



M.Phil-Ph.D Programme Internship/Field Attachment



**National Institute of Educational Planning and Administration
17B – Sri Aurobindo Marg, New Delhi- 110016**

Internship / Field Attachment Programme

Introduction

Field attachment is a field based practical training experience that prepares scholars for the tasks they are expected to perform on completion of their degree course.

Field Attachment Programme (FAP) as an integral part of the course work is planned for all the Ph.D and M.Phil Scholars at NUEPA. This Programme is for the duration of 6 Weeks. The Field Attachment programme would provide an opportunity to engage with professional *practices* in Educational Policy, Planning and Administration. This will also help them to develop a deeper insight into designing research proposal for doctoral work.

Objectives

The main purpose of the field attachment programme is to facilitate scholars in understanding the empirical context of the concepts, theories and principles and to relate theoretical knowledge of educational planning and administration with the context specific practices. It is expected that field attachment will give an opportunity to scholars to understand educational planning and administration as is executed at the national, state, district, sub-district and institutional levels.

Additionally, it serves as linkage between NUEPA and other national and state level organizations in research, policy planning and administration. The specific objectives of the field attachment programme are as follows:

- ◆ To enable students to get practically oriented to the task they would be expected to perform after their course work.
- ◆ To provide an opportunity for students and academic staff to interact with stakeholders and potential employers and thus appreciate field situations that will also generate information for curricula review and improvement.
- ◆ To develop students' understanding of work ethics, demands of the field, responsibilities and opportunities.

Modality

Research scholars will be attached to different national, state district level organizations/institutions (government as well as non-government) involved in educational

planning and administration with some guidelines for the students as well as the institutes for meaningfully engaging the scholars and facilitating appropriate learning experiences.

Suggested list of types of Institutions for Field Attachment Programme

1. Regulatory Bodies at national and state level:

University Grant Commission,

All India Council for Technical Education,

National Council for Teacher Education,

Directorates, Education secretariat,

Councils for Higher Education etc.

2. National Policy and Planning organizations:

MHRD, Niti Ayog, NCERT, National Commission for Minorities, Ministry of Women and Child Development, etc.

3. Research organizations in policy, planning and public administration:

Indira Gandhi Institute of Development Research, Mumbai,

National Institute of Labour Economics Research and Development (NILERD)
formerly known as Institute of Applied Manpower Research (IAMR),

National Centre for Good Governance, Delhi, formerly the Lalbahadur Shastri National Academy for Administrative Officers

Centre for Policy Research, Delhi

Institute of Social and Economic Change (ISEC, Bangalore),

Centre for Budget and Policy Studies, Karnataka,

Gandhigram Rural Institute, Chennai

Education Consultants India Ltd (Ed. CIL), Technical Support Group SSA and RMSA

Indian Institute of Public Administration,

Sardar Patel Institute of Public Administration (SPIPA), Gujarat

4. Academic Institutes for planning and Administration:

Management Institutes (With special focus on educational management),

Institute of Public Administration (IAPA),
V V Giri National Labour Institute, Noida,
Tata Institute of Social Science, Mumbai/Hyderabad,

4. **State Department of Education/ and other state level bodies:**
SIEMAT, SCERTs, SIPARD etc.,
5. **National and International NGOs**
Save the children, Pratham, Centre for Civil Society
6. **International agencies** such as UNICEF, UNDP and UNESCO
7. **Examination Boards** such as Central Board of Secondary Education, State Boards
8. **Institutes of Data Management:** NSSO, Census, DISE.
9. **Institutional administration and management:** Offices of principal and registrars of educational institutions,
10. **Administrative governance offices:** CVC, CIC etc.
11. **University Departments of Education** – CIE, DU, Jamia Milia Islamia, JNU

Within the broader framework of Educational Policy Planning and Management, the scholars may explore the areas specifically in financing and allocations, monitoring and supervision, linkages and networking, vision and practices, decision making processes, organisational communication, leadership, organisational development project management, policy formulation, policy instruments, planning and implementation processes, public-private partnerships, people's participation etc in higher and school education sectors.

The scholar may examine any area of concern with in-depth critical analysis in the context of theoretical constructs and institutional perspective. By the end of the programme, the scholar should be able to document the experiences, observations and inferences drawn from the field.

Expected benefits from Field Attachment

The field attachment will have three key stakeholders namely: the students, the university and the university partners. The expected benefits for all the three would include:

Students

- ◆ Will gain practical experience of working in institutions of repute
- ◆ Will get an opportunity to work with the potential employers
- ◆ Will have improved appreciation of the profession and learn the work ethics

- ◆ Will have better opportunity to relate to different people likely to be met in the real-life situation.

Host Institutes

- ◆ Will be exposed to the pool of potential employees –reducing the cost and time spent in induction and orientation of new employees.
- ◆ Will get additional human resource for effective and efficient service delivery.
- ◆ As a result of the partnership the scope and potential for research between the two institutes gets enhanced.

NIEPA

- ◆ Will get to understand the demands of the field and the potential of its scholars.
- ◆ Will get an opportunity to access the training facilities and resources in other institutes to further the needs of its scholars.

Roles and Responsibilities of the stakeholders

If the field attachment is to meet its objectives, the various partners have to commit themselves to specific roles and responsibilities.

NIEPA

- ◆ Will create platform and mechanisms for sharing experience of the field attachment programme.
- ◆ Shall identify potential employers and institutes of repute that offer valuable learning experiences to the scholars.
- ◆ Will develop criteria / and or guidelines for field supervisors for field support and assessment.
- ◆ Will orient the scholars on the objectives, the expectations, the rigour of the programme and give the guidelines for report writing.

Host Institutes

- ◆ Shall participate in the supervision and evaluation of the students on field attachment.
- ◆ Shall provide on-site technical guidance to the students on field attachments throughout the period.

- ◆ Will provide feedback to the university on the field attachment programme.
- ◆ Shall provide scholars with a wide range of experiences that go beyond the required skills

Students

- ◆ Shall take field attachment as part of their course work and work proactively for self-development.
- ◆ Must adhere to the code of conduct of the field attachment programme and that of the host organization.
- ◆ Shall provide reports, self-evaluation, programme evaluation, supervisor evaluation and site evaluation.

Strategies for Field Attachment

The field attachment will be organized in six steps namely,

Pre-placement

This will include designing a detailed proposal that establishes clarity on field attachment, its objectives, strategies, roles and responsibilities of all partners and the accrued benefits. It will also include identification of a site of field attachment, a visit to field attachment area or telephonic conversations with partnering institutes and joint planning, briefing academic staff and students on the nature of work and the academic rigour expected. The purpose of the pre-placement is to negotiate relationships, roles and responsibilities and plan the learning experiences. The criteria for selection would be as follows:

Availability of suitable field supervisor

Availability of supportive facilities and on-going activities to provide learning experiences to students

Health, hygiene and safety on the site

Placement

This includes maintaining the duration and time, the posting and keeping the students' records during field attachment. The process of posting will include preparing letters of introduction, guidelines for field attachment report writing, students' evaluation forms, log books and journals.

The students on field attachment will be required to keep notebook or log book where they will enter their daily records of the activities they are engaged in as well as new knowledge. A sample of the logbook is in **annexure I**. The on-site supervisor shall assess the daily records in the logbook. In addition, the scholars shall be assessed and signed by the academic supervisors each time they visit the students. At the end of the field attachment period, the student shall produce a report of their field attachment experiences based on guidelines in **annexure II** and assessment form by field supervisors in **annexure III** and students' evaluation format in **annexure IV**.

Supervision

There will be assessment at two levels viz. on-site level day to day supervision by the field supervisor providing a certification of work done in the host institute and the academic supervision from the university by the Field Attachment Team.

Each field supervisor should be willing to engage in learning experience with the students on field attachment and through interaction with the students assess the scholars' learning experiences regularly. While the academic supervisor based on the interaction with the field supervisor and the reflective report may evaluate the student.

Evaluation

All the scholars are expected to prepare a reflective report/Journal and present in a seminar and share their experiences with peers and faculty members.

Given the duration and intensity of the field attachment program and the rigour of assessment (by field supervisor, academic supervisor, field attachment report and presentation in seminar) In view of the purpose of the field attachment programme as providing practical orientation, the assessment by the field supervisor would carry equal weightage. The weightage to assessment would be distributed as follows:

Certification by field supervisor based on agreed criteria will carry 50% (2 credits)

Field attachment report and presentation to the FAP team will carry 50% (2 credits)

Suggestive format for Report writing

A brief suggestive format is given for report writing. (**Annexure II**) However, the scholars may develop their own innovative approach for report writing and seminar presentation.

- Preliminaries
- Objectives
- Field attachment activities (Description of processes)
- Critical reflections and learning
- Conclusion and Suggestion

Administrative Action Points:

- ◆ The institution may be identified in consultation with the concerned organizations and the research scholar.
- ◆ The members of the FAP and other faculty may visit identified institutions to discuss the objectives and modalities of the programme.
- ◆ The concerned institutions may be identified within Delhi and NCR region. However any institution of repute in any other state, district and local level bodies could be considered for the FAP keeping in view the feasibility, relevance and other financial considerations.
- ◆ The students would bear all the expenditure relating to FAP out of their annual contingency grant. The available annual contingency grant is Rs 10,000/-. This would include travel, report writing, photocopy etc.
- ◆ As part of pre-orientation of FAP, the scholar would also be appraised with reference to discipline, sincerity, punctuality etc to be observed during the field attachment activities in the institution.

References

<http://policies.mak.ac.ug/policy/guidelines-field-attachment>

University of Makerere – Guidelines for Field attachment, retrieved on 25th January, 2015

http://www.strathmore.edu/apo/images/documents/student_guidelines_report_format_ia.pdf

University of Strathmore – Guidelines for Field attachment, retrieved on 25th January, 2015

<http://www.fresnostate.edu/chhs/social-work/documents/field-material/In-Agency-Guidelines.2014.pdf>

California State University, Fresno Department of Social Work Education – Guidelines for requesting proposal for internship in agency of employment, retrieved on 22nd January, 2015

Students' Weekly Log book

Days	Brief description of the work performed	Hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Total		
Name and Signature of Field Supervisor		Date:
Name and Signature of Academic Supervisor		Date:

Suggestive Format for Report

1.0 Preliminary pages

1.1 *Cover page*

The cover page shall have title of the report referring to field attachment and organization where field attachment was done. There shall be names of the student, academic and field supervisors are below; finally the date (month and year) appear at the bottom of page centred.

1.2 *Declaration page* – the student declares that the work is his/hers, compiled from the personal exposure in the stated organization, candidate's names, signature and date.

1.3 *The approval page* – here the academic supervisor should sign to approve the report.

1.4 *Optional pages* include dedication and acknowledgement.

1.5 *Table of contents* is important to show on which page chapters, tables etc are found.

1.6 *Abstract* – a one page summary of the report should be placed before the main body

1.7 *List of figures, tables, abbreviations* used (if any).

2.0 Chapter one: Introduction

2.1 A brief introduction highlighting what the chapter captures

2.2 *Organizational background* - This chapter is about the organization (s) where the student was attached. The student should give the name, vision and mission of the organization, nature and or type of work, location details etc. The student should attempt to position the organization/institution in the relevant industry. The chapter should enable the reader to have a picture of the organization(s) at a glance. Appropriate sub-chapters could be used to make the report flow more credible. This chapter could be a maximum of **2 pages**.

3.0 Chapter two: Activities undertaken during field attachment

The report should indicate the activities and assignments which the scholar was involved in while on field attachment. This chapter does not require giving the activities chronologically. The student describes and gives details only where necessary. The student could also explain

if such assignments were in the same department or in different units of the organization. The report is just a summary of what was done without going into the very particulars. The student shall be required to explain in detail the link between the activities undertaken during field attachment and her/his area of specialization and/or programme of study. This chapter could take a minimum of **8 pages** long.

4.0 Chapter three: Lessons, Experiences and Skills

A skill is a proficiency gained in carrying out particular tasks or techniques learned in the field, like writing or analysing skills. Experiences are the areas of knowledge accumulated in the field while performing any task that lead the student to integrate class knowledge into work practice, like experience in managing data, studying and analysing data and interpreting the information. These are examples; lessons could be related to any area of learning out of exposure, a discovery out of knowledge previously gained. For example lessons in conflict management, lessons on conduct of meetings and decision making, lessons on not keep time or not listening to the boss or making your point assertively without force or working in teams.

The student should be able to report on what he or she discovered in view of courses taught prior to the field attachment. What was learned, what the student got informed of, what were his or her experiences? This chapter will also include enjoyments and disappointments. This chapter will enable the supervisors to get a picture of the outcomes of field attachment. It will also give a picture of the work culture in the partner institute. This chapter should take a minimum of **10 pages**.

5.0 Chapter four: Challenges, Issue analysis and limitations

The student should give the challenges and limitations that were encountered in the attachment. These could be personal, institutional, community, work group related, teamwork challenges, technical, among others. This is not merely a listing of problems, but challenges limiting the learning process from the field attachment. The student may highlight how he/she went about them. This chapter should be covered on **3 pages**.

6.0 Chapter five: Conclusion and Recommendations

The report should capture recommendations. These could be for the organization, (like to improve the systems of operations) could for NUEPA (focusing on management of the field attachment, etc); the recommendations could be general for government or attention of policy makers; they could be for the attention of students, among others. The student should be

realistic and draw the recommendations from the report. This chapter should not exceed **2 pages**. A conclusion to a report is a formal summary of the key issues raised in the report.

7.0 Text Citations and References

The student shall add a list of documents which will provide more information on some content of the report. All text citations and references shall be written following the APA format.

8.0 Appendices

The report may be blended with documents for further information like organizational charts, pictures taken of key sights in the field, maps, sample of weekly log book report, charts, letter or certifications received, etc. These are admissible so long they are well appended and introduced, but should not exceed **5 pages** in total

List of Institutes for Field Attachment – 2016 to 2021

2016

Sr. No.	Name	Organizations Alloted	Contact person/Coordinator
1.	Arokia Mary	PRIA(Participatory Research in Asia)	Wafa Singh Programme Officer wafa.singh@pria.org Participatory Research in Asia (PRIA) 42, Tughlakabad Institutional Area, New Delhi 110062 Tel: (+91-11) 2995 6908, 2996 0931- E-mail: hr@pria.org • Web: www.pria.org
2.	Dalsie Gangmei and Versha	SCERT, Delhi	Dr. Anita satia, Director, State Council of Educational Research and Training Varun marg, Defence colony, New delhi -110024 Phone: 24331356 (O)9910890636 E-mail id: dir12scert@gmail.com
3.	Sero	State Project Office, Manipur	SPD Office, Manipur
4.	Archana Singh	Niti Ayog	Jagdish Singh, Senior Research Officer (HRD) Tel. 23042661, 9968218656 Jagdish.singh72@nic.in
5.	Suhail	Niti Ayog	Jagdish Singh, Senior Research Officer (HRD) Tel. 23042661, 9968218656 Jagdish.singh72@nic.in

6.	Swati and Satya	MHRD	Anamica Singh, Deputy Director, Teacher Education MHRD anamicasingh@gmail.com
7.	Satya	MHRD	Anamica Singh, Deputy Director, Teacher Education MHRD anamicasingh@gmail.com
8.	Rabia and Satish	Indian Institute of Dalit Studies	Prof. Sanghmitra S. Acharya Director D-II/1, Road No-4, Andrews Ganj, New Delhi-110049 Phone: +91-1126252082 Email: director@dalitstudies.org.in
9.	Arpeeta	Centre for civil Society	Parth J shah President Centre for Civil Society A-69 Hauz Khas, New Delhi 110 016 Ph: 011-2653 7456/ 26521882, Fax: 011-2651 2347 E-mail:ccs@ccs.in
10.	Leena	Centre for civil Society	Parth J shah President Centre for Civil Society A-69 Hauz Khas, New Delhi 110 016 Ph: 011-2653 7456/ 26521882, Fax: 011-2651 2347 E-mail:ccs@ccs.in
11.	Phillip	NCERT	Prof. Srivastva Head, Department of Educational Research derppncert@rediffmail.com 011-26563980
12.	Shreya	NCERT	Prof. Srivastva Head, Department of Educational Research derppncert@rediffmail.com 011-26563980
13.	Ravi	Indian Institute of Public Administration, Indraprastha Estate Ring Road, Delhi-110002	Mithun Barua, Deputy Registrar Indraprastha Estate Ring Road, Delhi-110002 Tel: 011-23468305 Mobile: 8800131115 Email:trgiipa@yahoo.co.in
14.	Vartika	Indian Institute of Public Administration, Indraprastha Estate Ring Road, Delhi-110002	Mithun Barua, Deputy Registrar Indraprastha Estate Ring Road, Delhi-110002 Tel: 011-23468305

			Mobile: 8800131115 Email:trgiipa@yahoo.co.in
15.	Vani Kakkar	Tata Institute of Social Science Research, Mumbai	Prof. Archana Mehendale Tata Institute of Social Science Research Email: archana.mehendale@tiss.edu

2017

Sr. NO.	Name	Organizations Alloted	Contact person/Coordinator
1.	Parul Chaudhary	PRIA(Participatory Research in Asia)	Wafa Singh Programme Officer Wafa.singh@pria.org / vp.gupta@pria.org Participatory Research in Asia 42, Tughlakabad Institutional Area, New Delhi 110062 Tel: (+91-11) 2995 6908, 2996 0931-33 • Fax: (+91-11) 2995 5183 E-mail: hr@pria.org • Web: www.pria.org
2.	Sandhya Dubey	Niti Ayog	Jagdish Singh, Senior Research Officer (HRD) Tel. 23042661, 9968218656 Jagdish.singh72@nic.in
3.	Kriti Dagar	Niti Ayog	Jagdish Singh, Senior Research Officer (HRD) Tel. 23042661, 9968218656 Jagdish.singh72@nic.in
4.	Swati Kumari	MHRD	Anamica Singh, Deputy Director, Teacher Education MHRD Anamicasingh@gmail.com
5.	Rahul Meena	MHRD	Anamica Singh, Deputy Director, Teacher Education MHRD Anamicasingh@gmail.com
6.	Bagesh Kumar	Indian Institute of Dalit Studies	Prof. Sanghmitra S. Acharya Director D-II/1, Road No-4, Andrews Ganj, New Delhi-110049 Phone: +91-1126252082 Email: director@dalitstudies.org.in
7.	Shivani Bakshi	NCERT	Prof. H K Senapathi Director, NCERT
8.	Nilanjana Moitra	LEADS	Mr. A K Singh Director

			LEADS 203, Shri Maa Apartment, P N Bose Compound Purulia Road Ranchi- 834001 Jharkhand Email id: leadsindiajh@gmail.com
9.	Monika Huria	National Centre for Good Governance	Dr. Poonam Singh Associate Professor National Centre for Good Governance(An Autonomous Institution of Govt. of India) Block IV, Old JNU Campus New Mehrauli Road, New Delhi-110067

2018

Sr. NO.	Name	Organizations Alloted	Contact person/Coordinator
1.	Harshita	NCTE	Shri Sanjay Awasthi, Member Secretary, NCTE Hans Bhawan, Wing II, 1 Bahadur Shah Zafar Marg, New Delhi – 110 002
2.	Kavya	Centre for Policy Research	Kiran Bhatt Senior Research Fellow Centre for Policy Research, Chanakyapuri E-mail kiran.bhatt@gmail.com New Delhi -110021
3.	Shambhavi	Niti Ayog	Punam Srivastava Joint Advisor (HRD) Niti Ayog Yojana Bhawan-110001 E-mail: p.srivastava56@nic.in Fax: 23096637
4.	Jyoti Arora	UNESCO	Ms. Yano Satoko Chief of Education UNESCO, India Andrew's Ganj, New Delhi Email- s.yano@unesco.org
5.	Jitsun Lamo	Niti Ayog	Punam Srivastava Joint Advisor (HRD) Niti Ayog Yojana Bhawan-110001 E-mail: p.srivastava56@nic.in Fax: 23096637
6.	Mohammad Ilyas	State Institute of Education, Kashmir	Mr Mehboob HUSSAIN Principal, State Institute Education, Kashmir Email- principalsiekashmir@gmail.com

			Mobile: 94691 10085
7.	Isha Verma	CPR, Chanakyapuri	Kiran Bhatt Senior Research Fellow Centre for Policy Research, Chanakyapuri E-mail kiran.bhatty@gmail.com New Delhi -110021
8.	Mrinmayee	Directorate of Education, Karnataka	Dr. Reju M.T, IAS State Project Director,SSA & RMSA New Public Office Annexe Building, Nrupthunga Road, KR Circle Bangalore, Karnataka-500001. E-mail: spdssakarnataka@gmail.com
9.	Riddhi Jain	UNESCO	Ms. Yano Satoko Chief of Education UNESCO, India Andrew's Ganj, New Delhi Email- s.yano@unesco.org
10.	Parul	NCERT	Prof. Ranjana Arora Head, Department of Curriculum Studies NCERT 17-B Aurobindo Marg New Delhi – 110016 E-mail dsncert2016@gmail.com M-09810844845
11.	Naomi Hazarika	Centre for Advocacy and Research	Akhila Sivadas Managing trustee and Executive director Centre for Advocacy and Research H-2b, Kalkaji New Delhi – 110019 M-9810415066 E-mail - akhilasivadas1@gmail.com
12.	Komal	NCTE	Shri Sanjay Awasthi, Member Secretary, NCTE Hans Bhawan, Wing II, 1 Bahadur Shah Zafar Marg, New Delhi – 110 002
13.	Pratiksha	Indian Institute of Public Administration	Dr. T. Chatterjee Director, Indian Institute of Public Administration Indraprastha Estate, Ring Road, New Delhi-110002. Fax.(O) +91-11-23702440, +91-11-23356528 E-mail: contact_us@iipa.org.in
14.	Kunal	SCERT, Jharkhand	Director, Jharkhand Council of Educational Research and Training (JCERT) ELTI, Jharkhand, Ranchi- 834001 Jharkhand Email id: jcert.ran@gmail.com

15.	Isha Sharma	Centre for Women Development Studies	<i>Prof. Indu Agnihotri</i> The Director, Centre for Women Development Studies, 25, Bhai Vir Singh Marg (Gole Market), New Delhi 110001 E-mail: director@cwds.ac.in
16.	Sandeep Singh	Kaivalya Education Foundation	Ms. Monal Jayaram Centre of Excellence Kaivalya Education Foundation Panchsheel Enclave, New Delhi Email- monal.jayaram@gandhifellowship.org
17.	Tsering Lhamo	NCERT	Prof. Ranjana Arora Head, Department of Curriculum Studies NCERT 17-B Aurobindo Marg New Delhi – 110016 E-mail dsncert2016@gmail.com M-09810844845
18.	Amar Pawar	CPHRE	Dr. Nidhi Sabbarwal Asso. Prof. CPHRE NIEPA Email nidhiss.01@gmail.com

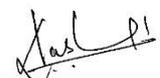
2019

Sr. No.	Name of the student	Organizations allotted	Probable institute
1	Fatima Zehra	17000 Feet Foundation NGO in Education for children in snow desserts	Sujata Sahu Founder and Director 17000 Feet foundation Q-139, South City 1, Haryana - 122003
2	Pragati Pandey	Persons with Disability Office	Dr. T D Dhariyal Chief commissioner Office of the Commissioner of Persons with Disability 25-D Mata Sunderi Road Near Gurunanak Eye Centre New Delhi
3	Wajda Tabassum		MHRD, Telangana State Higher Education board, AICTE, Rajiv Gandhi Foundation
4	Yashmita		Shri Sanjay Awasthi, Member Secretary, NCTE HANS Bhawan, Wing II Bahadurshah Zafar Marg New Delhi - 110002

5	Thiyagarajan. M		Prof. Barathi, Department of Education of Groups with Special Needs, NCERT. (Consented)
6	Priyank Sharma		Seeks exemption on health conditions
7	Preeti Sharma		Shri Sanjay Awasthi, Member Secretary, NCTE HANS Bhawan, Wing II Bahadurshah Zafar Marg New Delhi - 110002
8	Mohd Rouf Bhat		Mr Mehboob HUSSAIN Principal, State Institute Education, Kashmir Email- principalsiekashmir@gmail.com Mobile: 94691 10085
9	Raj Gaurav		Dr. D Chatterjee Director, Indian Institute of Public Administration Fax.(O) +91-11-23702440, +91- 11-23356528 E-mail: directoiipa9@gmail.com
10	Shadab Anis		Shri A N Ramachandran, Joint Commissioner, Academics Jawahar Navodaya Vidhyalayas Sector 62- NOIDA
11	Kumari Pallawi		Prof. H K Senapathi Director, NCERT 17-B Aurobindo Marg New Delhi - 110016
12	Suman Saha		Dr. Prabir Kumar Saha Member Secretary, West Bengal State Council of Higher Education, 147- A Rashbehari Avenue, West Bengal - 700029
13	Arushi Kaushik		Dr. D Chatterjee Director, Indian Institute of Public Administration Fax.(O) +91-11-23702440, +91- 11-23356528 E-mail: directoiipa9@gmail.com
14	Nivedita Sharma		Dr. Preeti Vivek Mishra Department of Education, CIE Delhi University

			Email: preetimishraa@yahoo.com
15	Twinkle Panda		Shri Alok Kumar, Advisor, HRD Niti Ayog Yojana Bhawan-110001
16	Kumari Archana		Prof. Sanghmitra S. Acharya Director D-II/1, Road No-4, Andrews Ganj, New Delhi-110049 Phone: +91-1126252082 Email: director@dalitstudies.org.in
17	Sujata Bahot		PriyaanK Kanoongo Chairperson NCPCR, Ministry of Women and Child Development 5 th Floor, Chanderlok Building 36, Janpath New Delhi - 110001 Email: cp.ncpcr@nic.in
18	Jnyanranjan Sahoo		Shri Alok Kumar, Advisor, HRD Niti Ayog Yojana Bhawan-110001
19	Sonu Priya		Prof. H K Senapathi Director, NCERT 17-B Aurobindo Marg New Delhi - 110016

For Batches 2020 and 2021 as per the UGC guidelines for pandemic, instead of field attachment students were expected to write review papers which were evaluated by committee of experts


Dr. Kashyapi Awasthi

Dr. Kashyapi Awasthi

Coordinator, Field Attachment