

**Report of  
The Review Committee**

**on**

**National Institute of Educational  
Planning and Administration**

Department of Education

**Ministry of Human Resource Development  
Government of India**

1989

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## List of Abbreviations used in the Report

AC	Academic Committee
AEO	Assistant Education Officer
AIU	Association of Indian Universities
AMU	Aligarh Muslim University
APEID	Asian Programme for Educational Innovation and Development
CABE	Central Advisory Board of Education
CBSE	Central Board of Secondary Education
CFTC	Commonwealth Fund for Technical Cooperation
DBE	District Board of Education
DEO	District Education Officer
DIET	District Institute of Education and Training
EC	Executive Committee
Ed-CIL	Educational Consultants India Ltd.
EDI	Economic Development Institute (World Bank)
EPA	Educational Planning and Administration
HRD	Human Resource Development
IBE	International Bureau of Education, Geneva
IBRD	International Bank for Reconstruction and Development (World Bank)
ICSSR	Indian Council for Social Science Research
IIEP	International Institute of Educational Planning, Paris
IIM	Indian Institute of Management
ITEC	Indian Technical and Economic Cooperation
JD	Joint Director
KVS	Kendriya Vidyalaya Sangathan
MDI	Management Development Institute, Gurgaon
MHRD	Ministry of Human Resource Development
MIS	Management Information System
NCERT	National Council of Educational Research & Training
NCT	National Commission on Teachers
NFE	Non Formal Education
NIEPA	National Institute of Educational Planning and Administration
NPE	National Policy on Education
NSS	National Service Scheme
POA	Programme of Action
SC	Scheduled Caste
SCAAP	Special Commonwealth African Assistance Plan
SCERT	State Council of Educational Research & Training
SIDA	Swedish International Development Agency
SIEPA	State Institute of Educational Planning and Administration
ST	Scheduled Tribe
TISS	Tata Institute of Social Science
UEE	Universalisation of Elementary Education
UGC	University Grants Commission

UNDP : United Nations Development Programme  
UNESCO : United Nations Educational Social and Cultural  
          Organisation  
UNICEF : United Nations International Children Emergency  
          Fund  
UPE : Universalisation of Primary Education  
USEFI : United States Educational Foundation in India  
UT : Union Territory  
XIM : Xavier Institute of Management, Bhubaneswar  
XLRI : Xavier Labour Relation Institute. Jamshedpur

## CHAPTER - I

### INTRODUCTION

1.0 The National Institute of Educational Planning and Administration has been set up by the Government of India as an autonomous organisation under the Societies Registration Act, 1860. The history of the Institute dates back to 1962 when the Government of India under a 10-year agreement with UNESCO, established the Asian Institute of Educational Planning and Administration (AIEPA) for training of senior educational planners and administrators in the Asian Region. On the expiry of this agreement in 1972, the AIEPA was merged with National Staff College for Educational Planners and Administrators (NSCEPA) which was given the present name of the National Institute of Educational Planning and Administration in 1979.

1.1 Rule 41 of the Rules attached to the Memorandum of Association of National Institute of Educational Planning and Administration provides that the "Central Government may appoint one or more persons to review the work and progress of the Institute, and to hold inquiries into the affairs thereof, to report thereon in such manner as the Central Government may stipulate, and upon receipt of any such report, the Central Government may take such action and issue, such directions as it may consider necessary in respect of any of the matters dealt with in the report and the Institute shall be bound to comply with such direction".

1.2 The Government had not so far conducted any review of the work and progress of the Institute, even though more than 25 years had elapsed since the Institute came into existence. The need for conducting the review had also been pointed out in the Audit Report of the Institute for 1985-86. After considering the matter in its various aspects, the Government of India decided to set up a Committee to review the work and progress of the Institute with the following terms of reference and composition vide their Resolution No.F.2-44/88-PN(D-I) dated 15 March, 1989 (Appendix-I) :

#### **Terms of Reference**

1. To review the work and progress of NIEPA in terms of the objectives laid down for it in its Memorandum of Association; and
2. To suggest an appropriate future role for the Institute in the context of implementation of the National Policy on Education, 1986.

## Composition

1. Shri P.K. Umashankar Chairman  
Director  
Indian Institute of Public  
Administration  
New Delhi.
2. Prof. T.V. Rao Member  
Indian Institute of Management  
Ahmedabad.
3. Dr.(Mrs.) Chitra Naik Member  
Indian Institute of Education  
Pune
4. Prof. Jacques Hallak Member  
Director  
International Institute for  
Educational Planning  
Paris.
5. Shri R.N. Roy Member  
Former Director of Education  
Government of Bihar  
Patna.
6. Dr.(Mrs.) D.M. De Rebello Member  
Secretary  
Joint Secretary  
Department of Education  
Ministry of Human Resource Development  
New Delhi.

1.3 The Committee was authorised to devise its own procedure of work and was required to submit its report within four months from the date it commenced its work.

1.4 The Committee held its first meeting in Shastri Bhavan, New Delhi, on March 27, 1989. At this meeting, the Committee generally discussed the scope and procedure of its work in regard to its terms of reference.

1.5 The Committee had decided that Education Secretaries and Directors of Secondary and Higher Education of all the State Governments and Union Territory Administrations, University Grants Commission, Department of Personnel, Members of the Council and Executive Committee of NIEPA, eminent educationists and persons whose services had been or are being utilised by NIEPA in the field of educational planning and administration, should be addressed to seek their views and guidance in regard to the assessment of the work of the Institute and its future role.

1.6 The Committee had also sent a questionnaire to the participants in various training programmes conducted by NIEPA. About 60 per cent of the persons, to whom the questionnaire was sent, responded.

1.7 At its meetings held on April 7 & 8 and May 4 & 5, 1989, the Review Committee held discussions with Faculty Members, Librarian, Registrar, Administrative Officer, Finance Officer of NIEPA. On the request of the Committee, they had also submitted written notes containing their views and suggestions.

1.8 The Committee had the benefit of personal discussions and sharing of views with Education Secretaries and Directors of State Governments, former Directors of NIEPA and prominent educationists who had been connected with NIEPA or who had been benefited by the services rendered by NIEPA.



## CHAPTER - II

### A. OBJECTIVES AND STRUCTURE OF NIEPA

2.1.0 The objectives of the Institute are to undertake research in educational planning and administration; provide training and consultancy services in this field and arrange for orientation of senior educational administrators from the Centre and the States for University and College administrators; and to collaborate with other countries, especially the Asian region. The Institute acts as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes. The Memorandum of Association and Rules are at Appendix - II.

2.1.1 The Institute is fully financed by the Government of India and is headed by the President, nominated by the Government of India.

2.1.2 The Council is the apex body of the Institute. It shall be the function of the Council to further the objectives of the Institute and exercise general supervision of all the affairs of the Institute. The Executive Committee carries on the administration and management of the affairs of the Institute. The Finance Committee scrutinises the accounts and budget estimates and makes recommendations on proposals for new expenditure and other financial matters. The Programme Advisory Committee makes recommendations on training, research and other programmes and examines the academic aspects of the work of the Institute.

2.1.3 The Director is the Principal Executive Officer of the Institute and is appointed by the Government of India. He is also the Vice-President of the Council and Chairman of the Executive, the Finance and the Programme Advisory Committees.

2.1.4 Three Consultants function as Executive Director, Dean (Research) and Dean (Training). The Executive Director assists the Director in administration and finance. The Dean Research and Dean Training coordinate research and training activities respectively in the Institute and help the Director in these areas.

2.1.5 The Registrar is the Head of Office and in-charge of personnel and general administration. He is also the secretary of the Council, the Executive, the Finance and the Programme Advisory Committees. The Finance Officer is in-charge of the accounts section.

## **Academic Units**

2.1.6 The faculty of the Institute comprising of thirty members excluding three Consultants (i.e. Senior Fellows, Fellows and Associate Fellows) and ten Senior Technical Assistants, are organised into the following nine units :-

1. Educational Planning
2. Educational Administration
3. Educational Finance
4. Educational Policy
5. School and Non-formal Education
6. Higher Education
7. Sub-National Systems
8. International
9. Distance Education and Educational Technology

2.1.7 The academic units are headed by eight Senior Fellows (one of whom holds the post on personal basis) and one Fellow.

2.1.8 The academic units are expected to function with full responsibility for the development and execution of various training and research programmes and provide consultancy and advisory services in the areas entrusted to them, subject to the policies of the Institute and availability of funds.

2.1.9 The Heads of Units are expected to provide leadership to the members of their Units, coordinate their activities and help them in the performance of their duties.

## **Task Forces and Committees**

2.1.10 The Academic Units function on long-term continuing basis. Special Task Forces and Committees are constituted by the Director from time to time for specific programmes.

2.1.11 The Project Advisory Committee consisting of experts is constituted to advise on, suggest and monitor the various research projects taken up by the Institute. An Advisory Board of Research Studies under the Chairmanship of the Director, consisting among others all the Heads of Academic Units and Registrar as its Member-Secretary, considers the proposals received under the Scheme of Assistance for Studies.

## **Faculty Support Staff**

2.1.12 Faculty support staff consists of 134 members who may broadly be categorised into academic support staff (23), administrative and secretarial staff (36), technical staff (33), and class IV (non-technical) (42). These include Senior Technical Assistants, Stenographers and Typists posted in academic Units.

## **Project Staff**

2.1.13 Besides the cadre staff, there is a floating number of about 25-30 project staff corresponding to different faculty and non-faculty levels for research work.

## **Budget**

2.1.14 Being fully financed by the Government of India, the Institute does not charge any fee for its programmes excepting for the International Diploma in Educational Planning and Administration. The Institute, however, receives funds for sponsored studies and programmes from UNESCO and Government agencies. During Sixth Plan (1980-85), of the total expenditure of Rs. 341.54 lakhs, expenditure against Government grants and funded programmes/studies amounted to Rs. 299.35 lakhs (87.65%) and Rs. 42.19 lakhs (12.35%) respectively. During the first four years of Seventh Plan (1985-90), of the total expenditure of Rs. 515.72 lakhs, expenditure against Government grants and funded programmes/studies amounted to Rs. 442.02 lakhs (85.70%) and Rs. 73.70 lakhs (14.30%) respectively.

## **Infrastructural Support**

2.1.15 The Institute's Library, Documentation Centre, Computer Centre, Data Bank, Publication Unit, Hindi Cell and Cartographic Cell provide a strong base and support to the growing and multi-facet programmes, research and other academic activities of the Institute.

2.1.16 The Library which may claim to be one of the richest libraries in the field of educational planning and administration in the Asian Region, has over the years developed into a centre for serious study and learning with provision of uninterrupted library and documentation service throughout the year, computer facilities, good environment and physical facilities. It has a collection of about 42000 books and subscribed to 325 periodicals. It has the facilities of micro-films and microfiches and has a collection of video and audio cassettes and films. It issues 60,000 to 75,000 documents yearly.

2.1.17 The Documentation Centre was established in the Institute in 1982-83 and has built up substantial documentation on educational planning and administration at State and district levels.

## **Campus Facilities**

2.1.18 The Institute is located in a portion of what used to be NCERT campus. It has a 4-storeyed office building, 7-storeyed hostel having 48 rooms and a residential complex having 16 Type-I quarters, 8 quarters each of Types II, III and V and Director's residence.

## B. REVIEW OF THE WORK PERFORMED BY NIEPA IN TERMS OF ITS OBJECTIVES

2.2.0 The Committee has collected information on the actual work done by NIEPA in the last ten years with reference to the objectives laid down in the Memorandum of Association. This statement is given in Appendix III. Generally speaking, NIEPA has done extremely well in fulfilling the objectives which have been identified in the Memorandum of Association.

2.2.1 The Institute has conducted extensive in-service training programmes for various functionaries in the field of education. They have covered the personnel in strategic positions, such as district education officers, adult education officers, senior university personnel. Not only have they reached out their training programmes to the various categories of educational planners and administrators but they have also ensured that all the regions and States and union territories are covered in their efforts. It is heartening to note that all the States and Union Territories have participated in the training programmes, and from the feedback received from some of the participants, have benefited by the interaction. The pre-service training programme for education officers has also been successful. Normally the officers at these levels are rather reluctant to undergo long term training programmes in distant places, but that it has been possible for NIEPA to train 200 officers of this category and also have special programmes for Andhra Pradesh, Assam and Uttar Pradesh, is an indication of the acceptance of the role of NIEPA by the States. The Committee has no hesitation in acknowledging that the NIEPA has more than fulfilled the objectives in regard to the organisation of pre-service and in-service training and other programmes for senior educational officers of Central and State Governments, universities and college administrators. In regard to the training programmes for teacher educators, it is only recently that NIEPA has come into the picture by extending training programmes to the functionaries of DIETs.

2.2.2 The training programmes of NIEPA have been evaluated by the participants as well as independently. The general impression is that the objectives of the programmes have by and large been fulfilled. The results of evaluation have been encouraging. The Personnel and Training Department is pleased with the conduct of the one-week training programme for IAS officers in NIEPA.

2.2.3 The NIEPA must also be congratulated on the initiative taken and the work done in the preparation of training materials and modules. This would indicate that NIEPA is steadily moving in the direction of assuming the role of an apex institution in the field of training.

2.2.4 The Institute has also arranged discussion groups for top level persons in the field of educational planning and administration. It has, however, not been possible for NIEPA to arrange programmes for legislators. It is a good augury that the Institute has rendered professional support to the Central Advisory Board of Education which

is the highest policy making body in the field of education. In providing support to the CABE, NIEPA has ensured access of its expertise and competence to the top level political and administrative executives in the field of education.

2.2.5 The Institute has also paid considerable attention to research studies and a number of studies have been taken up in recent years. The fact that the Institutions like UNESCO, International Institute of Educational Planning, Indian Council of Social Science Research, University Grants Commission have supported these efforts, is an indication of the confidence that these institutions have developed in this apex organisation. The research projects have by and large ranged around current and important issues in the field of educational planning and administration. Action research has also been initiated and two projects, one on universalisation of elementary education and eradication of adult illiteracy and another on Institutional Planning, which are current issues of importance in the field of educational planning and administration have been taken up. On the whole, the Committee is of the view that NIEPA is moving in the right direction in research responsibilities. It is well poised to undertake a more significant role in this direction and should spend more time on this activity than it has so far. The Committee noted that NIEPA has been under much pressure to expand its training activities. This has made inroads into the time available for research and consultancy.

2.2.6 NIEPA has been able to provide academic and professional support services to the important bodies like the National Commission of Teachers, Finance Commission, Planning Commission, State Governments, State Institutions of Public Administration, NCERT etc. It is again a welcome development that NIEPA is being increasingly recognised as a professional institution in the field of educational planning and administration and is readily consulted by State Governments and other professional and academic organisations including international organisations.

2.2.7 NIEPA is gradually evolving as a clearing house of ideas and information on research, training and extension. They are, as provided in the objectives, bringing out the Journal on Educational Planning and Administration both in English and Hindi. They have also brought out a series of documents on various issues relating to their subject. Some of their recent publications touch on important issues in the field of educational planning and administration and have attracted the notice of scholars and academic experts.

2.2.8 The Institute has also collaborated with other agencies like UGC, Universities, Institutes of Management in developing programmes and materials. The collaboration with UGC is detailed and extensive and covers a wide area of activities.

2.2.9 The NIEPA has not yet developed the scheme of honorary fellowships but confers associate-ships of the Institute in the field of its work. The programme for national awards for innovative concepts and practices is being reviewed.

2.2.10 The Institute has undertaken international training programmes. It is indeed a welcome feature that they have organised regular training programmes for personnel from Asian and Pacific Region and the Middle East and African States. These programmes have been appreciated by the International bodies and rated highly.

2.2.11 Lastly but not the least, the Committee is impressed by the contribution made by NIEPA to the formulation of the National Policy on Education. It is indeed a measure of recognition of the expertise and capabilities of the Institute and its faculty that the Institute was made to shoulder a very heavy responsibility in this regard by the Government.

2.2.12 The Committee is of the view that the objectives of the Institute have been fulfilled in an ample measure, largely through excellent leadership provided by the Directors of the Institute and the devoted efforts of the faculty and staff. While there are individual areas of activities where there is scope for further development, the Institute has, on the whole, made substantial contributions in its fields of competence and, in the process, has secured recognition not only among Central and State Governments and agencies but also sister academic institutions within the country and abroad. The Committee would like to compliment the Government for having provided needed guidance to the Institute, which has enabled it to fulfil its role in an effective manner.

2.2.13 However, the Institute has to move on to greater responsibilities and more challenging tasks. It is time now to redefine its role and sharpen its tools.

2.2.14 The Committee while reviewing the work of the Institute had wide ranging discussions and consultations with persons and groups who have been associated with NIEPA. These include former Directors of the Institute, distinguished academicians, State Secretaries and Directors and faculty. The views presented by them are reflected in the following section.

2.2.15 Strengths and weaknesses have been identified, but many more of the former. Valuable and constructive suggestions regarding NIEPA's future role have been made. We are thankful to all those who responded to our letters/questionnaires. Their replies reflect a genuine appreciation for the role NIEPA has been playing, and a genuine concern to see it continue to play a relevant and even more crucial role in the future.

## C. COMMENT ON THE STRUCTURE AND WORK

2.3.0 The members of the Committee individually and collectively had indepth discussions with the Members of the Faculty, Administration and supporting services. As mentioned in Chapter I, a letter was sent out to Secretaries and Directors of the State Governments and Union Territories and a questionnaire to participants in courses conducted by NIEPA. Eminent educationists who had been connected with NIEPA in one way or other were interviewed separately by various members of the Committee. Recorded below are the main comments and suggestions of these groups on the structure and work of NIEPA. They do not necessarily reflect the consensus of the Committee.

### VIEWS AND SUGGESTIONS OF THE FACULTY AND STAFF OF NIEPA

#### On Objectives and Structure

2.3.1 There is need to develop a Long Term Perspective Plan for NIEPA. One Plan was made in 1981 which needs to be revised. Currently there is a lack of clarity about what the institution and its staff should be doing. In addition to a Long Term Plan, it was felt that NIEPA should plan its activities annually.

2.3.2 The objectives of NIEPA encompass training, research and consultancy but over the years for a number of reasons, its priority has come to rest on training rather than on the other two objectives. Most of the year is devoted to conducting about 60 training programmes leaving little time either for qualitative improvement of the courses or for research. Research and consultancy are pre-requisites for training and when there is no reciprocity between activities, the quality of the training is bound to deteriorate.

2.3.3 NIEPA has increased the number of training programmes but the response to some of the individual programmes has decreased, or the clientele utilising the facilities are not the ones most in need of them. Some of the faculty were of the opinion that certain training programmes were being repeated routinely without evaluating their need and relevance.

2.3.4 Instead of concentrating on training which currently consumes more than 75% of the faculty time, it was suggested that only about 15-20 per cent of faculty time should be on conducting training programmes and confined to the experimental areas. These should be treated as laboratory courses to experiment with new training design and content.

2.3.5 NIEPA should concentrate its energies on training the trainers so that a regular training infrastructure is created throughout the country. NIEPA should develop training modules for different client groups which would be the result and combination of academic research and field experiences. Initially NIEPA faculty

might need to assist in organising these training programmes at various locations, but the understanding right from the start should be that the ultimate objective is to create a self-sufficiency of training facilities in the States. Once this objective has been achieved, NIEPA should primarily become a research and development institution in the field of educational planning and administration.

2.3.6 NIEPA has to emerge as a national level resource centre for-

- (i) Training of trainers
- (ii) Preparation of training materials
- (iii) Identification of training needs
- (iv) Conducting of thematic courses

2.3.7 NIEPA should develop into a "think tank" for the country on educational planning and administration. It should be able to develop an Indian school of thought in this field. NIEPA's research activities should include policy research on the process of policy formulation and implementation in the Indian context.

2.3.8 NIEPA should build up a sound and comprehensive information and data base on educational planning and administration.

2.3.9 NIEPA is usually dependent on media material from outside. This policy should change and it should be possible for NIEPA to develop media material in collaboration with other institutes. Towards this end, there is no need for NIEPA to set up an independent studio.

2.3.10 More efforts need to be made to study the educational problems in a holistic sense. Hence, involvement of social scientists working in similar problem areas in other Apex Bodies like North-Eastern Hill University, Jawaharlal Nehru University, Indian Institute of Public Administration and University Departments needs to be strengthened. Also there is need to draw upon the expertise of the State/UT field level functionaries.

2.3.11 It was acknowledged that NIEPA should assist the Ministry to fulfil the objectives of the National Policy on Education. However, this should not erode the independence and autonomy of the organisation. It must be able to retain its own identity. At present it is functioning more as a Department of the Ministry.

2.3.12 Finally under this section, it was the opinion of some of the faculty members that NIEPA should not be drawn into the implementation process of programmes because that would detract from its legitimate functions.

#### **On Administration**

2.3.13 The most urgent point made in this section was that the service rules should be finalised urgently.



2.3.14 Administratively NIEPA is top heavy. There is no need for three Deans when the faculty themselves are less than 30 in number. In fact it was felt that Deans do not have much of a role to play and merely serve to introduce another level of hierarchy.

2.3.15 The post of Consultant came under criticism. It was mentioned that a full time Consultant is not necessary and that, when a need is felt for a particular purpose, one or more Consultants could be appointed on a contractual basis. As it is the Consultants do not do the work their designation indicates. One post of Consultant is designated as Executive Director and the positions of Executive Director and Registrar have structural conflicts built into them.

2.3.16 The faculty members should be given adequate administrative support while organising training programmes. At the moment all the organisational work is carried out by the faculty members from start to finish. Once the programme is commenced, at least 70% time of the faculty goes into managing and overseeing the smooth running of the programme, rather than attending to its academic requirements. The system being followed by the Indian Institute of Public Administration, where the administrative responsibilities are handled by the administration has been recommended.

2.3.17 There was divided opinion on this issue but the majority of the faculty felt that it is not desirable to have branches of NIEPA either at the regional or State levels. On the other hand NIEPA should work in collaboration with existing educational organisations and institutions. Net-working with other institutions such as University Education Departments is important.

#### On Faculty

2.3.18 All the faculty members without exception mentioned that there should be a definite policy of staff development in the institution. There is need for refresher courses because, in their absence, faculty will cease to generate new ideas. They will also get out of date with latest research on educational planning and administration. Faculty should participate in field-based action research programmes. The faculty of NIEPA do not get the opportunity of interacting with intellectuals in the field. Apart from academic refresher courses pertaining to their subjects, faculty should be given professional management orientation.

2.3.19 All the faculty members emphasised the need for field training so that they would be in a better position to advise the participants on real life problems. As one faculty member said, they are at present talkers only.

2.3.20 There is limited participation of the faculty in the planning of NIEPA's activities. Faculty meetings are not held. Faculty members should be better represented on the Programme Advisory Committee. There should be greater participation matched with greater accountability from the faculty.

2.3.21 The faculty strength of the Institution should be envisaged to increase to between 40 - 50 in the years to come in a phased manner. The number of units/departments may not exceed six to eight and rationalization of the existing unit structure should be undertaken. The units are not viable due to small size and communication between them is ad-hoc. There is no conceptual framework available for units. It was suggested that there should be thrust areas rather than units.

2.3.22 It was recommended that about 50% of the faculty should be educational practitioners and rest could be mainly scholars.

2.3.23 Most faculty members have pointed out the anomaly that while emphasis is on training, weightage is always given to research publications while considering promotion. At the same time, adequate opportunity and time is not given for research and publication.

#### **In General**

2.3.24 The Institute needs more land and buildings. Perhaps land could be located on the outskirts of Delhi.

2.3.25 Clerical facilities are insufficient. There is a lone steno per unit and he gets monopolised by the Unit Head. The typing pool has its own way of determining priorities which do not always reflect the real priority of work to be done.

2.3.26 Over-all however, the faculty members said that there is a happy atmosphere in the institute. There are a minimum of hierarchical formalities and the Director is accessible to all. While the faculty suggested an increase in its professional strength, it was the unanimous opinion that it should not be allowed to become too big. In other words "small is beautiful".

#### **VIEWS OF EMINENT EDUCATIONISTS**

2.3.27 Professor Malcolm S. Adiseshiah, Chairman of Madras Institute of Development Studies thinks that NIEPA, as successor to the Asian Institute of Educational Planning and Administration (AIEPA) was not goal oriented. He feels that with the adoption of NPE 1986, NIEPA's tasks and functions can be related to some of the specific goals of NPE in the absence of other body that can help in attaining the elementary education and secondary education goals of NPE. Regarding the research and training of NIEPA. Prof. Adiseshiah suggests that NIEPA may divide the country into 5 zones and take up one zone each year during the VIII plan.

2.3.28 Professor M.V. Mathur, former Director of NIEPA, emphasised the importance of the role of NIEPA in educational planning and administration of the country. He wanted it to develop into a National Institute of Importance and Excellence and retain its autonomy. He favoured, greater attention to be given to the research efforts of the Institute which must make a distinct contribution to the educational planning and administration processes of the country. He attached importance to programmes of collaboration between NIEPA,

and universities and other sister social science research organisations.

2.3.29 Professor Moonis Raza, former Director of NIEPA and Vice Chancellor, Delhi University during personal interview expressed the views that NIEPA should become a centre of excellence for educational planning and management. Its main task should be to generate knowledge and not to pass on a body of knowledge. It should be a high quality research institution. It should crystallise the experience of current educational system. He further stated that expertise generated and theoretical concepts and methodology evolved by NIEPA should be woven into cadre based training of trainers and education of educators. According to him, NIEPA should have a good high level specialised library complete in the field of educational planning and administration. The Institution should bring out two high quality journals of research and mimeographs.

2.3.30 Professor J. Philip, Director, Indian Institute of Management, Bangalore raised a question about the viability of the basic data compilation undertaken by NIEPA, which he feels is the extraction of data from various other sources, despite the fact that the Ministry of HRD and UGC are already bringing out such data as a part of Educational Statistics. He felt that instead of that some analytical studies leading to trend-identification etc. should be attempted as an input to policy formulation exercises. He felt that long tenures of the faculty may amount to blocking induction of new expertise for specified tenures. He suggested that not more than 50% of academic staff should be of permanent nature.

2.3.31 Professor P.R. Panchamukhi, Director, Indian Institute of Education emphasizes considerably on the evaluation of the various training programmes and incorporation of the suggestions of participants and organisations which depute their personnel in the training courses. He suggests the close collaboration of NIEPA with universities and other institutions in terms of undertaking joint research programmes, exchange of scholars and also involvement of the faculty of different research organisations in the programmes of NIEPA. He also proposes NIEPA's outfits in different parts of the country to facilitate involvement of the scholars, administrators and researchers of different regions of the country in the process of regional planning and administration of education.

2.3.32 Dr. P.D. Shukla, a member of the NIEPA Council feels that inservice and orientation courses conducted by the Institute can be strengthened in direction and in providing more substantial food for thought and action. Further, he proposes that measures should be taken by NIEPA in organising orientation programmes for top level persons including legislators, to make them more enlightened functionaries. He thinks that a more systematic and serious work is called for in the area of research. NIEPA needs to strengthen its role as a clearing house of information and ideas. The Institute has not yet been able to create a significant impact on the country's management and planning.

2.3.33 Dr. S.P. Ahluwalia, Professor, H.S. Gour University, Sagar (M.P.) and a member of the NIEPA council stated the NIEPA has done really useful work and its training programmes and workshops have attracted the interest and attention of academicians in India and abroad. NIEPA should in future pay increased attention to educational programmes of rural areas and backward zones of various States. He has further stated that in future the faculty of the institute should pay increased attention and take keen interest in producing useful literature not only in Hindi but in some other selected Indian Languages also.

#### IEWS OF STATE SECRETARIES AND DIRECTORS OF EDUCATION

2.3.34 The response was very disappointing possibly because of the quick turn over of functionaries of the State level. Replies to the letter sent by the Chairman of the Review Committee were received from 5 Directors of Education but no Secretary to Government has responded.

2.3.35 NIEPA has done useful work in educational administrative planning, has organised programmes relating to the development of new monitoring and information systems, planning at the macro and micro levels and has undertaken studies on issues related to the National Policy on Education. It has been mentioned that most of the officers who had been deputed for these programmes are putting their knowledge to practical use.

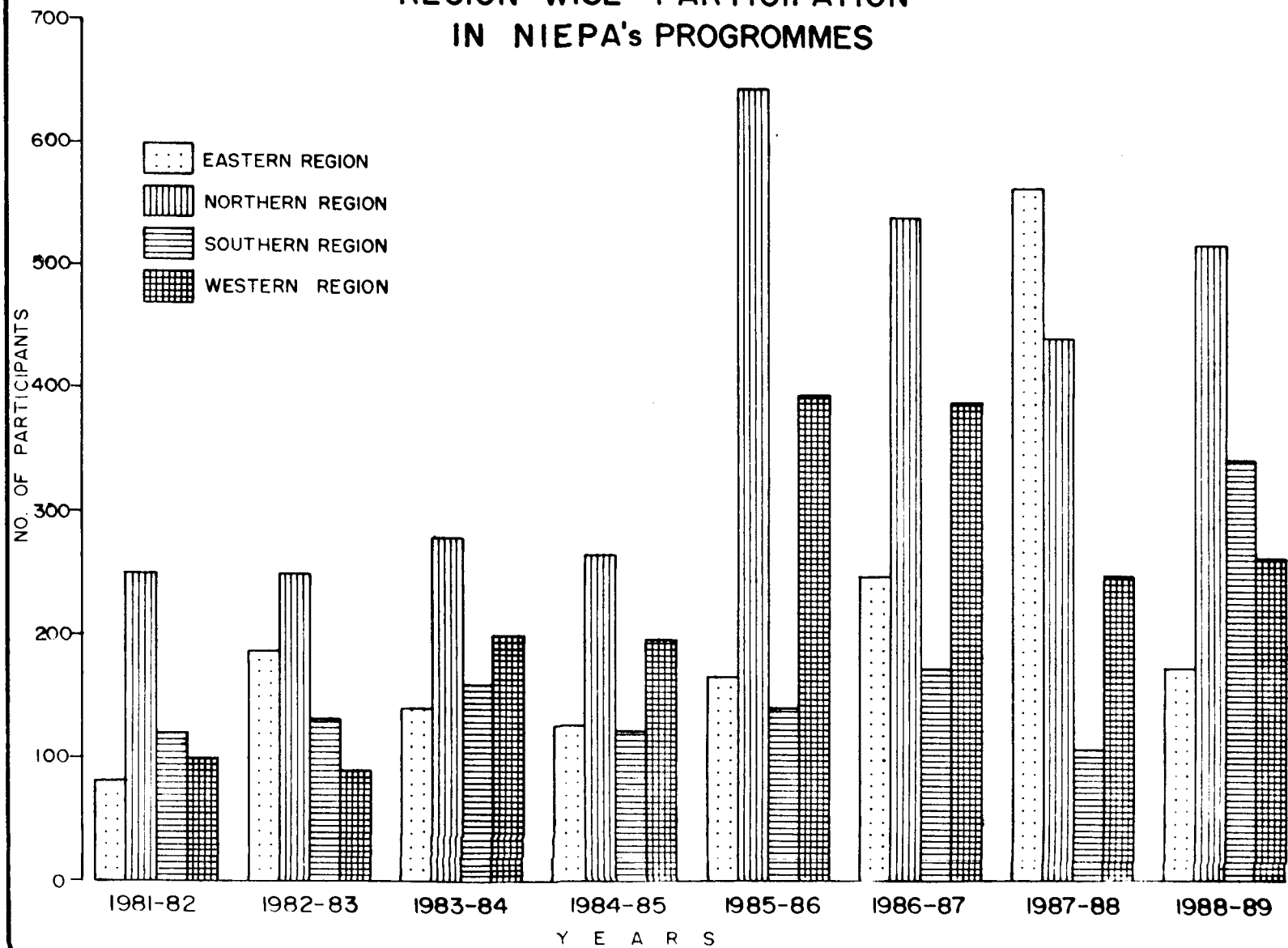
2.3.36 NIEPA has been playing a facilitators role by training key personnel in various sectors of education. NIEPA also provides academic support to the State Governments in training programmes organised within the State. The usefulness of exposing newly recruited District Education Officers to modern techniques of management was favourably commented on.

2.3.37 It has been suggested that in addition to teaching the philosophy of educational planning and management, NIEPA should come down to a practical plane rather than focusing on theoretical and thematic contents. Relevance and quality of programmes need to be improved. In the programmes there should be proper balance between research, training, extension, development and consultancy services. At present their programmes are heavily loaded with training which in most cases are of repetitive nature.

2.3.38 It has been further stated that the reports of research, seminars, studies, quarterly bulletines etc. published by NIEPA are not adequately disseminated in the field. It has been suggested that libraries of SCERT's, DIET's etc. should have a corner for NIEPA publications for consultation. NIEPA should exchange information and expertise in educational planning and administration with their sister institutes like SCERT's and DIET's.

2.3.39 NIEPA could undertake research activities on behalf of the State Governments in areas of educational administration and training identified by them. It has been suggested that NIEPA should undertake action oriented research projects in solving educational programmes and issues which have immediate application. NIEPA should also help

## REGION-WISE PARTICIPATION IN NIEPA'S PROGRAMMES



in developing cost consciousness and how to effect cost reduction in the existing system without hampering its efficiency.

2.3.40 NIEPA should arrange for meetings between the State Educational Planners and Administrators and themselves for exchange of ideas and fixing of priorities.

2.3.41 NIEPA should take up evaluation projects of programmes conducted by the State Governments and circulate the reports within the country. This will enable one State to learn from another.

2.3.42 The Government of Lakshadweep detailed the areas in which NIEPA has assisted the Department of Education in Lakshadweep. It proposed a closer and continuous association with NIEPA.

#### VIEWS OF PARTICIPANTS

2.3.43 The total number of respondents was 61. The responses were analysed and collated. While a small percentage of the respondents felt that they had been scarcely benefited from the knowledge and skills gathered at NIEPA, more than 2/3rd said that they were greatly benefited. They stated that each training programme/seminar/workshop gave them a 'renewed motivation' and the 'desire to use new emerging concepts'.

2.3.44 Two suggestions figured most frequently in suggestions for improving the quality of the training programmes. These were the adoption of pragmatic approach and need for follow up action. It was also suggested that participants should be asked to suggest problems for discussion before the training programme starts so that the training could be more need based.

2.3.45 The participants suggested that NIEPA should arrange for continuous supply of reading material on new educational techniques, particularly material generated by the different States. NIEPA should be prepared to generate new ideas in planning and management and to provide consultancy as and when required.

2.3.46 Among the weaknesses of NIEPA identified were the absence of extension programmes, need to improve course content and training methodology, and in some cases faculty competence.

2.3.47 Among the strengths identified were good and competent faculty, rich and well ordered library and providing environment, conducive to interaction between administrators and educationists.

2.3.48 Finally the Committee had received feed-back from three participants from Malawi regarding the 5th International Diploma Course in Educational Planning and Administration which they had attended. The three foreign participants found the exchange of experiences between faculty and the participants very rewarding. They also enjoyed the fruitful discussions, syndicate work, group work and role play and many illuminating lectures during the three month programme. It is obvious that the international programme is well received.

**CHAPTER - III**  
**RECOMMENDATIONS**

**Objectives**

3.1.0 The twelve aims and objectives of NIEPA as laid down in its constitution are quite comprehensive. These objectives stress on training, research, advisory and consultancy services, knowledge dissemination, networking with other institutions and international agencies. However, we suggest that NIEPA should develop as a centre for excellence in educational planning and administration. This may appropriately be recognised in the Memorandum of Association of NIEPA. We also suggest that the training and orientation of teacher educators need not necessarily form a part of NIEPA's programmes.

**General Observations on the Role of NIEPA**

3.2.0 In the last eight years the number of training programmes offered and participants covered almost doubled (from 34 programmes in 1980-81 to almost 60 in 1987-88 and from a coverage of 751 participants in 1980-81 to 1474 in 1987-88). There is a need to rationalise the training programmes of the institute and maintain them at levels which do not adversely affect the other activities of the Institute particularly the research and dissemination programmes. The quality of the programmes offered could be further strengthened in the following lines :

1. Confine the training programme to key personnel trainers and to innovative and experimental programmes;
2. Conduct enough research, do preparatory work and prepare teaching materials before the programme is offered;
3. Develop their own competencies in relation to the programme theme by reviewing developments in the management field; and
4. Carefully select the participants.

More is recommended about training in the subsequent sections.

3.2.1 In the last four years about 50 research studies were completed. Most of these studies are descriptive, diagnostic, analytical and evaluative. Rarely does one come across experimental, action-research based and original contributions to improve educational planning and administration.

3.2.2 It is high time that NIEPA undertakes more experimental and path-breaking studies. Today the studies lack management thrusts or focus. Hence the results and the study reports enthuse people only to a limited extent serving as sources of information about the state of educational planning and administration. NIEPA is already involved in Action-research. This should be stepped up as action research in a way in which new knowledge can be generated.

3.2.3 NIEPA has been assisting various Central and State Government agencies from time to time. NIEPA should be able to attract a large clientele on a variety of educational planning and administration issues. NIEPA should choose strategic and important areas for assisting States and develop similar competencies in a network of institutions to help educational planners and administrators.

3.2.4 NIEPA also needs to step up its efforts to disseminate the new knowledge generated by its own faculty and others for enhancing the competencies of educational planners and administrators. While the Journal published by NIEPA and other publications by NIEPA faculty serve a very useful purpose in this direction, NIEPA needs to strengthen its dissemination activities. This could be done through preparing a large number of simple and well written documents for educational administrators.

3.2.5 Thus there should be a good mix of training, research, advisory and dissemination activities. Detailed recommendations to strengthen each of these activities are presented in the later part of this report.

#### **Role of NIEPA with Reference to the States and Union Territories**

3.3.0 The Committee recognised that the States and Union territories have a very important role to play in the improvement of educational planning and administration in the country. A large part of role of NIEPA would be directed towards efforts to support the State Government programmes in this direction. In fact this would be the crucial role of NIEPA. We would recommend the following measures to enable NIEPA to play an effective role :

3.3.1 One of the immediate and priority tasks of NIEPA will be to encourage and support the development of institutions in the States and UTs which would be responsible for undertaking tasks of educational planning and administration. They should gradually develop their functioning on the lines of the functioning of NIEPA in the context of the needs and requirements of the States and union territories. The States and Union Territories may choose one or more institutions in the States which would undertake the task of educational planning and administration. But once these institutions are recognised by the States, the NIEPA should be able to assist them through training, other support and material assistance to develop them into self-contained units capable of managing their own tasks. We would expect the Central Government also to extend full support and help NIEPA in this effort. We do not favour NIEPA setting up its own units in the States. Such an arrangement is not likely to be supported by the States and may not prove effective in the long run.

3.3.2 The NIEPA should gradually transfer its responsibilities relating to training of functionaries at district level or Principals of colleges and others to these State level units but should support the efforts of these organisations to undertake action oriented research and other forms of research activities. This would enable



the NIEPA to gradually move to the more serious tasks that are envisaged for it by the Committee.

3.3.3 Democratisation of administration in the field of education is an important factor in the Indian system. Sufficient efforts have not been made to promote efficient administration at lower levels in educational hierarchy. NIEPA should be able to take up programmes in collaboration with the State agencies to promote decentralisation of educational administration and effective implementation of programmes.

3.3.4 Proposals are under consideration of the Government to set up State Advisory Boards of Education, Council for Higher Education, District Boards of Education and other similar important bodies with a view to strengthen the educational administration in the States. Recently, proposals have also been made regarding involvement of Panchayati Raj Institutions and urban local bodies in education including educational planning and administration. NIEPA should take the initiative in playing a key role in the establishment of these institutions and extend professional support to such institutions to enable them to play their roles.

3.3.5 With the expansion in the educational institutions of different categories and types, the administrative set ups in the States at different levels are coming under great strain. Detailed plans have to be drawn up for equipping people manning these institutions to discharge their responsibilities. NIEPA would have to play a leading role in this area.

3.3.6 Different States have their own administrative hierarchy, systems of management, pattern of recruitments and procedures and rules. NIEPA may undertake inter-state studies and action research programmes for identifying the structures and systems which are efficient, cost-effective and easily adaptable.

### Mission

3.4.0 In all its work NIEPA should have a mission. The mission statement of the Institute should provide constant direction to faculty in all their activities.

3.4.1 We suggest NIEPA's mission as "to be a National Centre for excellence in educational planning and administration intended to improve the quality of planning and administration in education by constantly generating new ideas and technologies and disseminating them through strategic groups".

3.4.2 Perspective Plan : It is important for NIEPA to evolve a long term perspective plan for the next 10 to 15 years. A task-force may be constituted by NIEPA for this purpose. This task-force may consist of internal as well as external members. The perspective plan should give a detailed five year plan for the next five years. The plan should indicate the major thrust areas of research and training, taking note of the objectives set in the National Policy on Education and the Programme of Action supporting the policy, the five year plan objective and various programmes intended to promote educational

planning and administration in the field. It should also identify and take note of the issues and problems which are the constant concerns of the State Governments and other agencies engaged in this task and clearly identify the role and the specific inputs that can be offered by the Institute towards meeting some of these challenges. The perspective plan should also keep in view the various objectives identified by the international, national and State level bodies in the field of educational development and should clearly identify the role that NIEPA will play in facilitating the achievements of some of these objectives.

#### **NIEPA Council**

3.5.0 The Council of NIEPA is the supreme decision-making body with about 25 members. As it is constituted now, it has representation from the various support and client systems of the Institute like the Department of Education (MHRD), Finance, Personnel, Planning Commission, UGC, NCERT, State Governments (Education), and eminent educationists. However, NIEPA faculty is represented by only one member. We recommend that this be raised to three. From among the faculty the President may nominate upto three members on the recommendations of the Director.

3.5.1 This is intended to increase faculty participation in decision-making besides giving an experience for faculty as members in larger decision-making systems. The three faculty along with the Director should be able to take the help of this supreme body in achieving the objectives of NIEPA.

3.5.2 The Council through its annual meeting should play an active role in understanding and reviewing the activities of NIEPA and providing necessary support. Executive summaries of all important publications/documents produced by NIEPA should be circulated to the Council Members.

#### **Executive Committee (EC)**

3.6.0 The EC is the next most important decision-making body of the Institute. Appointment of staff, allocation of funds, approval of budgets, acquisition of property, approval of programmes and other academic activities are all done by the EC. At present the EC consists of seven members. There is no faculty member represented in the EC. We recommend that two of the three faculty members on the NIEPA Council should be made as members of the EC. This is intended to help NIEPA Director and faculty to have a larger say in managing the affairs of NIEPA. We are also proposing that the work of approval of academic programmes should be assigned to the Academic Committee.

#### **Academic Committee (AC)**

3.7.0 At present the Executive Committee appoints a Programme Advisory Committee which advises the EC on the various programmes and activities of the Institute. The PAC has about 16 members with representation from various constituent of NIEPA Council, (i.e., Ministry of HRD, Planning Commission, NCERT, UGC, etc.). We suggest

that the PAC be replaced by a new committee called as "Academic Committee" to act as the major academic decision making body of the Institute. The AC should be the body to approve and finalise all the academic programmes of the Institute. It should be included among the authorities of the Institute under the Rule 3 of the Memorandum of Association.

3.7.1 The Academic Committee should work as a think-tank for the faculty as well as a link between the faculty and EC. This Committee which is chaired by the Director may develop long term and short term academic perspectives and plans for the Institute. This Committee will also consolidate annually the research, training, dissemination and advisory programmes planned by the faculty, study them and identify gaps and thrust areas.

3.7.2 The Academic Committee should consist of all the unit/group coordinators. As the coordinators of groups may change by rotation, it is hoped that most faculty will get opportunities to work in this committee over a period of time. In addition, this committee may have representation of Directors/Commissioners/Secretaries of Education from three to four States, one Vice-Chancellor, two representatives of MHRD, two to three representatives from Social Science and Management disciplines and the Joint Director, NIEPA.

#### Director and his Role

3.8.0 The Director plays a very important role in an institution like NIEPA. Besides providing leadership to faculty and administration, he also forms the link with the external world. Being located in Delhi, he has a very critical role to play in terms of protecting the autonomy of the Institute and at the same time meeting the expectations of the Ministry. It is very difficult to balance these. Hence the Ministry needs to continuously strengthen the hands of the Director by ensuring that he functions with a large measure of autonomy and not by making routine demands on the Institute. It is also in the interest of NIEPA to work with the Ministry and influence the policies and practices.

3.8.1 A participative style of leadership (which has been the style of the Directors so far) is highly recommended for an institution like NIEPA. A large part of the Director's time should be devoted to identifying and creating opportunities for NIEPA faculty to make an impact. A large part of internal routine administration should be done by the Joint Director. Academic issues should be handled by Director and all faculty should report to Director. Director should have periodic faculty meetings to discuss various issues and keep them posted with information of major developments. The Committee endorses the present practice of treating the Director at par with a Vice-Chancellor.

#### Joint Director, Deans and Consultants

3.9.0 We have examined the role played by the Executive Director, Deans, and Consultants in the past. At the time of writing this

report there was no Executive Director, Dean or Consultant in position in NIEPA. Our recommendations are as follows :

3.9.1 **Joint Director :** The position of Executive Director was introduced with the intention of managing the administrative system and providing support to the faculty. Coordination between faculty and administration was sought to be provided through this role. This role was performed well wherever the person occupying the role had a mixture of academic and administrative orientations. This role also takes away the burden of the Director from day to day administrative matters. We recommend that this position should continue, but should be re-designated as Joint Director (JD) at par with a pro-vice-chancellor. The Registrar should report to the JD and the Director. The Joint Director may officiate as Director in the absence of the Director.

3.9.2 **Deans :** The Deans were found to introduce a new hierarchy without any visible benefits. The faculty feel distanced from the Director if the Dean forms a new layer between them and the Director. We recommend that these positions may be abolished and converted into faculty positions.

3.9.3 **Consultants :** In the past, permanent positions of Consultants have led to the introduction of a new hierarchy as they ended up taking administrative positions rather than offering expert help in academic programmes.

3.9.4 The position of a short term Consultant has many advantages to NIEPA if it can be utilised properly. Consultants should be appointed for the following purposes -

- (a) As short term experts in fields where such an expertise is lacking in the Institute or such an expertise is difficult to get on a long-term basis or to conduct specialised programmes.
- (b) To conduct short-term research projects.
- (c) To provide faculty development and institution-building help to the Director and Faculty of NIEPA.

3.9.5 We recommend that these Consultants appointments should be short term contract appointments upto 6 months and in exceptional cases for one year.

3.9.6 As far as possible these Consultants should be borrowed from other specialised institutions and should represent specialisation in a discipline that NIEPA may not have. Practitioners also could be appointed to assist in specified programmes.

3.9.7 All selections should be made by a duly constituted selection committee with the Director, NIEPA as Chairman. This Committee should have the freedom to invite eminent/distinguished persons as Consultants. At any point of time there should be not more

than 5 (five) such Consultants working at NIEPA. The need for such Consultants should be determined by the Director.

3.9.8 As the appointments should be contractual, the Consultants may be recruited on a negotiated salary which could be higher than the highest salary paid in the Institute in exceptional cases. Free furnished housing facilities should be provided to attract real good experts in the field as Consultants. Good working conditions also should be provided to them.

#### Internal Management of NIEPA

3.10.0 The NIEPA Council, the EC and the AC are largely bodies with representation from the outside client system of NIEPA. They serve the purpose of linking NIEPA with its outside environment and ensuring that NIEPA and its client systems benefit from each other. The AC provides the academic input and advisory service, the EC provides managerial support and the Council provides the policy and political support to NIEPA. All these bodies aim at "empowering" NIEPA Director and its faculty and enabling them to achieve their objectives.

3.10.1 However, the internal management and management processes of NIEPA are equally important in building a strong NIEPA. So far NIEPA remained a small organisation although it has been growing. Therefore, its internal management processes may not have needed much attention. But if NIEPA has to emerge as an apex institutions of excellence in educational planning and administration, its own internal management should be sound. We recommend the following mechanisms for this purpose :

#### Faculty Council

3.10.2 All the faculty of the Institute should constitute the Faculty Council with the Director as the Chairman and Registrar as the Member-Secretary. The Faculty Council should keep meeting periodically (at least twice a year) to discuss various academic and administrative issues of the following nature.

1. Director may brief the faculty about his transactions with various client groups, their thinking, feedback, expectations, changes in the environment, etc.
2. Faculty work-load and norms.
3. Review of programmes, projects, experiences and suggestions and learning for future.
4. Recapitulation of major events in the Institute and information on future events.
5. Presentations by faculty on their project experiences, trips abroad, research, etc.
6. Discussions on mechanisms of improving ability, relevance, material development, etc.

7. Presentation of annual work plans by various groups.
8. Identifications of support needs, difficulties and decisions to overcome problems.
9. Appointing sub-committees/task force etc. to look into the specific management aspects of the Institute.
10. Suggestions for understanding major activities/programmes by the faculty of the Institute.
11. Feedback to NIEPA Council, Executive Committee and Academic Committee.

3.10.3 The Faculty Council acts as the main sounding board for the Director in managing the Institute. It also evolves norms for faculty work and behaviour through participative methods and peer group culture. It may also generate agenda items for discussion in the different authorities of the Institute.

#### Annual Planning and Review of Institute's Activities Collectively by the Faculty

3.10.4 All faculty members of NIEPA should give themselves about a week every year to collectively think, share plans and review their activities. This could be done in a seminar form. One week in a year can be assigned as a planning and review week. In this week no other programme should be held. Every faculty member should plan his annual activities (research, teaching, material development, publications etc.) in consultation with his unit/group members. For this purpose the groups/units should first plan their own activities for the year. Every individual faculty member should have some freedom to plan one or two activities of professional interest to him/her not exceeding about 25% of the annual time. Such individual activities should be in consonance with NIEPA Objectives. The rest of the activities should be group activities as far as possible. After the units and individuals complete such plans, the entire faculty should get together and share their plans. The planning process in the week may begin with a faculty meeting in which the Director highlights his concerns, the Institute's priorities for the next year after a review of previous year's activities. This is followed by unit/group meetings to discuss priorities. Subsequently, individual faculty prepare their plans and discuss in the units/groups. The groups consolidate the plans and make presentations in the second faculty meeting in that week. Some free time should be left for contingency programmes/projects.

#### Participative Culture

3.10.5 The participative culture of the Institute should also be strengthened by increasing collective decision - making. One way to move in this direction is to make unit/group heads "Coordinators" rather than "deciders" of unit activities. The responsibility for coordination should be given to all faculty members by rotation by

introducing a system of change of unit heads every 2 to 3 years and not attaching any excessive administrative privileges to unit heads. The support staff provided to units/groups should be meant for all faculty members belonging to that group and its use should be decided collectively by all members rather than individually by the unit head.

#### Planning and Review at Individual, Group and Institutional Levels

3.10.6 Every faculty member, group (units, project groups, task forces, etc.) should plan and review their activities annually. At individual level every faculty member should plan his activities and time under the following heads.

1. Research Project including Action Research
2. Teaching
3. Material Development
4. Writing of Books, Articles, Monographs etc. for Dissemination
5. Advisory Services
6. Administrative Responsibilities.

3.10.7 Groups should plan their research as well as training programmes and send them to the Academic Committee for review. Similarly their implication should be reviewed at the end of the year.

3.10.8 We recommend that there should be a system of performance appraisal for all faculty and research staff. The appraisal should be largely development oriented. Every faculty member/research staff should, at the end of every year, review his work of the previous year in relation to research, teaching, material development, publications, advisory services, administration etc. and send a written note of self-appraisal to the Director. Such a self-appraisal should highlight accomplishments for the previous year as well as development needs for the next year.

3.10.9 A Faculty Review and Development Committee may be formed consisting of the Director, Joint Director and two other members of faculty suggested by the faculty. This Committee should review the work done by the faculty and identify development needs. The Director may have individual review discussions with faculty. The work of research staff should be reviewed by their faculty supervisors and passed on to the Director for information. This appraisal is an exercise in communication, accountability and development.

#### Reorganization of Administrative Structure to Reduce Routine Administrative Work for Faculty and Release Academic Time

3.10.10 This could be done by evolving a system of assigning "programme assistants" or "programme secretaries" to each programme. They should work under the supervision of the training programme coordinator and do tasks like preparing draft letters to participants, routine correspondence ensuring availabilities of all physical facilities like audio-visual aids etc., travel arrangements for participants, time-tabling, material compilation, coordination with visiting faculty and so on. The programme assistant should be an

administrative assistant to the programme and should release faculty time for academic coordination.

3.10.11 There is a need to rationalise other elements of the administrative structure of the Institute. A principle that could be kept in mind for such a re-organisation is to treat every faculty member as equal in terms of administrative support required. An internal system may be evolved in this direction.

### Unit Structure

3.11.0 In order to achieve its objectives, the Institute's faculty are grouped under nine academic units. These include the following :

1. Educational Administration Unit
2. Educational Planning Unit
3. Educational Policy Unit
4. Educational Finance Unit
5. Distance Education and Educational Technology Unit
6. International Unit
7. Higher Education Unit
8. Sub-National Systems Unit
9. School and Non-formal Education Unit.

3.11.1 We are told that this classification was made in 1980 and is theme based as well as level based. From the discussions we had with faculty the following appears to be some of the problems associated with the present unit classification :

Each unit has very few faculty and it is difficult for a small group of 2-3 faculty to accomplish anything worthwhile in a given unit.

The roles of each of the unit and the links between different units is not clear.

Wherever programmes are organised by one unit, faculty members are being used from most of the other units in an unplanned way.

Some of these units have diffused focus by virtue of their names.

3.11.2 On the basis of the discussions we had with faculty and in view of the above raised issues, we feel that there is a strong need to reorganise or restructure the units by reducing them in number to make them viable, focused and purposive. Based on our perception of the work assigned to the present units and the discussions we have had with the faculty we have come up with suggestions on the lines on which future re-organisation of the units can be attempted. Present organisation and comments about the work being done by each of these units and the proposals for re-organisation are given in Appendix IV. We are aware that our perception may suffer from various limitations. Hence, our suggestion may be considered as only illustrative.

3.11.3 During our deliberations, we also took note of another distinct approach to the management of tasks in an institution of this



type. This would be the organisation of task forces periodically to manage the tasks and programmes of NIEPA. This approach confers a considerable degree of flexibility and dynamism to the operational system, but it would imply a change in the practice in force in NIEPA till now and willingness to experiment with a new approach. In this approach which has been spelt out as an alternative in Appendix IV, specific tasks are identified and task forces are assembled. However, we would clarify that programmes of a continuous nature like publication, organisation of international training courses would be the responsibility of project groups as against task forces.

3.11.4 We feel that any such reorganisation should be done as an internal exercise with faculty involvement. We recommend that the Academic Committee should undertake this task.

### Library

3.12.0 The Library is the heart of an academic institution. It is important to maintain a good library where all forms of resource material, books and reports on education are available.

3.12.1 NIEPA has a good collection of books and materials. However, they are not organised well for want of space and other support facilities. An attempt should be made to increase the space and improve the other facilities in the library.

3.12.2 We understand that the Director has constituted an Expert Committee to go into the question of re-organisation and modernisation of the library. The Expert Committee comprises of experts in the field of Library Science. We would suggest that the recommendation of the Expert Committee may be processed expeditiously and implemented to enable the library to play a vital role in the development of the Institute.

### Computer Centre

3.13.0 In view of the increasing role of information and computer technology in all academic fields, both in training and research, a separate faculty group specialising in computer based applications in educational management should be instituted. Such a group can be a part of the Operations Research and Management Group. In the present set-up no such separate faculty group exists.

3.13.1 The faculty and staff have already started using the personal computers in their units for training, research, and administration. This activity should be further strengthened in future by increasing and encouraging decentralised computing. At the same time, however, the computer centre also needs to be strengthened both in human and computing resources. The computer centre should act as a central service facility, and should be responsible for handling systems beyond the capability of individual unit. The computer centre should work under the guidance of a committee, which decides the priorities for computing services and reviews the requirements of computing resources in the Institute from time to time.

## Improving the Quality of Training

3.14.0 NIEPA should offer fewer programmes and of good quality. While it is difficult to regulate the quality by merely putting a ceiling on the number of programmes to be offered, we recommend that not more than 500 programme days or 100 programme weeks should be spent on training. Assuming that every day four sessions (1.5 hours) are involved, 2000 programme sessions are estimated to be conducted with 40 faculty, it will work out to be about 50 sessions per faculty in a year. This means on an average a faculty member is busy teaching on 50 days (or 10 weeks) at the rate of one session a day. We expect that the faculty member prepares for each session thoroughly and expect at least one day of preparation time per session (including library work, audio-visual aid material development, discussions with participants, attending programme meetings, understanding participant profile, etc.). Thus a faculty member will be working on training for 75 man days i.e. about a third of the working days in a year.

3.14.1 The rest of the time should go for research, advisory and dissemination activities of which about a good part (say about 25 mandays for faculty) may be spent on research, on training and development of new methodologies.

3.14.2 The quality of training offered by NIEPA however, could be improved further by the following :

- (i) choice of programmes
- (ii) preparatory work before launching training
- (iii) provision of well planned inputs and use of innovative skill based methods
- (iv) undertake follow-up action to appreciate problems in implementation and ensure support from the implementing agencies for adoption of innovative practices advocated during the training.

### Choice of Programmes

3.14.3 NIEPA should choose its clientele and programmes where it has competencies, where the clients need the programme and where there is a scope for making an impact. This should be based upon a survey of training needs. In other words, NIEPA should choose key people to be trained (e.g. top level administrators, State-level Directors, Vice-Chancellors, Deans, etc.) and strategic themes in which training inputs can have an impact. NIEPA faculty should determine largely the programmes NIEPA should offer. Whenever Ministry requires NIEPA to conduct training, a healthy convention of consulting NIEPA may be developed.

3.14.4 Training of DEOs and such other functionaries where hundreds of officials are involved should be left for State Institutes and local institutions. At the most NIEPA could run one or two

experimental programmes in a year with a view to evolve new methodologies. NIEPA faculty should focus on training of trainers of other institutions to promote competency development. NIEPA faculty should also develop modular material for use by other training centres/institutions and make special efforts to develop State level competencies to train headmasters and institutional heads where the number to be trained is large.

3.14.5 We realise that it may not be possible for NIEPA to discontinue its training programmes of District Education Officers and other district level functionaries with immediate effect as this may cause dislocation in the training programme of these strategic functionaries. NIEPA should evolve a two-pronged approach, on the one hand efforts should be made to develop competency and capabilities in the States to undertake these training programmes, and at the same time discontinue these programmes in a phased manner. As the Committee is also aware that new functionaries in these areas would require to be trained and hence a plan of action has to be carefully drawn up to ensure a smooth change over.

#### Preparatory Work

3.14.6 Before any programme is launched the "programme faculty team" should do enough preparatory work to understand the training needs of participants and design the programme. For this purpose they may visit selected clients, call a short meeting, visit other institutions and prepare case studies.

3.14.7 For every programme, preparation should begin a few months in advance by the faculty team meeting and deciding the inputs, materials to be collected etc. The programme coordinator may prepare a budget, discuss in the group and get it approved by the Director. Thereafter, the programme coordinator should have freedom to use the budget without any further permissions (except for deviations)

#### Programme Inputs

3.14.8 NIEPA faculty should use training methods that aim at skill development. Faculty should move away from lecture discussions to case-study methods, workshops, role plays, management games, simulation exercises, in-basket methods and other skill based methods. Audio-visual aids may be developed and used to increase involvement of participants. It may be useful to conduct a faculty development workshop in latest training techniques. Faculty may also be sponsored on field visits to other Management Institutes to study the methodologies they use.

#### Follow-Up

3.14.9 NIEPA faculty should periodically visit the clients/client organisations and assess the utility of the training programme. Evaluation/follow-up studies could be conducted to enrich the programme inputs. These could be conducted in the form of follow-up workshops.

## **Improving Research and Publications**

3.15.0 NIEPA should be known for its contributions to the improvement of educational planning and administration in India and other parts of the world. This is possible only through high quality research. We recommend the following steps should be taken in designing, programming and implementing the research activities of this Institute.

## **Different Categories of Research and Studies**

3.15.1 There should be a clear distinction between fundamental research/policy analysis/maintenance of data base of educational planning and administration/research on implementation and evaluation of educational programmes and projects/comparative studies/and action oriented research.

3.15.2 There should be a clear distinction and an equal need for desk studies; state of arts reports; position papers; indepth econometric analysis requiring heavy data collection; and prospective studies on the future of educational system in India.

## **Prioritising Research Topics**

3.15.3 The choice of the research topics should be made on the basis of three major criteria. Priority issues likely to emerge or actually confronted by the Indian educational system; the capacity to do research on these issues within a manageable period of time; and the comparative advantage of NIEPA to conduct such research vis-a-vis universities and research institutions in India.

3.15.4 In the area of policy analysis, one priority may be to examine resource implications of alternative modes of financing education at sub-sectoral level (such as higher education, vocational education or pre-school education).

3.15.5 In the area of implementation and evaluation, one possible priority could be to develop a methodology for introducing feasibility testing (in terms of implementation capacity of the institutions) of educational plans and projects.

3.15.6 In the area of comparative studies, it may be useful to examine how educational planning experience is evolving in India and in other foreign countries.

3.15.7 In the area of educational administration, there may be a need to consider developing qualitative and quantitative indicators to improve management of educational system (such as resource indicators on teachers, costs, performance indicators, indicators on conditions of schooling, etc.). Another topic of major relevance is the articulation of formal with non-formal education projects; keeping alive local initiative. Other topics in this area may require some discovering facts exercise, on (i) the situation of educational personnel i.e. headmasters, supervisors, regional, district officers etc; (ii) community involvement in education (in organisation and

finance, tutoring etc.); (iii) communication and information between various levels and sectors of the educational system.

3.15.8 These suggestions above are only illustrative. We would expect the faculty of NIEPA to evolve the priorities in research topics based on their perception of the major needs in this area, advice of the authorities of the Central and State Governments, the Perspective Plan of the Institute and the views of the experts. We would expect that the scene in this area will keep on changing with the changing situation in the world of educational planning and administration.

#### **Modalities**

3.15.9 Each research project should be prepared in three phases; (i) analysis of the problem through literature review, desk studies and state of art studies leading to position papers; (ii) explicit formulation of the issues to be researched and assumptions to be tested including the methods for documenting such assumptions; (iii) Agenda for implementation of the research which include provisions for partnership, budget, and organisation features.

3.15.10 Faculty should be encouraged to publish their work in the Institute's Journal and other reputed journals. The Institute should encourage faculty to publish their books and monographs with commercial publishers. As in the past arrangements may be worked out with publishers where NIEPA could buy some minimum number of copies for distribution among Council Members and other client groups. NIEPA faculty should be encouraged to develop monographs and occasional papers for dissemination among educational planners and administrators. NIEPA should have a suitable dissemination facility established for this purpose.

#### **Doctoral Programmes**

3.16.0 Inorder to keep the academic interests of faculty alive, to promote interdisciplinary research and to facilitate faculty development, we recommend that NIEPA faculty be encouraged to guide doctoral students. NIEPA may work out arrangements with a local university to guide Ph.D. students in educational planning and administration. NIEPA should provide fellowships to interested candidates to pursue doctoral work. We feel that this is one of the ways in which interdisciplinary research can be encouraged. This will also help NIEPA faculty to maintain links with other relevant departments/institutions of social sciences. A centre for studies in educational planning and administration may be created for this purpose, if necessary by the Academic Committee.

#### **Faculty Size**

3.17.0 For making an impact we feel that an optimal size of faculty is required. We feel that about 40 full time faculty members may constitute the optimal strength for NIEPA. Assuming that about 5 are on leave at any given point of time NIEPA can aim at a faculty size of 45 in addition to Consultants.

3.17.1 We recommend that all the faculty positions should be Senior Fellows in Professor's grade. However, NIEPA may recruit faculty in Associate Fellow, Fellow grades depending on the qualifications of the candidates. Every five years the candidates performance and contributions should be comprehensively reviewed by an expert committee. Inputs from the performance appraisals should be taken into consideration for promotion decisions. There should be a comprehensive review of performance for every faculty member. The Director should give a feedback to faculty after such a review.

3.17.2 As the above recommendation make it clear that every faculty member recruited to the Institute should be seen as a potential Senior Fellow. We hope that this will sustain the motivation of faculty and enthuse them to show excellence. There should be appropriate disincentive for mediocre or poor performance.

3.17.3 The faculty should be supported by the required research staff. The research staff should be recruited on project basis for various projects.

3.17.4 The faculty of NIEPA should be encouraged to participate in short term exchange programmes with other relevant institutions in India and abroad. The Institute may work out short term attachments to develop their competencies. The Director should allocate a separate faculty development budget for these purposes.

3.17.5 Sabbatical arrangements should also be instituted.

#### Networking and Developing Other Institutions

3.18.0 Educational planning and administration needs are many. NIEPA alone will not be able to handle all these. There is a need to "enthuse" and "support" a large number of institutions to contribute to the improvement of educational planning and management.

3.18.1 For this purpose NIEPA should form a consortium of institutions interested in undertaking research and training in educational planning and administration. This consortium should include the following:

1. ICSSR institutions and other social science research institutions.
2. Institutes of management like the IIMs, XLRI, XIM, TISS, Bajaj Institute, MDI, etc.
3. University Departments of Management Education, Economics, Public Administration, etc.
4. SIEPAs when they come into existence or SCERTs whenever appropriate, State Institutes of Public Administration and Institutes of Development Studies.

5. Other institutions that may have interest in Educational Planning and Management.

3.18.2 To make this consortium effective NIEPA should have a separate budget to hold annual research conferences/workshops with participation by these institutions.

3.18.3 In addition NIEPA should be able to finance research studies and action research on a selective basis to be undertaken by these institutions.

3.18.4 We recommend that an additional annual budget of Rs. 10 to 15 lakhs be set aside for this purpose. Of these about Rs. 2 lakhs may be spent on the annual research conference on Educational Planning and Administration.

The Administration of the Institute

3.19.0 It is necessary to ensure that adequate delegation of powers exist at different level in the Institute. A Committee may be constituted with the representatives of the Integrated Financial Advisory Wing of the Ministry to review the present delegation of the powers in the Institute and extend them with a view to avoid administrative and financial delays and enable quicker despatch of work.

3.19.1 The Ministry may review the powers of delegation to authorities of NIEPA with a view to ensure a large degree of financial and administrative autonomy to the Institute.

3.19.2 The NIEPA has developed an excellent tradition of farming out various aspects of the routine functions associated with the Institute such as security, cleaning and catering etc. We would recommend that this approach should be continued in future. This would enable the Institute to maintain the administrative wing to a small core and provide efficient services to the academic work of the Institute.

3.19.3 The Institute should take early action to finalise the service rules and also other rules and regulations relating to the internal administration of the Institute. A small group of Executive Committee may perhaps be constituted for pursuing action on this matter and ensuring time bound completion of the work.

Campus

3.20.0 NIEPA is a very important and strategic institution not only for the Ministry of HRD but also for the entire country. It is essential to help NIEPA to grow, develop its own personality and character and make contributions. Various recommendations made so far are intended to make NIEPA a National Centre of Excellence.

3.20.1 At present NIEPA has inadequate space and facilities. It is essential for NIEPA to have a large campus of its own with enough

seminar rooms, hostel facilities, computer centre, library, auditorium, faculty and staff quarters, play ground and recreation facilities and so on. We strongly recommend the Ministry to assist NIEPA in acquiring land and develop a new self-contained campus with necessary facilities.

3.20.2 Till such time as NIEPA has its own self-contained campus to attract and retain good faculty members, we recommend that NIEPA be permitted and provided the necessary financial assistance to provide appropriate accommodation at rates in relaxation of the present financial norms and allotting them to the members of the staff on the basis of normal procedure.

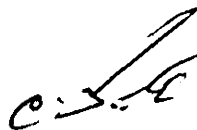
#### Implementation Mechanism

3.21.0 We would recommend the constitution of a Task Force by a Council for implementation on a time-bound basis. We recommend the recommendations of the Committee which are found acceptable by the Ministry of Human Resource Development.

Prof. Jacques Hallak



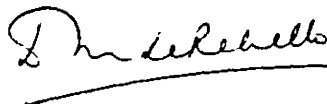
Dr. (Mrs.) Chitra Naik



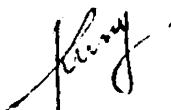
Prof. T.V. Rao



Dr. (Mrs.) D.M. De Rebello



Shri R.N. Roy



Shri P.K. Umashankar





# APPENDICES

(To be published in the Gazette of India Part I, Section I)

No.F.2-44/88-PN(D.1)  
Government of India  
Ministry of Human Resource  
Development  
(Department of Education)  
New Delhi  
Dated, the 15th March, 1989

RESOLUTION

Subject : Appointment of a Committee to review the work and progress of the National Institute of Educational Planning and Administration, New Delhi.

.....

In pursuance of Rule 41 of the Memorandum of Association of National Institute of Educational Planning and Administration, New Delhi, the Government of India in the Ministry of Human Resource Development, Department of Education, have decided to set up a Committee to review the work and progress of the Institute with the following terms of reference :

- i) To review the work and progress of NIEPA in terms of the objectives laid down for it in its Memorandum of Association; and
- ii) To suggest an appropriate future role for the Institute in the context of implementation of the National Policy on Education, 1986.

2. The composition of the Committee will be as under :

1. Shri P.K. Umashankar - Chairman  
Director  
Indian Institute of Public Administration  
New Delhi
2. Prof. T.V. Rao - Member  
Indian Institute of Management  
Ahmedabad.
3. Dr. (Mrs.) Chitra Naik - Member  
Indian Institute of Education  
Pune.

SECRETARY TO GOVERNMENT OF INDIA - Member  
Ministry of Human Resource Development  
Planning and Administration.  
17-B, Sri Aurobindo Marg,  
New Delhi-110016  
D-10833  
Date 29-08-2000

4. Mr. Jacques Hallak - Member  
Director  
International Institute for Educational Planning  
Paris.
5. Shri P.N. Roy - Member  
Formerly Director of Education  
Government of Bihar  
Patna.
6. Dr. (Mrs.) D.M. De Rebello - Member-Secretary  
Joint Secretary (Planning)  
Department of Education  
New Delhi.

3. The Committee will devise its own procedure of work. The Committee will be required to submit its report within four months from the date it commences its work.

Sd/-  
(D.M. De Rebello)  
Joint Secretary to Govt. of India

Order

Ordered that a copy of the Resolution be published in the Gazette of India for general information.

Sd/-  
(D.M. De Rebello)  
Joint Secretary to Govt. of India

To

The Manager  
Government of India Press  
New Delhi.

- Copy to :
1. All members of the Committee (By name)
  2. All members of the Council of the National Institute of Planning and Administration, New Delhi.
  3. Director, NIEPA, New Delhi.
  4. Director of Audit, Central Revenue, New Delhi.

Sd/-  
(M.C. Jain)  
Under Secretary to Govt. of India

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Amended Articles of the  
MEMORANDUM OF ASSOCIATION

1. The Name of the Society shall be the "National Institute of Educational Planning and Administration (hereinafter referred to as "National Institute").
2. The Registered Office of the National Institute shall be in its own building currently numbered as 17-B, Sri Aurobindo Marg, New Delhi - 110016.
3. The main objectives for which the National Institute has been established are :
  - (a) To organise pre-service and in-service training, conferences, workshops, meetings, seminars and briefing sessions for senior educational officers of the Central and State Governments and Union Territories;
  - (b) To organise orientation and training programmes and refresher courses for teacher-educators and for University and College Administrators connected with educational planning and administration;
  - (c) To organise orientation programmes, seminars and discussion groups for top level persons including legislators in the field of educational planning and administration at policy making level in Central and State Governments;
  - (d) To undertake, aid, Promote and coordinate research in various aspects of educational planning and administration, including comparative studies in planning techniques and administrative procedures in the different States of India and in other countries of the world;
  - (e) To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;
  - (f) To offer, on request, consultancy service to State Governments and other educational institutions;
  - (g) To act as a clearing house of ideas and information on research training and extension in educational planning and administration services and other programmes.

- (h) To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal on Educational Planning and Administration;
- (i) To collaborate with other agencies, institutions and organisations, 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;
- (j) To offer fellowships, scholarships and academic awards in furtherance of the objects of the National Institute;
- (k) To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration;
- (l) To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and collaborate with them in programmes.

#### RULES

1. Short title : These rules may be called Rules of the National Institute of Educational Planning and Administration.
2. Definitions : In these Rules, unless the context otherwise requires :
  - i) 'National Institute' means the National Institute of Educational Planning and Administration.
  - ii) 'President' means President of the Council of National Institute;
  - iii) 'Vice-President' means Vice-President of the Council of National Institute.
  - iv) 'Chairman' means Chairman of the Executive Committee;
  - v) 'Director' means the Director of the National Institute;
  - vi) 'Government' means the Government of India;
  - vii) 'Council' means the authority constituted as provided under these rules; and
  - viii) 'Executive Committee' means the Executive Committee set up under these rules.

**3. Authorities of the National Institute**

- (a) The President,
- (b) The Vice-President,
- (c) The Council,
- (d) The Executive Committee,
- (e) Finance Committee,
  
- (f) Such other authorities as may be constituted by the Council or the Executive Committee to give effect to the provisions of the Memorandum of Association of the National Institute and these Rules.

4. The Director shall be the Principal Executive Officer of the National Institute.

5. The Director of the National Institute shall be appointed by the Government of India which shall prescribe his remuneration and other terms of service.

6. Council : The Council of the National Institute of Educational Planning and Administration shall consist of the following members :

- (a) President of the Council to be nominated by the Government of India;
- (b) The Director, National Institute of Educational Planning and Administration shall be the Vice-President;

**Ex-Officio Members :**

- (c) Chairman, University Grants Commission;
- (d) Secretary to Government of India, Ministry of Education and Social Welfare;
- (e) Secretary to Government of India, Ministry of Finance, New Delhi (or his representative);
- (f) Secretary to Government of India, Department of Personnel and Administrative Reforms (or his representative);
- (g) Secretary, Planning Commission, New Delhi (or his representative);
- (h) Director, National Council of Educational Research and Training, New Delhi.

**Other Members**

- i) Five Members from State Education Secretaries and one Education Secretary from Union Territory Administration to be nominated by the President, one from each of the five zones as detailed in the Schedule attached to these rules;

- j) Five persons from State Directors of Education/Directors of Public Instruction, one from each one of five zones mentioned in the schedule annexed to these Rules and not being from which the Education Secretary is a Member, and one Director of Education from Union Territory to be nominated by the President;
  - k) Not more than six eminent educationists specially interested in educational planning and administration to be nominated by the Government of India;
  - l) All members of the Executive Committee not included above;
  - m) One member of the faculty of the National Institute to be nominated by the President; Registrar of the National Institute shall act as Secretary of the Council.
- 6 (2) a. The term of office of the President shall be as specified by the Government of India.
- b. The term of the Members of categories (i), (j), (k) and (l) under Rule 6 (1) shall be three years and a retiring member shall be eligible for renomination for one more term only.
  - c. The term of office of the Member of the Faculty of the National Institute under Rule 6(1) (m) shall be two years and the retiring member shall be eligible for re-nomination for one more term only.
7. A member of the Council shall cease to be a member there of if :
- (a) he dies, resigns, becomes of unsound mind or becomes insolvent or is convicted of a criminal offence involving moral turpitude; or
  - (b) he does not attend three consecutive meetings of the Council without proper leave of the President; provided this shall not apply to the ex-officio Members; or
  - (c) being a member by reason of the office or appointment he holds, ceases to hold that office or appointment.
8. A resignation from the membership of the Council may be tendered to the President in writing and shall not take effect until it has been accepted by the President.
9. A casual vacancy in the office of the member of the Council shall be filled up in accordance with the provisions of Rule 6 and the person nominated in the vacancy shall hold office only for the remainder of the term for which the member whose place he takes was nominated.
10. The Council shall function notwithstanding that any person who is entitled to be a member by virtue of his office is not a member

of the Council for the time being and notwithstanding any other vacancy in Council whether by non-appointment, a defect in appointment or otherwise and no act or proceedings of the Council shall be called in question on the ground merely of the existence of any vacancy in, or defect in the Constitution of the Council.

11. Proceedings of the Council : The President shall convene meeting of the Council, whenever necessary. The Council shall, however meet at least once in a year preferably in October.
12. All the meetings of the Council shall be convened by notice, which shall indicate the date, time and venue of the meeting and shall be served upon every member of the Council not less than fifteen clear days before the day appointed for the meeting. The President may, however, for reasons to be recorded, convene a meeting on such shorter notice as he may think fit.
13. Each member of the Council including the President shall have one vote and if there is an equality of votes on any matter under consideration the President shall have a casting vote. All disputed questions at the meetings shall be decided by a majority vote.
14. Eight members shall form the quorum at any meeting of the Council; provided that if a meeting of the Council is adjourned for lack of quorum and then meets again at a time and place already specified to transact the same business, no quorum shall be required.
15. Every meeting of the Council shall be presided over by the President. In the absence of the President, the Vice-President will preside over the meeting. In case of absence of both the President and Vice-President the members present at the meeting will choose one of them to preside over the meetings.
16. The Secretary of the Council shall keep a record of the proceedings of the meetings and a copy thereof shall be sent to the Government of India.
17. The President may refer any question which, in his opinion, is of sufficient importance to justify such a reference, for the decision to the Government of India and such decision shall be binding on the National Institute and its Council.
18. **Functions and Powers of the Council :** It shall be the function of the Council to carry out the objects of the National Institute as set forth in the Memorandum of Association.
19. The Council shall be responsible for the general supervision of all the affairs of the National Institute and shall have the authority to exercise all the powers of the National Institute subject to such limitations as the Government of India may from time to time impose.



20. **Powers of the President :** The President shall exercise such powers and carry out such functions and duties as may be assigned to him under these Rules or are delegated to him by the Council. He may also act, when he deems it necessary, on behalf of the Council and exercise any or all of its powers. The action so taken by the President shall be reported to the next meeting of the Council.
21. **The Executive Committee :** The National Institute shall be administered by an Executive Committee which shall consist of the following :
1. Director of the National Institute of Educational Planning and Administration - Chairman
  2. Nominee of the Secretary, Ministry of Education - Member
  3. Nominee of the Secretary, Ministry of Finance - Member
  4. Nominee of the Secretary, Planning Commission - Member
  5. One Education Secretary of State who is a member of the Council and is nominated by the President - Member
  6. One eminent educationist who is a member of the Council and is nominated by the President - Member
  7. Executive Director of the National Institute of Educational Planning and Administration. - Member

The Registrar of the National Institute shall act as Secretary of the Executive Committee.

22. **Functions and Powers of the Executive Committee :** The Executive committee shall have under management of all the affairs and funds of the Council and shall have the authority to exercise all the powers of the Council.
23. (i) With the previous approval of the Government of India the Executive Committee shall have powers to frame and amend Regulations, not inconsistent with these Rules, for the administration and management of the affairs of the National Institute and these shall be reported to the Council.
- (ii) Such regulations may provide for the following matters :
- (a) the preparation and sanction of budget estimates, the sanctioning of expenditure, making and execution of contracts, the investment of the funds of the National Institute and the sale or allocation of each investment and account and audit;
  - (b) powers, function and conduct of business by committee or sub-committees as may be constituted from time to time and the term of office of their members;

- (c) procedure for appointment of the officers and staff of the National Institute;
  - (d) the terms and tenure of appointment, emoluments, allowances, rules and discipline and other conditions of service of the officers and other staff of the National Institute;
  - (e) terms and conditions governing scholarships and fellowships, training refresher courses, summer schools, research schemes, visiting professorship and other projects;
  - (f) such other matters as may be necessary for the furtherance of the objectives and the proper administration of the National Institute.
24. The Executive Committee shall have the power to enter into arrangements with the Government of India, State Governments and other public or private organisations or individuals for furtherance of its objectives, for implementation of its programmes and for securing and accepting endowments, grants-in-aid, donations, or gifts to the National Institute on mutually agreed terms and conditions provided that the conditions of such grants-in-aid, donations or gifts shall not be inconsistent or in conflict with objectives of the National Institute or with the provisions of these Rules.
25. (a) The Executive Committee shall have the power to take over and acquire by purchase, gifts or otherwise from Government and other public bodies or private individuals, movable and immovable properties or other funds together with any attendant obligations; and engagements not inconsistent with the objectives of the National Institute and the provisions of these Rules;
- (b) The Executive Committee shall have the power to sell or lease any movable or immovable property of the National Institute, provided, however that no assets of the National Institute created out of the Government funds, be disposed of, encumbered or utilised for purposes other than those for which the grant was sanctioned.
26. Subject to these Rules, the Executive Committee shall have the power to appoint all categories of officers and staff for the management of the National Institute, to fix the amount of their remuneration, and to define their duties.
27. The Executive Committee, may by resolution, delegate to the Director such of its powers for the conduct of business as it may deem fit, subjects to the condition, that the action taken by the Director under the powers delegated under this Rule shall be reported at the next meeting of the Executive Committee.

28. The Executive Committee may appoint Committees or Sub-committees for such purposes and with such powers as it may deem proper.
29. The Executive Committee may by Resolution appoint a Programme Advisory Committee which shall make recommendations to the Executive Committee regarding training and research, and coordinate all plans and programmes and examine the academic aspects of the work of the National Institute. The Director of the National Institute shall be the Chairman of the Programme Advisory Committee which may appoint such sub-committees as it may consider necessary to deal with special problems, projects or programmes entrusted to them.
30. Functions and Powers of the Director : Subject to any directions that may be given by the Council, the Director shall function as the principal executive officer of the National Institute and shall be responsible for the proper administration of the affairs of the National Institute under the direction and guidance of the President of the Council.
31. Finance Committee : The President shall appoint a Finance Committee consisting of five members including the Director and the Financial Adviser and such other members of the Council as he may consider necessary. The Director, National Institute will be the ex-officio Chairman of the Finance Committee.
32. The Finance Committee shall have the following duties :
  - i) to scrutinise the account and budget estimates of the National Institute and to make recommendations to the Executive Committee;
  - ii) to consider and make recommendations to the Executive Committee on proposals for new expenditure on account of staff, major works and purchases which shall be referred to the Finance Committee for opinion before they are considered by the Executive Committee;
  - iii) to scrutinise re-appropriation statements and audit notes and make recommendations thereon to the Executive Committee;
  - iv) to review the finance of the National Institute from time to time and have concurrent audit whenever necessary;
  - v) to give advice and make recommendations to the Executive Committee on any other financial questions affecting the affairs of the National Institute.
33. Funds of the National Institute : The funds of the National Institute shall consist of the following :
  - a) grants made by the Government of India;
  - b) contributions from other sources;

- c) income from the assets of the National Institute; and
- d) receipts of the National Institute from other sources

34. All funds shall be paid into the account of the National Institute with the State Bank of India or any other nationalised Bank in India and shall not be withdrawn except through a cheque signed by such officers or officers of the National Institute as may be duly empowered in this behalf by the Executive Committee of the Institute.

35. (a) The income and property of the National Institute, however, derived, shall be applied towards the promotion of the objects thereof as set fourth in the Memorandum of Association, subject nevertheless, in respect of the expenditure of grants made by the Government of India, to such limitations as the Government of India may, from time to time, impose.

(b) No portion of the income and property of the National Institute shall be paid or transferred directly or indirectly, by way of dividends, bonus or otherwise however by way of profit, to the persons who are or at any time have been members of the National Institute or to any of them or to any person claiming through them.

Provided that nothing herein contained, shall prevent the payment, in good faith, of remuneration to any member or any other persons in return for any services rendered to the National Institute or for travelling allowance, halting or other similar charges.

36. **Financial Adviser :** The representative of Ministry of Finance, Government of India, on the Executive Committee shall be the Financial Adviser to the National Institute. All matters concerning the financial aspects of the affairs of the National Institute shall be referred to the Financial Adviser for his advice. If the advice tendered by the Financial Adviser on any matter referred to him is not acceptable the issue will be dealt with in accordance with the procedure laid down in the regulations.

37. **Accounts and Audit**

(a) The National Institute shall maintain proper accounts and other relevant records and prepare annual accounts comprising the receipt and payment accounts, statement of liabilities, etc, in such forms as may be prescribed by Government of India.

(b) The accounts of the National Institute shall be audited annually by the Auditors appointed by the Council in consultation with the Government of India and any expenditure incurred in connection with the audit of the accounts of the National Institute shall be payable by the National Institute to Auditors.

- (c) The Auditors appointed by the Council in consultation with the Government of India shall have the same rights and privileges and authority in connection with the audit of the accounts of the National Institute as the Comptroller and Auditor General or any other person appointed by him in this behalf, has in connection with the audit of Government accounts in particular; shall have the right to demand the production of books, accounts, connected vouchers and other documents and papers and to inspect any of the offices or Institutions of the National Institute.
- (d) The annual report, including the accounts of National Institute, as certified by the Auditors, together with the audit report thereon shall be forwarded annually to the Government of India in accordance with the time-schedule prescribed from time to time.
38. An Annual Report of the National Institute with the Statements of account as approved by the Executive Committee shall be placed before the Council for its consideration and approval.
39. Amendment of Rules : Subject to the provisions of the Societies Registration Act 1860 (XXI of 1860), and with the proper sanction of the Government of India, these rules may be amended at any time by a Resolution passed at an ordinary general meeting of the Council duly convened for the purpose and supported by more than half of the total number of members of the Council.
40. The National Institute shall be subject to all the provisions of the Societies Registration Act, 1860 (Act XXI of 1860) as amended by the Punjab Act of 1957 and as applied to the Union Territory of Delhi.
41. The Central Government may appoint one or more persons to review the work and progress of the National Institute and to hold enquiries into the affairs thereof and to report thereon in such manner as the Central Government may stipulate; and upon receipt of any such report, the Central Government may take such action and issue such direction as it may consider necessary in respect of any of the matters dealt with in the report, and the National Institute shall be bound to comply with such directions.
42. The Society shall sue and be sued in the name of the Registrar of the National Institute.
43. Dissolution : Subject to the provision of the Societies Registration Act, 1860 (XXI of 1860), and with the approval of the Government of India, the Society may be dissolved by a Resolution passed at an ordinary general meeting of the Council duly convened for the purpose and supported by more than three-fifth of the total number of members of the Council. On such dissolutions, all assets and liabilities of the Society shall vest in Government and shall be dealt with in such manner as Government may direct.

44. Removal of Difficulties : Action taken in the name of National Staff College for Educational Planners & Administrators earlier will be deemed to have been the action taken by the National Institute of Educational Planning and Administration.

Certified to be the correct copy of the Rules of the National Institute of Educational Planning and Administration as passed in the Special General Meeting held on 15th July, 1978 and confirmed in the Second Special Meeting held on 19th October, 1978.

Sd/

(P. Sabanayagam)  
Member

Sd/

(Satish Chandra)  
Member

Sd/

(M.V. Mathur)

## SCHEDULE

### Zone 'A'

1. Assam
2. Manipur
3. Meghalaya
4. Nagaland
5. Tripura

### Zone 'B'

6. Bihar
7. Orissa
8. Sikkim
9. West Bengal

### Zone 'C'

10. Haryana
11. Himachal Pradesh
12. Jammu & Kashmir
13. Punjab
14. Uttar Pradesh

### Zone 'D'

15. Gujarat
16. Madhya Pradesh
17. Maharashtra
18. Rajasthan

### Zone 'E'

19. Andhra Pradesh
20. Karnataka
21. Kerala
22. Tamil Nadu

### UNION TERRITORIES

1. Andaman & Nicobar Islands
2. Arunachal Pradesh
3. Chandigarh
4. Dadar & Nagar Haveli
5. Delhi
6. Goa, Daman & Diu
7. Lakshadweep
8. Mizoram
9. Pondicherry

**Objectives No. 1 & 2**

"To organise pre-service and in-service training, conferences, workshops, meetings, seminars and briefing sessions for senior educational officers of the Central and State Governments and Union Territories;"

"To organise orientation and training programmes and refresher courses for teacher-educators and for University and College Administrators connected with educational planning and administration."

**Training Programmes, Workshops and Seminars**

During the Sixth Plan period, over 4000 educational functionaries at various levels including 400 from other countries have participated in various programmes. The Seventh Plan witnessed further step up in training activities with over 6,000 participants including about 300 foreign participants during its first 4 years. There has been a major step up in the training activities as given below :

**Table 1**  
**Growth in Training Activities**

Particulars	Sixth Plan						Seventh Plan			
	1980-81	81-82	82-83	83-84	84-85	Total	85-86	86-87	87-88	88-89
No. of Programmes	34	29	44	47	52	206	57	67	58	68
No. of Prog. Days	391	512	711	737	1015	3366	1375	997	790	790
No. Participants	751	664	809	1099	907	4230	1551	1591	1474	1453
Prog. Person Days	7497	5830	9987	14769	14852	52935	21547	19276	15620	15620

**Regional Participation**

Table 2 gives participation of States & UTs regionwise i.e. for eastern, northern, southern & western regions from 1981-82 to 1988-89.



**Table 2****Region-wise participation in NIEPA's programmes**

Region	No. of Participants							
	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
Eastern	81	188	141	128	168	250	567	177
Northern	249	250	279	265	647	543	444	522
Southern	121	132	161	123	142	176	110	347
Western	100	90	201	193	397	391	252	267
Total	551	660	782	709	1354	1360	1373	1313

From the above table it is clear that the participation from each region has increased considerably during these years.

**State-wise Participation**

The position regarding participation of each State/UT in the various programmes of NIEPA over the past years is given in Table 3.

Table 3

## Statewise Participation in NIEPA's Programmes - Year-Wise

	Number of Participants								
	1981-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	Total
1. Andhra Pradesh	23	23	65	29	29	42	23	79	313
2. Assam	26	8	66	73	27	37	8	8	253
3. Bihar	22	17	47	13	28	62	66	39	294
4. Gujarat	20	17	20	29	44	51	52	72	305
5. Haryana	59	35	43	40	337	78	73	111	776
6. Himachal Pradesh	7	6	7	6	42	22	43	28	161
7. Jammu & Kashmir	43	7	42	60	15	24	21	38	250
8. Karnataka	21	28	19	17	33	49	39	41	247
9. Kerala	19	10	14	16	37	30	18	25	169
10. Madhya Pradesh	18	30	34	30	210	219	44	77	662
11. Maharashtra	40	98	48	61	94	80	100	110	631
12. Manipur	4	7	7	10	15	13	11	11	78
13. Meghalaya	7	3	3	13	10	10	13	3	62
14. Nagaland	5	12	3	14	5	2	7	17	65
15. Orissa	14	8	16	11	17	40	172	36	314
16. Punjab	17	15	67	18	23	183	32	31	386
17. Rajasthan	38	77	26	27	47	44	115	120	494
18. Sikkim	2	2	5	4	4	1	3	8	29
19. Tamil Nadu	20	35	57	32	42	58	28	97	369
20. Tripura	1	5	4	4	14	8	5	15	56
21. Uttar Pradesh	37	40	39	37	85	104	119	144	605
22. West Bengal	14	15	38	13	38	60	38	25	241
23. Andaman & Nicobar	1	5	4	33	3	2	3	1	52
24. Arunachal Pradesh	3	6	2	8	5	11	3	4	42
25. Chandigarh	7	5	36	15	15	17	10	7	112
26. Delhi	41	65	19	62	83	76	31	43	420
27. Goa, Daman & Diu	2	41	37	4	16	35	50	4	189
28. Lakshadweep	-	1	-	-	-	2	1	96	100
29. Dadra & Nagar Haveli	1	1	2	4	33	4	6	4	55
30. Mizoram	1	2	4	7	2	8	238	10	272
31. Pondicherry	38	36	6	29	1	3	1	9	123
32. Govt. of India	75	50	162	97	132	133	38	82	769
33. Other Countries	38	99	157	81	65	83	63	58	654
<b>Total</b>	<b>664</b>	<b>809</b>	<b>1099</b>	<b>907</b>	<b>1551</b>	<b>1591</b>	<b>1474</b>	<b>1453</b>	<b>9548</b>

\* This includes participants from Departments/Ministries/Organisations like KVS, NCERT, UGC, Planning Commission, Department of Personnel (IAS Officers), Directorate of Adult Education, Ministry of HRD.

Planning and management Dimensions; Research on Planning and management of Distance Education and Educational Technology; Planning and Management of Distance Education; Organising Training for Educational Planners and Administrators; Organisation of Training programmes; Gender Bias in Educational Programmes and Curricula Transaction; Planning and Management of Colleges; and Basic Educational Data.

### **Discussion on Educational Issues**

A series of discussions were initiated during these years in which members of the faculty, experts from outside in the field of educational planning and administration, eminent educationists and intellectuals participated. These discussion groups are organised periodically and provide a professional forum for discussion and exchange of views on important issues in education and development.

### **Assessment of Training**

From the point of view of relevance & quality, each training programme is evaluated by the participants through a questionnaire. The participants are not required to disclose their identity while giving their responses & therefore they can express their opinions freely on different aspects of the programme including fulfilment of objectives, background materials, themes, quality of resource persons, methodology of instruction, etc. There is a pressure from States, UTs & other Organisations like University Grants Commission, Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik School Society etc. to increase the number of programmes. During 1986-87, the Institute conducted four training programmes for I.A.S. personnel at the request of the Department of Personnel, Ministry of Home Affairs. The rating of all the programmes was very high. Moreover, the Institute has done an impact evaluation of some of its training programmes, e.g. DEOs course, series of courses conducted for Principals of Higher Secondary Schools of Assam, and Courses conducted for college Principals. The findings have shown that the participants have benefited considerably from these programmes.

### **Objective No.3**

"To organise orientation programmes, seminars and discussion groups for top level persons including legislators in the field of educational planning and administration at policy making level in Central and State Governments;"

### **Discussion Groups for Top Level Persons**

Top level persons including legislators in the field of educational planning and administration were invited in the regional seminars and national seminar on New Education Policy - Planning and Management Aspects Organised by the Institute at New Delhi (Northern Region : September 28-29, 1985); Calcutta (Eastern Region : October 16-17, 1985); Bangalore (Southern Region : October 26-27, 1985); New Delhi (National : November 23-25, 1985). Their participation in these seminars was very encouraging and useful. Some legislators were also

invited to these seminars. The institute has also made presentations before the Parliamentary Consultative Committee.

The Institute provide professional inputs to the Sub-committees of Central Advisory Board of Education in the recent past. Following areas were covered :

1. Planning and Management of Education - Guidelines of the Education - Village Education Committees, State Advisory Board of Education, Constitution of Indian Education Service.
2. Norms for Transfer of Teachers : on the basis of the questionnaire circulated to the state governments; existing procedure, problems and issues were analysed. This was followed by a series of discussions with teachers' representatives and state level officers. The final version of the guidelines has again been circulated among the state governments.
3. Guidelines prepared by NIEPA on micro level planning and school mapping were placed before the CABE and approved.
4. In pursuance of the decision taken in the Ministry and the CABE regarding training of educational planners and administrators, 31 self-learning modules/materials for training of area level officers and heads of institutions were prepared and circulated amongst the state governments. 49 officers were trained for this purpose. At the request of the state governments, programmes of training key level officers were organised in Andhra Pradesh, Assam, Bihar, Mizoram, Rajasthan, and Tripura.
5. A scheme for provision of Housing Facilities to Women Teachers in the rural areas was prepared by the Institute. The same has been approved by the CABE Sub Committee.

#### Objective No. 4

"To undertake, aid, promote and coordinate research in various aspects of educational planning and administration, including comparative studies in planning techniques and administrative procedures in the different States of India and in other countries of the world;"

#### Research Studies

The Institute has made a major thrust in the area of research in educational policy, planning, finance and administration during the last few years. As against only one research study completed in 1980-81 as many as 96 have been completed during the succeeding seven years. During the first four years of Seventh Plan 51 studies were completed. The following table gives the year-wise position of the number of research studies completed by the Institute :

Table 5

Number of Completed Research Studies

Sixth Plan	Completed Research Studies
1980-81	1
1981-82	1
1982-83	11
1983-84	11
1984-85	21
<b>Total</b>	<b>45</b>
<b>Seventh Plan</b>	
1985-86	20
1986-87	19
1987-88	8
1988-89	4

A number of studies conducted by the Institute have been sponsored and funded by various other organisations like Unesco, IIEP, ICSSR and UGC. During the period 1980-81 to 1987-88, out of the total expenditure of Rs. 60.75 lakhs on research studies, a sum of Rs. 38.52 lakhs was received from other organisations.

The research programme of the Institute is intended:

- to link research and training so that the former serves as a vital input into the Institute's various training programmes, workshops and seminars;
- to provide a useful aid to the policy makers, planners and educational administrators in their decision making and chalking out the future course of action.

The research activities of the Institute include surveys, analytical studies, action research and research projects having policy implications for different sectors of education; while some of the researches carried out by the institute are basic and fundamental in nature, some others are formative or summative in character.

Some of the important research projects undertaken in the preceding years include :

Administration of elementary education in nine educationally backward states; Diagnostic study on educational management in India; Developing norms for educational facilities at school stage; Working out a simple and easily manageable system of national monitoring of different aspects of educational development; Preparing a model financial and accounts code for the university system; Regional disparities in educational development; Building data base on

# COMPLETED RESEARCH STUDIES (1980-81 To 1988-89)

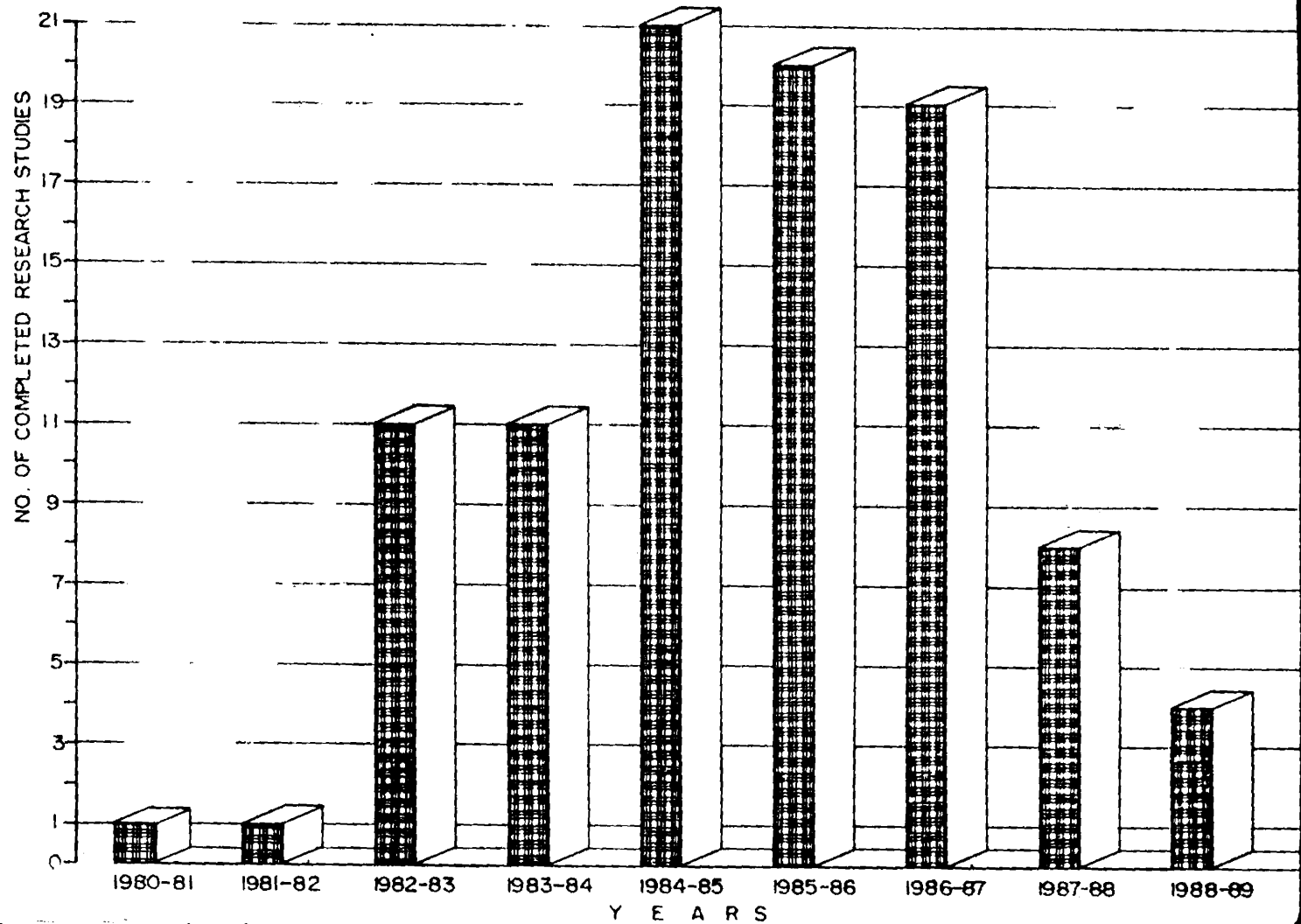


Fig 3

educational development of scheduled castes and scheduled tribes, National profile on retention, failure, repetition and dropout of scheduled caste and scheduled tribe students in higher education; National study of scheduled caste and scheduled tribe students with reference to social background, living conditions and academic performance of post-matric scholarship holders; Mobilisation of resources for education in India; 11 studies on teachers status undertaken as technical input for the work of National Commission on Teachers for Higher Education; Teacher-pupil ratios in schools; Impact of educational levels and some dimensions of development - A study of rural households; studies on primary education in India and simulation models for educational planning and management under the project Indian education in the year 2000 - A long term perspective; Monograph on Education and Development; Monograph on Micro-Planning; Gandhigram Experiment; and Review Study of "Condensed Courses of Education" and "vocational Programmes" for Adult Women.

### Action Research

Action research was introduced in the Institute only four years ago. At present two action projects are going on - one on universalisation of elementary education and removal of adult illiteracy in Punhana Block of Mewat area which is educationally one of the most backward areas in Haryana, and another on institutional planning and management of a college in Gurgaon in Haryana. The first phase of the action research in Punhana block was successfully completed in May, 1987 resulting in substantial increase in enrolment both of boys and girls and reduction in drop-out rate. Its second phase aimed at providing professional assistance to the State Government to transfer the experience of the project to the system for replication purposes through changes in teachers' training curricula by including technique of generating and sustaining community participation in the same. Group of activists generated during Action Research programme have registered themselves as a voluntary organisation to continue the work. NIEPA is now playing a facilitative role with the same.

### Research Findings as Input in the National Policy on Education, 1986

The findings of various research projects undertaken by NIEPA as well as by other institutions were provided to the Ministry of Human Resource Development, Department of Education at the time of the formation of New National Policy on Education, 1986. The Institute prepared a comprehensive paper entitled 'Educational Development - A Status Report and Policy Issues' which served as source material for the Ministry's paper on the subject. The Institute also brought out 11 reports (16 volumes) on the content analysis of letters, press cuttings, reports of the district/state level seminars and memoranda from organisations/professional bodies to discern peoples' opinion on the educational system as background material for formulation of the new education policy. This involved culling out of about 10,000 recommendations coming from all over the country within a very short span of time.

The Institute has started a project on School Mapping; Second All India Survey of Educational Administration; and Educational Development of Tribes in Sub-plan area in the context of implementation of the new Education Policy.

#### **Scheme of assistance for research**

In June, 1987, the Institute introduced a scheme of assistance to aid and promote research in the area of educational policy, planning, finance and administration. Under this scheme, organisations as well as individuals may submit proposals for research studies to be conducted in the specified areas for consideration of the Institute so that it may give financial assistance for the purpose of research studies. This will help to diversify the areas of research and at the same time promote research by other organisations and individuals. Detailed rules have been formulated for the purpose of granting financial assistance. Two research studies have already been completed under this scheme and three are in progress.

#### **Research by individual faculty members**

Some faculty members have also done research studies in their individual capacities on request from other institutions in addition to their normal duties. These studies have been undertaken at the request of organisations like Indian Institute of Education, Pune and Commonwealth Association of Educational Planners and Administrators.

#### **Quality and Research**

Just as every effort is made to maintain quality of training programmes, similarly all efforts are made to ensure that the quality of research done by the Institute is high. For this purpose, all research project proposals are first discussed in a meeting of the faculty, then vetted by external experts before these proposals are considered and approved by the Programme Advisory Committee and Executive Committee of NIEPA. An Advisory Committee is invariably appointed for each project. On completion of the research study, the report is referred to two external experts before it is published.

The research studies have by and large been well received and serve as important inputs into plan formulation, policy renewal and educational reform programmes. Some of the studies published by the Institute have gone in for more than one edition.

#### **Case Studies**

Besides the Research Studies, the Institute has conducted Pilot Studies of two selected colleges and functioning of College Development Council. The Institute has also conducted 51 Case Studies in the areas of Distant Learning, Management of Change, Education of Working Children, Universal Primary Education in remote areas of the country, Micro Level Planning, Model Schools, District Institutes etc. These studies are being used as inputs for its training programmes.



The Principals of the colleges including Autonomous Colleges, Directors of Academic Staff Colleges and Deans of College Development Councils have also conducted 248 Case Studies highlighting administrative, planning, curricula, research, examination, finance and other issues, as input for the various training programmes attended by them in the Institute.

#### Objectives No. 5 & 6

"To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;"

"To offer, on request, consultancy service to State Governments and other educational institutions;"

#### Other Advisory, Consultancy and Support Services

In addition to various training programmes, workshops, seminars and research studies undertaken by the Institute and besides the NIEPA's advisory and support services in the evolution and the implementation of the NPE, it has rendered its professional services to other Ministries, States and UT administrations as well as national agencies and international agencies. These are briefly stated as follows :

##### a) National Commissions on Teachers

The NIEPA provided its professional services to both the Commissions one for higher education and another for school education appointed by the Government of India in 1984. It provided technical papers and participated in the deliberations of the Commissions. The members of the faculty served on various working groups and even worked as conveners of some Working Groups.

It served as Central Technical Unit for NCT - Higher Education and undertook 11 research studies in different areas. The findings of the research studies served as important basis for formulating recommendations by the Commission.

##### b) Finance Commission

The NIEPA submitted a professional memorandum to the Seventh Finance Commission making out a case for adequate allocation of funds to education under the Non-Plan sector, which resulted in additional allocation of funds for construction of school buildings, etc.

##### c) Planning Commission

The Institute provided professional assistance by serving on the Working Group of the Planning Commission on Education for Seventh Five-Year Plan.

**d) State Governments and UT Administrations**

It provided consultancy services to the Education Departments of the following States during the period under review :

Haryana	Norms for schooling facilities
J & K, Sikkim & Dadra & Nagar Haveli	Reorganisation of their Education Departments
Punjab	Management Information System for school teachers
Lakshadweep	Schme of vocationalisation at school stage Re-organisation of Educational and Planning Organisation in the light of the N.P.E.
Pondicherry	Tools for school inspection
Rajasthan (Board of Secondary Education)	Review of autonomy granted for Vanasthali Vidyapith, Vanasthali and Vidya Bhawan, Udaipur
Manipur (University of Manipur)	Developing and designing a post-graduate Diploma course in educational planning and administration

**e) Specific Need-based Programmes**

The Institute organised a number of special training programmes, workshops and seminars to meet the specific needs, in collaboration with state and union territories as well as national and International level organisations.

**f) State Institute of Public Administration, SCERTs, etc.**

The faculty of the Institute served as resource persons in their areas for various State Institutes of Public Administration, SCERTs and other organisations in their training programmes, seminars and workshops from time to time.

**g) NCERT**

The faculty of the Institute served on various working groups and task forces of the NCERT in different subjects related to policy issues such as preparation of new higher secondary curriculum, implementation of vocationalisation of secondary education, etc. It also provided its services in the Crash Programme of NCERT for orientation of teachers.

**h) Union Ministry of Health**

The Institute rendered professional support to the Committee set up by the Ministry of Health to estimate manpower requirements in Health sector and relevant vocational courses at +2 stage.

**i) Task Forces on Elementary Education**

NIEPA served on various State level task forces on UEE in educationally backward States.

**j) Other organisations**

The Institute provided its professional support to various organisations like, Ed.CIL, KVS, UGC, CBSE, etc.

**k) International organisations and other countries**

The Institute has undertaken around 18 research studies and nearly 30 programmes at the request of UNESCO and IIEP. The faculty members have also been invited from time to time by other countries and UNESCO for consultancy and advisory support. They have attended various consultative meetings of Unesco in different parts of the South East Asian and Pacific region. They have also gone to countries like Maldives, Bangladesh, Bhutan, Sri Lanka, etc. for consultancy services.

**Objectives No. 7 & 8**

"To act as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes;"

"To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal on Educational Planning and Administration;"

**Publications and Information Dissemination**

One of the major aims and objectives of the Institute is to prepare, print and publish papers, periodicals, books and other publications and particularly, to bring out a Journal on Educational Planning and Administration in furtherance of the objectives of the Institute.

During the Sixth Five-Year Plan, the Institute brought out 275 documents : 47 in printed form and the rest in mimeographed form. 141 publications - 15 in printed form and 126 in mimeographed form were brought out during the first two years of the Seventh Five-year Plan.

Until July 1986, the Institute was bringing out a quarterly EPA Bulletin. It has since been converted into a Journal and renamed as Journal of Educational Planning and Administration. It is a quarterly Journal with emphasis on articles and research papers on important current issues in the area of educational planning and administration. The Journal is published in two languages i.e. Hindi and English. Since the introduction of this journal nearly 1800 copies are being published every quarter year; last time about 1500 copies in English and 700 copies in Hindi were circulated among the members of NIEPA Council, Education Secretaries of States; District Education Officers; SCERTs; Universities; libraries etc.

It has brought out Special Silver Jubilee Issues on 'Equity in Education' and 'Resources for Education' and another issue on 'Educational Planning'. The contributions are from eminent specialists in the subject. Similar issues are proposed to be brought out on Distance Education, Higher Education, Educational Administration, Decentralised Planning, Education in Third World, School Education and Working Children - Problems and Issues. While the Journal serves as an important medium of dissemination of information and contemporary thought in the field of educational planning and administration, the Institute is also bringing out a number of other publications for wider dissemination of its research findings and other activities.

Some of the recent publications brought out by the Institute are: Educational Planning - A Long-term Perspective; School Inspection System - A Modern Approach; A Financial Code for University Systems; Government Support for Higher Education and Research; Indian Schools : A Study of Teacher - Pupil Ratio; Development and Maintenance of Educational Services : A Study of Norms; and Monograph on Education and Development; and Scheduled Castes and Scheduled Tribes in the Industrial Training Institutes - A Study of Five States.

During the last few years, the Institute has been organising Inter-State study visits in order to provide an opportunity to the officers drawn from States and UTs to have an on-the-spot study of some innovations in educational planning and administration in different States. The first Study-Visit was organised in Maharashtra to study its innovative Rapport Based Programme of School Improvement. The study was documented and published for wider dissemination under the title "Revitalising School Complexes in India". Another Study Visit was organised in Tamil Nadu to study the Programme of Vocationalisation of Higher Secondary Education. The third study was organised in Madhya Pradesh to study its Earn-While-You-Learn Scheme. Monographs of these two visits have been circulated for wider information. Another study was organised in Tamil Nadu to study the Planning and Management of Autonomous Colleges of that State. The report of this visit titled 'Autonomy and Accountability' has been circulated for wider dissemination. Another study visit was organised to have first hand information about Gandhigram Experiment.

There are a number of mimeographed reports of several workshops, seminars and training programmes which have also been widely circulated amongst the States and UTs and other educational institutions concerned. Such reports are on themes like school mapping, school complexes, district level planning, long-range planning, non-monetary inputs, etc.

All the research reports are now circulated amongst the States and UTs and the concerned educational institutions so that the recommendations are duly brought to the notice of the policy makers, planners, administrators, educators, etc. The Institute has started a series of Occasional Papers. These are research papers specially written by faculty members on various important themes. These papers are also being widely circulated.

Apart from the Institute's own publications as mentioned above, the faculty of the Institute has been contributing articles, papers, reviews, etc. in renowned national and international journals.

#### Objective No. 9

"To collaborate with other agencies, institutions and organisations, 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;"

#### Collaboration with other Agencies, Institutions and Universities

For implementation of critical areas emanating from National Policy on Education and Programme of Action, NIEPA has collaborated with the UGC in areas listed below :

#### I. Training

1. Principals from colleges with special focussing on principals of women colleges and principals of colleges in connection with S.C. & S.T. students.
2. Directors of Academic Staff Colleges.
3. Directors/Deans of College Development Councils.
4. Heads of Post-graduate Departments
5. Planning and Management of Science Education in the Colleges.
6. Planning and Management of research programme at the university level.
7. Registrars and Finance Officers of the Universities.
8. College Principals with computer hardware supplied by the UGC.
9. Principals of Autonomous Colleges.

#### II. Professional Support

1. Preparation of revised guidelines on Autonomous Colleges.
2. Guidelines for the establishment of Academic Staff Colleges.
3. Revision of the objectives of the Institute of Correspondence Education.
4. Restructuring of Courses.

### III. Research and Studies

1. Study visit to Tamil Nadu for assessing the effectiveness of autonomous colleges. The report was supplied to the UGC.
2. A pilot study on the functioning of College Development Council has been completed.

### Universities & Others

Series of programmes have been organised in collaboration with University (Bombay, A.M.U. & Surat), Institutions of Public Administration (Andhra Pradesh, Rajasthan & West Bengal), SCERT (Bihar, Assam, & Haryana), Department of Education (Goa, Lakshadweep, Andaman & Nicobar Islands, Assam, Mizoram, Tripura, Bihar, Maharashtra, Dadra and Nagar Haveli, Arunachal Pradesh, J & K, and Sikkim), Minority Institutions (Uttar Pradesh), Voluntary Organisations (Haryana). Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya, Department of Education; MHRD, NCERT, USEFI, UNESCO; Regional Office (Paris and Bangkok), IIEP, IBRD, UNICEF.

In collaboration with Department of Education, Ministry of HRD, NIEPA has undertaken a project, titled 'Computerised Planning for Education', in which the software for Non-Formal Education has been developed.

### Objectives No. 10 & 11

"To offer fellowships, scholarships and academic awards in furtherance of the objects of the National Institute;"

"To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration;"

### Awards and Fellowships

In this areas, NIEPA has indeed not done much. However, it instituted a National Award, an Associateship and two Diplomas.

#### i) National Award for Innovative Concepts and Practices

First All-India Competition for Education Officers working at the district level on 'Innovative Concepts and Practices in Educational Planning and Administration' was held in 1982-83. Since then such a competition is organised every year. The response, however, is not encouraging and as such the scheme is being reviewed.

#### ii) Associateship of NIEPA

The award of Associateship of National Institute of Educational Planning and Administration in the area of Educational Planning and Administration was introduced during 1982-83. The first award was made to a Korean academician for his Post Doctoral

research work in NIEPA. He worked in NIEPA for a year on the subject.

#### iii) National Diploma

The first Diploma was instituted during 1982-83 from 1st July, 1982 for being awarded to the officers who successfully completed the six-month Pre-Induction course for District Education Officers. Till 1988-89 eight such courses have been held and 206 persons have been awarded diplomas. The course consists of 3 months intensive curricular work at NIEPA and 3 months supervisory project work in the district of the trainee.

The Institute has not yet conferred any honorary fellowship. It had however, conferred the honour of Professor Emeritus on Prof. M.V. Mathur, the former Director of the Institute.

#### International Programmes

Promotion of regional cooperation and International understanding with specialised focus on educational planning and administration is one of the major aims of the Institute. To this effect, exchange of information, expertise and sharing of existing resources is seen as a necessary step for developing collective self-reliance as a means for self-sufficiency in the third world countries.

#### The Expanse

The Institute besides its national commitments, has been actively involved in organising training programmes for education personnel from countries starting from the sub-region, the Asian and Pacific region and the Middle East and going as far as the African continent. On request from UNESCO, UNDP, UNICEF, IIEP, IBE, USEFI, SIDA, CFTC, National Governments, NIEPA has been organising collaborative programmes. From 1986-87, officers from other countries have also been sponsored under ITEC, Colombo Plan and SCAAP by the Ministry of External Affairs, Govt. of India. The international programmes include study visits, regional seminars, workshops and short and long term training programmes in educational planning and administration. Besides these, NIEPA introduced an International Diploma Programme in Educational Planning and Administration (IDEPA) in order to meet the growing demand from sister countries and extension of its training facilities on a more regular basis. This programme was the culmination of a proposal adopted to that effect, in the Sub-Regional Meeting of National Commissions for UNESCO in Asian Countries, held in New Delhi, 1983.

These programmes have not only helped to develop capabilities of the personnel from different countries in the field of educational planning and administration but also provided a forum to discuss problems and issues of mutual interest and exchange of information in the sphere of educational development. The programmes have also helped in furthering international, particularly regional cooperation and understanding.

## **Participation**

Since 1980-81, NIEPA has received more than 500 participants from both the developed and third world countries in the various programmes mentioned above. Officials from nearly 48 countries belonging to the Asia (West, South and South East), Pacific, Middle East and from the European, African and American continents have participated in the various training programmes, Study visits, Seminars, Workshops and consultation meetings.

### **Training Programmes for Foreign Personnel**

#### **i) International Diploma in Educational Planning and Administration**

The International Diploma was instituted in 1985 for being awarded to officers from other countries who attended the six-month International Diploma course in Educational Planning and Administration and successfully completed it. Till 1988-89, five such courses have been held. 98 persons have participated in this programme. The programme broadly aims to train senior cadres of educational planners and administrators of sister third world countries in modern concepts, methods and techniques of educational planning, administration, management and finance. The course consists of 3 months intensive curricular work at NIEPA and 3 months field research project work in the participant's country.

#### **ii) Six months Special Diploma in Educational Management and other programmes for Sri Lanka Educational Personnel**

52 Officers at different levels have received training from this Institute so far.

#### **iii) Twelve-month Advanced Training Programme in Office Management with Special Reference to Educational Administration**

An Officer from Education Department, Ministry of Development, Bhutan attended the course.

#### **iv) Attachment programmes for senior officers of Education Departments from Bhutan, Bangladesh, Thailand, Maldives and Philippines for varying duration.**

#### **v) Two training programmes of UNESCO Fellows from Afghanistan.**

#### **vi) Training programme for Rectors of Teacher Training Colleges of Thailand at Bangkok.**

#### **vii) Three-month programme for Education officers of Papua New Guinea**

### **B. International Workshops and Seminars**

A number of Regional Workshops and Seminars for South Asian and Third World countries have been organised on subjects like Educational Planning; Educational Administration; Planning of Environmenta'



**Education; Micro Level Educational Planning and Management; Coordinated Planning and Complementarity between Formal and Non-formal Education; Strategies for Universalisation of Elementary Education and Planning Management of Women's Education in South Asia in collaboration with UNESCO and other agencies.**

### **Study Visits**

Seminar officers from different countries have come from time to time, on various study visits for varying durations in collaboration with UNESCO and other agencies as also Asian trainees of International Institute of Educational Planning, Paris, for study visits as part of their Advanced Training in Educational Planning.

### **Foreign Collaboration in Research**

The NIEPA has collaborated with Unesco and IIEP in research studies. These studies include Education and Future, Education and Rural Development, Education and Employment, Vocationalisation of Education, Diagnostic Study of Educational Management, External Financing of Education, etc.

### **Objective No. 12**

"To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and collaborate with them in programmes;"

Please see Under Objective No. 9.

## NATIONAL POLICY ON EDUCATION AND ROLE OF NIEPA

### Introduction

Formulation of National Policy on Education Programme of Action and Policy implementation provided a unique opportunity to the Institute to share its accumulated experience with the experts and various agencies in this task of major importance at National Level. A brief account of the same is given under following headings :

- a) Formulation of N.P.E.
- b) Programme of Action
- c) Implementation Process

#### a) Formulation of N.P.E.

It was during Mrs. Gandhi's period that the process of formulation of National Policy on Education was initiated. This was however, a limited exercise confined to elucidation of views from Bureau Heads of the Ministry, UGC, NCERT, NIEPA, AIU and some educationists from within and outside the country. About 27 documents were received and NIEPA was assigned the responsibility of preparing a synthesis document. The needful was done.

After the change of government and new Prime Minister's broadcast to the Nation, it was decided to undertake this exercise on elaborate scale. As per decision of the Ministry, a diagnostic assessment of Educational Development since Independence was made and a document "Status Report and Policy Issues" was prepared. Ministry's document "Challenge of Education" was partly based on the exercise done by the Institute. The official document was circulated all over the country. Seminars/debates took place on an extensive scale.

NIEPA on its own organised four Regional Seminars and one National Seminar to formulate the recommendation for National Policy on Education.

Letters/documents/press clippings/other reports numbering about 7,000 were received by the Ministry and the job of content analysis was entrusted to NIEPA. 16 documents as listed below were prepared. These documents were supplied to the various committees and groups constituted by the Ministry for formulating the .

1. Citizen's Perception Vol. I  
(Based on 737 letters)
2. Citizen's Perception Vol. II  
(Based on 746 letters)
3. Citizen's Perception Vol. III  
(Based on 539 letters)
4. Citizen's Perception Vol. IV  
(Based on 158 letters)

5. **Social Auditing of Indian Education System -  
A Study of Janwani Communications**  
(Based on 2255 letters)
  6. **A view point of the Press**  
(Based on 275 letters)
  7. **An analysis of Press Cuttings**  
(Based on 240 Press Cuttings)
  8. **Reports from Technical Institutions**  
(Based on 12 Reports)
  9. **Universities Concern**  
(Based on 11 Reports)
  10. **State Level Deliberations**  
(Based on 12 Reports)
  11. **Suggestions of Educational Institutions/Bodies**  
(Based on 113 Reports)
  12. **Views of Non-Educational Organisations**  
(Based on 3 Reports)
  13. **Perception from States**  
(Based on 20 Reports)
  14. **New Educational Policy - Perceptive from Uttar Pradesh**  
(Based on 35 Reports)
  15. **Emerging Perceptions**  
(Based on recommendations of Kothari Commission, Teacher Commission, National Seminar and State Level Deliberations)
  16. **Voluntary and Professional Bodies on Education, Vol. I and II**  
(Based on reports from 244 voluntary associations and bodies).
- b) **Programme of Action**

A National Seminar on Implementation strategies of National Policy on Education was organised by NIEPA in June 1986. The seminar was attended by 57 participants from UNESCO, UNICEF, and eight foreign experts from Yugoslavia, Tanzania, USA, France, Botswana and Nepal, Ministry of HRD, other Ministries, Planning Commission, UGC, State Governments, Universities, NCERT, Eminent Educationists and delegates from professional bodies. The seminar was inaugurated by the Prime Minister.

A second seminar was organised in collaboration with - Planning Commission, Institute of Applied Manpower Research, EDI (The World Bank), (August 1986).

The seminar was attended by 28 Indian Experts and a team of experts from World Bank.

The feed back of both the seminars was supplied to the Ministry.

c) Implementation of NPE - 1986

The Institute undertook extensive exercises in preparing guidelines for establishing the :

- State Advisory Boards of Education
- District Boards of Education
- Village Education Committee
- State Institute of Educational Planning and Management.

The Institute also prepared guidelines on :

- School Mapping
- School Complexes.

Training Programmes were given on School Mapping and School Complexes.

Specific training was given to the State Education Departments at their request. Some of the states where intensive training on school mapping was given were :

1. Andhra Pradesh
2. Assam
3. Bihar
4. Rajasthan
5. Tripura
6. Madhya Pradesh
7. Mizoram

#### Operation Black Board

Operation Black Board is a priority area under the NPE/POA. A training workshop on planning and management of Operation Black Board was organised by NIEPA for senior education officers of the Government of Maharashtra. In this workshop guidelines were prepared for the preparation of the project proposal formulation for Operation Black Board.

The faculty of NIEPA were engaged in the state level empowered committees to consider project proposals regarding Operation Black Board and providing guidance in establish of District Institute of Education and Training.

#### Universal Provision of Facilities

The Institute organised workshops on Micro Level Planning for Universalization of Elementary Education (July 18-21 and July 26-29, 1988), National Workshop on UPE for Disadvantaged (August 17-26, 1988), MIS for Non-formal Education (September 5-6, 1988), and 4

Training Programmes on School Mapping (November 6-11, December 12-17, December 19-24 and December 26-31, 1988). Reports prepared in these workshops were circulated among state Governments.

#### **Evaluation and Monitoring of NFE**

The Institute also organised workshops and developed Monitoring of Information System for Non-formal education.

In collaboration with the Department of Education, Ministry of Human Resource Development, the Institute is conducting two projects on :

1. Computerized Decision Support System for Elementary Education at District Level.
2. Computerized Monitoring System of Non-formal Education.

The try out exercise is being done in 6 districts of Haryana, Rajasthan, Uttar Pradesh and Madhya Pradesh.

The Institute also conducted an Evaluative Study of NFE in 9 Educationally backward States in which comprehensive data from 9 backward states were compiled, on the basis of the findings of the study, the Ministry of HRD has made necessary changes in the centrally sponsored scheme of NFE.

#### **Secondary Education and Navodaya Vidyalaya**

NIEPA has organised about 16 orientation courses in different parts of the country to orient functionaries of education departments in the implementation of NPE/POA with focus on institutional planning, institutional evaluation, institutional management and school complexes.

NIEPA has been involved from the creation and initiator of Navodaya Vidyalaya Samiti. Training Programmes were organised for the Principals of Navodaya Vidyalayas : Training Programme in Planning and Administration for Principals of Navodaya Vidyalayas (June 27 - July 1, 1988), (44 Principals).

Orientation Programme on School Management of Navodaya Vidyalayas (July 11-15, 1988), (43 Principals).

#### **Mass Orientation Programme**

The Institute organised "Mass Orientation Programmes" in the areas of "Operation Black Board", "Project formulator", "School Complexes" and "School Mapping".

Almost majority of the State level Resource Persons were trained. 31 Self Learning Modules on various aspects of National Policy on Education mostly priority areas were developed and supplied as input to the state level education department resource persons.

## **Reorganisation of States/UTs Education Departments**

The Institute provided guidance to some of the education departments of States and UTs in reorganising their education departments. The states/UTs were :

1. Assam
2. Arunachal Pradesh
3. Gujarat
4. Goa
5. Mizoram
6. Dadra & Nagar Haveli
7. Lakshadweep

Three intensive training programmes were conducted to the educational functionaries of Lakshadweep.

The Institute is also servicing the CABE Committee on -

- Sub-committee on Management of Education
- Sub-committee on Transfer of Teachers
- Sub-Committee on Housing Facilities for Women Teachers.

## **Higher Education**

The Institute acted as base in the creation of Academic Staff Colleges and Colleges Development Councils.

Training Programmes were organised for the Incharges of Academic Staff Colleges - on Planning and Operational Dimensions.

Training to the Directors of College Development Councils were also organised.

Special programmes with practical utilization of computers in the colleges for college Principals were organised.

Special programmes for Autonomous College Principals were also organised.

Workshops were organised for restructuring of courses at undergraduate level.

## **Women Education**

Special programmes were also organised for women college Principals.

An evaluative study was also conducted in collaboration with Central Social Welfare Board regarding condensed courses and vocational courses, changes and modifications were suggested for meeting the requirements of National Policy on Education.

## **Empowerment of Women**

A workshop was conducted with a view to evolve strategies for development of women's education. The workshop laid emphasis on linking women's education with development.

A National Seminar was also organised for women in educational administration to identify the strategies for implementation of the NPE in so far women education is concerned.

Training Programme for women college principals to enhance their capabilities in planning and management of their institutions. Training was also organised for Heads of Girls' Schools.

A working paper was prepared and submitted to the Ministry for discussion in the CABE committee on Housing facilities for Women Teachers.

NIEPA and NCERT are working together in framing the core curriculum keeping in view the women's issue etc.

An Atlas on Women is being developed by NIEPA.

## **Adult Education/National Literacy Mission**

The Institute collaborated with Directorate of Adult Education and organised programmes on "National Literacy Mission" and "Technology Mission" in various regions.

The Institute collaborated with the Directorate of Adult Education and organised training programmes for Adult Education functionaries from 22 technology Demonstration Districts under National Literacy Mission.

Present Unit structure and a possible reorganisation for consideration by the Academic Committee.

1. Educational Planning Unit

At present this Unit appears to do a lot of macro level work. This Unit is expected to conduct studies and training in educational planning. Specifically it focuses on analysing the links between education and demography, educational training, educational employment and inter-sectoral linkages. This macro level work may be periodic (once in five years) and may involve lot of analysis of secondary data. The macro level analysis work done by this Unit is likely to be of very limited value except during plan period. The issues listed below may become the concern of the Unit.

1. The processes and procedures by which educational plans are prepared at micro and macro levels
2. The strengths and weaknesses of the existing planning process
3. Proposals for improving the planning processes. learning from the experiences of previous years
4. The training to be provided to the planners for this purpose.
5. Measures to improve institutional plans
6. The factors affecting the inputs received for preparing the current plans and measures to improve the quality of these inputs

This is only an illustrative list of issues. The faculty of this Unit may like to identify the role of this particular Unit, keeping in mind the need to bring about improvement in the quality of educational planning.

2. Educational Policy Unit

This Unit is supposed to address itself to issues like education and development, equity and efficiency, centralisation versus decentralisation etc. Besides these, this Unit may concern itself with evolving the strategies for implementing the educational plan. Faculty of this Unit should assist the institutional heads, district officers, state administrators and central level administrators and planners in evolving alternate strategies of achieving the policy objectives. The issues listed below may merit consideration by this Unit.

1. What are the alternative strategies available for a institution or State Government or the Central Ministry to acheive their educational objectives?



2. How does one formulate a policy on the basis of above strategies?
3. Analysis of the policy formulation process and its weaknesses.
4. What should be done to improve the policy formulation process?
5. What kind of training should be given to those involved in educational policy formulation?

This Unit could be conveniently combined with Educational Planning Unit and a new unit called **Educational Planning and Policy Formulation (EPPE) Unit** can be started. The faculty in this unit should work on planning, policy formulation, strategies formulation, implementation strategies etc. Faculty in this unit should have competencies in the fields of policy sciences including policy formulation, policy analysis, manpower planning, economics, development management and such other strategy related disciplines. This Unit should be conducting only one or two training programmes in a year on policy and planning for state and central level planners and administrators, legislators and such other key personnel.

### 3. Educational Finance Unit

At present this Unit's objectives are limited to the development of capabilities of finance officers, in State Departments and universities. There is scope for widening the perspectives of this Unit.

Financing of education is a very critical area in our country. Resources are limited. Therefore, new resources need to be generated and existing resources need to be optimally utilised. This is true at institutional state and the national levels. The faculty of this Unit should be able to contribute to issues concerning generation and management of financial resources from micro to macro levels. The faculty should have competencies in the following areas :

1. Financial resources generation at local levels by institutions  
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there will be demand on educational institutions and local governments to become self financing. Faculty of this Unit should be able to generate a body of knowledge to help these agencies to generate their finances or other resources.

2. Financial management at institutional levels : Once the budget is available for an Institution, allocation of financial resources and management of funds becomes another important area. Faculty of this Unit should have competencies to assist institutions in effective financial management.
3. The faculty of this Unit should also be able to assist state governments, on various issues relating to generation of financial resources, allocation of these resources and management of these resources. The faculty of these Units should be able to

advise state government to build linkages with industries and other government agencies.

This Unit may be renamed as Educational Finance and Resource Management Unit or as Financial Management Unit. Their training programmes should be limited to one or two in a year on resource generation and financial management.

#### 4. Educational Administration Unit

This Unit at present is expected to develop the managerial capabilities of educational administrators at institutional levels and above them. Considering the fact that the entire institution (NIEPA) deals with educational administration, a separate unit on educational administration appears redundant. In its place two new units may be established to work on the following two important areas :

- Human Resource Management (HRM)
- Operational Research and Management System (ORMS)

The Human Resource Management unit should deal with various issues of man management in education. These include man-power planning, performance appraisal, job analysis and descriptions, leadership, recruitment and placement, transfers, work conditions, motivation management, industrial relations, union management, salary and work conditions etc. An important focus of this unit should be on Human Resource Development. This Unit should assist State Governments and Institutions in evolving HRD strategies for competence development. This unit should be able to assist the State Governments, Central Ministry and other agencies, universities and institutions to develop personnel policies that can improve the quality of education.

At present there is no unit dealing with these important issues. There is a huge body of knowledge in the personnel field all over the world. Education is one sector where a large number of people are employed and without continuous human resource development they are likely to stagnate. Hence the need for such a unit.

The Operations Research and Management System Unit (ORMS) should deal with various systems management issues. These include logistics management, information systems, control systems, computer applications, operations research in education, project formulation and monitoring and implementation, decision support systems and the like.

Such "Systems Orientation" is very much lacking in the present unit structure. Faculty of this unit should be able to develop management systems and equip the state level education administrators, university administrators and district administrators with competencies to manage their systems better. This Unit may be able to launch a good number of training programmes as a part of their assistance in systems development for State Governments, Centre, universities and so on. The computer centre may be a part of this

unit. The Unit faculty will need to have competencies in operations research, quantitative methods, systems, computers and the like.

#### 5. Distance Education and Educational Technology

The only rationale for such a Unit in NIEPA is the consideration that "distance mode" of education is on the increase and it has its own management problems. Similarly technology management in education is important for effectiveness. Both these concerns can be taken care of in a project form. In other words this could be a 3 to 5 years project on "Management of Distance Education and Educational Technology". This project should study the unique management problems of distance education and offer programmes to develop competencies of those administrators in distance Education. Other issues relating to cost effectiveness, monitoring and evaluation can be taken up by the respective functional units. Technology management should be the concern of those in planning and policy unit on a continuing basis.

#### 6. School and Non-formal Education

At present this Unit is working on training of DEOs, AEOs, and on schemes like Operation Black Board, School Complexes and National Literacy Mission. These are issues on which most of the faculty members should be able to work. This Unit may be converted into a project group. The group should identify a few priority areas for work in the next 3-5 years and this group should evolve models through action research and offer consultancy services to States.

#### 7. Higher Education

This Unit focuses on improving management capabilities of college principals, coordinators of NSS, Registrars etc.

This Unit may be converted into an "Institution Building and Development" unit and grouped along with other functional units. The Unit may focus not only on higher education but also on other institutions like DBEs, DIETs, SIEPAs and so on. The primary task of this unit should be to develop a body of knowledge on Institution Building and Organisation Development. This Unit should help in establishing new institutions and facilitating self-renewal of existing institutions.

#### 8. Sub-national Systems

It is more appropriate to make this unit into a project group. Alternately this could be merged into the ORMS groups as a project of that group.

#### 9. International Programmes

This also should become a project group with rotating membership. Every faculty member should have an opportunity to participate in this.

## Alternative Structure : Model 1

Keeping in view the NPE and the changing priorities of educational planning and management we recommend the reorganisation of the Institute into functional areas and project groups. Function areas cover discipline based groups where there is a common discipline base and a common body of knowledge. The groups recommended are the following :

1. Educational Planning and Policy Formulation (EPPF)
2. Educational Finance and Resource Mobilisation (EFRM)
3. Human Resource Management (HRM)
4. Operations Research and Management (ORM)
5. Institution Building and Development (IBD)

In addition there should be project/theme/education level based groups. These may include the following :

1. School and Non-Formal Education
2. Sub-National Systems
3. International Programmes
4. Distance Education and Educational Technology

More groups can be added to this, depending on the needs and changing priorities of education. Each project group should be a temporary group and may have a life of 3 to 5 years. Each group should have a coordinator.

Every faculty member of NIEPA should belong to one or the other of the five functional areas/units. In addition the faculty member should belong to at least one or more of project groups. The Project Groups may plan their activities annually and implement them. Similarly the discipline areas may also plan their activities. While the project groups are organised on the basis of the client systems they serve, the discipline based areas are on the basis of functional specialisation. Both are equally important in the long term interests of NIEPA.

## Alternative Structure : Model 2

In this model it is suggested that the present organisation of NIEPA staff by units be progressively phased out and replaced by an organisation of "task forces". Such organisation could be done in the following manner :

- The Academic Committee and the Faculty Council identify a set of priority programmes/projects to be undertaken by NIEPA in the next five years.
- The Director then appoints for each task a leader; i.e. the coordinator with whom he would negotiate an agenda to be implemented including critical steps to ensure quality control, accountability and open communication in the implementation of the tasks.

- In consultation with the Director, the Task Leader organises his team by selecting his team after notifying colleagues in NIEPA and proposing, if necessary, recruitment of project officers as well as consultant services.
- Each Task Force will prepare a detailed plan for the task.
- Once this is approved by the Director and then by the Academic Committee, the Task Leader will have complete control on managing the task and will be directly accountable before the Director in terms of the budget, the time frame and for the project.

The Committee realises that introduction of such a change in the organisation of NIEPA may require time and may need to be done through phases of experimentation and evaluation.

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