V. Routledge (September 2021).

National Education Policy 2020 [NEP 2020] – Financial Implications for Educational Development in Child Budget of Karnataka State as part of Capacity Building and Research on Public Finances for Children in Karnataka State, Fiscal Policy Institute, Bengaluru, India (March 2021).

Abridged Paper on National Education Policy 2020 [NEP 2020] – Financial Implications for Educational Development in Child Budget of Karnataka State as part of Capacity Building and Research on Public Finances for Children in Karnataka State, UNICEF and Fiscal Policy Institute, Bengaluru, India (December 2021).

Study on National Strategy for Developing Human Resources for the industries of the future as part on India Case, Asia Productivity Organisation, Tokyo, Japan (June 2021).

Investing in Education - the Common Good: Shifting or Drifting Paradigms Submitted under the project Neoliberalism versus Political Capitalism, Investing in the Global Common Good - Shifting Paradigms in Funding for Higher Education as a contributing author to the Handbook of Education Policy (UK: Edward Elgar Publishing) with University of Hong Kong and University of Minnesota (March 2021).

“Education Sector Gender Budgeting in India” in ‘Gender Mainstreaming Efforts: Issues and Challenges’ Training Module by FPI, Department. of Finance and WCD, Government of Karnataka. Bengaluru.

Research Papers, Articles and Chapters in the Book

Employment and Employability of Higher Education Graduates: An Overview, In Varghese N.V. and Mona Khare (eds) India Higher Education Report 2020: Employment and Employability of Higher Education Graduates, Routledge, 2021.

Skills Mismatch of Higher-education Graduates in India: Factors determining Employability Quotient, In Varghese N.V. and Mona Khare (eds) India Higher Education Report 2020: Employment and Employability of Higher Education Graduates, Routledge, 2021.

Financial Implications of National Education Policy 2020: Call for Collective Responsibility towards Investing in the ‘Common Good’, University News, Vol. 59, No 15, 12-18 April, 2021, Association of Indian Universities, New Delhi.

Trends and Strategies towards Internationalisation of Higher Education in India (2021), International Journal of Comparative Education and Development, Emerald Publishing Limited, UK Jan, 2020, DOI 10.1108/IJCED-10-2020-0067.

Participation in Seminars/Conferences/Workshops

Keynote Speaker/Resource Person in the 104th Annual Conference of Indian Economic Association from 27-29 December, 2021 at Mohanlal Sukhadia University, Udaipur (virtual).

Resource Person in virtual training programme on ‘Gender Budgeting in Higher Education’ for Government officers of the Department of Higher Education, Ministry of Education by Gender Budgeting Division, Ministry of Women and Child Development, Government of India in collaboration with UN Women on 29 September, 2021. Took session on “Gender Disaggregated Data and Gender Indicators in Higher Education”.

Expert and external examiner for online examination of MPhil (Economics) on 15 September, 2021 by the office of Principal, Sarojini Naidu Government Girls Post Graduate College, Shivaji Nagar, Bhopal.

Chief Guest in an AICTE-sponsored Short Term Training Programme online on 'Marketing Management for Sustainable Development' from 20-25 September, 2021, organised by VNS Group of Institutions, Faculty of Management, Bhopal.

Resource Person on the topic 'NEP-2020 - Strategic Ways to Improve Equity and Inclusion in Higher Education' for Refresher Course on 'Revisiting, Reimagining, Reskilling & Rejuvenating: Commerce & Management Teaching and Research' from 20 September- 3 October, 2021, organised by UGC - Human Resource Development Centre, University of Hyderabad Central University, Hyderabad.

Resource Person for a two-week Refresher Course on 'Role of Social Welfare Policy in Indian Economy' from 21 September-5 October, 2021, organised by UGC - Human Resource Development Centre, Dr. Harisingh Gour Vishwavidyalaya, Sagar, Madhya Pradesh.

Resource Person in ICSSR-sponsored ISID Capacity Building Programme on "Industrialization, Corporate Sector and Development" from 15-27 February, 2021 and took session on "Academia-Industry Interface: Employability and Skill-Mismatch", 22 February, 2021.

Resource Person in Zonal Workshop on NEP 2020 Implementation "Access, Quality and Future Readiness", organised by Ministry of Education (MoE), and UGC took session on 'Access and Future Readiness'.

Keynote Speaker on National Webinar on "National Education Policy 2020 and Employment: Challenges & Opportunities", organised by Government Post Graduate College, Multai, District Betul, Madhya Pradesh, 12 October, 2021.

Keynote Speaker on the International Conference on "Global Issues of Poverty, Development and Environment", organised by the Bhopal School of Social Sciences, Madhya Pradesh, 30 October, 2021.

Resource Person in Refresher Course in "Educational Policies & Reforms: New Perspectives (Multidisciplinary)" from 15-27 November, 2021 and delivered an online lecture on 23 November, 2021, organised by UGC - Human Resource Development Centre (HRDC), University of Rajasthan, Jaipur.

Resource Person for virtual meeting on NEP 2020 Implementation on the topic of "Access, Quality and Future Readiness", a workshop of Zone 3, Region-2 (R2) comprising the states/UT of Haryana, Punjab, Chandigarh and Delhi, organised by Panjab University, Chandigarh on 14 December, 2021 .

Partnering Member for QualIndia Project Partners' Meet at the Hotel Le Meridien, New Delhi on Tuesday, 30 November, 2021 to discuss recent project developments and further steps.

Webinar on "India-EU Higher Education Meet: Reimagining Border in Cross-border Education", organised by Manipal Academy of Higher Education on 7-8 October, 2021.

Webinar on "Privatising India's Public Sector – Impact and Implications" on 3 February, 2021.

Invited by Xiamen University Humanities and Social Sciences International Forum Sub-Forum on "Universities Promoting the Development of a Community with a Shared Future for Mankind' at Xiamen University on 5-7 April, 2021.

Invited for Webinar on "India's NEP 2020: New Trajectories for Internationalisation" on 27 April, 2021 at CET.

Invited for Webinar on "Women's Leadership in Higher Education: Global Opportunity, Global Challenge' on 6 July, 2021 at London.

Invited for Webinar on "India-EU Higher Education Meet: Reimagining Border in Cross-border Education" on 7-8 October, 2021 by Manipal Centre for European Studies.

Training Material and Courses Developed/ Transacted

Involved in teaching in the following courses:

Developed Background/Reading Material and transacted sessions in:

MPhil PhD - CC-3, Research Methodology I (Coordinated, Conducted and Evaluated).

International Diploma in Educational Planning & Administration (IDEPA): Transaction of classes in IDEPA Course No. 207 on Financial Planning and Management in Education.

National Diploma in Educational Planning & Administration (DEPA and PGDEPA).

Research Guidance and Supervision of MPhil/PhD /PGDEPA

PhD - Sumit Kumar (Research Scholar) - Inter-Relationship between Spatial Distribution of Knowledge Based Industries and Migration for Higher Education in India (Awarded in 2021).

PhD - Sandhya Dubey "Access and Quality Dynamics in Financing of Higher Education". Analysis and Report writing under progress.

PhD - Sonam Arora : Proposal finalised and work under progress.

Ph.D. Parul Sharma: Proposal finalised and work under progress.

Ph.D. Raj Gaurav: Synopsis submitted. Being refined further.

M.Phil Dissertation: Karika Das: Awarded in 2021.

Sandeep Kumar: MPhil ongoing.

Shrishti Chamola : PhD ongoing.

IDEPA Dissertation "School Factors affecting Performance of Secondary Students in Science Subjects in South Sudan. A Case of Selected Secondary Schools in Central Equatoria State" of Mr. OchanLino Victor Owiny from South Sudan, participant of IDEPA- XXXVI. (Submitted).

PG DEPA Dissertation: Ashok Jangir, "Community Participation Practices in School Education in Rajasthan". (Ongoing).

PGDEPA Dissertation: "Schools as Centres of Overall Child Development: Response to Challenges during Covid 19 – A Case Study of Select Government Schools in Rajasthan" by Sanju Chowdhury. Synopsis and Chapter Scheme finalised. Research tools under development (Submitted and viva-voce held).

Consultancy and Academic Support to Public Bodies during the Period under Report

Member: Expert Committee (Education Sector) 15th Finance Commission period i.e. 2020-21 to 2024-25 to prepare the estimate of fund requirement for the Ministry of Human Resource Development, GOI 2018.

Member: Sub-Committee on Index of Service Production in Education Sector, Ministry of Statistics and Programme Implementation, Central Statistical Organisation, GOI.

National Expert and Coordinator (India): Project on Human Resource Development for the Future .Asia Productivity Organisation, Tokyo, Japan "National Strategy in Developing Human Resources for Industry of the Future in India (Final Report submitted).

National Expert and Coordinator (India): UNESCO, Bangkok – Tokyo University project on Higher Education Internationalisation in Select Asian

Countries. "Internationalisation of Higher Education – A Country Case of India" (Final Report Submitted).

Member, Technical Advisory Committee for Child Budget Development, Fiscal Policy Institute, Government of Karnataka.

Project Partner in QualIndia Project with University of Cologne, Germany.

Invited Member, Internal Quality Assurance Cell, NLIU, Gujarat, India.

Review of Manuscript ID CORE-2019-0063 for Oxford Review of Education, June 2019.

Studies in Microeconomics, SAGE Publications, Review of Manuscript 'Long Term Effects of Preschool: Evidence from NLSY for Studies in Microeconomics.'

Review Work for Sage, Emerald, Oxford.

Any Other Academic and Professional Contributions

Member, Editorial Board, JEP, published by NIEPA, New Delhi.

Member-Secretary, MPhil/PhD Progress Review Committee.

Member, MPhil and PhD Admission Committee (Interview Board).

Member, Committee for Setting Questions for MPhil/PhD Entrance Examination.

DAC, Department of Higher Education.

DAC, Department of Educational Finance.

Member, MPhil Curriculum Revision and Restructuring Committee.

Reviewer for Studies in Microeconomics, Sage Publications.

Guest Editor for Special Issue of Life Science Global, Canada.

Reviewer for Management and Economics Research Journal.

Member of the Screening Committee for the post of Project Administrative Assistant, NIEPA.

Member of the Research Review Committee, NIEPA.

Membership of Eminent Bodies outside NIEPA

Member, Standing Sub-Committee of Research Advisory Committee (RAC), National Institute of Open Schooling (NOIDA).

Member, Departmental Advisory Board (DAB), Planning & Monitoring Division, NCERT, New Delhi.

Expert for Evaluation of SLM for DE programme of Jaipur National University, Jaipur at UGC - Distance Education Bureau.

Reviewer of Book Proposal: For Springers, Singapore.

Editorial Advisory Board: "Himgiri Education Review" ISSN 2321-6336

External Examiner (PhD Evaluation) for various Indian Universities.

Selection Committee Member for various universities and other Government bodies

Nidhi S. Sabharwal

Publications

Book Published

N.V. Varghese and Nidhi S. Sabharwal (forthcoming). India Higher Education Report 2022: Women in Higher Education (manuscript being finalised: to be published by Routledge).

Research Papers, Articles and Chapters in Book

Sabharwal, N.S., Joseph R.S., Bankar A., and Talmale, A. (2021). Accessing Silenced Voices? Diary Method as

A Source of Data for Understanding Higher Education Experiences of Students from Socially Excluded Groups. In Xuemeng Cao and Emily F. Henderson (eds.). *Exploring Diary Methods in Higher Education Research: Opportunities, Choices and Challenges*. London. Routledge. pp 131-144.

Sabharwal, N.S. (2021). The Nature of Access to Higher Education in India: Emerging Patterns of Social and Spatial Inequalities in Educational Opportunities in Mahabir S Jaglan and Rajeshwari Rajeshwari (eds.), *Reflections on 21st Century Human Habitats in India*. Springer Nature. Singapore. pp 345-370.

Sabharwal, Nidhi S. (2021). Extended Education at College in India: Advancing Equity through the Extension of Public Academic Support Programmes for Students from the Socially and Economically Disadvantaged Groups, *IJREE – International Journal for Research on Extended Education*, Vol. 8, Issue 2-2020, pp. 156-172.

Borooh V.K. and Sabharwal N.S. (2021). English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities. In Arsel, M., Dasgupta, A., and Storm, S. (eds.). (2021). *Reclaiming Development Studies: Essays for Ashwani Saith*. Anthem Press. pp 197-226.

Varghese, N.V, Sabharwal, N.S., and Malish, C.M (2022). Equity in Higher Education for Inclusive Growth: Evidences from India. In Saumen Chattopadhyay, Marginson, Simon, Varghese, N.V. (eds.) *Changing Higher Education in India* (pp.67-93). New Delhi: Bloomsbury Publishing.

Sabharwal, N.S. and Malish, C.M. (Forthcoming). Mixed Methods Approach and Qualitative Methodology for Higher Education Policy Research. In George W. Noblit (ed.). *Oxford Research Encyclopedia of Qualitative Research Methods in Education*. Oxford University Press.

CPRHE Research Paper Series

Research Paper 15: Garima Malik, Nidhi S. Sabharwal and William G. Tierney (2021). *The Political Economy of Indian Higher Education: Understanding Systemic Challenges for Delhi*. CPRHE Research Paper 15. CPRHE/NIEPA: New Delhi.

CPRHE Research Study Reports

Higher Education Success and Social Mobility: A Study of the UGC Coaching Schemes. Dr. C.M. Malish and Dr. Nidhi S. Sabharwal, CPRHE Research Report. New Delhi: CPRHE/NIEPA, 2021.

Participation in Seminars/Conferences/Workshops

Presentation on Access to and Success through Higher Education in India: Equity Concerns and Policy Responses, In the Webinar Titled 'Access, Choice and Student Success in Higher Education: Policy Challenges & Responses' for the webinar series by the Public Policies Investigators, organised jointly by European Institute for Development Studies (IEED), Paris, France and European Commission on 26 January, 2022.

Presentation on Draft Modules on Student Diversity in Higher Education in India, organised by the CPRHE/NIEPA on 24 November, 2021.

Hands-on Workshop for the Professional Development of NIEPA Faculty aligning with the NAAC & IQAC Requirements, webinars convened by NIEPA on 14 January and 31 January, 2022.

Paper presentation on Pathways to Educational Success in India, Law for All: Widening Access to Legal Education in the UK and Ireland, hosted online by the School of Law at Queen's University Belfast on 17 November, 2021.

Equity in Higher Education in India: Insights from the CPRHE Research. Equity in Indian Higher Education:

Knowledge Sharing on National and Global Trends, organised by Ministry of Education-UGC-AIU-British Council-World Bank on 10 November, 2021.

Presentation Mixed-Methods and Diaries as a source of data for understanding higher education experiences of students from socially excluded groups in India. Higher Education and Human Development Seminar Series, University of the Free State, South Africa on 11 October 2021.

Equity & Inclusion in Higher Education. FDP on NEP 2020: Strategies for Implementation during 4-8 October, 2021. ICT and Project Management Unit and Department of Higher and Professional Education.

Presentation on Methodological Ideas on Researching Student Diversity in HE in India. Roundtable discussion of methods to research minoritisation, in India and beyond. AHRC GCRF Minorities on Indian Campus Research Network Event on 13 October, 2021. Coventry University.

Presentation on Supporting Gender-sensitive Higher Education Access and Choice in Haryana, India: Policy Brief' in International Workshop - A Fair Chance to Access Higher Education: Collaborative Workshop to develop a Policy Brief and Outreach Activity Resource on 28 September, 2021, organised by Central University of Haryana and University of Warwick, UK.

Paper presentation on Student Diversity & Inequalities in Learning Outcomes: A Study of Disadvantaged Groups in Higher Education in India in the 12th Biennial Conference of Comparative Education Society of Asia (CESA) on 25-26 September, 2021 Kathmandu, Nepal.

Equity & Inclusion in Higher Education. Faculty Development Programme on National Educational Policy 2020: Strategies for Implementation from 13-17 September, 2021. ICT and Project Management

Unit and Department of Higher and Professional Education.

Accessing silenced voices for understanding higher education experiences of students from socially excluded groups in India in the Book Launch Symposium Exploring Diary Methods in Higher Education Research, organised by SRHE (Society for Research into Higher Education) on 11 June, 2021.

Gendered Catchment Areas for Higher Education Choice in Haryana, India. in 'Education, the Global South, and Beyond', organised by Department of Education, Brunel University on 24 June, 2021.

Diary method as a source of data in the Mixed-Method Study on understanding higher education experiences of students from socially excluded groups in India. Brown Bag Seminar – Educational Experiences of Vulnerable Students, organised by NDIC-NCAER on 9 June, 2021.

Workshops/Conferences/Training Programmes Organised

Instrument Development Meeting on College Readiness and Student Success in Higher Education in India. Organised on 7 December, 2021.

Expert Group Meeting on Modules on Managing Student Diversity in Higher Education. Organised on 24 November, 2021.

First Research Expert Committee Meeting on College Readiness and Student Success in Higher Education in India. Organised on 27 July, 2021.

The First Peer Review Meeting to discuss the India Higher Education Report 2022 on Women in Higher Education. Organised on 6 May, 2021.

Expert Group Meeting on Higher Education Success and Social Mobility: A Study on Coaching Schemes for SC/ST/OBC and Minorities in Universities and Colleges. Organised on 16 April, 2021.

The Second Peer Review Meeting to discuss the draft chapters of the India Higher Education Report 2022 on Women in Higher Education. Organised on 23 September, 2021.

Training Material and Courses Developed/ Transacted

Nidhi S. Sabharwal and Malish C.M.: Developed and edited 7 Modules on Student Diversity in Higher Education. The themes of the modules are the following:

Module 1: Student Diversity and Social Inclusion in Higher Education: Concepts and Approaches.

Module 2: Classification of Student Diversity in Higher Education.

Module 3: Approaches to Achieving Academic Integration on Campuses.

Module 4: Forms of Discrimination in Higher Education.

Module 5: Social Inclusion in Higher Education Campus.

Module 6: Institutional Mechanisms for Managing Student Diversity.

Module 7: Student Diversity and Civic Learning in Higher Education.

Teaching Assignment/Invigilation/ Evaluations

Co-taught in a Module on Gender and Higher Education in India - Implications of the New Education Policy 2020. 1 March, 2021, Module session organised by Department of Sociology, University of Warwick.

Lecture on Writing Research Paper, 16 June, 2021. Writing Skills Workshop for MPhil Students, 14-19 June, 2021, organised by NIEPA.

Taught sessions on Student Diversity and Social Inclusion; Gender Equality in Higher Education and Development for OC-07 (Equity and Multicultural Education) offered to MPhil students of NIEPA, 10 April, 2021 and 23 April, 2021.

Invigilation at Online Entrance Test for Admission to NIEPA-MPhil/PhD Programme on 19 June, 2021.

Evaluated papers for Online MPhil/PhD Entrance Exam held on 21 June, 2021.

Other Academic and Professional Contributions

Serving as a Member of the Internal Research Review Committee, NIEPA and have provided peer feedback on multiple research reports that have been submitted to the committee.

Doctoral Supervision and Editorial Membership of Eminent Bodies outside NIEPA

Member of the core group on doctoral work – Gendered Pathways to Higher Education, University of Warwick.

Invited by the Jawaharlal Nehru University to be an external examiner on PhD thesis submitted at the Centre for Study of Regional Development, JNU.

Serving as a Mentor to the Rethinking Economics India Network (REIN).

Serving as a Member on the Editorial Board of the Journal, Gender and Education, published by Routledge.

Serving as a Member of the Research Advisory Group on 'The study to further Gender Equality in HE in India'. The research project is carried out by Brunel University, London and Savitribai Phule Pune University, Pune, and supported by British Council.

Publications

Book published

Malik, Garima and Narayanan Annalakshmi (2022). “Turning Challenges into Opportunities: Flexible Learning Pathways in Indian Higher Education”. NIEPA: New Delhi.

Research Papers, Articles and Chapters in the Book

Malik, Garima, Nidhi S. Sabharwal and William Tierney (2021). “The Political Economy of Indian Higher Education: Understanding Systemic Challenges for Delhi”. CPRHE Research Paper 15. CPRHE/NIEPA: New Delhi.

Participation in Seminars/Conferences/Workshops

N.V. Varghese and Garima Malik (2021). “Institutional Autonomy and Governance of Higher Education Institutions in India”, in Wan Chang Da, Molly, N.N. and Loke, Hoe Yeong “The Governance and Management of Universities in Asia: Global Influences and Local Responses, New York”, Routledge, Book chapter presented at Higher Education Research Association Conference online on 27 May, 2021.

Malik, Garima (2021). “Online and Distance Learning in India” presented at International Policy Forum of UNESCO-IIEP on 7 July, 2021.

Malik, Garima (2021). “Governance of Online and Distance Education in Indian Higher Education” on 28 July, 2021. 7th Global Higher Education Forum 7.0 Conference Academic Conference on “Disruptive Era: Higher Education at the Crossroads”, organised by Universiti Sains Malaysia.

Consultancy and Academic Support to Public Bodies

Convenor for NIEPA Secretariat for High Level National Committee on National Credit Transfer

Framework. Final Report submitted to MHRD in May 2021. The report was received with positive comments from the UGC.

Contributed to NIEPA Document on Higher Education for Vision Document 2047.

Presented on “Ecosystem of Higher Education in India” at Savitribai Phule Pune University UGC-HRDC Faculty Induction Programme on 5 August, 2 September, 18 November, 2021.

Presented on “Online and Distance Learning in Indian Higher Education” and “Teaching of Research Methods in Higher Education” at Savitribai Phule Pune University on 22 November, 2021, UGC-HRDC Workshop on Advanced Pedagogic Methods in Higher Education.

Teaching Assignment/Invigilation/Evaluations

CCSB Quantitative Research Methodology (Scheduled to teach in January 2022) MPhil classes on 3, 7, 10 and 14 January, 2021 (Central Limit Theorem and Types of Probability Distributions) and on 1 and 4 April, 2022 (Multivariate Analysis).

MPhil/PhD Entrance Exam Invigilation on 19 June, 2021.

MPhil/PhD Entrance Exam Evaluation in June 2021.

Other Academic and Professional Contributions

Preparing seminar volume on “Governance and Autonomy in Higher Education”. Edited all papers.

Prepared policy brief on “Autonomy and Accountability in Higher Education” for the meeting in June 2022.

Preparing Research Synthesis Paper on “Governance and Management of Higher Education Institutions”.

Reviewed articles for NIEPA Journal of Educational Planning and Administration in October and December 2021.

Member of Groupwork on Research at Staff Retreat, 10 December, 2021.

Membership of Eminent Bodies outside NIEPA

Member, India International Centre.

Member, India Habitat Centre.

Member, International Centre – Goa.

Anupam Pachauri

Publications

Research Papers, Articles, Chapters in Books

Pachauri, Anupam (2021, in print). Empirical Evidence on Quality Assurance and Upcoming Changes following NEP 2020. In Mondal. A, and Dutta. I. (Eds.) *National Education Policy - 2020: Decoding the Perspectives*. Shipra Publications: New Delhi.

Pachauri, Anupam and Chauhan, V.S. (2021). Motivated, Energised and Capable Faculty: NEP - 2020. In R.Sharma and H. Vadhel (Eds.) *National Education Policy - 2020: Paths and Destination*. Pp. 147-154. Ahmedabad: Vista Publishers. ISBN 978-81-944415-3-3.

Pachauri, A. (2021). The Fundamental Unit of Life. In *Science*, Class IX textbook. Pp 57-67. National Council for Educational Research and Training (NCERT), New Delhi. ISBN 81-7450-492-3. E-Book.

Participation in Seminars/Conferences/Workshops

Introduction to LMS. Professional Development of NIEPA Faculty webinar convened by Prof. Srinivas, NIEPA, 31 January, 2022.

NIEPA Staff Retreat Workshop-2021. Working Group on 'Policy Support and Implementation', The Grand Hotel, New Delhi, 10 December, 2021.

School Management Committee: A Move towards Open Government in Education in India", 6 December, 2021. IIEP, Paris, UNESCO.

Instrument Development Workshop on College Readiness and Student Success in Higher Education in India, NIEPA, 7 December, 2021.

Webinar on 'Financing Higher Education', 30 November, 2021, CPRHE-NIEPA.

NIEPA-12th Maulana Azad Memorial Lecture on 11 November, 2021 (National Education Day), NIEPA 2021.

Webinar on 'Addressing the Learning and Teaching Gaps in the Post-Covid World', 27 October , 2021. D2L.

Webinar on 'Providing Flexible Learning Models in Higher Education', 9 September, 2021. InsideHigherEd.

Webinar on 'Research, Innovation and Ranking in Higher Education', 10 September, 2021. CPRHE-NIEPA.

Webinar on 'Knowledge Pluralism and Linguistic and Cultural Diversity in Higher Education', 31 August, 2021. CPRHE-NIEPA.

15th Foundation Day Lecture on 'Liberal Education: A 21st Century Imperative, by Padma Vibhushan Dr. K. Kasturirangan, NIEPA, 11 August, 2021.

Workshops for Developing Self Study Report, NIEPA. 2021.

Convenor

Pachauri, Anupam (2021). Convenor. Webinar on 'Research, Innovation and Ranking in Higher Education', 10 September, 2021. CPRHE/NIEPA. URL: <https://youtu.be/KPcSa2bkwGw> Last accessed on 18 January, 2022.

Other Academic and Professional Contributions

Teaching

Pachauri, Anupam (2021). Session on Literature Review for Academic Research, for MPhil/PhD Scholars, 15 June, 2021.

Pachauri, Anupam (2021). Session on Literature Review in Academic Writing, for MPhil/PhD Scholars, 17 June, 2021.

Special Lecture

Pachauri, Anupam (2021). Quality Concerns in Higher Education in India. Online Lecture. Special Guest Lecture Series 2021-22. University School of Education, GGSIP University, Delhi. 15 November, 2021.

Invigilation

Invigilation at the Online Entrance Test for Admission to MPhil-PhD Programme on 19 June, 2021.

Conducted Mock Test for Online Entrance Test for Admissions to MPhil-PhD Programme on 15 June, 2021.

Membership of Eminent Bodies of NIEPA

Internal Quality Assurance Cell, NIEPA

NAAC SSR, Core Group, NIEPA

Reviewer

Review of two articles for Journal of Educational Planning and Administration, NIEPA. August 2021.

Review of one article for Journal of Human Values, Sage Publications. May 2021.

Membership of Eminent Bodies outside NIEPA

President, CIE, Department of Education Alumni Association. University of Delhi.

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

Member, British Association for International and Comparative Education (BAICE), UK.

Member, Commonwealth Scholars and Fellows Alumni Association.

Jinusha Panigrahi

Publications

Book Published

India Higher Education Report 2021: Private Higher Education, with N.V. Varghese (Ed.) Routledge Publications UK, Taylor & Francis Group (Manuscript in Press).

Research Papers, Articles and Chapters in the Book

Chapter on 'Financing of Higher Education in India: Issues and Challenges' with S. Chattopadhyay in the Edited Volume on 'Changing Higher Education in India', Chattopadhyay, S., Marginson, S. and Varghese, N.V. (Eds.), Bloomsbury Publications.

Participation in Seminars/Conferences/Workshops

Paper titled 'Market Driven Expansion in Education Sector: Implications of Rising Fee Structure' presented online (vCIES) in the 65th Annual International Conference on 'Social Responsibility within Changing Contexts', organised by Comparative and International Education Society, USA in collaboration with the University of Pittsburgh, USA, 25 April-2 May, 2021.

Workshops/Conferences/Training Programmes Organised

Organised a Webinar on "Financing Higher Education" for NIEPA on 30 November 2021 in collaboration with

the AIU in the context of UNESCO World Higher Education Conference on 'Re-inventing the Role and Place of Higher Learning for Sustainable Future' held in May 2022 at Barcelona, Spain.

Teaching Assignment/Invigilation/ Evaluations

A part of the teaching team of the Quantitative Research Methodology Course (CC-3) of NIEPA MPhil/PhD Programme, 2021-22.

Invigilated NIEPA Direct PhD, Part-time PhD and MPhil Programme entrance examination for the year 2021-22 online through Google meet.

Invigilated the first semester Term-end examination of the MPhil students in December 2021 online through Google meet.

Evaluated answer script of NIEPA Direct PhD, Part-time PhD and MPhil Programme Term-end examination in December 2021-22.

Other Academic and Professional Contributions

Delivered a lecture online in Google Meet on 'Financing of Public School Education' in the Post Graduate Diploma in Educational Planning and Administration (PGDEPA), organised by the Department of Educational Finance, 25 November, 2021, NIEPA, New Delhi.

Membership of Eminent Bodies outside NIEPA

Co-Chairperson (2018-21 & 2021-24) of Economics and Finance of Education Special Interests Group (EFE-SIG), Comparative and International Education Society (CIES), USA.

Distinguished Member of world's largest Comparative and International Education Society (CIES), USA.

Malish C. M.

Publications

Research Papers, Articles and Chapters in the Book

Malish, C.M (2021). Measuring Higher Education Access: Purpose and Context. International Higher Education, No-106, Spring Issue, pp.9-10 <https://doi.org/10.36197/IHE.2021.106.04> ISSN: 1084-0613.

Malish, C.M (2022). Classroom as a Site of Exclusion in Massified Higher Education in India. In Kedilezo Kikhi and D. R. Gautam (eds.) Comprehending Equity: Context of Northeast India. New Delhi: Routledge <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003182726-19/classroom-site-exclusion-massified-higher-education-india-malish>

Varghese, N.V., Sabharwal, N.S., and Malish, C.M. (2022). Equity in Higher Education for Inclusive Growth: Evidences from India. In Saumen Chattopadhyay, Marginson, Simon, Varghese, N.V. (eds.) Changing Higher Education in India (pp.67-93). New Delhi: Bloomsbury Publishing <https://www.bloomsbury.com/in/changing-higher-education-in-india-9781350192386/>

Malish, C.M. (2021). Making Colleges Ready for COVID-generation Undergraduates. University World News. 15 August, 2021. <https://www.universityworldnews.com/post.php?story=20210810135811354>

Malish, C.M. (2021). "Knowledge Pluralism and Linguistic and Cultural Diversity in Higher Education" (It will appear in a NIEPA volume on NEP-2020, edited by Prof. Avinash Kumar Singh).

Malish, C.M. and Sabharwal, N.S. (2021). Higher Education Success and Social Mobility: A Study of the UGC Coaching Schemes. CPRHE Research Report. New Delhi: CPRHE- NIEPA. (Submitted to UGC, New Delhi).

Sabharwal, Nidhi S. and Malish, C.M. (2022). Module 1: Student Diversity and Social Inclusion in Higher Education: Concepts and Approaches. New Delhi: NIEPA.

Malish, C.M. (2022). Module 4: Forms of Discrimination in Higher Education. New Delhi: NIEPA.

Malish, C.M. (2022). Module 5: Social Inclusion in Higher Education Campuses. New Delhi: NIEPA.

Malish, C.M. (2022). Module 6: Institutional Mechanisms for Managing Student Diversity in Higher Education. New Delhi: NIEPA

Participation in Seminars/Conferences/ Workshops

Malish, C.M. (2021). Co-locating Humanities and Social Sciences in Professional and Technical Higher Education: A Cultural Perspective. International Conference (Online) on “Roadmap for Humanities and Social Science in STEM Higher Education”, 19-20 March, 2021, Indian Institute of Technology, Jammu.

Malish, C.M. (2021). “Citation/referencing and the use of software for endnotes” - Delivered a session in NIEPA Writing Workshop for MPhil-PhD students, organised by NIEPA, 18 June, 2021.

Workshops/Conferences/Training Programmes Organised

National Webinar on “Knowledge Pluralism and Linguistic and Cultural Diversity in Higher Education”. Programme was organised on the request of Ministry of Education in connection with the completion of one year of National Education Policy-2020, 31 August, 2021, CPRHE-NIEPA.

Online Discussion Meeting to discuss draft report of UGC sponsored study on “Higher Education Success and Social Mobility: A Study of Coaching Schemes”, 16 April, 2021, CPRHE-NIEPA (Jointly with Nidhi S. Sabharwal).

Consultancy and Academic Support to Public Bodies

Completed the study titled “Higher Education Success and Social Mobility: A Study of UGC Coaching Schemes” which made major recommendations to UGC in order to reform UGC Coaching Schemes to institutionalise equity and promote learning and career mobility of disadvantaged social and economic groups in higher education.

Contributed to NIEPA document titled “NEP-2020: Implementation Strategies” as a Member of NIEPA Working Group on “Equity, Diversity and Inclusion in School and Higher Education”.

Contributed to NIEPA document titled “NEP-2020: Implementation Strategies” as a Member of NIEPA Working Group on “Operationalisation of Multidisciplinary Universities and HEI Clusters”.

Teaching Assignment/Invigilation/ Evaluations

Taught MPhil-PhD Core Course CC 5 Qualitative Research Methodology (jointly with Prof. Madhumita Bandhopadhyaya).

Taught a session titled “Linguistic Diversity and Inclusive Classrooms in Indian Higher Education” as part of Optional Course 7 Equity and Multicultural Education, coordinated by Prof. Kumar Suresh, 4 May, 2021.

Taught a session titled “Language and Inequality in Higher Education” as part of Optional Course 7 Equity and Multicultural Education, coordinated by Prof. Kumar Suresh, 6 May, 2021.

Invigilated MPhil examination for CC-5 on Qualitative Research Methodology.

Invigilated MPhil-PhD entrance test held on 19 June, 2021.

Evaluations

Evaluated answer scripts of entrance test for MPhil-PhD course held on 19 June, 2021.

Evaluated answer scripts of CC5 Qualitative Research Methodology.

Other Academic and Professional Contributions

Serving as a founding Co-Editor of CPRHE Research Paper Series which is widely circulated in academic and policy circles. The 15th paper in the series titled “The Political Economy of Indian Higher Education: Understanding Systemic Challenges for Delhi” by Garima Malik, Nidhi S. Sabharwal; and William G. Tierney is under reprocessing.

Serving as a Member of the Editorial Board of Journal of Educational Planning and Administration (JEPA) published by NIEPA and coordinating editorial processing under the guidance of Prof. N.V.Varghese and Prof. Avinash Kumar Singh.

Serving as doctoral committee member of Shikha Diwakar, doctoral candidate at McGill University Canada (Department of Integrated Studies in Education). Her doctoral research is on “Understanding Experience of Dalit First Generation Female Students in Indian Higher Education”.

Reviewed two candidacy papers and monitored progress in research work in candidacy paper defense held on 18 October, 2021.

School Standards and Evaluation Unit

Pranati Panda (HOD)

Rasmita Das Swain

A. N. Reddy

Brief About the Unit

Shaala Siddhi Programme: An Innovative Initiative towards School Performance Evaluation and Accreditation

The National Programme on School Standards and Evaluation (Shaala Siddhi) is an innovative initiative to institutionalise comprehensive school performance evaluation and accreditation for developing a system of quality assurance in India. As an innovative initiative, the programme intends to evolve school quality assurance system for quality improvement and improved learning outcomes. The major objective for creating Shaala Siddhi programme is to establish and refer to an agreed set of standards and processes which all schools must strive to achieve in a sustainable manner. It visualises ‘*School Performance Evaluation*’ as the means and ‘*School Improvement*’ as the goal. School performance evaluation, therefore, refers to the evaluation of an individual school and its performance in a holistic manner. It facilitates the schools to understand their strength, opportunities for improvement, prioritising actions, decision making and creating evidence-based support for their improvement.

The major objectives of the Shaala Siddhi programme are:

1. To evolve a culture of robust system of school assessment and quality assurance system;
2. To set standards and methodology for school performance evaluation and quality assurance;
3. To institutionalise collaborative school evaluation processes for evidence-based school improvement;
4. To empower each school for continuous school improvement leading to enhanced learning outcomes with accountability.

The coverage of schools under the Shaala Siddhi programme has increased along with the increased participation of the States and UTs. The year 2016-18 was considered as learning years for building preparedness for school self-evaluation. This supported for increased participation of schools subsequently in the year 2018-19. Despite the pandemic, the coverage of schools continued to be high for years 2019-20 and 2020-21.

Progress of Capacity Building Programmes

A series of capacity building programmes were organised for the States/UTs to build preparedness and implementation of Shaala Siddhi programme in true spirit. Nearly 50 lakh teacher educators, education officials, head teachers and teachers have trained for preparedness, strategic planning and implementation of Shaala Siddhi programme over the last 4 years. Nearly 28 online programmes were organised for States and UTs for the effective implementation of school evaluation in the year 2021-22:

Training Programmes/Workshops /Conferences Organised

- National Consultative Meets: Webinar on "Initiation of 100 per cent Coverage of the Shaala Siddhi Programme Linking to NEP-2020", 16

April, 2021. 112 participants which include Shaala Siddhi Nodal Officers of States/ UTs and educational administrators at different levels (District, Block, Cluster levels).

- Regional Workshop on "North-eastern States of India", 28-29 March, 2022, Meghalaya, Shillong.

State Specific Capacity Building Programmes on School Self-Evaluation (Shaala Siddhi)

- Regional Capacity Development Programmes for Navodaya Vidyalayas (NVS) for implementation of Shaala Siddhi.
- On 16 August ,2021, 208 participants included Principals and Vice-principals of NVS.
- On 18 August, 2021, 216 participants included Principals and Vice-principals of NVS.
- On 23 August, 2021, 162 participants included Principals and Vice-principals of NVS.
- Regional Training Programmes on Initiation and Implementation of Shaala Siddhi for Kendriya Vidyalayas (KVS).
- For Chandigarh Region on 29 September, 2021, 190 participants included Principals and Vice-principals of KVS.
- For Bhubaneswar Region on 30 September, 2021, 212 participants included Principals and Vice-principals of KVS.
- For Gwalior Region on 1 October, 2021, 191 participants included Principals and Vice-principals of KVS.
- For Mumbai Region on 4 October, 2021, 243 participants included Principals and Vice-principals of KVS.
- For Mysore Region on 5 October, 2021, 107 participants included Principals and Vice-principals of KVS.

Capacity Development Programmes Organised by NIEPA in Collaboration with States/UTs

Online Orientation Programmes on School External-Evaluation and Evidence-based School Improvement for:

- Samagra Shiksha Lakshadweep on 12 October, 2021, 46 participants included educational administrators working for Shaala Siddhi in the State.
- Samagra Shiksha Delhi on 27 October, 2021, 1430 participants joined through YouTube live, Facebook live.
- Samagra Shiksha Bihar on 29 October, 2021, 241 participants included School Heads, Educational Administrators working for Shaala Siddhi in the State.
- Samagra Shiksha Andhra Pradesh on 2 November, 2021, 700 participants joined through YouTube live, Facebook live.
- Samagra Shiksha Punjab on 8 November, 2021, 5050 participants joined through YouTube live, Facebook live.
- Samagra Shiksha Karnataka on 18 November, 2021, 8000 participants joined through YouTube live, Facebook live.
- Samagra Shiksha Assam on 22 November, 2021, 12000 participants joined through YouTube live, Facebook live.
- Samagra Shiksha Maharashtra on 23 November, 2021, 15891 participants joined through YouTube live, Facebook live.
- Samagra Shiksha Chandigarh on 24 November, 2021, 314 participants joined through YouTube live, Facebook live.
- Samagra Shiksha Sikkim on 25 November, 2021, 245 participants included School Heads, Educational Administrators working for Shaala Siddhi in the State.

- Samagra Shiksha Meghalaya on 6 December, 2021, 8500 participants joined through YouTube live, Facebook live.
- Samagra Shiksha Rajasthan on 4 January, 2022, 20,253 participants joined through YouTube live, Facebook live.
- Samagra Shiksha Manipur on 7 January, 2022, 700 participants joined through YouTube live, Facebook live.
- Samagra Shiksha Haryana on 20 January, 2022, 2794 participants joined through YouTube live, Facebook live.
- Samagra Shiksha Gujarat on 22 February, 2022, 2527 participants joined through YouTube live, Facebook live.

Research and Innovation

Research and Innovation is considered integral to all the phases of the Shaala Siddhi programme - Conceptual development; tools and methodology; self- and external-evaluation processes; implementation, etc.

School Performance Analytics are generated on the basis of School Self-Evaluation Dashboards as Self-disclosure Report.

National School Performance Analytics 2019-20

The National Programme on School Standards and Evaluation (Shaala Siddhi) is an innovative initiative to institutionalise comprehensive school performance evaluation and accreditation for developing a system of quality assurance in India. The major objective for creating Shaala Siddhi programme is to establish and refer to an agreed set of standards and processes which all schools must strive to achieve in a sustainable manner. In the academic year 2019-20, nearly 4,26,932 schools have completed their self-evaluation process. In this process, across all categories of schools - primary, upper primary, secondary and higher secondary, nearly 40-50 per cent schools are performing at Competent

(Sarvaagra) and Needs Improvement (Saksham) level. As per the composite score, classification of school performance levels based on aggregate score indicates that - nearly 47 per cent requires substantial support to improve their performance. About 9.44 per cent schools are at Competent (Sarvaagra) level. In addition, about 90 per cent schools require support for improvement in various degrees. National School Performance Analytics unfolds the critical school performance levels and areas. The performance of schools on 46 Core Standards is highlighted that more than 50 per cent schools are performing either at Level-1 or Level-2. This indicates that improvement is needed in all Core Standards to reach Level-3, the highest level. Schools are relatively performing better in Key Domain-II “Teaching Learning and Assessment” more specifically on Core Standards like ‘Teachers’ Understanding of Learners and Subject’ and ‘Pedagogical Knowledge of Teachers’ and in Key Domain-IV “Managing Teacher Performance and Teacher Development” more specifically on Core Standards like ‘Teacher Attendance’. On the other hand, the performance of more than 70 per cent of schools in Domain-III “Learners’ Progress, Attainment and Development” is below the highest level - Level-3.

In six Core Standards out of fourteen Core standards of Key Domain-V “School Leadership and Management”, Key Domain-VI “Inclusion, Health and Safety” and Domain-VII “Productive Community Participation”, 70 to 80 per cent schools are performing at Levels-1 and -2. This implies that significant improvement is required in these Key Domains. Variations exist at the state level analysis across all core standards. In addition to this, systematic and rigorous monitoring of the school’s overall performance is essential. At the State level, in all key domains significant variations exist that highlight the discourses on school education critical performance areas and their improvement leading towards improved learning outcomes. Findings from 2019-20 analytical report also indicate that there is a

need to develop strategies to support learners’ progress and set goals for improving their performance. Lastly, it necessitates strengthening the governance model to monitor standards and quality.

State-wise School Performance Analytics 2019-20 (36 States/ UTs)

- Andaman and Nicobar Islands School Performance Analytics 2019-20
- Andhra Pradesh School Performance Analytics 2019-20.
- Arunachal Pradesh School Performance Analytics 2019-20.
- Assam School Performance Analytics 2019-20.
- Bihar School Performance Analytics 2019-20.
- Chandigarh School Performance Analytics 2019-20.
- Chhattisgarh School Performance Analytics 2019-20.
- Dadra and Nagar Haveli School Performance Analytics 2019-20.
- Daman & Diu School Performance Analytics 2019-20.
- Delhi School Performance Analytics 2019-20.
- Goa School Performance Analytics 2019-20.
- Gujarat School Performance Analytics 2019-20.
- Haryana School Performance Analytics 2019-20.
- Himachal Pradesh School Performance Analytics 2019-20.
- Jammu & Kashmir School Performance Analytics 2019-20.

- Jharkhand School Performance Analytics 2019-20.
- Karnataka School Performance Analytics 2019-20.
- Kerala School Performance Analytics 2019-20
- Lakshadweep School Performance Analytics 2019-20.
- Madhya Pradesh School Performance Analytics 2019-20.
- Maharashtra School Performance Analytics 2019-20.
- Manipur School Performance Analytics 2019-20.
- Meghalaya School Performance Analytics 2019-20.
- Mizoram School Performance Analytics 2019-20.
- Nagaland School Performance Analytics 2019-20.
- Odisha School Performance Analytics 2019-20.
- Puducherry School Performance Analytics 2019-20.
- Punjab School Performance Analytics 2019-20.
- Rajasthan School Performance Analytics 2019-20.
- Sikkim School Performance Analytics 2019-20.
- Tamil Nadu School Performance Analytics 2019-20.
- Telangana School Performance Analytics 2019-20.
- Tripura School Performance Analytics 2019-20.

- Uttar Pradesh School Performance Analytics 2019-20.
- Uttarakhand School Performance Analytics 2019-20.
- West Bengal School Performance Analytics 2019-20.

Data Analysis of School Performance based on Self-Evaluation Dashboard 2018-19

Data Analysis of School Performance based on Self-Evaluation Dashboard 2016-18

Shaala Siddhi generates large scale data-base on school performance evaluation. Analysis of the school performance data is done at four levels:

1. Basic Information about Learners and Teachers.
2. Core Standard-wise.
3. Key Performance Domain-wise.
4. School Performance Levels (Composite Score-wise).
5. Comparative Analysis of Performance Analytics of Shaala Siddhi with Performance Grading Index (PGI 2019-20) and SDG 4 India.

Web Portal Management

Shaala Siddhi is supported by a dedicated and interactive web portal (www.shaalasiddhi.niepa.ac.in). The web portal has all programme related documents which can be downloaded by all the users. The web portal has uploading provision for school self- and external-evaluation dashboards. A consolidated school evaluation report is generated online encompassing both self- and external-evaluation reports. The practitioner, policy maker, and all other stakeholder can access the information, thus ensuring transparency and accountability of quality school education. All States and UTs are uploading self-evaluation and external-evaluation dashboard despite facing

challenges due to pandemic. Unit has also developed following documents for effective uploading of self- and external-evaluation dashboard in a correct and valid manner:

1. User Manual for Self-Evaluation.
2. User Manual for External-Evaluation.
3. Revised Self-Evaluation Dashboard.
4. User Manual for Administrators.

Development of Self-learning Modules on 'School Evaluation and Accreditation'

The proposed operationalisation process involves capacity development of State officials for preparedness and effective implementation. NIEPA, as part of Shaala Siddhi endeavour, is developing the training modules on standards setting, school evaluation and accreditation. This training package will be used to train critical mass of human resources who are accountable and responsible to extend support for school evaluation and accreditation.

The training package includes the following modules which is being under process:

1. School Quality and Improvement.
2. Setting Standards for School Performance Management.
3. School Evaluation Performance Management.
4. Strategic Instruments and Guidelines: Tools and Methodology.
5. Usage of School Performance/ Accreditation / Evaluation Reports.
6. Evaluation for Improvement: Evidence-based School Quality Improvement.
7. Systemic Support for Improved School Governance.

Contextualisation, Translation and Development of Modules

Shaala Siddhi materials (School Standards and Evaluation Framework, School Evaluation Dashboard, Guidelines for Self-Evaluation, Guidelines for Evaluation and Evidence-based School Improvement) have been translated into 20 State specific regional languages.

Seven modules on School Quality Assurance and Accreditation have been prepared. It is in the process of final editing. These modules would be used for the training of school evaluators/assessors/accreditors. It would also be used for online courses.

How Shaala Siddhi Programme is making difference? Voices from Schools

Schools are continuously sharing their experiences of the Shaala Siddhi programme in different forums, programmes, e-mails, etc. The voices of the schools are very encouraging that schools are empowering themselves by linking Core Standards performance levels with action for improvement. A few schools shared that "Shaala Siddhi is a mirror to us which is supporting in unfolding, solving and adapting new ways of schooling processes". Many schools appreciated the holistic perspectives of school and empowerment process ingrained within the programme. Several national and state newspapers covered the successful stories of Shaala Siddhi time and again.

Unit for International Cooperation (UIC)

Tshering Chonzom Bhutia

Publications

Books

Tshering Chonzom Bhutia and Binay Prasad, "Nordic-India Summit: Nordic Universities and India's NEP 2020", National Institute of Educational Planning and Administration, New Delhi, December 2021 (Report).

Workshops/Conferences/Training Programmes Organised

Co-coordinated the 2nd Nordic India Summit Webinar "Nordic Universities and India's NEP 2020: New Trajectories for Internationalization" on 27 April 2021, jointly organised by UIC, NIEPA in collaboration with the Nordic Centre in India (NCI).

Consultancy and Academic Support to Public Bodies during the period under Report

Extended support to the Ministry of Education (MOE) on about 37 items of international cooperation during the period 2021-22.

1. Inputs on "Possible outcomes/benefits for India on signing an MoU with Negara Brunei Darussalam" and "Background note on the education ecosystem in Brunei" submitted to the ICC on 17 July, 2021.
2. Attended Meeting of the BRICS Network University (NU) National Coordination

Committee (NCC) in virtual mode on 18 March, 2021. Minutes of the Meeting submitted to ICC on 22 March, 2021. Compiled the list of attendees, including Heads of Institutions as well as SPOCs and their VC details in one file on the basis of several emails forwarded by ICC. Submitted to ICC before the Meeting.

3. Prepared Updated Contact Sheet of the BRICS NU NCC and submitted to ICC on 10 March, 2021.
4. Participated in the Meeting chaired by JS (ICC) in online mode on 15 April, 2021 to discuss BRICS Declaration and Concept Note.
5. Participated in the Meeting chaired by JS in virtual mode on 19 April, 2021 to discuss the Draft Concept Note and EMM Declaration for the BRICS 2021 Summit.
6. Prepared Draft Invitation Letters for the BRICS International Governing Board (IGB), Senior Officials' Meeting (SOM) and Education Ministers' Meetings (EMM) in April 2021.
7. Assisted the ICC in all matters pertaining to BRICS International Governing Board Meeting over a period leading up to the IGB Meeting on 29 June, 2021.
8. Participated in the Internal Stocktaking Meeting chaired by JS (ICC) in virtual mode on 4 June, 2021 to discuss the preparations and progress of all BRICS Education related Meetings organised in 2021.
9. Prepared the draft of the IGB Declaration and shared with UGC and IITB on 7 June, 2021 for comments and finalised on 8 June, 2021 for circulation among BRICS member-countries.
10. Participated in the Internal Stocktaking Meeting chaired by JS (ICC) in virtual mode on 7 June, 2021 regarding logistical aspects of all BRICS Education related Meetings organised in 2021.

11. As requested by ICC, took active lead in the overall coordination of the IGB Meeting on 29 June, 2021 and supported IITB accordingly in the run up to the BRICS NU world conference held in mid-June 2021. Also prepared a synopsis of Reports from the NCC members and submitted to ICC.
12. Participated in Internal Stocktaking Meeting chaired by JS (ICC) in virtual mode on 8 June, 2021 to discuss the preparations and progress of all BRICS Education related Meetings to be organised in 2021.
13. Attended BRICS NU World Conference with theme “Electric Mobility” on 16-18 June, 2021.
14. Prepared Talking Points for IGB Meeting, SOM and EMM: Talking Points for Hon’ble Minister (Welcome, Closing remarks and inputs on educational priorities and policy updates in each country) submitted on 23 June, 2021 to ICC. Talking points for Opening and Closing remarks IGB submitted on 26 June, 2021 to ICC. Talking points for Opening and Closing remarks for SOM submitted on 28 June, 2021.
15. Detailed document titled “India and BRICS Education Cooperation under the BRICS Network University, 2015-21: An Overview”, prepared and submitted to ICC on 28 June, 2021.
16. Attended the 3 BRICS Meetings – IGB on 29 June, SOM on 2 July and EMM on 6 July, 2021 in virtual mode.
17. Verbatim report of BRICS Network University International Governing Board (IGB) Meeting held on 29 June, 2021 submitted to ICC on 11 July, 2021.
18. Shorter report of IGB Meeting submitted on 1 July, 2021 – presented at the BRICS Senior Officials Meeting (SOM) held on 2 July, 2021.
19. Short report of BRICS Senior Officials Meeting (SOM) submitted on 3 July, 2021 (presented at the Meeting of Education Ministers on 6 July, 2021).
20. Information on BRICS Partner Institutions in Economics – Brief submitted to ICC on 29 July, 2021.
21. Inputs for Secretary’s participation in the BRICS Webinar titled “COVID-19 Pandemic and Revival Strategies of Global and BRICS Economies”, organised by the BRICS Network University International Thematic Group (ITG) on Economics (Coordinator - Delhi University) on 10 August 2021 – Inputs prepared and submitted to ICC on 9 August, 2021.
22. Inputs pertaining to assignment on “Ministers, leaders, and focal points of the ASEAN education sector” submitted to the ICC on 2 August, 2021.
23. Background Note on East Asia for the East Asia Summit (EAS) Senior Officials Meeting on Education (SOM-ED) and EAS Education Ministers Meeting (EMM) submitted to the ICC on 17 August, 2021.
24. The 5th East Asia Summit Education Ministers Meeting (5th EAS EMM) was held on 1 October, 2021. Prepared a draft statement for Hon Minister – submitted to ICC on 6 September, 2021. Additional inputs submitted on 11 September, 2021.
25. The 6th East Asia Summit (EAS) SOM-ED meeting was held on 30 September, 2021. Comprehensive Note prepared based on the Template shared by ICC and submitted to ICC on 15 September, 2021.
26. Reviewed the Draft Joint Statement of the East Asia Summit (EAS) Education Ministers’ Meeting (EMM) received from the ASEAN Secretariat and modified it accordingly and submitted to ICC on 13 September, 2021.
27. Detailed Inputs for the India-Japan High Level Dialogue submitted to ICC on 18 March, 2021.
28. Agenda points for the India-Korea Joint Working Group Meeting submitted to ICC on 28 July, 2021.

29. Attended meeting between officials of Australian High Commission and JS, ICC in Shastri Bhawan, New Delhi on 10 August, 2021 – Record of Discussions submitted to the ICC on 11 August, 2021.
30. Inputs on Draft MoU between India and Brunei submitted to ICC on 22 March, 2021.
31. Prepared Draft EEP/MoU with Fiji in the field of Education and submitted to ICC on 9 April, 2021.
32. Attended Diplomatic Conclave organised by Chandigarh University in collaboration with the MoE and MEA held on 12 November, 2021.
33. G20 India's Presidency and Troika membership related – Compiled all G20 related documents from 2018 Italian Presidency onwards till date in a folder and submitted for internal review on 17 January, 2022.
34. G20 India's Presidency and Troika membership – Prepared a detailed background note on relevant G20 work stream, etc and submitted for internal review on 2 February, 2022.
35. Prepared PowerPoint Presentation on G20 Education Track (Themes/Priority Areas) under previous presidencies, under Indonesia Presidency and the proposed themes under India Presidency, including action taken report and submitted to ICC on 1 March, 2022.
36. Attended the First G20 Education Working Group (EdWG) Meeting organised by Indonesia on 16-17 March, 2022 at Shastri Bhawan, New Delhi through online mode.
37. Cross-checked the 10 filled up G20 questionnaires shared by all stakeholders from the Indian side with support from Dr Binay and Dr Alok; formatted and streamlined/rationalised all files and compiled them all in one file and submitted to the MoE on 24 March, 2022.

Other Academic and Professional Contributions

Coordinated and contributed to the UIC Project on 'Potential Priority Countries' for enhancing India's higher education partnership. Prepared a detailed note on five potential priority countries from East Asia, South East Asia and the Pacific – Australia, Japan, Republic of Korea, Indonesia and Myanmar. Submitted final Report to the ICC, MoE on 30 November, 2021.

Contributor to the UIC Project on preparing Detailed Country Profiles of 206 countries and territories. Completed profiles of 12 out of 35 countries/territories from Asia Pacific region (Indonesia, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam, China, Japan, South Korea, Australia and New Zealand) and submitted on Google Drive in December 2021.

Research project (ongoing): India-ASEAN relations: Leveraging Education for enhanced partnership.

Membership of Eminent Bodies outside NIEPA

India Quarterly journal

Eldho Mathews

Publications

Research Papers/Articles Published during the year under Report

Eldho Mathews. "Establishing International Branch Campuses in India: A Survey among 'Top 200' Universities"; published by NIEPA: July 2021.

N. V. Varghese and Eldho Mathews. "Internationalization and India's New Education Policy. International Higher Education". No. 106, Spring 2021. pp. 19-20.

Eldho Mathews. "Systems of Exchange". Times Higher Education (London). May 2021.

Eldho Mathews (co-authored with Philip G. Altbach). Too Many IITs, Unrealistic Expectations. International Higher Education. Summer 2021.

Eldho Mathews. Mutual Recognition of Academic Qualifications: Policy Implications, Trade-offs and the Way Forward. Comparative and Global Education, Working Paper Series, O.P. Jindal Global University, Volume 3, Issue 1, pp. 15-19.

Book Chapter: Eldho Mathews (2022). *Changing Context, Changing Strategies: Opportunities and Challenges in Attracting International Students to India*. In Hans de Wit, Ekaterina Minaeva and Lizhou Wang (eds.). *International Student Recruitment and Mobility in Non-Anglophone Countries: Theories, Themes, and Patterns*. London: Routledge.

Consultancy and Academic Support to Public Bodies during the period under Report

1. Ministry of Education

Authored the report “Leveraging Digital and Technological Solutions for Promoting Inclusive and Equitable Quality Education: Compendium of Promising Initiatives of BRICS Countries” on the basis of inputs received from completed questionnaires.

Reviewed the “Draft General Cooperation Agreement in the Field of Education between Mauritius and India” and added additional inputs.

2. International Consultancy

Two International Consultancies Supported by The World Bank

Current status of internationalization of tertiary education, and national strategies and initiatives to promote internationalization in India - 52,000 (fifty-two thousand rupees as overhead charges to NIEPA).

Potential areas for cooperation between India and African Countries through higher education and research - 13,000 (thirteen thousand rupees as overhead charges to NIEPA).

Total: 65,000 (sixty-five thousand rupees during 2021-22 period).

Membership of Eminent Bodies outside NIEPA

Served in the expert panel of the UNESCO IESALC for preparing a policy paper on the “Impact of COVID-19 on Higher Education”; to be launched at the World Conference on Higher Education to be held in Barcelona in 2022.

Anamika

Consultancy and Academic Support to Public Bodies during the period under Report

Participated in the Expert Group on Digitalisation Meeting on 28 April, 2021.

Prepared Comments for MoE on ASEM Education 2030: Strategy Paper (Draft 5).

Prepared Comments for MoE on ASEM Education 2030: Action Plan.

Prepared Comments for MoE on ASEM Working Paper on Digitalisation (Draft 3).

The MoE nominated to attend the ASEM Digitalisation Working Paper meeting on 31 August, 2021.

Inputs on the Draft Stocktaking Report of ASEM (13 December, 2021).

Alok Ranjan

Consultancy and Academic Support to Public Bodies during the period under Report

Prepared inputs on possible areas of Educational Cooperation with Bahrain for meeting of JS (ICC) with Ambassador of India in Bahrain and submitted on 7 April, 2021.

Prepared a study of the structure of education system of Bahrain and submitted on 7 April, 2021.

Prepared a specific/comprehensive draft MoU in the field of Education with Bahrain and submitted on 7 April, 2021.

Prepared a draft MoU on educational relations with Oman and submitted on 10 June, 2021.

Prepared inputs/comments/suggestions on the areas of cooperation in trade in services with Turkey and submitted on 24 June, 2021.

Prepared a draft MoU on educational relations with Colombia and submitted on 28 July, 2021.

Prepared a structure of education system of Bahrain and submitted on 9 November, 2021

Provided current status of educational relations between India and Bahrain and submitted on 9 November, 2021.

Prepared Status report on the General Situation of the Higher Education System in India: Priority Areas, Problems, and Promising Areas of Cooperation with SCO Member State and submitted to the Senior Advisor on 2 March, 2022.

Contributed to the G20 Questionnaire for the G20 Education Working Group (G20EdWG) and submitted the Inputs to ICC, MoE on 24 March, 2022.

Other Academic and Professional Contributions

Prepared *Country-specific briefs* of 23 countries indicating current status in regard to select social/education indicators and cooperation with India for countries in South Asia, West Asia and Central Asia that are part of SII, GIAN and SPARC schemes and have MOUs/EEP with India and submitted on 10 August, 2021.

Prepared *Country-specific briefs* of 7 countries indicating current status in regard to select social/

education indicators and cooperation with India for countries in South Asia, West Asia and Central Asia that are neither part of SII, GIAN and SPARC schemes nor have MOUs/EEP with India and submitted on 7 September, 2021.

Prepared Inputs on Priority Countries for collaboration in South, Central and West Asia for enhancing research partnership and inward student mobility and submitted on 17 November, 2021.

Prepared a Note on SCO Network University for preparation of a 'Concept Note on how to take forward network university in multilateral organisations' and submitted on 27 December, 2021.

Details of Research Project: Ongoing Research Project (2021-2022): Education as an Instrument of Soft Power: a Study of India's Engagement with South Asian Region.

Binay Prasad

Publications

Books

Binay Prasad and Tshering Chonzom Bhutia, *Nordic-India Summit on Nordic Universities and India's NEP 2020: New Trajectories for Internationalisation*, December 2021.

Research Papers/Articles Published during the year under Report

Prasad, Binay (2021), "From Global to Local: Popular Protests in Latin America during 2011-2015", *Journal of Politics*, Volume 21 (December 2021) pp 28-44, Dibrugarh University, Dibrugarh, Assam, ISSN -2277-5617

Participation in Seminars/Conferences/Workshops during the year under Report

Played the role of Panel Discussant at the *Annual Convention of International Studies Association (ISA)*, 6-9 April, 2021.

Workshops/Conferences/Training Programmes Organised

Co-coordinated the organisation of Second Nordic-India Summit on “Nordic Universities and India’s NEP 2020: Trajectories for Internationalisation”, 27 April, 2021, NIEPA, New Delhi.

Consultancy and Academic Support to Public Bodies during period under Report

Support to the Ministry of Education

Submitted Inputs on Third Phase (2016-21) of UKIERI End-Term Evaluation to ICC on 26 April, 2021.

Prepared a Note on the Higher Education System of Latvia and submitted to ICC on 1 June, 2021.

Prepared a Note on the Higher Education System of Hungary and submitted to ICC on 8 June, 2021.

Prepared a Note on Higher Education System of Dominican Republic and submitted to ICC on 20 March, 2022.

Inputs for the Minister of Education, for the Third India-France Knowledge Summit 2021 and submitted to the ICC on 20 November, 2021.

Contributed to the G20 Questionnaire request placed by G20 Education Working Group (G20EdWG) and submitted the Inputs to ICC, MoE on 24 March, 2022.

Prepared a Draft MOU/EEP to be signed between India and Hungary and submitted to ICC on 8 June, 2021.

Prepared a Draft MOU/EEP to be signed between India and Dominican Republic and submitted to ICC on 30 March, 2022.

Attended BRICS Network University - International Governing Board (IGB) Meeting at Sushma Swaraj Bhawan, New Delhi on 29 June, 2021.

Attended BRICS Network University - Senior Officers’ Meeting (SOM) at Sushma Swaraj Bhawan, New Delhi on 2 July, 2021.

Attended BRICS Network University-Education Ministers’ Meeting at Sushma Swaraj Bhawan, New Delhi on 6 July, 2021.

Other Academic and Professional Contributions

Contributed to the UIC Project on ‘Potential Priority Countries’ for enhancing India’s higher education partnership. Submitted final draft on Europe to the ICC, MoE on 30 November, 2021.

Submitted Country Profiles of four countries from Europe - United Kingdom, France, Germany and Russia - in December 2021- March 2022.

Research Project (2021-22) - Outlining India-UK Cooperation in Higher Education and Research: A Case of Mutually Beneficial Partnership.

Research Project (2022-23) - Prospects of Nordic-India Cooperation: Asymmetry of Structure and Complementarity of Interests.

Other Information relating to activities of the Department

Inputs to the Ministry of Education

UIC played an active role in the organisation and preparation of inputs and materials for the education stream related meetings held under the aegis of the BRICS Summit hosted under India’s Presidency in 2021. UIC provided inputs on more than 25 items with regard to BRICS education related activities during the period from April 2021 to March 2022.

UIC provided dedicated inputs and support on about 15 items of cooperation to the ICC, MoE towards participation in the G20 education related cooperation under Italian Presidency in 2021 and towards participation in the meetings under the Indonesian Presidency in 2022.

UIC provided regular inputs and support on about 6 items of cooperation to the ICC and UNESCO Cell of the MoE, towards participation in education related cooperation activities of UNESCO.

UIC provided inputs and support on about 10 items of cooperation to the ICC, MoE, towards participation in education related cooperation activities of ASEM.

UIC provided inputs and support on about 5 items of cooperation to the ICC, MoE, towards participation in the education related cooperation activities of the 16th East Asia Summit chaired by Negara Brunei Darussalam.

In addition to support at the multilateral level, UIC provided inputs and support on about 14 items of cooperation to the ICC, MoE to enhance India's bilateral engagement in the field of education.

- This includes providing support/inputs on about 8 items that analysed and documented trends and patterns in international cooperation between India and other countries in the field of education.
- It includes providing support on about 6 items to the ICC, MoE during bilateral meetings held in India and abroad or through virtual mode and preparation of background materials for the meetings and records of discussions or summary of outcomes or minutes of meetings on conclusion of the meetings.

Furthermore, UIC supported the ICC, MoE in reviewing and preparation of drafts of MoUs with 7 new countries (Brunei, Morocco, Fiji, Bahrain, Hungary, Oman and Colombia) which would enhance India's bilateral engagement in the field of education.

Membership of Committees

On the occasion of India's Presidency of the BRICS Summit in 2021, Prof. N. V. Varghese, Vice-Chancellor NIEPA and Head, UIC was nominated to head the BRICS related Committee for Preparation of the Concept Note on the two themes for the BRICS Education Meetings in 2021 and the Declaration to be adopted by the BRICS Education Ministers. Prof. K. Ramachandran, Senior Advisor, UIC/NIEPA was nominated as Member along with 4 other members from the MoE, UGC and MEA.

The MoE in its letter dated 17 January has identified Head and Members of Delegation for G20 Education Working Group, from Indian side for the G20 Indonesian Presidency, 2022 and G20 Troika and Prof. K Ramachandran, Senior Advisor, UIC/NIEPA has been appointed as a Member Delegate.

Documentation and Research

Apart from providing regular inputs and support to the MoE, UIC is also engaged in carrying out a number of evidence-based research and documentation projects to provide evidence-based inputs to the MoE, primarily on request from the ICC, MoE. In this context, during the period 2021 to 2022, UIC completed the following four documentation and analysis related projects:

- Potential Priority Countries: Final formatted document with title "Priority Countries for Academic Partnerships and Inward Student Mobility" was submitted to ICC, MoE on 30 November, 2021.

Faculty involved: Dr Tshering Chonzom Bhutia, Advisor, UIC; Dr Binay Prasad, Deputy Advisor, UIC; Eldho Mathews, Deputy Advisor, UIC; and Alok Ranjan, Deputy Advisor, UIC.

- Country Profiles: Google Drive link to Country Profiles of 47 countries has been submitted to ICC on 21 December, 2021. An additional profile on Ethiopia was submitted in February 2022.

Faculty involved: Dr Tshering Chonzom Bhutia, Advisor, UIC; Dr Binay Prasad, Deputy Advisor, UIC; Eldho Mathews, Deputy Advisor, UIC; and Alok Ranjan, Deputy Advisor, UIC.

- Leveraging Digital and Technological Solutions for Promoting Inclusive and Equitable Quality Education: Compendium of Promising Initiatives of BRICS Countries: The Compendium was prepared by the UIC on the basis of the survey responses shared by the International Cooperation Cell (ICC) of the Ministry of Education (MoE). It was submitted to the ICC on 29 September, 2021.

Faculty involved: Eldho Mathews, Deputy Advisor, UIC

- India and Network University Concept: The first consolidated draft report based on the notes of all network universities titled “Network University: A Concept Note” was submitted for internal review on 18 January, 2022.

Faculty involved: Dr Tshering Chonzom Bhutia, Advisor, UIC; Dr Binay Prasad, Deputy Advisor, UIC; and Alok Ranjan, Deputy Advisor, UIC.

Engagement with Contemporary Policy Issues, 2021-22

UIC has also been carrying out research on contemporary education related issues in the field of internationalisation of higher education with relevance for policy and decision-making.

During the 2021-22 period, UIC published the report of the Survey on International Branch Campuses in July 2021 and continued with individual research projects that are in different stages of development. The titles of the project are:

- India-ASEAN Relations: Leveraging Education for Enhanced partnership (Dr Tshering C Bhutia).
- India-Africa Partnerships in Higher Education: Lessons and the Way Forward (Eldho Mathews).
- Outlining India-UK Cooperation in Higher Education and Research: A Case of Mutually Beneficial Partnership (Dr Binay Prasad).
- Education as an Instrument of Soft Power: A Study of India’s Engagement with South Asian Region (Alok Ranjan).
- Case Studies of International Branch Campuses (IBC) in Malaysia and South Africa: Lessons for India (Dr Tshering C Bhutia and Eldho Mathews).

Conferences/Lectures

Webinar on “Nordic Universities and India’s NEP 2020: New Trajectories for Internationalization”, was organised on 27 April, 2021, by UIC, NIEPA in collaboration with the Nordic Centre in India. Webinar on “Cross-Cultural Perspectives on Internationalisation of Higher Education” was organised on 29 November, 2021 by the Unit for International Cooperation.

ICT Applications

K Srinivas

Participation in National / International /Webinars / Seminars / Conferences/ Meetings

Invited as a Guest Speaker for the National Webinar on “Building the Competencies of Teachers for Blended Learning Environment : A Step-by-Step Approach” on 12 June, 2021 by Kasturba Gandhi Degree and PG College for Women, Marredpally, Secunderabad.

Invited as Speaker for the **Lecture Series on MOOCs** organised by Shri Vishwakarma Skill University, Gurugram, Haryana on “Blended Learning; A Step by Step Approach” on 20 June, 2021.

Invited as a Distinguished Speaker for the National Webinar organised by Gangadhar Meher University, Sambalpur, Odissa on 1 July, 2021.

Invited as a Speaker for A Special Lecture at Doon University Academic Forum for Combating Covid-19 (DUAFFC) on 2 July, 2021.

Invited as a Speaker for the National Webinar on “NEP 2020: Reshaping Teacher Education”, organised by

Rajiv Gandhi University, Aurunachal Pradesh on 7 August, 2021.

Invited as a Speaker for a lecture as part of series of theme-based webinars on NEP -2020 by Indian Institute of Information Technology, Kurnool [IIITK], Andhra Pradesh on 10 August, 2021.

Invited as a Speaker for special lecture as a part of the Transformative Reforms under NEP 2020, organised by Benares Hindu University [BHU] Varanasi on 10 August, 2021.

Invited as a Speaker for the National Webinar organised by UP Institute of Design on 20 August, 2021.

Invited a Speaker for the National Webinar organised by Rajiv Gandhi University of Knowledge Technologies, NUZVID, Andhra Pradesh on 23 August 2021.

Invited Speaker for “National Education Policy: Re-envisioning Higher Education in India”, organised by Teaching Learning Centre, Ramanujan College, University of Delhi in collaboration with Shiksha Sanskriti Utthan Nyas on 4 September, 2021.

Invited Speaker and presented a paper for a three-day Online International Conference “Emerging Technologies and Changing Dynamics of Information [ETCDI], organised by University of Hyderabad on 7-9 September, 2021.

Invited Speaker for the National Education Day, organised by St Ann’s Institutional Innovation Council (SAIIC) and IQAC on 11 November, 2021.

Invited Speaker for ATAL FDP on “Artificial Intelligence in Teaching & Learning” organised by Central University of Tamilnadu on 26 November, 2021.

Invited Speaker for a National Webinar organised by KCC Institute of Legal and Higher Education, Greater Noida, UP.

Invited Speaker for “NEP 2020 - School Education Activities” organised by SCERT, Delhi on 8 December, 2021.

Important Consultancy & Advisory Services Rendered

Member of the Online & Distance Learning Committee of National Law University, New Delhi.

Member of the Research Innovation and Quality Improvement Project “A Customizable LMS for proper utilization and adoption of Global Knowledge Pool: An adaptation of contingency theory of E-Learning” under RUSA 2.0 awarded by Ministry of Education [MOE], GOI to Mohanlal Sukhadia University, Udaipur, Rajasthan.

Member of the UGC Expert Committee to prepare a concept note on Blended Mode of Teaching.

Senate Member of Indian Institute of Information Technology, Sonapat, Haryana.

Academic Support to Public Bodies

Attended Board of Studies [BOS] meeting for Computer Science Engineering & Electronics Engineering of SRM University, Sonapat on 20 May, 2021.

Attended Online & Distance Education Committee meeting of National law University, New Delhi.

Lectures Delivered Outside

Invited as a Resource Person Online Workshop on “Effective Online Teaching and Conducting Examinations with Moodle LMS” organised by NIT, Silchar, Assam in association with NIT, Warangal, Telagana during 5-10 April, 2021.

Invited as a Resource Person for an AICTE-ISTE sponsored one-week Induction/ Refresher Programme on “Role of ICT in Teaching-Learning Process” by Department of Information Technology, Sanjivani College of Engineering, Kopergaon, Maharashtra from 19-25 May, 2021.

Invited as a Resource Person for a Short-Term Programme on “Building Competencies of Teachers in Blended Learning and Teaching by UGC–HRDC University of Hyderabad” from 17-22 May, 2021.

Invited as an Expert Panellist in the seven-day National Faculty Development Programme titled “Improving the Teaching & Research Acumen” by Internal Quality Assurance Cell of GGSDS College, Kheri Gurna, Punjab from 7-13 June, 2021.

Invited as a Distinguished Speaker by Amity Institute of Behavioural and Allied Science for a week-long Online Workshop on “Digital Learning in 21st Century: An Innovative Practice in Teaching-Learning” on 21 June, 2021.

Invited as a Resource Person for Faculty Development Programme organised by Internal Quality Assurance Cell (IQAC), RBVRR Women’s College, Hyderabad on “Blended Teaching and Learning Methods” from 28 June-2 July, 2021.

Invited as a Resource Person for Faculty Development Programme organised by Amity Institute of Environmental Sciences and Amity Institute of Social Sciences, Amity University Kolkata on ‘Recent Development and Pedagogy in Teaching and Research’ organised from 28 June-2 July, 2021.

Invited as a Resource Person for a two-day Hands-on Faculty Development Programme organised by Rajiv Gandhi National University of Law, Patiala, Punjab from 12-18 July, 2021.

Invited as a Resource Person for Faculty Induction Programme organised by the TLC, Tezpur University, Tezpur, Assam during 3 August-2 September, 2021.

Invited as a Resource Person for Faculty Development Programme organised by Govt. Holkar Science College, Indore on 9 September, 2021.

Invited as a Resource Person for Faculty Development Programme organised by National Law University, Bhopal from 24-30 September, 2021.

Invited as a Resource Person for Faculty Development Programme organised by Padmavati Mahila University, Tirupati, Andhra Pradesh from 1-5 October, 2021.

Invited as a Resource Person for Faculty Development Programme organised by Jamia Hamdard University, New Delhi on 1 December, 2021.

Invited as a Resource Person for Faculty Development Programme organised by Fakir Mohan University, Balasore, Odisha on 13 December, 2021.

Training Programmes / Workshops/ Conducted / Organised

[Online Mode] Faculty Development Programme on Design, Develop & Deliver - Online Courses, 14-18 June, 2021, NIEPA, New Delhi.

[Online Mode] Faculty Development Programme on Design, Develop & Deliver - Online Courses, 5-8 July, 2021, NIEPA, New Delhi.

[Online Mode] Faculty Development Programme on Design, Develop & Deliver - Online Courses, 2-6 August, 2021, NIEPA, New Delhi.

[Online Mode] Faculty Development Programme on National Education Policy 2020: Strategies for Implementation, 13-17 September, 2021.

[Online Mode] Faculty Development Programme on Applications of ICT in Academic and Research Libraries, 20-24 September, 2021 at NIEPA, New Delhi.

[Online Mode] Faculty Development Programme on National Education Policy 2020: Strategies for Implementation, 4-8 October, 2021.

Training Material and Courses Developed & Transacted

Prepared training material in Four Quadrant approach and uploaded in Prof. K. Srinivas Learning Portal [<http://profksrinivas.in>]

Conducted all the Workshops in Blended / Flipped environment.

Developed Screen Recording Material for MOODLE Learning Management System.

PhD Viva-Voce Examiner

JMI PhD Viva-Voce Examiner [28 June 2021].



APPENDICES

APPENDIX I

MEMBERS OF THE BOARD OF MANAGEMENT (As on March 31, 2022)

Chairman

1. Prof. N. V. Varghese
Vice-Chancellor, NIEPA
- Chairman

Dean (Academic & Research)

2. Prof. Sudhanshu Bhushan
Head, Department of Higher and
Professional Education
NIEPA, New Delhi
- Member

3-5 Three eminent academics as nominated by the Chancellor

3. Prof. Kapil Kapoor
Former Pro Vice -Chancellor, JNU
B-2/332, Ekta Garden,
9-I.P. Extension, Mother Dairy Marg,
Delhi-110092
- Member
4. Prof. D. S. Chauhan
Vice-Chancellor
GLA University, 17km Stone, NH-2.
Mathura-Delhi Road, P.O. Chaumuhan,
Mathura-281 406 (U.P)
- Member

5. Prof. P. Duraisamy
Former Vice-Chancellor,
University of Madras,
New NO. 3. Old No. 2/1,
Third Street, Nehru Nagar, Adyar
Chennai - 600 020
- Member

Representative of Ministry of Education

6. Ms. Neeta Prasad
Joint Secretary (ICC/P)
Department of Higher Education
Ministry of Education
Shastri Bhawan, New Delhi
- Member

7 – 8 Two Faculty Members of the Institute: one Professor and one Associate Professor

7. Prof. A. K. Singh Member
Professor & Head,
Department of Educational Policy
NIEPA, New Delhi
8. Dr. Sangeeta Angom Member
Associate Professor
Department of Higher and Professional
Education
NIEPA, New Delhi

9-11 Three eminent academician nominated by the Ministry of Education

9. Prof. Badri Narayan Tiwari Member
President and Director
G.B. Pant Social Science Institute, Jhusi,
Prayagraj – 211019 (Uttar Pradesh)

10. Prof. P. S. Rana Member
Professor (Head) Economics
Hemvati Nandan Bahuguna
Garhwal University, Garhwal,
Srinagar – 246 147 (Uttarakhand)

11. Prof. Shailendra Kumar Pokhriyal Member
Consultant
Global University System India Private Ltd.,
Grurgram (Haryana)
Ex-Professor,
University of Petroleum and Energy Studies
Dehradun

Registrar, NIEPA

12. Dr. Sandeep Chatterjee Ex-officio Secretary
Registrar
NIEPA, New Delhi

APPENDIX II

MEMBERS OF THE FINANCE COMMITTEE

(As on March 31, 2022)

- | | | |
|--|-------------|--|
| 1. Prof. N. V. Varghese, Vice-Chancellor NIEPA, New Delhi | Chairperson | 4-5 Two nominees of the Board of Mangement |
| Dean (Academic & Research) | | 4. Prof. Badri Narayan Tiwari Member President and Director G.B. Pant Social Science Institute, Jhusi, Prayagraj- 211019 (Uttar Pradesh) |
| 2. Prof. Sudhanshu Bhushan Head, Department of Higher and Professional Education NIEPA, New Delhi | Member | 5. Prof. P. S. Rana Member Professor (Head) Economics Hemvati Nandan Bahuguna Garhwal University, Garhwal, Srinagar – 246 147 (Uttarakhand) |
| Representative of Ministry of Education | | 6. Shri Nishant Sinha Ex-officio Secretary Finance Officer NIEPA, New Delhi |
| 3. Ms. Darshana Momaya Dabral JS & FA Department of Higher Education Ministry of Education Shastri Bhawan, New Delhi | Member | |

APPENDIX III

MEMBERS OF THE ACADEMIC COUNCIL

(As on March 31, 2022)

- | | | | |
|--|-------------|---|--------|
| 1. Prof. N. V. Varghese Vice-Chancellor NIEPA, New Delhi | Chairperson | 6. Prof. Mona Khare Professor and Head Department of Educational Finance NIEPA, New Delhi. | Member |
| Dean (Academic & Research) | | | |
| 2. Prof. Sudhanshu Bhushan Head, Department of Higher and Professional Education NIEPA, New Delhi | Member | 7. Prof. Kumar Suresh Professor & Head Department of Educational Administration NIEPA, New Delhi. | Member |
| 3 to 11 HoD(s) of all Department | | | |
| 3. Prof. Sudhanshu Bhushan Professor and Head, Department of Higher and Professional Education NIEPA, New Delhi | Member | 8. Prof. B. K. Panda Professor & Head Department of Training and Professional Development in Education NIEPA, New Delhi | Member |
| 4. Prof. A. K. Singh Professor and Head Department of Educational Policy NIEPA, New Delhi | Member | 9. Prof. K. Biswal Professor and Head Department of Educational Planning, NIEPA, New Delhi | Member |
| 5. Prof. Pranati Panda Professor and Head Department of School and Non-Formal Education & School Standards and Evaluation Unit NIEPA, New Delhi | Member | 10. Prof. Rashmi Diwan Professor & Head National Centre for School Leadership NIEPA, New Delhi | Member |
| | | 11. Prof. K. Srinivas Professor ICT & Head, PMU NIEPA, New Delhi | Member |

12 to 20 All Professors

12. Prof. Veera Gupta Member
Professor
Department of Educational Policy
NIEPA, New Delhi

13. Prof. P. Geetha Rani Member
Professor (on deputation since 21.01.2021)
Department of Educational Planning,
NIEPA, New Delhi

14. Prof. Vineeta Sirohi Member
Professor
Department of Educational Administration
NIEPA, New Delhi

15. Prof. Madhumita Bandyopadhyay Member
Professor
Department of School and Non-Formal
Education
NIEPA, New Delhi

16. Prof. Aarti Srivastava Member
Professor
Department of Higher and Professional
Education
NIEPA, New Delhi

17. Prof. Rasmita Das Swain Member
Professor
School Standards and Evaluation Unit
NIEPA, New Delhi

18. Prof. Manisha Priyam Member
Professor
Department of Educational Policy
NIEPA, New Delhi

19. Prof. Neeru Snehi Member
Professor
Department of Higher and Professional
Education
NIEPA, New Delhi

20. Prof. Sunita Chugh Member
Professor
National Centre for School Leadership
NIEPA, New Delhi

21 to 23 Three eminent experts from outside the Institute

21. Prof. H. Ramachandran Member
National Fellow, ICSSR
New Delhi

22. Prof. Poonam Batra Member
Central Institute of Education,
University of Delhi,
Delhi

23. Prof. S. Madheswaran Member
Professor & Head, Centre for
Economic Studies and Policy,
Institute for Social and Economic
Change, Bangalore

Two Associate Professors nominated by the Vice-Chancellor

24. Dr. Sangeeta Angom Member
Associate Professor
Department of Higher and Professional
Education
NIEPA, New Delhi.

25. Dr. Santwana G Mishra Member
Associate Professor
Department of Educational Planning
NIEPA, New Delhi.

26 to 27 Two Assistant Professors nominated by the Vice-Chancellor

26. Dr. Kashyapi Awasthi Member
Assistant Professor
Department of School and Non-Formal
Education
NIEPA, New Delhi

27. Dr. V. Sucharita Member
Assistant Professor
Department of Educational Administration

**28 to 30 Three persons Coopted for their
Specialized Knowledge**

28. Prof. Sudarshan Iyengar Member
Plot No. 3, ARCH Campus
Nagaria, Ozarpada Road
Dharampur - 396050
District Valsad, Gujarat

29. Prof. Atul Sarma Member
Chairman, OKDISCD, Guwahati
264, Rama Apartment, Sector-11, Pocket 2
Dwarka, New Delhi – 110075

30. Prof. Geetha B. Nambissan Member
Zakir Hussain Centre for Educational Studies
School of Social Sciences
Jawaharlal Nehru University
New Delhi

Controller of Examination

31. Prof. A. K. Singh Permanent Invitee
Professor & Head,
Department of Educational Policy
NIEPA, New Delhi

32. Dr. Sandeep Chatterjee Ex-officio Secretary
Registrar,
NIEPA, New Delhi

APPENDIX IV

MEMBERS OF THE BOARD OF STUDIES

(As on March 31, 2022)

| | | | |
|--|-------------|---|--------|
| 1. Prof. N.V. Varghese Vice-Chancellor NIEPA, New Delhi | Chairperson | 6. Prof. Mona Khare Professor and Head Department of Educational Finance NIEPA, New Delhi. | Member |
| Dean (Academic & Research) | | | |
| 2. Prof. Sudhanshu Bhushan Head, Department of Higher and Professional Education NIEPA, New Delhi | Member | 7. Prof. Kumar Suresh Professor & Head, Department of Educational Administration NIEPA, New Delhi. | Member |
| 3 to 20 HoD(s) and All Professor of the Faculty/ Department | | | |
| 3. Prof. Sudhanshu Bhushan Professor and Head, Department of Higher and Professional Education NIEPA, New Delhi | Member | 8. Prof. B. K. Panda Professor & Head Department of Training and Professional Development in Education NIEPA, New Delhi | Member |
| 4. Prof. A. K. Singh Professor and Head Department of Educational Policy NIEPA, New Delhi | Member | 9. Prof. K. Biswal Professor and Head Department of Educational Planning, NIEPA, New Delhi | Member |
| 5. Prof. Pranati Panda Professor and Head Department of School and Non-Formal Education & School Standards and Evaluation Unit NIEPA, New Delhi | Member | 10. Prof. Rashmi Diwan Professor & Head National Centre for School Leadership NIEPA, New Delhi | Member |
| | | 11. Prof. K. Srinivas Professor ICT & Head, PMU NIEPA, New Delhi | Member |

12. Prof. Veera Gupta
Professor
Department of Educational Policy
NIEPA, New Delhi Member
13. Prof. P. Geetha Rani (on Deputation)
Professor
Department of Educational Planning,
NIEPA, New Delhi Member
14. Prof. Vineeta Sirohi
Professor
Department of Educational Administration
NIEPA, New Delhi Member
15. Prof. Madhumita Bandyopadhyay
Professor
Department of School and Non-Formal Education
NIEPA, New Delhi Member
16. Prof. Aarti Srivastava
Professor
Department of Higher and Professional Education
NIEPA, New Delhi Member
17. Prof. Rasmita Das Swain
Professor
School Standards and Evaluation Unit
NIEPA, New Delhi Member
18. Prof. Manisha Priyam
Professor
Department of Educational Policy
NIEPA, New Delhi Member
19. Prof. Neeru Snehi
Professor
Department of Higher and Professional Education
NIEPA, New Delhi Member
20. Prof. Sunita Chugh
Professor
National Centre for School Leadership
NIEPA, New Delhi Member

Two Associate Professors nominated by the Vice-Chancellor

21. Dr. Sangeeta Angom
Associate Professor
Department of Higher and Professional Education
NIEPA, New Delhi. Member
22. Dr. Santwana G Mishra
Associate Professor
Department of Educational Planning
NIEPA, New Delhi. Member

Two Assistant Professors nominated by the Vice-Chancellor

23. Dr. Kashyapi Awasthi
Assistant Professor
Department of School and Non-Formal Education
NIEPA, New Delhi Member
24. Dr. V. Sucharita
Assistant Professor
Department of Educational Administration
NIEPA, New Delhi Member

25 to 26 Two persons Co-opted for their expert Knowledge

25. Prof. Santosh Panda
Staff Training and Research Institute
Indira Gandhi National Open University (IGNOU)
New Delhi-110068
Email: spanda.ignou@gmail.com Member
26. Prof. Janaki Rajan
Retd Professor
Jamia Millia Islamia, Jamia Nagar
New Delhi – 110025 Member

Controller of Examination


27. Prof. A. K. Singh
Professor & Head,
Department of Educational Policy
NIEPA, New Delhi Permanent Invitee

APPENDIX V

MEMBERS OF THE PLANNING AND MONITORING BOARD

(As on March 31, 2022)

- | | | | |
|--|-------------|---|--------|
| 1. Prof. N. V. Varghese Vice-Chancellor NIEPA, New Delhi | Chairperson | 6. Prof. Kumar Suresh Professor & Head Department of Educational Administration NIEPA, New Delhi. | Member |
| 2 to 8 HoD(s) of All Department | | | |
| 2. Prof. Sudhanshu Bhushan Professor and Head, Department of Higher and Professional Education NIEPA, New Delhi | Member | 7. Prof. B. K. Panda Professor & Head Department of Training and Professional Development in Education NIEPA, New Delhi | Member |
| 3. Prof. A. K. Singh Professor and Head Department of Educational Policy NIEPA, New Delhi | Member | 8. Prof. K. Biswal Professor and Head Department of Educational Planning, NIEPA, New Delhi | Member |
| 4. Prof. Pranati Panda Professor and Head Department of School and Non-Formal Education & School Standards and Evaluation Unit NIEPA, New Delhi | Member | 9 to 11 Three eminent experts from outside the Institute | |
| 5. Prof. Mona Khare Professor and Head Department of Educational Finance NIEPA, New Delhi. | Member | 9. Prof. G.D. Sharma President Society for Education and Economic Development New Delhi Email: ganeshdatts@gmail.com | Member |



10. Prof. Mohammad Akhtar Siddiqui Member
Professor
Institute of Advanced Studies in Education,
Faculty of Education
Jamia Millia Islamia, New Delhi
Email: mohdakhtar.siddiqui@gmail.com

12. Dr. Sandeep Chatterjee Secretary
Registrar
NIEPA, New Delhi

11. Prof. Namita Ranganathan Member
Professor
Department of Education, CIE
University of Delhi, Delhi
Email: namita.ranganathan@gmail.com

APPENDIX VI

FACULTY AND ADMINISTRATIVE STAFF

(As on March 31, 2022)

Vice-Chancellor

Prof. N. V. Varghese

Department of Educational Planning

K. Biswal, Professor and Head

P. Geetha Rani, Professor (*On Deputation*)

Santwana G. Mishra, Associate Professor

N. K. Mohanty, Assistant Professor

Suman Negi, Assistant Professor

Department of Educational Administration

Kumar Suresh, Professor and Head

Vineeta Sirohi, Professor

Anshu Srivastava, Associate Professor

V. Sucharita, Assistant Professor

Department of Educational Finance

Mona Khare, Professor and Head

Vetukuri P.S. Raju, Assistant Professor

Department of Educational Policy

Avinash K. Singh, Professor and Head

Veera Gupta, Professor

Manisha Priyam, Professor

S. K. Mallik, Assistant Professor

Naresh Kumar, Assistant Professor

(died on – 02.05.2021)

Department of School and Non-Formal Education

Pranati Panda, Professor and Head

Rashmi Diwan, Professor

Madhumita Bandyopadhyay, Professor

Sunita Chugh, Professor

Amit Gautam, Associate Professor

A. N. Reddy, Assistant Professor

Kashyapi Awasthi, Assistant Professor

Department of Higher and Professional Education

Sudhanshu Bhushan, Professor & Head

Aarti Srivastava, Professor

Neeru Snehi, Professor

Sangeeta Angom, Associate Professor

Department of Educational Management Information System

Department of Training and Capacity Building in Education

B. K. Panda, Professor and Head

Mona Sedwal, Assistant Professor

**Computer Centre**

K. Srinivas, Professor and Head

National Centre for School Leadership

Rashmi Diwan, Professor and Head

Sunita Chugh, Professor

N. Mythili, Assistant Professor (Resigned & relieved on 13.09.2021)

Subhitha G. V., Assistant Professor

Charu Smita Mallik, Assistant Professor

Shadma Absar, Assistant Professor

Puja Singhal, Assistant Professor

Centre for Policy Research in Higher Education

Pradeep Kumar Misra, Professor and Director

Mona Khare, Professor

Nidhi Sadana Sabharwal, Associate Professor

Anupam Pachauri, Assistant Professor

Garima Malik, Assistant Professor

Jinusha Panigrahi, Assistant Professor

Malish C. M., Assistant Professor (Resigned & relieved on 31.03.2022)

School Standards and Evaluation Unit

Pranati Panda, Professor and Head

Rasmita Das Swain, Professor

A. N. Reddy, Assistant Professor

Project Management Unit

K. Srinivas, Professor & Head

Administration and Academic Support

Registrar

Dr. Sandeep Chatterjee

General and Personnel Administration

D.S. Thakur, Administrative Officer (I/c)
Chander Prakash, Section Officer (GA)
Sonam Anand Sagar, Section Officer (P) (adhoc)

Academic Administration

P.P. Saxena, Section Officer

Finance and Accounts

Nishant Sinha, Finance Officer

Training Cell

Chander Prakash, Section Officer

Publication Unit

Amit Singhal, Deputy Publication Officer

Hindi Cell

Ravi Prakash Singh, Hindi Editor
Manoj Gaur, Junior Translation Officer

Library and Documentation Centre

Puja Singh, Librarian
D.S. Thakur, Documentation Officer

Computer Centre

K. Srinivas, Head
Chandra Kumar M.J., Systems Analyst

Hostel

V.P.S. Raju, Hostel Warden
Kashyapi Awasthi, Assistant Hostel Warden



VII

**ANNUAL ACCOUNTS
2021-22**

BALANCE SHEET

As on 31-03-2022

(Amount in Rs)

| SOURCES OF FUNDS/LIABILITIES | SCHEDULE | CURRENT YEAR | PREVIOUS YEAR |
|--|----------|---------------------|---------------------|
| CORPUS/CAPITAL FUND | 1 | (1,04,10,83,635) | (15,90,92,631) |
| CURRENT LIABILITIES AND PROVISIONS | 2 | 1,47,90,57,852 | 65,66,37,962 |
| TOTAL | | 43,79,74,218 | 49,75,45,331 |
| FIXED ASSETS | 3 | 19,94,44,130 | 20,07,83,918 |
| Fixed Assets - Plan | | - | - |
| Fixed Assets - Non Plan | | - | - |
| Fixed Assets - Intangible Assets | | - | - |
| Fixed Assets - Patents and Copyrights | | - | - |
| Fixed Assets - Other (Sponsored Projects) | | - | - |
| CURRENT ASSETS | 4 | 15,17,69,072 | 22,12,39,072 |
| LOANS, ADVANCES and DEPOSITS | 5 | 8,67,61,016 | 7,55,22,341 |
| TOTAL | | 43,79,74,218 | 49,75,45,331 |
| SIGNIFICANT ACCOUNTING POLICIES | 15 | | |
| CONTINGENT LIABILITIES AND NOTES TO ACCOUNTS | 16 | | |

Sd/-
(Nishant Sinha)
Finance Officer

Sd/-
(Sandeep Chatterjee)
Registrar

Sd/-
(N. V. Varghese)
Vice-Chancellor

INCOME AND EXPENDITURE ACCOUNT

For the year ended 31-03-2022

(Amount in Rs)

| PARTICULARS | SCHEDULE | CURRENT YEAR | PREVIOUS YEAR |
|--|----------|-----------------------|----------------------|
| A. INCOME | | | |
| Academic Receipts | 6 | 6,16,981 | 3,78,150 |
| Grants / Subsidies | 7 | 33,33,96,918 | 31,31,72,934 |
| Interest earned | 8 | 1,51,775 | 13,46,370 |
| Other Income | 9 | 18,53,139 | 61,22,783 |
| TOTAL (A) | | 33,60,18,814 | 32,10,20,237 |
| B. EXPENDITURE | | | |
| Staff Payments and Benefits (Establishment expenses) | 10 | 1,09,00,96,560 | 23,05,38,555 |
| Academic Expenses | 11 | 7,33,24,145 | 6,25,21,636 |
| Administrative and General Expenses | 12 | 2,88,73,482 | 3,21,59,894 |
| Transportation Expenses | 13 | 8,95,789 | 4,90,326 |
| Repairs and Maintenance | 14 | 2,35,12,756 | 99,37,048 |
| Depreciation | 3 | 1,55,12,123 | 1,53,17,372 |
| TOTAL (B) | | 1,23,22,14,855 | 35,09,64,830 |
| Balance Being Surplus / (Deficit) Carried to Capital Fund | | (89,61,96,042) | (2,99,44,593) |

Sd/-
(Nishant Sinha)
Finance Officer

Sd/-
(Sandeep Chatterjee)
Registrar

Sd/-
(N. V. Varghese)
Vice-Chancellor

SCHEDULES 1 TO 5 FORMING PART OF BALANCE SHEET

As on 31-03-2022

SCHEDULE 1 CORPUS/CAPITAL FUND

(Amount in Rs)

| PARTICULARS | Current Year (2021-22) | Previous Year (2020-21) |
|--|---------------------------|----------------------------|
| Balance at the beginning of the year | (15,90,92,631) | (15,37,32,539) |
| Add: Contributions toward Corpus/Capital Fund | 1,34,91,820 | 2,12,32,693 |
| Add: Assets Donated/Gifts Received | 32,703 | 7,128 |
| Add: Carried forward unadjusted balances | - | 29,48,773 |
| Add: Assets Purchased out of Sponsored Project Funds | 5,91,000 | 3,95,907 |
| Add: Last Year Adjustment for Error in Depreciation Rate | 89,516 | |
| Add: Excess of Income over expenditure transferred from the Income and Expenditure Account | - | - |
| Total | (14,48,87,593) | (12,91,48,039) |
| (Deduct): Deficit transferred from the Income and expenditure Account | 89,61,96,042 | 2,99,44,593 |
| Balance at the year end | (1,04,10,83,635) | (15,90,92,631) |

SCHEDULE 2

CURRENT LIABILITIES AND PROVISIONS

(Amount in Rs)

| Particulars | Current Year (2021-22) | Previous Year (2020-21) |
|--|---------------------------|----------------------------|
| A. CURRENT LIABILITIES | | |
| Security Deposit | 9,35,973 | 10,78,873 |
| Subscription of Journals (Advance) | 57,870 | 1,06,740 |
| Outstanding Liability | -10,662 | 24,392 |
| Salary Payable | - | 1,35,66,263 |
| Interest payable to MHRD | - | - |
| Receipts against Sponsored Projects (Net of expenditure) | 9,86,25,835 | 11,99,28,311 |
| Income received in Advance (Unutilized grants of year 2021-22) | 17,37,637 | 4,99,68,375 |
| Total (A) | 10,13,46,653 | 18,46,72,954 |
| B. PROVISIONS | | |
| Pension | 1,19,63,06,197 | 40,76,61,203 |
| Gratuity | 7,43,37,675 | 4,16,22,749 |
| Leave Encashment | 8,46,26,950 | 2,26,81,056 |
| Provision for Expenses | 2,24,40,377 | - |
| Total (B) | 1,37,77,11,199 | 47,19,65,008 |
| Total (A + B) | 1,47,90,57,852 | 65,66,37,962 |

SCHEDULE 2 (A)

SPONSORED PROJECTS

(Amount in Rs)

| S. No. | Name of the Project | Opening Balance | | Grant Received during the year | Other Receipts during the year | Total | Expenditure during the year | Closing Balance | |
|----------|--|-----------------|-------------|--------------------------------|--------------------------------|-------------|-----------------------------|-----------------|-------------|
| | | Debit | Credit | | | | | Debit | Credit |
| 1 | 2 | 3 | 4 | 5 | | 6 | 7 | 8 | 9 |
| 1 | International Diploma in Educational Planning and Administration (IDEPA) | - | 91,54,966 | | 3,90,938 | 95,45,904 | 3,12,989 | - | 92,32,915 |
| 2 | Establishment and Operationalization of DISE (UNICEF) Dr. K. Biswal | - | 6,98,946 | | | 6,98,946 | | - | 6,98,946 |
| 3 | 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 (Mr. A.K. Singh) | - | 5,63,371 | | | 5,63,371 | | - | 5,63,371 |
| 4 | India-Africa Institute of Educational Planning and Administration at Burundi (South Africa) | - | - | | 328199.00 | 3,28,199 | 3,28,199 | - | - |
| 5 | Project on Sarva Shiksha Abhiyan (M/HRD) | - | 1,07,294 | | | 1,07,294 | | - | 1,07,294 |
| 6 | Secondary Education Management Information Systems (SEMIS) M/HRD (Prof A C Mehta) | - | 5,03,573 | | | 5,03,573 | | - | 5,03,573 |
| 7 | Administration Overhead Charges/ Interest on Saving Account | - | 3,27,43,673 | - | 1,08,771 | 3,28,52,444 | 3,29,601 | - | 3,25,22,843 |
| 8 | Samagra Shiksha | - | 98,25,089 | 1,72,56,450 | 47,00,000 | 3,17,81,539 | 2,07,95,025 | - | 1,09,86,514 |
| 9 | Centre for Policy Research (UGC) Professor N.V Verghese | - | -0 | | | -0.19 | | - | (0.19) |
| 10 | Dealing with Diversity, Discrimination and Inequality (Dr. Nidhi Sadana-CPRHE) Central Scheme Programme | - | 20,05,865 | | | 20,05,865 | | - | 20,05,865 |

| | | | | | | | | | |
|--------------|--|-----------------|---------------------|--------------------|------------------|---------------------|--------------------|------------------|--------------------|
| 11 | Srilanka Programme (Smia Zaidi) | - | 7,79,234 | | 7,79,234 | | | - | 7,79,234 |
| 12 | School Standard under RMSA | - | 4,46,564 | | 4,46,564 | | | - | 4,46,564 |
| 13 | Senior Fellowship Dr. A. Mathew (ICSSR) | - | 47,333 | | 47,333 | | | - | 47,333 |
| 14 | State Political Study Dr. A Mathew (ICSSR) | 4,18,746 | | 4,56,246 | 37,500 | | | - | 37,500 |
| 15 | Pandit Madan Mohan Malviya | - | 2,35,94,755 | | 2,35,94,755 | | | - | 2,35,94,755 |
| 16 | IEPA (Ministry of External Affairs) | - | 7,22,274 | 81,632 | 8,03,906 | | | - | 8,03,906 |
| 17 | IIEP-UNESCO (Dr. Sujatha) | - | 41,54,053 | | 41,54,053 | | | - | 41,54,053 |
| 18 | National Resource Centre on Education (PMMMT) | - | 2,28,70,982 | | 2,28,70,982 | 2,43,29,089 | 14,58,107 | | - |
| 19 | IPEA- Myanmar | - | 9,46,276 | 84,065 | 10,30,341 | | | - | 10,30,341 |
| 20 | LEAP PROGRAMME | - | 9,13,687 | | 9,13,687 | | | - | 9,13,687 |
| 21 | Policy and Practice- Gujarat and Rajasthan | - | 1,83,182 | | 1,83,182 | 1,83,182 | | - | - |
| 22 | Planning and Flexible Learning (Garima Malik) | - | 3,98,313 | | 3,98,313 | 3,98,313 | | - | 0 |
| 23 | Open Government in Educational Training (Sumita Chugh) | - | 3,66,644 | | 3,66,644 | 3,66,644 | | - | 0 |
| 24 | ESPI Inequality in Higher Education (Jinusha) | - | 1,62,932 | | 1,62,932 | 1,62,931 | | - | 1 |
| 25 | School Standard Education EFC (Prof. Pranati Panda) | - | 86,63,305 | | 86,63,305 | | | - | 86,63,305 |
| 26 | NVS Pedogogical (N Mythili) | - | 76,000 | 23,192 | 99,192 | 86,943 | | - | 12,249 |
| 27 | Intl. Prog. on Intstl Plg. & Mgt.-MEA | | | 5,04,000 | 5,04,000 | | | - | 5,04,000 |
| 28 | Intl. Prog. on Dev. of Edu. Policy (Cambodia) | | | 2,52,000 | 2,52,000 | | | | 2,52,000 |
| 29 | Situational Analysis Receipt | | | 2,65,577 | 2,65,577 | | | | 2,65,577 |
| 30 | Situational Analysis- Expenditure | | | 24,659 | 24,659 | 80,707 | 56,048 | | - |
| 31 | Instituion of Eminence | | | | | 10,000 | 10,000 | | |
| 32 | Technology to Promote Equity-ICSSR | | | 5,00,000 | 5,00,000 | | | | 5,00,000 |
| Total | | 4,18,749 | 11,99,28,315 | 1,92,82,129 | 56,93,605 | 14,44,85,300 | 4,73,83,630 | 15,24,163 | 9,86,25,835 |

SCHEDULE 2 (B)

UNUTILISED GRANTS FROM MOE

(Amount in Rs.)

| Particulars | Current Year (2021-22) | Previous Year (2020-21) |
|---|---------------------------|----------------------------|
| A. Grants Plan MHRD | | |
| Balance B/f | 4,99,68,375 | 1,55,74,002 |
| Add: Receipts during the year (Grants) | 29,86,58,000 | 36,88,00,000 |
| Total (a) | 34,86,26,375 | 38,43,74,002 |
| Less: Utilized for Revenue Expenditure | 33,33,96,918 | 31,31,72,934 |
| Less: Utilized for Capital Expenditure | 1,34,91,820 | 2,12,32,693 |
| Total (b) | 34,68,88,738 | 33,44,05,627 |
| Unutilized carried forward (a-b) | 17,37,637 | 4,99,68,375 |
| B. Grants Non Plan MHRD | | |
| Balance B/f | - | - |
| Add: Receipt during the year (Grants) | - | - |
| Total (c) | - | - |
| Less: Utilized for Revenue Expenditure | - | - |
| Less: Utilized for Capital Expenditure | - | - |
| Total (d) | - | - |
| Unutilized carried forward (c-d) | - | - |
| Grand Total (A+B) | 17,37,637 | 4,99,68,375 |

SCHEDULE 3 FIXED ASSETS

(Amount in Rs.)

| S. No. | Assets Head | Rate of Depreciation | Opening Balance | Gross Block | | | | | Depreciation for the year | | | | Net Block |
|----------------------------|---------------------------|----------------------|---------------------|--------------------------------|--------------------------------|---------------|---------------------|------------------------------|---------------------------------------|-----------------------|--------------------|--------------------|---------------------|
| | | | | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| | | | | Additions (More than 180 Days) | Additions (Less than 180 Days) | Deduction | Closing Balance | Depreciation Opening Balance | Depreciation for the Year on Addition | Deduction/ Adjustment | Total Depreciation | Total | |
| 1 | Land | 0% | 23,07,892 | - | - | - | 23,07,892 | - | - | - | - | - | 23,07,892 |
| 2 | Building | 2% | 11,44,60,465 | - | - | - | 11,44,60,465 | 22,89,209 | - | - | 22,89,209 | 22,89,209 | 11,21,71,256 |
| 3 | Office Equipments | 7.50% | 1,07,57,730 | - | 8,63,473 | 58,466 | 1,16,79,669 | 8,06,830 | 32,380 | 4,385 | 8,43,595 | 8,43,595 | 1,08,36,074 |
| 4 | Computers and Peripherals | 20% | 1,49,88,738 | 2,700 | 55,81,157 | - | 2,05,72,595 | 29,97,748 | 5,58,656 | - | 35,56,403 | 35,56,403 | 1,70,16,191 |
| 5 | Furniture and Fixtures | 7.50% | 54,60,884 | - | - | 29,545 | 54,90,429 | 4,09,566 | - | 2,216 | 4,11,782 | 4,11,782 | 50,78,647 |
| 6 | Vehicles | 10% | 12,57,637 | - | 9,17,659 | - | 21,75,296 | 1,25,764 | 45,883 | - | 1,71,647 | 1,71,647 | 20,03,649 |
| 7 | Library Books | 10% | 72,13,676 | - | 1,74,147 | - | 73,87,823 | 7,21,368 | 8,707 | - | 7,30,075 | 7,30,075 | 66,57,748 |
| 8 | Journals | 10% | 3,76,85,832 | - | 50,430 | - | 3,77,36,262 | 37,68,583 | 2,522 | - | 37,71,105 | 37,71,105 | 3,39,65,157 |
| | Total (A) | | 19,41,32,854 | 2,700 | 75,86,866 | 88,011 | 20,18,10,431 | 1,11,19,067 | 6,48,148 | 6,601 | 1,17,73,816 | 1,17,73,816 | 19,00,36,615 |
| 9 | Computer Software | 40% | 18,49,673 | 1,31,197 | 35,23,835 | - | 55,04,705 | 7,39,869 | 7,57,246 | - | 14,97,115 | 14,97,115 | 40,07,590 |
| 10 | E- Journals | 40% | 40,34,356 | - | 22,47,222 | - | 62,81,578 | 16,13,742 | 4,49,444 | - | 20,63,187 | 20,63,187 | 42,18,391 |
| | Total (B) | | 58,84,029 | 1,31,197 | 57,71,057 | - | 1,17,86,283 | 23,53,612 | 12,06,690 | - | 35,60,302 | 35,60,302 | 82,25,981 |
| 11 | Computer and Peripherals | 20% | 4,90,121 | 0 | 5,91,000 | - | 10,81,121 | 98,024 | 59,100 | - | 1,57,124 | 1,57,124 | 9,23,997 |
| 12 | Furniture and Fixtures | 7.5% | 2,76,914 | 0 | - | 1,505 | 2,78,419 | 20,769 | - | 113 | 20,881 | 20,881 | 2,57,537 |
| | Total (C) | | 7,67,035 | - | 5,91,000 | 1,505 | 13,59,540 | 1,18,793 | 59,100 | 113 | 1,78,006 | 1,78,006 | 11,81,534 |
| Grand Total (A+B+C) | | | | | | | | | | | | | |

SCHEDULE 4

CURRENT ASSETS

(Amount in Rs.)

| S.No | Particulars | Current Year (2021-22) | Previous Year (2020-21) |
|------------------------------------|---|---------------------------|----------------------------|
| 1. Stock | | | |
| 1. | Publication in Hand | 6,09,154 | 6,12,082 |
| 2. | Inventory | 9,94,711 | 8,65,438 |
| 2. Cash And Bank Balances : | | | |
| 1. | State Bank of India (34778757702) (Current A/c) | 31,261 | 31,910 |
| 2. | Bank Balances (Saving A/c) | 15,00,87,347 | 21,96,69,230 |
| 3. | Postage Stamps in Hand | 46,599 | 60,412 |
| TOTAL | | 15,17,69,072 | 22,12,39,072 |

SCHEDULE 5

LOANS, ADVANCES AND DEPOSITS

(Amount in Rs.)

| S. No. | Particulars | Current Year (2021-22) | Previous Year (2020-21) |
|--|--|---------------------------|----------------------------|
| 1. Advance to Employees (Non-Interest Bearing) | | | |
| 1. | Festival Advance | - | - |
| 2. Long Term Advance to Employees (Interest Bearing) | | | |
| 1 | Motor car | - | - |
| 2 | Computer Advance | - | - |
| 3 | Scooter Advance | - | - |
| 3. Advance and Other amounts recoverable in cash or in kind or for value to be received | | | |
| 1 | On Capital Account | 7,43,71,491 | 7,43,71,491 |
| 2 | Miscellaneous Advance to Faculty/Staff | 20,000 | 5,000 |
| 3 | Medical Advance | 3,87,000 | 5,74,500 |
| 4 | LTC Advance | 2,45,499 | - |
| 5 | TA Advance to Faculty | 90,000 | - |
| 4. Prepaid Expenses | | | |
| 1. | Insurance | 24,564.0 | 54,306 |
| 2. | Other Expenses | - | - |
| 5. Deposits | | | |
| 1. | LP Gas | 77,349 | 77,348 |
| 2. | Water Meter | 1,650 | 1,650 |
| 3. | Electricity | 17,500 | 17,500 |
| 4. | Others | 1,800 | 1,800 |
| 5. | SBI for Pensioners Service | 1,00,00,000 | - |
| 6. Income Accrued | | | |
| 1. | On Loans and Advances | - | - |
| 7. Other - Current Assets receivable from UGC/ Sponsored Projects | | | |
| 1. | Debit Balances in Sponsored Projects | 15,24,163 | 4,18,746 |
| TOTAL | | 8,67,61,016 | 7,55,22,341 |

SCHEDULE 6

ACADEMIC RECEIPTS

(Amount in Rs)

| S. No. | Particulars | Current Year (2021-22) | Previous Year (2020-21) |
|---------------------------|----------------------|---------------------------|----------------------------|
| FEES FROM STUDENTS | | | |
| Academic | | | |
| 1. | Student fees | 3,39,745 | 2,88,510 |
| Total (A) | | 3,39,745 | 2,88,510 |
| Sales | | | |
| 1. | Sale of Publications | 1,23,820 | 53,040 |
| 2. | Sale of Prospectus | 1,53,416 | 36,600 |
| Total (B) | | 2,77,236 | 89,640 |
| GRAND TOTAL (A+B) | | 6,16,981 | 3,78,150 |

SCHEDULE 7

GRANTS/SUBSIDIES (IRREVOCABLE GRANTS RECEIVED)

(Amount in Rs.)

| Particulars | Current Year (2021-22) | Previous Year (2020-21) |
|--|---------------------------|----------------------------|
| Balance B/f | 4,99,68,375 | 1,55,74,002 |
| Add: Receipts during the year | 29,86,58,000 | 36,88,00,000 |
| Add: Other receipts during the year | - | - |
| Total | 34,86,26,375 | 38,43,74,002 |
| Less: Utilized for Capital Expenditure (A) | 1,34,91,820 | 2,12,32,693 |
| Balance | 33,51,34,555 | 36,31,41,309 |
| Less: Utilized for Revenue Expenditure (B) | 33,33,96,918 | 31,31,72,934 |
| Balance C/f(C) | 17,37,637 | 4,99,68,375 |

SCHEDULE 8

INTEREST EARNED

(Amount in Rs.)

| S. No. | Particulars | Current Year (2021-22) | Previous Year (2020-21) |
|-----------|---|---------------------------|----------------------------|
| 1. | On Saving Accounts with Scheduled banks | | |
| | a) Plan | 1,156 | 161 |
| | b) Overhead Administrative Fund A/c | 1,26,751 | 13,21,155 |
| | c) Hostel A/c | 11,908 | 9,887 |
| | d) Canara Bank | 3,255 | 3,279 |
| | e)NR A/c | 8,705 | 14,888 |
| 2. | On Loans | | |
| | a. Employees/Staff (Interest on Bearing Advances) | - | (3,000) |
| | Total | 1,51,775 | 13,46,370 |

SCHEDULE 9

OTHER INCOME

(Amount in Rs.)

| S. No. | Particulars | Current Year (2021-22) | Previous Year (2020-21) |
|--|--|---------------------------|----------------------------|
| A. Income from Land and Buildings | | | |
| 1. | Hostel Room Rent | 1,36,350 | 22,95,250 |
| 2. | License fees | 3,74,632 | 5,10,796 |
| 3. | Water charges recovered | 37,392 | 34,343 |
| Total A | | 5,48,374 | 28,40,389 |
| B. Others | | | |
| 1 | Income from Royalty | 1,51,676 | 58,272 |
| 2 | Misc Receipts | 5,85,524 | 1,00,216 |
| 3 | Use of Staff Car | - | - |
| 4 | Institutional Charges received from various projects | 1,79,878 | 22,32,317 |
| 5 | Sale of Condemned Items | 69,262 | - |
| 6 | Sale of tender forms | 2,000 | - |
| 7 | Admission Fees for Medical Reimbursement Pensioners | 38,700 | 4,06,100 |
| 8 | Rent, Rates, Taxes | - | - |
| 9 | Contribution for Medical Scheme | 2,77,725 | 2,99,563 |
| 10 | Leave Salary Pension Contribution | - | 1,85,926 |
| Total B | | 13,04,765 | 32,82,394 |
| Grand Total (A+B) | | 18,53,139 | 61,22,783 |

SCHEDULE 10

STAFF PAYMENTS AND BENEFITS (ESTABLISHMENT EXPENSES)

(Amount in Rs.)

| S. No. | Particulars | Current Year (2021-22) | | Previous Year (2020-21) | |
|--------|--|------------------------|-----------------------|-------------------------|---------------------|
| | | Recurring | Amount | Recurring | Amount |
| 1 | Salaries and Wages | 8,74,10,582 | 8,74,10,582 | 9,17,03,960 | 9,17,03,960 |
| 2 | Allowances and Bonus and OTA | 4,23,49,329 | 4,23,49,329 | 2,96,72,225 | 2,96,72,225 |
| 3 | Contribution to New Pension Scheme | 45,09,498 | 45,09,498 | 37,83,822 | 37,83,822 |
| 4 | Staff Welfare Expenses (Liveries) | 1,15,000 | 1,15,000 | 1,21,656 | 1,21,656 |
| 5 | LTC Facility | 6,38,895 | 6,38,895 | 8,51,223 | 8,51,223 |
| 6 | Medical Reimbursement | 1,16,54,994 | 1,16,54,994 | 86,21,922 | 86,21,922 |
| 7 | Children Education Allowance | 17,41,750 | 17,41,750 | 10,60,500 | 10,60,500 |
| 8 | Travelling Allowance | - | - | - | - |
| 9 | Others (Government Contribution-CPF + Interest Paid) | - | - | 2,11,320 | 2,11,320 |
| 10 | Retirement and Terminal Benefits | | | | |
| a) | Pension | 83,93,26,051 | 83,93,26,051 | 7,88,64,631 | 7,88,64,631 |
| b) | Gratuity | 3,64,80,558 | 3,64,80,558 | 1,00,35,602 | 1,00,35,602 |
| c) | Leave Encashment | 6,58,69,903 | 6,58,69,903 | 56,11,694 | 56,11,694 |
| | Total | 1,09,00,96,560 | 1,09,00,96,560 | 23,05,38,555 | 23,05,38,555 |

SCHEDULE 10A

EMPLOYEES RETIREMENT AND TERMINAL BENEFITS

(Amount in Rs.)

| S. No | Particulars | Pension | Gratuity | Leave Encashment | Total |
|-----------|---|------------------------|-----------------------|-----------------------|------------------------|
| 1 | Opening Balance as on 01-04-2021 (a) | 40,76,61,203.00 | 4,16,22,749.00 | 2,26,81,056.00 | 47,19,65,008.00 |
| 2 | Less: Actual Payment during the year (b) | 5,06,81,057.00 | 37,65,632.00 | 39,24,009.00 | 5,83,70,698.00 |
| 3 | Balance Available on 31-03-2022 c(a-b) | 35,69,80,146.00 | 3,78,57,117.00 | 1,87,57,047.00 | 41,35,94,310.00 |
| 4 | Provision required on 31-03-2022 as per Actuarial Valuation (d) | 1,19,63,06,197.00 | 7,43,37,675.00 | 8,46,26,950.00 | 1,35,52,70,822.00 |
| A. | Provision to be made in the Current year (d-c) | 83,93,26,051.00 | 3,64,80,558.00 | 6,58,69,903.00 | 94,16,76,512.00 |

SCHEDULE 11

ACADEMIC EXPENSES (INCLUDING SC/ST)

(Amount in Rs.)

| S. No. | Particulars | Current Year (2021-22) | | Previous Year (2020-21) | |
|--------------|--|------------------------|--------------------|-------------------------|--------------------|
| | | Recurring | Amount | Recurring | Amount |
| 1 | Field Work/ Participation in Conference (TA to Faculty) | 1,85,483 | 1,85,483 | 4,61,916 | 4,61,916 |
| 2 | Field Work/ Participation in Conference (TA to Participant) | 3,940 | 3,940 | 4,01,632 | 4,01,632 |
| 3 | Expenses on Seminars/Workshops (Academic Programme Expenses) | 15,38,680 | 15,38,680 | 8,17,333 | 8,17,333 |
| 4 | Payment to visiting faculty (Honorarium to R/Person) | 11,24,830 | 11,24,830 | 5,84,356 | 5,84,356 |
| 5 | Institute Research Studies | 3,60,09,159 | 3,60,09,159 | 3,30,44,849 | 3,30,44,849 |
| 6 | Fellowship to Students (M.Phil and Ph.d) | 2,98,93,562 | 2,98,93,562 | 2,30,31,935 | 2,30,31,935 |
| 7 | Stipend/Books and Project Grants | 1,500 | 1,500 | - | - |
| 8 | Publication Expenses (Approtioned from Printing) | 25,90,784 | 25,90,784 | 16,65,535 | 16,65,535 |
| a) | Add: Last Year Stock | 6,12,082 | 6,12,082 | 4,36,633 | 4,36,633 |
| b) | Less: Stock of Books in Hand | -6,09,154 | -6,09,154 | -6,12,082 | -6,12,082 |
| 9 | Subscription for Membership | 67,732 | 67,732 | 2,53,234 | 2,53,234 |
| 10 | Others (Photocopy Charges) | 2,84,899 | 2,84,899 | 3,27,135 | 3,27,135 |
| 11 | Grants to NGO | 7,50,000 | 7,50,000 | 7,45,600 | 7,45,600 |
| 12 | NER (Including (SC/ST) | 8,70,000 | 8,70,000 | - | - |
| 13 | Overhead Admin Fund 1108 | 648 | 648 | 13,63,560 | 13,63,560 |
| TOTAL | | 7,33,24,145 | 7,33,24,145 | 6,25,21,636 | 6,25,21,636 |

SCHEDULE 12

ADMINISTRATIVE AND GENERAL EXPENSES

(Amount in Rs.)

| S. No. | Particulars | Current Year (2021-22) | | Previous Year (2020-21) | |
|----------|--|---------------------------|--------------------|----------------------------|--------------------|
| | | Recurring | Amount | Recurring | Amount |
| A | Infrastructure | | | | |
| 1 | Electricity Charges | 64,21,730 | 64,21,730 | 60,70,855 | 60,70,855 |
| 2 | Water Charges | 73,50,925 | 73,50,925 | 1,00,45,279 | 1,00,45,279 |
| 3 | Rent, Rates and Taxes (including property tax) | 3,32,851 | 3,32,851 | 2,41,851 | 2,41,851 |
| 4 | Security Expenses | 56,01,240 | 56,01,240 | 78,51,329 | 78,51,329 |
| B | Communication | | - | | - |
| 1 | Postage and Telegram | 2,42,535 | 2,42,535 | 1,87,040 | 1,87,040 |
| 2 | Telephone, Fax and Internet Charges | 7,77,322 | 7,77,322 | 6,22,227 | 6,22,227 |
| C | Others | | - | | - |
| 1 | Stationery | 22,17,349 | 22,17,349 | 13,32,380 | 13,32,380 |
| 2 | Catering Expenses | 5,59,316 | 5,59,316 | 5,90,964 | 5,90,964 |
| 3 | Audit Fees | 1,80,540 | 1,80,540 | 1,32,444 | 1,32,444 |
| 4 | Wages Charges | 10,674 | 10,674 | 3,19,437 | 3,19,437 |
| 5 | Consultancy Fees | 15,64,333 | 15,64,333 | 21,09,000 | 21,09,000 |
| 6 | Legal Expenses | 61,800 | 61,800 | 1,47,440 | 1,47,440 |
| 7 | Advertisement Charges | 24,42,593 | 24,42,593 | 10,82,857 | 10,82,857 |
| 8 | Newspaper Charges | 2,30,410 | 2,30,410 | 3,22,485 | 3,22,485 |
| 9 | Others (Course Fees and Training) | 21,700 | 21,700 | 10,445 | 10,445 |
| 10 | Misc Expenditure | 8,57,515 | 8,57,515 | 10,93,861 | 10,93,861 |
| 12 | Charges (Other Accounts) | 649 | 649 | | - |
| | Total | 2,88,73,482 | 2,88,73,482 | 3,21,59,894 | 3,21,59,894 |

SCHEDULE 13

TRANSPORTATION EXPENSES

(Amount in Rs.)

| S. No. | Particulars | Current Year (2021-22) | | Previous Year (2020-21) | |
|-----------|-------------------------------|---------------------------|-----------------|----------------------------|-----------------|
| | | Recurring | Amount | Recurring | Amount |
| 1 | Staff Car | - | - | - | - |
| | a) Maintenance of Staff Car | 1,53,576 | 1,53,576 | 1,16,886 | 1,16,886 |
| | b) Insurance | 54,794 | 54,794 | 27,698 | 27,698 |
| | c) Petrol, Oil and Lubricants | 5,46,424 | 5,46,424 | 3,17,069 | 3,17,069 |
| 2 | Vehicle Taxi Hiring Expenses | 1,40,995 | 1,40,995 | 28,673 | 28,673 |
| | TOTAL | 8,95,789 | 8,95,789 | 4,90,326 | 4,90,326 |

SCHEDULE 14

REPAIRS AND MAINTENANCE

(Amount in Rs.)

| S. No. | Particulars | Current Year (2021-22) | | Previous Year (2020-21) | |
|--------------|--|------------------------|--------------------|-------------------------|------------------|
| | | Recurring | Amount | Recurring | Amount |
| 1 | Maintenance of Building | 27,96,197 | 27,96,197 | 3,55,663 | 3,55,663 |
| 2 | Estate Maintenance-Electrical (ARMO) | 78,52,040 | 78,52,040 | - | - |
| 3 | Maintenance of Furnitures and Fixtures | - | - | 7,965 | 7,965 |
| 4 | Maintenance of Office Equipments | 31,24,697 | 31,24,697 | 14,57,350 | 14,57,350 |
| 5 | Housekeeping Services | 97,39,822 | 97,39,822 | 81,16,070 | 81,16,070 |
| TOTAL | | 2,35,12,756 | 2,35,12,756 | 99,37,048 | 99,37,048 |

SCHEDULE 15

SIGNIFICANT ACCOUNTING POLICIES

1. BASIS FOR PREPARATION OF ACCOUNTS

- 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, sale of admission forms and royalty are accounted on cash basis.
- 2.2 Income from hostel rent is accounted on cash basis.
- 2.3 Interest on interest bearing advances to staff for House Building, Purchase of Vehicles and Computers is accounted on accrual basis every year, though the actual recovery of interest starts after the full repayment of the principal.

3. FIXED ASSETS AND DEPRECIATION

- 3.1 Fixed assets are stated at cost of acquisition including inward freight, duties and taxes and incidental and direct expenses related to acquisition, installation and commissioning.
- 3.2 Books received as gifts are valued at selling prices printed on the books. Where prices are not available the value is based on assessment. They are set-up by credit to Capital Fund and merged with the Fixed Assets of the Institution. Depreciation is charged at the rates applicable to the respective assets.
- 3.3 Fixed assets are valued at cost less accumulated depreciation. Depreciation on fixed assets is provided on Straight line method, at the

following rates:

| | | |
|---|----------------------------------|------|
| 1 | Buildings | 2% |
| 2 | Office Equipment | 7.5% |
| 3 | Computers and Peripherals | 20% |
| 4 | Furniture, Fixtures and Fittings | 7.5% |
| 5 | Vehicle | 10% |
| 6 | Library Books | 10% |
| 7 | Journals | 10% |
| 8 | E-Journals | 40% |
| 9 | Computer Software | 40% |

- 3.5 Depreciation provided for the whole year on additions during the year as this is preferred method for autonomous organization. Further, the acquisition of assets is usually spread over the whole year and hence depreciation gets evened out.
- 3.6 Where an asset 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 calculated on the additions of each year separately at the rate of depreciation applicable for that asset head.
- 3.7 Electronic Journals (E-Journals) are separated from Library Books in view of the magnitude of expenditure. Depreciation provided in respect of E-journals at a higher rate of 40% as against depreciation of 10% provided in respect of Library Books.
- 3.8 Expenditure on acquisition of software has been separated from computers and peripherals, as the rate of obsolescence in respect of these is very high. Depreciation is provided in respect of software at a higher rate of 40% as against depreciation of 20% provided in respect of Computer & Peripherals.

4. STOCK

- 4.1 Expenditure on purchase of stationery, publications and other stores is accounted as revenue expenditure, except that the value of closing stocks held on 31st March is set up as inventories by reducing the corresponding Revenue Expenditure on the basis of information obtained from General Administration Department.

5. RETIREMENT BENEFITS

- 5.1 Retirement benefits i.e., pension, gratuity and leave encashment were provided on basis of actuarial valuation.
- 5.2 Capitalized Value of pension and gratuity received from previous employers of the University's employees, who have been absorbed in the University, credited to the respective Provision Accounts. The actual payments of Pension, Gratuity and Leave Encashment are debited in the Accounts to the respective provisions. Other retirement benefits pertaining to New Pension Scheme, Medical reimbursement to retired employees and Travel to Home Town on retirement is accounted on accrual basis (actual payments plus outstanding bills at the end of the year).

6. GOVERNMENT AND UGC GRANTS

- 6.1 Government Grants and UGC grants are accounted on realization basis.
- 6.2 To the extent utilized towards capital expenditure, government grants are transferred to the Capital Fund.
- 6.3 Government grants for meeting Revenue Expenditure (on accrual basis) are treated, to the extent utilized, as income of the year in which they are realized.
- 6.4 Unutilized grants (including advances paid out of such grants) are carried forward and exhibited as a liability in the Balance Sheet.

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 Ministry of Education (Department of Higher Education) and it is accounted as Academic expenses of the University.

8. MEDICAL CONTRIBUTION

- 8.1 Medical contributions received as per medical scheme of NIEPA are taken as receipts in Plan A/c, as medical reimbursement is paid from Plan A/c.

9. GRANTS TO NGOS

- 9.1 Grants/Financial Assistance to NGOs having similar objective is being accounted as expenditure under Plan Account.

10. SALE PROCEEDS OF CONDEMNED ITEMS

- 10.1 1 Sale proceeds of unserviceable and obsolete items are taken as incomes under "Other income" as the value of items condemned have already depreciated fully.

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 projects." As and when expenditure is incurred/ advances are paid against such projects, or the concerned project account is debited with allocated overhead charges, the liability account is debited.
12. As per audit observations, Schedule 3 (c)& Schedule 3 (d) is added in Annual Accounts and change in Fixed Assets Schedule 4 has been carried out as to categorize into sub-division of Fixed Assets - Intangible assets, patents and copyrights, other (sponsored projects).

SCHEDULE 16

CONTINGENT LIABILITIES AND NOTES TO ACCOUNTS

1. FIXED ASSETS

- 1.1 Fixed assets created out of Plan grant, additions in the year to Fixed Assets in Schedule 3 include Assets purchased out of Institute Funds (₹ 1,34,91,820) and Library Books and other assets of the value of (₹32,703) gifted to the University. The Assets have been set up by credit to Capital Fund.
- 1.2 Fixed assets created out of Project grant, additions in the year to Fixed Assets in Schedule 3 (e) include Assets purchased out of Project Funds (₹ 5,91,000).
- 1.3 In the Balance Sheet as on 31.03.2022 and the Balance Sheet of earlier years, Fixed Assets created out of Institute's funds. The additions during the years from 01.04.2021 to 31.03.2022 from Institutes' and other funds, and the depreciation on those additions respectively have been exhibited distinctly (Schedule-3).

2. CURRENT LIABILITIES AND PROVISIONS

- 2.1 Expenditures which were due as on 31st March 2022, but were not paid is provided for, as outstanding liability and salary payable,
- 2.2 In view of no taxable income under Income Tax Act 1961, no provision for income tax has been considered necessary.
- 2.3 The provision for liability payable towards retirement benefits of employees and provisions for liability towards lump-sum payment in lieu of encashment of accumulated

leave at credit were made based on assumption till last year. This year, the actuarial valuation as on 31.03.2022 was got done and provisions made earlier were set off by debit to prior period expenses, to cover all the previous years. Based on actuarial valuations as on 31.03.2022 and taking into account the payments made in 2021-22 and the net provisions existing, further provisions were made in accounts for 2021-22 by debit to Income and Expenditure Account for 2021-22.

3. CURRENT ASSETS, LOANS, ADVANCES AND DEPOSITS

- 3.1 In the opinion of the University, the current assets, Loans, Advances and Deposits have a value on realization in the ordinary course, equal at least to the aggregate amount shown in the Balance Sheet.

4. PROVIDENT FUND ACCOUNT

- 4.1 As the Provident Fund Accounts is owned by the members of those funds and not by the University, the PF account is separated from the University's Accounts as per the instructions pertaining to Govt. of India on the subject regarding preparation of accounts on accrual basis. However, a Receipt and Payment Account, an Income and Expenditure Account (on accrual basis) and a Balance Sheet of the Provident Fund Account are attached to the Annual Accounts of the University.

5. NEW PENSION SYSTEM ACCOUNT

- 5.1 All the employees covered under New Pension System have been PRA number and

the employer and employee contributions pertaining to them are regularly transfer to Protean eGov Technologies Ltd.-Central Recordkeeping Agency (CRA). There are no outstanding amounts to be transferred.

6. RETIREMENT BENEFITS

- 6.1 Retirement benefits, i.e. pension, gratuity and leave encashment are provided on basis of actuarial evaluation. Capitalized value of pension and gratuity received from previous employers of the University employees who have been absorbed in the University, is credited to respective provision accounts.

7. GRANTS

- 7.1 In the previous years, Plan Grants received were treated as Income, except to the extent, they were utilized for Capital Expenditure through Bank Balances of Plan Grant Accounts

and Advances Paid out of Grant Funds and outstanding adjustments as on last date of financial year were exhibited on Assets side of Balance Sheet. The unutilized grants as on 31st March, 2022 has been carried forward and exhibited as a liability in Balance Sheet.

8. The details of Balances in Saving Bank Accounts are enclosed as attachment 'A' to the Schedule of Current Assets.
9. Previous Year's figures have been re-grouped wherever necessary.
10. Figures in the Final accounts have been round off to the nearest rupee.
11. Schedules 1 to 13 are annexed and form an integral part of the Balance Sheet at 31st March 2022 and the Income & Expenditure account for the year ended on that date.

RECEIPT AND PAYMENT A/C

For the year ended on 31.03.2022

(Amount in Rs)

| Receipts | Current Year (2021-22) | Previous Year (2020-2021) | Payments | Current Year 2020-21 | Previous Year 2019-20 |
|---|---------------------------|------------------------------|---|-------------------------|--------------------------|
| Opening Balance | | | Expenses | | |
| 1 Saving Bank A/c | 21,97,01,140 | 18,74,01,802 | | | |
| 2 Postage in Hand | 60,412 | 21,836 | a) Establishment Expenses | 20,01,02,395 | 21,43,51,639 |
| Grants Received from MOE | | | b) Academic Expenses | 3,53,38,744 | 3,39,77,048 |
| From Government of India (MOE) | | | c) Administrative Expenses | 2,87,63,989 | 3,59,44,206 |
| a) Plan | 29,86,58,000 | 36,88,00,000 | d) Repairs and Maintenance | 1,31,51,388 | 21,86,248 |
| | | | e) Travelling Expense | 8,15,429 | 3,45,742 |
| Academic Receipts | 19,49,783 | 41,21,266 | Payments against Fellowship | 3,42,15,804 | 2,35,26,435 |
| Receipts against Sponsored Projects/ Schemes | 2,43,88,889 | 3,27,39,979 | Payments against Sponsored Projects/ Schemes | 4,67,96,783 | 4,35,19,327 |
| Interest received | | | Expenditure on Fixed Assets and Advances to CPWD | | |
| a) Saving Bank A/c | 1,156 | 161 | 1 Fixed Assests | 1,34,59,117 | 2,11,93,566 |
| b) NR A/c | 3,00,294 | 14,888 | 2 Advances to CPWD | 1,03,46,500 | 14,28,561 |
| c) Canara Bank | 3,255 | 3,279 | Other Payments including Statutory Payments | | |
| d) Overhead Admin Fund | 1,79,878 | 13,21,155 | Charges (Other Accounts) | 1,25,053 | - |
| e) Hostel A/c | 11,908 | 9,887 | Deposits and Advances | | |
| f) Leave Salary Pension Cont. | | 1,85,926 | Prepaid Expenses | - | 54,306 |
| g) Interest on Interest Bearing Advances | | (3,000) | Other Advances | 42,60,123 | 7,59,327 |
| Other Income | | - | 1,01,98,000 | | |
| Deposits and Advances | 22,67,066 | 1,94,460 | Remittances | 5,05,34,065 | 9,17,12,030 |
| Remittances | 5,06,24,065 | 9,17,16,030 | Closing Balances | | |
| Misc Receipt including Statutory Receipts | | | Bank Balances | 15,01,18,608 | 21,97,01,140 |
| 1 Overhead Administration Fund A/c 1108 | 1,26,751 | 22,32,317 | Postage in Hand | 46,599 | 60,412 |
| TOTAL | 59,82,72,597 | 68,87,59,987 | TOTAL | 59,82,72,597 | 68,87,59,987 |

Sd/-
(Nishant Sinha)
Finance Officer

Sd/-
(Sandeep Chatterjee)
Registrar

Sd/-
(N. V. Varghese)
Vice-Chancellor

PROVIDENT FUND ACCOUNT

Balance Sheet As on March 31, 2022

(Amount in Rs)

| Liabilities | Amount 31.03.2022 | Amount 31.03.2021 | Assets | Amount 31.03.2022 | Amount 31.03.2021 |
|---|------------------------|------------------------|---------------------------------------|------------------------|------------------------|
| GPF Account | | | Investment | | 15,51,05,136.00 |
| Opening Balance | 14,31,65,961.17 | 13,00,29,187.17 | Opening Balance | 15,51,05,136.00 | |
| Add: Subscription for the Year | 2,32,58,400.00 | 2,35,63,900.00 | Add: Investments | 9,57,77,163.49 | |
| Add: Interest Credited | 95,15,395.00 | 94,23,166.00 | Less: Encashments | -8,75,14,903.00 | |
| Less: Advance / Withdrawal | -2,28,08,296.00 | -1,98,50,292.00 | Closing Balance | 16,33,67,396.49 | |
| Closing Balance | 15,31,31,460.17 | 14,31,65,961.17 | | | |
| | | | Accrued Interest | | |
| CPF Account | | | Opening Balance | - | |
| Opening Balance | 34,80,462.00 | 31,42,976.00 | Less: Adjustments | 49,37,436.78 | |
| Less: Adjustment | -11,98,494.00 | | Add: Accrued Interest for FY 2022 | 60,61,372.11 | |
| Add: Subscription for the Year | 4,57,120.00 | 2,40,000.00 | Less: Accrued Interest for FY 2021 | -49,37,437.00 | |
| Add: Interest Credited | 1,21,448.00 | 97,486.00 | Closing Balance | 60,61,371.89 | |
| Less: Advance / Withdrawal | - | - | Cash at Bank | 1,20,68,832.91 | 1,07,36,203.17 |
| Closing Balance | 28,60,536.00 | 34,80,462.00 | TDS Receivable | 1,13,124.30 | |
| University Contribution | | | | | |
| Opening Balance | 2,96,413.00 | - | | | |
| Add: Adjustment | 11,98,494.00 | - | | | |
| Add: Subscription for the Year | - | 211320 | | | |
| Add: Interest Credited | 1,14,438.00 | 85,093.00 | | | |
| Less: Advance / Withdrawal | - | - | | | |
| Closing Balance | 16,09,345.00 | 2,96,413.00 | | | |
| Interest Reserve | | 1,88,98,503.00 | | | |
| Opening Balance | 1,88,98,503.00 | | | | |
| Less: Adjustment | -1,03,396.22 | | | | |
| Add: Excess of Income over Expenditure | 52,14,277.64 | | | | |
| Closing Balance | 2,40,09,384.42 | | | | |
| | 18,16,10,725.59 | 16,58,41,339.17 | | 18,16,10,725.59 | 16,58,41,339.17 |

Sd/-
(Nishant Sinha)
Finance Officer

Sd/-
(Sandeep Chatterjee)
Registrar

Sd/-
(N. V. Varghese)
Vice-Chancellor

PROVIDENT FUND ACCOUNT

Receipt and Payment Account of GPF/CPF for the Period of

01/04/2021 to 31/03/2022

(Amount in Rs.)

| Receipt | Amount | Payment | Amount |
|------------------------|------------------------|-----------------|------------------------|
| Opening Balance | 1,07,36,203.17 | GPF Withdrawal | 2,28,08,296.00 |
| GPF Contribution | 2,37,15,520.00 | Investment Made | 9,57,77,163.49 |
| Investment Encashed | 8,75,14,903.00 | Bank Charges | - |
| Interest on Saving | 3,24,283.00 | Tax recoverable | 1,13,124.30 |
| Interest on Investment | 84,76,507.53 | Closing Balance | 1,20,68,832.91 |
| | 13,07,67,416.70 | | 13,07,67,416.70 |

Sd/-
(Nishant Sinha)
Finance Officer

Sd/-
(Sandeep Chatterjee)
Registrar

Sd/-
(N. V. Varghese)
Vice-Chancellor

PROVIDENT FUND ACCOUNT

Income & Expenditure Account of GPF/CPF for the Period of 01/04/2021 to 31/03/2022

(Amount in Rs.)

| Expenditure | Amount 31.03.2022 | Amount 31.03.2021 | Income | Amount 31.03.2022 | Amount 31.03.2021 |
|-----------------------------------|----------------------|----------------------|----------------------------------|----------------------|----------------------|
| Interest Credited To | | | Interest Earend on Investment | 88,00,791 | 81,81,812 |
| GPF Account | 95,15,395 | 94,23,166 | Add: Interest accrued on 03/22 | 60,61,372 | 49,37,437 |
| CPF Account | | | Less: Interest Accrued for 03/21 | -49,37,437 | -30,42,833 |
| Employee Contribution | 1,21,448 | 97,486 | Add: Adjustment | 50,40,833 | |
| University Contribution | 1,14,438 | 85,093 | | | |
| Institute's contribution (CPF) | 2,17,120 | 2,11,320 | Received Institute Contribution | 2,17,120 | 2,11,320 |
| Excess of Income over expenditure | 52,14,278 | 4,70,671 | | | |
| | 1,51,82,679 | 1,02,87,736 | | 1,51,82,679 | 1,02,87,736 |

Sd/-
(Nishant Sinha)
Finance Officer

Sd/-
(Sandeep Chatterjee)
Registrar

Sd/-
(N. V. Varghese)
Vice-Chancellor

BALANCE IN BANK ACCOUNTS

As on 31-03-2022

(Amount in Rs.)

| S. No. | Bank Accounts | Current Year (2021-22) | Previous Year (2020-21) |
|--------------|---|---------------------------|----------------------------|
| 1 | State Bank of India (10137881320) Non Plan | 2,62,64,051 | 2,54,250 |
| 2 | Canara Bank (913920210001112) Plan | 606 | 7,11,12,078 |
| 3 | Canara Bank (91392010001092) Project | 5,00,000 | 11,93,37,176 |
| 4 | Syndicate Bank (91392010001108) Overhead Administrative Fund | 14,203 | 2,84,48,392 |
| 5 | Canara Bank (91392015365) Hostel | 4,18,111 | 4,06,203 |
| 6 | Canara Bank A/c 25536 | 1,13,656 | 1,11,133 |
| 7 | Current A/c State Bank of India (34778757702) | 31,261 | 31,910 |
| TOTAL | | 2,73,41,888 | 21,97,01,140 |

LIST OF GRANTS TO NGO

LIST OF GRANTS TO NGO FOR 2021-22

(Amount in Rs.)

| S. No. | Name of the NGO | Amount Released |
|--------------|------------------------------------|-----------------|
| 1 | Indian Social Science Academy | 3,00,000 |
| 2 | Molecular Welfare Society, Gwalior | 1,50,000 |
| 3 | Aligarh Historian Society | 1,50,000 |
| 4 | IIM, Tamil Naidu | 1,50,000 |
| TOTAL | | 7,50,000 |

Annexure-C

DETAIL OF INVESTMENT FOR THE PERIOD FROM 01.04.2021 TO 31.03.2022

(Amount in Rs.)

| Sl. No. | Name of Bank | FD No. | Date of Issue | Date of Maturity | Amount |
|---------|----------------------|--------|---------------|------------------|------------------------|
| 1 | Punjab National Bank | 84175 | 12.10.2021 | 12.10.2022 | 1,14,85,146.00 |
| 2 | Canara Bank | 316100 | 29.06.2021 | 29.06.2022 | 73,83,877.00 |
| 3 | Syndicate Bank | 197821 | 31.03.2021 | 31.03.2024 | 55,16,367.37 |
| 4 | Syndicate Bank | 197811 | 31.03.2021 | 31.03.2024 | 44,17,300.69 |
| 5 | Syndicate Bank | 197828 | 31.03.2021 | 31.03.2024 | 77,17,024.72 |
| 6 | Syndicate Bank | 969781 | 31.03.2021 | 31.03.2024 | 38,54,486.47 |
| 7 | Punjab National Bank | 4151 | 25.02.2021 | 25.02.2022 | 1,13,24,921.00 |
| 8 | Syndicate Bank | 197860 | 31.03.2021 | 31.03.2024 | 98,86,929.89 |
| 9 | Syndicate Bank | 197861 | 31.03.2021 | 31.03.2024 | 98,86,929.89 |
| 10 | Syndicate Bank | 197862 | 31.03.2021 | 31.03.2024 | 98,86,929.89 |
| 11 | Canara Bank | 316099 | 23.06.2020 | 23.06.2021 | 73,83,877.00 |
| 12 | Syndicate Bank | 197895 | 20.05.2020 | 20.05.2021 | 68,81,886.00 |
| 13 | Canara Bank | 316101 | 29.06.2020 | 29.06.2021 | 73,83,877.00 |
| 14 | Syndicate Bank | 197964 | 14.08.2021 | 14.02.2024 | 23,81,510.00 |
| 15 | Syndicate Bank | 970252 | 09.09.2021 | 09.03.2024 | 89,26,371.00 |
| 16 | SBI Spl Deposit | 812 | 27.06.1981 | - | 14,24,264.00 |
| 17 | Syndicate Bank | 868981 | 08.11.2021 | 08.11.2023 | 51,17,765.00 |
| 18 | Syndicate Bank | 868982 | 08.11.2021 | 08.11.2023 | 51,17,765.00 |
| 19 | Syndicate Bank | 869041 | 25.02.2022 | 25.02.2023 | 55,97,542.00 |
| 20 | Syndicate Bank | 869042 | 25.02.2022 | 25.02.2023 | 55,97,542.00 |
| 21 | Syndicate Bank | 869043 | 25.02.2022 | 25.02.2023 | 55,97,542.00 |
| 22 | Syndicate Bank | 869044 | 25.02.2022 | 25.02.2023 | 55,97,542.00 |
| 23 | Syndicate Bank | 869138 | 07.12.2020 | 07.12.2023 | 50,00,000.00 |
| 24 | Syndicate Bank | 869139 | 07.12.2020 | 07.12.2023 | 50,00,000.00 |
| 25 | Syndicate Bank | 869140 | 07.12.2020 | 07.12.2023 | 50,00,000.00 |
| | | | | | 16,33,67,396.00 |

FD ENCASHED FOR THE PERIOD FROM 01.04.2021 TO 31.03.2022

(Amount in Rs.)

| Sl. No. | Name of Bank | FD No. | Date of Issue | Date of Maturity | Amount |
|--------------|----------------------|--------|---------------|------------------|-----------------------|
| 1 | Punjab National Bank | 84175 | 12.07.2020 | 12.10.2021 | 1,07,60,225.00 |
| 2 | Canara Bank | 316100 | 29.06.2020 | 29.06.2021 | 70,00,000.00 |
| 3 | Punjab National Bank | 4151 | 25.02.2021 | 25.02.2022 | 1,07,54,678.00 |
| 4 | Canara Bank | 316099 | 23.06.2020 | 23.06.2021 | 70,00,000.00 |
| 5 | Canara Bank | 197895 | 20.05.2020 | 20.05.2021 | 65,00,000.00 |
| 6 | Canara Bank | 316101 | 29.06.2020 | 29.06.2021 | 70,00,000.00 |
| 7 | Syndicate Bank | 197964 | 14.02.2019 | 14.08.2021 | 20,00,000.00 |
| 8 | Syndicate Bank | 970252 | 09.03.2019 | 09.09.2021 | 75,00,000.00 |
| 9 | Syndicate Bank | 868981 | 08.11.2019 | 08.11.2021 | 45,00,000.00 |
| 10 | Syndicate Bank | 868982 | 08.11.2019 | 08.11.2021 | 45,00,000.00 |
| 11 | Syndicate Bank | 869041 | 25.02.2021 | 25.02.2022 | 50,00,000.00 |
| 12 | Syndicate Bank | 869042 | 25.02.2021 | 25.02.2022 | 50,00,000.00 |
| 13 | Syndicate Bank | 869043 | 25.02.2021 | 25.02.2022 | 50,00,000.00 |
| 14 | Syndicate Bank | 869044 | 25.02.2021 | 25.02.2022 | 50,00,000.00 |
| TOTAL | | | | | 8,75,14,903.00 |

Investment Made for the period from 01.04.2021 to 31.03.2022

(Amount in Rs.)

| Sl. No. | Name of Bank | FD No. | Date of Issue | Date of Maturity | Amount |
|--------------|----------------------|--------|---------------|------------------|-----------------------|
| 1 | Punjab National Bank | 84175 | 12.10.2021 | 12.01.2023 | 1,14,85,146.00 |
| 2 | Canara Bank | 316100 | 23.06.2021 | 23.06.2022 | 73,83,877.00 |
| 3 | Punjab National Bank | 4151 | 25.02.2021 | 25.02.2022 | 1,13,24,921.00 |
| 4 | Canara Bank | 316099 | 23.06.2021 | 23.06.2022 | 73,83,877.00 |
| 5 | Canara Bank | 197895 | 20.05.2021 | 20.05.2022 | 68,81,886.00 |
| 6 | Canara Bank | 316101 | 23.06.2021 | 23.06.2022 | 73,83,877.00 |
| 7 | Syndicate Bank | 197964 | 14.08.2021 | 14.02.2022 | 23,81,510.00 |
| 8 | Syndicate Bank | 970252 | 09.09.2021 | 09.03.2024 | 89,26,371.00 |
| 9 | Syndicate Bank | 868981 | 08.11.2021 | 08.11.2023 | 51,17,765.00 |
| 10 | Syndicate Bank | 868982 | 08.11.2021 | 08.11.2023 | 51,17,765.00 |
| 11 | Syndicate Bank | 869041 | 25.02.2022 | 25.02.2023 | 55,97,542.00 |
| 12 | Syndicate Bank | 869042 | 25.02.2022 | 25.02.2023 | 55,97,542.00 |
| 13 | Syndicate Bank | 869043 | 25.02.2022 | 25.02.2023 | 55,97,542.00 |
| 14 | Syndicate Bank | 869044 | 25.02.2022 | 25.02.2023 | 55,97,542.00 |
| TOTAL | | | | | 9,57,77,163.00 |

INVESTMENT STATEMENT 2021-22

(Amount in Rs.)

| | |
|---|------------------------|
| Opening Balance | 15,51,05,136.00 |
| Investment During the year | 9,57,77,163.00 |
| Total Investment | 25,08,82,299.00 |
| Encashment during the year | 8,75,14,903.00 |
| Net Investment (Closing Balance) | 16,33,67,396.00 |

PRE-AUDIT CERTIFICATE 2021-22



HRD AND COMPANY
CHARTERED ACCOUNTANTS

To,
Finance Officer
National Institute of Educational Planning and Administration (NIEPA)
17-B, Shaheed Jeet Singh Marg, NCERT Campus,
Katwaria Sarai, New Delhi-110067

27th July 2022

Subject: Pre- Audit observations on the financials for the FY 2021-22

Dear Sir/Mam,

We have conducted the Pre-audit of the financials of the National Institute of Educational Planning and Administration (NIEPA) within our professional capabilities and during the audit, we observed a few anomalies.

The report on such anomalies is annexed as forming part of this letter for your due consideration and action.

You are requested to pay attention to this matter and take note of the report.

Thanking You!

For HRD AND COMPANY
Chartered Accountants


Divya Chugh
Partner
M No. 544602
FRN: 031193N



Delhi (Corporate Office) A 2, Gurunanakpura, Street No 3, Laxmi Nagar, Delhi 110 092
Noida (Second Office) 323, Tower C, Noida One, Sector 62, Noida, Uttar Pradesh 201 309
Email info@hrdco.in Website www.hrdco.in

Annexure

1. In the GST Regime, businesses whose turnover exceeds Rs. 40 lakhs* (Rs 10 lakhs for NE and hill states) is required to register as a normal taxable person.

NIEPA is providing various services which comes under the preview of GST. Hence, NIEPA is liable to obtain GST Registration and follow the associated compliances.

Some of the incomes considered for GST threshold:

- Hostel Room Rent
 - Income from Royalty
 - Sale of Condemned Items
 - Sale of tender forms
 - Sale of publications
 - Sale of prospectus
 - Interest from Bank Accounts
 - Institutional Charges received from Various Projects.
2. The organization is not following a single set of accounting policies. It was observed that the organization is using the mix of both i.e., accrual basis and the cash basis of accounting.
 3. During the sample check, a debit balance in number of funded projects were observed which were later merged with other project for the purpose of reporting in the financials.
 4. Advance given to CPWD is not in reconciliation with the balances of CPWD.
 5. On TRACES, demand in respect of TDS defaults for certain previous years be follows. This is not an indicator of good compliance history and may bring adverse consequences in the future. Hence, necessary steps should be taken immediately to make these defaults good.
 6. During the Audit we have identified that the following balances are unreconciled, and the reconciliation is still pending:

| Outstanding Liabilities | Amount |
|---|---------|
| Income Tax from Contractor-Project | 26975 |
| Income Tax from Contractor-Recurring | -138501 |
| TDS on GST | 20382 |
| GPF Subscription (Deputation) | 20000 |
| GPF Subscription & Recovery | -217120 |
| Group Insurance Scheme | 34360 |
| LIC | -5674 |
| Recovery of New Pension Scheme | 154917 |
| Transfer Between Funds- Non-Recurring | 4000 |
| Transfer Between Funds- Project Account | 90000 |
| | -10661 |





Audit Report



AUDIT REPORT

SEPARATE AUDIT REPORT OF THE COMPTROLLER & AUDITOR GENERAL OF INDIA ON THE ACCOUNTS OF NATIONAL INSTITUTE OF EDUCATIONAL PLANNING & ADMINISTRATION FOR THE YEAR ENDED 31 MARCH 2022

1. We have audited the attached Balance Sheet of National Institute of Educational Planning & Administration (NIEPA) as on 31 March 2022, Income & Expenditure Account and Receipts & Payments Account for the year ended on that date under Section 20 (1) of the Comptroller and Auditor General's (Duties, Powers & Conditions of Service) Act, 1971. The audit has been entrusted for the period up to 2025-26. These financial statements are the responsibility of the NIEPA'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 observation on financial transactions with regard to compliance with the Law Rules & 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 the 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, Income & Expenditure Account and Receipts & Payments Account dealt with by this report have been drawn up in the format prescribed by the Government of India, Ministry of Education, subject to observation in the report.
 - iii. In our opinion, proper books of accounts and other relevant records have been maintained by the National Institute of Educational Planning & Administration (NIEPA) in so far as it appears from our examination of such books.

A. Balance Sheet

A.1 Liabilities

A.1.1 Current Liabilities and Provisions (Schedule 2) - Rs. 147.91 crore

The above includes unutilized grant-in-aid of Rs. 0.17 crore whereas unutilized grant in-aid as on 31st March 2022 is Rs. 5.03 crore.

The discrepancy is due to incorrect accounting of grant utilised for revenue expenditure in the annual accounts for the year 2016-17, 2017-18 and 2018-19 as detailed below:-

Amount (in crore)

| Financial Year | Grant utilized for revenue expenditure as per accounts | Grant utilized for revenue expenditure as per audit | Difference |
|------------------|--|---|------------|
| 2016-17 | 18.16 | 17.21 | 0.95 |
| 2017-18 | 29.21 | 27.33 | 1.88 |
| 2018-19 | 36.45 | 34.41 | 2.04 |
| Total Difference | | | 4.86 |

This was pointed out in the report of the respective year account and in the subsequent reports also. However, as no rectification of the error in the accounts of 2016-17, 2017-18 and 2018-19 has been done in the subsequent years (i.e 2019-20, 2020-21 and 2021-22) the opening balance of grant-in-aid as well as the closing balance of grant-in-aid in the accounts for the year 2021'22 has been understated by Rs. 4.86 crore. This has resulted in understatement of Current Liabilities and Provision and overstatement of Capital Fund by Rs.4.86 crore.

A.2 Assets

A.2.1 Loans Advances & Deposits (Schedule-5) - Rs. 8.68 crore

- (i) The above includes advance on capital account of Rs. 7.44 crore whereas as per the statement of advance to CPWD furnished by NIEPA the amount is Rs.8.47 crore. The difference between

two set of figures have not been reconciled despite being pointed out since 2019-20.

- (ii) The above does not include TDS of Rs. 162.11 lakh recoverable from the Income Tax Department resulting in understatement of Loans Advances & Deposits and Capital Fund by Rs. 162.11 lakh. This is being pointed out since 2015-16, but remedial action has not been taken by NIEPA.

B. General

- B.1** As per the Significant Accounting Policy No. 3.3, depreciation on fixed assets is provided on straight line method at the rates specified therein but depreciation has been charged on the net value as on the last day of the previous year instead of the gross value of fixed assets.

Further, as per accounting policy no. 3.5, depreciation is provided for the whole of the year on addition during the year but depreciation has been charged on addition as per Income tax Act 1961 (more than 180 days/less than. 180 days)

The disclosed accounting policy has not been adopted in the preparation of accounts. This was also pointed out in the report for the year 2020-21 but remedial action has not been taken by NIEPA.

- B.2** Schedule 7 and Schedule 2(B) of the accounts shows opening balance and closing balance of the grant-in-aid as Rs. 5.00 crore and Rs. 0.17 crore respectively whereas the correct figures of the opening balance and closing balance is Rs. 9.85 crore and Rs. 5.03 crore respectively. The Schedule 7 and Schedule 2(B) of the accounts needs to be rectified.

C. Grant-in-aid

NIEPA received grants-in-aid of Rs. 29.87 crore during 2021-22 out of which Rs. 2.65 crore was received in March 2022. It had opening balance of Rs.9.85 crore as on 1st April 2021 (as per previous year SAR). Out of the total fund of Rs. 39.72 crore, it utilized Rs. 34.69 crore (Rs. 1.35 crore Capital and Rs. 33.34 crore revenue) leaving a balance of Rs. 5.03 crore as on 31st March 2022.

It also received grant of Rs. 2.19 crore for specific projects from Ministry of Education during the year and had an opening balance of Rs. 6.69 crore in these projects. Out of the total of Rs. 8.88 crore, an expenditure of Rs. 4.51 crore was incurred by NIEPA during the year leaving a balance of Rs. 4.37 crore as on 31st March 2022.

D. Management Letter:

Deficiencies which have not been included in the Audit Report have been brought to the notice of the Vice-Chancellor, National Institute of Educational Planning & Administration through a management letter issued separately for remedial/corrective action.

- v. Subject to our observations in the preceding paragraphs, we report that the Balance Sheet Income and Expenditure Account and 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 Significant Accounting Policies and Notes on Accounts, and subject to significant matters stated above and other matters mentioned in Annexure I to this Audit Report, give a true and fair view in conformity with accounting principles generally accepted in India:

- (a) In so far as they relate to the Balance Sheet of the state of affairs of the National Institute of Educational Planning & Administration, New Delhi as on 31 March 2022; and
- (b) In so far as they relate 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

Place: New Delhi

Dated: 07.10.2022

Sd/-

**Director General of Audit
Home, Education & Skill development**

1. Adequacy of internal audit system

The Internal Audit system of NIEPA is not adequate as:

- NIEPA has neither an internal audit department nor the internal audit is conducted by the Ministry.
- NIEPA does not have any internal audit manual.

2. Adequacy of internal control system

The internal control system of NIEPA needs strengthening in the following areas:

- 33 external audit paras pertaining to the period from 2000-01 to 2011-12 were outstanding as on 31.03.2022.
- Details of expenditure incurred by CPWD for the year 2020-21 and 2021-22 was not available with NIEPA.

3. System of physical verification of fixed assets

- Physical verification of Fixed Assets except furniture and fixture has been done upto August 2021.
- Physical verification of furniture and fixture was done upto 31.03.2013 only.
- Physical verification of books and publications was completed upto 2021-22.

4. System of physical verification of inventory

- Physical verification of stationery and consumable was completed upto 2020-21.

5. Regularity in payment of statutory dues

- No payments for over six months in respect of statutory dues were outstanding as on 31.03.2022.

Annexure to Management Letter

Part-A (Persistent Irregularities)

1. Current Liabilities and Provisions (Schedule 2) - Rs. 147.91 crore

The above includes unutilized grant-in-aid of Rs. 0.17 crore whereas unutilized grant in-aid as on 31st March 2022 is Rs. 5.03 crore.

The discrepancy is due to incorrect accounting of grant utilised for revenue expenditure in the annual accounts for the year 2016-17, 2017-18 and 2018-19 as detailed below:-

The year-wise details are as under:-

| | | | Amount (in crore) |
|-------------------------|--|---|-------------------|
| Financial Year | Grant utilized for revenue expenditure as per accounts | Grant utilized for revenue expenditure as per audit | Difference |
| 2016-17 | 18.16 | 17.21 | 0.95 |
| 2017-18 | 29.21 | 27.33 | 1.88 |
| 2018-19 | 36.45 | 34.41 | 2.04 |
| Total Difference | | | 4.86 |

This was pointed out in the report of the respective year account and in the subsequent reports also. However, as no rectification of the error in the accounts of 2016-17, 2017-18 and 2018-19 has been done in the subsequent years (i.e 2019-20, 2020-21 and 2021-22) the opening balance of grant-in-aid as well as the closing balance of grant-in-aid in the accounts for the year 2021-22 has been understated by Rs. 4.86 crore. This has resulted in understatement of Current Liabilities and Provision and overstatement of Capital Fund by Rs. 4.86 crore. (Comment no. A.1.1 of SAR)

2. Loans Advances & Deposits (Schedule-5) - Rs. 8.68 crore

- (i) The above includes advance on capital account of Rs. 7.44 crore whereas as per the statement of advance to CPWD furnished by NIEPA the amount is Rs.8.47 crore. The difference between two set of figures have not been reconciled despite being pointed out since 2019-20. (Comment no. A.2.2 (i) of SAR)
- (ii) The above does not include TDS of Rs.162.11 lakh recoverable from the Income Tax Department resulting in understatement of Loans Advances & Deposits and Capital Fund by Rs. 162.11 lakh. This is being pointed out since 2015-16, but remedial action has not been taken by NIEPA. (Comment no. A.2.2 (ii) of SAR)

3. As per the Significant Accounting Policy No. 3.3, depreciation on fixed assets is provided on straight line method at the rates specified therein but depreciation has been charged on the net value as on the last day of the previous year instead of the gross value of fixed assets.

Further, as per accounting policy no.3.5, depreciation is provided for the whole year on addition during the year but depreciation has been charged on addition as per Income tax Act 1961 (more than 180 days/less than 180 days)

The disclosed accounting policy has not been adopted in the preparation of accounts. This was also pointed out in the report for the year 2021-22 but remedial action has not been taken by NIEPA. (Comment no. B.1 of SAR)

4. Schedule 7 and Schedule 2(B) of the accounts shows opening balance and closing balance of the grant-in-aid as Rs. 5.00 crore and Rs. 0.17 crore respectively whereas the correct figures of the opening balance and closing balance is Rs. 9.85 crore and Rs. 5.03 crore respectively. The Schedule 7 and Schedule 2(B) of the accounts needs to be rectified. This is being pointed out since 2019-20 but remedial action has not been taken by NIEPA. (Comment no. B.2 of SAR)

Part-B: (Other Irregularities)

1. As per the provisions of Rule 230(8) of General Financial Rules 2017, interests or other earnings against grants-in-aid released to any grantee Institutions should be mandatorily remitted to the Consolidated Fund of India immediately after finalisation of the accounts. However, interest income of Rs. 3.01 lakh on the grant-in-aid was neither refunded to the Ministry nor liability for the same was created. This has resulted in understatement of Current Liabilities and Provisions and overstatement of Capital Fund by Rs. 3.01 lakh.
2. An ambassador car no. DL-3CAJ-9571 has been disposed off during the year 2021-22 but the book value of the same has not been deleted from the above schedule. This resulted in overstatement of Fixed Assets and overstatement of Capital Fund. The book value of the car as on 31.3.2022 was not furnished.

3. Interest Earned (Schedule 8)-Rs. 1.52 lakh

The above include interest earned on Non-Recurring Account of Rs. 0.08 lakh whereas as per the ledger account the amount is Rs. 3.00 lakh. This has resulted in understatement of Interest Income and Current Assets by Rs. 2.92 lakh.

4. Balance Sheet of GPF/CPF Accounts Accrued Interest - Rs. 60.62 lakh

The above includes accrued interest on investments of GPF amounting to Rs. 59.30 lakh whereas the interest accrued worked out to Rs. 60.74 lakh (Annexure X). This has resulted in understatement of interest Reserve and Accrued Interest by Rs. 1.44 lakh.

This includes accrued interest on SBI Special Deposit of Rs. 1.32 lakh whereas as per bank certificate interest comes to Rs. 0.25 lakh resulting in overstatement of Interest Reserve and Accrued Interest by Rs.1.07 lakh.

5. NIEPA has made a provision of Rs. 7.43 crore for gratuity of its employees (including NPS subscribers) as per Actuarial Valuation. As per the Ministry of Education direction dated 27 January 2022, Payment of gratuity to Employees of Autonomous Bodies under CCS (Pension) Rules 1972 is not admissible. However, Payment of Gratuity Act 1972 can be made applicable to Autonomous Bodies. Further as intimated by the Ministry of Education the process of notifying the Autonomous Bodies under Payment of Gratuity Act 1972 is underway. This fact needs to be disclosed in the Notes to Accounts.

6. Current Liabilities and Provisions (Schedule 2) - Rs. 147.91 crore

The above includes liability amounting to Rs. 325.23 lakh on account of interest earned on sponsored projects balance, which has neither been refunded to the sponsoring authority nor any action has been taken to liquidate the same. Action should be taken to liquidate the liability by refunding the interest amount to the sponsoring authority, as the case may be.



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