



# राष्ट्रीय शैक्षिक योजना एवं प्रशासन विश्वविद्यालय

## NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION



# NUEPA

## AT A GLANCE



## **Vision**

Evolving a humane learning society through  
advancement of knowledge

## **Mission**

To become a centre of excellence in educational policy,  
planning and management by promoting advanced level  
teaching, research and capacity building in national and  
global contexts

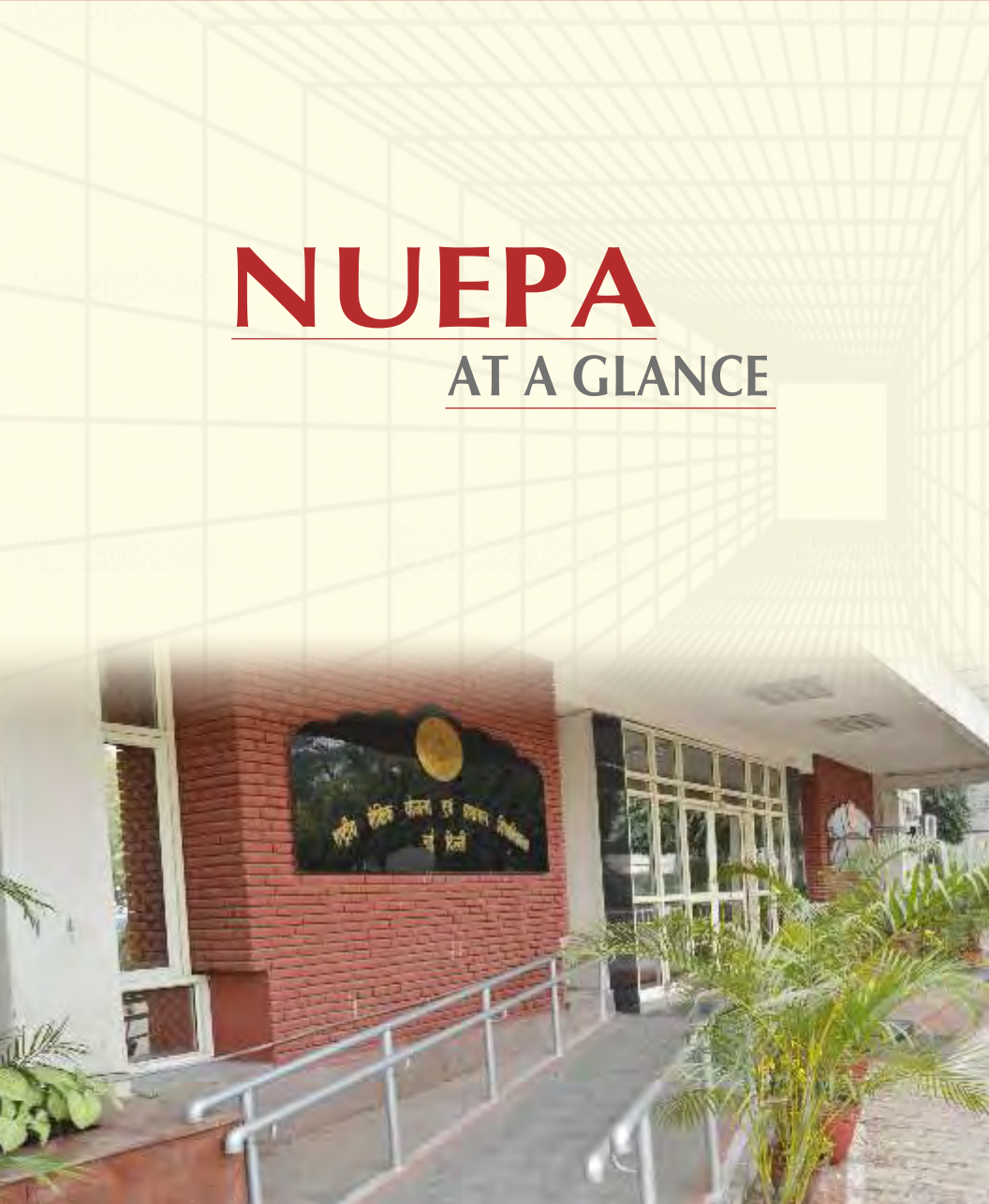




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# NUEPA

## AT A GLANCE



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## About the University . . .

### Genesis

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

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

In recognition of the pioneering work done by the organization in the field of educational policy, planning and administration, the Ministry of Human Resource Development, Government of India has empowered it to award degrees by conferring on it the status of 'Deemed to be University' in August 2006 under

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

**1979 National Institute of Educational Planning and Administration (NIEPA)**

**1973 National Staff College**

**1965 Asian Institute of Educational Planning and Administration (AIEPA)**

**1962 Unesco Regional Centre**

Section-3 of the UGC Act, 1956. Like any Central University in India, NUEPA is fully maintained by the Government of India. The National University is a premier organization dealing with research, teaching, capacity building and supporting professionals in policy, planning and management of education not only in India but also in South Asia.

## Objectives

- To undertake, aid, promote and coordinate research in diverse aspects of educational planning and administration and allied disciplines, including comparative studies in planning techniques and administrative procedures in the different States/UTs of India and overseas;
- To organize pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines;
- To organize orientation and training programmes and refresher courses for teacher-educators and for University and College Administrators, engaged in educational planning and administration;
- To organize conferences, workshops, meetings, seminars and briefing sessions for educational personnel of the Central and State or Sub-national Governments and Union Territories;
- To organize orientation programmes, seminars and discussion groups for persons, including legislators, in the field of educational planning and administration at the policy-making level in Central and State Governments;
- To provide academic and professional support to central and state governments and other agencies, institutions and personnel engaged in educational policy, planning and administration;
- To provide, on request, consultancy services to Governments, including State Governments, educational institutions and institutions/organizations in India & abroad;
- To offer consultancy work/services to other organizations/individuals;
- To offer M. Phil, Ph. D. and Post-Doctoral Programmes and award degrees in educational policy, planning and administration;
- To collaborate with other agencies, institutions and organizations, including the University Grants Commission, the Universities, Institutes of Management and Administration and other allied institutions in India and abroad, in such way as may be considered necessary for the promotion of these objectives;
- To offer fellowships, scholarships and academic awards in furtherance of the objects of the National University;

- To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration;
- To prepare and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal on Educational Planning and Administration;
- To act as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes;
- To undertake extra mural studies, extension programmes and field outreach activities to contribute to the development of society;
- To disseminate and advance knowledge by providing instructional, research and extension facilities in such branches of learning as it may deem fit and provide to students and teachers the necessary facilities and atmosphere for promotion of innovations in education, leading to restructuring of courses, new methods of teaching and learning, and integral development of personality, studies in various disciplines, inter-disciplinary studies, and National integration & International understanding;
- To conduct the above-mentioned programmes and courses in its off - Campuses, and off-shore campuses; and
- To do or perform all such other acts, functions and things as may be deemed necessary, desirable or incidental by the National University in furtherance of its above objectives.

## **Roles and Functions**

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

- Providing leadership in reforming educational policy, planning and management at all tiers of the education system and structures;
- Shaping the research agenda and undertaking, aiding, promoting and coordinating research in various aspects of educational policy, planning and administration;
- Developing specialized human resources in the areas of educational policy, planning and administration through its inter-disciplinary interventions, especially advanced level teaching and research;
- Assessing and analyzing emerging trends in educational

development and identifying emerging challenges in educational planning and management to facilitate formulation of appropriate policy options and state-specific programmatic interventions;

- Providing technical support to Central and State Governments in educational policy and planning;
- Organizing professional development programmes in educational planning and administration for education professionals of the country;
- Developing expertise among young scholars through programmes of M. Phil. and Ph. D., as well as other capacity building activities;
- Conducting research in all aspects of school and higher education;
- Extending advisory services to national and international organizations;
- Functioning as a clearing house for dissemination of knowledge and information; and
- Providing a forum for exchange of ideas and experiences among policy makers, planners, administrators and academics.

## **Structure**

NUEPA is organized into Academic Departments, Research Centres, Academic Support Departments and Units with Vice-Chancellor as the chief executive. NUEPA Governing Council is headed by the Hon'ble Minister for Human Resource Development. It has a Board of Management, Academic Council, Finance Committee and Board of Studies comprising eminent educationists to guide its programmes and activities.

## **Research**

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

## **Teaching and Training**

NUEPA is a learning organization striving to achieve excellence in teaching and learning imparted through its professional development programmes. As part of its professional development activities, NUEPA



conducts annually more than 100 capacity-building programmes, including long and short-term training programmes, seminars, conferences and meetings of senior national and international education policy makers, planners and administrators. On an average, each year, more than 2000 senior planners and administrators participate in these programmes.

### **M. Phil., Ph. D. and Post-Doctoral Programmes**

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

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

### **International Diploma and Other Programmes**

#### **International Diploma in Educational Planning and Administration (IDEPA)**

The University has also been conducting programmes leading to the award of International Diploma in Educational Planning and Administration (IDEPA) for the last 32 years. About 842 participants from more than 92 countries in Africa, Eastern Europe, Central Asia, West Asia, South and South-East Asia, Latin America and Pacific regions have participated in these diploma programmes.

#### **International Programme for Educational Administrators (IPEA)**

NUEPA has launched a short-term programme for the educational planners and administrators which has been conceptualised keeping in view their work load and constraints to participate in a long term programme. This four week short-duration programme will enable the educational officials to keep abreast of recent developments in the field of educational planning and management taking place in the world of education as well as share information and experiences with other participating countries and explore possibilities for adapting innovations and changes which have been implemented and are successful.

## National Diploma Programmes

### PG Diploma in Educational Planning and Administration (PGDEPA)

This programme is conducted in six phases and consists of curricular work, and guided project work. The second phase involves three months' curricular work followed by the four phases, wherein each participant conducts project work under the guidance of one of the faculty members of NUEPA at the place of his or her posting and proceeds for Advanced Diploma work. On successful completion of six phases PG Diploma in Educational Planning and Administration is awarded.

### PG Diploma in School Leadership Management (PGDSLM)

This programme is conducted in three phases: the first phase involves one month preparatory work followed by the curricular work and in the third phase each participant is expected to pursue a transformative agenda for their own school under the mentorship of one of the faculty members at NUEPA.

In addition, a large number of short term capacity development programmes are organised for educational personnel in public sector at all levels – central government to block education levels, and school principals to university authorities.



# NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION

**NUEPA COUNCIL**  
(Headed by Hon'ble Union Minister for HRD)

**Chancellor**

**Board of Management**

**Vice-Chancellor**



# Academic Departments ...

## Department of Educational Planning

The Department of Educational Planning is one of the major academic department of NUEPA. With the shift of emphasis from centralised to decentralised planning, the main effort of the Department is on the integration of inputs, processes and products of planning at institutional, district, state and national levels. With the liberalization of the economy, the focus has also shifted to strategic rather than comprehensive planning in the conventional sense. In recent years, with the increasing emphasis on education as a means of reducing poverty and promoting sustainable development, the

Department considers the expanded scope of educational planning not only to cover the institutionalisation of strategic planning at the macro level but also promoting decentralisation and use of local level planning techniques such as school mapping, micro planning and school improvement planning for improving quality of investment in education. The Department conducts training

programmes and undertakes research in these areas, and also provides consultancy to various national and international bodies.

### Research and Capacity Building: Focus Areas

Currently, the medium-term focus areas of the Department include promoting



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

- Research in key areas related to education and development, with focus on action research on formulation of decentralised educational development plans;

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

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



## Department of Educational Administration



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

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

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

### Thematic Focus of Research and Capacity-Building

- Administration and management of education system from national to institutional levels;
- Federalism and multi-level governance;
- Administration and management of equity in education with special focus on the disadvantaged groups;
- Organizational behavior and Human Resource Management;
- Monitoring, supervision and accountability at different levels;
- Issues related to teacher



and quality management, public examination system; and institutional level planning and management.

### Capacity-Building Programmes

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

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



### Research

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

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



## Department of Educational Finance

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

### Focus

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

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

### Capacity-building

Major training programmes that the Department organises cover areas such as:

- Planning and Management of Finances in School Education;
- Planning and Management of





- Finances in Higher Education;
- Planning and Management of University Finances.
- Costs of education, reforms in budgeting in education, utilization of resources, etc.

### Participants

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

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

### Research

Most of the important research studies conducted and publications brought out by faculty members of the Department are related to themes such as public (government), household and

private financing of education, external funding, privatisation, internationalisation of education, Centre-State relations in financing, estimation of resource requirements, structural adjustment programmes, funding methods in the DPEP, SSA etc., and changes in education policies etc.

### Teaching & Supervision

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



programmes.

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

### Consultancy & Advisory Service

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

## Department of Educational Policy



training of educational administrators and planners in the long-term, training programme of the University, both at national and international levels. It also organizes short-term courses to stimulate discussions and also prepare information based on issues related to the preparation of five-year Plan. The major research focus of the department has been on evaluation of centrally sponsored schemes and research leading to understanding of policy and practice.

The Department of Educational Policy is committed to the study of educational policy and to keep abreast of the directions in which the education system has progressed on various issues related to policies. It also aims at developing a core understanding of policy making in the Indian context. The department stimulates discussions on policy issues to generate knowledge base for use by policy makers, practitioners and other stakeholders in the educational arena.

The main activities of the Department are training, research and dissemination. The department engages with the

### Mission

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

### Vision and Thrust

- To explore broad principles of policy-making;
- To provide feedback to the



Government on the implementation of policies;

- To provide opportunities for policy debates and discussions;



- To consolidate and update on policy modeling initiatives at National and State levels.

### Core Functions

The Department conducts training programmes on policy issues for the capacity-building of educational

planners and administrators serving at the State, District and sub-District levels. The Departmental focus on multi-level governance of policy, with focus on grassroots participatory structures, can be seen through the ongoing researches on decentralized management of education and role of community in school education.

The Department undertakes teaching of M.Phil and Ph.D. students in the core course on policy and planning. In these courses, theoretical frameworks of policy-making across sectors are discussed.



The department also responds to State Governments with respect to: (a) institution building and (b) capacity enhancement.



## Department of School and Non-formal Education

The Department of School and Non-formal Education focuses on critical issues relating to school education, non-formal and adult literacy within the broad rights-based and inclusive framework. The department undertakes research studies in diverse areas to provide an empirical base in order to



contribute meaningful inputs for developing and improving school education in India. The department is also engaged in capacity development programmes for National, State and District-level officials to enhance the knowledge, competencies and skills to achieve quality school education for all. In order to establish synergic linkages, the department collaborates with national and international organizations to draw upon experience and expertise in the area of school education. Besides, it plays an advisory role and extends support to the State and Central government in formulation

and implementation of plans and policies.

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

### Major focal areas of the Department:

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

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

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

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

### **(iii) Universalization of School Education**

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

### **(iv) Teacher Management and Development**

The department is engaged with:

- national level discourse and research studies on varied aspects of teacher management issues both at elementary and secondary levels;

- a national study of District Institutes of Education and Training;
- contributing in the policy formulation and planning of teacher education and development.

### **(v) School Leadership**

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

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

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

### **(vii) Adult Education and Literacy**

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



## Department of Higher and Professional Education



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

to the world conference on higher education and Planning Commission and World Bank sponsored seminar on performance funding in Indian higher education. Among the annual features of the Department are regular training program for the principals of colleges of different categories. The Department has been providing academic support to the Universities and colleges in seminars on various dimensions of access, quality and academic reforms. It is actively engaged in the coursework of M. Phil. and Ph. D. programmes and has been supervising research scholars.

### Future Plan of Action

Future plan of the department is to initiate:

- a large scale project on state level higher education governance in India. Towards this end, a pilot project on 'Governance of Higher Education in Bihar' has been undertaken;
- initiate a diploma/degree programme on "Higher Education



Governance and Leadership" through an innovative curricular design, so as to initiate leadership and good governance among educational practitioners.

### Research

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

### Training

The department has been engaged in:

- training professionals engaged in the higher education sector, such as; the Registrars of universities, Principals of colleges, Directors of Academic Staff Colleges; organising workshops of Vice Chancellors and experts on policy-related issues; seminars and workshops in fields such as National Qualification Framework, Development of Collegiate Education, Role of



Teachers Organization, Leadership Development Programme for Women in Higher Education Institutions, India - UK Education Leadership Development Programme (UKIERI), etc. The Department has organised Sub-regional Conference of South, South-West and Central Asia on Higher Education leading to the World Conference on Higher Education.

### International Collaboration

The department has completed two research projects with international collaboration.

1. Quality Assurance of Transnational Education: The Experience of Australia and India.
2. The Future of Higher Education Learning and Teaching : Indian and Australian Cross-cultural Collaboration

### Teaching and Supervision

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

## Department of Educational Management Information System (EMIS)



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

### District Information System for Education (DISE)

The origin of DISE can be traced back to the District Primary Education Project (DPEP) implemented in the

early 1990s. Initially, with support from the MHRD and the UNICEF, the Department initiated DISE for effective management of primary education, besides monitoring the progress towards DPEP goals. With the implementation of the Sarva Shiksha Abhiyan (SSA), the scope of DISE was expanded to cover the entire elementary education stage in the country in 2002.

### Unified District Information System for Education (U-DISE)

The U-DISE, covering the entire school education sector (i.e. pre-school to grade XII), is the single largest school based EMIS in the country currently being managed by the Department. As a developmental project, it was created by merging DISE and the Secondary Management Information System (SEMIS) in 2012/13 for promoting evidence based management of school education by producing, managing and disseminating educational statistics ([www.udise.in](http://www.udise.in)). It has been serving as an important database for planning and







managing country-wide school education development programmes like SSA, RMSA, etc., besides enforcing the RTE Act 2009, both at Central and State/UT levels. It is the major source for reporting official statistics on school education. It collects data from around 1.5 million schools in the country.

### **Student Database Management Information System (SDMIS)**

In 2016/17, MHRD decided to upgrade the U-DISE by introducing the SDMIS (<http://student.udise.in>) in sync with U-DISE. The SDMIS, a longitudinal database, tracks the schooling status of around 260 million students through the school education stage and envisages to provide critical evidences for policy and programme planning.

### **Training Programmes/ Seminars/ Workshops**

Some of the recent training

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

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

### **Research**

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

### **Policy Advice**

The Department renders policy advice to Central and State governments.

### **Publications**

Based on U-DISE Data, a set of 14 publications are being brought out annually by the department each year which are available at [www.udise.in](http://www.udise.in)

**For further details, please visit:**

<http://schoolreportcards.in>; <http://udise.in>; <http://student.udise.in>



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

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

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

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

Administration (IDEPA) and International Programme for Educational Administrators (IPEA).

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

### Creating Linkages

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



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

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

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

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

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

### **Training on Request**

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

### **Research**

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



# Academic Centres ...

## National Centre for School Leadership (NCSL)

The National Centre for School Leadership is established with a prime purpose of transforming ordinary



schools to centers of excellence and eventually bringing improvement in the entire school system through leadership development.

### Vision

Develop New Generation leaders to transform schools so that every child learns and every school excels

### Mission

Enhance leadership capability at school level for institution building to deliver quality education

### Approach to School Leadership Development

The National Centre for School Leadership has conceptualized school leadership development through operational activities along the four components, namely:

### Curriculum and Material Development

Curriculum and Material development provides the foundation for capacity building of State Leadership Development Teams and the School Leaders. The National Programme Design and Curriculum Framework for School Leadership is a comprehensive and flexible document that reflects the evolving role of school heads, the context of the schools and the challenges of the 21st century. The curriculum framework is built around seven key areas dealing with the concepts and practices in school leadership.



In addition to the Curriculum Framework, the Centre has also developed a Handbook on School Leadership Development, outlining the 16 day capacity building programme for school heads. This Handbook has been translated and contextualized in various regional languages.



### Capacity Building

The capacity-building component primarily focuses on leadership development of School Leaders. NCSL offers the following range of capacity building programmes, with short-term and long-term engagements with school heads.

1. 16 days face-to-face Capacity Building Programme in School Leadership Development for school heads
2. One Month Certificate Course in School Leadership and Management for secondary school principals
3. One year Post Graduate Diploma in School Leadership and Management for current and prospective school heads in the Delhi and NCR region.

4. Three months Online Programme in School Leadership Development for school heads.

### Networking and Institutional Building

NCSL conceptualizes long-term engagement with States through a network of institutions, professionals and individual experts within each State to ensure quality education for every child across all States of the country.

### Research and Development

The need for research and development is both to deepen understanding and generate new knowledge in the area of school leadership to inform the development of curriculum and other interventions for school-based transformation.



# Centre for Policy Research in Higher Education

## Introduction

The Centre for Policy Research in Higher Education (CPRHE) ([www.cprhe.nuepa.org](http://www.cprhe.nuepa.org)) was established, during the Twelfth Plan, as an autonomous specialised academic centre in the National University of Educational Planning and Administration (NUEPA) to promote research and empirical analyses; and to support policy and planning in higher education in India. The CPRHE aims to serve as a knowledge warehouse, a cutting-edge centre of research and analysis in the area of higher education; and as a think-tank on higher education engaged in promoting scholarly policy discourse on different aspects of higher education development and management in India. The overarching mission of the CPRHE 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 the 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.

## Research

Empirical research is the foremost core activity of CPRHE undertaken by the CPRHE faculty. The CPRHE research projects are large scale and national level research projects launched in the following areas: a) Diversity and Discrimination in Higher Education; b) Governance and Management of Higher Education in India.; c) Teaching and Learning in Indian Higher Education; d) Financing of Public Higher Education Institutions; e) Quality of Higher Education in India ; and f) Employment and Employability of Higher Education Graduates in India. Publications

India Higher Education Report: CPRHE/NUEPA has initiated an annual publication on Indian higher education titled as 'India Higher Education Report' (IHER). The IHER focuses on the current issues and challenges facing the higher education sector in India.

CPRHE Research Paper Series: The Centre is bringing out a regular publication series titled 'CPRHE Research



Papers'. The Centre has already published six papers under the series.

**Research Reports and Policy Briefs:** Based on the research studies completed by the

Centre, the CPRHE plans to bring out research reports. The CPRHE also plans to prepare policy briefs on selected themes. The primary target group of these policy briefs will be policy makers and policy actors at the state and national levels.

### **Seminars and Meetings**

An International seminar every year: Every year, the Centre organises one international seminar on a specific theme related to higher education with an objective to bring together researchers and experts working globally on the identified theme. The CPRHE brings out a thematic report on each seminar and also has plans for a substantive volume based on the selected papers presented in the seminar.

**National Seminars:**The Centre also organises national seminars at the end of each empirical research project with an objective to disseminate the research findings and generate discussion amongst the community of researchers working on similar theme at all India level.

**Research Workshops and Meetings:** Each empirical research project at CPRHE organises three research expert



committee meetings, at least one research instrument development workshop, three research methodology meetings. Besides, the Centre has also organised consultative meetings with the state higher education councils, research dissemination workshops for research on higher education conducted in other institutions.

### **Policy Dialogues**

The Centre plans to organize a series of consultation meetings with policy makers on several themes. These consultation meetings will be based on the policy briefs prepared by the Centre.

### **Policy Support**

The Centre also undertakes research and evaluation studies at the request of the MHRD, UGC and other policy makers and regulators of higher education.

### **Visiting Fellows Programme**

The Centre has provision for inviting Visiting fellows to stay with the Centre for fixed terms. The intention is to attract and host renowned professors from India and abroad.

## Units ...

### School Standards and Evaluation Unit

NUEPA has set up a unit on School Standards and Evaluation under the aegis of Ministry of Human Resource Development, Govt. of India. Acknowledging school as the focus of improvement, the major objective for creating school standards and



evaluation is to establish and refer to an agreed set of standards and processes which all schools must strive to achieve. It will provide clear pathways for each school for self and external evaluation towards school improvement with accountability. The evidence-based system for school improvement, based on school standards and evaluation, as a new area of endeavor, would place school development on a progressive path.

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

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

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





## National Fellows of the University

NUEPA is a premier institute of higher learning dealing with capacity building and research in planning and management of education not only in India but also in South Asia. It performs the role of capacity building both at national & international levels. Besides, it has programmes like M. Phil., Ph. D. and Post-Doctoral in Educational Planning and Administration. Currently, the University has identified a number of research areas related to education in general and planning and administration in particular. Some of the broad areas are like Educational Planning; Educational Management; Educational Finance; Educational Policy; School Education; Technical Education; Comparative Education; Gender Issues in Education; Equity and Inclusion in Education; Educational Management Information System;

Literacy and Non-Formal Education; Higher Education; Teacher Education; Education and Globalization; Education of the Minorities; etc.

Besides, the University continues to engage itself in research and policy analysis of major national educational development concerns. In view of the expanding activities of the University and its inter-disciplinary approach to research and capacity building, the University associates itself with the eminent scholars as National Fellows engaged in research or teaching or administration for advancing the base of its teaching and research programmes. Currently, the University has a provision of four such positions. The duration of the Fellowship may range from two to three years depending upon the nature of assignment at NUEPA.

So far the following served as the National Fellows of the University:

1. Prof. S. P. Malhotra
2. Prof. C. P. S. Chauhan
3. Prof. Sudha Gopalakrishnan
4. Prof. A. Mathew
5. Prof. Dipankar Gupta
6. Ms. Vimala Ramachandran
7. Prof. Ratna Mangala Sudarshan

# Academic Chair ...

## Maulana Abul Kalam Azad Chair



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

The Maulana Abul Kalam Azad Chair was instituted by the MHRD to commemorate the contributions of Maulana Azad, who was the first Minister of Education, Science and Culture of independent India. The main research thrust of the chair is to look into development of education, science and culture in a historical perspective while exploring the contributions of Maulana Azad during the definitive decade of the 1950s. Under the

auspices of the Chair, an annual lecture, on National Education Day titled the Maulana Azad Memorial Lecture, has also been instituted since 2010, and the Lectures were delivered by:

1. Prof. K. N. Pannikar
2. Prof. Mushirul Hasan
3. Prof. Amiya K. Bagchi
4. Prof. Peter Ronald
5. Prof. Zoya Hasan
6. Dr. Kapila Vatsyayan
7. Prof. Aparna Basu

Prof. Irfan S. Habib served as the first chair from 9<sup>th</sup> March, 2009 to 8<sup>th</sup> March, 2016.



# Research ...

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

### Introduction

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

### Faculty

The Faculty at NUEPA is highly qualified and has rich national and international experience. The

faculty is supported by competent administrative and academic support staff.

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

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

The broad areas of research covered by the scholars include, Education and Globalization, Educational Policy, Educational Planning, Educational Administration, Educational Finance, Educational Management Information System, School Education, Higher Education, Equity and Inclusion in Education, Gender Issues in Education, Education of the Minorities, Comparative Education.



# Diploma Programmes ...

## International Diploma Programme in Educational Planning and Administration

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

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

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

NUEPA has successfully completed as many as 32 such IDEPA Programmes, one in each successive year. Over the years, participation in terms of number of countries and participants has increased considerably. Until now, a total of 842 delegates from 92 countries of Africa, Eastern Europe, Central Asia, West Asia, South and South-East Asia, Latin America and Pacific regions have participated in the IDEPA programme.



## International Programme for Educational Administrators (IPEA)

NUEPA is glad to announce the launch of a Short-term four week for the educational planners and administrators' capacity building programme from Asia or Africa. This short-term four week programme has been conceptualised keeping in view work load of most of the educational functionaries and their constraints to participate in a long term programme as the absence from work place for a longer duration is not possible. It has also been a long pending request from many of the countries across the world as well as educational administrators to provide a short-term programme in educational planning and administration for the benefit of their educational functionaries in order to build their capacities. Thus to facilitate the governments of the countries in deputing their educational officials (particularly the administrators and education officers ) for a short duration programme without affecting the

functioning of their offices while fulfilling their demands of capacity building this four week short-duration programme in Capacity Building for the Educational Planners and Administrators.

The programme will enable the educational officials to keep abreast recent developments in the field of educational planning and management taking place in the world of education as well as share information and experiences with other participating countries and explore possibilities for adapting innovations and changes which have been implemented and are successful. We hope to provide an intellectually stimulating and rewarding experience during the four week stay in India.

The first programme was attended by 20 educational administrators from around 13 countries of the world.



## PG Diploma Programme in Educational Planning and Administration

National University is 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.

The PGDEPA programme envisages transforming the present DEPA into an



intensive long duration 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;
- (iii) developing skills and abilities of participants to formulate plans, design programmes and manage implementation of the

programmes; and

- (iv) developing participants' capacities in monitoring and evaluation of educational programmes and projects.

The PGDEPA has been envisaged as a 12-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 NUEPA, 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 NUEPA. The PGDEPA involves varying modalities of course transaction for different phases:

- Phase 1: Preparatory Course Work (at work place)
- Phase 2: Face to Face Course Work (at NUEPA)
- Phase 3: Project Work (at work place)
- Phase 4: Assessment of the Project Work and award of Interim Certificate (at NUEPA)
- Phase 5: Advanced Course Work (at work place)
- Phase 6: Final Evaluation and Award of PGDEPA (at NUEPA)

The programme was attended by around 85 participants so far.

The tasks related to the Diploma Programme were coordinated by the Department of Training and Capacity Building in Education.

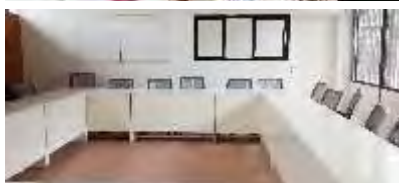
## NUEPA: ANTRIEP Focal Point

The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP), currently brings together 21 national institutions from 13 Asian nations on a networking platform. ANTRIEP aims at promoting synergy between the institutions so as to reinforce their capacities to respond to the growing and increasingly diversified needs for skill development in educational planning and management in the region. The major objective of the network is to create a forum for exchange of research and field experience pertaining to the problems and issues in educational planning and management.

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



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



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

The IAIEPA would be a pan-African Institute, developed as a centre of continental importance and excellence, engaged in advanced training and research in educational planning and management aimed at preparing

education sector professionals in AU member States for responding to the challenges of educational development in their own countries.

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

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

- (a) *Training of educational planners and administrators* to bridge the gap



in trained human resources in the areas of educational policy, planning, administration and financing in AU Member States. The training programmes/activities will include: (i) training programmes on educational planning and management leading to a post-graduate diploma, (ii) short-duration intensive training courses at the regional/national levels covering a wide range of educational policy, planning and management-related issues in AU Member States, (iii) in-country training programmes which are demand-driven and tailor-made to meet specific needs of individual AU Member States, and (iv) open learning and distance education programmes in order to expand the reservoir of qualified personnel in the area of educational policy, planning, administration and financing in AU Member States.

- (b) *Technical assistance to ministries and other national institutions to help them improve their educational planning and management capability and meet*



their specific capacity-building and research needs relating to educational policy, planning, administration and financing.

- (c) *Collaborative and independent research and case studies on the situation/needs of AU Member States to expand and enrich the knowledge in the areas of educational policy, planning, administration and financing to support capacity development*

programmes and in implementation of appropriate policies/programmes required to ensure access to quality education for all at different levels of education;

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

The academic programmes/activities of the IAIEPA will be organised in two phases. The first phase of the academic programmes/activities scheduled to commence during the first half of 2017 will include short-term training programmes, in-country intensive training activities as per the requests of the AU member States, technical assistance to ministries/institutions in AU member States, independent and collaborative research projects that could be completed within one/two years, documentation and dissemination activities, and policy dialogue among AU Member States and other stakeholders. During the second phase, in addition to the expansion of programmes/activities organized during the first phase, the Institute will organize advanced and long-duration training programmes.

# Special Activities...



## Special Convocation

A Special Convocation was organized and held by NUEPA on 11 November, 2009 at Vigyan Bhawan where Mr. Koichiro Matsuura, Director General, UNESCO, Paris was conferred *Honoris Causa* Degree by Hon'ble Minister of HRD, Shri Kapil Sibal.



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



## Eminent Scholar Lecture Series

The University has started an Eminent Scholar Lecture Series wherein it invites senior scholars from different fields to give lectures on contemporary issues. The following Lectures were delivered under this series:

- |   |                       |
|---|-----------------------|
| 1. Science and Higher Education in the Future of India                          | – Prof. C. N. R. Rao  |
| 2. Policies and Tensions in the Financing of Education                          | – Prof. Mark Bray     |
| 3. The Changing Environment of Higher Education and Some India-Centric Concerns | – Prof. M. S. Ananth  |
| 4. Our Expectations from School and How May We Meet Them                        | – Dr. P. M. Bhargava  |
| 5. Philosophy of Education as a Knowledge Field                                 | – Prof. C. Seshadri   |
| 6. The Changing Phase of Higher Education in Brazil, Russia, India and China    | – Prof. Martin Carnoy |
| 7. Culture at the Crossroads of Globalisation                                   | – Prof. Habib Tanvir  |

## NUEPA Foundation Day Lectures

The University celebrates its Foundation Day on 11<sup>th</sup> August every year. In this connection various lectures were delivered by the eminent scholars on various topics related to education.

Recently, on the 10th Foundation Day of the University on 11 August 2016, Professor T.N. Madan has delivered a lecture on – **Am I an Educated Person? Reflections on “Becoming” and “Being”**.

- 1. Alternative Perspectives on Higher Education in the Context of Globalization**  
Prabhat Patnaik (2007)
- 2. Designing Architecture for a Learning Revolution Based on a Life Cycle Approach**  
M. S. Swaminathan (2008)
- 3. Universities in the Twenty-First Century**  
Andre Beteille (2009)
- 4. Education, Autonomy and Accountability**  
Mrinal Miri (2010)
- 5. Twenty Years After: The Countryside and Two Decades of 'Reforms'**  
P. Sainath (2011)
- 6. Children's Right to Education in Areas of Civil Unrest**  
Shantha Sinha (2012)
- 7. Education and Modernity in Rural India**  
Krishna Kumar (2013)
- 8. Imagining Knowledge: Dreaming Democracy**  
Shiv Visvanathan (2014)
- 9. Education as an Instrument of Social Transformation: The Role of Mother Tongue**  
T.K. Oommen (2015)
- 10. Am I an Educated Person ? Reflections on “ Becoming” and “Being”**  
T.N. Madan (2016)



## International Yoga Day Lecture

The University has started celebrating International Yoga Day, annually, on 21 June since its inception in 2015. An international day for yoga was declared by the United Nations General Assembly (UNGA) on 11 December 2014 unanimously.

This year, in June 2016, a Lecture on “Yoga and Stress Free Healthy Living” was delivered by Professor Ishwarchand Bhardwaj at the University Campus.

## National Youth Day (Yuva Diwas or Swami Vivekananda Birthday)

The University has started celebrating National Youth Day, annually, on 12 January. National Youth Day (Yuva Diwas or Swami Vivekananda Birthday) is celebrated with the great joy and enthusiasm in India every year on 12th of January. It is celebrated to commemorate the birthday of Swami Vivekananda, maker of the modern India. It was first declared by the Government of India in the year 1984 to celebrate the birthday of Swami Vivekananda as the National Youth Day.

This year, in January 12, 2017, a Discussion Meet "Educational Ideas of Swami Vivekananda in Policy Perspective" was organised at NUEPA to commemorate 154 birth anniversary of Swami Vivekananda. In this Meet around 40 students and faculty members from different academic institutions participated.

## National Award for Innovations in Educational Administration

NUEPA has instituted National Award for Innovation in Educational Administration for District and Block Level Education Officers (DEOs and BEOs). Every year selected District and Block Level Education Officers are given National Award for their innovative initiatives in various areas of educational administration. The National Presentation Function is organised coinciding with a three

days National Conference on Innovation in Educational Administration. Selected officers along with other nominated DEOs and BEOs are invited to participate in the Conference and National Award Presentation Function.



This year the National Award Presentation Function coinciding with a three days National Conference on Innovation in Educational Administration is scheduled to be held on March 5-7, 2017.

## Project Management Unit

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

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

## Grants-In-Aid Committee

The implementation of the various parameters of the National Policy on Education (NPE), including its further elaboration in the Programme of Action (POA), requires wide dissemination of its objective as also a close association with agencies 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.

The MHRD has given additional responsibility to NUEPA to promote

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

The Grants-In-Aid (GIA) Committee decides to develop a database of all the proposals received at GIA to maintain a record and keep track of proposals, and accordingly the database is developed and produced in the meetings of Grants-In-Aid Committee.

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

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

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

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

The Documentation Centre of NUEPA has about 18,500 volumes comprising a unique collection of Official Reports, Central and State Government publications, Educational surveys, Five-year plans, Census reports, etc. The Documentation Centre also has very important International Reports & surveys on Education which are much needed in educational researches and policy making.

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

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

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

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

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

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

### **Hostel**

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



## Location . . . prominently connected

Situated in New Delhi, India's Capital and bustling megapolis, NUEPA encompasses a 4.27 acre campus off Sri Aurobindo Marg in the south-west part of the city. Flanked by institutional landmarks like NCERT and IIT Delhi, the University is comfortably accessible from Indira Gandhi International Airport (10 km), New Delhi railway station (14km), Old Delhi Railway Station (20 km) and Inter State Bus Terminal (22 km). As a bonus, NUEPA enjoys good connectivity with all parts of the Capital through an efficient metro service, with the Hauz Khas metro station within easy proximity to the campus.





## Chancellor

**Prof. N. R. Madhava Menon**

Ph. D. (Law)

e-mail: profmenon.milat@gmail.com Phone: 0471-2341762

## Vice-Chancellor (I/c)

**Prof. Jandhyala B. G. Tilak**

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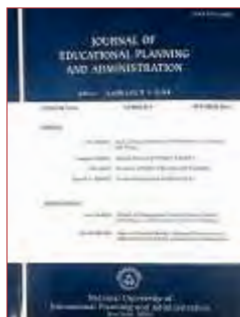
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# NUEPA JOURNALS



## Journal of Educational Planning and Administration

The JOURNAL OF EDUCATIONAL PLANNING AND ADMINISTRATION is a specialized multidisciplinary journal in the area of educational planning, administration and development, published by the NUEPA since 1987, after long years of its existence in the name of EPA bulletin. The JOURNAL, published quarterly – January, April, July and October, since 1990. The JOURNAL is a peer reviewed journal, and is a professional forum to which both social scientists, including sociologists, economists, political scientists, public administrators, anthropologists, educationists, psychologists, etc., and practitioners in educational policy and planning around the world are invited to share their research in the area of educational policy, planning, administration and development. The subject areas covered include a variety of socio-economic, political, and managerial dimensions of educational planning and development in developing as well as developed countries. It covers international, national and subnational issues relating to educational policy, planning and development analysed from disciplinary as well as interdisciplinary perspectives.

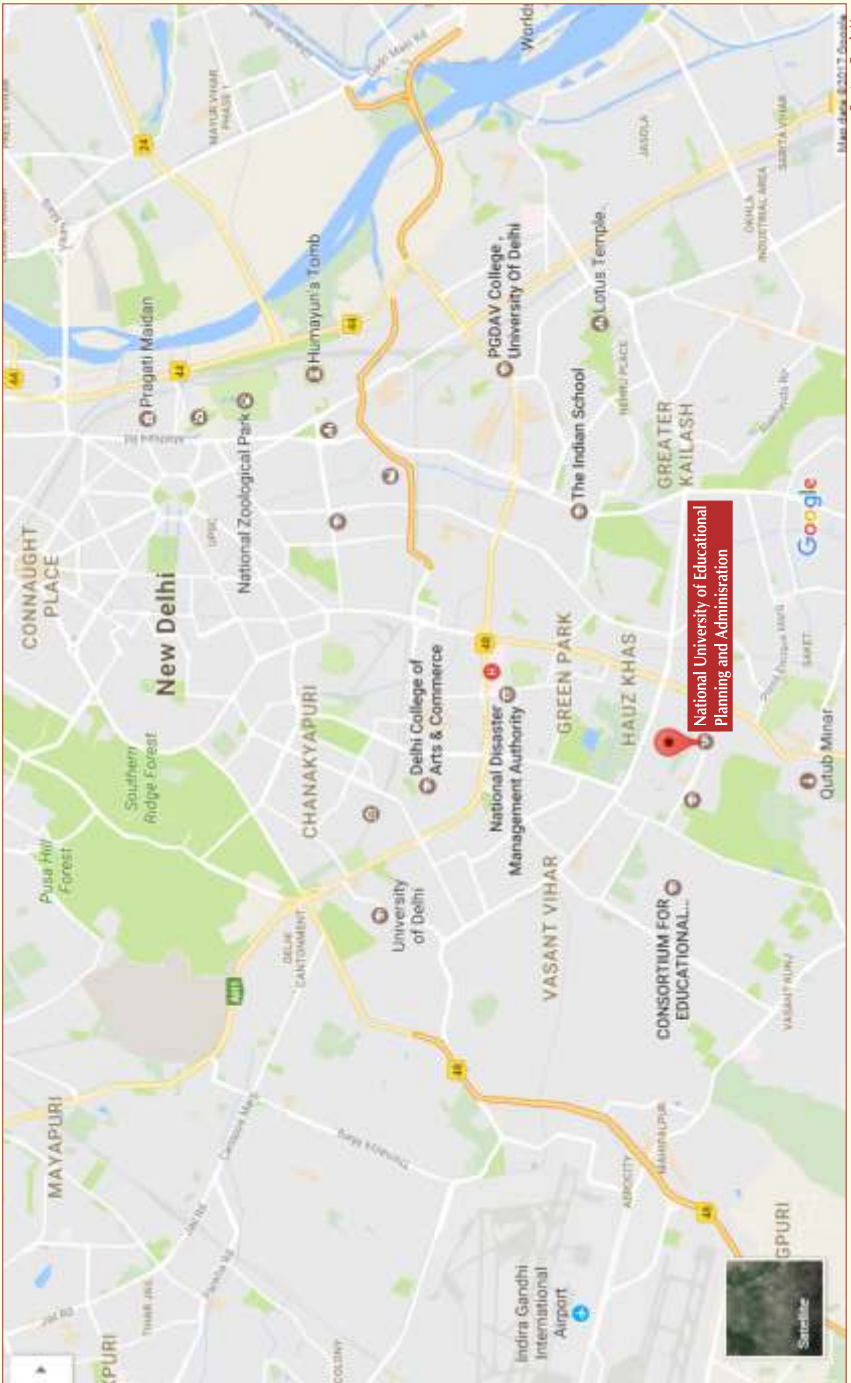


## Pariprekshya

The *Pariprekshya* is a Hindi research journal in the fields educational planning and administration. It also covers the socio-economic issues of education. It has different categories of papers/articles like, research papers, research articles/communications, thinkers on educations, review articles and book reviews . It is published in the month of APRIL, AUGUST and DECEMBER in a year.



## Location Map of NUEPA



Courtesy: Google Maps



## NUEPA Hostel



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