

# Annual Report

1984-85



NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION  
17-B, SRI AUROBINDO MARG  
NEW DELHI

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## ACKNOWLEDGEMENTS

The National Institute of Educational Planning and Administration expresses its gratitude to the Ministry of Education and Culture; Ministry of the Home Affairs; Planning Commission; National Council of Educational Research and Training; University Grants Commission; Association of Indian Universities; Indian Council of Social Science Research; National Informatics Centre, University of Delhi; Jawaharlal Nehru University; Jamia Millia Islamia, New Delhi; National Institute of Rural Development, Hyderabad; Indian Institute of Public Administration, New Delhi; Institute of Applied Manpower Research, New Delhi; Indian Institute of Technology, Delhi; Education Wing of Air Force; Kendriya Vidyalaya Sangathan; Central Board of Secondary Education; Rajasthan Board of Secondary Education; State Councils of Educational Research and Training; State Institute of Education, Delhi; A.N. Sinha Institute of Social Sciences, Patna; Punjab Agricultural University, Ludhiana; Indian Institute of Education, Pune; Governments of West Bengal, Jammu and Kashmir and Madhya Pradesh; and other State/Union Territory Governments for their cooperation and interest in its activities during the year under report.

The Institute also expresses its gratitude to the various colleges and schools for receiving the participants of various School and College Principals' Training Programmes and District Education Officers' Programmes during their field visits.

The Institute is grateful to the experts who spared their valuable time to act as guest speakers/resource persons in the conduct of its various programmes.

The Institute acknowledges with thanks the cooperation in the conduct of some of its programmes, extended by the UNDP, International Institute of Educational Planning, Paris; UNESCO Office of Statistics, Paris; UNESCO Regional Office for Education in Asia and Oceania, Bangkok; United Nations Asia and Pacific Development Centre, Kuala-Lumpur; National Association for Asia and Pacific Education; United States Educational Foundation in India; Commonwealth Fund for Technical Cooperation, London; and Swedish International Development Agency, Stockholm.

The Institute expresses its gratitude to the Governments of Afghanistan, Bangladesh, Bhutan, China, Indonesia, Iran, Japan, Kuwait, Mauritius Malaysia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Mauritius, and U.S.A. for their cooperation and interest in its activities during the year under report.

## AN OVERVIEW

The National Institute of Educational Planning and Administration, formerly known as the National Staff College for Educational Planners and Administrators, was established by the Government of India as an autonomous institution in 1970, by taking over the Asian Institute of Educational Planning and Administration which had been set up in 1962 under a 10 year agreement with the UNESCO.

This report covers the main activities of the Institute during the period April, 1984 to March, 1985. Some of the major highlights are given below :

### TRAINING PROGRAMMES

During the year the Institute organized 52 programmes as against 47 during 1983-84. Of the total of 907 participants, 709 participants came from the states and UTs and 92 from foreign countries. Apart from the states and UTs the participants included officers from the Government of India and other national institutions like NCERT, Planning Commission, University system, etc.

Regionwise, the highest participation was from Northern Region (265), followed by Eastern Region (193), Western Region (128) and Southern Region (123). Statewise, the highest participation was from Jammu & Kashmir, followed by Assam, Delhi, Maharashtra and Uttar Pradesh.

Some of the important programmes conducted during the year included :

#### a) Diploma Courses

- i) Diploma in Educational Planning and Administration for District Education Officers of India (July 2, 1984 - January 28, 1985)

This programme was third in the series. A new phenomenon of preparing action plan by each participant as a part of syndicate work with special reference to his/ her area of work was introduced. 24 officers from 11 states and UTs participated in the Course.

- ii) International Diploma in Educational Planning and Administration (January 14, 1985 - July 13, 1985).

In order to meet the growing demand for the training of education functionaries in South Asia and other Third World Countries, NIEPA launched first International Diploma Course on January 14, 1985. 12 officers from 5 countries, namely, Afghanistan, Bhutan, Kuwait, Mauritius and Sri Lanka participated in the Programme.

## **b) Priority Areas**

To meet the developmental needs, orientation programmes were conducted during the year for educational personnel from different states and UTs in the priority areas like Universalisation of Elementary Education and Adult and Non-formal Education. Two national workshops, one on Developing Alternative Models for Non-formal Education at the request of the Ministry of Education and another on Planning and Management of Training Programmes in Adult Education for Higher Level Functionaries in collaboration with the Directorate of Adult Education, were organised. A training programme on Administration of Ashrama Schools and another of Equity in Education were also organised.

## **c) New Areas**

Management of vocational and technical education received particular attention during the year. One programme each for Women Polytechnic Educators and Administrators from Jammu & Kashmir and for Principals of Engineering Colleges were organised during the year. A programme in Planning and Management of Vocationalisation of Education at +2 stage was also conducted.

In the field of higher education, three new programmes namely, Orientation Programme for Heads of Department of the University of Kashmir, Heads of Science Departments of Colleges and Workshop on Teaching Methodologies in Colleges were organised. In all these programmes, the shift was from overall institutional management to the management of the institutions, departments and programmes.

Two thematic programmes viz. Workshop on Projection and Forecasting Techniques and Workshop on Leadership and Decision Making were also organised.

## **d) On-going Programmes**

The Institute conducted three programmes of 3 weeks duration each for College Principals, two programmes of 3 weeks duration each for Senior School Administrators, two programmes of 3 weeks duration each for Higher Secondary School Principals and two programmes of 2 weeks duration each in Management of University Finances.

## **e) Special Programmes**

The Institute organised special training programme to cater to the specific needs of Educational Personnel in states and UTs, namely, Assam, Uttar Pradesh and Andaman and Nicobar Islands at the request of the respective governments. The Institute also organised special programmes for educational functionaries at the request of Education Wing of Air Force, Kendriya Vidyalaya Sangathan and University Grants Commission.

## RESEARCH AND STUDIES

During the year, the expenditure on research and studies against government grants increased to Rs. 4.23 lakhs as compared to Rs.3.60 lakhs during 1983-84. The Institute also mobilised additional funds to the tune of Rs. 7.65 Lakhs under funded research programmes. The total expenditure under research and studies aggregated to Rs. 11.88 lakhs during the year. 21 studies were completed during the year and 15 studies were in progress.

### Studies Completed

1. Diagnostic Study on Educational Management in India (Sponsored by UNESCO)
2. Regional Disparities in Educational Development - An Atlas of Indian Education
3. A Study on Mobilisation of Resources for Education in India
4. Cost of Supply of Education in Gurgaon District, Haryana
5. Study for Developing a Model Account Code for the University System
6. Higher Education in India : A Bibliography (Sponsored by UNESCO)
7. An Indepth Study of Financing of Higher Education in India (Sponsored by ICSSR)
8. Autonomy of the University Community (Sponsored by ICSSR)
9. Management and Utilisation Pattern and Impact of Post Matric Scholarship (National Profile 2) (Sponsored by Ministry of Home Affairs)
10. Retention, Failure, Repetition and Dropout in Higher Education - A Cohort Analysis of Scheduled Caste/Scheduled Tribes Students (National Profile 3) (Sponsored by Ministry of Home Affairs)
11. Social Background, Living conditions and Academic Performance of Post Matric Scholarship Holders : A National Study of the Scheduled Caste and Scheduled Tribe Students (National Profile 4) (Sponsored by Ministry of Home Affairs)

Studies undertaken as technical input in the work of National Commission on Higher Education :

12. Higher Education in India : A Survey
13. Economic Status
14. Social Status
15. Recruitment : Base and Procedures
16. Mobility and Inbreeding
17. Professional and Career Development

18. Work Ethos
19. Participation in Decision Making
20. Grievances and their Redressal
21. Professional Values

### **On-going Studies**

1. A Study on Optimum Teacher-Pupil Ratio in Schools
2. Funding of Social Science Research in India (Sponsored by ICSSR)
3. A Study on Educational Financing with Special reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh (Sponsored by ICSSR)
4. Study on Educational Policy and Planning in India - Role of Planning Commission : Current Status and Future perspectives
5. Indian Education in the Year 2000 - A long Term Perspective
6. Study on History of Education Development in Kerala
7. a) Personnel Structure in Engineering Colleges  
b) Inventory Control Management in Engineering Colleges
8. Impact of Educational Levels on Some Dimensions of Development- A Study of Rural Households
9. Beneficial Structural Linkages between Education and Employment - A Background Volume
10. Study on Role Performance of the Heads of Colleges
11. Action Research Based on Innovative Practices in Educational Planning and Administration with the Objective of Universalisation of Elementary Education in a Cluster of 20 Villages in Punhana Block, District Gurgaon, Haryana
12. Role of Protective Discrimination and Equalising Educational Opportunities
13. Pilot Study of the Colleges for Preparing Reading Material for Training Programmes of Heads of Science Departments in Colleges (Commenced in December, 1984)
14. Evaluation Study of Experimental Projects for Non-formal Education for Children of 9-14 age group on Universalisation of Elementary Education in Nine Educationally Backward States (Sponsored by the Ministry of Education & Culture)
15. Development of Case Studies for Conducting Training Programmes on Implementation of +2 stage in Haryana (Commenced in February 1985)



## OCCASIONAL PAPERS

1. Higher Education in India : The Regional Dimension
2. Discriminatory Pricing in Education

## ADVISORY, CONSULTANCY AND SUPPORT SERVICES

The Institute took up a number of research studies and programmes at the instance of and in collaboration with the Central and State Governments and National organisations. The Institute also continued to provide faculty support, academic and professional consultancy and guidance to central and state governments and organisations involved in educational planning and administration. It worked in close collaboration with the Ministry of Education and culture and Planning Commission and was associated with the Ministry of Home Affairs, State Education Departments, University Grants Commission, Central and State Universities, National Council of Educational Research and Training, Indian Institute of Public Administration, Kendriya Vidyalaya Sangathan, Directorate of Adult Education etc. in many important programmes concerning educational planning and administration.

Mention may be made of the studies conducted at the request of Ministry of Home Affairs on educational development of Scheduled Castes and Scheduled Tribes. Special mention may be made of the 10 research studies conducted by the Institute on the Status of the Teachers as input in the work of National Commission on Teachers-2 (Higher Education). Mention may also be made of the Evaluation Study of "Experimental Projects for Non-formal Education for Children of 9-14 age group on Universalisation of Elementary Education" in the 9 educationally backward states undertaken by the Institute at the request of the Ministry of Education.

The Institute collaborated with the International Organisations and organised a number of special programmes to cater to the specific needs of the other countries, namely, Sri Lanka, Afghanistan, Bhutan, Philippines and U.S.A.

## INTER-STATE STUDY VISIT

An inter-state study visit was organised (third in the series) from February 4 to 9, 1985 to have a close look on 'Earn While You learn' scheme successfully introduced by the Education Department of Madhya Pradesh. The Institute is planning to publish a monograph on the above successful experiment.

## NIEPA COLLOQUIUM

A series of 26 colloquiums was organised during the year on a wide variety of themes ranging from educational planning and management to dilemma of development and impact of technology on education and society.

## ACADEMIC UNITS

Academic units, namely, Educational Planning, Educational Administration, Educational Policy, School and Non-formal Education, Higher Education, Sub-National Systems and International Units conducted a number of training programmes and research activities in their specialised areas keeping in view the national priorities and emerging needs.

## ACADEMIC INFRASTRUCTURE

Library, Documentation Centre, Publication Unit, Hindi Cell, Data Bank, Cartographic Cell and Electronic Data Processing and Reprographic Unit (EDPR Unit) continued to provide valuable support to the growing and multi facet programmes, research and other academic activities of the Institute.

The Library and National Documentation Centre acquired nearly 3000 more documents during the year and continued to provide "Current Awareness Service", participated in "Regional Information Retrieval"; and published "News from States/Union Territories" in EIPA Bulletin.

Hindi Cell helped in the preparation of training material and reports in Hindi for meeting requirements of participants from Hindi speaking areas.

## PUBLICATION

One priced publication was brought out, two were in Press and four were taken up for publication as detailed below :

1. "Government Support for Higher Education and Research" by Dr. J.L. Azad (Published)
2. "Educational Planning - A Long Term Perspective" edited by Prof. Moonis Raza (in press)
3. "A Financial Code for the University System" by M.L. Sobti (in Press)
4. "Cost of Supply of Education at Micro Level : A Case Study of Two Education Clusters in the District Gurgaon, Haryana" by Dr.J.B.G. Tilak and G.K. Bhatt (Taken up for publication)
5. "Mobilisation of Additional Resources for Education - A Study of Certain States in India" by Dr. C.B. Padmanabhan (Taken up for publication)
6. "Organisational History of the Ministry of Education" by A. Mathew (Taken up for publication)

7. "Resources for Education in India" by Dr. J.B.G. Tilak and Dr. N.V. Verghese (Taken up for publication)

#### STAFF STRENGTH

Staff strength stood at 161 as on March 31, 1985, besides 40 project staff members on the same date.

#### HUMAN RESOURCE DEVELOPMENT

In-service training of both academic and other staff was pursued as an important element of human resource development. Three faculty members attended specialisation and advanced training programmes abroad.

#### RULES AND REGULATIONS OF NIEPA

Review, updating, consolidation and inclusion of new provisions in the Service Regulations of NIEPA was undertaken and a draft was prepared for consideration of the Committee constituted by the Ministry of Education for the purpose.

Comprehensive guidelines for the formulation of research proposals and submitting their reports were also issued.

#### MODERNISATION OF ACCOUNTS AND ADMINISTRATION

Automatic drawal of increments and regular review of cadre and project staff through computerisation were introduced. Programmes for computerisation of financial accounts and inventory control system were also developed.

#### PROGRAMME REPORTING

Quarterly resume (mimeographed) of the activities and important development in the Institute were brought out.

#### OFFICE PRODUCTIVITY AND REPORTING - AN INNOVATIVE APPROACH

An innovative approach in office reporting and monitoring to cover key areas of office functioning, namely, personnel, supplies and services, estate and construction, etc., in addition to monitoring of the disposal of the receipts was introduced.

## NIEPA CAMPUS

NIEPA Campus was further developed during the year with the commissioning of the second Tubewell. Construction of Director's residence, 8 Type II and 8 Type III quarters was taken up.

The Institute continued to face shortage of office accommodation and residential units.

## HOSTEL

The occupancy in the hostel continued to be fairly high. The receipts from the hostel during the year amounted to Rs. 2.37 lakhs.

## FINANCE

During the year 1984-85 the total expenditure out of Government grants was Rs.80.31 lakhs (Rs.35.18 lakhs under non-plan and Rs.45.13 lakhs under plan) as compared to Rs. 68.42 lakhs (34.43 lakhs under non-plan and 33.99 lakhs under plan) during 1983-84. In addition, an expenditure of Rs.14.01 lakhs was incurred during the year against funded programmes and research studies.

## **SIXTH FIVE YEAR PLAN (1980-85) : MAJOR ACHIEVEMENTS**

The year marked the end of Sixth Five Year Plan. During the Sixth Plan period, the Institute witnessed significant growth and diversification of programmes. Some of the major highlights are given below:

### **Training Programmes**

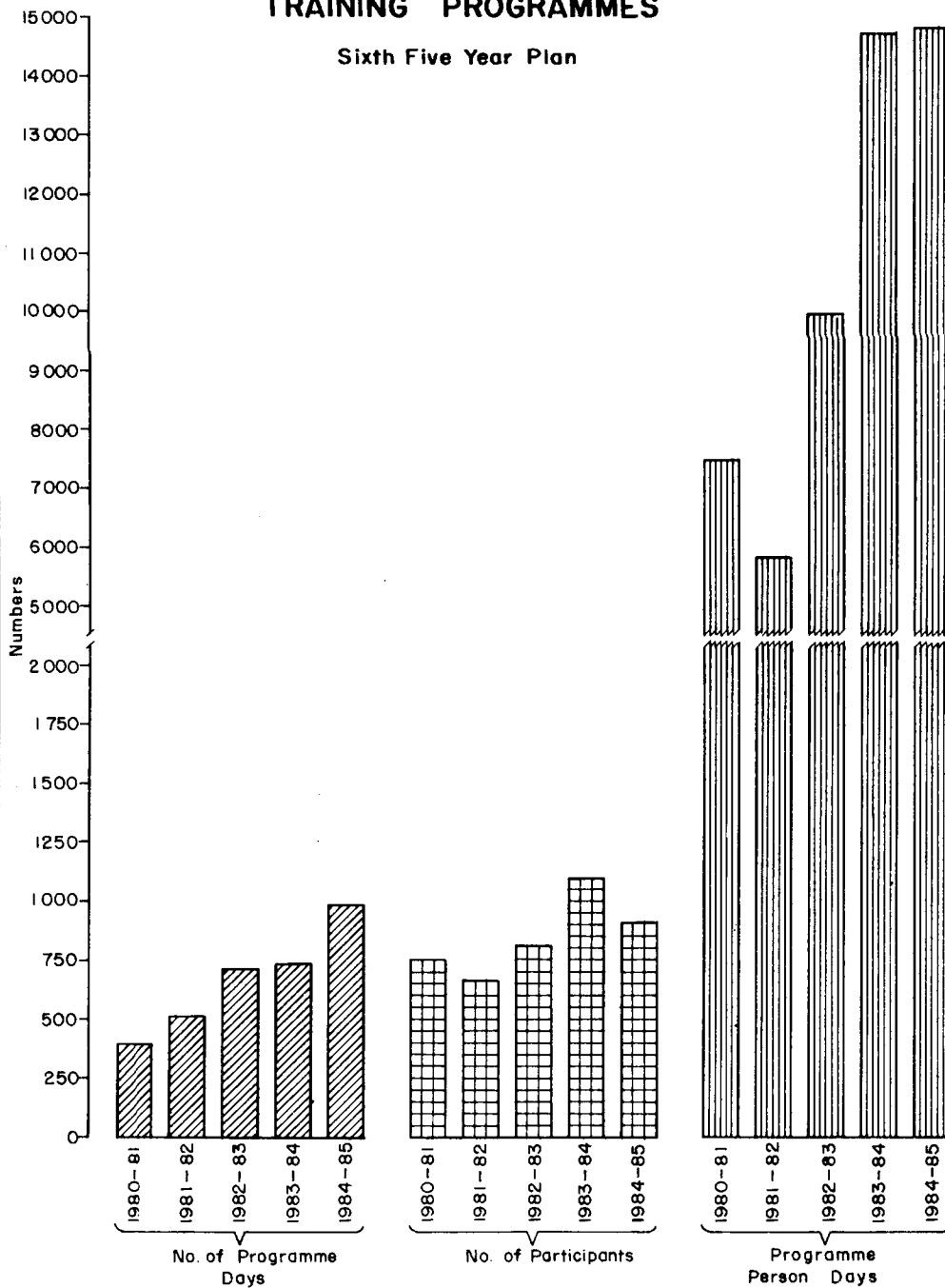
During the Sixth Plan period, over 4000 educational functionaries at various levels including 400 from other countries participated in the various programmes.

**Step up in Programmes:** The number of programme days and programme person days increased from 391 and 7497 during 1980-81 to 1,015 and 14,852 respectively during 1984-85 registering an increase of 153% and 98% respectively.

**Regionwise Participation:** All states and UTs have been deputing various educational functionaries for different training programmes. The highest participation was from Northern Region (1272) followed by Southern Region (711), Eastern Region (704) and Western Region (690). Highest participation was from the state of Maharashtra (293) in Western Region followed by U.P. (231) and Delhi (231) in Northern Region. The number of participants from nine educationally backward states was 1427 representing 34% of the total participation from the states and UTs.

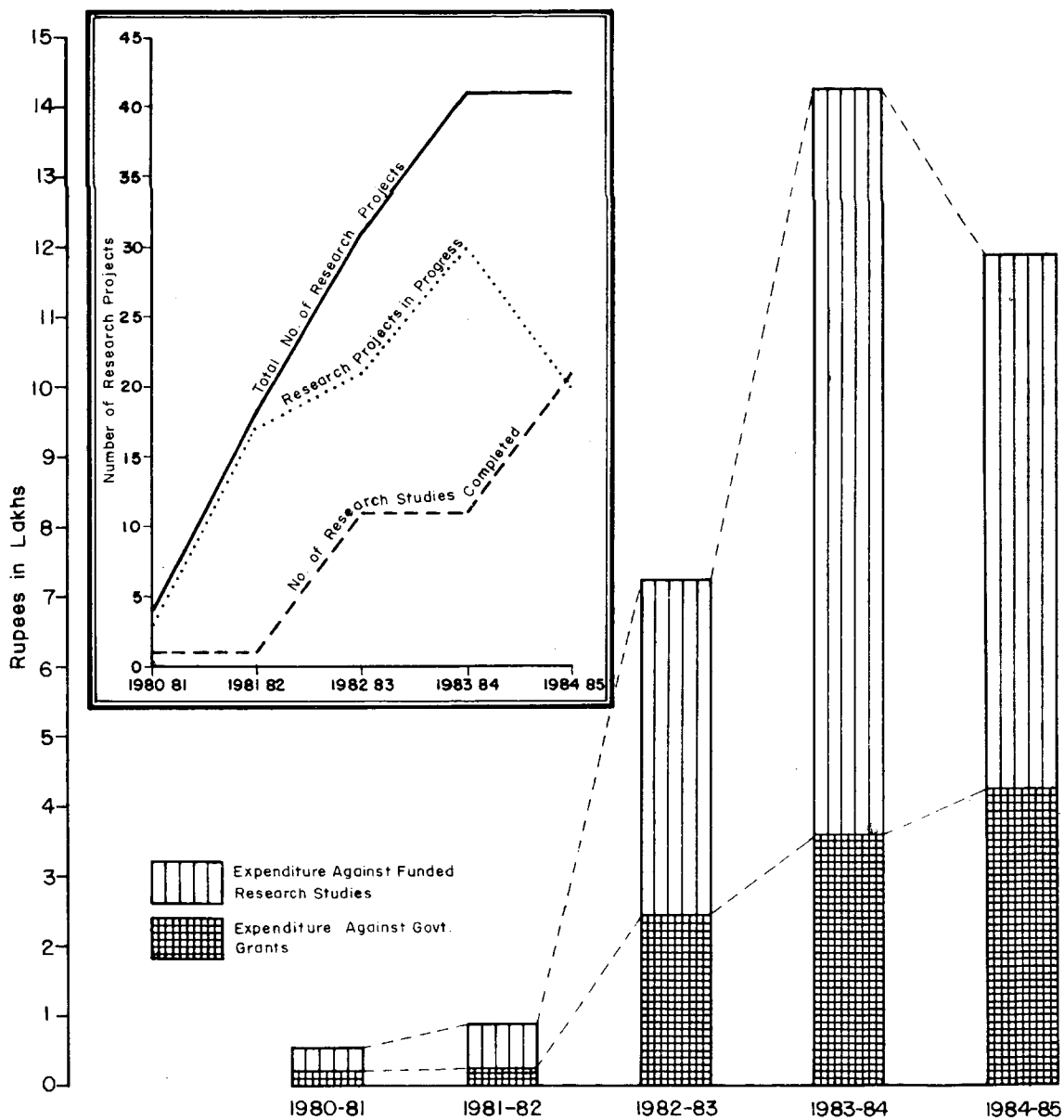
# TRAINING PROGRAMMES

Sixth Five Year Plan



# RESEARCH AND STUDIES

## Sixth Five Year Plan



The foreign participants were from 31 countries, namely, Afghanistan, Australia, Beharian, Bangladesh, Barbados, Bhutan, Canada, China, Cyprus, Ethiopia, Fizi, Indonesia, Iran, Japan, Kenya, Korea, Kuwait, Malaysia, Maldives, Mauritius, Nepal, Pakistan, Papua & New Guinea, Phillipines, Singapore, Sri Lanka, Switzerland, Tanzania, Thailand, U.K. and U.S.A.

**National and State Level Programmes :** A Six-months Diploma Course for District Education Officers was launched in 1982-83. The second and third Diploma Courses were held during the year 1983-84 and 1984-85 respectively.

A number of other cadre based programmes, special programmes in priority areas and to meet the specific needs of states and UTs and a number of seminars and workshops on different themes and aspects of educational management were organised.

**International Programmes:** A six-months International Diploma Course was launched in 1984-85. A six-month course in Educational Management for Sri Lanka educational personnel and a number of international attachment programmes, regional workshops/seminars and study visits were also organised for officers from different countries.

### **Research Programmes**

The Institute made a major thrust in the area of research and completing 45 research studies on various aspects of educational planning and administration. As against one research study completed during 1980-81, the number of research studies completed during 1984-85 was 21. In addition, 17 studies were in progress at various stages as on 31.3.1985.

**Research Expenditure:** The expenditure on research against government grants increased from 0.22 lakhs during 1980-81 to Rs.4.23 lakhs during 1984-85. Against the original Sixth Plan provision of Rs.5.50 lakhs, the Institute achieved the higher plan outlay of Rs.10.72 lakhs against Government grants. In addition, the Institute mobilised funds to the tune of Rs.24.08 lakhs under funded research programmes taken up at the request of the Ministry of Home Affairs, National Commission on Teachers on Higher Education, Ministry of Education and Culture, UNESCO, ICSSR etc.

**Important Studies :** Some important Research projects included : All India Survey of Educational Administration in States and UTs; Studies on Administration of Elementary Education in the nine educationally backward states; Studies on various aspects of educational policy, planning and management at national and sub-national levels; Action Research in 20 villages of Punhana Block of Mewat area - which is educationally one of the most backward areas; and Evaluation Study of Non-formal Education Programme in nine educationally backward states.

**Occasional and Research Papers:** The Institute initiated publication of a series entitled 'Occasional and Research Papers' to diffuse the findings of the research work relating to various facets of educational planning and administration. Nine such papers were brought out during the Sixth Plan period.

### **Advisory, Consultancy and Support Services**

Some of the major areas of advisory, consultancy and support services during the Sixth Plan included,

- a) Work for National Commissions on Teachers for School Education and Higher Education;
- b) Contribution in Task Forces, Working Groups, Advisory Boards and Commission at state and Central Levels;
- c) Consultancy to states, UTs and University Education Departments;
- d) Faculty support in programmes organised by various state governments, universities and other bodies; and
- e) Consultancy services to other countries and UNESCO.

### **Other Academic Activities**

Other major areas of academic activities during the Sixth Plan period were:

- a) Diffusion of Innovations: The programmes studied included - 'Rapport-based Programme of School Improvement' in Maharashtra; 'Vocationalisation of Education at +2 state' in Tamil Nadu and 'Earn While You Learn' scheme in Madhya Pradesh;
- b) Yearly National Award for Innovative Concepts and Practices in Educational Planning and Administration introduced from 1982-83;
- c) Informed Discussions on Educational Issues; and
- d) Award of Associateship of NIEPA.

### **Publications**

The Institute brought out 275 publications of which 47 were printed and the rest were mimeographed.

### **Academic Infrastructure**

New units, namely, National Documentation Centre, Publication Unit, Cartographic Cell, Data Bank, Hindi Cell and Electronic Data Processing Unit were set up to support academic programmes. Library also started functioning on all the days throughout the year except on National Holidays from February, 1983.



## **Administration and Finance**

**Cadre Planning:** The cadre strength of the Institute increased from 103 as on 1.4.1980 to 161 as on 31.3.1985. The cadre planning was aimed at strengthening its professional academic capabilities and pinning down the administration and supporting cadres to the minimum.

Project staff was also appointed to conduct research studies.

**U.G.C. Scales:** The UGC scales of pay were introduced for the faculty w.e.f. 1.4.1982 and for the Librarian and Documentation Officer w.e.f. 21.3.1984.

**Management Practices:** Major steps taken for strengthening and revitalisation of the Institute include re-organisation of Faculty and Administration to function with full responsibility and increase productivity; wide ranging re-delegation of financial and administrative powers to the various academic and administrative functionaries to accelerate the pace of work, remove bottlenecks and delays; human resource development of all categories of personnel; modernisation of office management; introduction of management reporting and application of computerisation in academic, administration and finance functions. The major constraint, however, continued to be serious shortage of faculty, office and residential accommodation.

**Funds Flow:** Against a total expenditure of Rs.43.13 lakhs during 1980-81 (both plan and non-plan) the expenditure rose to Rs.94.32 lakhs (both plan and Non-plan) during 1984-85. The plan expenditure against Government grants during this period increased from Rs.22.61 lakhs during 1980-81 to Rs.45.64 lakhs during 1984-85 registering an increase of about 100 percent.

Against an original outlay of Rs.115 lakhs provided under the Sixth Plan, the Institute utilised funds to the tune of Rs.157.59 lakhs by higher plan allocation on mid-term review and also mobilised additional funds to the tune of Rs.42.19 lakhs under funded programmes. During the Six Plan period, the total expenditure aggregated to Rs.341.64 lakhs (both plan and non-plan) including funded programmes.

### **NEW THRUSTS PROPOSED UNDER SEVENTH FIVE YEAR PLAN**

#### **a) Establishment of State Level Centres in Educational Planning and Administration**

Establishment of State Level Centres for improving educational planning and administration with particular emphasis on decentralised planning, participation of people and training of grass-root functionaries in Education is under consideration.

b) **Correspondence Course in Educational Planning and Management**

NIEPA to serve as a resource centre of the National Open University for distance education in Educational Planning and Administration.

c) **Application of Technology to Improved Educational Planning and Management**

Strengthening of Application of Technology to improve Educational Planning and Management.

d) **Action Research and Extension**

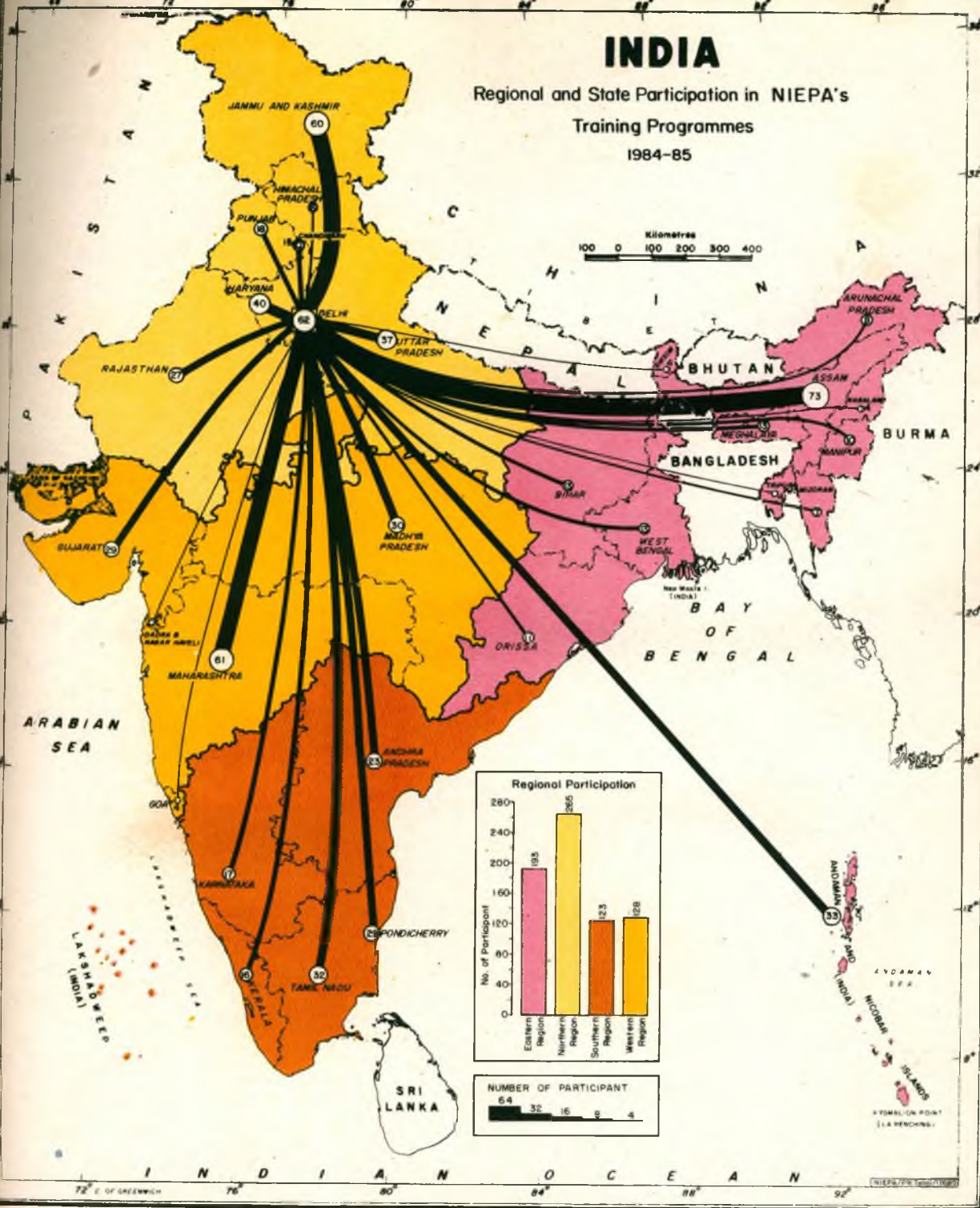
More action research projects with a view to improve the on-going schemes of education in the central and state sectors.

Undertaking field based studies and project experimentation, the findings of which will be fed into the training programmes.

Dissemination of research findings in the area of Educational Planning and administration.

# INDIA

## Regional and State Participation in NIEPA's Training Programmes 1984-85



Based upon Survey of India map with the permission of the Surveyor General of India.

The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.

The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh.

The boundary of Meghalaya shown on this map is as interpreted from the North-Eastern Areas (Reorganisation) Act, 1971, but has yet to be verified.

Responsibility for the correctness of internal details on the map rests with the publishers.

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## TRAINING COURSES AND PROGRAMMES

The Institute organised during the year under review a large number of training courses, workshops and seminars for different educational functionaries from within the country as well as from abroad.

## THE ANNUAL PLAN

The Annual Plan of training activities for the period was developed keeping in view the national priorities such as Universal Elementary Education (UEE), adult and non-formal education, vocationalisation of higher secondary education, data processing and management information system, equity in education, involvement of community in educational development etc. Emphasis was laid on giving the participants necessary techniques and skills for preparing the Seventh Five Year Plan, optimum utilisation of existing resources and raising the internal efficiency of the system. Recognising that human resource is a very valuable resource and it is on the efficiency of the human personnel that the efficiency of the educational system depends, there was a special thrust in all programmes on improving planning and management capabilities of educational planners and administrators.

While drawing up the annual plan of the training activities the training needs and the client groups required to be trained were identified in consultation with the departments and agencies concerned. The plan also took note of the priorities contained in the Perspective Plan of the Institute. The programme schedule containing the details of the various programmes including their dates and the client groups was circulated to all the states and Union Territory Administrations, universities, and other concerned institutions well in advance so that they could take advantage of the NIEPA's programmes. In all, 52 programmes were conducted during the year 1984-85 as against 47 programmes conducted during 1983-84 and 44 programmes during 1982-83.

## PROGRAMMES FOR 1984-85

The broad classification of the programmes conducted during 1984-85 is given below:

- |   |              |
|---|--------------|
| 1. Planning and Administration of School Education                | 9 Programmes |
| 2. Planning and Administration of Higher Education                | 7 Programmes |
| 3. Programmes on Educational Management                           | 5 Programmes |
| 4. Programmes on Management of Technical and Vocational Education | 3 Programmes |

5. Programmes on Planning and Administration of Adult and Non-formal Education	3 Programmes
6. Programmes on Educational Planning	3 Programmes
7. Programmes on Management of Educational Finance	2 Programmes
8. Programmes on Educational Policy	4 Programmes
9. Other National Programmes	4 Programmes
10. International Programmes	12 Programmes
<b>Total</b>	<b>52 Programmes</b>

It will be seen from the above table that out of 52 programmes there were 40 national and sub-national programmes and 12 international programmes.

The details of each programme conducted by the Insitute during 1984-85 are given in Annexure I. The list of the programmes conducted is given below:

#### A. NATIONAL/SUB-NATIONAL PROGRAMMES

Classification	Dates & Duration	No. of Participants	Programme Person Days
<b>Planning and Administration of School Education</b>			
1. Orientation Programme in Educational Planning and Administration for Education Officers of Air Force Schools	April 2-19, 1984 (18 days)	36	648
2. Third Programme for Diploma in Educational Planning and Administration for District Education Officers	July 2, 1984 - January 28, 1985 (184 days)	24	4416
3. Orientation Programme in Educational Planning and Administration for Directly Recruited Officers in Uttar Pradesh	September 17 - October 1, 1984 (15 days)	3	45

4. Orientation Programme in Educational Planning and Administration for Officers of Education Department of A&N Islands in Port Blair	October 10-20, 1984 (11 days)	30	330
5. Orientation Programme for School Principals of Assam	November 5-23, 1984 (19 days)	17	323
6. Orientation Programme in Educational Planning and Administration for Senior School Administrators	January 7-25, 1985 (19 days)	10	190
7. Orientation Programme in Educational Management for School Principals of Assam	January 21 - February 8, 1985 (19 days)	29	512
8. Orientation Programme in Educational Planning and Administration for Senior School Administrators	February 11-28, 1985 (18 days)	8	144
9. Workshop on Institutional Planning for Heads of Secondary Schools in Pondicherry	February 25 - March 2, 1985 (6 days)	26	156
	<b>309 days</b>	<b>182</b>	<b>7164</b>

#### **Planning and Administration of Higher Education**

10. Seminar on Problems and Issues in Planning and Management of Science Programmes in Colleges and Universities	August 14, 1984 (1 day)	7	7
11. Orientation Programme in Educational Planning and Administration for College Principals	September 4-24, 1984 (21 days)	35	735
12. National Workshop on Teaching Methodologies in Colleges (UNESCO/UGC)	October 8 -14, 1984 (7 days)	29	203
13. Orientation Programme in Educational Planning and Administration for Women College Principals	December 31, 1984 January 20, 1985 (21 days)	20	420

14. Orientation Programme in Educational Planning and Administration for Heads of Departments of Kashmir University	February 4-22, 1985 (19 days)	9	171
15. Orientation Programme in Educational Planning and Administration for College Principals	February 4-24, 1985 (21 days)	28	588
16. Orientation Programme in Planning and Management of Science Education for Heads of Science Departments of Colleges	March 11-16, 1985 (6 days)	31	186
	<b>96 days</b>	<b>158</b>	<b>2310</b>

#### **Educational Management**

17. Workshop on Survey Instrumentation for Women's Polytechnics	April 18-19, 1984 (2 days)	17	34
18. Orientation Programme in Educational Management for Education Officers of Kendriya Vidyalaya Sangathan	May 21 - June 1, 1984 (12 days)	25	300
19. Workshop on Innovative Approaches to University Administration	May 28 - June 5, 1984 (9 days)	14	126
20. Training Programme in Management for Assistant Commissioners of Kendriya Vidyalaya Sangathan	December 3-14, 1984 (12 days)	24	288
21. Workshop on Leadership and Decision Making	February 25-28, 1985 (4 days)	22	110
	<b>40 days</b>	<b>102</b>	<b>858</b>

#### **Management of Technical and Vocational Education**

22. Orientation Programme in Technical Education and Vocationalisation of Secondary Education for Women Polytechnic Educators and Administrators	April 9-11, 1984 (3 days)	17	51
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23. Seminar on Management of Engineering Colleges Level I	August 13-18, 1984 (6 days)	14	84
24. Orientation Programme in Planning and Management of Vocationalisation of Education at +2 Stage	January 28 - February 1, 1985 (5 days)	46	230
	<b>14 days</b>	<b>77</b>	<b>365</b>

#### **Planning and Administration of Adult and Non-Formal Education**

25. National Workshop on Alternative Administrative Models for Non-Formal Education	April 9-13, 1984 (5 days)	33	165
26. Workshop on Planning and Management of Training Programmes in Adult Education for Higher Level Functionaries	August 6-10, 1984 (5 days)	37	185
27. Technical Workshop on Evaluation Study of Non-Formal Education Programme	March 18-20, 1985 (3 days)	14	42
	<b>13 days</b>	<b>84</b>	<b>392</b>

#### **Educational Planning**

28. Summer Professional Course for Centre for Environment Planning and Technology, School of Planning, Ahmedabad	May 7- July 7, 1984, (62 days)	2	124
29. Training Course for the Preparation of the Seventh Five-Year Plan of Education	June 4-15, 1984 (12 days)	16	192
30. Workshop on Projection and Forecasting Techniques	March 18-22, 1985 (5 days)	16	80
	<b>79 days</b>	<b>34</b>	<b>396</b>

#### **Management of Educational Finance**

31. Orientation Programme in Finance Management for Officers of State Governments	August 20-31, 1984 (12 days)	8	96
32. Orientation Programme in Financing Education for University Finance Officers	February 4-9, 1985 (6 days)	32	192
	<b>18 days</b>	<b>40</b>	<b>288</b>



### **Educational Policy**

33. Orientation Programme on Administration of Ashram Schools	May 7-11, 1984 (5 days)	25	125
34. Orientation Programme for Education on Indicators of Equity	September 24-28, 1984 (5 days)	19	95
35. Training Workshop on Planning and Management of Universalisation of Elementary Education	October 15-19, 1984 (5 days)	17	85
36. National Workshop on Community Participation for Universalisation of Elementary Education	December 3-14, 1984 (12 days)	21	252
	<b>27 days</b>	<b>83</b>	<b>557</b>

### **Other Programmes**

37. Training Programme for Field Staff Working in Universalisation of Elementary Education Project in Mewat	July 31 - August 3, 1984 (4 days)	3	12
38. Workshop for Training of Village Women in Connection of Smokeless Chulahas	August 30-31, 1984 (2 days)	10	20
39. Sensatization Programme for Women Workers of 20 Villages	March 18-19, 1985 (2 days)	18	36
40. Inter-State Study Visit to Madhya Pradesh	February 4-9, 1985 (6 days)	20	120
	<b>14 days</b>	<b>51</b>	<b>188</b>

### **B. INTERNATIONAL PROGRAMMES**

41. Study Visit of Asian Trainees as Part of Advanced Training Programme in Educational Planning and Administration	June 18-22, 1984 (5 days)	13	65
42. Workshop on Indian History and Culture for Supervisors and Curriculum Consultants of Social Studies from the USA	July 3 - August 10, 1984 (39 days)	16	624

43. Training Programme for OPS, Ministry of Education and Culture, Philippines	August 2 - Sept.9, 1984 (39 days)	1	39
44. Inter-Country Study Visit in Educational Management for Key Level Trainers from Sri Lanka, Bangladesh and India (UNESCO)	Sept. 24-28, 1984 (5 days)	3	15
45. Training Programme for Educational Planning and Administration for Officers of Sri Lanka	November 3, 1983 - May 3, 1985 (33 days)	14	462
46. Training Programme in Office Management for Officer from Bhutan	January 1 - December 31, 1985 (90 days)	1	90
47. Study Visit of UPE Project Officers from Bangladesh	January 14-21, 1985 (8 days)	8	64
48. International Diploma Course In Educational Planning and Administration	January 14 - July 13, 1985 (76 days)	11	836
49. Consultative Meeting on the Training of Teachers, Curriculum Development and Educational Planners in Environmental Education	February 11-15, 1985 (5 days)	8	40
50. Training Programme in Educational Planning and Administration for Officers from Afghanistan	March 4 - May 4, 1984 (34 days)	6	204
51. Study Visit of Bangladesh Officers	March 18-25, 1985 (8 days)	8	64
52. Orientation Programme for Regional Education Officers of Sri Lanka	March 20 - May 4, 1984 (34 days)	6	204
53. Training Programme in Long-Term Educational Planning - for Education Officer Mr. Chantarat Kotkam, a Thai National	March 5-August 31, 1985 (27 days)	1	27
	<b>378 days</b>	<b>96*</b>	<b>2734</b>

\* Out of 96 participants in the international programmes, 4 participants were from India.

## Wide Participation

During 1984-85 practically all the States and UTs participated in the various programmes at the Institute. There were 709 participants from the states and Union Territories. Regionwise participation was as follows:

Nothern Region	265
Eastern Region	193
Western Region	128
Southern Region	123
	<b>709</b>
Central Govt. and other National Bodies	106
Other Countries	91
Total	<b>906</b>

Among the States, the highest participation was from J & K followed by Assam, Delhi, Maharashtra and U.P. It may, however, be stated that educationally backward States have sent a large number of participants to different programmes of the Institute as compared to many other States. Apart from the States and UTs, 106 participants included officers from the Government of India and other national institutions like NCERT, Planning Commission UGC, JNU, Delhi University, Directorate of Adult Education, Air Froce Department of Education (Hqs) etc.

92 participants from 16 other countries were distributed as follows:

Name of the Country	No. of Participants
Afghanistan	7
Bangladesh	18
Bhutan	4
China	2
Indonesia	1
Iran	1
Japan	1
Kuwait	1
Malaysia	2
Mauritius	1
Nepal	1
Pakistan	1
Philippines	1
Sri Lanka	29
Thailand	6
U.S.A.	16

The number of participants, programme days and programme person days for different categories of programmes conducted during the year are indicated in the following table:

### National/Sub-national

Classification	No. of Partici- pants	Programme Days	Programme Person Days
1. Planning and Administration of School Education (9 programmes)	182	309	6764
2. Planning and Administration of Higher Education (7 programmes)	159	96	2310
3. Programmes on Educational Management (5 programmes)	102	40	858
4. Programmes on Management of Technical and vocational Education (3 programmes)	77	14	365
5. Programmes on Educational Planning (3 programmes)	84	13	392
6. Programmes on Planning and Administration of Adult and Non-formal Education (3 programmes)	34	79	396
7. Programmes on Management of Educational Finance (2 programmes)	40	18	288
8. Training Programmes on Educational Policy (4 programmes)	82	27	557
9. Other Programmes (4 programmes)	55	14	188

### International

10. Advanced Training Programmes in EPA, International Study Visits and Cultural Exchange Programmes (13 programmes)	96*	378	2707
<b>53 programmes</b>	<b>907</b>	<b>1015</b>	<b>14852</b>

\* Out of 96 participants in international programmes, 4 participants were from India.

## DIPLOMA COURSES

The following 2 diploma courses were conducted during the year under report:

- (a) Diploma in Educational Planning and Administration for District Education Officers of India; and
- (b) International Diploma in Educational Planning and Administration for officers from other countries.

### (a) Diploma Course for DEOs

This was the third diploma course for District Education Officers organised by NIEPA. The first one was organised in 1982-83 and the second one in 1983-84. While in the first two programmes there were 29 participants in each, in the third programme the number of participants was 24. The Statewise break-up of the participants for the third programme is as follows:

Andhra Pradesh	2
Madhya Pradesh	3
Maharashtra	1
Manipur	4
Punjab	2
Rajasthan	3
Sikkim	2
Tamil Nadu	1
Uttar Pradesh	3
A & N Islands	1
Delhi	2
<b>Total</b>	<b>24</b>

The diploma course consisted of three phases:

- i) 3 months of intensive curricular work at the Institute (July 2 - September 28, 1984)
- ii) 4 months of supervised project work in the districts of trainee - DEOs (October 1, 1984 - January 28, 1985)
- iii) 4 days Workshop at the Institute based on the project reports prepared by the trainees (February 18-21, 1985)

The programme carried a total of 38 credits out of which 26 credits were assigned to curricular work done in NIEPA and 12 to the project work which was done on-the-job.

The course content and design of the Third Diploma Programme had been reviewed in the light of the feedback received from the participants of the first and second diploma courses and necessary modifications were incorporated. The third programme introduced particularly a new phenomenon of preparing action plan by each participant as a part of the syndicate work with special reference to his/her own area of work. The action plans included topics like Quick

disposal of references in DEO's office - An Action Plan of District Amravati; Ensuring punctuality of staff members in the DEO's office (East), Gangtok; Dealing with huge quantum of audit objections at secondary and higher secondary school level in Sikar District of Rajasthan; Tackling the problems of enrolment and retention in primary schools of urban slum area of Mehtub Nagar District; Making administration effective in higher secondary schools of Kota District; A Plan to make supervision by the headmasters effective in high schools of Bishenpur District in Manipur etc. The participants also prepared seminar papers on various themes which were presented and discussed in participants' seminars. They also prepared district plans. Besides the sensitization of the participants to the new developments in education, they were acquainted with the modern techniques of administration and supervision including motivation of personnel, inter-personal relationship, decision-making, conflict management, innovations etc. The project work of some of the participants was of very high quality.

Out of 24 participants, 21 completed the course successfully and have been awarded Diploma of the Institute. Two of them could not submit their project work during the 3rd phase of the programme because they were away from the country for some time and wanted extension of time for submission of their project reports. They later completed their projects and were awarded Diploma along with the successful trainees of the 4th Diploma Course.

#### **(b) International Diploma in Educational Planning & Administration**

Keeping in view the demand from the Third World countries, an International Diploma in Educational Planning and Administration (IDEPA) was newly introduced from January 1985. It is a 6-month Diploma Course consisting of two phases - phase 1 : intensive curricular work in NIEPA for 3 months and phase 2 : supervised project work on-the-job for 3 months.

The programme was inaugurated on January 14, 1985 by Shri K.C. Pant, the then Union Education Minister, Government of India. In his inaugural address, the Minister underlined the basic similarities in the problems facing the Third World and stressed the need to decolonise education. He stated that the Third World educational systems which were conceived in differing historical and socio-cultural contexts were continuing with minor tinkering and hence they were proving to be dysfunctional to both our present as well as future needs. He expressed the hope that the new Diploma course which has been started by NIEPA keeping in view the needs of the Third World would not only help to strengthen the bonds of friendship amongst these countries but would also help to professionalise the cadres of educational planners and administrators in these countries thereby accelerating their pace of development.

There were 12 participants to the 1st IDEPA course from the following countries:

Afghanistan	1
Sri Lanka	6
Bhutan	3
Mauritius	1
Kuwait	1
<b>Total</b>	<b>12</b>

The course was designed after a careful consideration. Its curriculum was divided into two parts: (i) core and (ii) specialisation. While the core provided the basic concepts and techniques of educational planning and administration, the specialisation took the form of advanced work in some areas selected by the participants. The various themes covered in the course included quantitative aspects of educational planning, project planning, monitoring and evaluation, organisational behaviour, personnel management, financial management, office management, etc. The academic content of the course was supplemented with field visits to schools and supra-level institutions in Delhi and the States of Bihar, Madhya Pradesh and Maharashtra. These field visits were planned to enable the participants to have first hand experience of Indian situation which could help them to draw relevant inferences for solving problems in their own countries.

The course fee and other costs of the participants were met by UNDP, Commonwealth Fund for Technical Cooperation (CFTC), Swedish International Development Authority (SIDA) and the Government of Kuwait.

The valedictory address on the closing day of the first phase of the programme was delivered on April 12, 1985 by Shri Anand Sarup, Education Secretary to the Government of India, Ministry of Education.

### **Priority Thrusts**

To meet the developmental needs in priority areas like universal elementary education, adult and non-formal education and vocationalisation of higher secondary education, orientation programmes were conducted during the year for educational personnel from different states and UTs.

In the training workshop organised on Planning and Management of Universal Elementary Education in October 1984, the emphasis was on training of trainers. The participants were mostly from State Institutes of Education/State Councils of Educational Research and Training from different parts of the country. Apart from giving the participants techniques of training, a critical review of implementation strategies for UEE from the First Five Year Plan to Sixth Five Year Plan - both from the point of view of achievement and areas of weaknesses was made. The participants were acquainted with innovative practices in UEE and methods and technique of generating and sustaining community participation for UEE. They were also

familiarised with the techniques of monitoring and evaluation of quantitative and qualitative aspects of UEE.

A National Workshop was also organised on Community Participation for Universal Primary Education in December, 1984 in collaboration with UNESCO. In this workshop a number of training modules were prepared by involving persons who are engaged in the task of training grass-root functionaries in the states and Union Territories. These training modules dealt with subjects like Micro-level Planning and Management, specific experiments and innovations in the area of community participation in education with special reference to UEE, linkages and coordination in UEE and Adult Literacy Programme.

Two programmes were specially organised for accelerated achievement of the UEE with special reference to rural areas. One of these, which was held in August 1984, was directed to women from 3 villages of Mewat region of Gurgaon and the other which was held in March 1985 was directed to the officials concerned with development of the villages such as Gramsevikas, supervisors of adult and non-formal education and officials incharge of Anganwadis. Innovative approaches were adopted in these training programmes by involving health workers and other agencies. Integration of education with health and nutrition and use of smokeless [Choola] were demonstrated during the training programmes. The programmes helped to promote functional education for adults. Since in one of these programmes many illiterate adult women participated, use of non-formal approach to training was adopted.

Two National Workshops, one on Developing Alternative Administrative Models for Non-formal Education and another on Planning and Management of Training Programmes in Adult Education for Higher Level Functionaries were organised in April and August 1984 respectively. The programme on adult education was organised in collaboration with the Directorate of Adult Education, Government of India. The participants were familiarised with the new approaches to adult education programme, linkages of adult education with other development departments and use of mass media for training post literacy and follow-up in adult education. The participants prepared action plans relevant to their own situations. The Workshop on Administrative Models of Non-formal Education identified the alternative organisational practices prevalent in different States of the country. It was noted that while in some States non-formal education formed part of the Directorate of Elementary Education, in some others it formed part of the Directorate of Adult Education. The Workshop felt that whatever the model, an integrated approach to formal, non-formal and adult education would be beneficial in achieving the targets of UEE and removal of adult illiteracy in India.

Since the removal of inequities in education is important for proper educational development, a training programme on Administration of Ashram Schools was organised in May, 1984 and another on Equity in Education was organised in September, 1984, with focus on removal of disparities between male-female, rural-urban, SC/ST and non-SC/ST population.



## **New Areas Covered**

Management of vocational and technical education received particular attention during the year. An Orientation Programme for Women Polytechnic Educators and Administrators from Kashmir was organised in April, 1984. Another Orientation Programme in Planning and Management of Vocationalisation of Education at +2 Stage was organised in February 1985. Both the programmes not only dealt with the conceptual framework of linking education with work but also dealt with planning and management aspects such as conducting vocational surveys, identification of relevant courses, linkages of vocational education with development, vertical mobility of the students who come out of vocational courses, management of infrastructural facilities, curriculum, textbooks etc. with a view to make vocationalisation effective.

In the area of technical education, a seminar was organised for Principals of Engineering Colleges from different parts of the country in August 1984 in collaboration with the Indian Society for Technical Education. The participants were provided skills in management of Engineering Colleges with special reference to computer aided management, training and placement, continuing education, personnel development and resource management, etc. The question of obsolescence and utilisation of workshop equipments in these colleges was also deliberated upon.

In the field of higher education three new programmes were conducted:

- i) Orientation Programme in Educational Planning and Administration for Heads of Departments of the University of Kashmir (Feb. 1985);
- ii) Orientation Programme in Planning and Management of Science Education for Heads of Science Department of Colleges (March 1985); and
- iii) Workshop on Teaching Methodologies in Colleges - sponsored by Unesco and UGC (October 1984).

In all these programmes the shift was from overall institutional management to the management of institutions, departments and programmes. Some case studies were undertaken. For example, the case studies of different departments of the University of Kashmir, viz. Department of Geography and Regional Development, Department of Bio-Chemistry, Department of Physics, and Department of Economics were done with a view to identify the problems of planning and management, expansion and restructuring of courses and improving efficiency of the departments. In the area of science education a case study was undertaken on Unit Cost and Norms for Grant-in-aid. Departmental plans were prepared by the participants.

Two thematic programmes, viz., Workshop on Projection and Forecasting Techniques and Workshop on Leadership and Decision making were organised in March, 1985. In the former, the participants, who

came from the Planning Units of the State Departments of Education, were given skills in techniques of projection and forecasting including student flow analysis, multiple regression and computer applications. In the latter, Heads of Colleges, Polytechnics and Higher Secondary Schools were acquainted with the skills of decision making, inter-personal relationship, motivation, communication, organisational development and leadership.

### **On-going Programmes**

The institute conducted besides the Diploma Programmes for DEOs during the year, a number of on-going programmes, as under:

- a) Orientation Programme for College Principals - three programmes of 3-weeks duration each one for Women College Principals, another for Principals of Colleges having concentration of SC/ST students and the third one for principals of other Colleges.
- b) Orientation Programmes for Senior School Administrators - 2 programmes of 3-weeks duration each.
- c) Training Programmes in Educational Management for Higher Secondary School Principals of Assam - programmes of 3-weeks duration each.
- d) Orientation Programmes in Management of University Finances - 2 - programmes - one for University Finance Officers of one-week duration and another for Finance Officers from State Governments of 2-weeks duration.
- e) Orientation Programmes for Kendriya Vidyalaya Personnel - 2 - programmes, one for Education officers of Kendriya Vidyalaya Sangathan and another for Assistant Commissioners of Kendriya Vidyalaya Sangathan, each of 2 weeks duration.
- f) Orientation Programme for directly recruited Basic Shiksha Adhikaris of U.P. - one programme of 2 weeks duration.

### **International Programmes**

The Institute conducts every year a number of International Programmes at the request of organisations like International Institute of Educational Planning (IIEP), Paris, United States Educational Foundation in India (USEFI), New Delhi, Unesco and some third world countries from the Asian and Pacific countries.

During the year the Institute, besides organising the first International Diploma Course in Educational Planning and Administration conducted a Workshop on Indian History and Culture for Social Studies Supervisors and Curriculum Consultants from USA (7th in the series), Inter-Country visit for key level trainers from Asian countries in Educational Planning and Management, and a Training

Programme for the staff of the Planning Services, Ministry of Education, Culture and Sports, Philippines.

At the request of the Government of Bangladesh, the Institute had two study-visits of Primary Education Officers from the Ministry of Education, Bangladesh - one in January and another in March 1985, each of 10 days duration. In each study visit there were 8 senior UPE (Universal Primary Education) officers from that country. The officers were acquainted with various innovative practices through which India is trying to achieve universal primary education.

At the invitation of the Unesco, Paris, a Consultative Meeting on the Training of Curriculum Development and Teacher Educators and Educational Planners in Environmental Education was held in which 8 senior officers from countries of South Asia and Pacific region participated.

### **Material Preparation**

In all the programmes advance action was taken to prepare relevant materials like information Guides, Select annotated Bibliography etc. The programmes also generated material by way of study reports, State/District documents, case studies and action plans. In the case of Diploma Programmes report of the research projects undertaken by the participants were brought out. In some cases, exhibitions of relevant books and materials were organised. The participants were taken wherever considered advisable to field visits within and outside Delhi to see various institutions including schools, colleges, non-formal education centres and innovative projects. Visits were organised to NCERT, Planning Commission, University Grants Commission, Department of Education of Delhi Administration, National Informatic Centre, Ministry of Education, etc. Keeping in view the clientele of some of the programmes the materials and reports were produced in Hindi also.

### **Inter-disciplinary Approach**

For practically each programme there was a task force which included members of the faculty from different Units so as to give inter-disciplinary character to the programme. While the management of the programme by and large vested in one of the academic units of the Institute, other units provided full cooperation and support in the conduct of the programme by giving lot of academic input. While the Institute depended mostly on its own faculty for lectures, discussions, practical work, syndicate work, etc. guest faculty was invited wherever thought necessary. Use of educational technology was also made to a considerable extent in the training process. This included use of computers, showing of films and videos and use of overhead projectors.

There has been an interface of research and training to a large extent. Research findings have been used extensively in the various training programmes, workshops and seminars.

Help and cooperation of the sister organisations like NCERT, KVS, UGC, Universities, I.I.E., I.I.P.A., I.I.Ms, and State Institutes of Public Administration have invariably been sought in the various programmes conducted by the Institute.

Evaluation of the programme by the participants is generally built in the course design. The responses of the participants through structured questionnaires or otherwise have been very positive. The Institute is seized with impact evaluation of some of its programmes so as to have a feedback from the field.

### **Future Dimensions**

Keeping in view the utility and success of the first three Diploma courses conducted by the Institute for District Education Officers during the last three years, it has been decided that from the year 1985-86 instead of one Diploma Course each year, the Institute will conduct two Diploma Courses of six-month duration each, in a year.

Since 1985-86 marks the beginning of the Seventh Five Year Plan, special emphasis is proposed to be given to the priorities mentioned in the Seventh Five Year Plan (1985-90). Special emphasis will be given to achievement of the national objectives of universal elementary education, adult and non-formal education, improvement of internal efficiency of the system, performance oriented administration, application of modern technology, management information system, removal of disparities in educational development, etc.

The task of training a very large number of educational functionaries at different levels, spread all over the country is a stupendous one. In order to reach the grass-root functionaries, it may be necessary to set up state level centres linked with the Institute, in which case the Institute will have to devote greater attention to the training of trainers. It may be equally necessary for the Institute to adopt alternative non-formal approach whereby, in addition to the face-to-face training, it may have to arrange distance education for those inservice personnel who cannot for understandable reasons attend the face-to-face programmes.

Since the Government is currently seized with the formulation of the New Education Policy, particular attention will be given in the coming years to the implementation of new policy. The Institute has already been actively engaged in assisting the Ministry of Human Resource Development in the formulation of the new policy.

## RESEARCH AND STUDIES

The research activities of the Institute are directed towards investigating the empirical situations in the field of educational planning and administration at macro and micro levels for purposes of generating knowledge, relevant data and provide feed back for policy issues and probable solutions to the field problems. The Training programmes are also being continuously fertilized by the findings of the research studies. The themes of studies are identified by the Expert Committees of the Institute, National and State Governments, Academic and Research Organisations like the ICSSR and international organisations.

During the year, the expenditure on research and studies against government grants increased to Rs.4.23 lakhs as compared to Rs.3.60 lakhs during 1983-84. The Institute also mobilised additional funds to the tune of Rs.7.65 lakhs under funded research programmes. The total expenditure under research and studies aggregated to Rs.11.88 lakhs during the year. 21 studies were completed during the year and 15 studies were in progress.

Some of the studies completed during the year included Diagnostic Study on Educational Management in India; Regional Disparities in Educational Development; Study on Mobilisation of Resources for Education in India; Cost of Supply of Education in Gurgaon District, Haryana; National Profile on the Retention, Failure, Repetition and Drop-out of Scheduled Castes and Scheduled Tribes students in Higher Education; National Study of the Scheduled Castes and Scheduled Tribes students with reference to Social Background, Living Conditions and Academic Performance of Post Matric Scholarship Holders; and 10 studies on various aspects of 'Teachers Status' undertaken as technical input for the work of National Commission on Teachers for Higher Education. Mention may also be made of the on-going research studies on Indian Education in the Year 2000- A Long Term Perspective; Educational Policy Planning in India- Role of Planning Commission; and Teacher-Pupil Ratios in Schools.

An Action Research has been undertaken in 20 villages of Punhana Block of Mewat Area which is educationally one of the most backward areas.

At the request of the Ministry of Education, the Institute has also undertaken an Evaluative Study of Non-Formal Education Programme at elementary stage in nine educationally backward states - Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. The findings of the study, it is expected, will provided greater insight into the operational dynamics of the scheme and thus have significant bearing on the policy and the programme of Non-formal education.

The Institute also conducted a pilot study of 2 colleges - one each in New Delhi and Gurgaon for preparing reading material for training programme for Heads of Science Departments in Colleges to cater to their needs in more meaningful way. The case studies were also developed with emphasis on space, staff, library and laboratory facilities, instructional processes and faculty perception of new Higher Secondary Scheme as training input for the Principals of 250 colleges and schools of Haryana where +2 Higher Secondary stage has been introduced.

## STUDIES COMPLETED

### 1. Diagnostic Study on Educational Management in India (Unesco Sponsored)

The study was taken up at the instance of UNESCO Regional Office, Bangkok as a part of UNDP supported Project on 'Regional Technical Cooperation Programme for Increasing Efficiency in Education through improved Management and Planning'. The study commenced in October 1983 and was completed in May 1984. The Study team consisted of S/Shri M.M. Kapoor, V.A. Kalpande, C.P. Tewari and Dr. (Mrs) Promila Menon.

The main objectives of the study were to analyse the existing system of organization and management of education in India; to identify the bottlenecks, limitations and deficiencies in the operational set-up and to suggest solutions to the problems faced in the management of education at various levels. Information from five States, namely, Madhya Pradesh (Central Region); Jammu & Kashmir (North-West region); Assam (North-Eastern region); Maharashtra (Western region) and Tamil Nadu (Southern region) was collected through a comprehensive questionnaire covering all the sectors of education.

The Study revealed that the percentage of expenditure on direction and administration to total education expenditure has decreased from 3.2% in 1946-1947 to 2.17% in 1981-82; the extent of non-academic duties of the inspecting staff has gone up, i.e. more than 60% of their time is devoted to such work; there is no set pattern of administrative levels below the state; there is lot of overlapping, duplication, confusion and time-lag in statistical information systems at all levels of administration; transfers of teachers are effected on considerations other than professional or academic; and that most of the institutions have developed the tendency to become self centered without viable linkages with other sister institutions in the neighbourhood.

It has been suggested that at least 5% of educational expenditure be spent on its supervision and administration; existing administrative structure be reviewed and reorganized on functional basis; norms and various models of maintenance and re-organization of administrative set-up be prescribed for guidance of various States/UTs; the levels of planning and administration below the state level should be clearly defined for effective decentralisation and be

co-terminus with the units of general planning and revenue administration; the office of District Education Officer be strengthened; system of integrated planning be adopted particularly at the district level; training in planning and administration be made a pre-requisite for holding administration positions in education; the transfer policy of teachers be reviewed; the recruitment policy of teachers be as far as possible school based or local area based; and that instead of simple school complex, educational complexes covering not only schools but also colleges should be developed.

## **2. Regional Disparities in Educational Development : An Atlas of Indian Education**

The project commenced in April, 1982 and was completed in 1984. The Project Team consisted of Professor Moonis Raza, Project Director, Professor A. Ahmed, Honorary Consultant, Shri S.C. Nuna, Project Associate, Shri P.N. Tyagi, Cartographer and Shri Padam Singh/Shri Ramphal/Shri Din Mohammed, Computer.

The main objective of the Study was to identify and analyse the spatial dimension of educational development and its bi-directional links with the processes of regional development. Mapping has been done on the basis of bi-variate as well as multi-variate statistical techniques. Fourth All India Educational Survey and Census of India, 1981 were the main sources of data.

The Study has revealed that the magnitude of regional disparities is of high order; accessibility is poor in the hill districts of Jammu and Kashmir, Himachal Pradesh, Uttar Pradesh and in districts of North East and Mid-India tribal belt; there is inequitous development of education among the scheduled castes, scheduled tribes and the non-scheduled population on the one hand and among the male, female and rural-urban components of these population segments on the other; while the deprivation of scheduled castes and scheduled tribes has no match, uneducationality is not confined to these groups only. In a characteristically backward region, the general population is hardly distinguishable from the low caste or the tribes in the colossal magnitude of uneducatability.

In view of the fact that the regions of the country are characteristically different from each other, the present impasse can be broken only through coordinated micro level planning.

## **3. Study on Mobilisation of Resources for Education in India**

A Pilot Study for the Union Territory of Delhi was taken up in April, 1982. Subsequently, the Study was extended to 9 major States of India, namely, Andhra Pradesh, Bihar, Gujarat, Maharashtra, Karnataka, Tamil Nadu, West Bengal, Uttar Pradesh and Kerala. The Study was completed in September 1984. The Project team consisted of Dr. C.B. Padmanabhan, Project Director, Mrs. Safia Baqer and Ms. Kalpana Pant, Project Assistants.

The main objectives of the Study were to find out the resources for educational finance, change in their relative importance and their effective utilisation. The methodology adopted was to survey the situation by means of a questionnaire to different States and a visit to some of the States. The period covered was 1956-57 to 1966-67.

Some of the major findings that emerged out of the study are that the share of government expenditure on education has been going up in all the states which is in keeping with the trend for the country as well; in some states, the share of finance allocated to certain schemes has remained unutilised; local bodies like Municipality and Zilla Parishads are being used as agencies for mobilising additional resources for education; school boards particularly in urban local bodies are collecting resources for running primary schools; and major urban bodies like Bombay Municipal Corporation are facing great financial stress for providing all services in the urban area including education.

It has been suggested that in allocating and mobilising resources, there is need to take into account the regional dimensions as there are large variations in educational expenditure for all levels of education between one region and the other.

#### **4. Cost of Supply of Education in Gurgaon District, Haryana**

The study was originally taken up in December, 1981. After completing a Pilot Study, the project design was substantially modified. The study was completed in October, 1984. The research staff consisted of Dr. J.B.G. Tilak, Project Director, Dr. G.K. Bhatt, Project Associate Fellow and Shri P.K. Rao, Project Assistant. In the beginning, the project was directed by Dr. G.D. Sharma.

The main objectives of the study were to calculate unit cost of education at different levels of education; to examine the elements and determinants of unit cost; to suggest ways by which the unit cost of providing education at various levels is reduced; and to work out the ways and means of utilising the available infrastructure facilities. Two blocks namely, the Sohna and Punhana - one economically advanced and another backward were selected. For an intensive study, the focus was on an educational cluster in each block. The information was collected through questionnaires related to village schools and local resources in the area concerned.

The study provides adequate information on total and unit costs of education in the two cluster areas, besides, some micro level analysis of the same. The analysis of macro level data indicates that the household costs of education account for reasonably high proportion of total factor costs of education in the country and they have to be taken into account in any meaningful exercise on national accounts; units costs per people had been declining year by year contrary to the general belief that they have been increasing at a rapid rate; of the total costs, non-recurring costs that lead to physical capital formation in education form a very small proportion; negligible proportion of total recurring costs are incurred on items



other than the salaries of the teachers; most of the schools have been suffering severe shortage of human resources and minimum physical resources; costs of primary level education in middle and secondary schools are not relatively much higher; and the pupil-teacher ratio is the most dominant factor in influencing the unit cost of education.

It has been suggested that construction of multi-purpose buildings, which can be used for educational as well as non-educational purposes improve the levels of involvement of the community in educational activities resulting in significant improvement in the quality of education on the one hand and reduction in the cost of education on the other; cluster approach to educational planning, on its own, reduces the total cost of education and also enables better utilisation of community's physical and human resources more effectively which in turn contributes to further reduction in costs of education; it would be highly advantageous to open middle or secondary schools that include the primary classes than opening a primary school not only from the point of view of normal cost of education but also from the point of view of effective costs as drop-outs and stagnation between levels are believed to be significantly less in middle and secondary schools.

#### **5. Study for Developing a Model Account Code for the University System**

The Study was undertaken in August, 1983 by Shri M.L. Sobti and completed in November, 1984.

The main objectives of the study were to evolve the frame-work of an Account Code in order to provide guidelines on the basis of which the individual universities can work their own codes consistent with the local set up systems and their particular needs.

Broad design and outline of the Account Code were prepared after a study of the existing Acts, Statutes, Ordinances, Regulations and Rules of some of the state and Central Universities and rules of the Government of India and a few State Governments. Suggestions were invited thereon from 75 universities and institutions of national importance, 16 states, Ministry of Education and Culture, University Grants Commission and Association of Indian Universities.

The Accounts Code has been structured in two handbooks - (i) Account Code and (ii) its supplement entitled, "The Book of Account Forms". The Account Code comprising of 24 chapters covers a wide spectrum. It is intended for application to the unitary universities as well as to the affiliating universities. Broadly speaking, it deals with conceptual Accounts Rules; handling of receipts and payments and the maintenance of accounts in Faculties, Colleges and Teaching Departments; maintenance of accounts pertaining to the students facilities and the amenities, fellowships, scholarships, hostels, sports, etc.; rules and accounting procedures applicable to particular services/departments; book of accounts to be maintained in the auxiliary services/units; budget and financial control; accounting and treasury procedures in computer based accounting system. The Book

on Accounts Forms provides important formats of the account records to be maintained for the transactions of a University.

#### **6. Higher Education in India: A Bibliography (UNESCO Sponsored)**

The study commenced in August, 1984 and was completed in December 1984. The study team comprised of Prof. Moonis Raza and Miss Nirmal Malhotra, Librarian.

The main objective of preparing this bibliography was to provide useful resource to scholars, planners, administrators, government officials and other concerned with Higher Education in India.

- 7. Management and Utilisation of Post-Matric Scholarship Scheme : A National Study (National Profile-2)**
- 8. Retention, Failure, Repetition and Drop-out in Higher Education : A Cohort Analysis of SC/ST Students (National Profile-3)**
- 9. Social Background, Living conditions and Academic Performance of Post Matric Scholarships Holders : A National Study of the SC/ST students (National Profile-4)**

The above mentioned three studies were taken up by the Study Unit on Educational Development of Scheduled Castes and Scheduled Tribes set up in the Institute at the instance of the Ministry of Home Affairs and funded by that Ministry. These studies commenced in January, 1984 and were completed in April, November and December, 1984 respectively. The research staff included Prof. S.M. Dubey, Project Director, Shri D.H. Shrikant and Dr. S.Q.A. Naqvi, Project Associates and Dr. R.K. Sharma and Shri Jogeshwar Bora, Project Assistants. The Study Unit was wound up on the completion of the above studies on 31.12.1984.

#### **Management and Utilization of Post-Matric Scholarship Scheme : A National Study (National Profile-2)**

The major objectives of the study were to understand the vertical and horizontal linkages and coordination among the different departments concerned with Post-Matric Scholarship and management pattern of the Post-Matric Scholarships scheme to analyse the utilisation of the Post Matric Scholarship Scheme by the spatial (state, NSS zones, districts) and socio demographic (SC & ST, male and female) categories and throw light on the differential utilisation among the different categories and to suggest remedial measures to improve the effectiveness of Post-Matric Scholarship and to make recommendations for the improvement of the scheme.

The report is primarily based on secondary data. The data is base on the study of the functioning and management in 15 states and union territories and 14 educational institutions of all categories of higher education selected from the capitals of the selected

states and union territories. The study of management of utilisation of P.M.S.S. is based on the review of the cases of 3454 students belonging to Scheduled Castes (2753) and Scheduled Tribes (701).

The study has revealed that in general courses, the share of Scheduled Caste male is to some extent satisfactory; the share of Scheduled Caste male is by and large poor in professional stream excepting in a few states; the share of Scheduled Caste and Scheduled Tribe female is low in all courses; delay in processing, sanctioning and disbursement of scholarships is a common feature in almost all States; and there was no suitable mechanism to evaluate the impact of Post-Matric Scholarship Scheme in academic performance.

#### **Retention, Failure, Dropout and Repetition in Higher Education (National Profile-3) &**

#### **Social Background, Living Conditions and Academic Performance of the Post-Matric Scholarship Holders : A National Study of the SC/ST Students (National Profile-4)**

The major objectives of the Study were to find out the social beneficiaries in the Scheme in terms of their origin, nature and size of the family occupation, landholdings, income, educational background of parents and other members of the family; to understand the living conditions of the beneficiaries with special reference to their accommodation, life styles, sources of financial support and patterns of expenditure; to investigate into the adequacy, effectiveness and usefulness of the Post-Matric Scholarship Scheme, to examine the academic performance of the beneficiaries with special focus on the drop-out, repetition, temporary discontinuation and diversification of courses; and to probe into the possibilities of anticipatory socialisation (remedial teaching, counselling-guidance for career planning, employment information, N.C.C. and N.S.S., pre-examination coaching, secretarial practices etc.) and the causes of deprivation as perceived by the SC/ST students.

For the purpose of data collection, the Institutional Schedule including Career Profile (Schedule I), Beneficiary Schedule (Schedule II) were canvassed to the selected institutions and SC/ST students studying in Post-graduate, under-graduate and professional courses. In the data collected through the Institution Schedule, the emphasis was on Cohort Methodology and to know total number of the students enrolled and the total number of percentage of students who reached to the terminal point and the number of percentage of students who failed, dropped out and migrated out.

The two inter-related reports, are based on the data collected from 18 states/union territories, 34 N.S.S. regions, 62 districts, 62 Institutions, Career profile of 4033 students and interview schedule canvassed on 1500 SC/ST students studying in the under-graduate, post-graduate and professional courses.

The Study (National Profile-3) has revealed that in the case of Professional Students, the best performance has been found in inland Northern Region of Andhra Pradesh and Southern Region of Bihar. The

poorest performance has been found in the Coastal Northern Region of Tamil Nadu. In case of under-graduate courses, the best performance has been found in Northern Central Region of Bihar, coastal region of Orissa and Western Plains of West Bengal. Relatively, the poor performance has been found in eastern region of Haryana and Western Region of Rajasthan.

#### **10. An Indepth Study of Financing of Higher Education in India (sponsored by ICSSR)**

A Case Study of Andhra Pradesh, Gujarat, Haryana and Orissa was undertaken by Dr. J.L. Azad in order to find out the broad policy frame-work under which financial assistance is made available to the University institutions, the patterns and procedures of State grants, the linkages of State assistance with contributions from the federal organisations like the UGC, ICSSR, ICAR etc. and the mechanism of financial management in the States under study. The study commenced in April, 1981 and was completed in March, 1985.

The latest information about the patterns and procedures of state grants was obtained from the State Governments and the federal agencies. The information from selected Universities and Colleges was obtained through data - schedules. The views of the principals of colleges, Vice-Chancellors, Registrars and Finance Officers of the universities were obtained through questionnaires. Personal interviews were also organised with the concerned authorities.

While examining the behaviour of aggregative expenditure on education as also on higher education, the study has identified that inspite of a continuous rise in the expenditure on education as also on higher education, it is difficult to vouchsafe the adequacy of the financial inputs to meet the ever-rising needs; the behaviour of agencies responsible for financing of higher education has been inconsistent and some-what erratic; and the inter-institutional/inter-disciplinary allocation of resources has been somewhat disparate; giving rise to the phenomenon of a few comparatively better provided institutions co-existing with the bulk of those leading a precarious existence.

It was also revealed that the system is inequitous in that certain types of institutions are given grants on a more liberal scale than others. The wide variations in the patterns of grants introduced by various states also bring out the inter-state discrimination perpetrated against collegiate institutions; the system of grant-in-aid lacks specificity; and not much attention has been paid to the mobilisation of financial resources by the collegiate institutions.

## **11. Autonomy of the University Community (ICSSR sponsored)**

The study was undertaken by Dr. J.N. Kaul in February, 1982 and was completed in March, 1985.

The main objectives of the study were to examine the extent of autonomy enjoyed by these universities and whether autonomy can be a practical mode of university governance. The hypothesis of the study was that the concept of university autonomy and academic community are alien implantations and are increasingly irrelevant to the Indian University system which is further delaying a rational consideration of the problems of governance of Indian universities. Some of the major findings that emerged out of the study are that the model of autonomy best suited to a university will depend on the purposes which society assigns to a university or, are selected in consonance with social needs, demands and aspirations. It is further losing its glitter and utility as is apparent from the fact that tax payers and buyers are conscious of a heavy expenditure. Further, independence without accountability may be inimical to the true and lasting interests of the universities. University should, however, not lose its class or caste merely because of the restraints on its autonomy. Further, it was found that autonomy can no longer remain an efficient and effective mode of governance, real autonomy ought to give a measure of genuine choice to students, teachers and administrators.

### **Studies on various aspects of the status of teachers in Higher Education**

12. **Higher Education in India - A Survey**
13. **Economic Status**
14. **Social Status**
15. **Recruitment : Base & Procedures**
16. **Mobility & Inbreeding**
17. **Professional & Career Development**
18. **Work Ethos**
19. **Grievances and their Redressal**
20. **Participation in Decision Making**
21. **Professional Values**

On behalf of the National Commission on Teachers in Higher Education, the Central Technical Unit of NIEPA prepared a research design, conducted a survey and carried out 10 research Studies on various aspects of the status of teachers in Higher Education as technical input in the work of the National Commission. The studies commenced in May, 1983 and were completed in August, 1984. The research design and survey of higher education form a background to the above studies.

The researchers included Prof. Moonis Raza, Dr. G.D. Sharma, Dr.(Ms) Shakti R. Ahmed, Dr. Y.P. Aggarwal, Shri Mahbud Hasan, Dr. D.N. Sinha, Dr. Amirk Singh, Dr. K.A. Naqvi, Dr.(Ms) K. Chopra, Ms. Asha Kapur, Ms. Marjourie Fernandes, Dr.(Ms) S.M. Luthra, Dr.(Ms) Anita Banerji, Dr. M.V. Pylee, Dr. N.P. Gupta, Prof. S.C. Dube and Dr.(Ms) Hemlata Swarup.

The studies are based on a sample of 2144 - 7% university teaching and 6306 - 4% college teachers from all over the country. Besides, the responses of the teachers, studies also incorporate the responses of randomly selected 2214 students, coming from different socio-economic background and academic achievements, and 1658 members of community belonging to different socio-economic strata and educational attainments. The studies have also drawn upon 140 memoranda submitted by teachers' associations as well as views expressed by 4211 teachers and 239 eminent educationists before the members of the Commission during their visits to various parts of the country.

### **Higher Education in India - A Survey**

The main objectives of the study were to critically examine the spatial variations; to identify crucial problems and to indicate the possible approaches towards their resolution. The survey deals with development of higher education in India since 1875 and analyses regional dimensions of higher educational development. The survey highlights the dysfunctionality of the system, of higher education developed during the colonial period and points out the contrary pulls in the present higher education system, namely, quantity and quality, equity and efficiency, commitment and detachment, integration and differentiation etc.

The survey has revealed that more than one-fourth (27%) of teachers come from agricultural background and 12% come from business background; another one-fourth come from families of officers or workers in government or private offices. 8 and 7 per cent respectively come from families of school teachers and professionals like doctors, engineers etc. A very small proportion of teachers come from families of college and university teachers, skilled or technical workers. Fairly young, 77-78% teachers are below 45 years of age and another 17% between 46-55 age group. Females account for 23% of sample teachers and scheduled castes/scheduled tribes and backward class together account for 13%.

### **Economic and Social Status**

The main objectives of the studies were to examine the status of teachers as determined by their salary scales, allowances, working, living and service conditions as compared to persons with similar academic background in government and private sectors; as compared to relative position of this profession to other professions in developed, developing particularly third world countries; and as perceived by teachers themselves, their peers, students and the community; and to suggest measures for improvements in status of teachers.

The findings of the studies are that the economic status of teachers has deteriorated over a period of last one decade. Although Government policy accords an honoured place to teachers in society and a corresponding economic status, yet in practice at present their status

is relatively lower than other professions like IAS, IFS and of persons with similar or lower qualifications employed in Banks, LIC, etc. The real difference arises mainly due to facilities in kind like provision of housing, medical allowance, children's education and scales of pay. Social status of teachers has also deteriorated over a period of time; and their status as perceived by politicians and government officers is lowest. However, it seems to be reasonably fair among members of community and students.

### **The Base and Procedure of Recruitment of Teachers**

The main objectives of the study were to examine the base and procedures of recruitment and to suggest suitable measures so as to attract talented teachers.

The study has revealed that the teachers are dissatisfied with regard to the element of bias in respect of appointments, the nature and coverage of advertisement, the constitution of Selection Committee, the nature of the interview as well as the time taken between application and selection. While the extent varies, this dissatisfaction is found both among college and university teachers. Whereas procedures of recruitment need a close scrutiny, the way persons get into the profession through ad hoc or temporary appointments also needs serious consideration.

### **Retention, Mobility and Inbreeding in Institutions of Higher Education**

The main objectives of the study were to examine conditions which help or hamper retention of teachers in the profession; mobility of teachers within the profession both horizontal and vertical; causes and implications of inbreeding and to suggest measures for retaining talented teachers, encouraging mobility and for reducing inbreeding.

The Study has indicated that the mobility of persons from other professions to academic profession, except for some government servants and persons in professional subjects like engineering, commerce, agriculture and veterinary science, is really not significant. Mobility among persons in teaching professions is high, as is shown by 52% of teachers in universities and 42% in colleges moving from one institution to another. But this mobility is by and large horizontal (i.e., movement from one institution to another in the same position) rather than vertical (i.e. movement from lower to higher cadre). Latter is because of restricted number of higher positions in the profession. A good proportion of teachers have perceived that the extent of inbreeding is 45% or so. The extent seems to be higher in professional institutions. Nearly 49% of university teachers have opposed inbreeding in teaching profession.

## **Professional and Career Development**

The main objectives of the study were to examine the growth path of teachers in terms of entry, career development and professional development and to suggest measures for improving the career and professional development of teachers. The study has revealed that 40% of the teachers in colleges and 30% in universities stagnate for 10-15 years in the same position. In contrast, persons in civil administration, get at least three to four promotions and get to the position of a Joint Secretary or an Additional Secretary (a post higher than that of a professor in a university) in about 15 years of service. Same is true of persons in financial administration like LIC, Banks etc.

## **Working Days, Work Load and Nature of Work**

The main objectives of the study were to examine number of working days and number of days that the institutions remained closed in the last three years; to examine time spent by a teacher on teaching, research as well as on para-academic, extension and administrative work; and to suggest measures for increasing the number of working days and contribute to the formulation of a policy for the nature and quantum of work undertaken by teachers.

The study has revealed that although the role of teacher is wide and he is expected to be responsive to societal needs, yet in practice the teachers' role seems to be confined, by and large, to narrow classroom teaching. Research and extension form only a marginal part of the activities of college teachers; research forming only a slightly better part of the activities of teachers in universities. Even this limited role does not seem to be adequately performed owing to several factors, so much so that on an average, institutions of higher education work for about a quarter less than the minimum stipulated number of working days. The average number of lectures delivered by teachers is 1/3 less than the prescribed number. Even on a working day, teachers in general, spend too little time in their institutions than what is warranted by effective teacher-student interaction. Research output is low, as is reflected by publications, research guidance etc. But there are high spots, and they are very significant too. Those who take their profession seriously do much more work than the prescribed norms.

## **Participation of Teachers in Decision Making**

The main objectives of the study were to examine the participation of teachers in decision making within the institute regarding academic, para-academic and institutional administrative matters and to suggest measures for promoting the teachers' participation in decision making.

The study has revealed that participation of teachers in social decision-making, namely, economic, political, cultural, etc. is very limited. Hardly ever is a teacher consulted in developmental decision



making. Although within the profession, participation of teachers in decision making is in-built still, occasionally and some times even frequently, decisions within the profession are taken outside the properly constituted bodies. Whereas teachers' participation in social decision making is to be encouraged, the processes of decision making within the profession need a close scrutiny.

### **Grievances of Teachers and Their Redressal**

The main objectives of the study were to examine general nature of grievances of teachers and the procedures for their redressal.

The study has indicated that major grievances among teachers seem to be unfair appointments and promotions, poor working conditions, discrimination in allotment of facilities like a house, conveyance, rooms in the departments, reading room and laboratory facilities, allotment of work and on account of callous behaviour of administrators. In order to redress the grievances, provisions of ombudsman and arbitration procedures seem to be available to only one third of the teachers, hence most of the teachers take the help of their unions for redressal of their grievances. Most teachers, however, believed that one should go to the court of law only if all other remedies fail.

### **Value Orientation of Teachers**

The main objectives of the study were to examine academic, social and moral values which the profession cherishes and needs to cherish in keeping with the country's heritage and ideals of democracy, socialism, secularism, and the scientific temper, as well as with the concept of academic excellence; to examine teachers accountability to the profession and to the society; and to suggest measures to promote the above mentioned values.

The study observes that it is a matter of satisfaction that the professional values of almost all teachers as reflected in their responses, at least at the ideological plain, have not been changed. Most of the teachers still believe that earning money by writing 'bazar notes' or by doing tuitions, teaching from old lecture notes, dictating notes in the class instead of teaching, skipping classes without leave, instigating students against another colleague or a group of colleagues, favouring students by giving higher grades are against professional ethics. Teachers also feel that there is a need for orienting teachers in values such as scientific temper, secular and democratic outlook, social justice and equity, environmental consciousness, love for mankind and civic responsibility.

## STUDIES IN PROGRESS

The following studies undertaken by the Institute were at various stages of progress :

### a) On-going Studies

1. A Study on Optimum Teacher-Pupil Ratio (Commenced in July, 1982)
2. Funding of Social Sciences Research in India (Sponsored by ICSSR; commenced in January, 1983)
3. A Study of Educational Financing with special reference to Equality of Opportunity and Equalisation of Educational Opportunity in India : A Case Study of School Education in Kerala and Uttar Pradesh (Sponsored by ICSSR; commenced in March, 1983)
4. Study on Educational Policy and Planning in India - Role of Planning Commission : Current Status and Future Perspectives (Commenced in April, 1983)
5. Indian Education in the Year 2000 - A Long Term Perspective (Commenced in May, 1983)
6. Study on History of Educational Development in Kerala (Commenced in February, 1984)
7. Management of Technical Education : Prospects for Studies on Personnel Structure and Inventory Control in Engineering Colleges (Commenced in May, 1984)
8. Impact of Educational Levels on Some Dimensions of Development - A Study of Rural Households (Commenced in May, 1984)
9. Beneficial Structural Linkages Between Education and Employment - A Background Volume (Commenced in June, 1984)
10. Study on Role Performance by the College Heads (Commenced in August, 1983)
11. Action Research Based on Innovative Practices in Educational Planning and Administration with the objective of Universalisation of Elementary Education in a Cluster of 20 Villages in Punhana Block, District Gurgaon, Haryana (Commenced in March, 1984)
12. Role of Protective Discrimination and Equalising of Educational Opportunities (commenced in September, 1984)

13. Pilot Study of the Colleges for Preparing Reading Material for Training Programmes of Heads of Science Departments in Colleges (Commenced in December, 1984)
14. Evaluation of Non-formal Education in Nine Educationally Backward States (Commenced in March, 1985)
15. Development of Case Studies for Conducting Training Programmes on Implementation of +2 stage in Haryana (Commenced in February 1985)

**b) Sanctioned Studies**

1. Districtwise Analysis of Scheduled Caste and Non-scheduled population
2. Spatial Provision for Educational Activities

**RESEARCH & OCCASIONAL PAPERS**

**Higher Education in India : The Regional Dimension**

This paper was jointly written by Prof. Moonis Raza and Dr. Y.P. Aggarwal.

In order to develop an understanding of regional variations, an attempt has been made in this paper to examine different aspects of regional variations in the development of higher education in India.

Surveying the educational progress, one finds that there exist great imbalances in higher education. It seems that expansion of higher education in certain areas has taken place at an increasing pace. Efforts have, no doubt, been made to alter the distorted inherited structure during the last thirty years of planned development, but the situation continues to be quite serious. It thus appears that the problems of educational development are intrinsically related to different aspects of socio-economic structure and the development process as a whole and a narrow sectoral approach of educational planning would not go far in achieving the objectives of growth with equity.

**Discriminatory Pricing in Education**

This paper was jointly written by Dr. J.B.G. Tilak and Dr. N.V. Varghese.

The paper explores the possibilities of moulding the fee as a potential instrument of mobilisation of additional resources and preventing perverse effects of the public subsidising system. It is argued in the paper that a system of discriminatory fee structure can achieve the twin objectives. The argument of the authors is based on (a) cost of education, (b) paying capacity of direct beneficiaries of education, and (c) rewarding pattern. The cost fee disparity has been widening over the years, the paying capacity of the beneficiaries has

increased over time and the benefits of education also vary among beneficiaries.

It has been empirically shown that even if we exempt 50% of the total students belonging to relatively less better off families from paying fees, the total fee contribution in higher education sector in India will be several times higher under discriminatory pricing system than under a non-discriminatory system. Together with discriminatory pricing, a discriminatory system of incentives has also been advocated so as to ensure that merit is rewarded and less privileged are benefited. The virtue of the suggested model is that it not only generates more resources for education but also more importantly, it makes the education system less regressive, if not progressive. It is also argued that this is better than other alternatives generally suggested.

## ADVISORY, CONSULTANCY AND SUPPORT SERVICES

One of the important functions of the Institute is to provide advisory, consultancy and support services in the area of educational planning and administration. During the year, the Institute rendered various services to the central and state governments, universities and other organisations in India and to the governments and institutions of other countries and international organisations by undertaking problem-oriented research studies, organising training programmes/workshops and providing professional guidance and academic support.

The Institute's activities in this regard may be broadly classified as under:

- (a) Research studies and projects undertaken at the instance of the Central Ministries, State Governments and International Organisations;
- (b) Training Programmes/workshops/Study Visits organised at the instance of State Governments and National and International level organisations; and
- (c) Faculty contribution made in Seminars, Workshops, Committees and Task Forces and other advisory services.

A brief account of the advisory, consultancy and support services rendered by the Institute at national, sub-national and international levels is given below:

**I NATIONAL****(a) Studies and Projects**

During the year the Institute completed 16 studies undertaken at the requests of Ministry of Home Affairs (3); The National Commission on Teachers II (Higher Education) (10); ICSSR sponsored (2); and Policy Planning Committee of Government of India (1). In addition, three studies undertaken at the request of Ministry of Education (1) and ICSSR sponsored (2) were in progress. The details of these studies are given in Part II and Annexure II of the report.

**(b) Training Programmes**

The Institute organised 11 training programmes at the requests of Education Wing of Air Force (1); Ministry of Education (2); Centre of Environmental Planning and Technology, School of Planning and Technology, Ahmedabad (1); Kendriya Vidyalaya Sangthan (2); Directorate of Adult Education (1); and UGC (4). The details of these programmes are already given in Part I of the report.

**(c) Faculty Contributions in All India Conferences, Seminars, Workshops, Committees, Task Forces and Other Advisory Services :**

The Institute participated in various high level All India Conferences, Committees and Seminars. Major contribution of the Institute in this regard was in the following areas:

**1) Preparation of Seventh Five Year Plan (1985-90) :**

The Institute was represented in the following Working Groups set up by the Government of India for the preparation of Seventh Five Year Plan in the Education sector:

1. Steering Group on Education, Culture and Sports
2. Working Group on Elementary Education
3. Working Group on Secondary Education
4. Working Group on Adult Education
5. Working Group on Educational Technology and Distance Learning
6. Working Group on Art and Culture
7. Working Group on Modernisation of Library Services and Information
8. Working Group on Monitoring and Evaluation
9. Working Group on Resources required for Education Sector.

The Institute helped in the preparation of reports of various Working Groups and consolidation and preparation of general report on all sectors of education. The Institute played active role in preparation of the final report.

**ii) Annual Plan Discussions**

The Institute was represented on Working Groups on Education of all States/UTs on Education Sector held in the Planning Commission during the year. It also took part in the meetings of special component Plans and Tribal Sub-plans.

**iii) New Educational Policy**

The Institute was actively involved in various discussions held at the national level in connection with the New Educational Policy.

**iv) Involvement in Activities Pertaining to Universalisation of Elementary Education (UEE)**

The Ministry of Education has set up Task Forces on Elementary Education for nine educationally backward states of the country and a National Committee at the Central level. The Institute is represented on all these Task Forces and in the National Committee. Senior members of the faculty took part in the various meetings of these Task Forces held during the year in different states and made considerable contribution in helping various States to prepare micro level plans for Universalisation of Elementary Education.

The Institute also made considerable progress in the Action Research based on Innovative Practices in Educational Planning and Administration with the objective of Universalization of Elementary Education in a cluster of 20 villages in Punhana Block of Gurgaon and arranged visits of trainees of various programmes organised by it to this project to study its operational aspects.

The Institute also helped the Ministry of Education in preparation of the system of awards for excellent performance of programmes of UEE and removal of illiteracy.

**v) Dissemination of Information on Educational Developments**

To strengthen the information system in regard to the latest development in the area of educational planning and administration in states/UTs, the Institute developed a system for collection of information about such developments from various sources like Regional News Papers, reports from state correspondents, State Departments of Planning, Education and Finance etc. This information was disseminated by the Institute through EPA Bulletin in the form of 'News from the States'.

**vi) National Commission on Teachers**

The Institute participated in the various meetings of the National Commission on Teachers in Higher Education and School Education from time to time and made substantial contribution in their deliberations.

**vii) Participation in Education Ministers/Secretaries Conferences**

The Institute participated in different meetings and conferences of Education Ministers, Education Secretaries and Directors of Education of various states/UTs organised at National as well as at Regional levels during the year. At these meetings, the Institute made suggestions for streamlining of educational administration and for professionalisation of cadre of educational planners and administrators.

**viii) Meetings in the Ministry of Education**

The Institute regularly took part in the meetings of Bureau Heads of the Ministry during the year. It also participated in the following meetings:

Consultative Committee on Education

Regional Conferences organised by the Ministry of Education

National Committee on point-16 of Twenty-Point Programme

Meeting of Directors of State Directorates of Adult Education and State Resource Centres

Meeting to decide criteria for awards to be given for adult and non-formal Education and Universalisation of elementary education

National Expert Committee of Ministry of Education for Incentive Awards in respect of (i) Enrolment of Girls; (ii) Non-formal Education and (iii) Adult Literacy for Women

Meeting on revitalisation of advisory cadre of the Ministry

Meeting of Kendriya Vidyalaya Sangathan in Ministry of Education

Meeting to consider research proposals under the scheme of assistance in studies in educational policy, planning, management and evaluation

Committee on Computerisation of Information System for Monitoring of Educational Programmes of Ministry of Education

Assessment Committee to review the progress made in the production of literature for non-formal primary education

Hindi Salahakar Samiti of Ministry of Education

#### **ix) Meetings, Seminars and Symposium**

The Institute also participated in the following meetings, seminars and symposium:

UGC Committee to suggest guidelines for setting up of Administrative sub-centres for big universities

Committee on Cooperative Training of Education, National Council for Cooperative Training

UGC Standing Committee on the establishment of New Universities and University Centres for Post-graduate Centres

Conference of Vice-Chancellor of Universities and Demand of the Universities in India

Committee on Introduction of Computers in Schools

Committee to assess suitability of some residential schools for placement of scholars for weaker sections of the community

Workshop on Educational Evaluation organised by National Institute of Health and Family Welfare

All India Seminar on Environmental Education

Symposium of Ethical Values in Education organised by British Council

Panel Discussion on Approach to Seventh Five Year Plan with special reference to Education, organised by India International Centre

Seminar on Status of Teachers organised by Indian National Commission for UNESCO



Seminar on Role of Universities in Adult Education organised by Jawaharlal Nehru University

Advisory Committee on Adult and Continuing Education and Extension Programmes in the Universities of UGC

Committee of UGC to review the scales of pay of teachers and other related matters of universities

Workshop on Computer and Management of examination organised by Association of Indian Universities

Expert Committee to formulate guidelines for review of the basic literacy material of Directorate of Adult Education

Open School Committee on preparation of a Scheme for +2 stage

Symposium on Brain-Drain organised by Planning Commission

National Seminar on New Trends in School Education Conference on Computer Aided Instruction organised by IIT, New Delhi

Seminar on Employment Policy organised by the Institute of Applied Manpower Research

**x) Collaboration with NCERT**

For the programmes of Universalisation of Elementary Education and Vocationalisation of Education at +2 Stage, the Institute collaborated with NCERT in designing of the programme as well as by inviting experts from NCERT dealing with non-Formal Education and Vocationalisation of Education at the Higher Secondary stage for leading lecture discussions and participation in the panel discussions in different programmes. In the Evaluative Study of Non-formal Education Programme at the Elementary Stage undertaken by the Institute in nine educationally backward states, NCERT has been actively associated in preparation of study design. NCERT will also undertake evaluation of curriculum contents and instructional materials and instructional strategies as a part of this study project.

The Institute has also been actively collaborating with NCERT on computer application and management of curricula for which demonstrations are organised by NCERT for the participants of various programmes at the Institute.

The Institute participated in the following meetings, seminars, conferences etc. organised by NCERT:

Technical Committee on All India Educational Survey of the NCERT

National Seminar on Vocationalisation of Education

Sub-Groups on Policy, Planning and Coordination of NCERT

National Seminar on Integrated Education for Impaired Hearing

National Level Consultation Meeting on SUPU//Work Experience

Steering Committee on implementation of programme of Vocationalisation of Secondary Education

National Conference of Educational Software

Seminar on Guidance Services for Educationally Backward Minorities Schools

Seminar on New Directors in School Education

Annual Conference on Non-formal Education

## **II SUB-NATIONAL LEVEL**

### **(a) Studies and Projects**

#### **1. Study of Re-organisation of Education Department of Dadra & Nagar Haveli**

The study which was undertaken at the request of the Union Territory Administration was completed and report was submitted to UT during the year.

#### **2. Study of Modernisation of Educational Administration in Punjab**

At the request of the Education Department of Punjab, a study was undertaken by NIEPA with special reference to introduction of Management Information System in the State. The report of the Study namely, 'Modernisation of Educational Administration in Punjab' was submitted to the State Government.

### **(b) Training Programmes**

Nine training programmes were organised at the requests of Government of Jammu & Kashmir (1); Government of Uttar Pradesh (2); Union Territory Administration of Andaman & Nicobar Islands (1); Government of Assam (2); Government of Haryana (1); Kashmir University (1); and Union Territory Administration of Pondicherry (1). These programmes are already listed in Part I of the report.

The Institute also provided faculty support in training programmes in educational planning and management organised by:

- i) Technical Teacher Training Institute, Chandigarh
- ii) SNDT Women's University, Bombay
- iii) State Institute of Education, Haryana
- iv) State Institute of Education, Delhi
- v) State Institute of Education, Uttar Pradesh

**(c) Faculty Contributions in Seminars, Workshops, Committees, Task Forces and other Advisory Services**

Seminar on planning and Administration of Higher Education held at Kohima

Work-study-cum-Cadre Review Committee on Aligarh Muslim University

Meeting of Education Reforms Commissions of Punjab

Seminar on University of Allahabad-Challenges and Perspectives

Meeting of the Board of School Education organised by Aligarh Muslim University

Workshop of Case Study Writers organised by Indian Institute of Education, Pune

Selection Committee for State Awards for Teachers of Delhi Administration

Rajasthan Board of Secondary Education Committee for formulating norms and guidelines for preparation and publication of text books for secondary and higher secondary classes

Planning Committee of SNDT Women's University Bombay

Workshop on Integrated Rural Development organised by Banaras Hindu University

Seminar on Child Development organised by Department of Social Welfare, Haryana

Seminar on Education and Employment for Women organised by Mother Teresa Women's University, Kodai Kanal

Workshop on Educational Development of Tribes in Rajasthan

Meeting on NCERT Syllabus in School in the State of Jammu & Kashmir

Editorial Boards of Chemistry Education of Delhi University

Panel on Research and Training of Tamil Nadu State Council for Science and Technology

State Council of Education Research and Training of Uttar Pradesh

Seminar on Tribal Demography held at Bhopal

Meeting with Adult and Continuing Education functionaries of University of Jammu

UGC Committee on Introduction of 10+2 pattern in the Schools of Banaras Hindu University

State level Seminar on Examination Reforms in Higher Education organised by Saurashtra University

Seminar on Alternatives in Education organised by IIE, Pune

### **III INTERNATIONAL PROGRAMMES**

The Institute has been collaborating with a number of international organisations like UNESCO Regional Office for Education in Asia and the Pacific, Bangkok; International Institute of Educational Planning, Paris (IIEP); Commonwealth Fund for Technical Cooperation; United Nations Development Programme (UNDP); Swedish International Development Agency (SIDA); and United States Educational Foundation in India (USEFI) etc. in programmes relating to Educational Planning and Management.

Eight major international training programmes including two six months International Diploma Courses were organised in which the participants were sponsored by CFTC, UNDP, SIDA, USEFI and UNESCO and respective national governments. In addition, 4 study visits were organised of which three were sponsored by UNESCO and one was organised at the request of International Institute of Educational Planning (IIEP), Paris.

## OTHER ACADEMIC ACTIVITIES

Training, research, consultancy and advisory services in educational planning and administration form the major activities of the Institute. Other important academic activities of the Institute include:

- a) organising inter-state study visits of Senior Educational Planners and Administrators for inter-change of experience and to enable them to observe and study in-depth the innovative experiments in educational planning and administration with a view to promote cross-fertilisation of ideas and open up possibilities of extension and replication of successful experiments and innovations to other States;
- b) initiating discussions to enable the faculty to sharpen its conceptualisation, strengthen its theoretical base and contribute to greater clarity in the country on basic issues and objectives of educational policy;
- c) giving National Award for Innovative concepts and practices in educational planning and administration;
- d) academic contribution by the faculty members in the activities of other organisations and the area of their specialisation; and
- e) receiving delegates and visitors.

A brief account of such academic activities during the year is given below:

**A. Inter-State Study Visits**

The Institute has documented information about the successful experiments and innovations in the area of educational planning and administration from various States and Union Territories for organising inter-state study visits on a regular basis.

An inter-state study visit was organised (third in series) from February 4-9, 1985, to have a close look on "Earn While you Learn" scheme successfully introduced by the Education Department of Madhya Pradesh. In this study visit, senior educational functionaries from five states, namely, Himachal Pradesh, Punjab, Uttar Pradesh, Tamil Nadu, West Bengal and Union Territory of Chandigarh, participated including representatives from Planning Commission, Ministry of Education, Government of India, Directorate of Adult Education and National Council of Educational Research and Training. The participants were divided into four groups, who visited four regions of Madhya Pradesh State and observed the functioning of "Earn While you Learn" Scheme in the schools.

The Institute is planning to publish a monograph on the experiment of "Earn While You Learn" scheme in Madhya Pradesh. The draft of the monograph is under preparation. This monograph will be useful in spreading the message of this successful experiment all over this country.

#### B. NIEPA Colloquium

NIEPA Colloquium is a professional forum for discussion and exchange of views on important issues in education and development to enable the faculty to sharpen its conceptualisation, strengthen its theoretical base and contribute to greater clarity on basic issues and objectives of educational policy. All the participants of various training programmes and others interested were invited to participate in the colloquium conducted once in a week.

During the year, twenty six colloquium were organized. Themes of various sessions covered many areas from planning and management to dilemma of development and impact of technology on education and society. The speakers were drawn from a variety of organizations, which includes universities in India and abroad, specialised institutions, Planning Commission, Ministry of Education and NIEPA. The details of the various themes discussed alongwith the names of the speakers and dates are given below:

S.No.	Subject	Name of the Speaker	Date
1.	Value Education	Mr. Jose Paul Educational Planning group, New Delhi.	April 11, 1984
2.	Some Issues in Management of Educational Systems	Dr. V.S. Gautam, Professor, CSMS, IIT, New Delhi.	April 25, 1984
3.	Peoples' Participation in Adult Education	Shri S.K. Maitra, Director State Resources Centre Secretary, Bengal Social Service League, Calcutta.	May 2, 1984
4.	Alternative Methodologies to Educational Impact Assessment	Dr. M. Mukhopadhyay Sr. Fellow, NIEPA	May 9, 1984
5.	Discriminatory pricing in Education	Dr. J.B.G. Tilak Fellow, NIEPA & Dr. N.V. Varghese, Associate Fellow, NIEPA	May 16, 1984

6.	Investment in Education and Social Choices	Dr. Tapas Mazumdar Professor, Zakir Hussain Centre for Educational Studies, JNU, New Delhi	May 23, 1984
7.	Organizational Self-Evaluation	Dr. J.H. Wallin, University of British Columbia, Canada	May 30, 1984
8.	Educational System in the Phillippines; Economic Foundations and Social Implications	Shri Jai Bhagwan Project Assistant NIEPA	June 13, 1984
9.	Organization of School Librarian	Mr. S. Satyanarayan District Education Officer, Karnataka	June 20, 1984
10.	Perspective Plan for Educational Development	Mr. P.C. Suri Formerly Representative, Govt. of Punjab India	June 28, 1984
11.	Block Level Planning	Miss Pritty & Miss Eather, School of Planning, Ahmedabad	July 6, 1984
12.	Centre State Relationship in Education	Shri D. Sengupta Ministry of Education & Culture, New Delhi	July 11, 1984
13.	Present Status of Special Education and Future Management Challenges	Shri A.K. Mittal Chairman, Blind Relief Association, New Delhi	July 18, 1984
14.	Universal Elementary Education: An Alternative	Dr. John Kurian Director, Centre for Learning Resources, Pune	July 25, 1984
15.	Management of Educational Technology	Dr. S.S. Kulkarni Senior Professor NIBM, Pune	Aug. 2, 1984
16.	Child Care as Entry point to Community Involvement in Education	Dr. S. Chaudhury Professor Emeritus Institute of Child Health, Calcutta-12	Aug. 23, 1984
17.	Computers in Education	Dr. R. Saxena NCERT, New Delhi	Sept. 19, 1984

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| 18. | Alleviation of Rural Poverty                        | Mr. D. Bandhopadhyay<br>IAS Adviser, 20-Point<br>Programme & Rural Deve-<br>lopment Planning Commi-<br>ssion, New Delhi | Nov. 21, 1984 |
| 19. | Adult Education: The Chinese Experience             | Mr. S.K. Tuteja, IAS<br>Director, Adult Edn.<br>MDE, Govt. of India   | Dec. 19, 1984 |
| 20. | Management Information System & Computer            | Dr. L.S. Ganesh<br>NIEPA, New Delhi   | Jan. 2, 1985  |
| 21. | New Thrusts in Education                            | Prof. S. Shukla, Dean<br>Faculty of Education,<br>Jammia Millia Islamia,<br>New Delhi.                                  | Jan. 23, 1985 |
| 22. | Work Culture  | Commodore Satbir<br>Commissioner, Kendriya<br>Vidyalaya Sangthan,<br>New Delhi  | Jan. 30, 1985 |
| 23. | Management: A Civil Service Officer's Point of View | Mr. D.N. Kaul, IPS<br>Former Director General<br>of Police, Jammu &<br>Kashmir  | Feb. 6, 1985  |
| 24. | "Participative Management"                          | A Film "Top to Bottom"  | Feb. 27, 1985 |
| 25. | Dilemma of Development                              | Prof. R.L. Parekh<br>Vice-Chancellor<br>Gujarat, Vidyapeeth   | Mar. 21, 1985 |
| 26. | Technology, Society and Education                   | Dr. N.C. Mathur<br>Managing Director<br>Educational Consultant<br>India Limited,<br>New Delhi                           | Mar. 27, 1985 |
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**C. National Award for Innovative Concepts and Practices in Educational Planning and Administration**

The National Award for innovative Concepts and Practices in Educational Planning and Administration was instituted during 1982-83 with the following main objectives:

to promote innovative practices in educational planning and administration at the micro level;

to stimulate District Education Officers to congenitly describe and meaningfully abstract generalisation from experiences of innovative experimentation and their creative thinking thereon;



to provide means through which the results of such experimentation, research and creative thinking by District Education Officers may be made available to their other colleagues.

This Programme is specially designed to help the DEOs to promote innovative practices in Educational Planning and Administration at the micro-level and to share their experience with one another. The participants are required to present a paper on any topic relating to innovations and experimentation in the field of educational planning and administration at the district level. There is a provision of a maximum of 10 prizes of Rs.1000/- each for the award-winning papers.

During the year, the Third All India Competition was held. However, no entry was found qualifying for the National Award by the evaluators duly appointed. For better and more participation it is proposed to widen the scope of competition to include Deputy Education Officers, Heads of Senior Secondary, Higher Secondary Schools and Heads of Secondary Schools. It is also proposed to give wide publicity to the Programme by inserting an advertisement in reading newspapers and educational journals.

#### **D. Academic Contribution of the Faculty in Specialised Areas**

The Faculty of the Institute provides academic inputs in the training and research activities of other academic and professional bodies, serve as members of academic and official committees/delegations and publish research papers and books in the areas of other specialisation etc.

The Institute provided faculty support in programmes organised by Association of Indian Universities, New Delhi; Aligarh Muslim University, Aligarh; Banaras Hindu University, Varanasi; Department of Adult Education, Delhi University; Directorate of Education, Delhi Administration; Kendriya Vidyalaya Sangathan, New Delhi; Indian Institute of Technology, New Delhi; Indian Institute of Education, Pune; National Institute of Health and Family Welfare, New Delhi, N.C.E.R.T., Planning Commission, Ministry of Education, New Delhi, Punjab State Institute of Public Administration; and United Schools Organization.

A brief account of such academic activities of the faculty is given in annexure III.

#### **E. Delegates and Visitors**

The Institute receives delegates from different parts of the country and abroad. During the year, the eminent educationists who visited the Institute from other countries were from International Institute of Educational Planning, Paris; National Institute of Training and Research, Malaysia; Stockholm Institute of Education, Stockholm, Sweden; International Research Development Centre, Singapore, etc.

The visitors from the country included eminent dignitaries including Ministers, Vice-Chancellors and other eminent educationists and senior officers from different Ministries of the Government of India, Planning Commission, University Grants Commission, Education Secretaries, Directors of Education and other officers from the State Governments and Union Territories.

A list of visitors is attached at Annexure IV.

**ACADEMIC UNITS**

The faculty of the Institute is organised into the following eight academic units :

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

**Role of Academic Units**

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

- (i) plan and schedule various training and research programmes;
- (ii) consider proposals for advisory and consultancy services;
- (iii) coordinate all programmes within the Institute in their respective areas of functioning as allotted to them;
- (iv) consider the course content and research design for the various training and research programmes of the unit; and
- (v) perform any other duties as may be assigned from time to time.

The Heads of the Units are expected to provide leadership to the members of their unit, coordinate their activities and help them in the performance of their duties, convene meetings from time to time to consider, plan and schedule various training and research programmes and other activities of the Unit. They exercise necessary supervision of the work of the faculty and other members of the Unit under the general supervision of Director/Executive Director/Dean, Training.

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. Advisory Committees consisting of experts are also constituted to advise, suggest and monitor the progress of various research projects taken up by the Institute.

The broad nature of tasks that are being handled by these Units is indicated below :

### **Educational Planning Unit**

Educational Planning has two broad dimensions. Firstly, it deals with bi-directional linkages of education with other socio-economic sectors in the context of development and change. Secondly, it helps in the appraisal of the performance of the educational sector itself and determines the strategies to be adopted for realisation of its goals. The Educational Planning Unit attempts to study both these aspects in detail with a view to bring out their policy implications in an integrated manner. It plays an important role as a professional group in support of the Ministry of Education and the Planning Commission, and the several state governments. In order to be able to do so, the Unit attempts to develop expertise both in the sphere of scenario building and in the more rigorous area of modelling as well as system analysis. It views educational system as a sub-system of social system as well as a pace-setter change-agent.

More specifically, the studies and training in the area of educational planning seek to analyse and provide linkages between education and demography, education and training, education and employment, as also inter-sectoral linkages within education, projection of manpower requirements in educational planning and regional and institutional planning in educational sphere. The activities of the Unit focus on education under plans, multi-level planning and long range futuristic studies based on quantitative models and techniques.

During the year, the Unit organised five programmes, namely, Training Programme in Educational Planning for Officers from Afghanistan (March 4 - May 4, 1984); Summer Professional Course for Centre of Environment Planning and Technology, School of Planning, Ahmedabad - Post Graduate Planning Students (May 7 - July 7, 1984); Training Course for Preparation of the 7th Five Year Plan of Education (June 4 - June 15, 1984); and Workshop on Projection techniques and Forecasting Methods (March 18-22, 1985); and a Training Programme in Long-Term Educational Planning for Mr. Chantarot Kotka, a Thai National (March 5-August 31, 1985).

The Unit is presently engaged in a Research Project "Education in Year 2000" with a view to promote long term educational planning in the country. It has already brought out a draft Report on the projection of the key educational variables for the State of Maharashtra. The research projects entitled "Beneficial Structural Linkages between Education and Employment" - A Background volume and Education and Rural Development were also undertaken during the year. The two projects are nearing completion.

## **Educational Administration Unit**

Modernisation of educational administration to meet the challenges of existing responsibilities and the new tasks that emerge from time to time is a continuous process. While efforts have to be made for structural improvement of the administrative systems, quicker results in the immediate future could be obtained through functional improvement of existing system and chiefly by improvement of personnel management and morale of the institutions.

Improving the efficiency of educational administration through professional growth of educational administrators is one of the prime concerns of the Institute. The Educational Administration Unit, through its various programmes of training, research and other activities, tries to strengthen the capabilities of educational administrators both at institutional and super-institutional levels. While on the one hand, it helps to modernise educational administrative machinery, on the other, it tries to develop in the educational administrators the required managerial skills so that they are able to cope with the newer demands and newer challenges of the society in general and educational development in particular. Special stress is laid on areas such as institutional management, delegation, leadership, decision making, motivation, communication, management of conflicts, time management, human resource development, management of innovations and change, personnel evaluation, institutional evaluation etc. relevant to the field of education.

During the year, the Unit organised eleven programmes for the management of the University and School including technical education. They included a workshop on Innovative Approaches to University Administration for Registrars (May 28 - June 5, 1984); two training programmes on Educational Management for Education Officers and Assistant Commissioners of Kendriya Vidyalaya Sangathan (May 21 - June 1, 1984); and December 3-14, 1984); two programmes for School Principals of Assam (February 5-23, 1984 and June 21 - February 8, 1985); two programmes of Technical Education and Vocationalisation of Secondary Education for Women Politechnic Educators and Administrators of Jammu & Kashmir (April 9-11, 1984 & January 28 - February 7, 1985); a seminar on Management of Engineering Colleges Level I (August 13-18, 1984); a thematic workshop on Leadership and Decision Making (Feb. 25 - March 1, 1985) and a training programme for the staff of the planning service of Ministry of Education and Culture, Philippines (August 2 - September 9, 1984).

The Research Projects on "Role Performance of Heads of Colleges" aiming at finding out the extent of performance of Heads of Colleges on various roles and identifying factors which affect their role-performance; and "Personnel Structure and Inventory Management in Engineering Colleges" made considerable head-way during the year.

## **Educational Finance Unit**

Rapid population growth and phenomenal expansion of education at all stages in a country like India have led to a serious constraint on

availability of finances for education. Effective management of educational finance hence assumes great significance.

The Educational Finance Unit accordingly engages itself on training and strengthening capabilities of Finance Officers in State Departments of Education and Universities. It familiarises them with the latest developments and trends in education and acquaints them with modern methods and techniques of financial management. It develops their knowledge and skills in areas like PPBS, Resource Utilisation, Costing, Monitoring of Expenditure, Non-monetary Inputs for Educational Development, etc. During the year, the Educational Finance Unit has organised two training programmes : Orientation Programme in "Management of University Finance (February 4-9, 1985) and the Orientation Programme in Financial Administration for State Education Officers (August 21-31, 1984).

The Unit completed two research studies on "Cost of Supply of Education in Gurgaon district, (Haryana)", and "Mobilisation of Resources for Education in India". The study on Equality of Opportunity with special reference to Uttar Pradesh and Kerala is in progress.

#### **Educational Policy Unit**

The major concern of the Government in the post independence period has been to give increasing attention to education as a factor vital to national progress. It is continuously striving to provide access of education to all, transform the educational system to relate it to the needs of the society and to raise the quality of education. Educational facilities are being provided in rural and other backward areas and the education of girls, scheduled tribes and physically handicapped is receiving particular emphasis. Education is also being viewed from the point of view of future perspective.

The Unit addresses itself to some of the important issues of educational policy in India and the Third World. The major issues with which the unit is concerned are : Education and Development - their Inter-relationship; Issues of Quantity and Quality and Equity and Efficiency; Education and Change and Issues of Tradition and Modernity; and Centralisation Vs. Decentralisation in education and Centre-State Relations under Concurrency. The research and training activities of the Unit relate to one or more of these areas.

The Unit organised a training programme for Ashram School Heads and officers of Tribal Welfare Department (May 7-11, 1984); Major input in the programme came from a research study conducted by the unit in the states of central tribal belt. Another Training Programme was initiated for the Planning Officers of State Education Department on Equity in Education (September 24-28, 1984). The "Study on Regional disparities in Education Development - An Atlas of Indian Education", was completed during the year and the Study on "History of Educational Development in Kerala" is in progress.

## **School and Non-formal Education Unit**

The Unit address itself to the various problems and issues involved in the management of school and non-formal education and finding alternative strategies to solve those problems, by arranging training of the school principals and other officers concerned with school and non-formal education. It tries to develop their knowledge, skills and attitudes and improve their professional abilities so that they are in a position to achieve the desired results in a planned and systematic way.

India has given a very high priority to the programme of universalisation of elementary education. Extension of educational opportunity to all with special attention to girls and children belonging to deprived sections of the community has resulted in considerable expansion of school education since Independence. Since the formal school education has to be supplemented by the non-formal part-time and own-time education, the administration of education has assumed new dimensions. The programmes of removal of adult illiteracy are also being given a great deal of emphasis.

The district, as an administrative unit of the Indian polity, has a particular vitality which is the outcome of its ecological homogeneity, dialectal uniformity and historical continuity. The District Education Officer in charge of educational planning and administration at the crucial level of the district is, in more senses than one, the kingpin of the educational system in India. The Unit accordingly organises a six-month Diploma Course in Educational Planning and Administration for District Education Officers consisting of three months of intensive curricular work at the Institute and three months supervised project work in the district of his appointment. It is supplemented by short duration seminars/workshops for Education Secretaries, Directors/Deputy Directors of Education and other senior officers. From 1985-86 onwards, two Diploma Courses are proposed to be organised every year.

During the year, the Unit organised the Third Six-month Diploma Course (July 2, 1984 - January 28, 1985) for District Education Officers and seven other programmes for personnel dealing with school, non-formal and adult education. These included one national workshop each on Universalisation of Elementary Education (October 15-19, 1984) and Community Participation for Universalisation of Elementary Education (December 3-14, 1984); two other programmes/ workshops on non-formal and adult education (April 9-13, 1984 and August 6-10, 1984); one programme for Senior Education Officers of Indian Air Force (April 2-19, 1984); UNESCO sponsored Study Visit for the second group of Primary Education Officers from Ministry of Education, Government of Bangladesh (March 17-25, 1985) and a workshop on Institutional Planning for Heads of Secondary Schools of Pondicherry (February 25 - March 2, 1985).

## Higher Education Unit

The demands and aspiration of the people for higher education have increased manifold in India since Independence. The number of universities, colleges and other institutions of higher learning has gone up considerably. They produce the bulk of its trained and educated manpower. Moreover, the colleges and universities, in addition to imparting and generating knowledge are also required to involve themselves with developmental activities in the community and provide requisite support to community through extension activities.

The Unit focusses on improving the competencies of key persons in higher education, namely, College Principals, Directors of College Developmental Councils, Dean of Students' Welfare, Head of Departments, Registrars and other officers of Universities by organising training programme in collaboration with University Grants Commission and other bodies. It lays stress on modern techniques of planning and management of institutions of higher education in the changing socio-economic situations. The programmes emphasise on linking higher education with national development and raising the efficiency of institutions of higher education through modern techniques of decision-making, inter-personal relationship, office management, financial management and improving teaching-learning process by making the courses socially relevant, introducing new methodologies of teaching, improving student services etc. Techniques of evaluation of institutions, teachers and students are also discussed.

During the year, the Unit organised seven programmes. These included a series of three national level Orientation Programmes on Educational Planning and Administration for College Principals (September 4-24, 1984; December 31, 1984 - January 20, 1985 and February 4-24, 1985); two programmes for Heads of Departments - one each for Heads of Departments of Kashmir University and Science Departments of Colleges (February 4-22, 1985 & March 11-16, 1985); a seminar on Problems and Issues in Planning and Management of Science Programmes in Colleges and Universities (August 14, 1984); and a Unesco/UGC sponsored National Level Workshop on Teaching Methodologies in Colleges (October 8-14, 1984). A Pilot study of two colleges was also carried out as an input in the programme for Heads of Science Departments of Colleges.

The Unit also engages itself to some of the current issues of planning and administration of higher education and undertakes research studies on the same. It served as the Central Technical Unit of the National Commission on Teachers for Higher Education. On behalf of the Commission, the Unit brought out the 10 research studies on status of teachers in higher education, namely, Research Design; Higher Education in India - A Survey; Economic Status; Social Status; Recruitment - Base and Procedures; Mobility and Inbreeding; Professional & Career Development; Work Ethos; Participation in Decision Making; Grievances and their Redressal; and Professional Values. As a follow-up of this work, the Unit has prepared a detailed research programme on different aspects of higher education for a period of 5 years.



## **Sub-National Systems Unit**

For effective planning and administration of education, it is essential to study its spatial dimension particularly in the context of a country like India where differences of growth and development are quite significant in different regions. Even within a state, there are some districts or blocks which are less developed than others and their problems and needs are quite unique in themselves. In view of the plurality of cultures and socio-economic conditions and also because development and planning have to be related to the local environment, a decentralised approach, keeping in view the national goals and strategies, has to be adopted.

The Sub-National Systems Unit, accordingly, keeps its ears to the ground as far as educational development in the various parts of the country is concerned and helps in their monitoring and evaluation. It is continuously developing specialised field experience and knowledge in respect of the five regions, viz., Northern, North-Eastern, North-Western, Southern and Western regions of India. It has also developed specialisations in educational planning at micro level with particular reference to school mapping, institutional planning and evaluation, project planning and management information system.

Apart from organising training, research and consultancy with special reference to the regional and state level problems and needs, the Unit also brings the successful experiments and innovations of various states and Union Territories in educational planning and management to the notice of other states and Union Territories by fertilisation of ideas and experiments. It has been helping various State Governments and Union Territories in reorganising their Education Departments and strengthening their educational administration on modern lines.

During the year, the Unit conducted nine programmes for Educational Planners and Administrators at the national, state, district and other levels. These included two Orientation Programmes, tenth and eleventh in the series, for Senior School Administrators in Educational Planning and Administration (January 7-25, 1985 and February 11-28, 1985); two Orientation Programmes in Educational Planning and Administration to meet the specific requirements of States/UTs - one for directly recruited Basik Siksha Adhikaris of Uttar Pradesh, and the other for Officers of Education Departments of Andaman and Nicobar Islands (September 17 - October 1, 1984 and October 10-29, 1984); one Sensitization Programme for the Women Workers of 2 villages of Punhana Block, Mewat (March 18-19, 1985); one Technical Workshop on Evaluation of Non-formal Education in nine educationally backward states of India (March 18-20); one Inter-state study visit of successful Experiments and Innovations in Educational Planning and Administration in 'Earn While You Learn Scheme' in Madhya Pradesh (February 4-9, 1985); two UNESCO sponsored programmes, one for Inter-country Study Visit in Educational Management for Key Level Trainees from Asian Countries, and the other Long Term Advance Training Programme in Office Management with special reference to Educational Administration for Education Officer from Bhutan (September 24-28, 1984 and January 1 - December 31, 1985).

Under its research programme, the Unit finalised the report of the UNESCO sponsored Diagnostic Study on Educational Management in India, which was published by the UNESCO Regional Office. At the request of the Ministry of Education, the Unit also initiated an "Evaluation Study of the centrally sponsored scheme of Non-formal Education Programme at Elementary Stage in all the nine educationally backward states".

As a part of consultancy service, at the request of Government of Punjab and Dadra & Nagar Haveli, the Unit prepared reports on "Reorganisation of their Education Departments on functional Basis".

### **International Unit**

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.

Since its inception as a national apex organisation in the field of educational planning and administration, the Institute has been extending cooperation to other Asian and African countries on a continuous basis on requests from UNESCO, UNDP, UNICEF and SIDA and the National Governments themselves. The International Unit tries to meet the growing needs in the area of international cooperation and exchange of views and experiences in educational planning and administration especially among the Third World countries.

It extends the training facilities and renders consultancy services to neighbouring South Asian countries and other countries of Asian and African region. These programmes are aimed at assisting these countries in educational planning and administration and as such beamed at senior education personnel who can serve as trainers of other educational functionaries in their respective countries and thus help to have a multiplier effect of training.

During the year, the Unit conducted seven programmes. An International Diploma Course in Educational Planning and Administration was launched during the year (January 14 - July 13, 1985). The other programmes included two Long-term courses for officers of Sri Lanka (November 3, 1983 - May 3, 1984 and March 20 - May 4, 1985); One Consultative Meeting on the Training of Teachers Curriculum Development and Educational Planners in Non-formal Education (February 11-15, 1985); a USEFI sponsored Workshop on Indian History and Culture for Supervisors and Curriculum Consultants of Social Studies from the USA (July 3 - August 10, 1984); two Study Visits for Asian Trainees (June 18-22, 1984) and UPE Project Officers from Bangla Desh (January 14-21, 1985).

Besides working on educational profiles of Third World Countries, the Unit has been undertaking comparative studies on educational development in the South and South East Asia and has also taken up a Comparative Study of Women's Education in the Commonwealth.

## PART VI

### ACADEMIC INFRASTRUCTURE

The academic infrastructure of the Institute consisting of the Library, Documentation Centre, Publication Unit, Hindi Cell, Data Bank, Cartographic Cell and Electronic Data Processing and Reprographic Unit (EDPR Unit) provided strong base and support to the growing and multi-facet programmes, research and other academic activities of the Institute.

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 the provision of uninterrupted library and documentation service throughout the year, better environment and improved physical facilities. It acquired 2000 more documents during the year. It continued to provide 'Current Awareness Service' and participated in 'Regional Information Retrieval' by contributing annotated reference on documents in the journal 'Education in Asia and the Pacific; Review, Report and Notes' brought out by the UNESCO Regional Office, Bangkok. The Library also organised three exhibitions of books.

The National Documentation Centre further built up its documentation on Educational Planning and Administration at state and district levels and added nearly 1000 documents during the year. It continued to publish 'News from States/Union Territories' in EPA Bulletin and disseminated information relating to innovative experiences in the area of educational planning and administration.

The Publication Unit continued to bring out the quarterly EPA Bulletin and further developed its publication programme. One priced publication with the title "Government Support for Higher Education" by Dr. J.L. Azad was brought out, two were in Press and four new publications were taken up during the year. Seventy mimeographed research and training reports and occasional papers were also brought out.

The Data Bank, Electronic Data Processing and Reprographic Unit and Cartographic Cell continued to provide valuable support in the academic activities of the Institute. Besides building data base, a number of packages relating to different areas of administration and accounts were developed.

The Hindi Cell provided valuable support in the preparation of training material and reports in Hindi for meeting the requirements of the participants from Hindi speaking areas in the country. One programme for Working Women of the Village Community was conducted in Hindi and also report was prepared in Hindi. Some training documents were also translated in Hindi. The Cell also helped in promoting the use of Hindi in the Institute's academic and other activities.

A brief account of some of the important activities of the above units is given below:

## I. LIBRARY

The Institute maintains a well stocked library in educational planning and administration and inter-disciplinary subjects. It serves not only the faculty, research scholars and participants of the various programmes but also other organisations through the inter-library loan system. The reading room facilities are open to all.

### Books

During the period under review 2000 documents were added to the library. The library presently has a collection of 37,405 books besides the rich collection of reports of International Seminars and Conferences organised by International Agencies like UNO, UNESCO, OECD, ILO, UNICEF, etc.

### Journals

The library receives 287 periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. 3150 articles were indexed from these journals during the year.

On the basis of the survey conducted on the use of Journals, 8 Journals were discontinued and 17 were added to the subscription list.

### Circulation of Books

During the period under review 30,000 documents were issued to the participants of various programmes, faculty and on inter-library loan to other institutions.

5,000 documents were used by the research scholars in the Library.

### Newspaper Clippings

Apart from books and journals, the Library also maintains a special collection of Newspapers Clippings relating to Educational Planning and Administration. The Library presently has 150 subjects files.

### Current Awareness Services

To provide the readers a Current Awareness Service about the contents of the Journals on Education received during the fortnight, the library continued its fortnightly mimeographed publication "Periodicals on Education : Titles Received and their Contents".

Monthly lists of additions were also prepared for updating the readers with important articles of interest and fresh arrivals.

## Selective Dissemination of Information

Library channeled new items of information from various sources to Institute's Programme Units and Research Project Teams where they could usefully serve their interest.

### Bibliography

Bibliographies for each programme organised by the Institute during this period were prepared. Some of the annotated bibliographies prepared on request received from other Institutions are :

1. Research Methodology
2. Open Education
3. Environmental Education
4. Research in Educational Policy and Planning
5. History and Culture of India

### Regional Information Retrieval

The Library contributed annotated references on Indian documents under the heading "Notes on Asian Documents" in the Journal "Education in Asia and the Pacific; Reviews, Reports and Notes" brought out by Unesco Regional Office, Bangkok.

### Exhibition

During the year, Library organised three exhibitions of books on

1. Education and National Integration
2. Gandhiji and Education
3. Education and Computer

## II. NATIONAL DOCUMENTATION CENTRE

The National Documentation Centre functions as a separate sub-unit within the Library in order to provide an effective information base for the programmes of the Institute, particularly those geared to the needs of the States and Union Territories. The Centre works in close collaboration with the "Sub-National Systems Unit" so as to enable the Institute to perform its function as a clearing house of information and experience.

### Documentation

The Centre collects reference material on education and related areas concerning Educational Planning and Administration mostly published by the State/Union Territory Education Departments, district authorities and institutions at the sub-national level. The main thrust of the Centre is on collection, storage and dissemination of information upto district level.

At present, there are nearly 5,500 documents in the Centre consisting of state gazeteers, state census, handbooks, educational surveys, stated educational plans, Five Year Plans, budgets, state university handbooks, state documents on socio-economic, cultural, history, basic source books and bibliographies, press clippings, techno-economic and sample surveys, district gazeteers, district census handbooks, annual plans, educational plans, district credit plans, Lead Bank reports, district sample surveys, district educational surveys, district statistical handbooks, village and block level plans and studies, research and project reports, resource inventory studies, techno-economic surveys.

#### News from States/Union Territories

The Centre subscribes to 14 regional newspaper covering news from different States and union territories. Files containing press cuttings from these newspapers covering educational news in respect of all the states and Union Territories are maintained at the Centre for reference. Education news from states/Union Territories are also compiled on the basis of the news items in these newspapers and other information received from various states and union territories and published as a separate item in EPA Bulletin under the title 'News from states/Union Territories'.

#### Documentation and Information Service

The Documentation Centre disseminates information relating to innovative experiences and new advances in the area of educational planning and administration through,

1. Selected Dissemination Information (SDI) service for research workers and faculty members;
2. Half-yearly Documentation Lists; and
3. Compilation of annotated bibliographies for training programmes.

### III. PUBLICATION UNIT

One of the main objectives of the Institute is to prepare, print and publish papers, periodicals and publications and specially to bring out Journal on Educational Planning and Administration in furtherance of the objectives of the Institute.

The Publication Unit continued to bring out the quarterly EPA Bulletin on Educational Planning and Administration. The Unit also brought out priced publications, un-priced publications, research publications and occasional papers series.

## A. Priced Publications

One priced publication was brought out, two were in press and four were taken up for publication as detailed below :

### Books

1. "Government Support for Higher Education and Research"  
by Dr. J.L. Azad
2. "Educational Planning - A Long Term Perspective,  
edited by Prof. Moonis Raza
3. "A Financial Code for University System"  
by M.L. Sobti
4. "Cost of Supply of Education at Micro Level : A Case Study  
of Two Education Clusters in the District Gurgaon, Haryana"  
by Dr. J.B.G. Tilak.
5. "Mobilisation of Additional Resources for Education - A  
Study of Certain States in India"  
by Dr. C.B. Padmanabhan.
6. "Organisational History of the Ministry of Education"  
by Shri A. Mathew.
7. "Resources for Education in India"  
by Dr.J.B.G. Tilak &  
Dr. N.V. Varghese.

### Journal

1. "Grassroots - A Journal of Micro Level Planning and  
Administration" is being brought out as priced journal.

## B. Unpriced Publications

- 1-2 Annual Report for the year 1982-83 (English and Hindi  
Versions)
- 3-4 EPA Bulletin Quarterly - April, 1984 and July 1984, Vol. 7  
No. 1 and October 1984 and January 1985, Vol. 7, No. 3 & 4.

## C. Mimeographed Publications

The Institute brought out mimeographed publications in respect of 20 Research Studies, 2 Occasional Papers and 48 Reports of various training programmes conducted by the Institute during 1984-85.



#### **IV. DATA BANK**

The major functions of the Data Bank are as under :

- (i) to assist the researchers of the Institute in the process of data collection, processing and analysis;
- (ii) to facilitate the computerization of data relating to different research projects undertaken at NIEPA;
- (iii) to build up adequate district level data base for educational planning at the district level; and
- (iv) to store the computerized data in a systematic manner so that it may be retrievable for future use.

The Institute is one of the users of the Cyber system located at National Informatics Centre, New Delhi for the purpose of computerization. Recently, NIEPA has also acquired a micro-computer. It would help in creating small data bases which can be extensively used for training purposes as well as for undertaking some simulation exercises in educational planning and management.

Districtwise data base relating to final census tables of 1981 population and literacy - distributed by sex and rural-urban origin has already been computerized and is available for the interested users. The data relating to SC literacy is in the process of tabulation. In addition, the NIEPA research staff was assisted in formulating questionnaires and schedules and plans for data analysis relating to different research projects. More specifically the data processing work relating to the following projects was undertaken during the year:

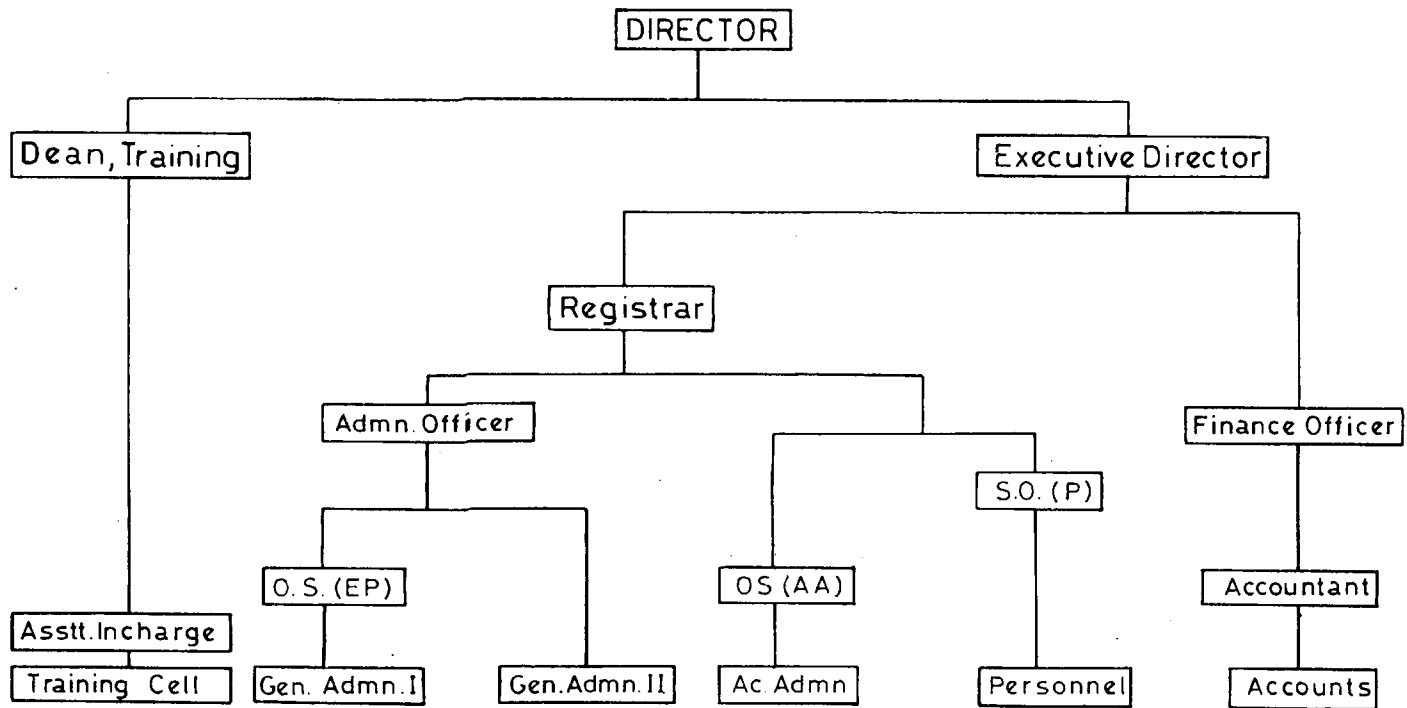
1. National Commission on Teacher : Survey of Teachers (Completed)
2. A Study of Optimal Teacher Pupil Ratio
3. Education in year 2000
4. Educational Development of Scheduled Castes
5. Regional Disparities in Educational Development
6. Punhana Block Action Research Project

#### **V. CARTOGRAPHIC CELL**

The Cell has made significant contribution in the area of Research and Training by way of providing assistance in data representation through maps, diagrams and charts.

During the year, 110 maps and diagrams were prepared by the Cell for the Studies on Cost of Supply Education in Gurgaon District, Haryana; Indian Education in the Year 200 - A Long Term Perspective; studies undertaken as technical input in the work of National Commission on Teachers in Higher Education; and the Action Research Project in Punhana Block.

# Administration and Finance Divisional Set-up



In addition, the Cell prepared about 125 maps, charts and diagrams for the Annual Report, EPA Bulletin and as input in the Training Programmes and Occasional Papers etc. brought out by the Institute.

## **VI. HINDI CELL**

The Hindi Cell functions under the direction of NIEPA Official language Implementation Committee. The Cell provided valuable support in the training programmes and other academic activities of the Institute. Hindi was used as the sole medium of discussions and dialogue in the [Sensitization Programme for Working Women of the Village Community] held in the Institute on 18-19 March 1985. The report of the programmes was also brought out in Hindi. The Hindi Cell also translated in Hindi the Module of Punhana Project for distribution to the participants in January, 1985 and "Synthesis of Old and New : Experiment in Rural Development at Tilonia" in February, 1985. Even in training programmes where English is being used as a medium of lectures and discussions, participants are given the option to write their report either in English or in Hindi.

The Hindi Cell also helped in promoting the use of Hindi in the official correspondence and made arrangements for correspondence in Hindi with Hindi speaking states that come under A category and for replying letters received from B category states in Hindi and English both. Various proforma used in Administration and Accounts have been translated in Hindi and are available both in English and Hindi.

A number of Hindi dailies and weeklies are being subscribed in the library. Some Journals in Hindi are also being received from state governments of Rajasthan, Uttar Pradesh and Maharashtra. The National Documentation Centre is also receiving documents in Hindi on educational planning and administration from Hindi speaking states.

The Institute is planning to publish NIEPA Brochure, schedule of training programme and EPA quarterly bulletin in Hindi.

## **VII. ELECTRONIC DATA PROCESSING AND REPROGRAPHIC UNIT (EDPR)**

The Unit is engaged in creating adequate data base for educational planning and administration and to assist in the use and application of modern electronic equipment in the areas of administration and management. The Unit is also organising computer demonstrations for the participants of different programmes to acquaint them with the use and functioning of computer in educational planning and administration. The EDPR Unit worked in close cooperation with the Data Bank for their data processing needs.

## **A. Word Processing**

A brief description of the equipments installed in the Unit is :

1. HCL-System 2 with 64 KB memory, two disk drives of 1 MB each, 1 disk drive of 80 KB and a letter quality printer
2. HCL Workhorse with 64 KB memory, two dual density disk drives of 200 KB/80 KB each compatible with HCL-SYSTEM 2

A number of reports of the International training programmes, projects reports, NIEPA Annual Report and other documents have been brought out on the word processor. The work of National Commission on Teachers, different reports of Unesco sponsored projects, reports of the projects funded by outside agencies etc. were brought out. With a view to facilitate the distribution of reading material for different training programmes, a series of research papers and reading material have been put on the word processor. This has led to a considerable saving in unnecessary duplication of work. Apart from Institute's own work, the work to the tune of Rs. 0.66 lakhs was done for sister organisations and projects/seminars funded by outside agencies as per guidelines issued in their regard.

A number of packages relating to different areas of administration and accounts have also been developed for use in computerised data processing. Computerisation of salary bills and automatic granting of annual increments were introduced towards modernisation of accounts and administration through the use of computers. Automatised inventory information processing system packages have been developed for implementation on the micro-computer.

## **B. Reprography**

1. OLYMPIA Photocopier
2. U-BIX KILBURN 1600 MR Photocopier

The second photocopier with the additional facilities of enlargement and reduction was purchased during the year. The photocopiers were extensively used for bringing out multiple copies of different technical reports, reading materials, articles and for other miscellaneous jobs.

## PART VII

### ADMINISTRATION AND FINANCE

The Institute is fully financed by the Government of India. It is headed by the President who is nominated by the Government of India. The Director who is the Principal Executive Officer of the Institute is appointed by the Government of India.

The Council, the Executive Committee and the Finance Committee constitute the organs of policy frame of the Institute. The Council as the apex body of the institute has on it top executives from the national and sub-national systems of education and eminent educationists, to guide the Institute in furtherance of its objectives and exercise general supervision of all the affairs of the Institute. The administration and management of the affairs of the Institute is carried on by the Executive Committee which is assisted by the Finance Committee in scrutinising accounts and budget and in other financial matters. The Director is the ex-officio Vice-Chairman of the Council and the Chairman of the Executive and Finance Committees. Registrar acts as Secretary of the Council and Executive Committee.

The Executive Committee has constituted the Programme Advisory Committee to make recommendations regarding training, research and other academic activities and the Publication Advisory Committee to make recommendations of all matters pertaining to the publications to be brought out by the Institute. Registrar and Publication Officer act as Secretary and Member-Secretary to the Programme Advisory Committee and Publication Advisory Committee respectively.

The Director, as the Principal Executive Officer of the Institute, is assisted by the Executive Director in Administration and Finance. The Administration Division and Accounts Section are headed by the Registrar and Finance Officer respectively under the overall charge of the Executive Director. The Publication Unit is headed by the Publication Officer.

The year witnessed important changes at the helm of its affairs. Shri K.C. Pant, Union Minister of Education and Culture took over as President, NIEPA Council on 30th January, 1985 on relinquishment of the office by Shrimati Sheila Kaul, Former Minister of State for Education and Culture. Prof. Moonis Raza, who had been the Director of the Institute for about 3 years since May 1981, relinquished charge of his office on 23rd July, 1984 after a meritorious service to the Institute. The reins of the Institute passed into the hands of Prof. Satya Bhushan, Executive Director, NIEPA who was initially appointed as Acting Director and then on a regular basis w.e.f. 28th November, 1984.

## **ORGANS OF POLICY FRAME**

### **Council**

The apex body of the Institute is the Council headed by the President. 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 Director of NIEPA is its Vice-President. Other members of the Council are : Chairman, University Grants Commission; four Secretaries of the Government of India (Education, Finance, Planning Commission and Department of Personnel and Administrative Reforms); Director, National Council of Educational Research and Training; six Education Secretaries (five from states and one from union territory); six eminent Educationists; all Members of the Executive Committee; and one member of the NIEPA Faculty. Registrar, NIEPA acts as Secretary of the Council. The Sixth Meeting of the Council was held on 24th March 1985. A list of the members of the Council as on 31st March, 1985 is given at Appendix I.

### **Executive Committee**

The administration and management of the affairs of the Institute is carried on by the Executive Committee. It consists of the Director of the Institute as its ex-officio Chairman; nominees of the Secretaries, Ministry of Education, Finance and Planning Commission; one Education Secretary of a state; one eminent educationists; and the Executive Director, NIEPA. Registrar, NIEPA acts as Secretary of the Executive Committee.

During the year, the Executive Committee met twice on 30th May, 1984 and 7th December, 1984. A list of members of the Executive Committee as on 31st March, 1985 is given at Appendix II.

### **Finance Committee**

The President appoints a Finance Committee consisting of five members under the ex-officio Chairmanship of the Director of Institute. It includes the Financial Adviser and such other member of the Council as may be considered necessary by the President. It scrutinises the accounts and budget estimates and makes recommendations to the Executive Committee on proposals for new expenditure and other financial matters.

During the year, the Finance Committee met twice on 30th May, 1984 and 7th December, 1984. A list of the members of the Finance Committee as on 31st March, 1985 is given at Appendix III.

### **Programme Advisory Committee**

The Programme Advisory Committee makes its recommendations to the Executive Committee on training, research and other programmes and examines the academic aspects of the work of the Institute. It consists of the Director as its ex-officio Chairman, representatives

of the Ministry of Education, Planning Commission and such other members as may be nominated by the Executive Committee. Registrar, NIEPA acts as its Secretary.

The Eleventh Meeting of the Programme Advisory Committee was held on 30th May, 1984. A list of members of the Programme Advisory Committee as on 31st March, 1985 is given at Appendix IV.

#### **Publication Advisory Committee**

The Publication Advisory Committee makes its recommendations to the Executive Committee on all matters pertaining to the publications to be brought out by the Institute and to coordinate all plans and programmes connected therewith. The Publication Officer acts as its Member Secretary.

Second Meeting of the Publication Advisory Committee was held on 31st May, 1984. A list of members of the Publication Advisory Committee as on 31st March, 1985 is given at Appendix V.

#### **Staff Strength**

Due to the ban on creation of new posts, there was no addition to the cadre strength of the staff during the year which stood at 161 as on 31st March, 1985. Besides, there were 40 project staff members on the above date.

#### **Staff Changes**

Dr. Sheel Chand Nuna joined as Associate Fellow w.e.f. 7.6.1984.

Professor Moonis Raza relinquished charge of the office of Director on 23.7.1984.

Dr. L.S. Ganesh joined as Associate Fellow on 27.9.1984.

Shri Mabud Hasan, Project Fellow, National commission on Teacher-II relinquished charge 30.9.1984.

Professor Satya Bhushan, Executive Director, NIEPA took over as Director, NIEPA on 28.11.84.

Dr. Y.P. Aggarwal, Associate Fellow (Data Bank) proceeded on deputation as Assistant Professor, Technical Teachers Training Institute, Chandigarh on 31.12.84 for a period of six months.

Professor S.M. Dubey, Senior Project Fellow & Head, Shri S.Q.A. Naqvi and Shri D.H. Srikant, Project Associate Fellows, Study Unit on Educational Development for Scheduled Castes and Scheduled Tribes relinquished charge of their posts on 31.12.1984 consequent on the winding up of the Study Unit.

Dr. R.P. Singhal, Consultant, NIEPA took over as Executive Director, NIEPA with effect from 1.2.85.

## **Human Resource Development**

Inservice training of both academic and other staff was pursued as an important element of human resource development. In pursuance of this policy, the faculty and other staff members in the Institute were deputed to a number of in-service training programmes in the country and abroad as detailed below for their professional growth and development :

Shri R.P. Saxena, Registrar attended Appreciation Programme on Paperwork Management-Symptoms, possible causes and cures for poor management organized by the Productivity Circle, New Delhi from April 3-4, 1984.

Shri K.L. Dua, Administrative Officer attended Workshop on Records Management organised by the Productivity Circle, New Delhi from April 5-7, 1984. He also attended one day appreciation lecture on Records Management at the National Archives of India on 3.9.1984.

Shri M.A. Ansari, Project Assistant attended the First Programme in Computers at IIPA, New Delhi 1.6.1984 to 15.6.1984.

Shri I.K. Gupta, Technical Assistant attended the Customer Training Course in Fortran IV organized by the Hindustan Computers Limited, New Delhi from 11.6.1984 to 15.6.1984.

Dr. (Mrs.) K. Premi, Fellow and Miss K. Sujatha, Associate Fellow attended the Workshop on Education of Scheduled Tribe in Rajasthan from July 7-8, 1984.

Miss Neelam Bala Hindi Typist attended Hindi Shorthand Course organised under the Hindi Teaching Scheme, Official Language Department (Ministry of Home Affairs), New Delhi from 16.8.1984 to 31.7.1985.

Shri T.R. Dhyani, Office Superintendent and Shri M.L. Sharma, Office Superintendent, attended a Workshop on Improving Office Administration conducted by the Productivity Circle, New Delhi from October 8-11, 1984.

Dr. R.S. Sharma, Associate Fellow and Shri Arun C. Mehta, Sr. Technical Assistant attended a Workshop on Effective Forms Design and Control, conducted by the Productivity Circle, New Delhi from October 12-13, 1984.

Dr. (Mrs.) Usha Nayar, Fellow attended Training Workshop in Cultural Affairs Administration in Asia and the Pacific organised by the Centre for Cultural Resources and Training, New Delhi from November 26-30, 1984.

Dr. L.S. Ganesh, Associate Fellow attended a course on Structured System Analysis and Structured Design conducted by the Tata Consultancy Services, New Delhi from December 3-6, 1984, New Delhi.



Dr. Y.P. Aggarwal and Shri V. Muralidhar attended one day seminar on Usage of D Base-II (Data Base Package) at Hindustan Computers Limited, Nehru Place, New Delhi on 15th December, 1984.

Shri Cherian Thomas, Accountant attended a course on Basic language comprising of introduction, concepts and operation of Computer systems at the MICROSOFT, Microsoft Vocational Training Division, New Delhi for a period of six weeks from 15th December, 1984.

#### **International Programmes**

Ms. K. Sujatha, Associate Fellow and Ms. Jayashree Jalali, Senior Technical Assistant attended a Course of Specialisation in Development Administration on Italian Government Scholarship at Rome, Italy from 22.11.1984 to 9.5.1985.

Dr. N.V. Varghese, Associate Fellow attended the second phase of the 20th Advanced Training Programme in Educational Planning and Administration at IIEP, Paris from 26.12.1984 to 13.7.1985.

#### **Rules and Regulations of NIEPA**

A Committee was constituted by the Ministry of Education in June, 1984, under the Chairmanship of Executive Director, N.I.E.P.A. with the representatives of Ministry of Education, Finance and Department of Personnel to review, suggest amendments and consolidate rules and regulations of NIEPA.

Immediately on constitution of the above Committee, the rules and regulations of some other sister organisations were collected and the work was taken in right earnest. The draft of Service Regulations apart from updating, amending and consolidating the existing rules and regulations included new provisions containing detailed procedure pertaining to appointments to the project posts, Emeritus Professors and Visiting Fellows, Merit Promotion Scheme, terms and conditions governing Academic Leave, Study Leave, Sabbatical Leave and draft recruitment rules for a number of new categories of posts, etc. The first draft of the Service Regulations was reviewed by an Internal Committee consisting of the Registrar, Finance Officer and Shri M.L. Sobti, Ex-Senior Project Fellow and Finance Officer J.N.U. in a series of meetings held regularly. The draft was, thereafter, circulated to Units for comments. The draft Service Regulation will be finalised on receipt of comments from different units before convening the meeting of the Committee constituted by the Ministry of Education. In the mean-time, Regulations pertaining to Budgets and Accounts are being reviewed.

#### **Research Guidelines**

Comprehensive guidelines for the formulation of research proposals for funding from Institute funds and submitting reports on their completion were issued in November, 1984 for proper development of the research activities in the Institute. Instructions were also issued

to the effect that the research proposals will, in the first instance, be referred to experts in the area of study for examination from all relevant aspects for making constructive suggestion for improving the quality and making the research design more sound and comprehensive. All major research projects will have Project Advisory Committees which shall meet regularly. The Project Directors shall submit a quarterly progress report at the end of each quarter.

### **Delegation of Powers**

The wide ranging redelegation of financial and administrative powers on functional and decentralised basis to the various levels of administrative and academic functionaries in the emerging system of the Institute's organisation from Director to Executive Director, Dean Training and Heads of Units and from Registrar to Administrative Officer, Section Officer and Office Superintendents has accelerated the pace of work, removed bottlenecks and delays and resulted in quick decision making.

### **Economy**

With the enforcement of norms laid down for duplication of reading/background material, reports, individual papers, printing of cover pages and issue of different items of stationery for distribution among the participants etc. keeping in view the nature of training programmes, seminars workshops, conferences and other activities, substantial savings have been made in the use of stationery which is a major item of expenditure in the Institute.

### **Modernisation of Accounts and Administration**

Systematic efforts are being made to bring possible areas of administration under computerisation. Orders were issued for automatic drawal of increments through computerisation w.e.f. 1.1.1985 excepting in cases involving clearance of Efficiency Bar. With the computerisation of the drawal of annual increments, issue of annual increment slips has been dispensed with and possibility of any delays in release of increments has been eliminated.

Separate monthly statements of cadre and project staff strength are prepared through computerisation with details regarding plan and non plan posts, incumbency and vacancy positions etc. This enabled regular review of cadre and project staff and resulted in better cadre planning and management. During the year, programmes for computerisation of financial accounting and inventory control system were developed.

### **Programme Reporting**

A Quarterly Resume (mimeographed) of the activities and important developments in the Institute is brought out. This contains information about the training programmes conducted during the quarter, status and progress of the research studies undertaken by the Institute and other activities, namely, NIEPA Colloquium, advisory, consultancy and support services, publications, library,

documentation, staff changes, inservice training, a report on the meeting of the various decision making bodies and task forces. A copy of the Resume is sent to President NIEPA Council, Education Secretary and other members of NIEPA Council, members of Finance, Executive and Programme Advisory Committees and concerned officers of the Ministry of Education etc.

Monthly and quarterly progress reports as prescribed by the Ministry of Education are sent to the Ministry.

#### **Office Productivity and Reporting - An Innovative Approach**

With a view to ensure quick despatch of work and increase office productivity, an innovative approach has been adopted from June, 1984 to institutionalise an effective system of office reporting in the Institute which is broad based to cover key areas of office functioning in addition to monitoring the disposal of receipts. Under the system of office reporting introduced in the Institute, following reports have been prescribed:

- a) Weekly arrears statement
- b) Personnel
  - i) Monthly personnel report to cover reporting on satisfactory completion of probationary periods, finalisation of seniority lists, completion of performance appraisals and permanency.
  - ii) Monthly reports on late comings of subordinate staff and involvement of faculty in the academic activities in and outside the Institute.
- c) Supply & Services
  - i) Monthly Report on pending indents.
  - ii) Quarterly stock position report indicating action taken in case of items of stock below or touching safety levels.
- d) Estate & Construction
  - i) Daily diaries by House Keeping Assistant and Electrician for systematic inspection of premises for ensuring proper maintenance and cleanliness.
  - ii) A system of monthly inter departmental review meetings for constructions and maintenance works on a fixed date every month has been introduced. These meetings are attended by engineers and architects and concerned officers from the Institute. The system has helped in regular monitoring of the progress of the construction works, maintenance problems, sorting out inter-departmental problems and taking on the spot decisions.

- e) Quarterly status report of pending audit objections.
- f) Quarterly report on the progress of recording of files.
- g) Report on implementation of the decisions of the decision-making bodies.

It has not yet been possible to fully enforce the above system of office reporting. However, even the limited operationalisation of the system has started paying dividends. The number of outstanding receipts pending over 7 days at the end of each week came down drastically; seniority lists of most of the cadres, which had been pending for long, were finalised and action on other personnel matters also made good progress; most of the bulk purchases were ordered in the beginning of the year and 'March rush' was avoided; there are now less of delays, out of stock situations and emergency purchases; more of cleanliness, healthy environment, delegation of powers and decentralised functioning; improved work ethos and perceptible improvement in office functioning.

### **NIEPA Campus**

#### **Water Supply**

The Institute did not have its own arrangements to meet the requirements for water supply for horticulture purposes, which was being drawn from NCERT. During the year, the pipeline for supply of water for horticulture was laid down and second tubewell was commissioned. The drinking water tubewell had already been commissioned during 1983-84. The Institute has thus been able to over-come its major problem of water shortage both for drinking as well as for horticultural purposes.

#### **Residential Units**

The Institute does not have its Director's residence, who presently occupies one of the Type V quarters constructed for faculty and administrative staff. This is not a satisfactory arrangement. The Institute has also been facing acute shortage of residential units. Excepting 16 Type I quarters constructed earlier for its ministerial staff, it does not have any quarters for its middle and junior level faculty, secretarial and technical staff. Towards the end of the year, construction started for Director's residence and 8 Type III and 8 Type II quarters. With the completion of their construction by next year, the Director will have suitable accommodation and the Institute will partly be relieved of its shortage of residential accommodation. The Institute will still have no residential facilities of type IV quarters for faculty and other staff and continue to face shortage of other residential units.

#### **Office and Physical Academic Infrastructure**

During the year, the lecture hall on second floor was renovated and extended to increase sitting capacity from about 40 to 70 fixed seats. This has facilitated the conduct of largely attended national and

# INDIA

## Regional and State Participation in NIEPA's Training Programmes

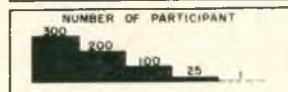
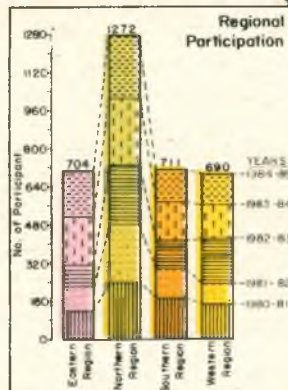
Sixth Plan  
(1980-85)

Kilometres  
0 100 200 300 400

ARABIAN SEA

BAY OF BENGAL

SRI LANKA



international programmes. The Institute, however, continues to face acute shortage of office accommodation, lecture halls, seminar rooms etc. To overcome the shortage of accommodation and keeping in view the long range requirements of the Institute, the Ministry of Education has been requested to provide additional area of about 15-20 acres of land in the institutional area in its close proximity.

#### Hostel

The training programmes organised at the Institute are residential. The participants are accommodated in a seven storeyed hostel which has 48 fully furnished rooms with attached bath. Eight rooms on the first floor have upgraded facilities like air-conditioning, geysers and convector heaters in every room to accommodate the international participants of our training programmes. Each room has been furnished with two beds.

The rent for the rooms with upgraded facilities is Rs.100/- per person per day for single occupation and Rs.75/- per person per day if these are occupied by two persons. The room rent for other rooms is Rs.6/- per participant and Rs.15/- per occupant for non-participants per day. The receipts from hostel decreased during the year to Rs.2.37 lakhs as against Rs.3.40 lakhs during the preceding year. The decrease during the year was mainly due to less number of international participants and an almost near vacant situation during the months of November and December 1984 due to an unprecedented situation in the country.

It has been decided to construct Warden's residence, faculty guest rooms and store room and provide upgraded facilities in kitchen and dining hall in the hostel. Their drawings are awaiting Delhi Development Authority's approval.

#### Finance

During the year 1984-85, the Institute received a grant of Rs.74.39 lakhs (Rs.31.44 lakhs under Non-Plan and Rs.42.95 lakhs under Plan) against Rs.62.31 lakhs (Rs.26.84 lakhs under Non-Plan and Rs.35.47 lakhs under Plan) during 1983-84. Against the total receipts of Rs.82.87 lakhs including opening balance of Rs.3.85 lakhs and hostel and miscellaneous receipt of Rs.4.63 lakhs, the total expenditure out of Government grants during the year was Rs.80.31 lakhs. In addition, the Institute also received funds amounting to Rs.13.71 lakhs for conduct of programmes and research studies from the Ministry of Education, ICSSR, UNESCO, etc. Against the total receipt of Rs.19.53 lakhs including an opening balance of Rs.5.82 lakhs for sponsored programmes and studies, the expenditure on these during 1984-85 amounted to Rs.14.01 lakhs.

## PART VIII

### SIXTH PLAN ACHIEVEMENTS

The year marked the end of Sixth Five Year Plan. During the Sixth Plan period, the Institute witnessed significant growth and diversification of its training, research and other academic activities. It also built strong academic and other infrastructure and introduced modern management practices to achieve its objectives. Some of the major achievements of the Institute during Sixth Plan period are given below:

#### TRAINING PROGRAMMES

During the Sixth Plan period, over 4000 educational functionaries at various levels including 400 from other countries have participated in various programmes. There has been a major step up in the training activities as given below :

	1980-81	1981-82	1982-83	1983-84	1984-85	Total
Number of Programmes	34	29	44	47	53	207
Number of Programme Days	391	512	711	737	1015	3366
Number of Participants	751	664	809	1099	907	4230
Programme Person Days	7497	5380	9987	14769	14852	52485

All States and UTs have been deputing various educational functionaries for different training programmes. The participants include officers from different levels ranging from Education Secretaries and Vice-Chancellors to District Education Officers and institutional heads like Principals of Colleges and Higher Secondary Schools.

#### Regionwise Participation

The highest participation was from Northern region (1272) followed by Southern region (711), Eastern region (704) and Western region (690). Highest participation was from the state of Maharashtra (293) in Western region followed by Uttar Pradesh (231) and Delhi (231) in Northern region. The number of participants from nine educationally backward states was 1427 representing 34% of the total participation from the States and Union Territories.

Participation from States, Union Territories, Government of India and foreign countries during Sixth Plan period was as given below :

Sl. No.	States/Union Territories	No. of participants 1980-85
1.	Andhra Pradesh	200
2.	Assam	189
3.	Bihar	135
4.	Gujarat	117
5.	Haryana	212
6.	Himachal Pradesh	36
7.	Jammu & Kashmir	180
8.	Karnataka	115
9.	Kerala	68
10.	Madhya Pradesh	157
11.	Maharashtra	293
12.	Manipur	32
13.	Meghalaya	31
14.	Nagaland	40
15.	Orissa	59
16.	Punjab	130
17.	Rajasthan	185
18.	Sikkim	16
19.	Tamil Nadu	211
20.	Tripura	25
21.	Uttar Pradesh	231
22.	West Bengal	91
23.	Andaman & Nicobar Island	49
24.	Arunachal Pradesh	23
25.	Chandigarh	67
26.	Delhi	231
27.	Goa Daman & Diu	113
28.	Lakshadweep	1
29.	Dadra & Nagar Haveli	9
30.	Mizoram	41
31.	Pondicherry	117
<b>Total</b>		<b>3394</b>
<b>Government of India</b>		<b>432</b>
<b>Other Countries</b>		<b>413</b>
<b>Grand Total</b>		<b>4239</b>

The foreign participants were from 31 countries, namely Afghanistan, Australia, Baharain, Bangladesh, Barbados, Bhutan, Canada, China, Cyprus, Ethiopia, Fizi, Switzerland, Indonesia, Iran, Japan, Kenya, Korea, Kuwait Malaysia, Maldives, Mauritius, Nepal, Pakistan, Papua & New Guinea, Philippines, Singapore, Sri Lanka, Tanzania, Thailand U.K. and U.S.A.



## **major focus**

The focus of the above programmes has been on human resource development by equipping the participants with modern management and quantitative techniques and sensitizing them to the critical areas of development. Emphasis is laid on raising the competencies of the educational functionaries in planning and administration, optimisation of available resources, innovative approaches and performance orientated administration.

### **A. SOME IMPORTANT TRAINING PROGRAMMES (NATIONAL AND STATE LEVEL)**

#### **a) Six-months Diploma Course for District Education Officers**

The Diploma course for District Education Officers was launched in 1982-83. Second and third Diploma Courses were held during 1983-84 and 1984-85, respectively.

#### **b) Other Cadre based Programmes**

- i) Senior School Administrators (Series of three weeks programmes)**
- ii) District Adult Education Officers and Officers Incharge of Non-formal Education (Series of 2-3 weeks programmes)**
- iii) Assistant Commissioners, Education Officers and Principals of Kendriya Vidyalaya Sangathan**
- iv) Principals of Higher Secondary Schools**
- v) Supervisory Officers and Heads of Ashram Schools**
- vi) Principals of Schools of Blind**
- vii) Supervisory Officers of Directorates of Education of Defence Services**
- viii) Senior Administrators of Public Library Services**
- ix) Registrars of Universities in Innovative Approaches to University Administration**
- x) Finance Officers of Education Departments of State Governments and Universities**
- xi) Comptrollers of Agricultural Universities**
- xii) College Principals (Series of three week programmes - three per year including one for Women's colleges and another for colleges having concentration of SC and ST students.**
- xiii) Principals of Engineering Colleges and Polytechnics**

**c) Special Programmes in Priority Areas**

- i) Universalisation of Elementary Education with reference to nine educationally backward States
- ii) Management of Population Education
- iii) Equity in Education
- iv) Planning and Management of Vocationalisation of Education
- v) Management of National Scholarship Schemes (National Merit Scholarship; National Loan Scholarship; and Rural Talent Search Scheme)
- vi) Education and Rural Development

**d) Seminars and Workshops**

- i) Long-Term Educational Planning
- ii) Rational Utilisation of Resource for Educational Development with Emphasis on Non-Monetary Inputs
- iii) Education-Employment Linkages
- iv) Chairmen and Secretaries of the Boards of School Education in India on Managerial Aspects of the School Education Boards
- v) Education Secretaries and Directors of Education on various educational reforms and their implementation
- vi) Planning for Education : Seventh Five Year Plan
- vii) Computer Application to Educational Planning and Management
- viii) Management of Educational Technology
- ix) National Merit Examination
- x) Development of Case Studies in Educational Management

**B) International Programmes**

**a) International Diplomas**

Six-months International Diploma Course in Educational Planning and Administration

In order to meet the growing demand for training of educational functionaries in South Asia and other Third World Countries, NIEPA launched first Diploma Course on January 14, 1985.

Six-month 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.

12-month Advanced Training Programme in Office Management with Special Reference to Educational Administration for an Officer from Education Department, Ministry of Development, Bhutan (Unesco sponsored)

**b) Other International Training Programmes**

Attachment programmes for senior officers of Education Department from Bhutan, Bangladesh, Thailand, Maldives and Philippines for varying durations.

Two training programmes for Unesco Fellows from Afghanistan.

Training Programme for Rectors of Teachers. Training Colleges of Thailand at Bangkok

Three months programme for Education Officers of Papua New Guinea

**c) Workshops and Seminars**

A number of Regional Workshops and Seminars for South Asian and Third World countries were organised on subjects like Educational Planning, Educational Administration, Planning of Environmental Education, Micro Level Educational Planning and Management, in collaboration with Unesco and other agencies.

**d) Study Visits**

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

**RESEARCH PROGRAMMES**

The Institute has made a major thrust in the area of research in educational planning and administration from 1981-82 as indicated below by the significant rising trend of research expenditure.

Year	(Rs. In lakhs)		Total
	Expenditure against Government Grants	Expenditure against funded research studies	
1980-81	0.22	0.32	0.54
1981-82	0.24	0.64	0.88
1982-83	2.43	4.81	7.24
1983-84	3.60	10.66	14.26
1984-85	4.23	7.65	11.88
	<b>10.72</b>	<b>24.08</b>	<b>34.80</b>

Against an outlay of Rs. 5.50 lakhs provided for Research and Studies in the Plan, the Institute incurred an expenditure of Rs. 34.80 lakhs during the Plan period. In addition to the higher plan outlay of Rs. 10.72 lakhs against the original Plan provision of Rs. 5.50 lakh, the Institute also received funds to the tune of Rs. 24.08 lakhs under funded research programmes taken up at the request of the Ministry of Home Affairs relating to Scheduled Castes and Scheduled Tribes, National Commission on Teachers relating to Higher Education, Ministry of Education and Culture, Unesco and ICSSR etc.

During the Sixth Plan period the Institute has completed 45 research studies as indicated below:

Year	No. of completed research studies
1980-81	1
1981-82	1
1982-83	11
1983-84	11
1984-85	21
	<b>Total 45</b>

As on 31.3.85, 17 studies were in progress at various stages.

#### Some important Research Projects

- i) All India Survey of Educational Administration in States and UTs
- ii) Studies on Administration of Elementary Education in nine educationally backward states
- iii) Some Studies on various aspects of educational policy, planning and management at national and sub-national levels

Some of these Studies include 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 code for the university system; Regional disparities in educational development; Building data base on the educational development of Scheduled Castes and Scheduled Tribes,

National Profile on Retention, Failure, Repetition and Dropout of Scheduled Castes and Scheduled Tribes students in Higher Education; National Study of the Scheduled Castes and Scheduled Tribes Students with reference to Social Background, Living Conditions and Academic performance of post Matric Scholarship Holders; Cost of Supply of Education in Gurgaon District, Haryana; Mobilisation of Resources for Education in India and 11 studies on Teachers Status, undertaken as technical input for the work of National Commission on Teachers for Higher Education. Mention may also be made of some on-going research studies on Indian Education in the Year 2000 - A Long Term Perspective; Educational Policy Planning in India - Rule of Planning Commission; and Teacher-Pupil Ratios in Schools.

**iv) Action Research**

An action research has been undertaken in 20 villages of Punhana Block of Mewat area - which is educationally one of the most backward areas. For ensuring implementation of the project, three-fold strategy is being followed. This includes participation of the community, linkage with other developmental departments and facilitative cum-critical intervention role of NIEPA. Mid-year survey of December 1984 reveals that enrolment of boys has increased from 44.22% to 90.55% and that of girls from 12.48% to 38.66%. In one village i.e. Rahira the enrolment of boys and girls is now 100%. In four villages, i.e. Pamakhera, Raipur, Rahira and Tunklaka the enrolment of boys is 100%.

**v) Evaluation Study of Non-formal Education Programme**

At the request of the Ministry of Education, the Institute has undertaken an Evaluative Study of Non-formal Education Programme at elementary stage in nine educationally backward states to determine factors responsible for poor enrolment in elementary education in those states. The evaluation will identify modifications required in the programme during the Seventh Five Year Plan.

**vi) Case Studies**

The Institute has also conducted a Pilot Study on 2 Colleges - and 6 case studies of higher secondary schools to serve as inputs for its training programmes.

**vii) Training-Research Interface**

Research findings are continuously used to enrich training programmes.

**viii) Occasional and Research Papers**

The Institute has also initiated publication of a series entitled 'Occasional and Research Papers' to diffuse the findings of the research work relating to various facets of educational planning and administration. Nine such papers were brought out during Sixth Plan period.

## **ADVISORY, CONSULTANCY AND SUPPORT SERVICES**

### **a) Work for National Commission on Teachers**

The Institute provided technical inputs in the work of the two National Commissions on Teachers for School Education and Higher Education.

### **b) Contribution in Task Forces, Working Groups, Advisory Boards and Commission at State and Central Levels.**

Contribution was made by the Institute in the meetings of the Task Force on Elementary Education for educationally backward states and at the central level, annual plan discussions, Working Group on Education for Seventh Five Year Plan (1985-90), Central Advisory Board of Education and Conferences of Education Secretaries and Directors of Education of States and Union Territories, NCERT and UGC on various policy issues, submission of a memorandum to the Finance Commission for adequate allocation of funds to the education sector under non-plan sector and preparation of 7th Plan.

### **c) Consultancy to States, UTs and University Education Departments**

The Institute has provided consultancy services to the Education Departments of the states of Sikkim, J & K and Dadra & Nagar Haveli and Haryana during 1982, 1983 and 1984.

Help was also rendered to the Union Territory of Lakshadweep in the preparation of the Format of Inspection Report for Schools and Rajasthan Board of Secondary Education in review of the autonomy granted to Vanasthali Vidyapith, Vanasthali and Vidya Bhawan, Udaipur. It also assisted the University of Manipur in developing and designing a Post-graduate Diploma Course in Educational Planning and Administration.

### **d) Faculty Support**

The institute provided faculty support in programmes organised by various state governments, universities and other bodies.

### **e) Consultancy Services to other Countries and UNESCO**

The Institute undertook a number of research studies and other programmes at the request of UNESCO. The faculty members have also been invited from time to time by other countries and UNESCO for consultancy.

## **OTHER ACADEMIC ACTIVITIES**

### **a) Diffusion of Innovations**

The Institute organised inter-state study visits of Senior Educational Planners and Administrators for inter-change of experience of successful experiments and innovations in educational planning and administration. Three such programmes were conducted during the Sixth Plan period to study 'Report-based Programme of School improvement in Maharashtra; Vocationalisation of Education at +2 Stage. in Tamil Nadu and Earn While You Learn in Madhya Pradesh.

### **b) National Award for Innovative Concepts and Practices in Educational Planning and Administration**

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.

### **c) Informed Discussion on Educational Issues**

A series of discussions were initiated during 1982-83 in which members of the faculty, experts from outside in the field of educational planning and administration, eminent educationists and intellectuals participate. These discussion groups are organised periodically and provide a professional forum for discussion and exchange of views on important issues in education and development.

### **d) Associateship of NIEPA**

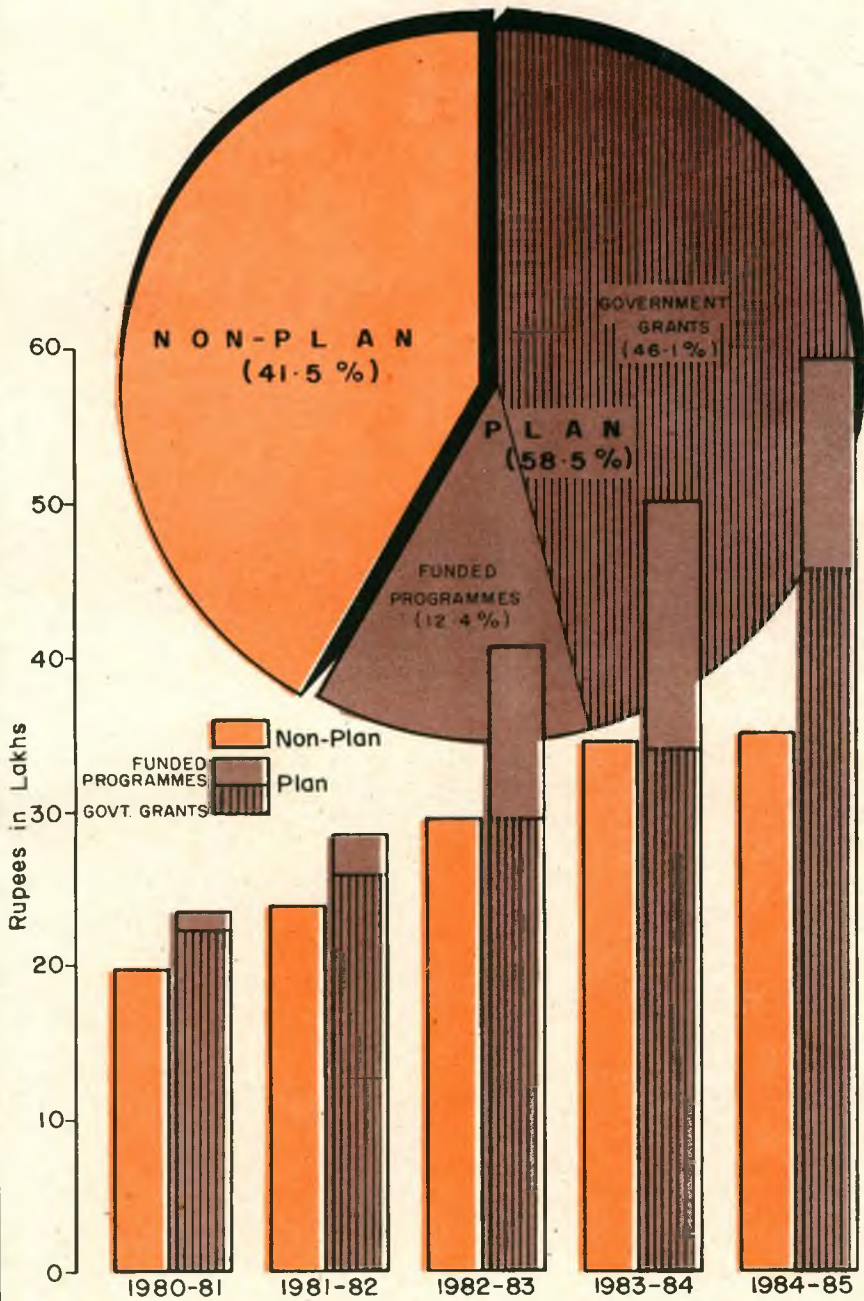
The Programme for the award of Associateship of National Institute of Educational Planning and Administration' in the area of Educational Planning and Administration and innovations was introduced during 1982-83.

## **PUBLICATIONS**

During the Sixth Five Year Plan, the Institute brought out 275 publications of which 47 were printed and the rest were mimeographed. Some of the important publications include the following :

- Quarterly Bulletins on Educational Planning and Administration.
- Survey Reports on Educational Administration in different States.
- Reports on Elementary Education in 9 educationally backward States of Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Uttar Pradesh, Rajasthan and West Bengal.

# FUNDS FLOW 1980-85





- Handbook of Educational Planning for District Educational Officers (Mimeographed).
- Selected Statistical Indicators of Educational Development of Education (Mimeographed).
- Education and the New International Order (Priced).
- Revitalizing School Complexes in India (Priced)
- Regional Disparities in Educational Development - An Atlas of Education (Mimeographed)
- Diagnostic Study on Educational Management in India. (Mimeographed)

### ACADEMIC INFRASTRUCTURE

There has been an alround development and growth of the Institute's library which can proudly claim to be one of the well stocked libraries in the field of educational planning and management in the Asian Region. From February, 1983, the library started functioning on all the days throughout the year except on national holidays.

A National Documentation centre was established in the Institute during 1982-83 for building up documentation at state and district levels.

A Publication Unit was established in the Institue during 1981-82 to undertake efectively the publications programme of the Institute.

During the Sixth Plan, the Institute also set up its Cartographic Cell, Data Bank, Hindi Cell, Electronic Data Processing and Photocopying Units to support academic programmes.

### ADMINISTRATION & FINANCE

#### Cadre Planning

A comparative picture of the strength of different cadres in the Institute as on 1.4.1980 and 31.3.1985 is given below :

Sl.No.	Cadre Posts	1.4.1980	31.3.85	Addl. Posts created
1.	Faculty	25 (24.3%)	45 (28.0%)	+ 20
2.	Academic Support	3 (2.9%)	10 (6.2%)	+ 7

3.	Administrative and Secretarial Staff	26 (25.3%)	38 (23.6%)	+ 12
4.	Technical Staff	21 (20.4%)	29 (18.0%)	+ 8
5.	Class IV	28 (27.2%)	39 (24.2%)	+ 11
	Total	103	161	+ 58

The Institute has now a more balanced and strong organisational design with faculty cadre occupying its prime position on the top.

#### U.G.C. Scales of Pay

U.G.C. scales of pay were introduced for the faculty w.e.f. 1st April, 1982 and for the Librarian and Documentation Officer w.e.f. 21st March, 1984.

#### Management Practices

The application of modern management techniques in the functioning of the Institute resulted in a greater efficiency and productivity. Some of the important management practices introduced during the period included delegation of wide-ranging powers; laying down norms; programme reporting; and an innovative approach in office reporting to cover key areas of office functioning, namely, Personnel, Supply and Services, Estate and Construction in addition to the monitoring of disposal of receipts. Inservice training of both academic and other staff was pursued as an important element of Institute's policy of human resource development.

#### Modernisation of Accounts and Administration :

Monthly salary bills, drawal of increments and review of cadre and project staff have been computerised. Programmes have also been developed for computerisation of financial accounting and inventory control system.

#### NIEPA Campus

The Sixth Five Year Plan witnessed major construction activity and the development of the Institute in a fullfledged NIEPA Campus. First two residential units consisting of 16 Type I quarters and 8 Type V quarters came up in August, 1984. Construction of Director's residence and 8 Type II and 8 Type III quarters is underway and is likely to be completed during 1985-86.

The present area of 3.75 acres of land of NIEPA Campus is, however, inadequate to meet the Institute's present requirements of office accommodation, physical academic infrastructure and future growth.

## Funds Flow

The Institute has witnessed a consistent growth since the inception of Sixth Plan as reflected by the rising expenditure trend :

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		(Rupees in Lakhs)		
		Non-Plan	Plan	Total
1980-81				
a) Against Government Grants		19.72	22.61	42.33
b) Funded Programmes		-	0.80	0.80
	<b>Total</b>	<b>19.72</b>	<b>23.41</b>	<b>43.13</b>
1981-82				
a) Against Government Grants		23.58	25.88	49.46
b) Funded Programmes		-	2.67	2.67
	<b>Total</b>	<b>23.58</b>	<b>28.55</b>	<b>52.13</b>
1982-83				
a) Against Government Grants		29.46	29.47	58.93
b) Funded Programmes		-	8.70	8.70
	<b>Total</b>	<b>29.46</b>	<b>38.17</b>	<b>67.63</b>
1983-84				
a) Against Government Grants		34.43	33.99	68.42
b) Funded Programmes		-	16.01	16.01
	<b>Total</b>	<b>34.43</b>	<b>50.00</b>	<b>84.43</b>
1984-85				
a) Against Government Grants		34.67	45.64	80.31
b) Funded programmes		-	14.01	14.01
	<b>Total</b>	<b>34.67</b>	<b>59.65</b>	<b>94.32</b>
Grand Total				
a) Against Government Grants		141.86	157.59	299.35
b) Funded Programmes		-	42.19	42.19
	<b>Total</b>	<b>141.86</b>	<b>199.78</b>	<b>341.64</b>

Against an original outlay of Rs. 115.00 lakhs provided in the Sixth Plan, the Institute utilised funds to the tune of Rs. 157.59 lakhs by higher plan allocation on mid-term review and also mobilised additional funds to the tune of Rs. 42.19 lakhs under funded programmes.

## TRAINING PROGRAMMES

**1. Orientation Programme in Educational Planning & Administration for Education Officers of Air Force (April 2-19, 1984).**

At the request of the Directorates of Education Air Headquarters, New Delhi, the Institute organised this programme. The main objectives of the programme were to acquaint the participants with the trends in educational development in India since independence, improve the supervisory and administrative skills, and to attempt standardization of the inspection schedule now in use in Air Force Schools. Thirty six Senior Education Officers attended the Course.

The management team consisted of Dr. C.L. Sapra, Programme Director Shri Shabir Ahmed, Shri T.K.D. Nair, Programme Coordinator and Ms. Rashmi Diwan, Programme Associate.

**2. Third Programme for Diploma in Educational Planning & Administration for District Education Officers (July 2 1984 to January 28, 1985).**

The main objectives of the programme were to acquaint the participants with concepts fundamental to educational planning, administration and management, to give them an insight into basic skills and techniques essential to their functioning; to improve their educational decision making ability, to increase their capabilities of coping with the problems arising out of the increasingly wider role education is expected to play in nation building and to introduce the participants to elementary techniques of educational research and experimentation. The programme was chalked out into three months each of intensive curricular work at the Institute and of supervised work of credits in the district of trainee District Education Officers and four days of viva voce based on the project reports. Twenty Four participants from different States and UTs, attended this programme.

The programme was managed by Dr. C.L. Sapra, Programme Director, Shri Shabbir Ahmed, Programme coordinator and Ms. Zubeda Habib, Programme Associate.

**3. Orientation Programme in Educational Planning and Administration for Directly Recruited Basic Shiksha Adhikaris in U.P. (September 17-October 1, 1984).**

The Institute organised a fifteen days orientation programme for the newly recruited education officers of Uttar Pradesh at the instance of the Directorate of Education, Government of Uttar Pradesh. The main objective of the programme was to orient the newly recruited education officers in the important techniques of educational planning, financing and administration at various levels thus enabling them to acquire professional competence and effectiveness as

educational administrators and supervisors. Three participants attended this seminar.

The programme was managed by Shri M.M. Kapoor, Programme Director, Dr. R.S. Sharma, Shri V.A. Kalpande, Programme Coordinators and Shri A.C. Mehta, Programme Associate.

**4. Training course in Educational Planning & Administration for Officers of the Education Department of Andaman & Nicobar Islands (Oct. 10-20, 1984).**

The Institute conducted a Training Course in the Union Territory of Andaman & Nicobar Islands, on the request of the Union Territory Administration. The training course was prepared with the following objectives : to acquaint the participants with the latest concepts, techniques, trends and problems in educational planning and Administration; to familiarise them with the national policies, plans and programmes concerning educational development, particularly in the context of the educational situation in the Andaman & Nicobar Islands; and to help them in improving their professional equipment and increase their effectiveness as educational administrators and supervisors. The programme was attended by thirty participants.

The management team consisted of Shri M.M. Kapoor, Programme Director Shri C.P. Tewari and Dr. R.S. Sharma Programme Coordinators.

**5. Third Training Programme in Educational Management for School Principals of Assam (November 5-23, 1984).**

The Institute organised a training programme in educational management for the school principals of Assam at the request of the Directorate Public Instruction, Government of Assam. The programme was organised keeping in view certain objectives designed for the training programme such as to acquaint the participants with appropriate roles, skills and knowledge required of a principal of a school as effective institutional leader; familiarise the participants with key concepts in educational management including personnel/financial management and academic monitoring and evaluation; and to formulate action plans for improved school management. Their training programme was Third programme in the series and was attended by seventeen school principals.

The management team consisted of Dr. K.G. Virmani, Programme Director and Ms. Nalini Juneja, Programme Coordinator.

**6&8. Two Orientation Programmes in Educational Planning and Administration for Senior School Administrators (January 7-25, 1985 and February 11-28, 1985).**

These programmes were the tenth and eleventh programmes in series. These programmes were organised by the Institute for the senior school administrators with a view to orient them with the main objectives of acquainting the participants with some of the important concepts and techniques of educational planning and administration; familiarising them with the current issues and problems of planning and

administration of school education; and to enable them to acquire professional competence and effectiveness as educational administrators and supervisors. The first programme was attended by ten senior school administrators and the second by eight senior school administrators.

The management team consisted of Shri. M.M. Kapoor, Programme Director, Shri V.A. Kalpande, Dr. R.S. Sharma, Programme Coordinators and Shri Arun Mehta, Programme Associate,

#### **7. Orientation Programme in Educational Management for School Principals of Assam (January 21 to February 8, 1985).**

At the request of the Directorate of Public Instruction, Government of Assam, the Institute organised an orientation programme for the Assam School Principals. This was the fourth programme in series. The broad objectives of the programme were to familiarise the participants with key concepts in educational management, and academic monitoring and evaluation; to conceptualise appropriate roles, skills and knowledge required of a Principal of a school as effective institutional leader; and to formulate action plans. Twenty eight school principals from Assam attended the orientation programme.

The management team consisted of Dr. K.G. Virmani, Programme Director and Ms. Nalini Juneja, Programme Associate.

#### **9. Workshop on Institutional Planning for Heads of Secondary Schools in Pondicherry. (February 25 to March 2, 1985).**

The Institute organised a six days workshop on Institutional Planning for Heads of Secondary Schools at Pondicherry. The objectives of the programme were to make the participants aware of the need for concept and practice of institutional planning for higher secondary schools with special reference to qualitative improvement and to enable them to prepare institutional plans for their respective schools and implementation in the schools. The programme was attended by twenty six schools Heads.

The programme was managed by Shri T.K.D. Nair, Programme Director and Shri Shabir Ahmed, Programme Coordinator,

#### **10. Orientation Programme for Heads of Science Departments of colleges in planning and management of science programme (August 14, 1984).**

The Institute organised a one day orientation programme for Heads of Science Department of colleges. The main objectives of the programme were to acquaint the college teachers with the new developments in the field of science and their potentialities, especially in the Indian context; to orient college teachers in planning and management of science laboratories, to facilitate the introduction of science oriented - extra curricular activities. To achieve the above objectives, some possibilities were explored that were development of new evaluation methods so as to take into account project and extension work, orientation of teachers in new approach to science

teaching and evaluation of teachers so as to take into account the development of new methods of teaching and orientation work. The programme was attended by seven participants.

The programme was managed by Dr. Shakti R. Ahmed, Programme Director, Dr. G.D. Sharma, Programme Coordinator and Mr. M.M. Rehman Programme Associate.

**11. Orientation Programmes in Educational Planning and Administration for College Principals (September 4 - September 24, 15 1984; December 31, 1984 to January 20, 1985, and February 4 to 24, 1985).**

The Institute, at the instance of the University Grants Commission organised a series of three national level three weeks orientation programmes in Educational Planning and Administration for principals of colleges. The first programme was a general programme and was attended by thirty five College Principals. The second programme was organised particularly for Women College Principals and was attended by twenty College Principals. The third programme was again a special programme for college having a high percentage of Scheduled Castes and Scheduled Tribes and was attended by twenty eight College Principals. The main objectives of the programme were to discuss with the participants the role of higher education in national development and issues like quantity, quality and equality, college and community relationship, future perspective of higher education etc; to equip them with the modern techniques/methods of planning, management, improvements in standards, college society interaction and evaluation.

These programmes were managed by Dr. G.D. Sharma, Programme Director, Dr. (Mrs.) Shakti R. Ahmed, Programme Coordinator, Shri M.M. Rehman and Ms. Manju Narula, Programme Associates.

**12. National Workshop on Teaching Methodologies in colleges (UNESCO/U.G.C.) October 8 - 14, 1984.**

At the request of UNESCO Regional Office, Bangkok and the University Grants Commission, New Delhi, the Institute organised a National Workshop on teaching methodologies in colleges. The broad objectives of the workshop were to review the current programme & practices followed by college teachers, prepare modules for a training course on the methodologies of teaching which may be used later in a training workshop aimed at upgrading teaching competencies of college teachers. Twenty nine participants from different parts of the country and from different disciplines participated in the workshop.

The programme was managed by Dr. G.D. Sharma, Programme Director, Dr. (Mrs) Shakti R. Ahmed, Programme Coordinator, Mr. M.M. Rehman and Ms. Manju Narula, Programme Associates.

**14. Orientation Programme in Educational Planning and Administration for Heads of Department of Kashmir University (February 4-22, 1985).**

The Institute organised an orientation programme for the Heads of Science Departments of Kashmir University in Educational Planning and Administration. The objectives of the programme were to acquaint the participants with latest methods of development and management of departments; modern techniques of planning and management of departments; and to provide them an opportunity to interact with the Heads of Departments/professional colleges from some other universities as well as Heads of research funding institutions like UGC, ICSSR, ICHR and DST etc. The programme was attended by nine Heads of Departments of Kashmir University.

The programme was managed by Dr. G.D. Sharma, Programme Director, Dr. (Mrs.) Shakti R. Ahmed, Programme Convenor and Mr. M.M. Rehman, Programme Associate.

**16. Orientation Programme in Planning and Management of Science Education for Heads of Science Departments of Colleges (11-16 March, 1985).**

At the instance of University Grants Commission, the Institute organised a six day National Level Orientation Programme in Planning and Management of Science Education for Heads of Science Departments from colleges drawn from various states of India. The broad objectives of the programme were to acquaint the college teachers with new development in the field of science and their potentialities, especially in the Indian context to explore the possibilities of restructuring of science programme so as to make them relevant to the development needs of the community, to orient them in new methodologies of teaching, planning & management of science programmes, to acquaint them with planning cost effective laboratory practices and safety measures in laboratories. Thirty one heads of Science Departments of colleges from different states participated in the programme.

The programme was managed by Dr. (Mrs.) Shakti R. Ahmed, Programme Director, Dr. G.D. Sharma, Programme Coordinator, Ms. Kausar Wizarat, Rapporteur General.

**17. Workshop on Survey Instrumentation for Women's Polytechnic (April 18-19, 1984).**

This programme was sponsored by the Government of Jammu & Kashmir. Sixteen faculty members and the principal of the women's polytechnic, Srinagar, attended the workshop. The main objectives of the workshop was to develop survey instruments for job Analysis.

The programme was managed by Dr. M. Mukhopadhyay, Programme Director and Ms. Nalini Juneja, Programme Associate.



**18. Orientation Programme in Educational Management for Education Officers of Kendriya Vidyalaya Sangathan (May 21-June 1, 1984).**

The Institute organised the training course on school management for education officers of Kendriya Vidyalaya Sangathan at the request of the Kendriya Vidyalaya Sangathan, New Delhi. The objectives of the programme were to familiarise the participants with key concepts in educational management; to conceptualise appropriate role skills, knowledge required for an education officer of Kendriya Vidyalaya Sangathan as an effective educational leader and to formulate a plan for improved school supervision. The programme was attended by twenty five education officers of Kendriya Vidyalaya Sangathan.

The management team of the programme consisted of Dr. K.G. Virmani, Programme Director, Shri Shabbir Ahmed, Programme Coordinator and Ms. Promila Yadava, Programme Associate.

**19. Workshop on Innovative Approaches to University Administration (May 28-June 5, 1984).**

The University Grants Commission sponsored this workshop. Considering the increasing complexities and challenges in University Administration, it was worthwhile to look into some of the major problems in the light of relevant administration innovations. The main objectives of the workshop were to enable the participants to identify problems of University Administration in their own working situation and to acquaint participants with innovative experiments in Forms, Design and Control and with the methodology. During the programme days efforts were made to introduce innovative experiments and experience in university administration with special reference to office management, computer application, forms design and control etc. fourteen Registrars of Universities attended this workshop.

The management team consisted of Dr. M. Mukhopadhyay, Programme Director and Shri C.R.K. Murthy, Programme Associate.

**20. Training Programme in educational management for Assistant Commissioners of Kendriya Vidyalaya Sangathan (December 3-14, 1984).**

At the request of the Kendriya Vidyalaya Sangathan, New Delhi, the Institute organised a two-week training programme on educational management for Assistant Commissioners of Kendriya Vidyalaya Sangathan. The programme was planned with the objectives to familiarise the participants with the key concepts of management in education; to develop in them higher levels of professionalism for management of pace-setting educational organisations with low cost innovations; and to enable them to conceptualise and implement an enhanced quality of work life in the Sangathan. The programme was attended by twenty four commissioners from Kendriya Vidyalaya Sangathan.

The programme management team consisted of Dr. K.G. Virmani, Programme Director and Ms. Nalini Juneja, Programme Associate.

**21. Workshop on Leadership and Decision Making (February 25-28, 1985).**

The Institute organised a workshop on leadership and Decision Making for the Educational Administrators. The aim of the workshop was to endeavour skill development and attitude leadership. The objectives of the workshop were to develop the skills of situational analysis in educational organisation; to develop an understanding about the 'self', to develop leadership skills in educational setting and decision making and to develop cases on leadership and decision making in educational organisations. The workshop was attended by twenty two participants.

The workshop was managed by Dr. N.M. Bhagia, Programme Director and Ms. Nalini Juneja, Programme Associate.

**22. Orientation Programme in Technical Education and Vocationalization of Secondary Education for women Polytechnic Educators and Administrators (April 9 - 11, 1984).**

The Institute organised the orientation programme for the experienced secondary school teachers of J & K State as per the request of the Jammu & Kashmir Government as per their desire for opening a women's polytechnic at Srinagar. The programme was designed to orient the participants with a broader perspective of technical education and vocationalisation of secondary education. The programme consisted of the following directives : to familiarise with the economic models of national development; to acquaint them with the technical education in India with reference to women's polytechnics : and the role of polytechnics during Seventh Five Year Plan. The programme was attended by seventeen participants.

The programme was managed by Dr. M. Mukhopadhyaya, Programme Director, Dr. K. Sudha Rao, Programme Coordinator and Ms. Meena Srivastava, Programme Associate.

**23. Seminar on Management of Engineering Colleges (13 - 18th August, 1984).**

At the request of I.S.T.E., the Institute organised a five day programme on Management of Engineering Colleges. The main objectives of the programme were to carry out a system analysis of engineering colleges for problem identification to acquaint the participants with various approaches/instruments in organization diagnosis, to acquaint them with various issues & approaches in academic and student management, to develop action plans for organization growth. During the programme efforts were made to seek a balance between theory and practice. Training module followed the logic of its content in selecting the methods, tools and techniques keeping the specific objective of the engineering colleges in India and the main objectives of the training programme. The methodology of the course consisted of a mix of lecture discussions, group activities, case analysis participant seminar and action plan. The programme was attended by fourteen principals.

The programme was managed by Dr. M. Mukhopadhyay, Programme Director, Dr. K. Sudha Rao, Programme Coordinator and Shri C.R.K. Murthi, Programme Associate.

**24. Orientation Programme in Planning and Management of Vocationalization of Education at +2 stage (January 28 - February 1, 1985).**

The Institute organised this programme in view of the high priority accorded to vocationalisation of education at Plus Two Stage in the Seventh Plan. This programme was organised for the senior secondary school principals, and principals of Junior colleges having plus two stage of various states and union territories. This programme was conducted with the following objectives : to acquaint the participants with concepts of fundamental planning and management of vocationalization at plus two, to acquaint the participants with innovative practices in planning and management of vocationalisation of education, to enhance implementation capabilities of the participants at the grass root level and to develop action plans for implementation of the scheme. Forty five principals from schools, colleges and technical high schools and one Joint Director attended the programme.

The programme was managed by Dr. M. Mukhopadhyay, Programme Director, Dr. K. Sudha Rao, Programme Coordinator and C.R.K. Murthi, Programme Associate.

**25. National Workshop on Alternative Administrative Models for Non-formal Education (April 9-13, 1984).**

At the instance of the Ministry of Education and Culture, the Institute organised this National Workshop. The main objectives of the programme were, to acquaint the participants with the existing administrative arrangements in various States and Union Territories for Non-formal Education and problems faced by the functionaries; and to suggest the administrative norms for non-formal education under proposed administrative models. It had both input and output sessions with a larger bent towards the latter consisting of group work on developing administrative model of NFE. Thirty three participants attended this workshop.

The management team consisted of Dr. C.L. Sapra, Programme Director, Shri Shabbir Ahmed, Programme Coordinator and Ms. Rashmi Diwan, Programme Associate.

**26. National Workshop on Planning and Management of Training Programmes in Adult Education for Higher Level Functionaries (August 6-10, 1984).**

The NIEPA, in collaboration with the Directorate of Adult Education, organised a five day National Workshop on Planning and Management of training programmes in Adult Education for Higher Level Functionaries dealing with training, post literacy and follow up programmes. The main objectives of the workshop were to develop an understanding about new thrust of Adult Education Programmes and their implementation

strategies, to discuss appropriate roles, skills and knowledge required for promoting managing training for adult education functionaries. Thirty seven senior officers of Adult Education attended this programme.

The programme was managed by Dr. G.L. Sapra, Programme Director, Dr.(Mrs.) Sushma Bhagia, Programme Coordinator and Mrs. Zubaida Habib, Programme Associate.

**27. Technical Workshop on Evaluation Study of Non-formal Education Programme (March 18-20, 1985).**

At the request of the Ministry of Education, Government of India, the Institute took a comprehensive evaluation study of the Non-formal education which was introduced in nine educationally backward states with central assistance in 1979 to enable them to cover the huge size of non-enrolled and non-attending children in the age-group 9-14 under the school system. The objective of the workshop were : to undertake appraisal of efficacy at the programme vis-a-vis its objectives to identify areas of success and failures; and to suggest possible fresh approaches for restructuring of the programme to detain the desired objectives. About fourteen experts from educational fields attended the workshop.

The programme was managed by Sh. M.M. Kapoor, Programme Director, Sh. V.A. Kalpande, Programme Coordinator and Shri Arun C. Mehta, Programme Associate.

**28. Summer Professional Course for centre for Environment Planning & Technology, School of Planning, Ahmedabad.(May 7 - July 7, 1984).**

The training course was conducted at the request of the School of Planning, Ahmedabad in partial fulfilment of their Post-graduate diploma. Two Post-graduate students from the School of Planning attended the course. The objectives of the course were to orient the trainees in educational planning at various levels and field level interpretation; to design and formulate the educational research project, analyse the data and interpret, the data etc. and to enable them to access the organizations of their choice and implicitly exploring their chances for future employment opportunities in their desired institutions.

The trainees were attached to Dr. Brahm Prakash, Dr. J.B.G. Tilak and Dr. Y.P. Aggarwal.

**29. Training Course for the preparation of Seventh Five Year Plan of Education (June 4-15, 1984).**

This was the third programme in the series on Planning for Education : Seventh Five Year Plan. This programme focused on educational planning methodology and techniques of educational planning. The main objectives of the programme were to examine the issues for education in the Seventh Plan; to review the existing practices of educational planning in different states; to critically examine the suitability of different techniques to train the participants in these techniques;

and to help them in preparing a relevant data base at the state level for future plan formulations. The unique feature of the programme was that all the practicals were based on the real data from a selected state, namely, Maharashtra. Sixteen participants attended this programme.

The management team consisted of Dr. Brahm Prakash, Programme Director, Dr. N.V. Varghese, Programme Coordinator, Shri M.M. Ansari and Shri M.A. Ansari).

**30. Workshop on Projection and Forecasting Techniques (March 18-22, 1985).**

The Institute organised a workshop on projection and forecasting techniques. The workshop was specifically designed to meet the requirements of the officers while providing an opportunity for working out the projection exercises. The main objectives of the workshop were to develop expertise among the educational officers for examining, evaluating and undertaking projection and forecasting of key educational variables; to develop a long term perspective and growth of education; and to help identify the trends of the key educational variables during the Seventh Plan period. Fifteen participants participated in the programme.

The workshop was managed by Dr. Brahm Prakash, Programme Director, Dr. L.S. Ganesh, Programme Coordinator and Sh. M.M.. Ansari.

**31. Orientation Programme in Financial Management for Officers of State Governments (August 20-31, 1984).**

The Institute organised a twelve day orientation programme for the finance officers of various state governments in order to develop better understanding of the present system of financial administration and to have an interaction among the various state finance officers thus enabling them to exchange their views for better financial management in their states. The objectives of the programme were : to enable the participants to appreciate the role of education in economic development and the economic aspects of educational activities; to assist in identification and understanding of the newer role and responsibilities of the concerned officers and assess their role in policy formulation and implementation; to promote an awareness of the techniques of modern management in general and of modern management techniques in education particularly from the point of view of their application of budgeting, accounting etc. Eight finance officers participated in the programme.

The management team consisted of Dr. C.B. Padmanabhan, Programme Director, Dr. J.B.G. Tilak, Programme Coordinator and Ms. Y. Josephine, Programme Associate.

**32. Orientation Programme in the Management of University Finances (February 4-9, 1985).**

The Institute organised an Orientation Programme in the Management of University Finances for the Finance Officers of Indian Universities. The main objectives of the programme were to enable the participants to appreciate the role of financial administrators in universities in the development of the higher education system in India, in particular, to promote an awareness of the techniques of management in general, and of modern financial management in particular. Thirty two participants from various states participated in the programme.

The programme was managed by Dr. C.B. Padmanabhan, Programme Director, Dr. J.B.G. Tilak, Programme Coordinator and Ms. Y. Josephine, Programme Associate.

**33. Orientation Programme on Administration of Ashram Schools (May 7-11, 1984).**

The Institute conducted an indepth study of Ashram Schools in selected states of Central Tribal belt. The study has revealed some interesting findings with regard to the functioning of schools in respect of coverage of tribal population; socio-economic background of the students in Ashram School; teaching learning process in these schools; and cost effectiveness of the schools as compared to general schools. This training programme was planned with a view to disseminate the findings of the study, as well as, familiarise the participants with some of the new technique of educational planning and management keeping in focus the special character of the schools, twenty five participants attended this programme.

The programme was managed by Dr. K. Premi, Programme Director, Dr. K. Sujatha, Shri A. Mathew, Programme Coordinator and Shri S.M.I.A. Zaidi, Programme Associate.

**34. Training Programme on Equity in Education (September 24-28, 1984).**

The Institute has undertaken the task of exploring various dimensions of educational development including aspects of inequity and distribution of educational benefits. As part of this effort a five day workshop on indicators of equity in education was organised. The deliberations of the workshop helped clearing a number of issues regarding the problems of equity in education. This programme was a step towards utilising the output of this workshop as an asset in the planning process. The main objectives of the programme were to sensitize the participants to the concept of equity in education, help the participants in making an objective assessment of the provision meant for development of education among the deprived, equip them with strategies for the development of education among weaker section and familiarize participants with methodology and tools used in measurement of inequities. Thirty participants attended this programme.

The programme was managed by Dr.(Mrs.) Kusum Premi, Programme Director, Dr. K. Sujatha, Dr. S.C. Nuna, Shri A. Mathew, Programme Coordinators and Shri S.M.I.A. Zaidi, Programme Associate.

**35. Training Workshop on Planning and Management of Universalisation of Elementary Education (October 15-19, 1984).**

The Institute organised the Training Workshop in view of the high priority accorded to Universalization of Elementary Education in the Seventh Plan as a step towards fulfilling the deligation laid down in the Directive Principle of State Policy in the Constitution. This programme was organised for senior level functionaries of SCERTs/SIES and Directorates of Public Instruction/Education of various states and Union Territories. The objectives of the programme were : to familiarise the participant, with methods and techniques of planning and management of UEE at micro-level; acquire the skills in application of micro level planning and management techniques to the problem of UEE; to acquaint with innovative practices in planning and management of UEE programmes; particularly community participation, relevant Curricula, school complexes, monitoring with respect to planning of UEE for grass-root level functionaries. Eighteen officials participated in the programme.

The Workshop was managed by Dr. C.L. Sapra, Programme Director, Shri Shabbir Ahmed, Programme Coordinator, Ms. Rashmi Diwan and Shri. B.K. Panda, Programme Associates.

**36. National Workshop on Community Participation for Universalization of Elementary Education. (December 3-14, 1984).**

The Institute organised the workshop on a specific request from UNESCO Regional office for Education in Asia and the Pacific; Bangkok as a follow-up of Regional Training Workshop in Planning and Management of UPE held at Dhaka, Bangaladesh. The workshop was conducted with the following objectives : to acquaint the participants with the concept and the need for community participation in the process of planning for educational development with special reference to UEE and adult literacy programmes; to sensitize with the linkages and coordination; acquainting them with approaches and techniques of community involvement in the planning and management of UEE and linkages between UEE and adult literacy programmes. Twenty one participants attended the programme.

The programme was managed by Dr. C.L. Sapra, Programme Director, Sh. T.K.D. Nair, Programme Coordinator, Ms. Rashmi Diwan and Sh. B.K. Panda, Programme Associates.

**37. Training Programme for the field staff working in the Project of Universalisation of Elementary Education in Mewat District, Gurgaon (July 31-August 3, 1984).**

The major bottleneck in the universalisation of elementary education appears to be mobilisation of the community support and establishing linkages with other developmental sectors at the grassroots level. It is with a view to orient the field staff in the techniques of

community participation and generation of volunteers that this programme was launched. the main objectives of the programme were to help them and understand strategies in mobilising village community in UEE and evolve participatory techniques, to give them training in the preparation of Smokeless Chulha and to appraise them of the role of voluntary agencies and their introduction in the operational area and the approach followed in the programme was participatory. A visit to Indian Institute of Technology, Delhi was organised and the field staff was oriented to rural technology and on the spot training was provided in the preparation of smokeless chulha.

The programme was managed by Prof. Satya Bhushan, Programme Director, Dr. Pramila Menon and Dr. Abdul Aziz, Programme Associates.

**38. Training Programme for Women from Eight Villages of Mewat Region, Gurgaon (August 30-31, 1984).**

The removal of adult illiteracy and universalisation of elementary education have been accorded high priority in the National Policy of Education. In view of this NIEPA organised a two day training programme for women from eight villages in Mewat District. The main objectives of the programme were to provide a forum for interaction between the women from the villages and the individuals and agencies involved in this project, to understand the local situation and gauge the feelings of women from the operational area to decide the strategy, to explore the possibility of locating an entry point in the course of interaction, to give them training in the preparation of smokeless chulha through practical demonstration and to generate a consciousness of the benefits of literacy.

The programme was managed by Prof. Satya Bhushan, Programme Director, Dr. Pramila Menon, and Dr. Abdul Aziz, Programme Associates.

**39. Sensitization Programme for Women Workers of 20 villages (March 18-19, 1985).**

This programme was conducted by the Institute for an action research project of the Institute in a village of Gurgaon, Haryana, for universalising elementary education. The Seminar was organised for women workers of twenty villages of Punhana Block of Gurgaon District to promote literacy in twenty villages and to facilitate the work of universal elementary education. This programme was held with a view to understand the situation of a particular community in terms of its needs, resources and constraints. The objectives of the programme were to identify the problems with a view to find possible solution within the prevailing cultural constraints and to educate the women on the importance of hygiene and primary health care and to develop in them a consciousness of the importance of literacy as a basis of development. Eighteen village women participated the programme.

The management team consisted of Prof. Satya Bhushan, Programme Director, Dr. Pramila Menon and Dr. A. Aziz, Programme Associate.



#### **40. Inter-State Study visit to Madhya Pradesh (February 4-9, 1985)**

The Institute organised an Inter-State study visit to study the "Earn While You Learn Programme". The main objectives of the study visit were : to break the isolation in which the state educational planners and administrators generally work; to provide them an opportunity to observe at first hand as to how an innovative idea is conceived, nurtured and bears fruits; to promote cross-fertilisation of ideas and open successful experiments and innovations to other states; and to link training research and to develop an indigenous theory of educational planning and management. Twenty experts and educationists came together in the study visit.

The programme was managed by Shri M.M Kapoor, Programme Director, Shri V.A. Kalpande, Programme Coordinator and Dr.(Mrs.) K. Sudha Rao, Programme Associate.

#### **41. Study Visit of Asian Trainees as part of Advanced Training Programme in Educational Planning and Administration (June 18-22, 1984).**

At the request of International Institute of Educational Planning, Paris, the Institute conducted a study visit of its trainees from Asia. This study visit was a part of the Advanced Training Programme in Educational Planning and Administration organised by IIEP for the year 1983-84. The main objectives of the programme were to familiarise the trainees of the Asian region with the structure and the process of educational planning and administration in India at the Central, State and institutional levels; to acquaint them with the recent educational developments including recent educational reforms and innovations in India at various levels; and to strengthen international understanding, through regional cooperation and exchange of educational experiences. Thirteen trainees from seven Asian countries namely, Korea, Thailand, Malaysia, Sri Lanka, Bangladesh, Philippines and China participated in the programme.

The management team consisted of Dr. (Mrs.) Usha Nayar, Programme Director, Ms. Anjana Mangalagiri, Programme Coordinator, Ms. Jayashree Jalali and Ms. Sunita Chugh, Programme Associates.

#### **42. Workshop in Indian History and Culture for Supervisors and Curriculum Consultants of Social Studies from the USA (July 3- August 10, 1984).**

At the request of the United States Educational Foundation in India, the Workshop was organised by the Institute for a period of five weeks on Indian History and Culture for Curriculum Supervisors from the United States of America. The main objectives of the Workshop were to give the participants an overview of India through the ages, its land and people, its culture and fine arts, to acquaint them with development in agriculture, industry technology and education with the changing socio-economic scene, to create an awareness about India's role in promoting international understanding and peace with special reference to the Non-aligned movement and to help the participants to develop curricula on Indian history and culture for schools in the

United States. It was attended by sixteen Curriculum Supervisors and Consultants from USA.

The management team consisted of Prof. Moonis Raza, Programme Director, Dr.(Ms.) Usha Nayar, Programme Coordinator, Ms. Jayashree Jalali, Associate Coordinator, Ms. Anjana Mangalagiri and Ms. Sunita Chugh, Programme Associates.

**43. Training Programme for OPS, Ministry of Education and Culture, Philippines (August 2 - September 9, 1984).**

At the request of the Ministry of Education and Culture of the Philippines and with the approval of the Ministry of Education & Culture, Government of India, NIEPA organised a training programme in Educational Management for one officer of the planning service. The main objectives of the Programme were to develop an appreciation of problems of education in the third world countries, to examine the processes, tools and techniques of educational planning and develop skills in planning and statistical surveys to develop skills in educational project management, to develop an integrated view of planning and management of education in the context of Philippine society.

The programme was managed by Dr. M. Mukhopadhyay, Programme Director and Mr. Jai Bhagwan, Programme Associate.

**44. Inter-Country Study visit in Educational Management for Key Level Trainers from Sri Lanka, Bangladesh and India (UNESCO) (September 24-28, 1984).**

At the request of the UNESCO Regional Office for Education in Asia and the Pacific, Bangkok, NIEPA organised inter-country study visit for key level trainers from Asian countries. Three participants attended this programme. The main objectives of the programme were to provide an opportunity to the participants to exchange experiences with respect to identification of training needs, formation of training strategies, developing training system contents and methods and evaluation of training programmes in the field of educational management.

The Programme was managed by Mr. M.M. Kapoor, Programme Director, Mr. V.A. Kalpande, Programme Coordinator and Mr. Mr. A.C. Mehta and Mr. Jai Bhagwan, Programme Associates.

**45. Diploma Programme in Educational Management for Sri Lanka Education Personnel (November 3, 1983 - May 3, 1984).**

At the request of the Ministry of Education, Sri Lanka and with the approval of the Ministry of Education and Culture, Government of India, NIEPA organised a training programme in Educational Management for Sri Lanka Educational Personnel. Some of the specific objectives of the course were to further sensitize the trainees to the social context of school in the third world with special reference to educational policy, planning and administration in Sri Lanka, to acquaint them with the theory and practice of school organisation and

personnel management, to impart basic skills in institutional planning and financial management of schools, and to help the participants to develop the necessary expertise in devising a training system and employing consultancy methods and techniques in school management. The training programme was of six months duration comprising of 3 months of course work at NIEPA and 3 months for Field research project by the participants in Sri Lanka itself. Fifteen personnel from Sri Lanka participated in the programme.

The Programme was managed by Mrs. Usha Nayar, Programme Director, Ms. Jayashree Jalali, Ms. Nasreen Sultana and Shri Jai Bhagwan, Programme Associates.

**46. Training Programme in Office Management for Officer from Bhutan  
(January 1 - December 31, 1985).**

At the request of the UNESCO and Indian National Commission for cooperation with UNESCO, the Educational Consultants of India Ltd., New Delhi identified NIEPA to organise a twelve month advanced training programme in Office Management with special reference to Educational Administration for an officer of the Education Department, Ministry of Development, Bhutan. The objectives of the programme were to acquaint the participant with the important concepts and techniques of office management; to familiarise the participant with the current trends in Office Management and to enable him to acquire professional competence in the area of office management with special reference to educational administration.

The management team consisted of Shri M.M. Kapoor, Programme Director, Shri V.A. Kalpande, Dr. R.S. Sharma, Programme Coordinators, Shri Chaman Singh, Shri O.D. Tyagi and Shri D.H. Shrikanth, Programme Associates.

**47. Study Visit of UPE Project Officers from Bangladesh  
(January 14-21, 1985).**

At the request of UNESCO, this programme was conducted by the Institute in collaboration with the National Council of Educational Research and Training. The main objectives of the visit were to acquaint the officers with the progress and problems of universalisation of primary education programme in India; to study methods and techniques of field level planning and management in India; and to observe and analyse various innovative methods and techniques in the field level school supervision in the context of universalisation of elementary education. The study visit group consisted of eight officials from Bangladesh.

The management team consisted of Dr.(Mrs.) Usha Nayar, Programme Director, Ms. Jayashree Jalali and Ms. Sunita Chugh, Programme Associates.

**48. International Diploma Course in Educational Planning and Administration (January 14 - July 13, 1985).**

The Institute launched its First International Diploma Course in Educational Planning and Administration to provide core courses in Educational Planning and Administration to Third World Countries. The objectives of the programme were to enable the participants to understand the educational development in the Third World in the global context; comprehend the basic principles, concepts and techniques of educational planning and administration for application to specific national contexts, develop skills of analysis, statistical interpretation and forecasting etc.; acquaint them with the various planning, management, monitoring and evaluation models, financial management and progress control techniques; designing of systems for managing mass education; universalisation of elementary education, technical and vocational education etc. and foster the spirit of regional co-operation and international understanding through exchange of experience gained in different national settings. Twelve participants from Afghanistan, Bhutan, Kuwait, Mauritius and Sri Lanka participated in the programme.

The management team consisted of Dr. (Mrs.) Usha Nayar, Programme Director, Ms. Anjana Mangalagiri, Programme Coordinator, Dr. S.Q.A. Naqvi and Ms. Sunita Chugh, Associate Coordinators.

**49. Consultative meeting on the Training of Teachers, Curriculum Development and Educational Planners in Environmental Education (February 11-15, 1985).**

The Institute organised a Consultative Meeting at the request of UNESCO. The special feature of the workshop was that, for the first time educational planners, administrators, teacher educators and curriculum developers came together on a common platform to work out strategies for incorporation of environmental education in training of educational personal. The main objectives of the meeting were: to study in a holistic and comprehensive manner ways and means of incorporating environmental education into the pre-service and in-service teacher training curriculum, and training of curriculum developers and educational planners; and to exchange information and experience concerning the development of environmental education. There were about nine countries which participated the programme.

The management team constituted of Prof. Moonis Raza, Project Director, Dr. (Mrs.) Usha Nayar, Ms. Anjana Mangalagiri, Dr. S.Q.A. Naqvi, Shri Shankar Mukherjee and Ms. Sunita Chugh, Programme Associates.

**50. Training Programme in Educational Planning & Management for Officers from Afghanistan (March 4 - May 4 1984).**

Ministry of Education, Government of Afghanistan has established an Educational Planning Unit for their Directorate of Educational Programming, Educational Planning and Education Budget. For this purpose, the Ministry identified six officers who could be trained in the area of Educational Planning and Management at NIEPA. The main

objectives of the programme were to develop the basic skills in the theory and practice of the educational planning methods to help them in understanding and analysing educational statistics; to impart basic skills in the institutional planning and financial management of schools; and to develop the necessary expertise in undertaking projection exercises. The methodology of the course consisted of a mix of lecture discussions, group work, project work based on field research, practical exercises, workshops, case studies, stimulated exercises and field visits.

The programme was managed by Dr. Brahm Prakash, Programme Director and Dr. Y.P. Aggarwal.

#### **51. Study Visit of Bangladesh Officers (March 18-25, 1985)**

At the request of the UNESCO the Institute conducted a programme for the visiting education officers from the Ministry of Education, Bangladesh. The main objectives of the programme were : to observe and analyse the various innovative practices and techniques followed in India for Universalising of Elementary Education, to study the methods and techniques of field level planning and management in India, to observe and analyse various innovative methods in field level school supervision in the context of Universalisation of Elementary Education. Eight education officers from Bangladesh visited the Institute.

The management team consisted of Shri Shabbir Ahmed, Programme Director, Shri T.K.D. Nair, Programme Coordinator and Ms. Zubaida Habeeb, Programme Associate.

#### **52. Orientation Programme in Educational Planning and Administration for Directors of Education from Sri Lanka (March 20, 1984 to May 4, 1984).**

At the request of Commonwealth Fund for Technical Cooperation the Institute organised Orientation programme in Educational Planning and Administration for Directors of Education from Sri Lanka. The main objectives of the programme were to impart knowledge of methods and techniques; to develop understanding of the problems of educational management at district level, newly emerging roles and job profiles of the teachers, Heads of Schools and administrators; and to develop awareness of new approaches to evaluation of personnel and institutions which are more conducive to the discovery of training needs as well as better motivation. The programme was attended by six participants.

The management team of the programme comprised of Dr. (Mrs.) Usha Nayar, Programme Director, Ms. Anjana Mangalagiri, Programme Coordinator and Ms. Jayashree Jalali and Ms. Sunita Chugh, Programme Associates.

**RESEARCH STUDIES**

(In-progress and sanctioned)

**ON GOING STUDIES**

**1. A Study on Optimum Teacher - Pupil Ratio in Schools**

The research study has been taken up by Dr. R.P. Singhal. Shri Bijoy Kumar Panda, and Ms. Rashmi Diwan, have served as Project assistants. The main objectives of the study are: to ascertain the norms of Teacher Pupil Ratio as prescribed by the state governments and as observed in the actual situation; to assess the workload of teachers in terms of time devoted to teaching and non-teaching activities; to investigate the effect of teacher-pupil ratio on enrolment, retention and achievement of students in the annual examinations; and to suggest optimum teacher pupil ratios for different situation of schools, keeping in view the feasibility aspect including the cost of the same.

Nearly 600 schools from 58 National Sample Survey Regions have been selected through stratified random sampling technique. The stratification has been done on the basis of rural/urban; primary/middle/secondary; tribal/non-tribal; single-multiple class schools; and boys/girls/co-education schools.

Normative survey method involving questionnaire and investigatory technique have been employed in the study. These have further been supplemented by the survey of available literature, education codes, acts, rules and government orders and examination of the various documents such as school records of enrolment, attendance etc.

The processing of the data on the computers has been started and the tables which have been finalised, are in the process of programming. On the basis of the review of the related literature collected from different libraries and received from some of the State Education Departments, a tentative plan of chapterisation of the report has been done. The Report is being prepared in the light of the statistical treatment of the data.

**2. Funding of Social Science Research in India (ICSSR sponsored)**

The study has been taken up by Dr. Brahm Prakash, Senior Fellow. The main objectives of the study is to analyse the financial support provided by various Government/Semi-Government or private bodies for social science research in India.

The data base of the Project is a six volume study prepared by Dr. J.L. Azad. These volumes contain information on Research Institutions; Research Organisations; Central and State Government agencies; Autonomous Research sponsoring bodies, various Banking and Finance Institutions; and International Agencies. The monograph is under preparation.

**3. A Study on Education Financing with Special Reference to Equality of Opportunity and Equalisation of Education Opportunity in India - A Case Study of School Education in Kerala and Uttar Pradesh. (ICSSR sponsored).**

The research team for the project comprised of Dr. C.B. Padmanabhan Project Director; and Shri B. Shiva Reddy, Project Associate.

The main objectives of the study are: to examine the changes in the source of educational finance in the light of equality and equity goals; and to analyse the financing mechanisms for education including grants-in-aid system and its effect on distribution of educational opportunities.

The study is mainly empirical-cum-analytical in nature and is limited to school education in the two states - Kerala and Uttar Pradesh only. In a limited sense, it is a comparative study of educational finance with special reference to equality of education opportunity in educationally advanced and backward regions of India since Kerala ranks top as against low position occupied by Uttar Pradesh in most of the indicators of Educational Development. The main sources of data are the published and the unpublished material of the Ministry of Education both of the Central and State Governments. Plan Documents, Budget Reports and Statistical abstracts of the states concerned are also being used to elicit information.

Data on educational development between 1956-57 and 1980-81 at school level have been collected in order to examine whether disparities in educational facilities have narrowed during this period in the two states. The collected data include number of institutions, enrolment, enrolment ratios etc., with a view to examine the distribution of educational facilities among different segments of population.

The study is nearing completion and the final chapters are being prepared.

**4. Study on Educational Policy and Planning In India-Role of Planning Commission - Current Status and Future Perspective**

The research team for this study comprised of Dr. S.N. Saraf Project Director; and Ms. Anita Taploo, Project Assistant. The major purpose of the study is to examine how the evolution of educational policies and planning in India has been influenced by the overall national developments before and after Independence, the extent of the contribution made by various commissions and committees on Education and other developmental sectors, processes and techniques involved in the formulation of educational plans at different levels, role of the Planning Commission, Ministry of Education and the State Govts. in the formulation of policies and programmes, the reviews and appraisals through which educational plans and programmes have gone through, qualitative and quantitative diagnosis of the educational profile during 1951-85 and to suggest as to how formulation, evaluation and monitoring of education plans to achieve overall national goals during the next 15 years i.e. 1985-20001 could be enhanced.

Materials and reports in published and unpublished form, drafts of various chapters of Five Year Plan Reports, materials, statistical proformae, statements, tables, schedules, and reports of the various committees will be consulted, classified, analysed and drawn upon.

A copy of the research project was circulated to over 120 eminent educationists, economists, sociologists, selected vice-chancellors, developmental planners, demographers, scientists, administrators, erstwhile Ministers of Education and Members of Education, Planning Commission and those associated with policy planning etc. Extremely useful comments and suggestions have been received. Almost all the materials received have been analysed.

The first chapter of the proposed study is intended to present a synthesis of significant trends in major sectors of educational policies and programmes during the First Six Plans and to study critically progress of some of the important components of educational plans. The draft sections on pre-primary, elementary, secondary, higher, technical and adult education of this chapter have since been drafted.

The work on the preparation of preliminary draft chapter on Parliament and Review of Educational Policies and Programmes, Role of the Departments other than Education, Education in the Indian Constitution, and a short chapter critically examining the educational profile with reference to policies and plans before Independence was undertaken. Work on the analysis of recommendations of several Finance Commissions and Committees set up by the Government, a critical evaluation of the objectives of educational development programmes, as stated in Five Year Plans, study of the election manifestoes of various political parties and the material highlighting the overall socio-economic trends of the First Six Five Year Plans has also been undertaken.

Statistical data relating to the progress of various sectors of education, over the Six Five Year Plans, has been compiled and is being analysed. These will be included in the study at appropriate places.

## **5. Indian Education in the Year 2000 - A long term perspective**

The research team for this study comprised of Dr. Brahm Prakash Project Director; Shri M.A. Ansari, Project Associate; Shri Iftikar Ahmed, Project Assistant.

The main objectives of the study are to derive a trend based enrolment projection on past developments in education. An exercise would be carried out for each stage of education, e.g. primary, secondary, higher technical and higher non-technical, at all-India level as well as for states; to put forth a behaviouristic model of education : an attempt would be made to link the size of institutions, and the amount of expenditure education with significant socio-economic and demographic variables.



A revised research design elaborating the methodology, data base and scope of the study has been developed. The series of data in respect of both the State of Maharashtra and all India was compiled. During the year under report the work covered related to (a) enrolments pertaining to primary, middle and secondary education for the period (1960-61 to 1982-83); (b) specific age wise estimates of population for the period 1960-61 to 1999; and sex-wise disaggregated data in respect of (a) and (b) was prepared; and compilation of data in respect of institutions and expenditure on education was prepared.

A detailed descriptive and analytical report on projection of enrolments by levels for Maharashtra State, a report on teacher requirements (untill 2000 AD) in various levels of education for the Maharashtra State, exercise pertaining to the requirements of financial resources in different levels of education for Maharashtra state was initiated. Further, a draft report, on education in the year 2000 A.D. a study of this State, was completed. This report comprises a detailed discussion on enrolment projection of teacher requirements and analysis of educational expenditure.

#### **6. Study on History of Educational Development in Kerala**

The research team for this study comprised of Prof. K.M. Panikar Honorary Consultant; and Shri A. Mathew, Project Associate. The main objectives of this study are : to analyse the growth of Education in Kerala as it evolved under the erstwhile princely states of Travancore - Cochin and the Malabar Provinces; to study the nature of educational expansion after the formation of the Kerala state since 1950; to identify the various factors and forces which influence(d) the decision making process at different levels; and to delineate the various bottlenecks which hinder the implementation of the decisions, whose identification may help other states to overcome them.

The first part which deals with the History of Education prior to the 1956 period will be based on historical records, Manuals, administrative Reports, Educational Records, Statistical Abstracts, Government Records and the Native States Council Proceedings. The second part will be based on similar published material besides Government records open for consultation, as well as interview with senior officials and educationists.

Materials regarding the educational developments in the Travancore-Cochin Native States as well as the Malabar Province of the Madras Presidency for the period 1820-1947 have been collected. The sources include Censuses, Gazetteers, Administrative Reports and Reports of the Education Departments, journals and records of the Christian missions.

Data collected for the period after 1956 related to such aspects like Institutions, enrolment in each state, educational policies, disparities, unemployment and measures to tackle these problems.

## **7. Management of Technical Education: Prospectus for Studies on Personnel Structure and Inventory Control in Engineering Colleges**

The research team for this study comprised of Dr. M. Mukhopadhyay, Project Director; and Shri C.R.K. Murthy, Project Assistant. The main objectives of the study are to know the existing staff structure at various levels with respect to each academic department as well as establishment and accounts section in the engineering colleges to propose an optimally efficient staff structure for engineering colleges; to know the present system of inventory management in different engineering colleges and to diagnose the problems in the management; and to identify the successful cases of inventory management and to propose a systematic method of inventory management to engineering colleges.

A survey would be conducted on the basis of certain instruments on the existing staff structure in all the departments on 100 engineering colleges in India. At a later stage studies would be conducted on 30 engineering colleges.

The project visualised to carry out case studies on the problems in 30 engineering colleges representing the Regional Engineering colleges, State Engineering colleges and University Engineering Faculties. Case Studies on 10 institutions in the Northern region have been completed. The research assistant is out in the field to conduct case studies on another 12 institutions in Southern and Western India.

## **8. Impact of Educational Levels on some Dimensions of Development - A Study of Rural Households**

The research team for this study comprised of : Dr. H. Ramachandran, Project Fellow and Ms. Sharda Manvikar, Project Research Associate . The study is an attempt to answer the following questions : Does the educational level influence adoption of new technologies and if so, is there a critical level of education that influence diversification of economic activities; what is the nature of relationship between educational levels and household linkages with reference to market, social and cultural aspects; Does educational level influence the capacity to use and absorb other developmental efforts and does the educational level influence the succeeding generations?

In order to answer these questions the study proposes the use of household level data collected through a household survey for a project on Integrated Rural Development of Tumkur District, Karnataka by the Institute for Social and Economic Change. The data collected therein pertains to all the households (about 30,000) from 245 reasonably selected villages. The use of this data to answer the questions raised above is through a large number of cross tabulations of educational levels and different facets of development, supported by regression and factor analysis.

Data processing is in progress. Drafting of the report has begun.

## **9. Beneficial Linkages among Education, Employment, Health and Development**

The research team for this study comprised of Dr. Brahm Prakash, Project Director; Shri J.S. Chowdhary, Project Assistant; and Shri K.K. Sharma, Project Assistant.

In June 1984 NIEPA was approached and requested by the Planning Commission for revising the draft report on the Expert Group on beneficial Linkages among Education, Health and Development. Since then the revised version of the draft report has been prepared and submitted to Shri G. Parthasarthy.

NIEPA was also requested to bring out a companion volume consisting of the background papers of the Expert Group on the theme of Educational Employment Linkages. The preparation of the companion volume is underway.

## **10. Study on Role Performance by the College Heads**

The Research team for this study comprised of Dr. N.M. Bhagia, Project Director; and Ms. Promila Yadav, Project Assistant. The main objectives of the study are to identify the role expectations of heads of colleges to assess the performance for different types of roles by the heads and to identify various factors which affect their role performance.

Literature relevant to the study was reviewed and a select annotated bibliography was prepared. A questionnaire was prepared to identify the expectations about the role of principal as perceived by teachers, students, non-teaching staff and members of the governing bodies. A separate questionnaire was administered to about 24 heads of colleges to know the activities in which they are involved.

The questionnaire has been further refined after analysis and is being administered to lecturers of the colleges alongwith the other questionnaire OHQ (Organisational Health Questionnaire) which consists of 40 items. Data is being collected through questionnaires to both Heads as well as lecturers of colleges. The heads of Colleges are being sent two questionnaires. One of these is the 'Cattell's 16 PF' which assesses personality through sixteen factors of personality. The second questionnaire is a short form for biographical information.

The data collection with respect to both, the college principals and college lecturers and the processing of the same is in progress. Questionnaires have been sent to randomly elected teachers of 32 colleges. In all, around 390 questionnaires to the college heads out of which 75 responses have been received. Returned questionnaires are being scored and tabulated in preparation for data analysis.

The visits to Delhi colleges is in progress. The colleges to be covered in the field work would be around 19 in Delhi.

**11. Action Research based on Innovative Practices in educational Planning and Administration with the Objectives of Universalisation of Elementary Education in a Cluster of 20 Villages in Punhana Block, District Gurgaon, Haryana.**

The research team for this project comprised of : Professor Satya Bhushan, Project Director; Dr. R.S.Sharma, Associate Fellow; Dr. Abdul Aziz, Project Associate Fellow; Dr. P. Menon, Project Assistant; Mr. Usman Khan, Junior Project Assistant and Mr Satpal, Junior Project Assistant.

The main objectives of the project are to evolve through experimentation on comprehensive integrated programme; promotion of literacy through community involvement; to involve the community through participative investigation, identification of the problem, formulation of plans and its implementation and monitoring and evaluation; and to establish linkages and coordination with other developmental agencies by identifying the educational components of their programmes and link it up with UEE.

Punhana Block of Gurgaon District is one of the educationally backward area of Haryana State. Twenty contiguous villages of this block are selected for purposes of studying the possibility of achieving universalisation of elementary education by involving the community as a supportive mechanism to the existing administrative set up. The population of the covered area is 19.23% of which 8.3% are scheduled castes. The literacy rate of 20% for the total population while more than two thirds of the male population is illiterate, the rate of illiteracy among women is as high as 95%.

The major problem was the enrolment of girls, and hence involvement of women in the programme was visualised. In view of this NIEPA organised a training programme for women from eight villages in August 1984. The aim of the programme was to interact with the participants with a view to understand their problems and identify their needs. It was also sought to stimulate in them an awareness of the benefits of literacy and the benefits of education in terms of improved hygiene , better health and nutrition and labour saving devices made possible by application of science and Technology to rural conditions.

For ensuring implementation of the project, four-fold strategy is being followed. These include : participation of the community; linkages with other developmental departments; and facilitative-cum-critical interventionist role of NIEPA.

Organisational structure is in operation at village level and at project level. These are named as Village Education committee, and the Advisory Committee at the cluster level.

## **12 Role of Protective Discrimination in equalising Educational Opportunity in South and South East Asia with Special Reference to Women**

The research study has been undertaken by Dr. (Mrs.) Usha Nayar, Fellow.

The major objective of the study is to make a comparative analysis of the policies and programmes of protective discrimination in the countries of South and south East Asia with a view to identify groups of population especially women.

The study would be conducted in South and South Asian countries of Afghanistan, Burma, Bangladesh, India, Nepal, Sri Lanka, Pakistan, Maldives, Malaysia, Indonesia, Philippines and Thailand.

The existing disparities in education would be analysed in a historical perspective. Qualitative analysis of the available policy documents, special provisions/programmes and schemes would be attempted. For studying the input of the schemes and programmes of protective discrimination a temporal analysis of statistical data of two points of time would be carried out. field work for short periods of 2 to 3 weeks each would be an essential input both for securing the primary evidence and interviewing personnel in organisations.

The legal and official documents pertaining to protective discrimination resources and other existing social evidence and primary data through interview would form the data sources of the study.

A considerable amount of spade work has already been done. The study has further been modified to take up a few countries at the first instance instead of all the eleven countries. The study is therefore limited to Indonesia, Thailand and Sri Lanka.

## **13. Pilot Study of Two Colleges for preparing Reading Material for Training Programme of Heads of Science Departments in colleges**

The research team for this project comprised of Dr. G.D. Sharma, Senior Fellow; Dr. (Mrs.) Shakti R. Ahmed, Project Director; and Ms. Kausar Wijarat, Project Assistant; Ms. Roop Rekha Dalwani and Dr. Sahashi Seth, Project Assistant. The objectives of the study are to examine : How efficiently are the science programmes in the colleges planned and managed; what are the methodologies of teaching used in colleges; how far are the courses restructured to make them development oriented; how far cost-effective and innovative practices are used in the laboratories; and suggest measures to : improve the planning and management of science education; restructure the courses so as to make them job and development oriented; introduce new methodologies of teaching with a view to improve teaching/learning process.

Analysis of planning and management of science education in colleges will be attempted on the basis of qualitative and quantitative indicators.

Two colleges, (namely, Gargi College, New Delhi, affiliated to University of Delhi and Government College, Gurgaon, affiliated to Maharishi Dayanand University) had been identified for collecting information on the above indicators. The data from Gargi College and from the Gurgaon college had been collected too. The data would be compiled and analysed to give an idea of the status of science education in these two colleges. This helped in preparing the background material for the Orientation Programme of the heads of Science Departments in Colleges.

#### **14. Evaluation of Non-Formal Education in Nine Backward States**

Shri M.M. Kapoor is the Project Director. However, the research team has yet to be appointed for the project. The main objectives of the evaluation study are : to identify the areas of success and failures; to undertake appraisal of efficacy of methods adopted and adequacy of administrative structure; and to suggest possible fresh approaches for restructuring of the programmes to attain the desired objectives.

The present study would not be mere methodological exercise, but action oriented research exercise. It is proposed to undertake this study in selected areas of all the nine states, namely Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Orissa, Madhya Pradesh, Uttar Pradesh and West Bengal for the purpose of understanding the progress achieved in implementation of this programme and obtaining some insight into the problems and difficulties in the way of its further expansion. The study proposes to evaluate the academic, physical, administrative and financial aspects.

The data will be collected both from primary and secondary sources for which proformae proposed to be developed are : NFE Centre Schedule (covering information on functioning of centre, instructor, pupils and physical facilities in the centre); Schedule for Drop-outs on socio-economic background, reasons for dropping out or not coming to school/centre from selected parents/children and their opinion/suggestions); Opinion Survey Schedule (to conduct opinion survey of instructors, parents, knowledgeable persons, teachers of formal schools, pupils of centres, supervisors and block education officers etc.); Village/Urban Area Information schedule (to collect data on educational facilities, socio-economic demographic structures, and development programmes in the area); Block Information Schedule (for information on educational facilities, socio-economic demographic structure, development programmes in the system of inspection and supervision and NFE supervisors); voluntary Agency Information Schedule (for collection of information on voluntary agencies having NFE programme); District Information Schedule (for all necessary information at the district level); and State Information Schedule (for all requisite information at the State level).

In addition to forms for collection of basic information tools for assessing the academic attainments of pupils studying in NFE Centre would be prepared. These would be developed by the NCERT which would also undertake evaluation of curriculum contents and institutional materials and instructional strategies.

Guidelines for checking the forms and consolidation sheets for tabulation of data would also be prepared and supplied to State covered under this study.

#### **SANCTIONED STUDIES**

##### **15. District-wise Analyses of the Disparity between the Literacy Levels of Scheduled Castes and Non-Scheduled Population in India.**

The research team for this project comprised of Prof. Moonis Raza, Director, Dr. Y.P. Aggarwal, Project Associate Director and Shri O.D. Tyagi the Project Cartographer. The main objectives of the study are to identify the spatial patterns of the spread of literacy among different elements of Scheduled Caste, to examine the similarities and the dissimilarities in the levels of literacy between the Scheduled Caste and the non-scheduled population to evolve a suitable methodology to assess the gap in the levels of literacy to examine the spatial pattern of disparities in literacy rates between scheduled castes and the non-scheduled population, between binomial elements of the SC Population, and differential between scheduled caste disparities and comparable natures of the non scheduled population and to evolve region specific policies for minimising of inequalities in the educational system.

The first exercise relating to the identification of sources of data collecting and tabulation was completed further some mapping work was undertaken. Since January 1985, no further work could progress as the Project Director and the Project Associate Director had left the Institute further for some other assignment.

##### **16. Development of Case Studies for Conducting Training Programmes for the Principals of 250 colleges and schools where +2 secondary stage is being introduced.**

The research team for this study comprises of Dr. M. Mukhopadhyay, Senior Fellow, Shri M. Kandan and Ms. Subhra Tripathi, Project Assistants. The Institute undertook the study at the request of Haryana Government. The main objectives for undertaking this study are to develop three case studies in Haryana, with emphasis on space, staff, library and laboratory facilities, instructional processes and faculty perception of new higher secondary schemes, one each on a high school to be upgraded as higher secondary school, a XI year higher secondary school to be upgraded as XII year higher secondary school and a college where XII year higher secondary schemes would be introduced; and to develop three case studies to be conducted on the XII year higher secondary scheme introduced in a Kendriya Vidyalaya, a Government school and a private school with emphasis on science education, laboratory norms, and curriculum implementation. The case studies are being developed, based on which the training programmes for 250 college principals and school principals of Haryana would be conducted. Data for case studies on school libraries, time table, science laboratories, guidance and counselling and staff structure have already been collected and the reading material for the programme prepared.

**17. A Study on Spatial Provision of Educational Activities :  
Background**

The research team for this project is yet to be appointed and the study has yet to commence. The main objectives of the study are to undertake a comparative study of the existing policies and practices being followed by different town development authorities in making spatial provision for educational activities; to work out future requirements of various educational activities of various types and levels of institutions in different types of settlements according to ecological regions of the country, to make an assessment of total space and building requirements in future on the basis of projected needs, to study the impact of new educational technologies on various levels and stage of education activities in terms of space requirements, and to suggest methods and techniques of integrating educational facilities with the neighbourhood facilities of the local community. The study will involve extensive travel in the country for surveying the present status and collecting data as per the research design.



**Annexure III**

**ACADEMIC CONTRIBUTION OF FACULTY**

**BOOKS**

**Dr. C.B. Padmanabhan**

Financial Management in Indian Education, Published by Select Publishers, New Delhi, 1984.

**CHAPTERS IN BOOKS**

**Dr. C.L. Sapra**

"Involvement of community in Education" for the Education Reformes Commission, Punjab, 1984.

**Dr. Brahm Prakash**

Finances and the Seventh Plan : in Malcolm S. Adiseshiah (Ed.) "Seventh Plan Perspective", Lancer International, New Delhi, Chapter III, pp. 78-83.

**Prof. S.M. Dubey**

The Socio-Cultural Plurality Versus, Multi Nationality : Relevant and the Absurd in the Indian Context. A Chapter in the Book Titled as "North East India : Problems and Prospects of Development". Centre for Research in Rural & Industrial Development Chandigarh.

**Sh. M.M. Kapoor**

Educational Management Information System in India (accepted for Publication in Year Book Information Systems in India).

**Dr. Usha Nayar**

"Cultural Roots of Oppression Patterns of Women's Education in India", in Women's Oppression : Patterns and Perspectives, New Delhi, 1985.

**Ms. Anjana Mangalagiri and B. Nanda**

"Patriarchal Ideology and Women's Oppression", in Women's Oppression : Patterns and Perspectives, ed. by Susheela Kaushik, Shakti Books, New Delhi, 1985.

**RESEACH PAPERS**

**Dr. R.P. Singhal**

"Removing Adult Illiteracy in India : Problems and Strategies", EPA Bulletin, Vol. 6 No. 3 & 4, 1984.

"Linking Formal & Non-formal Education" in the Education Quarterly, Ministry of Education, Government of India, Autumn, 1984.

"Training of Educational Administrations at Grass Roots" in the Book "Training in Government : Objectives and Opportunities", edited by A.P. Saxena; IIPA, 1985.

**Dr. C.B. Padmanabhan**

"Functional Analysis of the Budget of Banaras University" in the Journal of University News.

"Functional Analysis of Educational Expenditure How free is free education in North-Eastern States, Yohana.

"Towards functional financial management in Indian education" Indian Educational Review, Oct. 1985.

"Alternatives in financing of education", Frontiers in Education.

"Financing and Equality of Opportunity in Education." (Forth-coming) in Journal Perspectives by Dr. M.B. Buch, Baroda.

**Dr. C.L. Sapra**

"Humanising Educational Administration" IAEPB Bulletin, Volume I, No.2, January 1985.

**Dr. Brahm Prakash**

"What Ails Universalisation of Elementary Education?" in IAEPB's Bulletin Vol.1, No.2, January 1985.

**Dr. N.M. Bhagia**

"Integration of Education with Development" in "Educational Quarterly", Vol. XXXVI, No. 1, 1984.

"Relevance of Chinese Education Experience to India" Education Asia, Vol. 4, No. 3, July-August, Sept. 1984.

**Dr. M. Mukhopadhyay**

Organisational Evaluation on Diagnosis in Education - Some Methodological Alternatives in "Abhigyan" Autumn 1984.

**Dr. K.G. Virmani**

"Intelligence to use Intelligence - Managerial Trait Theory Revisited" in the Journal "Abhigyan", the Journal of Foundations for Organisational Research, June, 1984.

**Dr. (Mrs.) Kusum Premi**

"Education of the Weak : Strategies for the VII plan" in Yojana, Vol. 28, No. 17, September 16-30, 1984.

"Educational Equality and Economic Opportunities" Journal of Higher Education.

**Dr. J.B.G. Tilak**

"Block level Planning in Education", Indian Journal of Public Administration, Vol. 17, No. 1 (October, 1984) (in press).

"Education & Agricultural Development in India", Indian Economic Almanac, No. 9, (October-December, 1984) (in press).

"Educational Development in Haryana : An Inter-District Analysis, Journal of Punjab School of Economics, (forthcoming).

"Political Economy of Investment in Education in South Asia", International Journal of Educational Development Volume 4, Nov. 2, 1984.

"Equality and Inequality, "Kyklos : Volume 37, No. 2, 1984 (Book Review).

"Higher Education and International Order", Vikalpa, Forthcoming (Book Review).

**Dr. Sushma Bhagia**

Forces Calling for Innovations in the Present Indian Education, "The Orissa Education Magazine" Vol. XXIV, No. 3 & 4, Sept. & Dec. 1982, Published in January 1985.

"Some problems of non-formal learning", The Hindu, Vol. 107, No. 239, October 9 1984.

Educational Innovations and their Management in schools, "The Rajasthan Board's Journal of Education", Vo. XX, No. 1-2, June, 1984.

**Dr. Usha Nayar**

The Education of Women - A Major Poseur for the Commonwealth Published in CCEA Newsletter Vol. 6, Sept., 1984.

Education for Girls at Secondary Level in India - Evaluation and Prospects - Published in Indian Review of Management and Future, Vol. 3&4, 1985.

**Dr. R.S. Sharma**

"Universalisation of Elementary Education and the Disabled"  
Published in Haryana Journal of Education, Vol. XIX, Jan - April,  
1984, No. 7.

**Ms. Anjana Mangalagiri**

"Patriachal Ideology and Women's Opression" published in Teaching  
Politics, Journal of Delhi University, Political Science  
Association, December, 1984.

**Dr. S.C. Nuna**

"Spatial Patterns in Tribal Literacy in India" Readings in Tribal  
Demography & Development, Ashish Bose (Ed.) (in press).

#### **ADDRESSES/LECTURES DELIVERED TO LEARNED SOCIETIES**

**Prof. Moonis Raza**

Delivered lecture on Education and Colonialism in the Institute  
of Mass Communication.

**Prof. Satya Bbushan**

Delivered a lecture on "Education for All-Myth and Reality", to  
the Faculty of Education Department, Jamia Milia Islamia, New  
Delhi.

Valedictory address of the progressive schools Seminar at India  
International Centre, New Delhi.

**Dr. R.P. Singhal**

Delivered a lecture on Management of Examinations at the  
University of Delhi, June 13, 1984.

Delivered a lecture on "New Technologies in Education" at Staff  
Seminar of Delhi Public School, R.K. Puram.

Addressed the Seminar of All India DAV School Principals on  
Pupils Evaluation in School at Kulachi Hansraj Model School, New  
Delhi.

Delivered a lecture on Problems faced in mass conducted exams. at  
the National Workshop on Use of Computers in Examination,  
Association of Indian Universities, March 21, 1985.

**Dr. C.L. Sapra**

Delivered Key Note-Address in the workshop on "Institutional  
Planning for principals of Intermediate colleges of Uttar  
Pradesh, Lucknow on Feb. 4, 1985.

Delivered Key-Note Address on "New Trends in Primary Education in the Workshop for Teachers of Unit Schools of Indian Air Force on Feb. 11, 1985.

Delivered a lecture on "Institutional Planning in a Training Programme for Principals of Senior Secondary Schools of Delhi at the Co-education Government Model Senior Secondary School, Ring Road, on Feb. 19, 1984 and also in the Training Programme for Principals of Senior Secondary Schools of Delhi at Government Girls Senior Secondary School No. 3, Sarojini Nagar, New Delhi on Feb. 22, 1984.

**Dr. N.M. Bhagia**

Delivered a lecture on "Case Study Method" to the Trainers in Health Education in the National Institute of Health and Family Welfare, June 8, 1984.

Delivered lecture on "Interpreting and Reporting Text-Data" in the Workshop on Educational Evaluation in the National Institute of Health and Family Welfare, July 24, 1984.

Delivered a lecture on "Principles and Techniques of Item Analysis" in the Workshop on Education in the National Institute of Health and Family Welfare, July 29, 1984.

Delivered a lecture on "Case Method of Teaching" in the National Institute of Health and Family Welfare, Sept. 18, 1984.

Delivered a lecture on "Environmental Education" to the participants of All India Seminar on Environmental Education, Organised by USO at Vishva Yuvak Kendra, Sept. 19, 1984.

**Dr. Brahm Prakash**

Delivered a lecture at Punjab State Institute of Public Administration, Chandigarh at the Seminar on "Poverty Alleviation Projects in 20 point programme 1984."

Delivered a lecture at Vishva Yuvak Kendra on "Economic System, Progress and Future Line and Development" on Nov. 15, 1984.

**Dr. G.D. Sharma**

Delivered a Convocation Address at Dronacharya Govt. College, Gurgaon, on March 9, 1985.

Delivered a lecture on "Alternative Policy of Financing Education", at Pune on 31 March 1985.

**Dr. M. Mukhopadhyay**

Delivered a lecture on "Roles in Organisation" in Punjab State Institute of Public Administration on sept. 20 & 21, 1984.

Delivered a lecture in Punjab State Institute of Public Administration on "Organisational Management" on Oct. 11, Dec. 17 & 18, 1984.

**Sh. C.P. Tewari**

Delivered two lectures on "Professionalisation of Educational Management" and "Training of Educational Administrators" at the North-Eastern Hill University, Shillong and Kohima Campuses.

**Dr.(Mrs.) Usha Nayar**

Presented a paper on "Education and Employment of Women in India" at the National Seminar organised by the Mother Teresa Women's University, Kodaikanal in October, 1984.

Presented a paper on "Brai Drains : The Phenomena and its Causes" at a Seminar held at India International Centre on March, 17, 1985.

**Prof. S.M. Dubey**

Delivered a lecture on "Monitoring and Evaluation of Rural Development Programmes" at the National Workshop on Integrated Rural Development, organised by the Centre for the Study of Integrated Rural Development, Banaras Hindu University, Varanasi, on Sept. 28, 1984.

**Dr.(Ms) K. Sudha Rao**

Delivered a lecture on "Ethical Values in School Education : Prospects and Future Perspectives" at Dominic Church Symposium on Ethical Values in Education organised by British Council on Sept. 16, 1984.

**Ms. Jayashree Jalali**

Delivered a lecture on "Struggle for Independence of India" at the Seminar on International Organisations, Istituto per la Cooperazione Universitaria, Rome in March, 1985.

Presented a paper on "Indian Agrarian System and Structural Change" at Istituto per la Cooperazione Universitaria, Rome in March, 1985.

**TALKS ON TV/RADIO**

**Dr. R.P. Singhal**

Delivered a Radio Talk on "Examination Reforms in India - a Proposal for Decentralising Examination System" at AIR, Rajkot, Feb, 10, 1984.

## **ACADEMIC HONOURS**

### **Dr. C.L. Sapra**

Dr. C.L Sapra was a visiting Fellow at the International Institute for Educational Planning, Paris and worked as a Distinguished visiting professor in the Department of Educational Administration, the University of Alberta, Edmonton, Canada.

### **Mrs. Usha Nayar**

Mrs. Usha Nayar was awarded a doctorate degree from the Faculty of Education, Jamia Milia Islamia in 1984.

**SOME DISTINGUISHED VISITORS**

**From Abroad**

Dr. Selveratnam, Head, Higher Education Unit, Commonwealth Secretariat, London

Dr. Olle Osterling, Vice-Chancellor, Stockholm Institute of Education, Stockholm, Sweden

Dr. D. Nielsen, Regional Programme Officer, Social Sciences Division, International Research Development Centre, Singapore

Dr. Warren L. Mellor, Faculty of Education, Monash University, Clayton, Australia

Mr. Sylvain Lourie, Director and Dr. B.C. Sanyal of International Institute for Educational Planning, Paris

Mr. S. Bissoondayala, Director, Examination Syndicate, Mauritius

Mr. A.B. Edington, Head, Media Group, Science, Technology & Education Division, British Council, London

Mr. Ha-Joong Kim, The Councillor, Embassy of the Republic of Korea

Prof. A. Roberts, Deptt. of Education, University of Shaw, U.S.A.

Mrs. Choi Yeol Gon, President, NIERT, South Korea

Dr. Philip H. Coombs, University of London, London

Shri Hari Mohan Mathur, Consultant, United Nations Institute of Training and Research, Malaysia

Mr. Carlos Malpica, Programme Specialist, International Institute of Educational Planning, Paris

**State Departments of Education**

Mr. Pasong Nangyal, Education Secretary, Sikkim

Shri P. Rai, Director of School Education, Govt. of West Bengal

Shri J.A. Ryan, Director of School Education, Govt. of Tamil Nadu

Mrs. Usha Vohra, Education Secretary, Punjab

Shri Ashok Vajpai, Education Secretary, Madhya Pradesh

Dr. Atma Prakash, Director of Education, Uttar Pradesh

Shri R.C. Tripathi, Education Secretary, Uttar Pradesh



Shri J.S. Mehta, Chairman, Rajasthan Board of Secondary Education

Shri V.V. Chiplunkar, Director of Education, Maharashtra, Pune

Shri J.P. Singh, Education Secretary, Meghalaya

Dr. S. Bharali, Director of Public Instructions, Assam

Mr. M.A. Laherwal, Education Secretary, Government of Jammu & Kashmir

Mr. L.M. Jain, Education Commissioner, Haryana

Prof. Sukumaran Nair, Commissioner, Education Department, Government of Kerala, Trivandrum

Shri M.C. Verma, Education Secretary, Delhi

### **Universities**

Prof. K.M. Bahauddin, Pro Vice-Chancellor, Aligarh Muslim University

Dr. Mrs. Madhuri Shah, Chairman, University Grants Commission

Prof. Moonis Raza, Professor of Geography, Jawaharlal Nehru University, New Delhi

Prof. Rais Ahmed, Vice-Chairman, University Grants Commission

Dr. S.N. Mehrotra, Vice-Chancellor, Jodhpur University

Prof. Manzoor Alam, Vice-Chancellor, University of Kashmir

Prof. Ram Lal Parekh, Vice-Chancellor, Gujarat Vidyapeeth

Prof. Iqbal Narain, Vice-Chancellor, Banaras Hindu University

### **Others**

Air Cdr. O.P. Duggal, Director (Education), Air Force, New Delhi

Shri H.R. Sharma, Director, Open School, New Delhi

Shri Kanti Biswas, Education Minister, Govt. of West Bengal

Dr. Amrik Singh, Ex-Secretary, Association of Indian Universities

Shri K. Sonawane, Director, State Institute of Education, Pune

Shri N. Kamili, Director, Institute of Management & Public Administration, Srinagar, Jammu & Kashmir

Mr. S.K. Mittal, Director, Institute for Research, Development and Training, Kanpur

Prof. S. S. Kulkarni, Sr. Professor, National Institute of Bank Management, Bombay

Commodore Satbir, Commissioner, Kendriya Vidyalaya Sangathan, New Delhi

Dr. Vineet Kumar, Director, Centre for Regional Studies and Development, Moradabad

Mr. Anil Bordia, Additional Secretary, Ministry of Labour

Dr. V.S. Arunachalam, Adviser to Defence Minister and Director General, DRD Organisation, New Delhi, India

Prof. M.C. Mathur, Director, Educational Consultants India Ltd.

Prof. M.V. Mathur, Member, Fourth Pay Commission

## Appendix I

### MEMBERS OF COUNCIL (As on 31.3.1985)

#### President

Shri K.C. Pant  
Union Education Minister  
Ministry of Education  
Government of India  
New Delhi

#### Vice President

Professor Satya Bhushan  
Director  
NIEPA

#### Ex-Officio Members

Dr.(Ms.) Madhuri Shah	Chairman, University Grants Commission Bahadurshah Zafar Marg, New Delhi
Ms. Anand Sarup	Secretary to the Govt. of India, Ministry of Education & Culture, New Delhi
Shri L.S. Narayanan	Financial Adviser, Ministry of Education and Culture, New Delhi
Shri R. Parmeshwar	Additional Secretary, Department of Personnel & Administrative Reforms, New Delhi
Shri J. Veeraraghavan	Adviser (Education), Planning Commission New Delhi
Prof. P.L. Malhotra	Director, National Council of Educational Research and Training, New Delhi

#### Education Secretaries

Shri J.P. Singh	Education Secretary, Govt. of Meghalaya, Shillong
Shri S.M. Patnaik	Commissioner & Secretary, Education and Youth Department, Govt. of Orissa, Bhubaneswar
Shri L.M. Jain	Commissioner & Secretary, Education Department, Govt. of Haryana, Chandigarh

Shri Ashok Bajpayee	Education Secretary, Govt. of Madhya Pradesh, Bhopal
Shri J. Lalithambica	Education Commissioner, Special Secretary (General Education Department), Govt. of Kerala, Trivandrum
Shri M.C. Verma	Secretary, Education Department, Delhi Administration, Delhi

**Directors of Education/DPIs**

Shri K. Peseyie	Director of Education, Govt. of Nagaland, Kohima
	Director of Education, Govt. of Sikkim, New Secretariat, Gangtok-737101
Shri Atma Prakash	Director of Education, Govt. of Uttar Pradesh, Lucknow
Shri V.V. Chiplunker	Director of Education, (Primary & Secondary Education), Government of Maharashtra, Pune.
Shri Adlip Chodhary	Commissioner for Public Instruction, Government of Karnataka, Bangalore.
Shri L. Khiantge	Director of Education, Government of Goa, Daman & Diu, Panaji (Goa) 403001.

**Eminent Educationists**

Dr. Malcolm S. Adiseshiah	Chairman, Madras Institute of Development Studies, 79, Second Main Road, Adyar, Madras-600006.
Shri V.G. Kulkarni	Tata Institute of Fundamental Research Homi Babha Road, Bombay.
Ms. Jyoti Trivedi	Vice-Chancellor, SNDT University, Bombay.
Prof. Syed Anwarul Haq Haqqi	Professor of Political Science, Aligarh Muslim University, Aligarh.
Dr. Y. Nayudamma	Distinguished Scientist, Central Leather Research Institute, Adyar, Madras-600020
Dr.(Ms) Vimla Aggarwal	Head, Department of Psychology, Lucknow University, Lucknow.

**Members of Executive Committee**

Shri P.K. Patnaik            Joint Secretary (Planning), Ministry of  
Education & Culture, New Delhi.

Dr. R.P. Singhal            Executive Director, NIEPA, New Delhi.

**Faculty Member**

Dr. C.B. Padmanabhan      Senior Fellow, NIEPA, New Delhi.

**Secretary**

Shri R.P. Saxena            Registrar, NIEPA

**Appendix II**

**MEMBERS OF EXECUTIVE COMMITTEE (AS ON 31.3.1985)**

**Chairman**

Prof. Satya Bhushan            Director, NIEPA

**Members**

Shri L.S. Narayanan            Financial Adviser, Ministry of Education & Culture, New Delhi.

Shri P.K. Patnaik                Joint Secretary (Planning), Ministry of Education & Culture, New Delhi.

Dr.Y. Nayudamma                Distinguished Scientist, Central Leather Research Institute, Adyar, Madras-600020

Shri S.M. Patnaik                Commissioner & Secretary, Education & Youth Services Department, Government of Orissa, Bhubneshwar.

Shri J. Veeraraghavan            Adviser (Education), Planning Commission, Yojana Bhavan, New Delhi.

Dr. R.P. Singhal                 Executive Director, NIEPA, New Delhi.

**Secretary**

Shri R.P. Saxena                 Registrar, NIEPA

**Appendix III**

**MEMBERS OF FINANCE COMMITTEE (AS ON 31.3.1985)**

**Chairman**

Prof. Satya Bhushan      Director, NIEPA

**Members**

Shri L.S. Narayanan      Financial Adviser, Ministry of Education &  
Culture, New Delhi

Shri P.K. Patnaik      Joint Secretary (Planning), Ministry of  
Education & Culture, New Delhi.

Shri J.P. Singh      Education Secretary, Govt. of Meghalaya,  
Shillong

Dr. R.P. Singhal      Executive Director, NIEPA, New Delhi.

Shri R.P. Saxena  
Registrar  
NIEPA, New Delhi

**MEMBERS OF THE PROGRAMME ADVISORY COMMITTEE (AS ON 31.3.1985)****Chairman**

Professor Satya Bhushan Director, NIEPA

**Members**

Shri Y.N. Chaturvedi Joint Secretary (School Education), Ministry of Education & Culture, New Delhi

Shri P.K. Patnaik Joint Secretary (Planning), Ministry of Education & Culture, New Delhi

Shri J. Veeraraghavan Adviser (Education), Planning Commission, New Delhi

Shri M.S. Srinivasan Joint Educational Adviser(T), Ministry of Education, New Delhi

Professor Rais Ahmed Vice-Chairman, University Grants Commission, Bahadurshah Zafar Marg, New Delhi

Shri B. Barua Secretary, Education Department Government of Assam, Dispur, Gauhati

Mr. K.K. Chakravarti Director of Public Instruction, Government of Madhya Pradesh, Bhopal

Dr. Indra Pal Singh Director, Board of Punjab State Education, Mohali, Ropar (Punjab)

Professor Nitish De Director, Punjab State Institute of Public Administration, 36, Sector 5A, Chandigarh

Professor Suresh Shukla Dean, Faculty of Education, Jamia Millia Islamia University, New Delhi.

Dr. S.N. Mehrotra Vice-Chancellor, Jodhpur University Jodhpur, Rajasthan

Dr. D.D. Narula Member-Secretary, National Council of Social Science Research, New Delhi

Dr. R.P. Singhal Executive Director, NIEPA

Dr. C.B. Padmanabhan Senior Fellow, NIEPA

**Secretary**

Shri R.P. Saxena Registrar, NIEPA



**Appendix V**

**MEMBERS OF PUBLICATION ADVISORY COMMITTEE (AS ON 31.3.1984)**

**Chairman**

Prof. Satya Bhushan            Director, NIEPA

**Members**

Dr. R.P. Singhal                Executive Director, N.I.E.P.A., New Delhi

Dr.(Mrs.) S. Saraswati        Deputy Director (Publication), I.C.S.S.R.  
35, Ferozeshah Road, New Delhi - 110001

Shri Samuel Israel              Publication Consultant, Book Shelf,  
29, Sunder Nagar Market, New Delhi - 110003

Dr. M. Mukhopadhyay          Senior Fellow N.I.E.P.A., New Delhi

Dr.(Mrs.) Kusum Premi         Fellow, N I.E.P.A., New Delhi

Shri M.M. Kapoor               Fellow, N.I.E.P.A., New Delhi

Two members to be Co-opted.

**Member-Secretary**

Shri B. Selvaraj                Publication Officer, N.I.E.P.A., New Delhi

**FACULTY AND ADMINISTRATIVE STAFF (AS ON 31.3.1985)**

Satya Bhushan, Director  
R.P. Singhal, Executive Director

**EDUCATIONAL ADMINISTRATION UNIT**

N.M. Bhagia, Senior Fellow & Head  
C. Mehta, Associate Fellow  
M. Mukhopadhaya, Senior Fellow  
K. Sudha Rao, Associate Fellow  
K.G. Virmani, Senior Fellow

**EDUCATIONAL FINANCE UNIT**

Y. Josephine, Senior Technical Assistant  
C.B. Padmanabhan, Senior Fellow & Head  
J.B.G. Tilak, Fellow

**EDUCATIONAL PLANNING UNIT**

Y.P. Aggarwal, Associate Fellow (Data Bank)  
L.S. Ganesh, Associate Fellow  
Brahm Prakash, Senior Fellow & Head  
N.V. Varghese, Associate Fellow

**EDUCATIONAL POLICY UNIT**

S.C. Nuna, Associate Fellow  
Kusum Premi, Fellow and Head  
K. Sujatha, Associate Fellow  
Ijlal Anis Zaidi, Senior Technical Assistant

**HIGHER EDUCATION UNIT**

S. Ahmed, Senior Fellow  
M.M. Rehman, Senior Technical Assistant  
G.D. Sharma, Senior Fellow & Head

**INTERNATIONAL UNIT**

J. Jalali, Senior Technical Assistant  
Anjana Mangalagiri, Associate Fellow  
Usha Nayar, Fellow and Head

SCHOOL & NON-FORMAL EDUCATION UNIT

Shabbir Ahmed, Fellow  
Sushma Bhagia, Fellow  
S.S. Dudani, Fellow  
Rashmi Diwan, Senior Technical Assistant  
Z. Habib, Senior Technical Assistant  
T.K.D. Nair, Fellow  
C.L. Sapra, Senior Fellow & Head

SUB-NATIONAL SYSTEMS AND DOCUMENTATION UNIT

V.A. Kalpande, Fellow  
N.D. Kandpal, Documentation Officer  
M.M. Kapoor, Fellow & Head  
Arun C. Mehta, Senior Technical Assistant  
R.S. Sharma, Associate Fellow  
C.P. Tewari, Fellow

CARTOGRAPHIC CELL

P.N. Tyagi, Senior Technical Assistant

COORDINATION

Meena Srivastava, Senior Technical Assistant

RESEARCH PROJCT STAFF

Iftikar Ahmad, Project Assistant  
Abdul Aziz, Project Associate Fellow  
Sunita Chugh, Project Assistant  
A. Mathew, Project Associate Fellow  
Promila Menon, Project Assistant  
C.R.K. Murthy, Project Assistant  
Manju Narula, Project Assitant  
S.Q.A. Naqvi, Project Associate Fellow  
S.N. Saraf, Sr. Project Fellow  
Anita Taploo, Project Assistant  
O.D. Tyagi, Project Assistant  
Promila Yadav, Project Assistant

ELECTRONIC DATA PROCESSING AND REPROGRAPHIC UNIT

V. Murali Dhar, Computer Programmer

PUBLICATION UNIT

B. Selvaraj, Publication Officer  
M.M. Ajwani, Senior Publication Assistant

HINDI CELL

S.B. Roy, Hindi Editor

**LIBRARY**

**Nirmal Malhotra, Librarian  
Deepak Makol, Junior Librarian**

**OFFICE ADMINISTRATION**

**R.P. Saxena, Registrar  
S. Sundararajan, Finance Officer  
K.L. Dua, Administrative Officer  
G.S. Bhardwaj, Section Officer  
T.R. Dhyani, Office Superintendent  
M.L. Sharma, Office Superintendent  
Cherian Thomas, Accountant**

**ANNUAL ACCOUNTS AND AUDIT REPORT**

## Receipt and payment Account for the

----- RECEIPT -----		
<b>Opening Balance</b>		
Cash in Hand	8,865.35	
Imprest	2,250.00	
Cash in Bank	9,73,121.91	9,84,237.26
<b>Grants-in-Aid received from Government of India</b>		
Non-Plan	31,44,000.00	
Plan	42,95,000.00	74,39,000.00
<b>Office Receipts</b>		
Licence Fee	47,248.80	
Water and Electricity Charges	4,168.50	
CGHS Recoveries	168.00	
EDPR Receipts	43,880.00	
Other Receipts	14,045.55	1,09,510.85
<b>Hostel</b>		
Hostel Rent		2,37,339.50
<b>Interest</b>		
Interest on Investment	48,703.84	
Interest on Interest bearing Advances	185.15	
Interest on Short Term Deposits	10,339.69	59,228.68
<b>Research Studies</b>		
<b>Study on Mobilisation of Resources for Education in India</b>		
Recovery of T.A.		1,417.00

Period from 1.4.1984 to 31.3.1985

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PAYMENT  
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**Establishment Expenses**

Salaries

Non-plan	18,76,491.95	
Plan	10,58,261.10	29,34,753.05

Pension & Gratuity 16,626.00

Provident Fund (Employer's Share  
of CPF & Interest on GPF/CPF A/Cs.) 1,20,495.00

Leave Salary & Pension Contributions

Non-plan	33,224.55	
Plan	13,813.00	47,037.55

Travelling Expenses 10,350.00 31,29,261.60

**Office Expenses (Other Charges)**

Non-plan	9,00,000.00	
Plan	2,25,717.60	11,25,717.60

**Hostel (Non-Plan)**

Hostel Expenses 1,31,016.30

**Research & Training**

Programme Expenses

Non-plan	2,20,000.00	
Plan	4,13,921.15	6,33,921.15

**Research Studies (Plan)**

**Study on Cost of Education in  
Gurgaon District**

Study Expenses 41,567.00

**Study on Mobilisation of Resources  
for Education in India**

Study Expenses 4,530.00

**Study on Regional Disparities in  
Educational Development in India  
and Atlas of Indian Education**

Study Expenses 29,927.05

**Study on Organisational History  
of Ministry of Education**

Study Expenses 331.50

**Study on Optimum Teacher Pupil  
Ratio for Schools**

Study Expenses 25,836.85





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 PAYMENT  
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<b>Study on Model Financial Code</b>		
Study Expenses	22,385.45	
<b>Study on Educational Policy and Planning in India - Role of Planning Commission - Current States and Future Perspective</b>		
Study Expenses	45,034.15	
<b>Study on History of Educational Development in Kerala State</b>		
Study Expenses	28,500.05	
<b>Study on Indian Education in the Year 2000 - A Long Term Perspective</b>		
Study Expenses	65,071.40	
<b>Study on Role Performance of Heads of Colleges</b>		
Study Expenses	21,607.30	
<b>Study on Educational levels on Some Dimensions of Development</b>		
Study Expenses	20,000.00	
<b>Action Research Study on Implementation Strategies in Educational Planning and Administration</b>		
Study Expenses	83,012.97	
<b>Study on Management of Technical Education</b>		
Study Expenses	26,050.65	
<b>Study on Disparities between Literacy Level of SC and Non-SC Population</b>		
Study Expenses	9,193.80	4,23,048.17
<b>Other Academic Activities (Plan)</b>		
Fellowship & Awards	3,445.15	
Data Bank	22,661.90	
Inter-state Visits	10,314.65	
Consultancy	2,562.00	
Cultural Exchange	4,348.00	
Course Fee	9,330.00	
Publication Expenses	27,605.15	80,266.85

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RECEIPT

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**Sponsored Programmes and Studies**

**A Sample Study: Inspection System  
and Practices in the Educationally  
Backward and Advanced States  
(Ministry of Education, Govt. of India)**

Study Grant 5,000.00

**Study on Beneficial Linkages  
Between Education & Employment**

Study Grant 27,600.00

**National Commission on Teachers II  
(Central Technical Unit)**

Study Grant 2,67,000.00

Advances Recovered 1,03,331.51 3,70,331.51

**Programme of Management of  
Engineering Colleges (ISTE)**

Programme Receipt 20,000.00

**Indian Council of social Science  
Research**

Senior Fellowship (Dr. J.N. Kaul) 10,450.00

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 PAYMENT  
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**Sponsored Programmes and Studies**

**Study Unit on Educational Development of Scheduled Castes (Ministry of Home Affairs, Govt. of India)**

Study Expenses 1,85,786.20

**A Sample Study: Inspection System and practices in the Educationally Backward and Advanced States (Ministry of Education, Government of India)**

Study Expenses 4,000.00

**Study on Beneficial Linkages between Education & Employment (Planning Commission)**

Study Expenses 11,341.80

**Experiental Project for Non-formal Education - An Evaluation Study (Ministry of Education)**

Study Expenses 884.50

**National Commission on Teachers II (Central Technical Unit)**

Study Expenses 4,23,629.55  
 Field Visit Expenses 84,973.61 5,08,603.16

**Orientation Seminar for Senior Administrators on Planning and Management of Public Library in Collaboration with Raja Ram Mohan Roy Library Foundation, Calcutta**

Resfund of Grants 638.50

**Programme of Management of Engineering Colleges (ISTE)**

Programme Expenditure 17,793.30 7,29,047.46

**Indian Council of Social Science Research**

National Fellowship (Prof. S.C. Dube)  
 Contingent Expenditure 87.10

Senior Fellowship (Dr. J.L. Azad)  
 Contingent Expenditure 3,923.95

Senior Fellowship (Dr. J.N. Kaul)  
 Contingent Expenditure 2,728.50

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RECEIPT

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**International Programmes**

Training Programme in Educational Management for Regional Planners and Administrators from Sri Lanka (CFTC)	
Programme Receipt	15,529.60
Training Programme for OPS Staff from Phillipines	
Programme Receipt	23,837.90
International Diploma In Educational Planning and Administration	
Programme Receipt	4,89,434.69
Sub-regional Symposium in Asia and the Pacific	
Programme Receipt	38,512.50
First Regional Conference of Educational Planners and Administrators of Asia and the Pacific	
Programme Receipt	57,306.60
National Multi-disciplinary Workshop on Educational Components of Rural Development Projects	
Programme Receipt	36,516.65
Inter-country Study Visits in Educational Management	
Programme Receipt	8,050.00
Consultative Meeting on Environmental Education	
Programme Receipt	1,26,543.56
Regional Cooperative Programme in Higher Education: (Teaching Methodologies)	
Programme Receipt	35,550.00

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 PAYMENT  
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**A Study of Educational Financing with  
 Special Reference to Equality of  
 Opportunity and Equalisation of  
 Education in India - A Case Study of  
 School Education in Kerala and  
 Uttar Pradesh**

Study Expenses 13,690.95 20,430.50

**International Programmes**

Diploma in Educational Planning and  
 Administration - Six Month Pre-  
 Induction Course of DEOs (1983)

Sri Lanka Participants	8,932.00	
Bhutan Participants	3,241.50	
Mauritius Participants	1,848.00	14,021.50

Training Programme for Sri Lanka  
 Educational Personnel (1983-84)

Programme Expenditure 1,701.95

Training programme in Educational  
 Management for Regional Planners  
 and Administrators from Sri Lanka (CFTC)

Programme Expenditure 92,915.85

Training Programme in Educational  
 Planning and Management for the  
 Officers from Afghanistan

Programme Expenditure 79,989.75

Training Programme for OPS Staff from  
 Philippines

Programme Expenditure 13,182.90

International Diploma in Educational  
 Planning and Administration

Programme Expenditure 2,07,938.85

Long-term Educational Planning

Programme Expenditure 131.00

Sub-Regional Symposium in Asia and  
 the Pacific

Programme Expenditure 38,436.10

First Regional Conference of Educational  
 Planners and Administrators of Asia and  
 the Pacific

Programme Expenditure 248.00

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RECEIPT

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Advanced Training Programme in Office Management for an Officer from Bhutan Programme Receipt	62,750.00	
National Workshop on Planning and Management UPE Programme Receipt	15,793.03	9,09,824.53

**Reserch Studies Funded by UNESCO**

National Task Force on Diagnostic Study of Educational Management in India Study Receipt	27,948.57
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 PAYMENT  
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Study Visit of Education officers from Bangladesh		
Programme Expenditure	15,089.80	
National Multi-disciplinary Workshop on Educational Components of Rural Development Projects		
programme Expenditure	13,044.35	
Inter-Country Study Visits in Educational Management		
Programme Expenditure	9,021.55	
Consultative Meeting on Environmental Education		
Programme Expenditure	86,335.80	
Regional Co-operative Programme in Higher Education - Teaching Methodologies		
Programme Expenditure	29,092.50	
Advanced Training Programme in Office Management for an Officer from Bhutan		
Programme Expenditure	20,224.90	
National Workshop on Planning and Management of UPE		
Programme Expenditure	11,846.50	6,33,221.30
<b>Research Studies Funded by UNESCO</b>		
APEID Regional Co-operative Programme in Higher Education for Development of Bibliography on Higher Education		
Study Expenses	3,105.00	
Study on Experiments in the Component and Relationship of Education for Rural Development		
Study Expenses	1,567.50	
National Task Force on Diagnostic Study of Educational Management in India		
Study Expenses	13,737.60	18,410.10
<b>Capital Expenditure</b>		
Typewriters	26,404.10	
Furniture & fixtures	1,43,667.40	
Other Office Equipments	1,19,053.75	
Library Books	1,49,832.57	4,38,957.82

**Deposits**

Suspence Account

41,061.66

**Recoverable Advances**

Cycle Advance

1,730.00

Festival Advance

10,500.00

Scooter Advance

500.00

House Building Advance

42,648.00

55,378.00

**Remittances**

C.P.F. of Deputationists

2,700.00

T O T A L

10,301,027.56

Sd/-

(S. Sundararajan)  
Finance Officer



-----  
 PAYMENT  
 -----

**Deposits (Plan)**

Deposits with CPWD	19,39,043.00
Sunsence Account	21,800.85

**Recoverable Advances (Non-Plan)**

Cycle Advance	2,775.00	
Festival Advance	8,200.00	
House Building Advance	1,11,900.00	
Misc. Advances	6,639.75	1,29,514.75

**Remittances**

HRA/CCA/Additional DA Deposit	0.42
-------------------------------	------

**Closing Balance**

Cash in Hand	25,258.46	
Imprest	2,127.50	
Unesco Coupons	54.00	
Cash in Bank	8,19,929.73	8,47,369.69

	-----	
T O T A L		10,301,027.56
	-----	

Sd/-  
 (R.P. Singhal)  
 Executive Director

Sd/-  
 (Satya Bhushan)  
 Director

**Details of Closing Balance as**

Head of Expenditure	Opening balance	Received during the year	Total
<b>1. NON PLAN</b>			
Grants	1,12,796.34	31,44,000.00	
Office receipts	2,477.09	4,61,457.03	37,20,730.46
<b>2. PLAN</b>			
Grants	2,70,029.43	42,95,000.00	
Office receipts		1,417.00	45,66,446.43
3. Sponosred programmes and studies	2,93,268.17	4,22,931.51	7,16,199.68
4. Indian Council of Social Science Research	31,57.74	10,450.00	13,607.74
5. International Programmes	2,70,054.35	9,09,824.53	11,79,878.88
6. Research Studies funded by UNESCO	15,734.17	27,948.57	43,682.74
7. Suspense Account	13,831.25	41,061.66	54,892.91
8. Remittance	2,888.72	2,700.00	5,588.72
	9,84,237.26	9,316,790.30	10,301,027.56

Sd/-

(S. Sundararajan)  
Finance Officer  
National Institute of Educational  
Planning and Administration  
New Delhi

at the Close of 31st March, 1985

Payments	Balance
34,67,082.95	2,53,647.51
45,63,664.29	2,782.14
7,29,047.46	(-) 12,847.78
20,430.50	(-) 6,822.76
6,33,221.30	5,46,657.58
18,410.10	25,272.64
21,800.85	33,092.06
0.42	5,588.30
<b>94,53,657.87</b>	<b>8,47,369.69</b>

Sd/-

(R.P. Singhal)  
Executive Director  
National Institute of Educational  
Planning and Administration  
New Delhi

Sd/-

(Satya Bhushan)  
Director  
National Institute of Educational  
Planning and Administration  
New Delhi

**Income and Expenditure Account**

-----  
E X P E N D I T U R E  
-----

<b>Establishment Expenses</b>		31,29,261.60
<b>Office Expenses</b>		11,25,717.60
<b>Hostel Expenses</b>	-	1,31,016.30
<b>Research &amp; Training</b>		
Programme Expenses	6,33,921.15	
Research Studies	4,23,048.17	10,56,969.32
<b>Other Academic Activities</b>		80,266.85
<b>Excess of Income Over Expenditure</b>		18,84,306.54
	<b>T o t a l</b>	----- 74,07,538.21 -----

Sd/-

(S. Sundararajan)  
Finance Officer

for the Year 1984-85

-----  
I N C O M E  
-----

Grant in Aid	74,39,000.00	
Less Grants Cappitalised	4,38,957.82	70,00,042.18
Office Receipts		1,09,510.85
Hostel Receipts		2,37,339.50
Interest		59,228.68
Research Studies		
Refund of TA		1,417.00
		-----
T o t a l		74,07,538.21
		-----

Sd/-

(R.P. Singhal)  
Executive Director

Sd/-

(Satya Bhushan)  
Director

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 LIABILITIES
 

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**Grants Capitalised**

Balance as per last balance sheet	97,53,516.81	
Additions during the year	4,38,957.82	
Less Capital investment written off	76,935.13	10,115,539.50

**Excess of Income over Expenditure**

Balance as per last balance sheet	38,83,303.35	
Addition during the year	18,84,306.54	57,67,609.89

**Assigned Programmes & Studies**

Balance as per last balance sheet	8,77,582.53	
Additions during the year	12,67,823.10	
Less Expenditure during the year	14,01,109.36	7,44,296.27

**Provident Fund**

Balance as per last balance sheet	7,36,827.00	
Additions during the year	4,83,363.02	
Less Withdrawal during the year	2,82,371.00	9,37,819.02

**Suspense Account**

Balance as per last balance sheet	13,831.25	
Additions during the year	41,061.66	
Less Clearance during the year	21,800.85	33,092.06

**Gifts and Donations**

Balance as per last balance sheet	910.52	910.52
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**Deposits**

Balance as per last balance sheet	2,500.00	2,500.00
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**Close of 31st March, 1985**

-----  
**ASSETS**  
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<b>Land and Buildings</b>		55,88,382.51
<b>Equipment and Machinery, Furniture &amp; Fixtures, Vehicles including Staff car, Type writers etc.</b>		
Balance as per last balance sheet	30,08,643.10	
Additions during the year	2,89,125.25	
Less value of assets written off	76,003.61	32,21,764.74
<b>Library Books</b>		
Balance as per last balance sheet	11,50,656.89	
Additions during the year	1,49,832.57	
Less Value written off	931.52	12,99,557.94
<b>Provident Funds Investments</b>		
Balance as per last balance sheet	6,38,822.50	
Additions during the year	60,000.00	6,98,822.50
<b>Deposits</b>		
<b>Security Deposits</b>		
Balance as per last balance sheet	41,540.00	41,540.00
<b>Deposits with C.P.W.D.</b>		
Balance as per last balance sheet	31,58,036.57	
Additions during the year	19,39,043.00	50,97,079.57
<b>Recoverable Advances</b>		
Festival Advance	5,500.00	
Cycle Advance	2,090.00	
House Building Advance	3,35,104.05	
Miscellaneous		
NIEPA	30,625.75	
NCT-II	1,92,036.59	5,65,356.39
<b>Sundry debtors</b>		
Balance as per last balance sheet	8,485.70	8,485.70

**Remittances**

Balance as per last balance sheet	2,888.72	
Additions during the year	2,700.00	
Less cleared during the year	0.22	5,588.30
		-----
		17,607,355.56
		-----

Note : The value of old vehicles gifted by UNESCO and disposed off during 1981-82 and 1982-83 have not been written off and this will be done on receipt of their value in Indian Rupees from the Ministry of Education.

Sd/-

(S. Sundararajan)  
Finance Officer



**Cash Balance**

In Hand	25,258.46	
Imprest	2,127.50	
Unesco coupons	54.00	
Current A/C	8,19,929.73	
GEF/CPE Account	2,38,996.52	10,86,366.21
		-----
		17,607,355.56
		-----

Sd/-

(R.P. Singhal)  
Executive Director

Sd/-

(Satya Bhushan)  
Director

**NATIONAL INSTITUTE OF EDUCATIONAL PLANNING**  
**PROFORMA ACCOUNT FOR THE ASSIGNED PROGRAMMES/**

Sl.No.	Name of Programme/Study	Opening balance	Receipt during the year
1	2	3	4
<b>Ministry of Home Affairs (Govt. of India)</b>			
1.	Research Projects:	(-) 21,869.45	-
	i) In depth Study of Asharam Schools, and		
	ii) Exposure of SC/ST to Technical Education and Industrial Training		
2.	Study unit on Educational Development of Scheduled Castes	90,681.00	
3.	<b>Ministry of Education (Govt. of India)</b> A sample study: Inspection System and Practices and Proforma in the Educationally backward States and Advanced States.	322.05	5,000.00
4.	Population Education Project (NCERT)	12,362.45	
5.	National Commission on Teachers-II		
	i) Central Technical Unit		2,67,000.00
	ii) Organization of visits of Commission	5,06,501.72	
6.	Experimental Project for Non- formal Education An Evaluation Study (Ministry of Education)	-	
7.	<b>Planning Commission, Government of India</b> Study on Beneficial Linkages between Education & Employment		27,600.00

AND ADMINISTRATION, NEW DELHI

STUDIES FOR THE YEAR 1984-85

Total	Expenditure	Closing Balance
5	6	7
(-) 21,869.45	-	(-) 21,869.45
90,681.00	1,35,786.20	(-) 95,105.20
5,322.05	4,000.00	1,322.05
12,362.45		12,362.45
	4,23,629.55	
7,73,501.72	84,973.61	2,64,898.56
-	884.50	(-) 884.50
27,600.00	11,341.80	16,258.20

8.	Orientation Seminar for Senior Administrators on Planning and Management of Public Library Services in collaboration with Raja Ram Mohan Roy Library Foundation, Calcutta	638.50	-
9.	Programme of Mmanagement of engineering college (ISTE)	-	20,000.00
	<b>ICSSR, New Delhi</b>		
10.	National Fellowship - Prof. S.C. Dube	(-) 13,914.06	
11.	Senior Fellowship - Dr. J.L. Azad	5,356.85	
12.	Senior Fellowship - Dr. J.N. Kaul	1,455.35	10,450.00
13.	Preparation of Analytical Monograph based on the data collected under the Research Project financing of Social Science Research in India.	9,269.60	-
14.	A Study of Educational Financing with special reference to Equality of opportunity and Equalisation of Education opportunity in India - A case study of school Education in Kerala and Uttar Pradesh	990.00	
	<b>International Programmes &amp; Studies</b>		
15.	Management to Local Support to Education	4,549.90	-
16.	Study on Educational Financing and Equity in two states	(-) 46.41	-
17.	Study on Alternative Futures and Education	555.42	
18.	Study on Experiments in the Components and Relationship of Education for Rural Development	1,567.50	-
19.	National Task Force on Diagnostic Study on Educational Management in India	(-) 6,640.30	27,948.57

638.50	638.50	-
20,000.00	17,793.30	2,206.70
(-) 13,914.06	87.10	(-) 14,001.16
5,356.85	3,923.95	1,432.90
11,905.35	2,728.50	9,176.85
9,269.60		9,269.60
990.00	13,690.95	(-) 12,700.95
4,549.90	-	4,549.90
(-) 46.41		(-) 46.41
555.42		555.42
1,567.50	1,567.50	
21,308.27	13,737.60	7,570.67

20.	Aspiration of Action for Better Quality of Life(AABQOL)	3,640.55	-
21.	Study visit of Education officers from Bangladesh	-	-
22.	Inter Country Study visits in Educational Management	-	8,050.00
23.	National Training Seminar on Methods for Projecting School Enrolment	12,107.51	-
24.	National Multi-disciplinary Workshop on Educational Components of Rural Development Projects	4,049.72	36,516.65
25.	Training Programme for Sri Lanka Education Personnel (1982-83)	7,111.17	
26.	Training Programme for Sri Lanka Education Personnel (1983-84)	39,860.47	
27.	Training Programme in Educational Management for Regional Planners and Administrators for Sri Lanka	1,09,784.45	15,529.60
28.	Diploma in Educational Planning and Administration - Six months Pre-Induction Course for D.E.Os. - Course Fee -----		
	i) Sri Lanka	14,506.42	
	ii) Bhutan	12,069.25	
	iii) Mauritius	5,769.92	
29.	Training Programme for Officers from Afghanistan	78,531.85	
30.	Training Programme for O.P.S. Staff from Phillipines	(-) 888.25	23,837.90
31.	First Regional Conference of Educational Planners and Administrators of Asia and Pacific	(-) 740.65	57,306.60
32.	International Diploma in Educational Planning and Administration	-	4,89,434.69

3,640.55		3,640.55
-	15,089.80	(-) 15,089.80
8,050.00	9,021.55	(-) 971.55
12,107.51	-	12,107.51
40,566.37	13,044.35	27,522.02
7,111.17		7,111.17
39,860.47	1,701.95	38,158.52
1,25,314.05	92,915.85	32,398.20
14,506.42	8,932.00	5,574.42
12,069.25	3,241.50	8,827.75
5,769.92	1,848.00	3,921.92
78,531.85	79,989.75	(-) 1,457.90
22,949.65	13,182.90	9,766.75
56,565.95	248.00	56,317.95
4,89,434.69	2,07,938.85	2,81,495.84

33. Training Programme on long term Educational Planning (Thailand)	-	-
34. Sub-Regional Symposium in Asia and the Pacific	-	38,512.50
35. APEID Regional cooperative Programme in Higher Education for Development of Bibliography on Higher Education	-	-
36. Regional Cooperative Programme in Higher Education Teaching Methodologies	-	35,550.00
37. National Workshop on Planning and Management of UPE	-	15,793.03
38. Consultative meeting on Environmental Education	-	1,26,543.56
39. Advance Training Programme on Office Management for an Officer from Bhutan	-	62,750.00
<b>Total</b>	<b>8,77,582.53</b>	<b>12,67,823.10</b>

Sd/-

(S. Sundararajan)  
Finance Officer  
National Institute of Educational  
Planning and Administration  
New Delhi



-	131.00	(-) 131.00
38,512.50	38,436.10	76.40
-	3,105.00	(-) 3,105.00
35,550.00	29,092.50	6,457.50
15,793.03	11,846.50	3,946.53
1,26,543.56	86,335.80	40,207.76
62,750.00	20,224.90	42,525.10
-----		
21,45,405.63	14,01,109.36	7,44,296.27
-----		

Sd/-

(R.P. Singhal)  
Executive Director  
National Institute of Educational  
Planning and Administration  
New Delhi

Sd/-

(Satya Bhushan)  
Director  
National Institute of Educational  
Planning and Administration  
New Delhi

**Receipt & Payment A/C for**

Opening Balance		98,004.50
Receipt by way of contribution recovery of advance		3,62,868.02
Transfer of interest, Employers Contribution, I.B. etc.	1,20,000.00 495.00	1,20,495.00
	Total	5,81,367.52

Sd/-

(S. Sundararajan)  
Finance Officer  
National Institute of Educational  
Planning and Administration  
New Delhi

**GPF/CPF for the year 1984-85**

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Advances & Withdrawls	2,82,371.00
Special Deposit on 2.4.84	60,000.00
Closing balance	2,38,996.52

Total 5,81,367.52

Sd/-

(R.P. Singhal)  
Executive Director  
National Institute of Educational  
Planning and Administration  
New Delhi

Sd/-

(Satya Bhushan)  
Director  
National Institute of Educational  
Planning and Administration  
New Delhi

## AUDIT CERTIFICATE

I have examined the accounts and the Balance Sheet of the National Institute of Educational Planning and Administration, New Delhi for the year ending 31st March 1985. I have obtained all the information and explanations that I have required and, subject to the observations in the appended Audit Report, I certify as a result of my audit that in my opinion these accounts and the balance sheet are properly drawn up so as to exhibit a true and fair view of the state of affairs of the Institute according to the best of my information and explanations given to me and as shown by the books of the Institute.

New Delhi  
Dated : 23 December, 1985

Sd/-  
Director of Audit  
Central Revenues-I

### AUDIT REPORT (for the year 1984-85)

**1. General :** The National Institute of Educational Planning and Administration is financed mainly by the Government of India. During 1984-85, it received grant amounting to Rs. 74.39 lakhs (Non-Plan : Rs. 31.44 lakhs and Plan : Rs. 42.95 lakhs).

#### **2. Comments on accounts :**

**2.1 Assets :** Against the capitalised grants of Rs. 101.16 lakhs shown on the liability side of the balance sheet, as on 31st March, 1985, the value of fixed assets worked out to Rs. 101.10 lakhs as detailed below :

	(Rs. in lakhs)
i) Land and Buildings	55.88
ii) Equipment & Machinery, Furniture & Fixtures, Vehicles, etc.	32.22
iii) Books	13.00
	-----
Total	101.10
	-----

The difference of Rs. 0.06 lakhs remained unexplained. The Institute had not maintained any record showing details of the land & building and consequently the value of land and building (Rs. 55.88 lakhs) shown in the balance sheet as on 31st March, 1985 could not be verified in audit. Completion certificates for buildings consisting of administrative block, hostel, residential complexes etc. had also not been obtained by the Institute from the concerned authorities. The Institute stated (December 1985) that details have been traced and necessary rectification will be carried out in the accounts for 1985-86.

**2.2 Physical verification :** The physical verification of stores and stock had not been conducted after 1979-80 (except for hostel items which were physically verified in 1984-85) despite the need for it having been pointed out in earlier Audit Reports. The physical verification of library books was last conducted in 1978-79. The physical verification of books, again taken up in 1984-85 was yet to be completed (October, 1985). The Institute stated (December, 1985) that physical verification of all the items will be completed soon and compliance will be shown to Audit during next inspection.

**2.3 Non-receipt of statement of expenditure from C.P.W.D.**

A sum of Rs. 25.03 lakhs (year-wise detail given below) was advanced by the Institute to the C.P.W.D. for construction of Type I & V staff quarters :

Year	Amount (Rs. in lakhs)
1979-80	4.17
1980-81	15.45
1982-83	5.41
	-----
	25.03
	-----

Although the quarters for which deposits were made upto 1982-83 were completed by C.P.W.D. in July 1982, taken over in August 1982 and allotted in September 1982 by the Institute, the statement of expenditure was not obtained from C.P.W.D. even after lapse of over 3 years. Consequently the amount spent on the buildings was still being shown as "deposits with C.P.W.D." instead of "land and buildings".

New Delhi  
Dated : 23 December, 1985

Sd/-  
Director of Audit  
Central Revenues - I

**Paragraphwise comments on the Audit Report of NIEPA for the year 1984-85**

**Paragraph 1 :** No comments.

**Paragraph 2.1** The difference between "Grants Capitalised" and value of fixed assets is Rs. 5834.31. This is explained below :

The procedure for exhibiting in the accounts the value of assets written off was laid down in the G.O.I., Ministry of Finance (Department of Expenditure) O.M.No.F.14(6)-C.II(A)/80 dated 30-9-1980. These orders envisage that as and when an asset is written off, the sale proceeds thereof shall be taken as receipts of grantee institutions and shown in the Income and Expenditure Account (Income Side) and the book value of the assets disposed off shall be shown as

assets disposed off below the total value of the assets on the assets side of the balance sheet and simultaneously the same value shall be shown under the heading "Capital Investment Written Off" on the liability side of the balance sheet and that this should not be reflected in the Income and Expenditure Account (Expenditure Side). The Institute disposed off certain assets valuing Rs. 6742.55 in the year 1977-78. As there were no orders on the subject in 1977-78, the value of assets so disposed off was charged to the Income and Expenditure Account (Expenditure Side) instead of reducing its value from the head "Grants Capitalised".

During the year 1980-81 an amount of Rs.2.28 which was earlier capitalised was reduced from the assets side but on the liability side the amount was reduced from the head "Excess of Income over Expenditure" instead of from the head "Grants Capitalised".

A sum of Rs. 910.52 i.e. the value of books received as Gifts and Donations so far has been capitalised included in the assets and on the liability side the amount was shown under the head "Gifts and Donations".

Thus, the net difference of Rs. 5834.31 between Grants Capitalised and Value of Assets is explained below:-

i)	Value of assets written off in 1977-78 but not reduced from the head "Grants Capitalised"	Rs. 6,742.55
ii)	Value of assets reduced from the head "Excess of Income over Expenditure" instead of from the head "Grants Capitalised" during the year 1980-81	Rs. 2.28 Rs. 6,744.83
	Less: Value of assets received as "Gifts" and exhibited in the Balance Sheet under the Head "Gifts and Donations"	Rs. 910.52 Rs. 5,834.31

Necessary rectifications in regard to items (i) and (ii) above will be made in the Balance Sheet as on 31.3.1986.

**Paragraph 2.2 :** The Institute has already constituted teams for carrying out the physical verification of (i) stationery items; (ii) furniture and furnishings; (iii) office equipment and (iv) hostel items. The physical verification of stationery, furniture and furnishings and hostel items has already been completed. The physical verification of office equipments is in progress and is expected to be completed within next few days.

The physical verification of library books is also in progress. The difficulty in the physical verification of library books is that we keep the library open on all days of the year except on three national holidays. However, all efforts are being made to complete the physical verification of the library books as soon as possible.

**Paragraph 2.3 : Non-receipt of statement of expenditure from C.P.W.D.**

The deposit of Rs. 34.28 lakhs made by C.P.W.D. during the year 1979-80 to 1984-85 towards the construction of Type I and V quarters was made in instalments against an estimate of Rs.25.03 lakhs in May 1981 and the revised estimate of Rs. 34.28 lakhs received in 1984. The last instalment of Rs.3.56 lakhs was released to C.P.W.D. only in March 1985. The Institute has already requested C.P.W.D. to furnish detailed accounts against the above deposits and the matter was also discussed in the Inter Departmental Construction Review Committee Meeting held in March 1985 in which senior C.P.W.D. engineers were also present. The C.P.W.D. engineers, however, reported that since the last instalment was deposited only in March, 1985, it may take some time to finalise the payment to the contractors and final booking of actual expenditure in their books. The matter is being pursued vigorously with the C.P.W.D. and it is hoped that the accounts would be furnished by them shortly.