

**ANNUAL
REPORT
1985-86**



**National Institute of Educational Planning
and Administration New Delhi, India**

ANNUAL REPORT

1985-86



NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
17-B, SRI AUROBINDO MARG
NEW DELHI 110016

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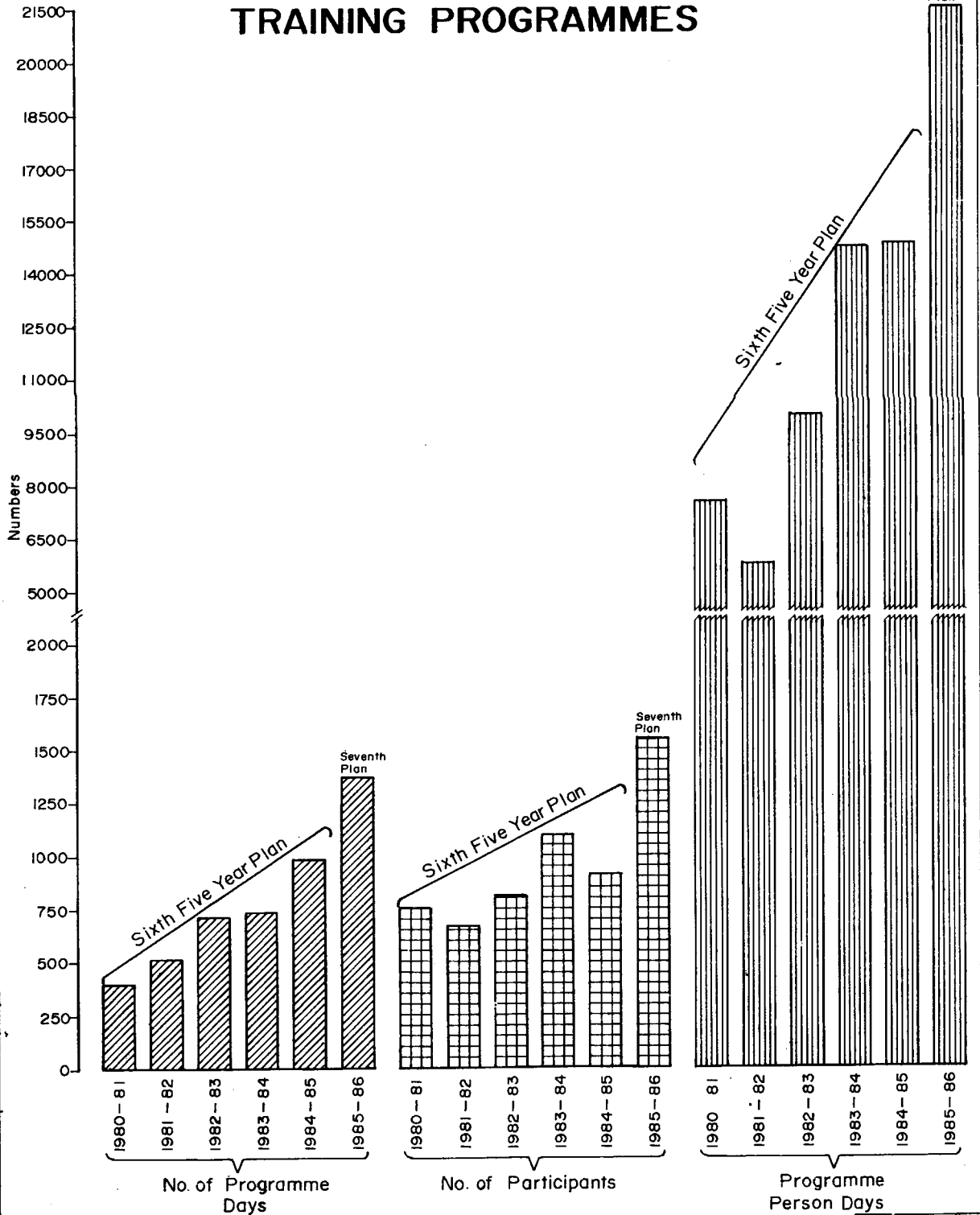
The Institute also expresses its gratitude to the various colleges and schools for receiving the participants of various School and college Principals Training Programmes and District Education Officers Programmes during their field visits.

The Institute is grateful to the experts who spared their valuable time to act as guest/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; special Commonwealth African Assistance Plan (SCAAP). Support of the Government of India under Indian Technical and Economic Cooperation; and Indoor Commonwealth Fellowship programmes for Education Officers from Third World Countries.

The Institute expresses its gratitude to the Governments of Afghanistan, Bangladesh, Bhutan, China, Fiji, Ghana, Indonesia, Kuwait, Laos, Malaysia, Maldives, Namibia, Nepal, Pakistan, Papua & New Guinea, Philippines, Republic of Korea, Sri Lanka, Tanzania, Thailand, U.S.A., Vietnam, and Zambia for their cooperation and interest in its activities during the year under report.

TRAINING PROGRAMMES



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. Main functions of the Institute include training of educational planners and administrators; research; consultancy and advisory services; and diffusion of innovations.

This report covers the main activities of the Institute during the period April, 1985 to March, 1986. Some of the major highlights are given below:

TRAINING PROGRAMMES

During the year, the Institute organised 57 programmes as against 53 in 1984-85. Out of the 57 programmes, 54 programmes were at National and Sub-National levels and three were international programmes. In addition, 3 international programmes started during 1984-85 were completed during the year. The number of participants and programme-person-days was 1,551 and 21,862 respectively which was a record achieved in any single year since the inception of the Institute.

Of the total of 1551 participants, 1354 participants came from states and Union Territories; 132 participants included officers from the Government of India and other national institutions; and 65 were from 23 foreign countries.

Regionwise highest participation was from Northern Region(647), followed by Western Region(397), Eastern Region(168) and Southern Region(142). Statewise, the highest participation was from Haryana(338), followed by Madhya Pradesh(210), Maharashtra(94) and Uttar Pradesh(85).

During the year, the Institute organised two Diploma Courses in Educational Planning and Administration for District Education Officers of India against one programme each organised in the previous years. 55 officers from 19 states and Union Territories participated in these Diploma Programmes.

First International Diploma in Educational Planning and Administration (IDEPA) started during 1984-85 was completed during the year and second Diploma course was started. 22 officers from 11 foreign countries participated in these International Diploma Programmes.

Priority areas mentioned in the "Challenge of Education" like Micro level planning, UEE, Adult and non-formal education, Computer application in Educational Planning, Management of Vocationalisation,

Equity of Education, Institutional Planning in the Tribal Areas, Planning and Management of Autonomous Institutions, Application of Educational Technology and Management of Change, were given special emphasis in the training programmes. The experience and strategies adopted in the action research programme at Punhana was also utilised in evolving a strategy for community participation in a big way.

New areas covered included data processing for planning and development of higher education and a programme for training the university administrators in modern methods of management and use of computers in the university management system. Forecasting the requirements of the education in the year 2000 and its linkages with demographic development and other socio-economic factors and issues of long term planning were also important areas covered. Productivity and education was another new area covered in training programmes.

Proper strategies/guidelines were evolved for effective implementation of projects at field level in adult education with the cooperation and participation of the community and linkage with other departments.

The Institute conducted a series of on-going programmes in educational planning and management for Senior Educational Administrators from states and UTs, School Principals, Senior Personnel of Kendriya Vidyalaya Sangthan, University Finance Officers, College Principals and Heads of Science Departments of Colleges.

All the training programmes were of inter-disciplinary nature. Practical work, syndicate work, use of educational technology, computer, films, videos and over head projectors formed the core of training programmes. The participants were taken for field visits wherever found necessary.

Each training programme has invariably an element of evaluation built into it. In order to maintain the quality and relevance of the programmes and further development of training strategies, a study was also conducted to evaluate the impact of the training programmes conducted by the Institute.

RESEARCH AND STUDIES

During the year, the expenditure on research and studies against government grants was Rs. 2.97 lakhs. The Institute also mobilised additional funds to the tune of Rs. 8.60 lakhs under the funded research programmes. The total expenditure under research and studies both from government and other sources aggregated to Rs. 11.57 lakhs. 20 studies listed below were completed during the year:

A study on Optimum Teacher-Pupil Ratio in Schools

Study of Educational Policy and Planning in India - Role of Planning Commission - Current Status and Future Perspective

Impact of Educational Levels on Some Dimensions of Development -
A Study of Rural Households

External Financing of Education

**Eleven studies based on Content Analysis of various documents/
communications/reports as input in the formulation of New
Education Policy**

Towards Restructuring Indian Education : Citizens' Perception
(Vol. I to IV)

Social Auditing of Indian Education System - A Study of Janwani
Communications

Towards Restructuring Indian Education : Perceptions of Technical
Institutions

Towards Restructuring Indian Education : Universities Concern

Towards Restructuring Indian Education : Suggestions of
Educational Institutions/Boards

Towards Restructuring Indian Education : Views of Non-educational
Organisations

Voluntary and Professional Bodies on Education (Vol. I & II)

The Press on New Education Policy : An Analysis of Press Cuttings

Towards Restructuring Indian Education : A View Point of the
Press

New Education Policy : A Perspective from Uttar Pradesh

Towards Restructuring Indian Education : Analysis of State Level
Deliberations

Towards Restructuring Indian Education : Perceptions from States

**Four completed studies under the project Indian Education in the
Year 2000 - A Long Term Perspective**

Primary Education in India - Some Census Evidence

Primary Education on the use of Simulation Models for Educational
Planning and Manageent

Primary Education in India : A Trend Analysis

Planning Education for the Future Development - Issues and
Choices

18 studies were in progress and 4 new studies were sanctioned. These
included 2 action research studies 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 and on 'Development and Efficient Functioning of Colleges'. Two occasional papers were also brought out on 'Tribal Literacy in India : The Regional Dimension' and 'Analysis of Costs of Education in India'.

ADVISORY, CONSULTANCY AND SUPPORT SERVICES

The Institute took up a number of 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 to central and state governments and organisations involved in educational planning and administration.

The Institute prepared a comprehensive paper entitled 'Education Development - A Status Report and Policy Issues' and the Sector-wise analysis of the issues of the educational system as inputs in the Ministry's paper on 'Challenge of Education - A Policy Perspective' which formed the basis of national debate on this vital issue. Special mention may be made of the content analysis of about 10,000 documents received by the Ministry in the shape of individual letters, press cuttings, reports of district/state level seminars and memoranda from organisations and professional bodies regarding the formulation of New Education Policy. 11 study reports (16 volumes) were prepared by the Institute and the material was used at the time of finalisation of the National Education Policy. The Institute also organised four regional and one national level seminar to discuss educational planning and management issues in the New Education Policy. Faculty of the Institute also prepared a large number of papers, took active part in various task forces set up by the Ministry and also participated in seminars/committees/meetings on National Policy on Education organised by various state governments, universities, schools, professional and other bodies.

Mention may also be made of assistance rendered by the Institute in formulating the scheme of 'Model Schools' by joint consultations with NCERT and other experts and the Evaluation Study of Experimental Projects for Non-formal Education for children of 9-14 age group for Universalisation of Elementary Education in 9 educationally backward states undertaken at the request of Ministry of Human Resource Development (Department of Education).

DIFFUSION OF INNOVATIONS

With a view to study the development and experience of autonomous colleges so as to help in implementing the New Education Policy as well as benefit the colleges aspiring for autonomous status, a visit to autonomous colleges by Principals of twenty selected colleges was undertaken. The draft report entitled 'Autonomy and Accountability' has been prepared.

NIEPA COLLOQUIUM

A series of 16 colloquium was organised during the year on a wide variety of themes ranging from National Educational Policy to Computers and Technology in Education.

NATIONAL AWARD

The Fourth All India Competition was held under the programme of the National Award for Innovative Concepts and Practices in Educational Planning and Administration. The entry with the title 'An Investigation into Causes of Indiscipline among School Students and Application of Remedial Measures', by Shri M.L. Sachdeva, Principal, Government Higher Secondary School, Ferozepur (Punjab) was adjudged the best and awarded the prize.

ACADEMIC SUPPORT SERVICES

The Library continued to bring out its fortnightly mimeographed publication 'Periodicals on Education : Titles Received and their Contents'. It also contributed annotated reference 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.

Documentation Centre brought out monthly Educational News from States and Union Territories on the basis of news items in newspapers and other information received from various States and Union Territories.

The Publications Unit continued to bring out quarterly EPA Bulletin in Educational Planning and Administration and also brought out a number of priced and unpriced publications, research publications and occasional paper series.

Hindi Cell, Data Bank, Cartographic Cell and Electronic Data Processing Unit (EDP) Unit continued to provide valuable support to the growing and multi-facet programmes, research and other academic activities of the Institute.

HUMAN RESOURCE DEVELOPMENT

In-service training of both academic and other staff was pursued as an important element of Human Resource Development. Four faculty members, Documentation Officer and Librarian attended specialisation and advanced training courses abroad.

GROUP SAVINGS LINKED INSURANCE SCHEME

Group Savings Linked Insurance Scheme of the Life Insurance Corporation of India on the pattern of Central government employees

Group Insurance Scheme was introduced in the Institute w.e.f. March, 1986. All the eligible employees of the Institute opted to join the same. The scheme would be compulsory for all the new entrants in the services of the Institute. With the introduction of this scheme, the members of the staff are adequately ensured against untimely demise and it is a very good welfare measure for the members of their families.

RULES AND REGULATIONS OF NIEPA

The rules and regulations of NIEPA are under review. Draft Service Regulations inter-alia incorporating new provisions for appointments to the posts of the Emeritus Professors, National Fellows, Visiting Fellow, Merit Promotion Scheme and other provisions necessary for the growth of the Institute have been incorporated.

PROGRAMME REPORTING AND OFFICE PRODUCTIVITY

The quarterly resume (mimeographed) of the activities of the Institute is being regularly brought out. An innovative approach in office productivity and reporting to cover key areas of office functioning, namely, personnel, supply and services, estate and construction in addition to monitoring the disposal of receipts has been adopted.

NIEPA CAMPUS

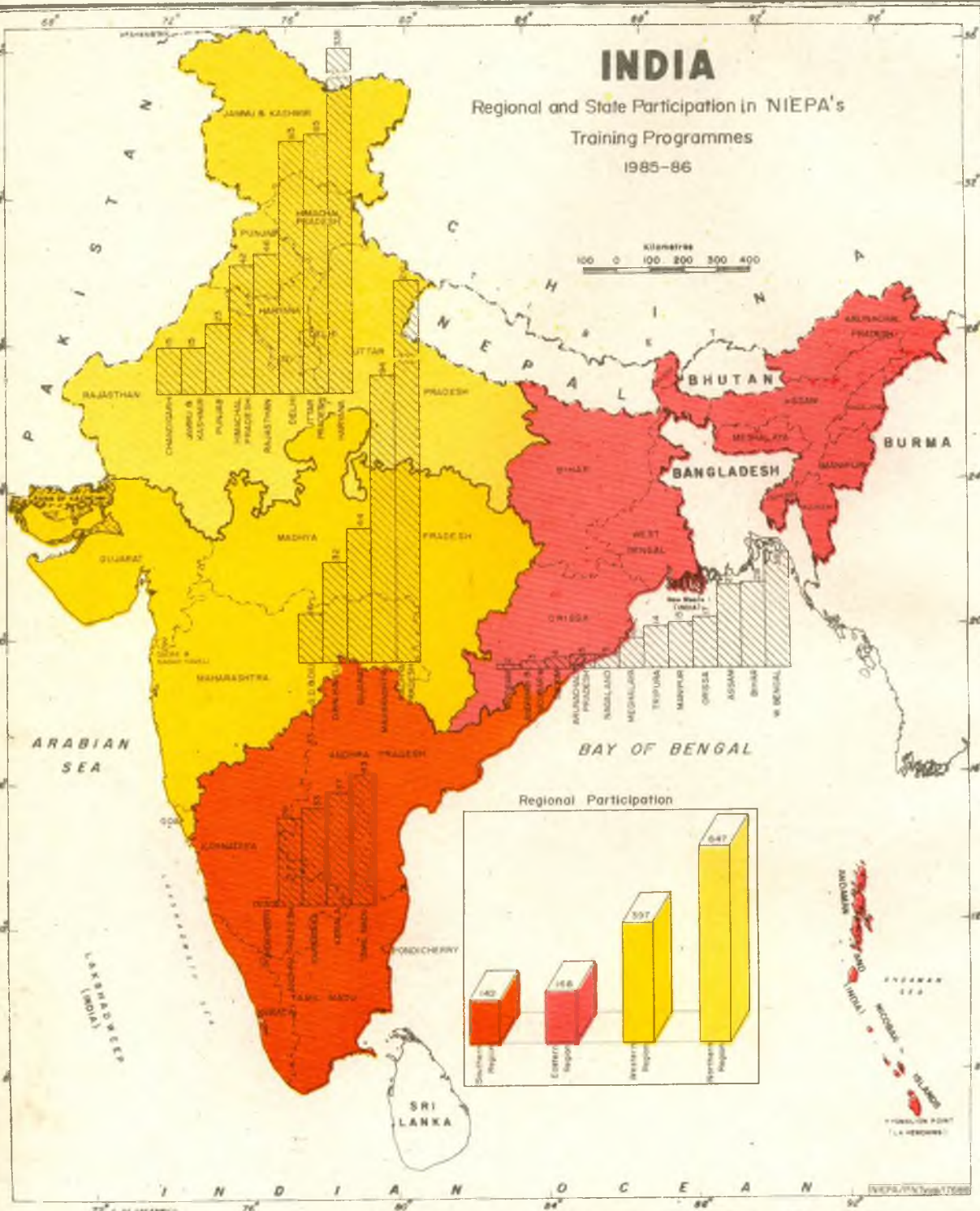
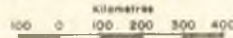
Construction of Director's residence is in full swing and is nearing completion. Construction of 8 type II and 8 type III quarters is also in progress. Construction of IIIrd floor of the office building was also sanctioned. The Ministry of Human Resource Development has also been requested to provide additional area of about 15-20 acres of land. The Institute, however, continues to face acute shortage of office accomodation and residential units.

FINANCE

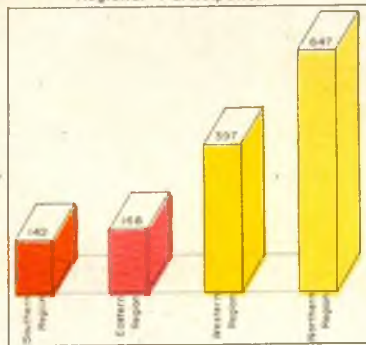
During the year 1985-86, the total expenditure out of government grants was Rs.89.63 lakhs (both plan and non-plan) as compared to Rs.80.31 lakhs (both plan and non-plan) during 1984-85. In addition, an expenditure of Rs. 17.25 lakhs was incurred during the year against funded programmes and research studies.

INDIA

Regional and State Participation in NIEPA's Training Programmes 1985-86



Regional Participation



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

The technical nature of this report may be used for a purpose of training, instructional media materials, from the appropriate State. The

The communication responsibilities of Chandrasekhar Prasad and Pankaj are in Chandrasekhar

The location of any place shown on this map is not intended to be construed as an endorsement of the location of any place shown on this map.

Responsibility for the correctness of statistical data on this map rests with the publisher.

PART I

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 the formulation of New Educational Policy, Universal Elementary Education (UEE), adult and non-formal education, tribal education, vocationalisation of education, equity in education, involvement of community in educational development, educational technology etc.

While drawing up the programme for the year 1985-86, the training needs of client groups were identified in consultation with the departments and agencies concerned and the felt needs in different sectors of education, were kept in mind. The programme schedule containing the dates of each programme was communicated to State Governments and Union Territories, Universities and other concerned institutions at the beginning of the year. Each programme was also separately announced well in advance so that officers could be sponsored in time to take advantage of the Institute's programmes.

BROAD CLASSIFICATION AND PARTICIPATION

During the year, 54 national and sub-national level programmes and 3 international programmes were conducted. In addition, 3 continuing international programmes were completed.

The broad classification of the programmes, their duration and extent of participation is given below:

Table 1.1 : Broad Classification, Duration and Participation in Programmes

Sl. No.	Unit Code Number	Name of the Programme	Date & Duration	No. of Participants	Programme Person Days
1. National Policy on Education					
1.04/85-86/04		Northern Region Seminar on National Policy on Education : Planning and Management Issues	September 28 - 29, 1985 (2 Days)	52	104

2.	01/85-86/04	Unesco Sponsored Regional - Workshop on Micro-Level Planning and Management Aspects of the New Education Policy	Oct. 14- Nov. 2, 1985 (20 days)	25	500
3.	02/85-86/10	Eastern Regional Seminar on National Policy on Education : Planning and Management Issues	Oct. 16-17, 1985 (2 days)	15	30
4.	06/85-86/03	Southern Regional Seminar on Planning and Management Aspects of the New Education Policy	Oct. 26 - 27, 1985 (2 days)	31	62
5.	G/RPS/02	Seminar on National Policy on Education : Planning and Management Issues	Nov. 23-25, 1985 (3 days)	55	165
6.	01/85-86/05	Some Issues on Long-term Educational Planning (Western Regional Workshop on Educational Policy, Bombay)	Nov. 4-5, 1985 (2 days)	35	70

			31 days	213	931

2. Planning and Administration of School Education

7.	07/85-86/02	Workshop on Institutional Planning and Evaluation for Senior Educational Administrators of Uttar Pradesh	May 13-17, 1985 (5 days)	5	25
8.	05/85-86/01	Fourth Pre-Induction Training Programme for District Education Officers Diploma in Educational Planning and Administration	May 6 - Nov.1, 1985 (180 days)	20	3600
9.	07/85-86/03	Training Programme in Educational Planning and Administration for Officers of Dadra & Nagar Haveli	May 29- June 8, 1985 (11 days)	26	286
10.	07/85-86/04	Workshop on Institutional Planning for Officers of Uttar Pradesh	July 1-3, 1985 (3 days)	12	36
11.	02/85-86/07	Training Course in Educational Planning and Management for Senior Principals of Kendriya Vidyalayas	July 22- Aug. 2, 1985 (12 days)	37	444

12.	07/85-86/07	12th Orientation Programme in Educational Planning and Administration for Senior Educational Administrators	Sept. 9-27, 1985 (19 days)	10	190
13.	05/85-86/04	Fifth Pre-Induction Training Programme for District Education Officers - Diploma in Educational Planning and Management	Nov. 18, 1985 - March 31, 1986 (184 days)	35	6440
14.	05/85-86/05	Orientation Programme on School Supervision for District Education Officers	Jan. 6 - 10, 1986 (5 days)	16	80
15.	07/85-86/09	13th Orientation Programme in Educational Planning and Administration for Senior Educational Administrators	Feb. 10-28, 1986 (19 days)	17	323

			438 days	178	11,424

3. Planning and Administration of Adult and Non-formal Education

16.	07/SNS/06	Workshop on Finalisation of Tools Design and Operational	Aug. 12-14, 1985 (3 days)	9	27
&	&				
19.	07/SNS/08	Plan for Evaluation Study of Non-Formal Education at Elementary Stage in Nine Educationally Backward States	Oct. 1-5, 1985 (5 days)	9	45
17.	05/85-86/02	UNESCO sponsored National Workshop on Co-ordinated Planning and Complementarity Between Formal and Non-formal Education	Sept. 16-27, 1985 (12 days)	21	252
18.	05/85-86/03	Seminar cum-Workshop on Management of Interdependence Between Adult Education Programmes and Poverty Alleviation Programmes of other Departments	Sept. 30- Oct. 4, 1985 (5 days)	20	100
20.	05/85-86/06	National Workshop on Management of Project Implementation for Adult Education Functionaries	Feb. 17 - 21, 1986 (5 days)	45	225

			30 days	104	649

4. Tribal Welfare Educational Development

21.	04/85-86/02	Orientation Programme on Planning and Management of Ashram Schools	Aug. 26-30, 1985 (5 days)	23	115
22.	04/85-86/03	Training Programme in Institutional Planning for Tribal Welfare Development Schools of Kanker	Sept. 10-20, 1985 (11 days)	68	748
23.	04/85-86/05	Training Programme in Better Supervision of Schools of Tribal Welfare Areas in Madhya Pradesh	Dec. 17-24, 1985 (8 days)	48	384
24.	04/85-86/06	Workshop on Education and Development of Tribes in Bastar District, Madhya Pradesh	Feb. 24-26, 1986 (3 days)	46	138

			27 days	185	1385

5. Management of Technical and Vocational Education

25.	02/85-86/06	Orientation Programme in Educational Management for Polytechnics	July 1-12, 1985 (12 days)	13	156
26.	02/85-86/09	Workshop on Development of Management Model for Vocationalisation of Education	Sept. 9-13, 1985 (5 days)	22	110
27.	02/85-86/15	Orientation Programme in Planning and Management on Vocationalisation of Education at +2 Stage	March 10-14, 1986 (5 days)	11	55
28.	02/85-86/12	Management of Engineering Colleges	Feb. 24-28, 1986 (5 days)	8	40

			27 days	54	361

6. Planning and Administration of Higher Education

29.	06/85-86/01	Training Workshop on Data Processing for Planning and Development of Higher Education	Aug. 21-24, 1985 (4 days)	26	104
30.	06/85-86/02	Orientation Programme in Educational Planning and Administration for College Principals	Sept. 9 - 28, 1985 (20 days)	32	640

31.	06/85-86/05	Orientation Programme in Educational Planning and Administration for Principals of Women's College	Dec. 9-27, 1985 (19 days)	25	475
32.	06/85-86/06	Programmes for University Registrar	Dec.28-29, 1985 (2 days)	27	54
33.	02/85-86/11	Seminar on Training and Research in Educational Administration and Department/Colleges of Education	Jan. 13-17, 1986 (5 days)	13	65
34.	06/85-86/07	Autonomous Colleges Study Visit (Madras & Madurai)	Feb.8-14, 1986 (7 days)	21	147
35.	06/85-86/08	Orientation Programme in Educational Planning and Administration for College Principals	Feb.24 - March 14, 1986 (19 days)	20	380
36.	06/85-86/09	Orientation Programme in Planning & Management of Science Education for Heads of Science Departments of Colleges	March 17-23, 1986 (7 days)	18	126

83 days	182	1991
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7. Educational Management

37	02/85-86/01	First Orientation Programme to to in Management of +2 Stage for School/College Principals of Haryana (I-V)	April 15-19, 1985 (5 days)	44	220
41.	02/85-86/05		April 22-26, 1985 (5 days)	49	245
			April 29-May 3, 1985 (5 days)	43	215
			May 6-10, 1985 (5 days)	55	275
			May 13-17, 1985 (5 days)	46	230

42. 02/85-86/14	National Workshop on Management of Educational Change	March 3-7, 1986 (5 days)	8	40
		30 days	245	1225

8. Management of Educational Finance

43. 03/85-86/01	Orientation Programme in Management of University Finances	Aug. 5-9, 1985 (5 days)	33	165
44. 03/85-86/02	Orientation Programme in Management of Educational Finances	Sept. 16-27, 1985 (12 days)	19	228
		17 days	52	393

9. Educational Technology

45. 01/85-86/03	Workshop on Introduction to Computer Applications in Educational Planning and Management	May 20-22, 1985 (3 days)	25	75
46. 02/85-86/08	Workshop on Management of Educational Technology	Sept. 2-6, 1985 (5 days)	21	105
		10 days	46	180

10. Other National Programmes

47. G/SBN/01	Training Programme for Management of Village Education Committee	April 24, 1985 (1 day)	40	40
48. 04/85-86/01	Training Programme in Equity in Education	May 27-31, 1985 (5 days)	18	90
49. 06/85-86/04	Workshop on Methodologies of Research	Nov. 20-24, 1985 (5 days)	45	225
50. G/85-86/05	Training Programme for Women from the Villages of a District in Haryana	Dec. 19-20, 1985 (2 days)	30	60
51. 03/85-86/03	Workshop on Effective Utilisation of Resources in Education	Feb. 24-27, 1985 (4 days)	16	64

52. G/RPS/04	Seminar on Teacher Pupil Ratios for Schools in India	Feb. 26, 1986 (1 day)	42	42
53. 02/85-86/13	Programme on Educational Productivity and Productivity Education	March 3-4, 1986 (2 days)	16	32
54. 01/85-86/06	Seminar on Education and Employment Linkages	March 19-21, 1986 (3 days)	44	132
			23 days	251
				685

11. International Programmes

07/85-86/01	Unesco Sponsored Advance Training Programme in Office Management with Special Reference to Educational Administration (Contd. from 1984-85)	Jan. 7- Dec. 30, 1985 (270 days)	1	270
08/85-86/01	First International Diploma in Educational Planning and Administration (Contd. from 1984-85)	Jan. 14- July 13, 1985 (104 days)	12	1248
01/85-86/01	Unesco Sponsored Training Programme in Long-Term Educational Planning (Contd. from 1984-85)	March 5- Aug. 31, 1985 (153 days)	1	153
55. 01/85-86/02	Attachment Programme on Educational Manpower Statistics for Maldives Officers	April 23- June 16, 1985 (55 days)	1	55
56. 08/85-86/02	Workshop on Indian History and Culture for Social Studies Supervisors and Consultants from USA in collaboration with USEFI	July 8-19 & Aug. 8-19, 1985 (32 days)	16	512
57. 08/85-86/03	Second International Diploma in Educational Planning and Administration	Feb. 20- Aug. 19, 1986 (40 days)	10	400
			654	2638

WIDE PARTICIPATION

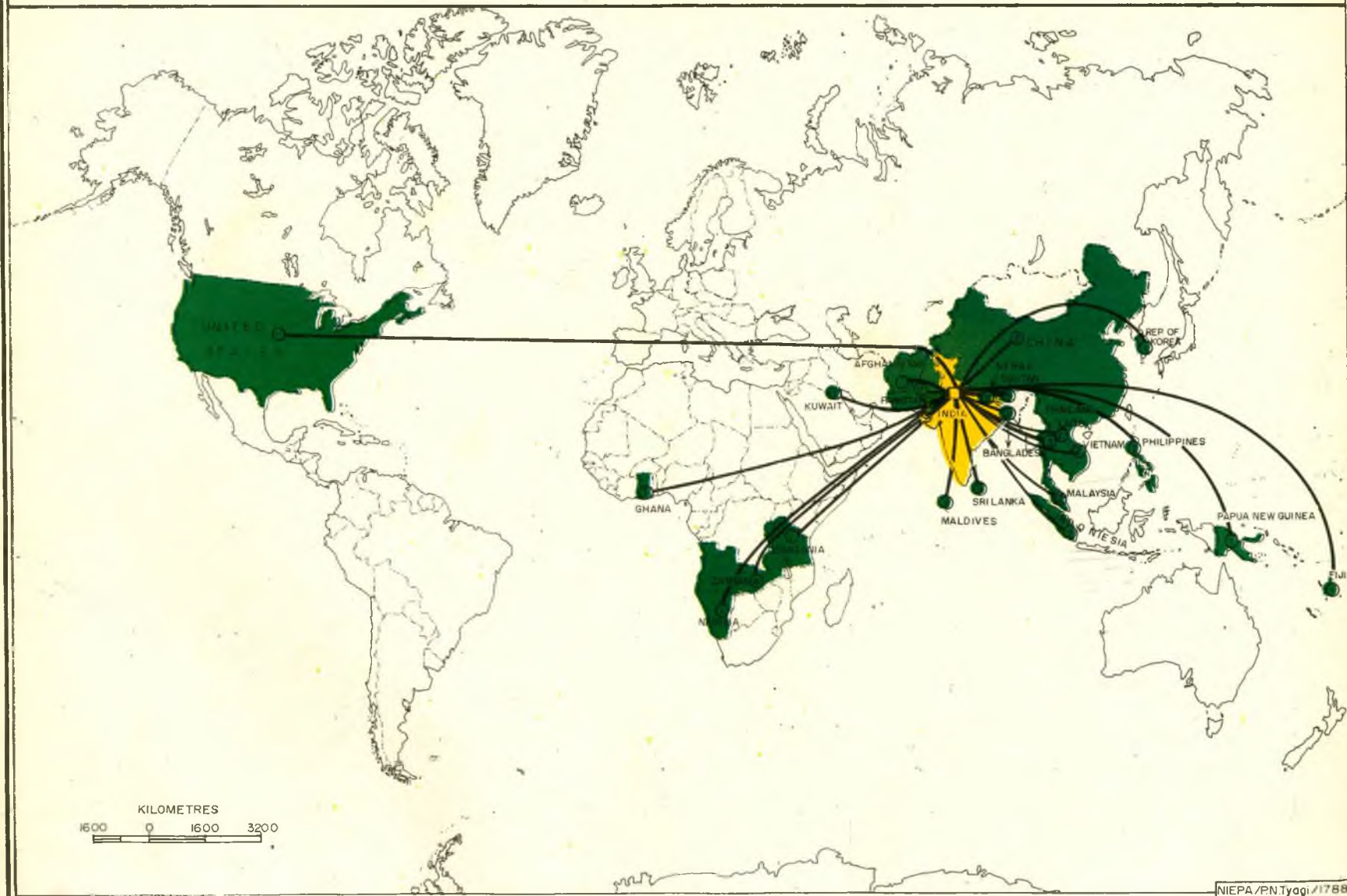
The objectives, unit-wise listing and other details of programmers are given at Annexure I.

Table 1.2. : Classification-wise Summary of Programmes, Programme Days and Programme Person Days

Classification	No. of Participants	Programme Days	Programme Person Days
1. National Policy on Education (6 programmes)	213	31	931
2. Planning and Administration of School Education (8 programmes)	178	438	11424
3. Planning and Administration of Adult and Non-formal Education (5 programmes)	104	30	649
4. Tribal Welfare Educational Development (4 programmes)	185	27	1385
5. Management of Technical and Vocational Education (5 programmes)	54	27	361
6. Planning and Administration of Higher Education (8 programmes)	182	83	1991
7. Educational Management (6 programmes)	245	30	1225
8. Management of Educational Finance (2 programmes)	52	17	393
9. Educational Technology (8 programmes)	46	10	180
10. Other National Programmes (8 programmes)	251	23	685
11. International Programmes (3 programmes)*	41	654	2638
Total 57 programmes	1551	1370	21862

* In addition, 3 continuing international programmes were completed during the year.

FOREIGN PARTICIPATION IN NIEPA'S PROGRAMMES 1985-86



During 1985-86, practically all the States and UTs participated in the various programmes at the institute. There were 1,354 participants from the States and UTs, as against 709 participants during the preceding year. Regionwise participation was as follows :

Table 1.3 : Region-wise Participation

Northern Region	647
Western Region	397
Eastern Region	168
Southern Region	142
Total	1,354

Among these States, the highest participation was from Haryana (338) followed by Madhya Pradesh (210), Maharashtra (94) and U.P. (85). It may be stated that the nine educationally backward states sent a large number of participants totalling to 491 representing 37% of the total participation from the States to different programmes of the institute.

Apart from the States and UTs, 132 participants included officers from the Government of India and other national institutions like NCERT, Planning Commission, UGC, JNU, Delhi University, Directorate of Adult Education, etc. 65 participants came from 23 other countries as follows :

Table 1.4 : Country-wise Participation

Name of the Country	No. of Participants
Afghanistan	1
Bangladesh	2
Bhutan	5
China	2
Fiji	1
Ghana	1
Indonesia	2
Kuwait	1
Laos	2
Malayasia	2
Maldives	2
Namibia	1
Nepal	3
Pakistan	2
Papua & New Guenea	1
Phillipines	2
Republic of Korea	1
Sri Lanka	8
Tanzania	1
Thailand	3
U.S.A.	16
Vietnam	2
Zambia	4
Total	65

The level of participants during the year was as follows :

Table 1.5 : Level-wise Participation

School Principals	305
District Education Officers	92
Other school Personnel	271
Adult Education Officers	56
College Principals	222
Other University Personnel	134
Foreign Participants	65
Others	406
Total	1,551

DIPLOMA COURSES

The following two 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.

Diploma Course for District Education Officers

During the year 1985-86, the institute organised two pre-induction diploma programmes for District Education Officers against one programme each organised in the previous three years from 1982-83. While during the previous three years, 82 officers from different States and UTs participated in three diploma programmes, 55 officers from 19 States and UTs participated in the two diploma programmes conducted during the year. The statewise break-up of the participants for the 4th and 5th diploma programmes conducted during the year is as follows :

Table 1.6 : State-wise Participation in Diploma Courses for District Education Officers

State	4th Diploma	5th Diploma	Total
1. Andhra Pradesh	-	1	1
2. Gujarat	-	2	2
3. Haryana	-	1	1
4. Jammu & Kashmir	-	1	1
5. Karnataka	-	3	3
6. Kerala	3	1	4
7. Madhya Pradesh	-	5	5
8. Maharashtra	3	3	6
9. Manipur	1	-	1

State	4th Diploma	5th Diploma	Total
10. Meghalaya	5	-	5
11. Orissa	-	3	3
12. Punjab	-	1	1
13. Rajasthan	2	2	4
14. Tamil Nadu	-	1	1
15. Tripura	1	1	2
16. Uttar Pradesh	3	2	5
17. West Bengal	1	2	3
18. Delhi	1	3	4
19. Mizoram	-	3	3
Total	20	35	55

The diploma courses consisted of three phases :

- i) 3 months of intensive curricular work of 15 credits at the institute;
- ii) 3 months of supervised project work in the district of trainee - DEOs; and
- iii) 4 days of viva-voce based on the project reports.

The course content and design of the 4th and 5th diploma programmes was redesigned in the light of feedback received from the participants of the previous diploma courses to give emphasis on educational planning; preparation of action plans; syndicate work with special emphasis to his or her own area of work. Institutional planning, school mapping, quality of education, institutional leadership, resolution of crisis etc. were also dealt with in the diploma programme.

All the 20 participants of the 4th diploma programme completed the programme successfully and were awarded diploma of the Institute. All the 35 participants of the 5th diploma programme have also completed the diploma programme and will be awarded diploma after submission of their project reports and their evaluation.

International Diploma in Educational Planning & Administration

In order to cater to the demands from third world countries, an International Diploma in Educational Planning and Administration (IDEPA) was introduced from January, 1985. This diploma course was completed in July, 1985.

The second International Diploma in Educational Planning and Administration (IDEPA) was started from February 20th, 1986 and will continue upto August 1986. 22 participants have benefited from the two International Diploma Courses. The countrywise break-up of the participants for the first and second international diploma courses is as follows :

Table 1.7 : Country-wise Participation in International Diploma Courses

Name of the country	First inter-national Dip- loma Course	Second inter-national Dip- loma course	Total
1. Afghanistan	1	-	1
2. Bangladesh	-	1	1
3. Bhutan	3	-	3
4. Fizi	-	1	1
5. Ghana	-	1	1
6. Kuwait	1	-	1
7. Mauritius	1	-	1
8. Namibia	-	1	1
9. Sri Lanka	6	-	6
10. Tanzania	-	2	2
11. Zambia	-	4	4
Total	12	10	22

The diploma course consisted of two phases :

- i) 3 months of intensive curricular work at the institute; and
- ii) 3 months of supervised project work on the job

The course was designed after careful consideration. The 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, Maharashtra, Tamil Nadu and Kerala. 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) and other foreign agencies.

PRIORITY AREAS

Priority areas mentioned in the Challenge of Education like Micro Level Planning, UEE, Adult and Non-formal Education, Computer Application in Education Planning, Management of Vocationalisation, Equity in Educational Planning & Management, Institutional Planning in

the Tribal Areas, Planning and Management of Autonomous Institutions, Application of Educational Technology and Management of Change, were given special emphasis in the training programmes.

Workshop on Development of Implementation Strategies for Vocationalisation at +2 stage included topics like vocational survey, structural reorganisation of administration, academic organisation, changes in rules and regulations, integration of different structures - horizontal and vertical mobility, linkages and coordination.

In the Workshop on Management of Educational Change, case studies and the development of effective management models were the focal points.

Better supervision of schools in tribal areas, planning and management of Ashram Schools were covered under equity in education.

The Workshop on resource management emphasised the methodologies of optimum use of resources.

Management of Inter-Dependencies between Adult Education programme, poverty alleviation programme of other departments was another new area covered in the training programmes.

Special training programmes for institutional planning and evaluation in UP was also organised.

NEW AREAS COVERED

Data processing for planning and development of higher education and a programme for training the University Registrars in modern methods of management and use of computers in the university management system were other new areas covered by National Institute of Educational Planning and Administration.

In the National Workshop on Management of project implementation for Adult Education Functionaries, proper strategies/guidelines for effective implementation of projects at field level with the cooperation and participation of the community and linkage with other departments were evolved. The experience and strategies adopted in the action research programme at Punhana was also utilised in evolving a strategy for community participation in a big way.

The study visit of autonomous institutions considered the problems faced by the autonomous institutions and the reasons why their growth has been marginal. Whether the institutions have utilised the autonomy for the purpose, for which it has been given and the effectiveness of the experiment was also studied.

An Orientation Programme for Women activists from the Action Research areas of Punhana was organised in NIEPA.

A National Workshop on Coordinated Planning and Complementarily between Formal and Non-formal Education was organised with the cooperation of NCERT.

Forecasting the requirements of education in the year 2000 AD and its linkages with demographic development and other socio-economic factors and issues of long term planning were also important areas covered. A seminar was organised to discuss the linkage between education and employment.

The workshop on Management of Educational Technology identified the different areas of education where the educational technology can play a crucial role in improving the quality of education. The projected picture about the use of technology in education in the years to come was also discussed by the participants.

Educational productivity and productivity education was another new concept developed for the training programme. This training programme was organised in collaboration with National Productivity Council. The National Workshop on Management of Educational Change discussed the methods of regulating and accelerating the educational change.

ONGOING PROGRAMMES

In addition to the Diploma Programme for the DEOs and the International Diploma Programme in Educational Planning and Administration, a number of on going programmes were organised.

- a) Training Programme in Educational Planning and Management for Senior Principals of KVS.
- b) Two orientation programmes in Management of University Finances were organised. One programme was for one week duration and other for ten days.
- c) A training programme on equity in education was organised again during the year under review. Educational functionaries connected with the Tribal Education participated in the programme.
- d) National Workshop on Management of Project Implementation for Adult Education Functionaries : These programmes were organised in collaboration with the Directorate of Adult Education.
- e) Orientation Programme in Educational Planning and Administration for College Principals : Three programmes were organised - one for Principals of women's Colleges, and the other two programmes were for college principals.
- f) Orientation Programme in Planning and Management of Science Education for Heads of Science Departments of Colleges. One programme was organised for this purpose.

- g) Two Workshops on Institutional Planning and Evaluation for Senior Educational Administrators of Uttar Pradesh were organised during the year.

INTERNATIONAL PROGRAMMES

The Institute conducts every year programmes at the request of organisations like International Institute of Educational Planning (IIEP), Paris, United States Educational Foundation in India (USEFI), UNESCO, and some other third world countries from the Asian and the Pacific region. During the year besides organising the International Diploma course in Educational Planning and Administration, a Workshop on Indian History and Culture was conducted for Social Studies Supervisors and Curriculum Consultants from USA. 16 US nationals participated in the programme.

MATERIAL PREPARATION AND FIELD VISITS

In all programmes advance action was taken to prepare relevant materials necessary for the training programmes. The programmes also generated material by way of study reports, documents, case studies and action plans. In the case of Diploma Programme the report of research projects undertaken by the participants presented for the award of the Diploma also became useful material.

The participants were taken for field visits wherever found necessary. The visits included various institutions like NCERT, Planning Commission, UGC, National Informatics Centre, Ministry of HRD, and also schools and colleges, non-formal education centres and innovative projects. All these helped the data collection for preparation of reading materials. Some Materials and reports were also produced in Hindi.

INTER-DISCIPLINARY APPROACH

In every programme, there was a task force which included members of faculty from different units and in some cases experts from outside to give a wider concept to the training programme. All the training programmes were of inter disciplinary nature. While the management of the programme is vested with one of the academic units of the Institute, other units provide the resource persons and the support in the conduct of the programme and also in giving academic input. Practical work, syndicate work, use of educational technology, and Computer application formed the core of the training programme. Films, videos and overhead projectors were also used. Research findings have been used extensively in the workshops, seminars and training programmes.

EVALUATION

Each training programme has invariably an element of evaluation built into it. In the programmes of longer duration such as 6-month Diploma Course for District Education Officers and International Diploma, the evaluation of the programme is a continuous process. Accordingly there is an evaluation by the participants of the course every month. Apart from the summative evaluation at the end of the programme, there is an evaluation of each module of the programme. In the Diploma Courses, besides the evaluation of the courses by the participants, the participants themselves are evaluated on the basis of assignments, tests, group and individual work, term papers, participants' seminar and syndicate work. Evaluation of the programme is generally done during the course of the programme and readjustment in the course structures is done in the light of the reactions of the participants. The answers to the structured questionnaire and the programme evaluation by the participants is also utilised in restructuring, updating the training programmes.

In order to maintain the quality of relevance of the programmes and further development of training strategies, a study was also conducted to evaluate the impact of the training programmes conducted by the NIEPA. A large number of Principals of Higher Secondary Schools of Assam were trained by NIEPA during the previous years and therefore the impact study was conducted in Assam. The study report has observed that training is only one of the components in the larger context of institution building and a total system approach may be necessary for achieving better results. There is greater resistance to change amongst educational personnel. In spite of the constraint, the training was found to be very useful in the actual working conditions. The exercise in skills formulation were also found to have a deeper impact on the participants. Though the success of the individual in making improvement depends upon the institutional climate almost every one after training by the institute made an effort in improving the situation. They have also made action plans, institutional planning and adopting monitoring techniques. The training was highly beneficial to everyone in their situation irrespective of the variations in the problems they have faced.

PART II

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 was Rs. 2.97 lakhs. The Institute also mobilised substantial additional funds to the tune of Rs. 8.60 lakhs under funded research programmes. The total expenditure under research and studies both against government grants and funded studies aggregated to Rs. 11.57 lakhs. 20 research studies were completed during the year and 18 studies were in progress. Two Occasional Papers were also brought out.

Some of the studies completed during the year included : A Study on Optimum Teacher-Pupil Ratio in Schools; Study on Educational Policy and Planning in India - Role of Planning Commission : Current Status and Future Perspective; Impact of Educational Levels on some Dimensions of Development - A Study of Rural Households. A series of 12 studies based on content analysis of various documents/communications/reports as input in the formulation of the New Educational Policy and 4 studies under the project "Indian Education in the Year 2000 - A long term perspective" on Primary Education in India and Issues and Choices in Planning Education for the future Development. This study is still continuing.

Special mention may be made of the on going Evaluation Study on Non-formal Education Programme at Elementary stage in 9 educationally backward states - Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal undertaken at the request of the Ministry of Education. The findings of the study, it is expected, will provide greater insight into the operational dynamics of the scheme and thus have significant bearing on the policy and the programme of Non-formal education. These studies were at advanced stages of completion.

Mention may also be made of the on-going action research project which has been undertaken in 20 villages of Punhana Block of Mewat area which is educationally one of the most backward areas. Another research project is being undertaken in the field of Higher Education in selected colleges in Haryana to analyse the problems of development and efficient functioning of colleges.

On going studies on Role Performance by the College Heads; Personnel structure and Inventory Control Management in Engineering Colleges; and Monograph on Educational Development were at advanced stages of completion. A Study on Management of Change towards an Indian Model was also taken up and studies on Literacy in India - A Spatio Temporal Analysis (1901-1981) and Effective Utilisation of Resources in Higher Education were sanctioned.

STUDIES COMPLETED

1. A Study on Optimum Teacher-Pupil Ratio in Schools (G/RPS/15)

The research team consisted of: Dr. R.P. Singhal, Project Director, Mr. B.K. Panda & Ms. Rashmi Diwan, Project Assistants.

The main objective of the study was to find out the empirical situation in the country with regard to norms of teacher-pupil ratios as prescribed by the state governments and the norms actually obtaining for primary, middle and secondary stages in school education.

The major findings are that : There is wide variation (1:20 to 1:55) among the states and union territories in terms of norms of teacher - pupil ratios prescribed by the different states. The study reveals that there are wide gaps between the norms prescribed and the actual position. There are variations in school's size, class size and teacher's work load. A large percentage of teachers do not even teach the minimum prescribed periods per week. More than half the schools work for less than 220 days in a year. More than half of primary teachers do not take interest in the programme of UEE. 9 out of 10 schools meant for tribal children do not even conduct an annual census of children of school going age. A large percentage of schools do not fully utilise various incentives provided for SC/ST, girls and backward communities. Supervision and guidance of teachers, student services and extension work is very limited. In class V about 38% schools have less than 25 students per class. At the same time there are schools with more than 50 students per class. The actual teacher pupil ratios for the sample schools covered by the study throughout the country for different stages are as under :

	Rural	Urban	Overall
Primary stage	1 : 37	1 : 35	1 : 36
Middle stage	1 : 29	1 : 28	1 : 28.5
High School stage	1 : 16	1 : 34	1 : 24

Some of the main recommendations are : It is desirable to have national norms which should be followed by the different states and union territories. Relaxation of norms may be allowed in disadvantaged as well as sparsely populated and backward areas. Instead of mere enrolment becoming the basis for sanctioning the number of teachers it is desirable that average attendance of pupils reckoned at least three times a year should be the criteria for sanctioning the teachers. The schools should have a minimum of 220

working days in a year and norms of work load for different categories of teachers may be uniform throughout the country as far as possible.

2. Study of Educational Policy and Planning in India - Role of Planning Commission - Current Status and Future Perspective (G/SNS/17)

The research team consisted of Dr. S.N. Saraf, Project Director and Ms. Anita Taploo, Project Assistant.

The main objectives of the study were 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; and role of the Planning Commission, Ministry of Education, and the State Governments in the formulation of policies and programmes.

The major findings of the study are :

For strengthening of planning, management and policy formulation creation of professional cadre of Indian Educational Service is essential. A national system of education with a co-curriculum may be organised. Pace setting institutions may be started to promote national unity and social integration. The role of Regional colleges of Education of NCERT need to be redefined so that they become effective instruments of trying out educational innovations and become laboratories for experimenting with pragmatic programmes. As a measure towards professionalisation of the cadres, short term induction programmes, on the lines of the National Academy of Administration, Mussorie, need to be organised by the NIEPA & NCERT for key level personnel periodically in order to introduce them to the concepts and techniques of educational planning, financing, management, evaluation, formulation of educational innovation projects etc.

The education has to be linked with other developmental agencies. The existing maintenance and control oriented machinery is to be strengthened to function as a development oriented organisation. Training for integrated micro level planning should be an essential component of administrative machinery. The district should be considered as a unit of educational planning, management evaluation, and finance. Educational development programme be implemented as project based model.

3. Impact of Educational Levels on Some Dimensions of Development - A Study of Rural Households (G/MRZ/16)

The research team consisted of : Prof. Moonis Raza, Project Director, Dr. H. Ramchandran, Project Director and Ms. Sharda Manvikar, Project Associate :

The study was 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 influenced adoption? Does educational level influence diversification of economic activities? What is the nature of relationship between educational levels and households linkages with reference to market, social and cultural aspects? Does educational level influence the capacity to use and absorb other developmental efforts ? Does the educational level influence the succeeding generations?

The conclusions are based on the data collected from about 30,000 rural households in 245 randomly selected villages located in Tumkur district of Karnataka. The distribution of education among various classes of rural households, the expansion of education in rural areas, the role of education in agricultural modernisation, demographic behaviour and quality of life were studied.

4. External Financing of Education (03/EFN/03)

The research team consisted of Dr. C.B. Padmanabhan, Project Director and Dr. J.B.G. Tilak, Project Associate.

The objectives of the study aim at a critical analysis of the impact of external financing of education with a view to make suggestions for the improvement in the process of identification, preparation and approval of educational projects.

The major conclusions are : aid largely used to flow for higher education compared to lower levels of education; aid has largely concentrated on technical assistance and items of construction and equipment; in absolute terms, the share of every sources has increased significantly there is a remarkable decline in the relative share of private non-profit sources to educational aid. The share of bi-lateral and multi-lateral sources increased; bilateral aid concentrating on technical assistance multi-lateral aid such as the one that flows from development banks caters to the needs of physical facilities and equipment and the private non-profit agencies have concentrated on institutional development, on educational innovations and on reforms. Another characteristic of aid is that it is misdirected, as can be noted from geographical distribution of aid. The external resources flow into India from various sources. However, they were largely concentrated on technical education in the prestigious IITs and a few selected universities where centres for advanced study were developed.

Eleven studies based on Content Analysis of various documents/communications/reports as input in the formulation of New Education Policy (04/EPO/12.1 to 12.12)

Towards Restructuring Indian Education : Citizen's Perception - Vol. I to IV (04/EPO/12.1)

Social Auditing of Indian Education System : A Study of Janvani Communications (04/EPO/12.2)

Towards Restructuring Indian Education : Perceptions of Technical Institutions (04/EPO/12.3)

Towards Restructuring Indian Education : Universities' Concerns (04/EPO/12.4)

Towards Restructuring Indian Education : Suggestions of Educational Institutions/Bodies (04/EPO/12.5)

Towards Restructuring Indian Education : Views of Non-Educational Organisations (04/EPO/12.6)

Voluntary and Professional Bodies on Education - Vol. I & Vol. II (04/EPO/12.7)

The Press on New Education Policy : An Analysis of Press Cuttings (04/EPO/12.8)

Towards Restructuring Indian Education : A View point of the Press. (04/EPO/12.9)

New Education Policy : A Perspective from Uttar Pradesh (04/EPO/12.10)

Towards Restructuring Indian Education : Analysis of State Level Deliberations (04/EPO/12.11)

Towards Restructuring Indian Education : Perceptions from States (04/EPO/12.12)

The following persons were involved in the project Dr. Kusum K. Premi, Dr. S.C. Nuna, Dr. A. Mathew, Dr. SMIA Zaidi, Dr. Usha Nayar, Dr. K. Sudha Rao, Dr. K. Sujatha, Dr. A. Manglagiri, Ms. J. Jalali, Mr. S.S. Dudani, Mr. T.K.D. Nair, Dr. Sushma Bhagia, Mr. Shabbir Ahmed, Mr. C. Mehta, Ms. Sunita Chugh, Ms. Y. Josephine, Ms. Rashmi Diwan, Ms. Nalini Juneja, Mr. NDP Menon, Mr. Ram Kishan, Mr. K.C. Nautiyal, Ms. Priti Chug, Ms. Pushpa Manas and Mr. K.M. Tripathi.

The responses received from citizens, janvani communications press cuttings, opinions of voluntary and professional bodies on education etc. regarding challenge of education are analysed and 16 volumes of content analysis were prepared and presented to the Ministry of Human Resource Development as [supporting material when discussions on education policy was going on] impact in the formulation of New Education Policy.

Towards Restructuring Indian Education : Citizens Perception - Vol. I - IV

Ministry of Human Resource Development had sent about 2200 individuals letters written between February and December 1985 by people in

response to the announcement of reformulating Education Policy. These letters from every category of people from different parts of the country as well from Indians living abroad. Based on these letters, the Institute prepared four volumes entitled "Towards Restructuring Indian Education : Citizens' Perception". The method adopted is 'Content Analysis' of the letters.

The analysis of letters showed that those working in the education sector were more concerned and their representation in the responses were comparatively higher. They included School and College Teachers, Students and Educational Administrators. The states which had given the highest number of response were Uttar Pradesh and Maharashtra followed by Delhi and Madhya Pradesh. The analysis further revealed that the Hindi-speaking states had responded very well while the Southern states' response was comparatively less. The people seemed to be more concerned about the problems and issues relating to elementary education followed by Secondary/Higher Secondary and Higher education. But even then, considerable number of responses were concerned with technical education.

Several issues on education had been raised. The thematic analysis of responses showed that people were mostly worried about the subjects and courses to be taught at various levels of education. A general demand was to make uniform curricula throughout the country and also lessen the disparities in the standard of education in various types of schools. Quite a large number of people have suggested imparting of such education which could promote national unity and integrity and that education should be made an effective instrument of economic development, social well being and progress and happiness of the people. Further, there were suggestions for putting education in the Central List in order to nationalise education. There was also a strong resentment against the system of public schools.

The analysis showed that people were worried about the quality of teachers appointed and felt that for teaching jobs only those interested and the meritorious people should be appointed and incentives like higher salary and other benefits should be given to them. There was consensus on appropriate implementation of the three-language formula and adoption of 10+2+3 system throughout the country. Further, reforms in the present examination system were demanded and a general feeling was that the annual examinations should be replaced by regular internal assessment. More emphasis on women's education and that of deprived sections of society was proposed and it was felt that education should be made job-oriented. Mixed responses in favour and against the issue of delinking degrees from jobs were retained. Restricting admissions to higher education, and banning politics from the educational institutions, was what the people strongly felt. There was also a strong plea that corruption and malpractices should be severely dealt with as it was running the whole education system of the country.

Social Auditing of Indian Education System : A Study of Janvani Communications

2255 'Janvani' communications, document was prepared based on the content analysis of the letters.

The letters received had come from all over the country and they represented all states and Union Territories except Dadra & Nagar Haveli, Lakshadweep and Mizoram. [The highest number of responses came from Uttar Pradesh followed by Maharashtra, Delhi and Madhya Pradesh].

The analysis of communications showed that they had been written from every section of population. In this respect, the highest number of responses had come from the category of 'Students' followed by 'Teacher and Educational Administrators', 'Servicemen' and 'Professionals'. About two fifth of the total responses were from those who are directly engaged in the field of education.

One issue which emerged again and again was 'removal of disparities' among different types of schools, different groups of population and between rural and urban areas. For the removal of these disparities, people had suggested uniformity in structure of education, content and curriculum, evaluation system and in different types of facilities to the schools. Another area which has received attention was in relating it to employment.

To make education useful to individual and the country, suggestions were to change curricula, vocationalisation and job oriented education and delinking degrees from job. Respondents showed their concern on the corruption and nepotism in education sector as well as on political interference which affects the entire educational process.

Towards Restructuring Indian Education : Universities' Concerns and

Towards Restructuring Indian Education : Perception of Technical Institutions

Reports/Summaries of proceedings of conferences conducted by 11 universities and 12 institutions/Associations of Technical education were covered under these two monographs.

The universities seemed more concerned apart of their autonomy. However, the institutions and associations of technical education felt it more important to draw attention to modernize curricula, lay more stress on vocationalisation and job orientation, management of technical education, injecting greater liaison between industry and institutions, strengthening the interface between manpower planning and technical education development, removal of absolescence, committing industries to bear partially the cost of technical education, etc.

**Towards Restructuring Indian Education : Suggestions of Educational
Institutions/Bodies
and
Towards Restructuring Indian Education : View of Non-Educational
Organisations**

The responses of 13 educational as well as 29 non-educational institutions/bodies on the new education policy, received during December-January 1985-86 were examined in these two monographs. The responses included in the first volume came largely from educational institutions, big and small, Skikshan Mandals of various States and Union Territories, all-India, State and District level organisations and associations as well as national, regional and state level teachers and students associations. Although Maharashtra, Rajasthan, Uttar Pradesh and Tamil Nadu were represented through a larger number of reports, a noteworthy feature of these two monographs is that institutions/associations from each and every State/Union Territory have sent its responses.

The focus of veivs and suggestions of educational and non-educational institutions and bodies reflect a similar trend as 'Citizens Perceptions': Issues such as planning and management, content and curriculum, teachers, language, goals and objectives in respect of elementary, secondary and higher education have received greater emhasis than others. The consensus discernible in respect of various themes are as follows :

Education should be forged as the main instrument (i) to inculcate patriotism, human values, social consciousness, pride in our heritage and democratic values; (ii) to develop scientific outlook and total personality; and (iii) to make it an instrument not only of economic development but also the sheet anchor of moral values of our society.

A broadly common pattern of education, common in its structure and standards, is seen to be the most vitally needed reform in respect of content and curriculum. While the universal adoption of the 10+2+3 pattern is strongly pleaded, the uniformity desired in content and curriculum includes (i) a core curriculum reflecting a minimum learning proficiency in each subject and reflecting the national ethos, heritage and aspirations; and (ii) a significant emphasis on local socio-cultural and environmental aspects.

In three language formula, medium of instruction and status of Hindi as the national language were the three main issues on 'language'. Mother tongue or regional language has been advocated as the medium of instruction at least till the elementary level.

On the question of 'evaluation of examinations' the points of unanimity were in regard to (i) continuous internal assessment in place of end-of-the-term external examinations; (ii) subject teacher's responsibility for examination and evaluation; (iii) testing proficiency and cognitive abilities through objective modes evaluation than memory testings; (iv) entrusting examination responsibilities to national/state level boards; etc.

The foremost concerns in respect of 'planning and management' included (i) according priority of education next only to defence; (ii) clearly demarcating centre-state educational jurisdiction; (iii) reformulating the basis of deprivation to cover and reduce social-economic, regional, rural-urban and sex disparities; (iv) priority in the matter of UEE; and (v) clearly laid out planning and implementation strategies incorporating decentralisation and accountability.

Adequate central-state allocations for education, in general, and a decided priority to UEE, in particular, was considered a **sine qua non** for the success of the new education policy.

The suggestions put forward to restore the vital place of teachers in the educational process included reorientation and modernisation of teacher curricula; selection of teachers on aptitude, merit, commitment, better remuneration, service conditions, promotional avenues, performance based incentives and disincentives etc.

In regard to 'social justice', the suggestions emerging from different forums pertained to the strong support to the education of SC/ST students including reservation, incentives and remedial coaching of girls, children in rural areas, the disabled and the poor sections.

On considerations of equity, banning of privately managed 'Public' schools and capitation fees was demanded by institutions.

Voluntary and Professional Bodies on Education - Vol. I & II.

In two volumes, reports and memoranda of 244 voluntary associations and bodies received from 17 States/Union Territories for different parts of the country, have been examined. These include associations of school, college, technical education teachers, educational administrators, students' Unions, as well as associations of parents, minorities, professionals outside educational and voluntary bodies.

The opinions emerging from the reports have been arranged under seventeen themes. In goals and objectives of education, emphasis has been laid on social relevance, national integration, development of character, etc. In structure of Education uniformity, 10+2+3 pattern, etc. have been pleaded. A national core, relevant and need based curriculum, besides emphasis on renewal of teacher training curricula, have been focussed in content and curriculum. On the question of language, points such as mother tongue as medium of instruction in primary stage, adoption of a national language, introduction of a southern language in northern India as part of the three language formula etc. were advocated.

In the matter of recruitment and selection of teachers, decided priority was accorded to merit, aptitude, and consideration for SC/STs and women, performance based incentives and disincentives, strict adherence of clearly laid down procedures in service conditions,

promotion, etc. have been stressed. Vocationalisation, it was felt, should include involvement of industries including their bearing part of its cost in the matter of introducing vocational linkages for higher studies and professional mobility, etc. A wholesale reform in examinations was advocated along the lines of testing aptitude and proficiency, continuous internal assessment, semester system and strict punitive measures for malpractices. Political interference was sought to be countered by banning political involvement of students, teachers and staff, interference by political parties, even with the help of legal provisions.

**The Press on New Education Policy : An Analysis of Press Cuttings
and
Towards Restructuring Indian Education : A View Point of the Press**

Press cuttings numbering 515 included editorials, articles, letters to the Editor and news reports. The languages from which the cuttings were drawn include Hindi, English, Marathi, Bengali, Oriya, Tamil and Urdu. Press cuttings of newspapers from more than 20 states and Union Territories were taken up for analysis. However, the clippings from Hindi and English formed the majority. The press coverage from Delhi, Bihar, Maharashtra and Uttar Pradesh was more than the press response from other states.

It is at the altar of planning and management that the tasks of correcting the distortions in every stage and aspect of education as well as completing the un-fulfilled commitments have been laid. These range from the priority to be accorded in implementing the new education policy, to the urgent task needed in the spheres of UEE, higher education, use of communication technology, etc. While adequate resources were demanded on account of the higher cost of the default option, equal stress was laid on non-monetary inputs, mobilisation of additional and community resources, and making differential costs from learners.

The equity dimensions of the Indian education system was sharply focussed upon through the columns of the press and the dominant trends indicate the need to safeguard the interests of the weaker sections especially the most deprived, SC/ST women and the rural poor. It is not merely by delinking degrees from jobs that all problems connected with access to higher education could be solved.

Towards Restructuring Indian Education : Perceptions from States

**Towards Restructuring Indian Education : Analysis of State Level
Deliberations
and**

New Education Policy : A Perspective From Uttar Pradesh

An analysis of the deliberations of 20 States/Union Territories has been provided in the first two monographs, one in a very comprehensive and the other in a preliminary form.

Predominantly, sectoral in nature, these deliberations have been analysed in respect of Elementary, Secondary, Higher and Adult Education levels, besides the general issues pertaining to the usual themes of analysis and a particular focus on planning and management related issues. Under planning and management, special attention was devoted to examine the opinions relating to decentralisation community participation, school complexes, linkages with developmental sectors, professionalisation of administration cadre, accountability in education, Indian Education Service and State/District Resource Centres. A thorough scrutiny of the proceedings helped to reveal the decided thrust attached to these urgent tasks.

The monograph 'Perspectives from Uttar Pradesh' is based on the reports/proceedings of 72 seminars organised at block, district and regional levels. Both in respect of goals and objectives as well as structure and content, the views emerging from Uttar Pradesh were in line with the trend of opinion coming from other parts of India. It was significant to note the consensus in favour of adopting a non-Hindi state language as the third language as part of the three language formula. As part of the drive for equalisation of educational opportunities a strong plea was made to divert the funds and energy to open more schools in under served/unserved areas besides laying stress on other measures to curb the growing social, regional and sex disparities. While Uttar Pradesh was categorical about the need to link education with work, it did not feel that delinking degrees from jobs was a practical proposition. Pre-service and in-service training of teachers was advocated to strengthen their effective role. The growing politicisation of education was seen to be root cause of the chaotic conditions of Uttar Pradesh educational institutions. There was a strong plea to check teachers' political activities as well as for a code of conduct. The need to make malpractices in examination a cognizable offence commanded universal acceptance as was the desire to make mass education a people's movement.

17-20 Four completed studies under the project Indian Education in the Year 2000 - A Long Term Perspective : (01/EPL/01)

17. Primary Education in India - Some census evidence (01/EPL/01.2)
18. Primary Education on the use of Simulation Models for Educational Planning and Management (01/EPL/01.3)
19. Primary Education in India : A Trend Analysis (01/EPL/01.4)
20. Planning Education for the Future Development - Issues and Choices (01/EPL/01.5)

Research Staff on the project work comprised of Dr. Brahm Prakash, Project Director; Shri M.M. Khan, Project Associate; Shri Manoj Sharma, Shri Iftikar Ahmed & Ms. Manju Rudola, Project Assistants.

Primary Education in India : Some Census Evidence

The document primarily focusses on the age-specific population (ASP) and enrolment levels corresponding to the primary stage of the Indian schooling system. A sex-wise analysis of both the variables, in terms of its composition and growth rates, is presented. The main propositions that have been examined are the growth of the Age-specific population (6-11 years) of boys and girls over the last three decades beginning 1951; the growth of enrolment of boys and girls in standards I to V of Indian schools during the last three decades; the changes/improvements in the gross enrolment ratios over the years and the grossness in primary stage enrolments.

The document notes that the number of girls per 1000 boys has been generally declining except during the last decade, in which the number of girls registered on improvement over the previous years. The document notes that the growth in enrolment was greater than the growth in the ASP during the 50s and the 60s, but both the growth rates were approximately equal during the 70s. It also observes that girls enrolment grew faster than boys enrolment during the last three decades. One of the significant points emerging from the study relates to the grossness in primary stage enrolments. The estimates of grossness based on some studies have been used to gauge the 'real' coverage of primary education. Some of the problems and implications of overage and underage enrolments have been discussed.

Primary Education on the Use of Simulation Models for Educational Planning & Management

Of late, simulation models have found wide applications for understanding a system's behaviour at macro as well as at micro level. In spite of its usefulness, the applications of the techniques especially in developing countries are not many. Without going into the technical details of the method, the present paper gives a general description of the simulation models and their application in educational planning and management.

A preliminary framework for the development of models of the educational system has been discussed and the corresponding data requirements have also been spelt out. The application of the model has been illustrated with the help of an example. A large number of questions regarding the system's behaviour can be answered by increasing the model's complexity which would largely depend upon the availability of data. The use of high speed data processing machines and systems modelling techniques can be usefully employed for handling larger models.

Primary Education in India : A trend analysis

The document focusses on two aspects; first, a statistical analysis of educational development during 1951 to 1983 in terms of enrolments, teachers and educational expenditure, and second, it attempts to make projections for the year 2000 with respect to these variables. The

technique resorted for examining the trend and projections has been regression analysis - simple and multiple. The trend has been fitted for different time period e.g., 1951 - 1983, 1961 - 1983 and 1971 - 1983. The fitted curves indicate that the rate of growth of primary enrolments has been slowing down.

On the basis of the analysis, the study shows that enrolments at the primary level increased substantially in absolute terms. However, it has not yet come close to the corresponding age-specific population. This is mainly because of the continuing low enrolments of the girls. Though girls enrolments improved over the period, they still continue to be very low.

Additional enrolment requires substantial number of additional teachers, if the teacher pupil ratio is to be kept within tolerable limits. The study further shows that though expenditure in real terms increased over the years, a substantial proportion of this increase is eroded by inflation resulting in a fall-in the real expenditure especially in the seventies.

The study concludes that for achieving UEE there needs to be a concerted effort on three fronts, namely, enrolment of girls, provision of more teachers and provision of additional resources to primary education.

Planning Education for the Future Development - Issues and Choices

The document describes the key attributes of the present pattern of development which have followed in the wake of industrial revolution. It singles out technology and related organizational changes as the two key attributes which have unleashed unprecedented changes in the world. Though the argument is made primarily in the context of economic development, explicit mention is made about the role which other social institutions in general, and education in (particularly Western, English-Medium, formal and close-room based) played an important role in facilitating this process of global evolution. It is in the light of this theme that the document examines : the Seventh Five Year Plan upto year perspective of 2000, and envisages a possible growth pattern of Indian education in future.

It portrays different enrolment scenarios which are likely to above are also discussed in the document.

The study observes that in the public endeavours, if the inputs tend to be insufficient and/or uncertain, it is the goals associated to be eroded while the short run self-interests of individual and groups display the acumenship for survival.

The study puts forth an educational profile of the work-force and non-working population in the year 2000.

Keeping in view the perspective of the Seventh Five Year Plan and the constraints on the system, the trade-offs among the different sectors have been put-together in a 'choice' matrix. With a view to

simplify the analysis, only two attributes, magnitude of public expenditure, and size of expansion has been taken into account. The Study reveals that highest priority must be accorded to quantitative as well as qualitative aspects of the two sectors, namely, universalisation of primary education and development of higher education (professional); open-learning systems must be given enhanced emphasis as they promise to be extremely cost-effective, particularly if operated at large scale; and the growth of general secondary and general higher education may be kept under control as these sectors display an innate tendency of run-away expansion and in the process of expropriate resource meant for priority sectors.

It is hoped that even this simplified version would help in laying bare the inter-relationships among different facets of education for working out a long-term feasible plan of educational development.

STUDIES IN PROGRESS

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

(a) On-going Studies

1. 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 (ICSSR Spsored, Commenced in March, 1983). (02/EFN/04)
2. Indian Education in the year 2000 - A Long term Perspective. (Commenced in May, 1983) (01/EPL/01)
3. Study on Role Performance by the College Heads. (Commenced in August, 1983) (02/EAD/02)
4. Study on History of Education Development in Kerala. (Commenced in February, 1984) (04/EPO/14)
5. 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 Gurgoan, Haryana. (Commenced in March, 1984) (G/SBN/17)
6. Personnel Structure in Engineering Colleges. (Commenced in May, 1984) (0/EAD/03)
7. Inventory Control Management in Engineering Colleges. (Commenced in May, 1984) (0/EAD/04)
- 8-16 Nine Evaluation Reports under Project on Evaluation Study of Non-Formal Education at Elementary Stage in following Educationally Backward States. (Commenced in March, 1985) (07/SNS/06)

- Andhra Pradesh (07/SNS/06.1)
- Assam (07/SNS/06.2)
- Bihar (07/SNS/06.3)
- Jammu & Kashmir (07/SNS/06.4)
- Madhya Pradesh (07/SNS/06.5)
- Orissa (07/SNS/06.6)
- Rajasthan (07/SNS/06.7)
- Uttar Pradesh (07/SNS/06.8)
- West Bengal (07/SNS/06.9)

17. Monograph on Education and Development in India. (Commenced in June 1985, (04/EPO/13))
18. Management of Change : Towards an Indian Model. (Commenced in November 1985, (02/EAD/05))

(b) Sanctioned Studies

1. Equity, Quality and Cost in Higher Education. (Unesco Sponsored) (06/HRE/04)
2. Literacy in India : A Spatio Temporal Analysis (1901-1981) (04/EPO/15)
3. Development and Efficient Functioning of College - An Action Research Study. (06/HRE/06)
4. Effective Utilisation of Resources in Higher Education - A Case Study. (06/EFN/05)

OCCASIONAL PAPERS

1. Tribal Literacy in India : The Regional Dimension

This paper is jointly written by Professor Moonis Raza, Professor Aijazuddin Ahmed and Dr. Sheel Chand Nuna.

This paper makes an attempt to review the changing situation of literacy among the scheduled tribes of India as recorded by the successive censuses from 1961 to 1981. It identifies the broad regional framework of tribal literacy and points out the major trends of change discernible from the census data of whatever worth it is. It compares the performance of the tribes with the non-tribal population in terms of their literacy attainments thus indirectly reflecting on the success or otherwise of the different literacy drives adopted by the official agencies in the predominantly tribal states of India. The paper tries to place the question of literacy inequity within the different components of tribal population in its historical perspective and looks for an explanation for a phenomenon which is not easy to explain.

2. Analysis of Costs of Education in India

This paper was written by Dr. J.B.G. Tilak.

This paper has three major objectives : first, to present a conceptual and analytical framework for a comprehensive analysis of costs of education; second, to examine the nature of data available to the practitioners and researchers in the area of costs/financing of education; and third, to present an empirical analysis of costs of education in India for the recent period with the help of original analysis of the data, supported by various empirical studies already conducted in the Indian context. The three major parts of the study are devoted to the above three issues respectively. The last part draws several valuable inferences from and implications of the analysis made in the earlier parts.

In the first part the author highlights the importance of cost analysis, describes taxonomy of costs of education, and discusses alternative concepts of unit costs of education and several other conceptual and analytical issues. The nature of official and non-official statistics on costs of education - both private and institutional - is described in Part II. In Part III the author attempts at an analysis of costs of education in India, based upon certain empirical estimates of costs. Besides making his own fresh analysis in this paper, the author relies on the studies conducted and estimates made earlier by the author himself and by others on costs and related aspects of education in India, on the basis of which the author draws certain valuable inferences conclusions and policy implications relating to a variety of dimensions of the problem, such as importance of costs in educational planning, the complementary role between private and institutional costs, the nature of production process in the educational system, regional variations in the costs of education, the relationship between cost of education and economic development, etc. The paper ends with a few major suggestions on the problems.

PART III

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 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 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

At the request of Ministry of Human Resource Development (Department of Education), the Institute undertook the work pertaining to the content analysis of letters received by that ministry, letters received by the Ministry of Information and Broadcasting on Education Minister's participation in Janwani programme, press cuttings, reports of districts/state level seminars and memoranda from organisations/professional bodies to discern people's opinion on the educational system as a background material for the formulation of New Education Policy. Within a very short span of time, the Institute on the basis of the above content analysis, prepared 11 study reports (16 volumes) under various titles culling out about 10,000 recommendations coming from all over the country. (Refer S.Nos. 5 to 16 in part II on Research and Studies).

At the request of the Ministry of Human Resource Development (Department of Education), the Institute has also undertaken an Evaluation study of Experimental Projects for Non-formal Education for Children of 9-14 age group for Universalisation of Elementary

Education in 9 educationally backward states of Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. (Refer S. Nos. 8 to 16 in Annexure II on Research Studies in Progress)

(b) Training Programmes

The Institute organised 15 training programmes at the requests of University Grants Commission (7 programmes); Ministry of Human Resource Development (5 programmes); National Productivity Council (1 programme); Kendriya Vidyalaya Sangathan (1 programme); and Indian Society for Technical Education (1 programme). (Refer S. Nos. 5, 12, 13, 16, 19, 21, 27, 36, 37, 38, 40, 41, 43, 44, and 60 of Annexure I - Training Programmes)

(c) Faculty Contribution in All India Conferences, Seminars, Workshops, Committees, Task Forces & 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:

i) Formulation of National Policy on Education 1986 (NPE)

In addition to the background material, based on content analysis of various documents prepared by the Institute for the formulation of New Education Policy, the Institute prepared a comprehensive paper entitled 'Education Development - A Status Report and Policy Issues'. The status paper included write up on Aspirations and Needs; Performance; Social interface of Education; Education-Employment Interface; Problems and Issues; Planning; Management; and Towards New Challenges. This document and the Sector-wise analysis of the educational system conducted by the Institute were utilised as inputs in the Ministry's paper on 'Challenge of Education - A Policy Perspective' which formed the basis of national debate on this vital issue.

The Institute also organised four regional and one national level seminars on Education to discuss educational planning and management issues.

Faculty of the Institute prepared papers, took active part in various task forces set up by the Ministry and also participated in seminars/committees/meetings on National Policy on Education as listed below:

A series of meetings held in the Ministry of Human Resource Development (Department of Education) of various aspects of education regarding formulation of the National Policy on Education;

Seminar on New Education Policy, organised by Delhi Administration;

UGC Eastern Region Seminar on Education Policy at Calcutta;

State and Union Territory level seminars on New Education Policy in different states namely, West Bengal, Meghalaya, Pondicherry, Uttar Pradesh, Kerala, and Orissa;

Seminar on National Policy on Education organised by cluster of schools led by St. Xavier School;

Coordination Committee of the New Education Policy constituted by the Government of Gujarat, Gandhi Nagar;

Seminar on New Education Policy at Vidya Bharati (a national level organisation running 2000 schools in the country), New Delhi;

Silver Jubilee Celebration Seminar on New Educational Policy, Daulat Ram college, Delhi University;

Meeting of the Council for Advancement of Rural Technology to discuss the background document 'Challenge of Education - A Policy Perspective';

All India Seminar on National Education Policy organised by All India Secondary Teachers Federation at Hyderabad;

Seminar on MICS representing Teachers and Graduates Constituencies to discuss the document 'Challenge of Education' at Nagpur;

The Working Group Meeting of Fourth All India Conference on National Education Policy organised by Vidya Bharati National Academic Council at Salwan Public School, New Delhi;

National Seminar on New Education Policy organised by AIFUCTO, Vijayawada;

Conference of the Education Ministers on New Education Policy;

Meeting with the Economic Council of Prime Minister on Education Policy;

Meeting on 'Literacy and Continuing Education - New Education Policy', at Educational Consultants India Ltd., New Delhi;

National Seminar on New Education Policy, Libraries and Information System organised jointly by NCERT and Raja Ram Mohan Roy Library Foundation in New Delhi;

All India conference on Development, New Education Policy and Educational Technology; and

NCERT Programme for Training of Teachers in the light of New Education Policy;

ii) Model Schools

Consequent to Government of India's decision to start a Model School in each district of the country under the Current Five Year Plan, the Ministry of Human Resource Development (Department of Education) asked NIEPA to prepare a design for management of Model Schools. The design was prepared by joint consultations in which the faculty members from NIEPA and NCERT including the Directors of both the organisations participated. A number of other experts and principals of schools of different types were also consulted. Finally, the suggested scheme for management of Model Schools was submitted to the Ministry of Human Resource Development.

The contents of the suggested scheme included management at the national level; regional directorates; management at local level; system of block grants; staff establishment (regional directors, principals, teachers etc.); some vital managerial functions (communication, democratisation, staff development and innovativeness); accountability and space area norms.

iii) Annual Plan Discussions

The Institute represented on Working Groups on Education of different states/UTs on education sector held in the Planning Commission during the year.

iv) Task Forces on Universalisation of Elementary Education

The Institute is represented on Task Forces on Elementary Education set up by the Ministry of Human Resource Development for the nine Educationally Backward States and a National Committee at the Central level. The Senior members of Faculty took part in meetings of these Task Forces and made considerable contributions in helping states to prepare action plans.

v) Dissemination of Information on Educational Developments

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

vi) 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 and Regional levels during the year. At these meetings the Institute made suggestions for strengthening of educational administration and for professionalisation of cadre of educational planners and administrators.

**vii) Meetings in the Ministry of Human Resource Development
(Department of Education)**

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

Advisory Board of Government of India Scheme of Scholarships in approved Residential Schools;

Computer Simulation Model Meeting;

Steering Committee to oversee the implementation of the scheme for setting up Model Schools in each district;

Involvement of students and teachers in universities and colleges;

Group on Resources for Education;

Research Studies in the Ministry of Human Resource Development (Department of Education);

Steering Committee to undertake UNESCO sponsored study on promotion of Girls' Education in collaboration with Universalisation of Elementary Education;

Computerisation of Educational Statistics in India;

High Level Standing Committee on Women's Education;

Briefing meeting to review the working of Bureau of Planning and Adult Education at Shastri Bhawan, New Delhi;

Scheduled Castes and Scheduled Tribes Education;

Rural Functional Literacy Projects;

Consultative Committee on Parliament;

Vocationalisation of Education; and

Preparation of suitable scheme of assistance to voluntary organisations for spread of non-formal elementary education.

viii) Meetings, Seminars and Symposium

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

Indian Adult Education Association Programme for Office Bearers of Voluntary Organisation and Key Level Functionaries in Adult Education, New Delhi;

Indian Association of Educational Planning and Administration;

Second National Conference on Population and Development;

Sub-Committee for Education - organised by Indian National Commission for Cooperation with Unesco;

Panel discussion on Inter-sectoral Coordination for Health at National Institute of Health and Family Welfare, New Delhi;

Establishment of Indira Gandhi Institute;

All India Seminar on NFE, organised by All India Secondary Teachers Federation;

National Seminar on Education for Equality of Women;

Seminar on Productivity in Education organised by USO in collaboration with National Productivity Council, New Delhi;

National Seminar on Child Education;

General Assembly of Women Scientific Workers (Indian National Science Congress, 73rd session);

Sixth Indian Geography Congress, Kharagpur;

Seminar on Alternatives in Education at Indian Institute of Education, Pune;

National Progressive Schools Conference;

Seminar on Education and Development : India and Society Experiences;

General Body Meeting of the Institute of Economic Growth;

Evaluation Development and Planning Workshop at Administrative Staff College of India, Hyderabad;

Seminar on Educational Reforms, Causes, Consequences and Lessons for Future 1921-80, Indian Institute of Education, Pune;

National Seminar on 'Workers Education in the Next Decade - organised by the Ministry of Labour, Government of India;

Seminar on 'Minimum Learning Continuum' organised by Educational Consortium;

Seminar on Education and Development in Asiatic Society;

Restructuring of Centrally sponsored Scheme of Non-Formal Education for 9-14 age group;

Planning Commission on Multi-level System of Planning;

National Seminar on Blue Print for Higher Education in 2001 A.D. organised by Jawaharlal Nehru University;

Working Group constituted to work out specific details of orientation programme at UGC, New Delhi;

Sub-Technical Committee of UGC;

Meeting on Contemporary Issues in Higher Education;

UGC Standing Committee on Establishment of New Universities;

UGC Seminar on Economic Development of Rajasthan held at Udaipur;

Conference on New Technologies in Higher Education, Association of Indian Universities, Diamond Jubilee Celebrations;

University of Delhi on Administrative Reforms;

Governing Body of the School of Correspondence Courses, University of Delhi;

National Seminar on Distance Education Experience of the Open Universities;

Seminar-cum-workshop on Education and Planning of Administration in Autonomous Colleges;

Resource Allocation Mechanisms in selected thrust areas of higher education in India;

Open University Meetings on Identification of Courses at YMCA Cultural Centre;

Kendriya Vidyalaya Sangathan Academic Advisory Committee;

46th Session of the Indian Public Schools Conference of Sainik Schools, Amravatinagar, Coimbatore District (TN);

Quality Education in Schools : concepts, techniques and evaluation organised by the Appejay Educational Society;

Sub-Committee for the preparation of Schemes of Studies for Senior Secondary Classes of Open Schools; and

Council for Advancement of Rural Technology.

ix) Collaboration with NCERT

A series of meetings were held between Director, NIEPA and Director, NCERT and their senior colleagues to develop modalities for providing technical and professional support to the Ministry of HRD for implementation of priority programmes in order to promote quality and also to initiate changes in the field of education. A Joint Standing Committee consisting of the following was constituted in May, 1985.

N.C.E.R.T.

- Director

- Joint Director

- Dean Coordination and
two nominees of Director

N.I.E.P.A.

- Director

- Executive Director

- Dean (Training) and two
nominees of the Director

Dean (Coordination), NCERT and Dean (Training), NIEPA would act as the liaison officers on behalf of their respective organisations for maintaining day-to-day contact for coordination of specific programmes identified by the Joint Standing Committee which would regularly meet in every quarter to review the action taken. This Committee also identified areas of training, research and consultancy where both NCERT and NIEPA could collaborate.

Following areas of coordination have been identified :

1. Training To develop common strategies of organising training programmes with focus on the professional areas like formulation of projects, methodologies of training, planning, monitoring and evaluation of the priority programmes and schemes, development of training materials, etc.
2. Research Research having bearing on operational areas of both the organisations will be identified and common research programmes can be mounted.
3. Consultancy Joint team will be set up to do consultancy having bearing on the activity in the areas of interest of both the organisations.

Coordination between NIEPA and NCERT would be on a continuous basis and will be institutionalised.

All non-textual materials published by the two organisations will be exchanged regularly under the proposed collaborative arrangement.

A meeting of the Joint Standing Committee for collaboration between NIEPA and NCERT was held on 7th October, 1985. In the light of the decision taken in the above meeting, Joint Director, NCERT has been nominated as member of the Programme Advisory Committee of NIEPA and was invited in its last meeting held on 28th January, 1986. A joint research study on Non-formal Education is already in hand.

NIEPA also took active part in the following various programmes organised by the NCERT during the year:

National Seminar on Curriculum Concerns;

Meeting of Department of Advisory Board of Pre-school and Elementary Education;

Meeting on Introduction of Computer Studies at +2 stage;

Meeting of the Committee on Model School Curriculum;

National Workshop on Identifying Strategies for the Retraining of Primary Education personnel to cope with Dropouts and Repetition problems;

National Seminar on Vocationalisation of Education;

National Seminar on Secondary Education;

Programme for Training of Teachers in the light of the National Policy on Education;

Annual Conference on Non-formal Education organised by NCERT;

Workshop on Modalities of Training of key personnel for Massive Orientation of Teachers;

Meeting on Vocationalisation of Education;

Meeting of the Standing Committee on Education of Women; and

Meeting of the Working Group on Vocationalisation;

Likewise NCERT also participated in the various programmes organised by NIEPA. The National Workshop on Coordinated Planning and Complementarily between Formal and Non-formal education was organised by NIEPA jointly with NCERT.

II. SUB-NATIONAL LEVEL

(a) Studies and Projects

The Institute has undertaken a 'Study on History of Educational Development in Kerala' and 'An Action Research Study 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'. (Refer S.Nos. 4 & 5 of Annexure II). These studies are in progress.

An ICSSR sponsored 'Case Study on School Education in Kerala and Uttar Pradesh on Educational Financing' is also in progress. (Refer S.No. 1 of Annexure II).

During the year, the Institute helped the State of Uttar Pradesh in developing tools for institutional Planning and Evaluation for its educational institutions upto school level. It also developed case studies for conducting training programmes on implementation of +2 stage in the State of Haryana.

(b) Workshops and Training Programmes

The institute organised 13 workshops and training programmes at the request of States/UTs of Haryana (7); Uttar Pradesh (2); Madhya

Pradesh (3) and Dadra & Nagar Haveli. (Refer S. Nos. 7, 9, 10, 21, 22, 23, 37, 38, 39, 40, 41, 47 & 50 of Annexure I).

(c) Meetings, Seminars and Symposium

Prof. D.C. Sharma Memorial Award Meeting for 1984-85;

Governing Body Meeting of Kendriya Vidyalayas, i) Sadiq Nagar and ii) Masjid Moth;

Seminar of Heads of Schools and Teachers of Tamil Educational Association, Karol Bagh, New Delhi;

Seminar on Restructuring of Need Based University Courses at AEC Training College and Centre Pachmarhi;

Seminar on Imperatives in Education, Bhartiya Vidya Bhawan;

Workshop on Tribal Atlas of India at North Eastern Hill University, Shillong;

Regional Workshop on Linkages between General Education, Technical Education and Vocational Education at TITI, Chandigarh;

Seminar on Development Dynamics organised by Rajasthan University;

Meeting of Managing Committee of Sardar Patel Vidyalaya, Delhi; and

Literacy Forum of Sahitaya Academy on Mahila Shakti, New Delhi.

INTERNATIONAL

a) Studies and Projects

A Unesco sponsored study on 'External Financing of Education' was completed (Refer S.No. 4 in Part II). The Institute has also undertaken another Unesco sponsored study on 'Equity, Quality and Cost in Higher Education'. (Refer S.No. 1 under Sanctioned Studies in Annexure II).

b) Training Programmes

The first International Diploma in Educational Planning and Administration (IDEPA) introduced during 1984-85 was completed during the year. The Second International Diploma Course was also started during the year. (Refer S. Nos. 54 and 56 in Annexure I).

The Institute also organised six other training programmes at the request of Unesco (4), JUSEFI (1) and Government of Maldives (1). (Refer S.Nos. 1, 2, 31, 45 and 55 of Annexure II).

c) Seminar and Symposium

Inter-regional Symposium on Integrated Training Policies and Plans for Educational Personnel at Paris.

International Seminar on Science and Technology at Simla;

Unesco Regional Workshop on Higher Education at New Delhi;

Forum on New Trends and Processes on Secondary Education in Papua, New Guinea;

Vice-Chairman Forum on New Trends and Processes of Secondary Education organised by Unesco at Port Moresby (PAPUA NEW GUINEA);

Fourth International Conference of University Registrars and Administrators organised by AIU, New Delhi;

Training Course for Field level officers of Nepal Unesco sponsored Project on Institutional Networking and School Mapping;

Meeting of experts on participation of women in various areas of Higher Education held in the Warsaw Technical University (Warsaw Poland);

Seminar on Unesco - In Retrospect and Prospect Organised by the India International Centre; and

Seminar on 'Education and Social Stratification in India'; Trade as a factor of Economic Development; and 'Comparison of Economic Development in Region Lombardia and India', organised by Istituto Per la co-operazione Universitaria, Roma, Italy and the University of Bicconi, Milan, Italy.

PART IV

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) diffusion of innovations in the field of educational planning and administration;
- b) initiating discussions 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. Diffusion of Innovations

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 of Senior Educational Planners and Administrators for inter-change of experience and to enable them to observe and study in depth these innovative experiments 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.

The concept of autonomous colleges has been accepted in the New Education Policy. About 12 colleges have been functioning as autonomous colleges for the last five years or so and many colleges have applied for autonomous status to their universities over this period. With a view to study the development and experiences of autonomous colleges so as to help in implementing the New Education Policy as well as benefit the colleges aspiring for autonomous status a visit to autonomous colleges by Principals of twenty selected colleges was undertaken from 8-14 February, 1986. Background information regarding their autonomous functioning was obtained by requesting the colleges to prepare a brief report on the suggested guidelines. Visiting principals were oriented for two days about the purpose, nature of study visit and types of questions on which

qualitative information was to be obtained by the visiting team. The draft report entitled 'Autonomy & Accountability' has been finalised and circulated among the principals. It is structured into five sections comprising of Section I - Concept and Practice of Autonomy & Accountability; Section II - Process, Problems and Critical Issues of Autonomous Functioning; Section III - Impact on Students, Teachers, Non-teaching staff and the Community at large; Section IV - Structural and Procedural Changes required to Strengthen the Concept of Autonomy & Accountability; and Section V - Policy Suggestions.

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.

During the year, sixteen colloquium were organized. Themes of various sessions covered many areas from National Educational Policy to Computers and Technology in Education. The speakers were drawn from a variety of organizations, which included universities and specialised institutions in India and abroad. The details of the various themes discussed is given below:

S.No.	Date	Topic	Speaker
1.	May 15, 1985	National Educational Policy : Urgent Priority Thrusts.	Dr. S.N. Saraf, Hon. Sr. Fellow, NIEPA, NEW DELHI.
2.	May 22, 1985	Value Management : its Relevance in Education.	Dr. V.B. Desh Pande, Assistant Professor IIT, New Delhi.
3.	May 29, 1985	Technical Education and Rural Development	Dr. R.N. Kapoor, Director, Institute of Engineering and Rural Technology, Allahabad.
4.	June 5, 1985	Open Learning System	Prof. G. Rama Reddy, Vice Chancellor Indira Gandhi National Open University New Delhi.
5.	June 12, 1985	Education in Maldives- Present Status and Future Requiriements	Ms. Badoora Saleem, Education Department Maldives.

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|-----|-------------------|--|--|
| 6. | June 19, 1985 | Development Administration | Ms. Jayashree Jalali,
NIEPA, New Delhi. |
| 7. | July 3, 1985 | Education and Future | Dr. S.C. Seth
Department of Science
and Technology,
New Delhi. |
| 8. | August 21, 1985 | Education in Thailand | Mr. Chantarot Kotkam
Education Officer,
Ministry of Education
Thailand. |
| 9. | August 28, 1985 | Computer Clubs in
Schools | Mr. Anand Kartick
Computer Specialist,
New Delhi. |
| 10. | September 4, 1985 | Status of Educational
Technology in India
in 2000 A.D. | Dr. David Seligman,
CIET, NCERT
New Delhi. |
| 11. | December 23, 1985 | Contextual Design :
Towards the Develop-
ment of Socio-Techni-
cal Educational
Networks. | Dr. David P. Herbst
Work Research Instit-
ute Oslo, Norway. |
| 12. | December 6, 1985 | Italian Economic Deve-
lopment and the Third
World. | Dr. Guido Travaglini
University of Rome,
Italy. |
| 13. | January 22, 1986 | System (Holistic)
Approaches with
Focus on Education | Prof. I. Ellison
Colgate University
USA. |
| 14. | February 3, 1986 | Vocationalisation of
Education. | Prof. M. Woodhall
Educational Adminis-
tration University
of London, Institute
of Education and
Consultant World
Bank. |
| 15. | February 12, 1986 | Computer and Society | Prof. R. Raja Goplan
Industrial Management
IIT., Madras. |
| 16. | February 17, 1986 | Education and Human
Resource Development | Prof. P.R. Brahmanand
School of Economics
Bomay, University of
Bombay. |

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 cogently describe and meaningfully abstract generalisation from experiences of innovative experimentation and their creative thinking thereon; and

to provide means through which the results of such experimentation, research and creative thinking may be disseminated.

During the year, the scope of competition was widened to include Deputy Education Officers, Heads of Senior Secondary, Higher Secondary Schools and Heads of Secondary Schools for better and more participation. Wide publicity to the programme was also given by inserting an advertisement in leading newspapers and educational journals.

This Programme is specially designed to help the educational functionaries to promote innovative practices in Educational Planning and Administration at the micro-level and to share their experiences 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 Fourth All-India Competition was held. Ten entries were received. One of the entries, 'An Investigation into the Causes of Indiscipline among School Students and Application of Remedial Measures' by Dr. M.L. Sachdeva, Principal, Govt. Higher Secondary School, Ferozpur (Punjab) was adjudged to be the best and awarded the prize.

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 various State governments and Delhi Administration; National Council of Educational Research and Training; Delhi Tamil Education Association, New Delhi; United Schools Organisation, New Delhi;

Central Statistical Organisation; Kendriya Vidyalaya Sangathan; National Defence College, New Delhi; Indian Institute of Foreign Trade New Delhi; Indian Institute of Mass Communication, New Delhi; Institute of Economic Growth, Delhi; National Institute of Public cooperation and Child Development, New Delhi; National Institute of Health and Family Welfare, New Delhi; Institute of Applied Manpower Research, New Delhi and various other organisations and universities in India.

A brief account of such academic contribution 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 University of Aden, Yemen; Unesco-Regional Office of Education in Asia and Pacific, Bangkok; International Institute of Education, Paris; Institute of Educational Planning, Pakistan; commonwealth Foudation of Technical Co-operation, London; and Education Minister of Baharain. Delegations from China & Nepal also visited the Institute. The visitors from the country included eminent dignitaries including Ministers, Vice-Chancellors and other eminent educationists from different Ministries of Government of India; Planning Commission; University Grants Commission; Education Secretaries, Directors of Education and other officers from the State and Union Territories.

A list of some eminent visitors is attached at Annexure IV.

PART V
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 six programmes (Refer Annexure I - Programmes at code nos. 01/85-86/01 to 01/85-86/06). The unit is presently engaged in the Research Project on 'Indian Education in the Year 2000 - A Long Term Perspective and completed four studies under the same (Refer part II - Research Studies at Sl. Nos 17-20; and Annexure II - Research Studies at Code Nos. 01/E.PL/01).

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 technical and vocational education, management of innovations and change, personnel evaluation, institutional evaluation etc. relevant to the field of education.

During the year the unit organised fifteen programmes. (Refer Annexure I programmes at code nos. 02/85-86/01 to 02/85-86/15).

Three research studies were completed the reports of which are being finalised. A new research study on Management of Educational Change has been undertaken during the year. (Refer Annexure II - research studies at code nos. 02/E.AD/02 to 02/E.AD/05).

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 organised three programmes (Refer Annexure I - Programmes at code nos. 03/85-86/01 to 03/85-86/03). The unit completed one research study, work on another study is nearing completion and one study has been sanctioned the work of which has yet to commence (Refer Part II - research study at code nos. 03/E.FN/03 and Annexure II - research study at code No. 03/E.FN/04 and 03/E.FN/05).

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 Concurrence. The research and training activities of the Unit relate to one or more of these areas.

During the year the unit organised six training programmes (Refer Annexure I programmes at code nos. 04/85-86/01 to 04.85-86/06).

Major contribution of the unit has been in the content analysis of the responses received from citizens, Janvani communications, press cuttings, opinions of voluntary and professional bodies on education, which was further utilised by Ministry of Human Resource Development as input in the formulation of the National Policy on Education, 1986. (Refer Part II - research studies code nos. 04/E.PO/13.1 to 04/E.PO/13.12). The work on one of the research studies is nearing completion, as also considerable work has been done on another study; and a new study has been sanctioned, the work on which has yet to commence (Refer Annexure II - research studies code nos. 04/E.PO/12, 04/E.PO/14 and 04/E.PO/15 respectively.

School and Non-formal Education Unit

The Unit addresses 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. These programmes aim at improving professional competencies of these officers so that they can discharge their responsibilities more efficiently and effectively.

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 one-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 this year onwards, two Diploma Courses are being organised.

During the year under review the unit organised six programmes. (Refer Annexure I - programmes at code nos. 05/85-86/01 to 05/85-86/06).

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 nine training programmes. (Refer Annexure I - programmes at code nos. 06/85-86/01 to 06/85-86/09). Two research project have been sanctioned, the work on which has yet to commence (Refer Annexure II - research studies at code nos. 06/H.RE/04 and 06/H.RE/05).

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 organised eight training programmes (Refer Annexure I - programmes at code nos. 07/85-86/01 to 07/85-86/08). The unit is presently engaged in the project on "Evaluation Study of Nine Educationally Backward States" (Refer Annexure II - research studies at code nos. 07/SNS/05.1 to 07/SNS/05.9).

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 organised three programmes. (Refer Annexure I - Programmes at code nos. 08/85-86/01 to 08/85-86/03).

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. The National Documentation Centre further built up its documentation on Educational Planning and Administration at state and district levels.

The Publication Unit continued to bring out the quarterly EPA Bulletin and further developed its publication programme. A number of priced, unpriced and research publications were brought out during the year.

The Data Bank, Electronic Data Processing and Reprographic Unit, Cartographic and Hindi Cells continued to provide valuable support in the academic activities of the Institute.

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 Library reading room facilities are open to all.

Books

During the period under review 1342 documents were added to the library. The library presently has a collection of 38,747 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 303 periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. 3000 articles were indexed from these journals during the year.

Circulation of Books

During the period under review 40,209 documents were issued to the participants of various programmes, faculty and on inter-library loan to other institutions.

9,000 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

Library prepared bibliographies for each programme organised by the Institute during this period.

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 an exhibition of books on Education Policy.

II. NATIONAL DOCUMENTATION CENTRE

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 6,352 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 newspapers 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 every month.

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. Documentaion Lists; and
3. Compilation of annotated bibliographies for training programmes.

III. PUBLICATION UNIT

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

During the year the Publication Unit continued to publish 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 list of various publications brought out by the Institute is given below:

A. Priced Publications

Three publications at Sl. No. 1, 2 & 3 were in press and four at Sl. No. 4, 5, 6, & 7 were taken up for publication as detailed below :

Books

1. "Educational Planning - A Long Term Perspective"
edited by Prof. Moonis Raza
2. School Inspection System - A Modern Approach
by Dr. R.P. Singhal
Dr. N.M. Bhagia
Sh. T.K.D. Nair &
Sh. V.A. Kalpande
3. Financial Code for the University System
by Sh. 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.

B. Unpriced Publications

- 1-2 Annual Report for the year 1984-1985 (English and Hindi Versions)
- 3-4 EPA Bulletin April and July 1985, Vol. 8, No. 1 & 2 and October 1985 and January 1986, Vol. 8, No. 3 & 4.
- 5 Report of the Consultative Meeting on the Training of Curriculum Developers, Teacher Educators and Educational Planners in Environmental Education (February 11-15, 1985).

C. Mimeographed Publications

The Institute brought out mimeographed publications in respect of 20 Research Studies, 2 Occasional Papers and Reports of various training programmes conducted by the Institute during 1985-86.

IV. 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 during the year under review.

Some of the important activities of Hindi Cell included translation in Hindi of Schedule of Training Programmes/Workshops/Seminars for 1985-86; Memorandum of Association and Rules of NIEPA; The School Distress - A Case, and 'A Model Inspector' by Dr. R.P. Singhal; Systems Approach to Institutional Planning by Shri M.M. Kapoor; Gradation of Schools - An Approach to Institutional Self-evaluation by Shri V.A. Kalpande; Gram Siksha Samachar; Questionnaires of Evaluation for non-formal education for Universalisation of Elementary Education; Savitribai Phule Foster Parent Scheme initiated by the Government of Maharashtra; and Annual Report for 1984-85. Some English material was also translated in Hindi for use in training programmes and Action Research Project, district Gurgaon.

The Hindi Cell also prepared a number of reports of the programmes in Hindi, namely, Orientation Programme for Principals of Senior Secondary Schools of Haryana (22.4.85 to 6.4.85); Gram Vikas

Samiti, a seminar on the role of education in the social and economic development of Mewat (224.4.85); Workshop on Institutional Planning and Evaluation of Senior Educational Administrators of Uttar Pradesh (31.5.85); A Study of Implementation of the Programme of UEE in the context of non-formal and formal system of education in Block of Barabanki District, (U.P.); Workshop for twenty teachers selected from Punhana; Institutional organisation for Principals of Schools (run by the Schedule Tribes Welfare Department of M.P., BTI, Kanker).

The Hindi Cell also helped in the content analysis of individual letters, District, Division and State Committee Reports on New Education Policy.

The Hindi Cell also heled in promoting the use of Hindi in official correspondence and made arrangements for correspondence in Hindi with Hindi speaking States.

V. 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.

For the purpose of computerization, NIEPA is one of the users of the Cyber Computer system located at National Informatics Centre, New Delhi. In view of the new NEC Super Computer system, the data would need to be transferred to it at the new site. Moreover, 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. In addition to this, efforts are also under way to transfer some of data base to the in-house computer so that accessibility to the user is increased. During the year under review, adequate data-base was generated to meet the requirements of data relating to various exercises undertaken by NIEPA for National Policy on Education as well as various seminars organised in this connection.

VI. CARTOGRAPHIC CELL

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

During the year, 150 maps and diagrams were prepared for various research studies. Special pictographic transparencies emphasising the thrust in education for the future and present were also developed. Graphs and maps were also prepared for the research projects on 'A Study of Optimum Teacher-Pupil Ratio'; 'Indian Education in the Year 2000 - A Long Term Perspective'; 'Punhana Block - Action Research Project'; Hindi and English Annual Reports and EPA Bulletin etc.

In addition, 110 maps, charts, transparencies and other posters were also developed as input in the Training Programmes and Occasional Papers etc. brought out by the Cartographic Cell.

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 132 column letter quality printer with a speed of 35 cps.
2. HCL Workhorse with 64 KB memory, two dual density disk drives of 200/80 KB each compatible with HCL-SYSTEM 2.
3. HCL Workhorse II with two terminals having 256 KB memory, one hard disk drive, one mini floppy drive of 80/200/400/800 KB and a 132 column dot matrix printer with a speed of 150 cps.
4. 2 BBC Class Computers with one dot matrix printer.

Various volumes of background material which were used in the formulation of the National Policy on Education 1986 were brought out on the word processor. In addition to this various research papers and reading material/reports of various training programmes were also brought out on the word processor.

A number of packages relating to different areas of administration and accounts have also been developed for use in computerised data processing along with Computerisation of salary bills and automatic granting of annual increments were maintained.

B. Reprography

1. OLYMPIA Photocopier
2. U-BIX KILBURN 1600 MR Photocopier
3. MODI XEROX Photocopier

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

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. A list of the members of the Council as on 31st March, 1986 is given at Appendix I.

The Seventh Meeting of the Council was held on 10th March 1986.

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. A list of members of the Executive Committee as on 31st March, 1986 is given at Appendix II.

Twenty-second and twenty-third meetings of the Executive Committee were held on 26th June, 1985 and 10th February 1986 respectively.

Finance Committee

The President appoints a Finance Committee consisting of five members under the ex-officio Chairmanship of the Director of Institute. It includes Financial Adviser and such other members 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. A list of the members of the Finance Committee as on 31st March, 1986 is given at Appendix III.

During the year, the Finance Committee also met twice on 26th June, 1985 and 10th February 1986.

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. A list of members of the Programme Advisory Committee as on 31st March, 1986 is given at Appendix IV.

The Twelfth and Thirteenth meetings of the Programme Advisory Committee were held on 21st June, 1985 and 28th January 1986 respectively.

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. A list of members of the Publication Advisory Committee as on 31st March, 1986 is given at Appendix V.

Third and fourth meetings of the Publication Advisory Committee were held on 24th June 1985 and 4th February 1986 respectively.

Staff Strength and Changes

The cadre strength of the staff during the year stood at 164 as on 31st March, 1986. Besides, there were 43 project staff members on the above date.

Dr. S.Q.A. Naqvi and Ms. Promila Yadav, appointed as Project Associate Fellows in the Project 'Evaluation Study of Experimental Projects for Non-formal Education for Children of 9-14 age group for Universalisation of Elementary Education in 9 educationally backward states' w.e.f. 16.5.1985.

Shri G. Khurana, appointed as Project Fellow in the project 'Evaluation Study of Experimental Projects for Non-formal Education for Children of 9-14 age group for Universalisation of Elementary Education in 9 Educationally Backward States' w.e.f. 1.7.1985.

Shri C.P. Tewari, Reader-in-charge, Centre for Continuing Education, North Eastern Hill University, Shillong, repatriated to his parent university on completion of his deputation w.e.f. 8.7.1985.

Shri M.M. Khan, appointed as Computer Programmer in the Project 'Education in the Year 2000' w.e.f. 12.8.1985.

Professor K.M. Bahauddin, Ex-Pro Vice-Chancellor, Aligarh Muslim University, Aligarh joined the Institute as Consultant w.e.f. 28.10.1985.

Shri V.A. Kalpande, Deputy Director, Department of Education Government of Maharashtra repatriated to his parent office on completion of his deputation period w.e.f. 22.11.1985.

Shri Shabbir Ahmed, Assistant Director, Directorate of Education, Delhi Administration, repatriated to his parent office on completion of his deputation period w.e.f. 30.12.1985.

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 Cherian Thomas; Accountant, Shri Subh Ram Chaudhary, Assistant; and Ms. Ujjal Bhattacharya, Upper Division Clerk attended Computer Programming Course (Basic) at MICROSOFT, SYSTEM Consultants, Lajpat Nagar, New Delhi, respectively from April 1, 1985 to May 15, 1985.

Shri N.D. Kandpal, Documentation Officer, NIEPA underwent APEID intership programme in Documentation and Information Services at the Library of the UNESCO Regional Office for Education in Asia and the Pacific, Bangkok (Thailand) from March 25, 1985 to April 29, 1985.

Dr.(Mrs.) K. Sujatha, Associate Fellow; Ms. Jayashree Jalali, Senior Technical Assistant; Ms. Meena Srivastava, Senior Technical Assistant attended a six-month Advance Training Programme on Development Administration organised by the Instituto, Perla Cooperazione Universitaria, Roma, Italy under Italian Government Scholarship from November 1984 to May 1985; and from November 1985 to May 1986.

Dr. N.V. Varghese, Associate Fellow attended the 20th Advanced Training Programme in Educational Planning and Administration at IIEP, Paris from December 12, 1984 to July 13, 1985.

Ms. Nirmal Malhotra, Librarian is attending training in Library & Information Science at Loughborough University, U.K. under the Technical Cooperation Training Programme from October 7, 1985 to May 9, 1986.

Group Savings Linked Insurance Scheme

Group Savings Linked Insurance Scheme of the Life Insurance Corporation of India for the employees of the Central and State autonomous organisations recently introduced on the pattern of Central government employees Group Insurance Scheme 1980 has been introduced in the Institute w.e.f. March, 1986 and all eligible members of the staff in the Institute have opted to join the scheme. The scheme would be compulsory for all the new entrants in the service of the Institute. Under the scheme, the employees in categories A, B, C & D would be provided an insurance cover of Rs. 80,000/-, Rs. 40,000/-, Rs. 20,000/- and Rs. 10,000/- respectively. In the event of unfortunate death of a member whilst covered under the scheme, the dependents shall be entitled to the Life Insurance benefit as applicable to the member's category plus the amount accumulated with interest in the Savings Fund account of the member. In case of

survival upto the formal retirement date or early withdrawals by resignation or termination of service, the total accumulated amount with interest lying to the credit of member in the Savings Fund Account shall be payable. With the introduction of this scheme, the members of NIEPA staff are adequately ensured against untimely demise and it is a very good welfare measure for the members of their families.

Rules and Regulations of NIEPA

The Rules and Regulations of NIEPA are under review and a draft of Service Regulations has been prepared by up-dating, amending and consolidating the existing rules and regulations and including new provisions for appointments to the posts of Emeritus Professors, National Fellows and Visiting Fellows, Merit Promotion Scheme, terms and conditions governing Academic Leave and Sabbatical Leave etc. the draft Service Regulations have been circulated to the various units in the Institute and are being finalised in the light of the comments received from them. After finalisation, these will be placed for consideration of the Committee constituted by the Ministry of Human Resource Development (Department of Education) on the subject.

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 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 and accounts under computerisation. 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. Monthly statements of cadre and project staff strength prepared through computerisation enabled regular review of cadre and project staff and resulted in

better cadre planning and management. Programmes for computerisation of financial accounting and inventory control system were also 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

With a view to ensure quick despatch of work and increase office productivity, an innovative approach has been adopted to institutionalise an effective system of office reporting in the Institute which is broad based to cover the areas of office functioning, namely, personnel, supply and services, estate and construction in addition to monitoring the disposal of receipts. It has not been possible to fully enforce the system of office reporting but even its limited operationalisation has resulted in perceptible improvement in office functioning, and elimination of delays.

NIEPA Campus

Construction of Director's residence is in full swing and is nearing completion. Construction of 8 type II and 8 type III quarters is also in progress.

With a view to provide un-interrupted electricity supply to the Electronic Data Processing and other operational units, lecture halls and seminar rooms to increase, in particular, the efficiency of the training programmes and other academic activities of the Institute, installation of a generator set was sanctioned during the year at an estimated expenditure of Rs. 1.83 lakhs. Action has already been initiated to construct a generator set room and install the generator.

The Institute has been facing serious shortage of office accomodation. With a view to partly overcome this problem, construction of third floor was sanctioned during the year at an estimated cost of Rs. 13.46 lakhs. Its construction is likely to

start shortly. Keeping in view the long range requirements of the Institute, the Ministry of Human Resource Development (Department 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 by the Institute at New Delhi are residential. The participants are accommodated in a seven storeyed hostel which has 48 fully furnished rooms with attached bath. Eight air-conditioned rooms on the first floor, mainly intended for international participants, were renovated during the year. The old furnishings were replaced with new ones. 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 during the year amounted to Rs.2.06 lakhs as against Rs.2.37 lakhs during the preceding year.

It has been decided to construct Warden's residence, faculty guest rooms and store room; extend the capacity of the dining hall to meet the growing requirements and provide upgraded facilities in kitchen in the hostel. Their drawings are being finalised.

Finance

During the year 1985-86, the Institute received a grant of Rs.85.58 lakhs (Rs.60.41 lakhs under Non-Plan and Rs.25.17 lakhs under Plan) against Rs.74.39 lakhs (Rs.31.44 lakhs under Non-Plan and Rs.42.95 lakhs under Plan) during 1984-85. Against the total receipts of Rs.95.56 lakhs including opening balance of Rs.2.56 lakhs and hostel and miscellaneous receipt of Rs.7.21 lakhs, the total expenditure out of Government grants during the year was Rs.89.63 lakhs. In addition, the Institute also received funds amounting to Rs.18.47 lakhs for conduct of programmes and research studies from the Ministry of Education, ICSSR, UNESCO, etc. Against the total receipt of Rs.23.99 lakhs including an opening balance of Rs.5.52 lakhs for sponsored programmes and studies, the expenditure on these during 1984-85 amounted to Rs.17.25 lakhs.

TRAINING PROGRAMMES**01/E.PL Educational Planning Unit****1. 01/85-86/01 Training Programme in Long-term Educational Planning
(March 5 - August 31, 1985)**

A long term training programme was organised for Shri Chantarot Kotkam, an Educator, Educational Planning Division, Ministry of Education, Thailand for the award of scholarship under the Indo-Thailand cultural Exchange. The objectives of the programme were to enable the participant to develop a system view of educational planning; to acquaint the participant with the concepts of educational planning; to impart to the participants knowledge concerning the methods and issues of long-term educational planning and to improve upon the skill of the participant in at least one method of long-term educational planning. The main themes covered were those of statistics for Educational Planning, Education in developing countries, Educational Planning : concept and Approaches, quantitative Techniques in Educational Planning, Systems Analysis in Educational Planning, Management of Educational systems, Financial Planning in Education system and computers in Educational Planning. The field trip and Study tours were also organised.

The programme was managed by Dr. Brahm Prakash, Programme Director and Shri L.S. Ganesh, Programme convenor.

**2. 01/85-86/02 Attachment Programme on Education of Manpower
Statistics for Maldives Officers
(April 23 - June 16, 1985)**

This programme was organised for Ms. Saleem Badoora, an Officer from Maldives at the request of the Department of Statistics, Ministry of Planning, Government of India. The objectives of the programme were to acquaint the participant with the approaches to educational planning; to familiarise the participant with the applications of statistics to educational planning; to enable the participant to develop a term paper on the status of educational planning in the country of domicile and to expose the participants to the educational and manpower statistics of India. The coverage of content in the programme included themes on concept of educational planning; statistical method; Quantitative Aspects of educational planning, use of computers in educational planning, the project work; and the seminar paper.

The programme was managed by Dr. Brahm Prakash, Programme Director and Mr. L.S. Ganesh, Programme Convenor.

3. 01/85-86/03 Workshop on Introduction to Computer Applications in Educational Planning and Management (May 20-25, 1985)

This workshop was organised in May 1985. The main objectives of the workshop were to expose state-level educational officers to the various uses of computers in their work; to expose statistical officers and the directors of education to some of the different computer based methods of quantitative analysis of education and to make researchers, policy analysts and officers involved in the field of educational planning, aware of the potential of computer based techniques/analysis in the area. The main coverage of the themes for discussions included the topics on Introduction to computers, Quantitative Aspects of Educational Planning, Concepts of Programming, Elements of Basic Programming, computers in Educational administration, Use of Package, Management Information systems for the Educational system, computer based models and the Human factors in computerisation of lesson for management. The programme was attended by 25 State Level Officers from 11 States and 2 Union Territories.

The workshop was managed by Dr. Brahm Prakash, Workshop Director and Shri L.S. Ganesh, Workshop Convenor.

4. 01/85-86/04 UNESCO Sponsored Regional Workshop on Micro Level Planning and Management for Asian Countries (October 14 - November 2, 1985)

The Regional Workshop was organised by NIEPA in collaboration with the UNESCO. The workshop was organised for key personnel from Member States in Asia and the Pacific, with a view to contributing to the national training programmes for more effective educational planning and administration at grass root level. This workshop was expected to be followed by country based activities directed towards more efficient extension of education to rural areas. The focal point of the Regional Workshop was to promote the preparation and implementation of natural strategies in micro-level planning and management of education in rural areas. The workshop was attended by 25 participants from Asia and Pacific.

The management team consisted of Dr. Brahm Prakash, Programme Director, Dr. N.V. Varghese, Shri L.S. Ganesh Programme Coordinators and Srivalasan M., Programme Associate.

5. 01/85-86/05 Western Regional Workshop on Educational Policy - Planning and Management Issues (November 4-5, 1985)

This workshop was conducted in collaboration with the Tata Institute of social Sciences Bombay. This seminar deliberated upon the document prepared by the Union Education Ministry : challenge of Education : a Policy Perspective. It was attended by educational planners, administrators management experts, educationists and journalists from Western Region of the country. There were 35 participants.

The seminar was managed by Dr. Brahm Prakash, Programme Director, Dr. N.V. Varghese and Dr. Y.P. Aggarwal, Programme Coordinators.

**6. 01/85-86/06 Seminar on Education and Employment Linkages
(March 19-21, 1986)**

Educational Planners are faced with dilemma of having to negotiate the impending future with an ossified conservative educational system. The problem was to anticipate the future in a better manner and to make education more responsive. 44 participants attended the seminar.

The seminar was managed by a team consisting of Dr. Brahm Prakash, Dr. Y.P. Aggarwal, Dr. L.S. Ganesh, Dr. N.V. Varghese, Dr. M.M. Khan, Mr. Iftekhhar Ahmed, Mr. H. Srivalsan and Miss Manju Rudola.

02/E.AD Educational Administration Unit

**7 02/85-86/01-05 Orientation Programmes in Management of +2 Stage
to
11. for School/College Principals of Haryana
(April 22-26, 1985) (April 29 - May 3, 1985) (May 6-
10, 1985) and (May 13-17, 1985)**

A series of five programmes for school and college principals of Haryana was conducted during the quarter and was attended by 237 participants. The objectives of these programmes were to explain concepts fundamental to the philosophy, rationale and scheme of studies of 10+2+3 pattern of education, to plan implementation of +2 stage in their respective institutions; and to analyse some of the behavioural aspects of institutional management. The various themes dealing with implementation of Higher Secondary stage and management of educational organisations covered were those of Philosophy and Rationale of New Scheme of 10+2+3 scheme of studies; Management of Curriculum in science, Social Science, Language and Commerce; socially useful productive work and vocationalisation programme; leadership in Educational Organisation; Internal Examination and Grading; guidance and Counselling; Staff Appraisal and Development; Resource Planning and Utilisation, and Institutional Planning and Management. The programmes were attended by 44, 49, 43, 55, 46 college Principals respectively.

The programme was managed by a team consisting of Dr. M. Mukhopadhyay Convenor, Dr. Sudha Rao, Member, and Ms. Nalini Juneja, Rapporteur, Shri M. Kandan and Ms. S. Tripathi also helped in the programme.

**12. 01/85-86/06 Orientation Programme in Educational Planning for
Polytechnics (July 1-12, 1985)**

This programme was sponsored by Indian Society for Technical Education and organised by NIEPA. It was organised keeping in view the increasing emphasis on polytechnic education and in order to ensure curriculum development, preparation of instructional materials and other teaching software. The objectives of the programme emphasised the need of technical institutions in the social context, keeping in

view the methods of managing resources etc. And developing plan of development of the institutions. This All India programme was attended by 12 principals of polytechnics.

This programme was managed by Dr. M. Mukhopadhyay, Dr. K. Sudha Rao and Sh. C.R.K. Murthy.

13. 02/85-86/07 Training Course in Educational Planning and Management for Senior Principals of Kendriya Vidyalayas (July 22 - August 2, 1985)

At the request of the Kendriya Vidyalaya Sangathan, New Delhi, a Training course in Educational Planning and Management was organised for Senior Principals of Kendriya Vidyalayas. the objectives of the programme focused on the new educational trends and quality improvement, while acquainting with modern concepts of educational planning and management; emphasis was also given on the skills required of a head of a school as an effective leader; and formulation of institutional plans. This course was attended by 37 Kendriya Vidyalaya Principals.

The training course was managed by Dr K.G. Virmani and Ms. Rashmi Diwan.

14. 02/85-86/08 Workshop on Management of Educational Technology (September 2-6, 1985)

A National Workshop on Management of Educational Technology was held at NIEPA in order to discuss certain major issues pertaining to management of educational technology and also develop certain working strategies to improve management. The main objectives of the programme were to delineate various aspects of educational technology indicating management implications; to deliberate upon VII Plan perspective in Educational Technology and to develop a management model for Educational Technology at State and Institutional levels. This programme was attended by 21 participants from different states and Union Territories.

The Workshop was managed by Dr. M. Mukhopadhyay, Dr. K. Sudha Rao, Ms. Nalini Juneja and Mr. C.R.K. Murthy.

15. 02/85-86/09 National Workshop on Development of Management Model of Vocationalisation of Education at Plus Two Stage

Vocationalization of Education at plus two stage is one of the priority areas of Seventh Plan. Realising the importance in linking education and work, NIEPA conducted a series of programmes to work out the implementation strategies of various recommendations identify critical issues of Management of Vocationalization of Education at plus two stage; to examine the existing management approaches and to develop viable models of management of vocationalization. This programme was attended by 22 Senior Administrators from some of the States and Union Territories.

The workshop was managed by Dr. K. Sudha Rao, Dr. M. Mukhopadhyay, Ms. Nalini Juneja and Shri C.R.K. Murthy.

**16. 02/85-86/10 Eastern Regional Seminar on New Education Policy :
Planning and Management Issues
(October 16-17, 1985 - Calcutta)**

This seminar was organized for the Eastern Region jointly with Indian Institute of Management, Calcutta. The seminar deliberated upon the document prepared by the Union Education Ministry : Challenge of Education : A Policy Perspective. The seminar was conducted to have discussion and debate on various planning and management issues pertinent to educational policy. The objectives of the programme were to consider the present status and some of the major issues on planning and management; and to derive policy statements in planning and management of education. The seminar was attended by 15 participants from Eastern Region.

The seminar was managed by Dr. Mukhopadhyay Programme Director, Mr. C.R.K. Murthy, Programme Associate.

**17. 02/85-86/11 Seminar on Training and Research in Educational
Administration (January 13-17, 1986)**

The Institute organised a seminar on Training and Research in Educational Administration with the objectives to identify the courses, reading materials, and methods of instruction of evaluation of training in Educational Administration and to discuss priorities of research in Educational administration. 13 participants from 13 universities of India attended the seminar.

The seminar was managed by Dr. N.M. Bhagia, Seminar Director and Shri D.H. Srikant, Seminar Coordinator.

**18. 02/85-86/12 Management of Engineering Colleges (February 24-28,
1986)**

This programme was the second in its series. This programme has been worked out not only with a view to strengthen the management capabilities but also to sharpen the sensitivities of the engineering college principals to the problems of technical education in general and engineering education in specific. 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 organizational diagnosis and to develop understanding about the resource utilization and the optimum use of available financial resources. Principals of Engineering Colleges from various parts of the country participated in the programme.

Management team consisted of Dr. M. Mukhopadhyay, Programme Director and Mr. D.H. Srikant, Programme Associate.

19. 02/85-86/13 Programme on Educational Productivity & Productivity Education (March 3-4, 1986)

The workshop on educational productivity and productivity Education was jointly organised by the Institute and National Productivity Council. The objectives of the workshop were to communicate to the participants the need for productivity in educational institutions and the need for developing productivity oriented attitudes and values in the school population through the principals and the senior teachers. 16 participants attended this programme.

The programme management team consisted of Dr. M. Mukhopadhyay and Dr. K. Sudha Rao.

20. 02/85-86/14 National Workshop on Management of Educational Change (March 3-7, 1986)

The workshop was convened with the objectives to develop case studies on management of change in schools, to examine the process of change and to propose a model of management of change in schools. 8 participants attended this workshop.

The workshop was managed by Dr. M. Mukhopadhyay, Programme Director, Mrs. Nalini Juneja, Programme coordinator, Shri D.H. Srikant and Shri C.R.K. Murthy, Programme Associate.

20(A). 02/85-86/15 Orientation Programme in Planning and Management of Vocationalisation of Education at Plus Two Stage (March 10-14, 1986)

This programme was initiated in view of high priority accorded to vocationalisation in Seventh Plan and in forthcoming New Education Policy. This programme was organized for principals of higher secondary schools and Junior Colleges where vocationalisation is introduced or going to be introduced. The main objectives of the programme were to acquaint the participants with concepts fundamental to planning and management of vocationalisation of education at plus two stage; to familiarize the participants with methods & techniques of planning of vocationalisation of Education at the micro level; to acquaint the participants with innovative practices in planning and management of VE programme and to develop action plans for implementation of the scheme. 11 Principals participated in the programme from various States & Union Territories of the country.

The programme was managed by Dr. K. Sudha Rao, Programme Director, Dr. M. Mukhopadhyay, Mr. C.R.K. Murthy and Mr. D.H. Srikant.

03/E.FN Educational Finance Unit

21. 03/85-86/01 Orientation Programme in the Management of University Finances (August 5-9, 1985)

At the instance of the University Grants Commission, the NIEPA organised a Orientation Programme in the Management of University

finances. The objectives were to promote an awareness about the techniques of modern management in general and of modern financial management in particular, especially from the point of view of their applications in educational administration at the University level; to acquaint the finance officers of the new role and responsibilities in the development of the universities. This programme was attended by 32 finance officers from various universities.

The Orientation Programme was managed by Dr. C.B. Padmanabhan, Dr. J.B.G. Tilak and Ms. Y. Josephine.

22. 03/85-86/02 Orientation Programme in the Management of Educational Finances (September 16-27, 1985)

An orientation programme in the Management of Educational finances for the officers working in Education Departments and Directorates was conducted by the Institute. The main objectives of the programme were to develop in the officers better understanding of the present system of financing education and the system of financial management in education; to promote an awareness of the modern techniques of financial management in education particularly in the context of changing educational situation. The orientation programme was attended by 19 finance officers.

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

23. 03/85-86/03 Workshop on Effective Utilisation of Resources in Education (February 24-27, 1986)

The problem of resources for education has already reached the proportions of a crisis. Many predictions indicate that the education systems in the countries of the world, both developing and developed, are not likely to be better off in the years to come regarding the availability of resources. Under such circumstances, effective utilisation of resources assumes utmost importance. Realising this problem, the Institute organised a workshop on Effective Utilisation of Resources in Education. The main objectives of the workshop was to create a general awareness of the need for effective utilisation of available resources in the context of resource constraints, particularly in the Seventh Five Year Plan; to make the participants familiar with the areas where efficient utilization of facilities was possible and to give an idea of the tools and techniques available for making optimum use of existing resource. 16 participants attended the programme.

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

04/E.P0 Educational Policy Unit

**24. 04/85-86/01 Training Programme on Equity in Education
(May 27-31, 1985)**

This programme was organised for officers of the Planning wing of State Education Departments from different States/UTs. The main objective of the training programme were to sensitise the participants to the concepts of equity in education; help the participants in making an objective assessment of the incentives meant for development of education among the deprived, equip them with strategies for the development of education among weaker sections; and familiarise participants with methodological tools used in measurement in inequities. The themes covered in the programme were based on Equity in Education. This programme was attended by 18 participants.

The programme was managed by Dr.(Mrs.) Kusum Premi, Dr. K. Sujatha, Dr. S.C. Nuna, Shri A. Mathew and Shri SMIA Zaidi.

25. 04/85-86/02 Orientation Programme on Planning and Management of Ashram Schools for District Level Officers and Heads of Institutions (August 26-30, 1985)

This Programme was conducted on the basis of the findings of a study carried out by NIEPA on Ashram Schools in 5 States of Central tribal belt. This Orientation Programme was conducted to train the Heads of Ashram Schools with regard to the teaching-learning process and financing of these schools. The objectives of the programme were to sensitise the participants to the socio-economic constraints of tribal education; to make them aware of the problems of Ashram Schools while exposing them to new methods of planning, management, supervision of schools and techniques of institutional planning. This programme was attended by 23 heads of Ashram Schools.

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

26. 04/85-86/03 Training Programme on Institutional Planning for Heads of Schools of Tribal Welfare Department, Madhya Pradesh (September 10-20, 1985 - Kanker, Bastar)

A training programme on Institutional Planning for the Principals of Higher Secondary Schools of Madhya Pradesh Tribal Welfare Department at Kanker was organised by the Institute. The objectives of the programme were to acquaint the participants the significance of tribal education in the context of national development; to critically evaluate the problems concerning development of tribal education while helping the participants to understand the process and method of institutional planning and develop a tool for institutional self-evaluation. This training programme was attended by 68 principals and senior lectures from Tribal Welfare Department of Madhya Pradesh.

The programme was managed by Dr. (Mrs.) Kusum Premi and Dr. S.C. Nuna.

27. 04/85-86/04 Northern Region Seminar on National Policy on Education (September 28-29, 1986)

This seminar was conducted to discuss various planning and management issues at length. This seminar deliberated upon the document prepared by the Union Education Ministry : "Challenge of Education : A Policy Perspective". The seminar was attended by educational planners, administrators, management experts, educationists and journalists from northern region of the country. The seminar was attended by 52 participants.

The programme was managed by Dr. (Mrs.) Kusum Premi, Shri M.M. Kapoor and Dr. S.C. Nuna.

28. 04/85-86/05 Training Programme in Better Supervision of School of Tribal Welfare, Madhya Pradesh (December 17-24, 1985)

An orientation programme in supervision for Principals of the schools run by Tribal Welfare Department was conducted in Madhya Pradesh. The broad objectives of the programme were to acquaint the principals with the modern principles of education and to provide information about the new techniques in supervision. 48 participants attended the programme.

The programme was managed by Dr. (Mrs.) Kusum Premi and Dr. S.C. Nuna.

29. 04/85-86/06 Workshop on Tribal Education, Jagadapur (Bastar) Madhya Pradesh (February 24-26, 1986)

The workshop was conducted in collaboration with the Bastar Tribal Development Authority. The objectives of the programme were to critically analyse the constraints of educational development among the tribes; and to develop strategy for educational development in the tribal areas in the context of prevailing constraints. The participants numbering 46 were drawn from primary schools, secondary schools and Tribal Welfare Department.

The programme was conducted by Dr. S.C. Nuna with the assistance of Shri A. Mathew.

05/SON School and Non-formal Education Unit

30. 05/85-86/01 Diploma in Educational Planning and Administration - Fourth Pre-Induction Training Programme for District Education Officers (May 6 - November 1, 1985)

This is the fourth Diploma Programme for District Education Officers. Officers from Kerala, Tripura, Uttar Pradesh, West Bengal, Meghalaya, Maharashtra, Manipur, Rajasthan and Delhi participated in the programme. 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 as educational decision making ability; to increase their capabilities of coping with the problems arising out of 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 of intensive curricular work of 15 credits; three months of supervised work of 9 credits in the district of trainee DEO; and four days of viva voce based on the project reports. The themes covered in the curricular work were those of Educational Policy and Issues in Education; Educational Development in the Third World; Priority Areas in Education; Educational Planning; Macro Issues; Micro-level Planning in Educational Planning; Statistics and Research Methods in Education; Quantitative Aspects of Educational Planning; Organisational Behaviour and Development, Inspection and Supervision; Management of Resources; and Office Management.

The programme was managed by Dr. C.L. Sapra, Shri Shabbir Ahmed, and Ms. Zubaida Habeeb.

31. 05/85-86/02 UNESCO Sponsored National Workshop on Coordinated Planning and Complementarity between Formal and Non-formal Education (September 16-27, 1985)

At the request from UNESCO Regional Office for Education in Asia and the Pacific, Bangkok, a national Workshop on Coordinated Planning and Complementarity between Formal and Non-formal Education was conducted by the Institute. The main focus of the workshop was to survey the existing practices regarding coordination and complementarity of formal and non-formal education which are being promoted through structures, contents and methods with reference to universalisation of elementary, science education, teacher training and basic skills training. The programme enabled to formulate recommendations for action for strengthening coordination and complementarity between formal and non-formal education. The workshop was attended by 21 participants.

The workshop was managed by Dr. C.L. Sapra, Shri T.K.D. Nair, Shri Shabbir Ahmed and Ms. Rashmi Diwan.

32. 05/85-86/03 Seminar-cum-workshop on Management of Interdependence between Adult Education Programmes and Poverty Alleviation Programmes of Other Departments (September 30 - October 4, 1985)

In collaboration with the Directorate of Adult Education, the Institute organised a Seminar-cum-workshop on Management of Interdependence between National Adult Education Programme and Poverty Alleviation programmes of other departments. This programme was conducted keeping in view the high priority accorded to Non-formal and Adult-Education in the Seventh Plan. The objectives of the programme were to understand and analyse the interdependence between the programmes of adult and non-formal education and some of the selected poverty alleviation programmes like IRDP, NREP and DWORA etc. of other development departments; the management models of linkages and inter-

dependence between adult education programmes were also discussed. The programme was attended by 20 District Adult Education Officers and Project Officers.

The seminar-cum-workshop was managed by Dr. C.L. Sapra, Dr. S. Bhagia, Shri D.V. Sharma, Shri V. Asthana and Ms. Kausar Wizarat.

33. 05/85-86/04 Fifth Diploma Course in Educational Planning and Administration for District Education Officers (November 18, 1985 - May 13, 1986)

This is the fifth Diploma Programme for District Education Officers. 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 as educational planners and administrators at the district level; to develop their decision making ability; to increase their capabilities of coping with the problems arising out of the increasingly wider role of 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 of intensive curricular work of 15 credits, three months of supervised project and syndicate work of 9 credits and four days of viva voce based on the project reports. 35 DEOs from different States/UTs participated in the programme.

The programme was managed by Dr. C.L. Sapra, Shri Shabbir Ahmed, and Ms. Kausar Wizarat.

34. 05/85-86/05 Orientation Programme in Educational Supervision for District Education Officers (January 6-10, 1986)

Considering the importance of supervision in education a thematic programme to orient education officers at district level was organised. The main objectives of the programme were to acquaint the participants with some of the modern techniques and practices in educational supervision, to survey the prevailing supervisory practices in the schools of states and union territories from which the participants are deputed and to attempt formulation of a suitable programme of action for providing better supervisory services to schools. 16 officers from various states and union territories took part in this programme.

The programme was managed by Dr. C.L. Sapra, Shri T.K.D. Nair and Ms. Rashmi Diwan.

35. 05/85-86/06 Seminar on Planning and Management of Non-formal and Adult Education for Key Level Functionaries (February 17-21, 1986)

The Institute, in collaboration with the Directorate of Adult Education, organised a five day national workshop on Management of Project Implementation for Adult Education Functionaries Alleviation. The main objectives of the workshop were to identify and discuss the

key issues in management of project implementation; to provide a forum for exchange of experiences and innovative approaches for successful project implementation adopted by different States/UTs and to develop appropriate strategies/guidelines for effective project implementation at the field level with special reference to training, community participation and linkages with other departments. 45 participants attended the workshop.

The management team comprised of Dr. C.L. Sapra, Shri S.K. Tuteja, Dr. Sushma Bhagia and Shri O.D. Tyagi.

06/HRE Higher Education Unit

36. 06/85-86/01 Training Workshop on Data Processing for Planning and Development of Higher Education (August 21-24, 1985)

At the request of the University Grants Commission, a workshop on Data Processing for Planning and Development of Higher Education for the Statistical personnel of the UGC was conducted. The workshop aimed at acquainting the participants with the importance of data/information planning and development of higher education; techniques of reliability and consistency check, basic and advanced statistical methods of data analysis and use of computer for data storage, processing and retrieval. 26 statistical personnel from UGC attended the workshop.

The workshop was managed by Dr. G.D. Sharma, Dr. Shakti R. Ahmed, Shri M.M. Rehman and Ms. Manju Narula.

37. 06/85-86/02 Orientation Programme in Educational Planning and Administration for College Principals (September 9-28, 1985)

This programme which was seventh in series, was conducted for the principals of general colleges. It aimed at acquainting the principals with the role of higher education in national development and issues like quantity, quality and equity, college and community relationship; future perspective of higher education, to equip them with modern concepts and techniques of planning, management and evaluation methods while providing an opportunity to interact and share experiences of principals belonging to various parts of the country. This orientation programme was attended by 32 college principals from nineteen universities from different states.

The programme was managed by Dr. G.D. Sharma, Dr. Shakti R. Ahmed, Shri M.M. Rehman and Ms. Manju Narula.

38. 06/85-86/03 Southern Region Seminar on Planning and Management Aspects of the New Education Policy (October 26-27, 1985)

This seminar was conducted to discuss various planning and management issues at length. It deliberated upon the document prepared by the Union Education Ministry "Challenge of Education : A Policy

Perspective". The seminar was attended by educational planners, administrators management experts, educationists, and journalists from southern region of the country. 20 participants attended the programme.

The management team consisted of Dr. G.D. Sharma, Dr. Shakti R. Ahmed, and Shri M.M. Rehman.

39. 06/85-86/04 Workshop on Methodologies of Research for Senior Faculty of University of Jodhpur at University of Jodhpur (November 20-24, 1985)

The workshop was organised by University of Jodhpur in collaboration with NIEPA with the support of University Grants Commission. This was first of its kind, where, three faculty members from 15 faculties namely, natural sciences, social sciences and humanities came together to discuss various aspects of research methodology. This was also unique in this sense that all the faculty members of universities of these departments were involved at their departmental level to frame the draft of M.Phil. programme after having discussed questions pertaining to research methodology. The main objective of the workshop was to discuss paradigms, approaches, methods, techniques and tool aspects of research methodology in an inter-disciplinary framework and to prepare a draft syllabi M.Phil. programme in different subjects. The workshop was attended by 45 participants.

The workshop was managed by Dr. G.D. Sharma, Dr. (Mrs.) Shakti R. Ahmed, and Shri M.M. Rehman.

40. 06/85-86/05 Orientation Programme in Educational Planning and Administration for College Principals (December 9-27, 1985)

The Institute, at the instance of the University Grants Commission organised a three week national level Orientation Programme for Principals of women's colleges drawn from various States/UTs of India. The main objectives of the Training Programme were to discuss with the participants the role of higher education in national development and issues like quantity, quality and equity; college and community relationship; future perspective of higher education; to acquaint the participants with modern techniques/methods of planning/management/improvement in standards; college-society interaction and evaluation to provide an opportunity to participants for interaction and sharing the experiences.

The programme was planned to cover areas related to Background and Policy : College planning, college management, college finances; teaching-learning process; college-community relationship and evaluation. The programme was attended by 25 college principals.

The programme was managed by Dr. G.D. Sharma, Dr. Shakti R. Ahmed, and Shri M.M. Rehman.

41. 06/85-86/06 Seminar-cum-workshop on Planning and Management Aspects of University Administration for Registrars (December 28-29, 1985)

With the support of the University Grants Commission, the Institute and Association of Indian Universities organised a two-day seminar-cum-workshop on Planning and Management Aspects of University Administration for Registrars of Universities drawn from various States/UTs of India. The main objectives of the workshop were : role of university administrators in realising goals of higher education especially in the context of new education policy; planning for development of university; new models of university administration with reference to organisational structure and delegation of authority. 28 university Registrars attended the workshop.

The programme was managed by Dr. G.D. Sharma, Dr. Shakti R. Ahmed, and Shri M.M. Rehman.

42. 06/85-86/07 Study Visit to Autonomous Colleges (Madras Kuttalam, Coimbatore and Madurai) (February 8-14, 1986)

The issue of autonomous colleges is being discussed in the new education policy and it is also the fact that many colleges have applied for autonomous status to their universities. So it was necessary that the development and experiences of autonomous colleges should be studied, so as to help in policy planning as well as benefit the colleges aspiring for autonomous status. Keeping this aspect in view, a study visit to autonomous colleges by principals of 20 selected colleges which could be considered for autonomous status was proposed. 21 participants attended this programme.

This programme was managed by Dr. G.D. Sharma, Dr. Shakti R. Ahmed, Shri M.M. Rehman and Ms. Kausar Wizarat. Professor K.M. Bahauddin also participated in the final deliberations at Madras.

43. 06/85-86/08 Orientation Programme in Educational Planning and Administration for College Principals (February 24 - March 14, 1986)

At the instance of the University Grants Commission, the Institute organised a three week orientation programme in Educational Planning and Administration for Principals of Colleges having concentration of SC/ST students drawn from various states of India. 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 perspectives of higher education etc.; to equip them with the modern techniques/methods of planning and management; improvements in standards; college-society interaction and evaluation. 20 participants attended the programme.

The management team consisted of Dr. Shakti R. Ahmed, Dr. G.D. Sharma, Shri M.M. Rehman and Ms. Kausar Wizarat.

44. 06/85-86/09 Orientation Programme in Planning and Management of Science Education for Heads of Science Departments of Colleges (March 17-23, 1986)

At the instance of University Grants Commission, the Institute organised a 7 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 developments in the field of science and their potentialities, especially in the Indian context; to explore the possibilities of restructuring of science programmes so as to make them relevant to the developmental needs of the community; to acquaint them with planning and cost effective laboratory practices and to acquaint them with the safety measures in laboratories. 18 participants from various states attended the programme.

The management team consisted of Dr. Shakti R. Ahmed, Dr. G.D. Sharma, Mr. M.M. Rehman and Ms. Kausar Wizarat.

07/SNS Sub-National Systems Unit

45. 07/85-86/01 Unesco Sponsored Advance Training-Programme in Office Management with Special Reference to Educational Administration (January 7, 1985 - December 31, 1985)

A twelve month Advance Training Programme for Shri Gauri Shankar Sharma, an Officer of the Education Department, Ministry of Development, Bhutan, commenced from January 7, 1985 and is still in progress. The main objectives of the programme are to acquaint the participants with the important concepts and techniques of office management; familiarise him 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 programme has been outlined with 100 credits in all, consisting of 45 credits for the curricular work at NIEPA, 20 credits for field visits and 35 credits for project work. Curricular Modules including themes on educational development in Bhutan and India, Office Organisation, Management of Office Services, Office Layout and General Services, Financial Management, Personnel Management, Information Management and Systems Management.

The programme was managed by a team consisting of Shri M.M. Kapoor, Shri V.A. Kalpande, Dr. R.S. Sharma, Shri Arun C. Mehta and Shri Chaman Singh.

46. 07/85-86/02 Workshop on Institutional Planning and Evaluation for Senior Educational Administrators of Uttar Pradesh (May 20 - 22, 1985)

At the instance of the Education Department of Uttar Pradesh the Institute was asked to organise two three-day workshops. The first workshop was conducted during the period under report. The objectives of the workshop were to acquaint the participants with the concept,

process and techniques of institutional planning and evaluation, and to prepare action plans for implementation of the systems of institutional planning and evaluation at school stage in the state. The Workshop was mainly devoted to discussions on concepts, process and techniques of institutional planning and evaluation and preparation of action plans for induction of system of institutional planning and evaluation in schools. The workshop was attended by five participants.

The management team comprised of Shri M.M. Kapoor, Programme Coordinator; Shri V.A. Kalpande and Shri Arun Mehta.

47. 07/85-86/03 Orientation Programme in Educational Planning and Administration for Education of Dadra and Nagar Haveli with special reference to School Complexes (May 29 - June 8, 1985)

This programme was organised by the Institute at the request of the Administration of Dadra and Nagar Haveli. The main objectives of the programme were to familiarise the participants with current trends in educational planning and administration; to acquaint them with important concepts and techniques of educational planning and administration to acquaint them with role of school complexes; and to enable them to acquire professional competence as educational administrators. The themes covered in the programme included topics on current trends in education. Micro teaching, educational development of Dadra and Nagar Haveli, modern concept of supervision, planning for universalisation of elementary education, Institutional Planning and Evaluation, Maintenance of Accounts and Records and community participation for Educational Development. The programme was attended by 26 participants.

The programme was managed by Shri M.M. Kapoor, Shri V.A. Kalpande and Dr. R.S. Sharma.

48. 07/85-86/04 Training Programme in Institutional Planning and Evaluation for Senior Educational Administrators of Uttar Pradesh (July 1 -3, 1985)

The training programme on Institutional Planning was organised at the request of Department of Education, Government of Uttar Pradesh. The objectives of the programme were to acquaint the officials with institutional planning and techniques of evaluation while formulating the work plan regarding materialising institutional planning and evaluation at school level in the state. This programme was attended by 26 senior school administrators from Uttar Pradesh.

The programme was managed by Sarva Shri M.M. Kapoor, V. A. Kalpande, Arun C. Mehta and Chaman Singh.

49. 07/85-85/05 Workshop on Institutional Planning for Officers of Uttar Pradesh (July 1 - 3, 1985)

The training programme on Institutional Planning was organised on the request of Department of Education Government of Uttar Pradesh. The

objectives of the programme were to acquaint the officials with institutional planning and techniques of evaluation while formulating the work plan regarding materialising institute and planning and evaluation at school level in the state. The programme was attended by 26 senior school administrators from Uttar Pradesh.

The programme was managed by Sarva Shri M.M. Kapoor, V. Kalpande, Arun Mehta and Chaman Singh.

50. 07/85-86/06 Workshop on Finalisation of Tools, Design and Operational Plan for Evaluation Study of Non-formal Education at Elementary Stage (August 12 - 14, 1985)

The NIEPA has undertaken a research project as per the desire of the Ministry of Education for evaluating the various aspects of the scheme of "Experimental Projects for Non-formal Education for Children of 9-14 Age-group for universalisation of Elementary Education" in nine Educationally Backward States covering its academic, financial, structural and administrative aspects. The workshop was conducted for finalising the tools for conducting survey and to plan out the conduct of field study etc. 6 Project Directors from educationally backward states attended the workshop.

This workshop was managed by Shri M.M. Kapoor, Shri G. Khurana, Shri Q. Naqvi, Shri V. Rama Rao and Shri Jai Prakash.

51. 07/85-86/07 Twelfth Orientation Programme in Educational Planning and Administration for Senior Educational Administrators (September 9 - 27, 1985)

This programme which was twelfth in series, and was organised by the Institute for Senior Educational Administrators. This orientation programme was aimed at acquainting the educational administrators with the issues of Educational Policy and Planning, the new trends in educational development, impact of New Technology on education and for developing proper perspectives of common issues of educational administration and their solutions. 10 Senior Educational Administrators attended the orientation programme.

The programme was managed by Shri M.M. Kapoor, Dr. R.S. Sharma, Shri V. Kalpande and Shri Arun Mehta.

52. 07/85-86/08 Technical Workshop on Finalisation of Tools, Design and Operational Plan for Evaluation Study of Non-Formal Education at Elementary Stage in Nine Educationally Backward States (October 1 - 5, 1985)

At the request of Ministry of Education, the NIEPA has undertaken a comprehensive evaluation study of the important aspects of the programme. The main objectives of this workshop were to finalise the survey schedules and guidelines for conducting the survey for printing in the light of results of pre-testing, to prepare action plan for training of field staff and conducting the field surveys, to discuss coordination of work between academic and non-academic aspects of evaluation study. 20 participants attended this programme.

The programme was managed by Shri M.M. Kapoor, and Shri G. Khurana.

53. 07/85-86/09 Thirteenth Orientation Programme in Educational Planning and Administration for Senior Educational Administrators (February 10 - 28, 1986)

The Institute organised Thirteenth in the series a three week orientation programme in Educational Planning and Administration for Senior Educational Administrators. The main objectives of the programmes were to acquaint the participants with some of the important concepts and techniques of educational planning and administration, to familiarise 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. 17 participants attended this programme.

The management team consisted of Shri M.M. Kapoor, Dr. R.S. Sharma and Shri B.K. Panda.

08/INT International Unit

54. 08/85-86/01 International Diploma in Educational Planning and Administration (January 14 - July 13, 1985)

The second phase of this programme concerned with field research project in the specific national context was completed. The participatory countries were Afghanistan, Bhutan, Mauritius, Sri Lanka and Kuwait. The main objectives of the programme were to help the participants to understand educational development in the Third World in the global context; comprehend the basic principles, concepts and techniques of educational planning and administration to specific national contexts and foster the spirit of regional cooperation and international understanding through exchange of experience gained in different national settings. The themes covered in various courses were those of sensitizing the participants to the problems of educational development in the Third World in a regional, comparative context; concepts and techniques in Educational Planning; Quantitative Aspects of Educational Planning, Educational Statistics and Project Planning; Monitoring and Evaluation; Organisational Behaviour; Personnel Management; Financial Management and Office Management. The programme was attended by 12 participants.

The programme was managed by Dr. Usha Nayar, Ms. Anjana Mangalagiri, Dr. S.Q.A. Naqvi and Ms. Sunita Chugh.

55. 08/85-86/02 Workshop in Indian History and Culture for Social Studies Supervisors and Curriculum Consultants from the United States of America (July 8 - August 9, 1985)

At the request of the United States Educational Foundation in India and with the approval of the Ministry of Education, Government of India, the workshop was organised for the curriculum consultants and supervisors from the United States of America on Indian History and Culture. The objectives of the programme were to acquaint the participants with the culture and fine arts, its land and people through the ages; the development of agriculture, industry and technology with reference to the changing socio-economic scenes; India's role in promoting international understanding and peace with special reference to the non-aligned movement and to develop a curricula on Indian History and Culture for schools in the United States. This programme was attended by 15 Curriculum Supervisors and Consultants from USA.

The workshop was managed by Dr. Usha Nayar, Ms. Jayashree Jalali and Ms. Sunita Chugh.

56. 08/85-86/03 International Diploma in Educational Planning and Administration (February 20 - August 19, 1986)

In the Sub-Regional Meeting of National Commission for Unesco in Asian Countries, held in New Delhi in 1983, a proposal was adopted that NIEPA should extend its training facilities on a more regular basis to countries in south Asia and to other Third World countries. In order to meet the growing demands, the Institute decided to introduce the International Diploma Programme in Educational Planning and Administration.

The main objectives of the programme are to undertake 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 their skills of analysis, statistical interpretations forecasting, project preparation, data collection and processing for macro and micro educational planning and foster the spirit of regional cooperation and international understanding through exchange of experiences gained in different national settings. 10 participants are attending this programme.

The management team of the programme comprised of Dr. Usha Nayar, Ms. Anjana Manglagiri, Ms. Jayashree Jalali, Ms. Sunita Chugh and Dr. Saroj Pandey.

G General

57. G/SB/01 Training Programme for Members of Village Education Committee of a Village in Haryana (April 24, 1985)

One day Orientation Programme for 40 members of the village Education Committee of Punhana Block (Haryana) was held in Punhana on 24th April, 1985. Its aim was to bring about in them an awareness of the need for education and to urge them to continue the activities already begun by them i.e. enrolment and retention of students. The themes covered during the programme were Education and community development, Importance of education in agriculture, Education and Social Development; Health Education; Importance of Girls Education and Adult and Non-formal Education. The programme was attended by 40 participants.

The programme was managed by Prof. Satya Bhushan, Dr. Aziz, Dr. Pramila Menon, Shri Usman Khan and Shri Satpal Singh.

58. G/RPS/02 National Seminar on New Educational Policy : Planning and Management Issues (November 23 - 25, 1985)

In the Seminar which was held on November 23-25, 1985, different aspects of the educational system were discussed in the context of New Educational Policy. In particular the conference deliberated upon the document prepared by the Union Education Ministry "Challenge of Education : A Policy Perspective" and the recommendations of the four Regional Seminars held earlier at Delhi, Calcutta, Bangalore and Bombay. The main objectives of the seminar were to consider the present status and some of the major issues in planning and management and to derive policy statement in planning and management of education. In this seminar legislators, educational planners, administrators, management experts, educationists and journalists from all over the country were invited to take part and discuss various aspects such as: organisational structures and process at area level, institutional planning and management, personnel human resource management resource for education of human resource development. 55 participants attended the seminar.

Dr. R.P. Singhal was the Seminar Director.

59. G/SBN/03 Workshop at Punhana, for Women from Fifteen Villages in Mewat (Distt. Gurgaon) (December 19 - 20, 1985)

NIEPA organised a two day workshop at Punhana, for women from fifteen villages in Mewat. The main objectives of the workshop were to impart knowledge of elementary hygiene and primary health care to provide information about beneficiary orientated schemes, to introduce improved technologies of commonly based implements and to evolve strategies for promotion of universal elementary education among girls. 30 participants took part in the workshop representing fifteen villages.

The programme was managed by Prof. Satya Bhushan, Director, Dr. A. Aziz, Dr. P. Menon, Shri Satpal Singh and Usman Khan.

60. G/RPS/04 Seminar on Teacher Pupil Ratios for Schools in India
(February 26, 1986)

In the Seminar some major findings and important recommendations of the study were discussed. In India, the problem of class-size and optimum TPR is unique because both small classes as well as large classes exist. The actual TPRs for different stages in the schools of the sample (as of 1982-83) : were 1 : 36 for primary stage, 1 : 28.5 for Middle stage and 1 : 29 for High school stage. The seminar agreed that Teacher effectiveness is more a result of innovative methods of teaching than of class size. To do away with wide differences in class size and TPRs for obtaining indifferent states, it is necessary to have national norms which should be uniformly followed by all states and UTs. Various strategies have also been suggested for optimising TPRs. These including taking into account average attendance of pupils besides enrolment, school mapping, formulation of norms for opening and ungrading of schools etc. These measures would help to achieve UEE at a faster rate, improve pupil attendance and enable teachers to perform better. The seminar was attended by 42 participants.

The management team for the seminar comprised of Dr. R.P. Singhal, Shri B.K. Panda and Ms. Rashmi Diwan.

RESEARCH STUDIES IN PROGRESS

1. 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) (03/E.FN/04)

The Research team comprised of Dr. C.B. Padmanabhan, Project Director and Shri B. Shiba Reddy, Project Associate.

The main objectives of the study are: to examine the changes in the sources of educational finance in the light of equality and equity goals; and to analyse the financing mechanism 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 namely Kerala and Uttar Pradesh. 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. Publications of NCERT, such as All India Educational Administration also provide information related to the Project.

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. The final chapters are being written.

2. Indian Education in the Year 2000 - A Long Term Perspective (01/E.PL/01)

The research team of the study comprised of Dr. Brahm Prakash, Project Director; Shri M.M. Khan, Project Associate; Shri Manoj Sharma, Project Assistant; Shri Iftikar Ahmed, Project Assistant; and Ms. Manju Rudola, Project Assistant.

More specifically the proposed research project will have the following objectives: to derive a trend based 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 states; to put forth behaviouristic model of education : An attempt would be made to link the size of enrolment, number of teachers, number of institutions, and the amount of expenditure on education with significant socio-economic and demographic variables; to produce a set of annual projections:

This would be done for enrolment, the number of teachers, number of institutions and the amount of expenditure upto the year 2000; to derive social, economic and budgetary implications of these projections: This would help in establishing a system of priorities.

The following documents were prepared during the year 1985-86:

- 01/EPL/01.2 Primary Education in India - Some census evidence
- 01/EPL/01.3 Primary Education on the Use of Simulation Models for Educational Planning and Management.
- 01/EPL/01.4 Primary Education in India - A Trend Analysis
- 01/EPL/01.5 Planning Education for the Future - Developments, Issues and choices.

(for details, refer Part II studies 17-20)

3. Role-Performance of Heads of Colleges (02/EAD/02)

The research team of this study comprised of Dr. N.M. Bhagia, Project Director; Ms. Promila Yadav; and Shri D.H. Srikant, Project Assistant.

The study has been taken up with the main objectives of identifying the roles of Heads of Colleges; exploring the frequency of performance of different types of roles by the heads; and finding the relationship of some factors with the role performance of the college heads.

The functions of Heads of colleges, as perceived by them the teachers and students were specified so as to identify the roles which heads of colleges are called-upon to play. The roles were labeled as planner and innovator; office manager; resource facilitator; supervisor of the instructional programme; promoter of co-curricular activities; staff evaluator and motivator; mentor and reconciliator; academician and teacher; representative of the college; and bridge builder with the community.

The questionnaire consisting of 83 items was constructed on the basis of the functions under ten different roles. A try-out of the questionnaire was carried out which helped in revising the final form of the questionnaire and its response categories.

A stratified random sample of 50 colleges out of 129 colleges in the National Capital Region was selected for the purpose of the study. The sample included Government and privately managed colleges, aided and unaided colleges as well as co-educational and women colleges. Apart from Principals of these colleges, the sample included 4-5 lecturers of colleges.

The tools for this study comprised the Role-Performance Questionnaire (RPQ), mentioned above, Personality Data Questionnaire (PDQ), Cattle's 16 Personality Factor Questionnaire (PFQ), and Organisational Health Questionnaire (OHQ).

RPQ and OHQ were administered on lecturers of colleges while PDQ and PFQ were administered on the Heads of Colleges. The data, complete in all respects, was received from 28 colleges. It was analysed with the help of computer after formulating necessary tables.

The draft report is under preparation.

4. History of Education Development in Kerala (04/E.PO/14)

The research team for this study comprised of Prof. K.M. Pannikar, Hony. Consultant; and Shri A. Mathew, Project Assistant.

The study aims at comprehensively analysing the educational developments in a historical perspective. In particular, the study seeks: to analyse the growth of education in Kerala as it evolved under the erstwhile princely States of Travancore - Cochin and the Malabar province of the Madras Presidency between 1820 and 1947; to study the direction of education developments in Kerala after its formation in 1956; to identify the historical factors that conducted a faster pace of expansion in the post 1956; and to delineate those features of Kerala's educational experience worthy of emulation by other states.

The methodology being adopted for this study includes survey and collection of historical sources from Archives and State Education Departments in New Delhi, Travancore, Cochin and Tamil Nadu as well as State Planning Board, Trivandrum and Planning Commission. Interviews of leading educationists and government officials has also been scheduled.

Material collection from Delhi has been completed. The materials were examined and preliminary drafts were prepared in respect of the pre-1947 period. The field trip plans were also finalised

5. 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 Punhara Block, District Gurgaon, Haryana. (G/SEN/17)

The research team for this project comprised of Prof. Satya Bhushan, Project Director; Dr. Abdul Aziz, Project Associate Fellow; Dr. P. Menon, Project Assistant; Mr. Usman Khan, Jr. Project Assistant; Mr. Satpal, Jr. Project Assistant.

The main objectives of the Project are to evolve through experimentation a comprehensive integrated programme; to promote literacy of 6-14 age group children; involve the community through participative investigation, identification of the problems, formulation of plans and its implementation and monitoring and evaluation; and establish linkages and coordination with other developmental agencies by identifying the educational components of their programmes and link it up with UEE.

The project was conceived in the context of emphasis on UEE in the country. Twenty contiguous villages of Punhana Block in Gurgaon District were selected for purposes of studying the possibility of achieving Universalisation of Elementary Education, by involving the community. The population of the covered area is 20,830 of which 8.3% are Scheduled Castes. The major objective of the project is to evolve through experimentation a comprehensive integrated programme of development in the selected cluster of villages. From the education point of view, the project seeks to bring about awareness among the parents in a manner that the children in the 6-11 age group who are not attending school, or have dropped out without completing the elementary stage are brought back to the field of education. The project has also focussed on the non-formal component of education. With this end in view the emphasis was on the programmes of adult and non-formal education. The Village Education Committee has played a vital role in the formal sector by ensuring retention of the students enrolled, and in reducing drop-out rate. Village Learning Centres were also set up in each of the villages where books and learning material were made available to the community. Efforts in this project have always been directed at creating an urge for literacy rather than an imposition of the same. The project will increase our understanding of the social, economic, cultural and political reality of the mass education programme in rural areas and will have beneficial effects on the weaker sections of the society. It will operationalise a participatory decentralised model of development with community initiative in a rural society.

6. Personnel Structure in Engineering Colleges (02/E.AD/03)

The research team of the study comprised of Dr. M. Mukhopadhyay, Project Director; and Shri C.R.K. Murthy, Project Assistant.

The major objectives of the study are: to find out the existing staff structure in different categories of engineering institutions; and to suggest a viable, alternative staff structure for engineering institutions in the country.

Proforma and questionnaire were designed and addressed to 150 engineering colleges all over the country. In addition to this 28 engineering colleges covering southern, northern and western regions have been visited by and collected qualitative and quantitative information. In order to develop alternative structure, delphi method was used.

The draft report of the study is under preparation.

7. Inventory Management in Engineering Colleges (02/E.AD/04)

The research team of the study comprised of Dr. Mukhopadhyay, Project Director and Shri C.R.K. Murthy, Project Assistant.

The main objectives of the study are: to identify the nature of inventory in engineering colleges; to compare the per student cost of inventory in different types of engineering colleges namely, Regional Engineering Colleges, State Colleges and University Engineering

faculties; to study and compare the cost of inventory vis-a-vis the cost of management in different types of engineering college; and to compare the various models of inventory management and to develop optimally effective model.

The inventory management in eight regional engineering colleges, 13 states engineering colleges and seven University Engineering Colleges from Southern, Northern and Western Regions were studied. By personal visits to all the colleges, data were collected with the help of questionnaires, interview and observations.

The draft report of the study is under preparation.

8-16 Experimental Projects for Non-formal Education for Children of 9-14 age group for Universalisation of Elementary Education in Nine Educationally Backward States. (07/SNS/06.1)

07/SNS/06.1	Andhra Pradesh
07/SNS/06.2	Assam
07/SNS/06.3	Bihar
07/SNS/06.4	Jammu & Kashmir
07/SNS/06.5	Madhya Pradesh
07/SNS/06.6	Orissa
07/SNS/06.7	Rajasthan
07/SNS/06.8	Uttar Pradesh
07/SNS/06.9	West Bengal

The research team comprised of Shri M.M. Kapoor, Fellow & Head; Shri G. Khurana, Project Fellow; Dr. S.Q.A. Naqvi and Shri Arun C. Mehta, Project Fellows; and Shri V. Rama Rao, Shri J.P. Malik and Shri S.C. Baral, Project Research Assistants.

The main objectives of the study are to: identify the areas of success and failures; and suggest possible fresh approaches for restructuring of the programme to attain the desired objectives.

This study has been undertaken in all the nine educationally backward States namely: Andhra Pradesh, Assam, Bihar, J & K, Orissa, Madhya Pradesh, Uttar Pradesh, West Bengal and Rajasthan.

The Study covers Evaluation of NFE Scheme, run both by Government and voluntary organisations in all these States. It is very comprehensive evaluation study which would cover various aspects of this scheme particularly its academic, financial, structural and administrative aspects. The Institute is undertaking an evaluation of its administrative, financial and structural aspects whereas the NCERT is undertaking evaluation of its academic aspects. In May 1985, the study design was finalised at a national level technical workshop and sent to the State Governments. In August, 1985 a Technical Workshop was also organised to finalise tools, tabulation plan and guidelines to conduct field survey.

A set of 14 schedules have been prepared to collect information from various sources for this study at different levels. There are separate schedules for collection of information from NFE centres,

instructors, supervisors, learners, drop-outs, children never attending schools; knowledgeable persons, primary/middle schools, village and town, block, district, state, SCERT and voluntary organisations. The field survey has been completed in all the States and the consolidation work is going on. The consolidation registers have also been prepared and sent to all the States. A sample check of the information collected from the field has also been undertaken to check the errors in data reporting from various sources.

17. Monograph on Education and Development (04/E.PO/13)

The research team of the the study comprised of Dr. S.C. Nuna, Project Director; and Shri O.D. Tyagi, Cartographer.

The monograph will highlight the relationship between education and development. It is proposed to substantiate that education and development are bi-directionally inter-linked, sustaining and sustained by each other. It will have three sections. The first section will highlight the relationship between education and quality of life-indicators in selected countries of the world. The second section will present a state-level situation in India. The last section will deal with district-level scenarios in India. The entire exercise will be completed with the help of 18 maps and 18 diagrams.

It will be further supplemented by an exercise in Ranking where selected countries of the world, states and union territories of India and the districts of India have been ranked in terms of educational developmental indicators. The work has been completed and the draft report is under finalisation.

18. Management of Change in Education (02/E.AD/05)

The research team of the Study Comprised of Professor M. Mukhopadhyay, Project Director; Ms. Nalini Juneja, Project Associate Fellow and Mr. C.R.K.Murthy Project Assistant.

The Study aims at identifying some of the major innovative programmes at the national, state, and institutional levels; studying the process of conceptualisation style of communication process of planning, implementing, and institutionalising innovative programmes; identifying the process of effective management of change through multiple case analysis and thereby propose a management model for change.

The study is in the first of its three major phases - i.e., documentation of literature on management of change and review of the studies.

SANCTIONED STUDIES

1. 'Equity, Quality and Cost in Higher Education' (06/HRE/04)

The study is part of the country studies sponsored by Unesco Regional Office for Education in Pacific and Asia, Bangkok.

The broad objectives of the study are : to investigate problems and issues concerning equity, quality and cost in higher education in participating countries; to bring together and analyse the experience of participating countries on these aspects; and to suggest policies, strategies and measures to promote equity and improve quality through cost-effective methods.

2. 'Literacy in India : A Spatio-Temporal Analysis' (04/E.P0/15)

The main objectives of the study are : to discern salient features of spread in literacy over national space during this century; and to develop an explanatory model for explaining regional variations in literacy so that new strategies may be formulated in the context of regional diversities.

As far as cross section and temporal analysis is concerned, simple as well as multivariate cartographic techniques will form the basic tool of analysis. However, one of the major problems of the analysis will be of comparison of data over time as a result of changes in administration units. In order to overcome this problem interpolation techniques will be used. Standard statistical packages will be used for building an explanatory model for explaining regional variations in literacy. The recruitment of research staff is in process.

3. 'Development and Efficient Functioning of Colleges : An Action Research Study (06/HRE/06)

The broad objectives of the study are : to analyse the problems of development and efficient functioning of a selected college; to suggest suitable changes if necessary, for development of and improvement in the working of the college; to help and persuade the college to implement the suggested changes and other development schemes, namely, COSIP, COHSSIP and ULP and restructuring of courses with a view to linking education with social needs and for introduction of vocational component; to examine the effect of suggested changes of the working and performance of the college; and to conceptualise the problems and their remedies and the experience gained in the process, so as to use this knowledge in the training programmes for college principals.

An action research involves the base, process and impact analysis, Methodology of empirical analysis would be adopted for 'Base' and 'Impact' analysis. The methodology of process analysis would be evolved through the experience gained while carrying out action programmes. The recruitment of the research staff is in the process.

4. 'Effective Utilisation of Resources in Education - A Case Study'
(03/E.FN/05)

The main objective of the study is to examine the efficiency of total expenditure on education as well as the efficiency of the pattern of allocation/utilization of expenditure in education for different functions.

The study will be based on data collected from a sample of schools in rural and urban areas in India. The data will be based on questionnaire and from other official and un-official sources. The recruitment of research staff is in the process.

Annexure III

ACADEMIC CONTRIBUTION OF FACULTY

BOOKS

Dr. S.C. Nuna

Population and Development - Towards the 21st Century, Family Planning Foundation, New Delhi, 1985 (Jointly with Prof. Moonis Raza).

CHAPTERS IN BOOKS

Dr. C.B. Padmanabhan

Education, Science and Technology - in Seventh Plan Perspectives, edited by Dr. Malcolm S. Adiseshiah (with Prof. M.G.K. Menon and Dr. Amrik Singh).

Systems Approach to Educational Planning in India, in Systems Approach : Its Appreciation in Education, edited by prof. Moti Lal Sharma.

Research Areas in Financing of Indian education in Quality Control in Educational Research, edited by Dr. S.K. Pal and Dr. P.C. Saxena.

Dr. C.L. Sapra

Training of Educational Planners and Administrators in Environmental Education (under publication).

Promoting Equity through Non-formal Education and Open Learning system and Education Employment Interface with special reference to Implementation of Vocationalisation at +2 stage in C.L. Sapra and Y.P. Aggarwal (eds.) Education in India : Some Critical Issues (in press).

Dr. N.M. Bhagia

'Centralisation and Decentralisation in Education Educational Administration in Administration of Education' edited by Dr. K.S. Bhatt and S. Ravishankar (Seema Publications).

'New Values and Education', in Human Values and Education edited by Dr. S.P. Ruhela, Sterling Publishers.

Dr. (Mrs.) Usha Nayar

Brain Drain : Its Causes in the Book entitled 'Brain Drain, How to Reverse it' edited by Dr. S.K. Chopra Society for Technical & National Development, March, 1986.

Cultural Roots of Oppression : "Patterns of Women's Education in India: Women's Oppression : Patterns and Perspectives, Susheela Kaushik (ed.) Shakti Books 1985.

Dr. (Mrs.) Kusum Premi

Training of Curriculum Developers in Environmental Education, (under Publication by UNESCO).

Dr. (Mrs.) Sushma Bhagia

Approaches in Value Education in Human Values and Education, S.P. Ruhela (ed.) Sterling Publishers, 1985.

Dr. J.B.G. Tilak

"Long Term Educational Planning : Introductory overview" "Education in an Unequal World", and in Educational Planning : A Long Term Perspective, Concept, New Delhi, (with Prof. Moonis Raza).

'Planning Teacher education" in Resource Books on Teacher Education (New Delhi, NCERT) (to be published).

Dr. S.C. Nuna

Fragmentation of Political Behaviour in India : a Geographical Analysis of Electoral Trends" in A.B. Mukherjee and A. Ahmad (eds.) India : Culture, Society and Economy : geographical Essays , Inter India Publications, New Delhi, 1985.

"Inequity in the literacy Levels of Population and Maharashtra" in Moonis Raza (eds.) Educational Planning : A Long Term Perspective NIEPA, New Delhi, 1985.

Ms. Jayashree Jalali

'Education in Non-Aligned Countries' in D.R. Goel edited Non-Alignment - Prospect and Perspectives Ajanta Publishers, New delhi, February 27, 1986.

RESEARCH PAPERS/ARTICLES PUBLISHED

Dr. R.P. Singhal

"In search of New Models of Secondary Education", in Report of the Task Force meeting of APEID, Unesco, Bangkok, 1985.

"Education in Japan", published to Journal of Indian Education, Vol.10, No.2, NCERT.

"Reforming University Examination System" published in the University News, AIU, May 8, 1985.

'Population and Development' published in Development Policy and Administration in India, Associated Publication House.

Reforming University Examination : A search for an Alternative in Sangam, KVS.

Dr. C.B. Padmanabhan

"Fiscal Equalisation for Education in the Seventh Plan", in Hindu, June 25, 1985.

Financing and Equality of Opportunity in 'Perspectives in Education', 1985, Vol. I No. 3

Financing of Education in 7th Plan - 'New Frontiers in Education', April-June, 1985

University Budgetary Reforms - 'New Frontiers in Education', July-September, 1985

Towards a Rational Financial Policy in Yojana, November 1985

Towards a Realistic Financial Policy for Indian Education - Education Quarterly, Autumn 1985, Vol. XXXVII. No. 3

Resource Constraints for Indian Education - Journal of Indian Social Institute Social Action, Vol. 36, January-March, 1986

Financial Management in Indian Education - A Function Approach in Indian Education Reivew - October 1985

Dr.N.M. Bhagia

"Sex Differences in the Areas of School Adjustment at various Levels of Intelligence", in the Educational Herald, Vol.16, No.2, July-September, 1985.

'Future Oriented Education for Teachers' accepted for publication in the forthcoming issue of the Teacher Today.

Dr. M. Mukhopadhyay

"Educational Managment : Challenges for Professionalisation" in the journal Perspectives in Education Vol. 2, No.2, 1985.

"Management of Educational Technology : New Challenges in Education" in the Journal "The Education Quarterly", Government of India, 1985.

Shri M.M. Kapoor

'Girls Education at Elementary Stage in India', An Overview for consideration of Unesco Regional Panel on Education.

Dr.J.B.G. Tilak

"Educational Planning at District Level", Margin, 17/3, April 1985.

Growth of Literacy in India : A rejoinder Indian Journal of Adult Education, Vol. 46, No.8, August, 1985.

Political Economy of Investment in Education : A Reply, International Journal of Educational Development (in press)

Dr.(Mrs.) Usha Nayar

'Education and Employment for Women in India' Towards Equal Status by the Mother Teresa Women's University, Kodaikanal, Publication II.

'Brain Drain : Causes Consequences and Proposed solutions', in Mainstream, New Delhi.

'Education of Women in South Asia', a PTI feature published by the Patriot, The Tribune, and the Indian News Chronicle.

'Cooperative in Education' PTI feature published in The Tribune, February 12, 1986.

"Women Education in India with Special reference to Science Education", published in the bulletin of Association of Women Scientific Workers February 1986 issue, Vol. 15, No.2.

Education of Women : A Major Poseur for the Commonwealth" published in CCEA Neslwttter Vol.6, No.6, September, 1985.

"Towards Regional Cooperation in Education in South Asia", Paper published by Business Standards, Calcutta, December 18, 1985.

"Education : A Challenge for SAARC", (Association of South Asian Regional Cooperation), Published by Business Standard, Calcutta, December 31, 1985.

Dr. (Mrs.) Kusum K. Premi

"Equalisation on Educational Opportunities in India : Review Opportunities in India : Review of Policy and Direction for New Policy in IAEPA Bulletin Vol.1, No.2, 1985.

"Education of the Weak" in Yojana Vol.28, No.17, 1985.

"Education, Equality and Economic Opportunities", in Journal of Higher Education Spring 1984 (brought out in 1985)

Dr. (Mrs.) Sushma Bhagia

"Forces Calling for Innovations in the Present Indian Education". The Orissa Education Magazine; Vol. XXXV, No. 3 & 4 July-Sept. 1982.

"Management of Innovations in Higher Education". New Frontiers in Education; Vol. XV No. 3 July-Sept., 1985.

"Adult Education in Australia : Its Implications in India". The Orissa Education Magazine; Vol. XXIV No. 3 Sept., 1985.

"Developments in Non-formal Education". The Rajasthan Board Journal of Education; Vol. XXI, No. 3 & 4, July-Sept., 1985.

"Value Oriented Education". The Rajasthan Board Journal of Education; vol. XXII No. 1, January-March, 1986.

Dr.(Mrs.) K.Sudha Rao

'Role of Quality in Universalisation of Elementary Education', Educational Quaterly Spring, 1985.

Ms. Jayashree Jalali

Linking work with Education : A Comparative Study at the School Level' accepted for publication in the Journal of Indian Association of Educational Planners and Administrators.

'Citizens Consensus' article publised in Business Standard feature story, September 21, 1985.

"Education Policy - A long Shadow of Centralisation" published by Business Standard, Calcutta February 27, 1986.

Dr.R.S. Sharma

Action Plan of the Education of the Handicapped published in Bhartiya Adhunik Shiksha - a Journal Sponsored by NCERT, New Delhi, No.II, October, 1984.

REVIEW OF BOOKS/PAPERS

Dr.C.B. Padmanabhan

Review of the book entitled Employment Problem of Graduates by Professor Parwathamna.

Dr. C.L. Sapra

Review of two research papers on 'Educational Wastage' in May 1985 for the Journal "Indian Educational Review", NCERT.

Dr.J.B.G. Tilak

'Achievement of Inequality in Education' (J. Purvies and M.Hales) (eds) and the Sociology of Education' (J.Ballantine) British Journal of Sociology 36/2 June 1985.

Economics of Higher Education in Tamil Nadu (P.P. George) Kyklos 38/2 (1985)

'Educational Planning' (OECD) in Interchange June 1985 (in press).

Instalment in Education and Social Choice (T.Majumdar) Perspectives in Education 2/1 January 1986.

ADDRESSES/LECTURES DELIVERED TO LEARNED SOCIETIES

Professor Satya Bhushan

Delivered valedictory Address to the participants of the Diploma Course in Educational and Vocational Guidance at NCERT, April 30, 1985.

Resource Person for the Training Course of Officers at the Joint Secretary level organised by the Lal Bahadur Shastri Academy at Mussoorie July 3-5, 1985.

Resource Person in the Seminar-cum-Workshop on 'Evaluation and Planning of Administration in Autonomous College, Lyola Colleees, Madras, August 31, 1985.

Inaugurated the Educational Technology Programme organised by Indian Association for Educational Technology at Guru Harkrishan Public School, New Delhi, December 2, 1985.

Panel Discussion on 'Education in India and its Impact or Social Change' at National Defence College, New Delhi, January 2, 1986.

Delivered a lecture on Inter-sectoral co-ordination,; to the participants of Health and Family Welfare, New Delhi, Feburary 12, and Feburary 19, 1986.

Addressed the Annual Conference on Non-formal Education at NCERT, New Delhi, February 13, 1986.

Delivered a lecture in Planning session on 'Development National Policy on Education and Educational Technology in the Conference on Educational Technology held at Indian Institute of Foreign Trade, New Delhi, February 21, 1986.

Delivered inaugural address to the participants of Orientation Course in Educational Technology for Principals and Vice Principals of Delhi School Television Branch, Delhi Administration, New Delhi, March 4, 1986.

Inaugurated the Workshop on Institutional Planning for Principals of Senior Secondary School, Delhi Administration, New Delhi, March 6, 1986.

Addressed the participants of Refresher Course on Development Communication on Role of Education in Rural India, at Indian Institute of Mass Communication, New Delhi, December 25, 1985.

Delivered a lecture on Rural Urban Device in Education at the TRF School Journalism, Times of India Research Foundation, February 20, 1986.

Addressed the seminar on Vocationalisation of Secondary Education at IIE, Pune, March 29-30, 1986.

Dr.C.B. Padmanabhan

Delivered two lectures on Human Resource Planning at the Institute of Economic Growth, New Delhi, December 3, 1985.

Dr. C.L. Sapra

Resource Person in the National Workshop on APEID-UNESCO Project "Evolving Strategies for the Re-training of Primary Education Personnel to deal with problems of Drop-outs and Repetition, organised by NCERT, New Delhi, August 6-9, 1985.

Delivered a lecture on "Measurement of Educational Wastage" in a Training Programme for Senior Statistical Officers Organised by the Central Statistical Organisation September 23, 1985.

Delivered a lecture on PERT and CPM at SIE, Delhi, February 26, 1986.

Dr.N.M. Bhagia

Delivered a lecture on Modernisation and Improvement of Quality of Education in the Seminar on Imperatives in Education at Bhartiya Vidya Bhawan, New Delhi, April 27, 1985.

Addressed a seminar on Quality Education and Development to the Teachers of the Delhi Tamil Educational Association Schools on May 14, 1985.

Addressed at a Seminar on Resturcturing of Need Based University Courses run by AEC Training College and Centre, Pachmarhi and Participated in the Seminar from May 26-31, 1985.

Delivered lectures to the staff and students of Shri Mahesh Teachers' Training College on 'Qualitative Improvement in Education', July 1-2, 1985.

Delivered a lecture on Organisational Health to the staff and students of Bombay Teachers' Training College, Bombay, September 14, 1985.

Delivered a lecture on 'Use of Computers in Education Organised by RAAG, at Bombay, September 15, 1986.

Delivered a talk on 'Techniques and Methods of Evaluating Training Programmes', in an Orientation Programme for the Heads of Pre-School Workers' Training Centres organised by National Institute of Public Co-operation and Child Development, New Delhi, September 24, 1985.

Delivered a lecture on Survey of Literature to the participants of a Refresher Course on Research Methodology at the National Institute of Public Cooperation and Child Development, New Delhi, December 4, 1985.

Delivered a lecture on 'Achieving World Peace through Young Workers and Students Organisations, in a programme organised by United Schools International, December 24, 1985.

Delivered a lecture on 'What is Case Method and its Application in the Workshop for Key Trainees of Health and Family Welfare Training Centres', and Lectures of 'Community Medicine of Medical College for Faculty Development', in the National Institute of Health and Family Welfare March 11, 1986.

Dr. Brahm Prakash

Delivered two lectures at Institute of Applied Manpower Research on 'Education and Employment Linkages', April 22 & 28, 1985.

Delivered a lecture on Systems Approach at State Institute of Education, Delhi March 6, 1986.

Dr. G.D. Sharma

Delivered a lecture on Planning and Organisation - The Role of an Administrator at Government Polytechnic, Chandigarh, June 14, 1985.

Delivered a lecture in the Orientation Programme for Deputy Registrars at Aligarh Muslim University, Aligarh, September 3, 1985.

Dr. M. Mukhopadhyay

"Group Dynamics", for participants of Indian Council for Women Entrepreneurs, New Delhi, April 29, 1985.

"Quality and Quantity in Education", at India International Centre, New Delhi, May 31, 1985.

"Management of Classroom Instruction", at Guru Harkrishan Public School, New Delhi, June 6, 1985.

"Future Perspectives of Social Change", at Bal Bhavan, New Delhi, July 6, 1985.

"Linkage between Formal Technical Education and Industry", at ISTE, New Delhi and REC Srinagar, Joint Programme at Srinagar. Sept. 6, 1985.

"Emerging New Policy on Education", at Department of Education, Delhi Administry, Delhi, October 8, 1986.

"Challenge in Education - Policy Perspective", St. Xaviers School, New Delhi, October 11, 1985.

"Policy Perspective in Education", at UK Shiksha Unnayan Samiti, Howrah. Nov. 11, 1985.

"Management of Educational System", at PSIPA, Chandigarh. December 11, 1985.

"Quality Education", at India International Centre New Delhi, Feb. 1, 1986.

"Innovation in Education System", at PSIPA, Chandigarh. Feb. 11, 1986.

"Management of Change in Teacher Education", at NCERT, New Delhi. Feb. 12, 1986.

Dr. (Mrs.) Usha Nayar

Delivered a lecture to National Youth Assembly Organised, by Bal Bhawan, New Delhi on 'Education and Future' April 27, 1985.

Delivered a lecture on Education of Women in India with special reference to Science and Technology (73rd Indian National Science Course), January 2, 1986.

Dr. (Mrs.) Kusum K. Premi

Resource person in NCERT sponsored workshop on 'Development of Syllabi for Key level Functionaries of Non-Formal Education to overcome problem which hinder Educational Development of SCs', March 18-20, 1986.

Dr. (Mrs.) Sushma Bhagia

Addressed the staff and students of Shri Mahesh Teachers' Training College on "Quality Improvement in Education and Innovation" on 2.7.1985.

Delivered lecture on "Population Education as an Innovation" to the staff and students of Bombay Teachers Training College, Bombay on 14.9.1985.

Dr.(Mrs.) K.Sudha Rao

Delivered a lecture on 'Role of Films in inculcating values in Common People', Delhi Karnataka Information Centre, June 23, 1985.

Chaired a session on "Management Effectiveness" in Researchers Day Seminar conducted by NCERT on November 7, 1985.

Shri M.M. Kapoor

Lecture Discussion on Institutional Planning and Evaluation to Heads and Officers of Tribal Schools of Madhya Pradesh, September 11-15, 1985.

Delivered a lecture on Educational Management Systems in India to the participants of Advanced Training Course in Applied Statistics organised by Central Statistical Organisation of India, September, 1985.

Delivered a lecture on 'Institutional Planning' in the Seminar of Senior Education Officers organised by Government of U.P. at Haridwar, January 29, 1986.

Dr.J.B.G. Tilak

Delivered a two lectures on 'Educational Planning in India', Institute of Economic Growth, New Delhi, September 12, 1985.

Delivered two lectures on Education and Human Resource Development (Waltair, Andhra University) Pune 25, 1985.

Delivered two lectures on 'Human Resource Planning at Institute of Economic Growth, Delhi December 3, 1985.

Dr.R.S. Sharma

Delivered three lectures in the three month training course for the key persons for Integrated Education for Disabled in the NCERT, New Delhi in December, 1985.

Delivered a lecture on Seminar of the Block Education Officers from Haryana State, 'On Educational Technology : The Role of DEO's' organised by the SCERT, Haryana, Gurgaon, January 20-28, 1986.

Dr. Y.P. Aggarwal

Delivered a lecture on Indicators of Institutional Planning at SIE, February 26, 1986.

Delivered a lecture on Education and Economic Development at Teachers' Technical Training Institute, Chandigarh, March 14, 1986.

Dr. N.V. Varghese

Delivered a lecture on Resource Management and Institutional Planning at SIE, February 26, 1986.

Ms. Meena Srivastava

Delivered a lecture on 'Importance of Trade as a Factor of Economic Development and Local System of Government in India', at Instituto Coopertione Universitia, Roma, Italy.

TALKS ON RADIO

Dr. S.C. Nuna

Delivered a talk from All India Radio, Jagdalpur in the programme "Meet Guest of the week" October, 1985.

ACADEMIC HONOURS

Dr.S.M.I.A. Zaidi

Awarded Ph.D. Degree in Sociology from Aligarh Muslim University on Thesis entitled "Politics, Pcwer and Leadership : A Study of a Village in the District of Barabanki".

Dr. (Mrs.) Sushma Bhagia

Travelling Fellowship Award of the Asian South Pacific Bureau at Adult Education Cannbera (Australia) to study Adult Education With Special Reference to Continuing, Technical and Further Education in Australia (October 1984 - February 1985)

Annexure IV

SOME DISTINGUISHED VISITORS

From Abroad

Mr. Peter D. Snelson, Director, Fellowship and Training, (Commonwealth Foundation for Technical Council), London

Dr. Ali Fakhro, Education Minister of Bahrain

Mr. Abdul Majid, Director General of Planning, University of Aden, Yemen

Shri Kanti Biswas, Education Minister (School Education), West Bengal

Dr. Iraj Ayman, Educational Management Adviser, Unesco Regional Offices for Education in Asia and the Pacific, Bangkok

Mr. Bikas Sanyal, Programme Specialist, IIEP, Paris

Chairman, University Grants Commission, Pakistan; and Director, Institute of Educational Planning, Pakistan

Mr. Abdul Ghafour, Programme Specialist, Environmental Education Section, Division of Science Technical and Environmental Education, 7 Place De Fontenoy 1, Rue Miollis, 75015 Paris

A delegation of three officers from Institute of Applied Manpower Research of different developing countries

Government of India

Smt. Krishna Sahi, State Minister of Education, Government of India

Mr. Anil Bordia, Additional Secretary, Ministry of Human Resource Development, Government of India

Mr. P.K. Patnaik, Joint Secretary (Planning) Human Resource Development, Government of India

Mr. V.N. Chaturvedi, Joint Secretary, School Education, Ministry of Human Resource Development

Prof. M.V. Mathur, Member Fourth Pay Commission, Ministry of Human Resource Development

Shri J.V. Raghavan, Educational Adviser, Planning Commission, New Delhi

State Departments of Education

Mr. Atma Prakash, Director of Education, Uttar Pradesh

Minister of Education, Government of Assam

Dr. S. Bharali, Director of Public Instructions, Assam

Director of Higher Education, Government of Assam

Shri M.K. Kaw, Education Secretary, Himachal Pradesh

Shri L.M. Jain, Education Commissioner, Haryana

Shri M.C. Verma, Education Secretary, Delhi

Universities

Prof. Yash Pal, Chairman, University Grants Commission, Delhi

Prof. Rais Ahmed, Vice Chairman, University Grants Commission

Prof. Moonis Raza, Vice-Chancellor, University of Delhi

Prof. Manzoor Alam, Vice-Chancellor, University of Kashmir

Prof. Iqbal Narain, ICSSR, New Delhi

Prof. G. Rama Reddy, Vice-Chancellor, Indira Gandhi Open University, New Delhi

Delegations from Abroad

Chinese Delegation on Population Education

Research Officers from Nepal

Others

Dr. Amrik Singh, Ex-Secretary, Association of Indian Universities, New Delhi

Dr. R.C. Sharma, Commissioner, Kendriya Vidyalaya Sangathan, New Delhi

Appendix I

MEMBERS OF COUNCIL (AS ON 31.3.86)

President

Shrimati Sushila Rohatgi
Minister of State for Education
Ministry of Human Resource Development
Shastri Bhawan
New Delhi

Vice-President

Professor Satya Bhushan
Director
NIEPA
New Delhi

Ex-Officio Members

Professor Yash Pal	Chairman, University Grants Commission, Bahadurshah Zafar Marg, New Delhi
Shri Anand Sarup	Education Secretary, Ministry of Human Resource Development Department of Education, Shastri Bhawan, New Delhi
Shri L.S. Narayanan	Financial Adviser, Ministry of Human Resource Development (Department of Education) Shastri Bhawan, New Delhi
Shri R. Parmeshwar	Ministry of Personnel and Training, Administrative Reforms and Public, Grievances and Pensions, Sardar Patel Bhawan, Parliament Street, New Delhi
Shri J. Veeraraghavan	Adviser (Education), Planning Commission, New Delhi
Prof. P.L. Malhotra	Director, National Council of Educational Research & Training, New Delhi

Education Secretaries

Shri A. Halim Choudhury	Education Secretary, Government of Manipur, New Secretariat, Imphal-795001.
Shri A.K. Basu	Secretary, School Education, Education Department, Government of West Bengal, Writer's Building, Calcutta

Shri J.C. Pant	Secretary, Education Department, Government of Uttar Pradesh, Vidhan Bhawan, Lucknow - 226001
Shri P.B. Mathur	Secretary, Education Department, Government of Rajasthan, Jaipur - 302004
Thiru T.D. Sunder Raj	Education Commissioner & Secretary, Education Department, Government of Tamil Nadu Secretariat, Madras - 600009
Thiru Rakesh Mehta	Education Secretary, Government of Pondicherry, Pondicherry - 605001

Directors of Education/DPIs

Shri S. Bharali	Director of Higher Education, Government of Assam, Kahilipara, Gauhati - 781019
Shri R.B. Mishra	New Secretariat, Government of Bihar, Patna - 800015
Shri Anil Razdan	Director of Public Instruction, Government of Haryana, 30, Bay Building, Sector - 17, Chandigarh - 160017
Shri V.V. Chiplunkar	Director of Education, (Primary & Secondary Education), Government of Maharashtra, Central Building, Pune- 411001
Shri Philipose Thomas	Director of Public Instruction, Government of Kerala, D.P.I. Office Vazhuthacaud, Trivandrum - 695014
Shri D.S. Negi	Director of Education & Adult Education, Old Secretariat, Delhi - 110054

Eminent Educationists

Professor N.R. Sheth	Director, Indian Institute of Management, Vastrapur, Ahmedabad
Professor Manzoor Alam	Vice-Chancellor, Kashmir University, Srinagar
Professor Nitish De	Director, Punjab State Institute of Public Administration, 36 Sector 5A, Chandigarh
Dr. P.D. Shukla	Ex-Chairman, Central Board of Secondary Education, A-14/15, Vasant Vihar, New Delhi - 110057

Dr. K. Venkatasubramanian Vice-Chancellor, Pondicherry Central University, 212, Ram International Building, Anna Salai, Pondicherry - 1

Professor Abad Ahmad Director South Campus, University of Delhi, Delhi

Members of Executive Committee

Shri P.K. Patnaik Joint Secretary (Planning), Ministry of Human Resource Development, (Department of Education), New Delhi

Dr. R.P. Singhal Executive Director, NIEPA, New Delhi

Faculty Member

Professor K.M. Bahauddin Dean (Research & Training), NIEPA, New Delhi

Secretary

Shri R.P. Saxena Registrar, NIEPA, New Delhi.

Appendix IV

MEMBERS OF THE PROGRAMME ADVISORY COMMITTEE (AS ON 31.3.1986)

1. Professor Satya Bhushan Chairman
Director
NIEPA
New Delhi

Ministry of Human Resource Development

2. Dr. T.N. Dhar Member
Joint Secretary (S & I)
Ministry of Human Resource Development
Shastri Bhawan
New Delhi.
3. Shri P.K. Patnaik Member
Joint Secretary (Planning)
Ministry of Human Resource Development
Shastri Bhawan
New Delhi.
4. Shri Y.N. Chaturvedi Member
Joint Secretary
Ministry of Human Resource Development
Shastri Bhawan
New Delhi.

Planning Commission

5. Dr.(Smt.) R. Thamarajakshi Member
Adviser (LEM)
Planning Commission
Yojana Bhawan
New Delhi.

University Grants Commission

6. Professor S.K. Khanna Member
Secretary
University Grants Commission
New Delhi.

State Education Secretaries and Directors of Public Instructions

7. Shri V.P. Ramarao Member
Secretary
Govt. of Andhra Pradesh
Hyderabad

8. Shri Ujjal Didar Singh
Director Public Instruction
(Higher Education)
Govt. of Punjab, Chandigarh. Member

Academicians

9. Professor Iqbal Narain
Member Secretary
ICSSR
35, Ferozeshah Road
New Delhi. Member
10. Professor V.G. Kulandaiswamy
Vice-Chancellor
Anna University
Sardar Patel Road, Guindy
Madras-600025 Member
11. Professor Shib K. Mitra
1st Floor
B-4/139, Safdarjung Enclave
New Delhi. Member

NCERT

12. Professor A.K. Jalalludin
Joint Director
NCERT
New Delhi. Member

Executive Director

13. Dr. R.P. Singhal
Executive Director
NIEPA
New Delhi.

Faculty Members

14. Professor K.M. Bahauddin
Dean (Research & Training)
NIEPA, New Delhi. Member
15. Dr. C.L. Sapra
Senior Fellow
NIEPA, New Delhi. Member

Registrar

16. Shri R.P. Saxena
Registrar
NIEPA, New Delhi. Secretary

Appendix V

MEMBERS OF PUBLICATION ADVISORY COMMITTEE (AS ON 31.3.1986)

- | | | |
|------------|--|------------------|
| 1. | Professor Satya Bhushan
Director
NIEPA
New Delhi. | Chairman |
| 2. | Dr. R.P. Singhal
Executive Director
NIEPA
New Delhi. | Member |
| 3. | Dr. (Mrs.) S. Saraswati
Director (Publication)
ICSSR
New Delhi. | Member |
| 4. | Shri Samual Israel
Publication Consultant
Book Shelf,
29, Sunder Nagar Market
New Delhi. | Member |
| 5. | Dr. M. Mukhopadhyay
Senior Fellow
NIEPA
New Delhi. | Member |
| 6. | Shri M.M. Kapoor
Fellow
NIEPA
New Delhi. | Member |
| 7. | Dr. (Mrs.) Kusum Premi
Fellow
NIEPA
New Delhi. | Member |
| 8. | Shri B. Selvaraj
Publication Officer
NIEPA
New Delhi. | Member Secretary |
| 9 &
10. | Two members to be co-opted by the Director as per the agenda of meeting. | |

Appendix VI

FACULTY AND ADMINISTRATIVE STAFF (AS ON 31.3.1986)

Satya Bhushan, Director
R.P. Singhal, Executive Director
K.M. Bahauddin, Dean (Research & Training)

EDUCATIONAL ADMINISTRATION UNIT

N.M. Bhagia, Senior Fellow & Head
M. Mukhopadhyay, Senior Fellow
K.G. Virmani, Senior Fellow
C. Mehta, Associate Fellow
K. Sudha Rao, Associate Fellow

EDUCATIONAL FINANCE UNIT

C. B. Padmanabhan, Senior Fellow & Head
J.B.G. Tilak, Fellow
Y. Josephine, Senior Technical Assistant

EDUCATIONAL PLANNING UNIT

Brahm Prakash, Senior Fellow & Head
Y.P. Aggarwal, Associate Fellow
N.V. Varghese, Associate Fellow
L.S. Ganesh, Associate Fellow

EDUCATIONAL POLICY UNIT

Kusum K. Premi, Fellow & Head
K. Sujatha, Associate Fellow
S.C. Nuna, Associate Fellow
S.M.I.A. Zaidi, Senior Technical Assistant

HIGHER EDUCATION UNIT

G.D. Sharma, Senior Fellow & Head
Shakti R. Ahmed, Senior Fellow
M.M. Rehman, Senior Technical Assistant

INTERNATIONAL UNIT

Usha Nayar, Fellow & Head
Anjana Manglagiri, Associate Fellow

SCHOOL & NON-FORMAL EDUCATION UNIT

C.L. Sapra, Senior Fellow & Head
S.S. Dudani, Fellow
Sushma Bhagia, Fellow
T.K.D. Nair, Fellow

Zubaida Habeeb, Senior Technical Assistant
Ms. Rashmi Diwan, Senior Technical Assistant

SUB-NATIONAL SYSTEMS AND DOCUMENTATION UNIT

M.M. Kapoor, Fellow & Head
R.S. Sharma, Associate Fellow
N.D. Kandpal, Documentation Officer

CARTOGRAPHIC CELL

P.N. Tyagi, Senior Technical Assistant

COORDINATION

Manju Narula, Senior Technical Assistant (ad-hoc)
(Meena Srivastava, STA Coordination on training)

RESEARCH PROJECT STAFF

G. Khurana, Project Fellow
Jayashree Jalali, Project Associate Fellow
A. Mathew, Project Associate Fellow
Abdul Aziz, Project Associate Fellow
S.Q.A. Naqvi, Project Associate Fellow
Arun C. Mehta, Project Associate Fellow
Nalini Juneja, Project Associate Fellow
M.M. Khan, Project Programmer
Iftikar Ahmad, Project Assistant
C.R.K. Murthy, Project Assistant
Sunita Chugh, Project Assistant
Promila Menon, Project Assistant
Saroj Pandey, Project Assistant
Satpal Singh Khatana, Project Assistant
S.C. Baral, Project Assistant
Jai Prakash, Project Assistant
Manju Rudola, Project Assistant
V.A. Rao, Project Assistant
Tyagi, O.D., Project Assistant
Kausar Wizarat, Project Assistant

ELECTRONIC DATA PROCESSING AND REPROGRAPHIC UNIT

V. Muralidhar, 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

Opening 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

Grants-in-Aid received from Government of India

Non-Plan	60,41,000.00	
Plan	25,17,000.00	85,58,000.00

Office Receipts

Licence Fee	42,220.50	
Water and Electricity Charges	3,451.65	
CGHS Recoveries	78.00	
EDPR Receipts	2,527.00	
Other Receipts	6,486.25	
Royalty	10,080.00	
Programme Receipt	1,58,531.21	
Employee's Share of C.P.F. forfeited	1,20,631.00	
Leave Salary & Pension Contributions	9,963.80	
Capital Value of Pensionary Benefits	15,853.85	
Sale Proceeds of Unserviceable Stores	32,376.75	4,02,200.01

Hostel

Hostel Rent		2,06,325.00
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Interest

Interest on Interest bearing Advances	461.65	
Interest on Short Term Deposits	8,882.22	
Interest on Saving Bank Account	9,477.79	
Interest on Investment	94,109.32	1,12,930.98

Sponsored Programmes and Studies

Programme and Study Receipts		18,46,795.41
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Appendix VII

Period from 1.4.1985 to 31.3.1986

PAYMENT		
Establishment Expenses		
Salaries		
Non-plan	-	32,98,820.15
Pension & Gratuity		17,206.00
Provident Fund (Employer's Share of CPF & Interest on GPF/CPF A/Cs.)		1,33,380.65
Leave Salary & Pension Contributions		31,469.20
Travelling Expenses	22,880.80	35,03,756.80
Office Expenses (Other Charges)		
Non-plan	11,00,000.00	
Plan	1,69,709.40	12,69,709.40
Hostel (Non-Plan)		
Recurring Expenses	2,11,062.00	
Furniture & Fixtures (Capitalised)	70,381.70	2,81,443.70
Academic Activities		
Programme Expenses	10,68,004.96	
Research Studies	2,96,798.00	
Data Bank	3,400.00	
Inter State Visit	63,809.00	
Course fee	1,600.00	
Library Books (Capitalised)	1,77,704.45	
Publications	36,225.70	16,47,542.11
Capital Expenditure		
Typewriters	6,176.50	
Furniture & fixtures	37,485.15	
Other Office Equipments	2,07,837.75	
Staff Car	87,569.40	3,39,068.80
Sponsored Programmes and Studies		
Programme & Study Expenditure		17,25,073.11

RECEIPT

Deposits

Suspense Account	9,816.70	
Security Deposit	1,500.00	
Kashmir Univerity	3,000.00	
Staff Car	10,000.00	24,316.70

Recoverable Advances

Cycle Advance	2175.00	
Festival Advance	14,220.00	
House Building Advance	50,348.00	
Motor Car Advance	7764.00	
Fan Advance	200.00	
Misc. Advance - NCT II	110.50	74,817.50

Remittances

C.P.F. of Deputationists	1350.00
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1,20,74,105.29

(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration

PAYMENT

Deposits (Plan)

Deposits with CPWD	16,85,667.00	
Suspense Account	25,358.46	
Security	18,600.00	
Kashmir University	1,343.00	17,30,968.46

Recoverable Advances (Non-Plan)

Cycle Advance	1,350.00	
Festival Advance	26,000.00	
House Building Advance	83,110.00	
Fan Advance	200.00	
Motor Car Advance	39,600.00	
MISC Advance	27,289.50	1,77,549.50

Closing Balance

Cash in Hand	1,833.20	
Imprest	2,750.00	
Cash at Bank	13,94,410.21	13,98,993.41

T O T A L 1,20,74,105.29

(R.P. Singhal)
Executive Director
National Institute of Educational
Planning and Administration

(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

Details of Closing Balance as

Head of Expenditure	Opening balance	Receipts	Total
1. Non-Plan	2,53,647.51	68,48,662.99	71,02,310.50
2. Plan	2,782.14	25,17,000.00	25,19,782.14
3. Sponsored programmes and studies	5,52,259.68	18,46,905.91	23,99,165.59
4. Suspense Account	33,092.06	12,816.70	45,908.76
5. Remittance	5,588.30	1,350.00	6,938.30
Total	8,47,369.69	1,12,26,735.60	1,20,74,105.29

(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration
New Delhi

at the Close of 31st March, 1986

Payments	Balance
65,81,350.00	5,20,960.50
23,41,987.31	1,77,794.83
17,25,073.11	6,74,092.48
26,701.46	19,207.30
	6,938.30
1,06,75,111.88	13,98,993.41

(R.P. Singhal)
Executive Director
National Institute of Educational
Planning and Administration

(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

Income and Expenditure Account

----- EXPENDITURE -----	
Establishment Expenses	35,03,756.80
Office Expenses	12,69,709.40
Hostel Expenses	2,11,062.00
Academic Activities	14,69,837.66
Excess of Income Over Expenditure	22,37,935.18
T o t a l	----- 86,92,301.04 -----

(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration

for the Year 1985-86

I N C O M E

Grant in Aid	85,58,000.00		
Less Grants Cappitalised			
Office Items	3,39,068.80		
Library Books	1,77,704.45		
Hostel Items	70,381.70	5,87,154.95	79,70,845.05
Office Receipts			4,02,200.01
Hostel Receipts			2,06,325.00
Interest			1,12,930.98

T o t a l 86,92,301.04

(R.P. Singhal)
Executive Director
National Institute of Educational
Planning and Administration

(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

LIABILITIES

Grants Capitalised

Balance as per last balance sheet	10,115,539.50	
Additions during the year	5,87,154.95	
Less Capital investment written off	1,84,672.03	
Less By Adjustment	6,744.83	1,05,11,277.59

Sponsored Programme Receipts

Receipts Capitalised		2,91,204.00
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Excess of Income over Expenditure

Balance as per last balance sheet	57,67,609.89	
Addition during the year	22,37,935.18	
Addition By Adjustment	6,744.83	80,12,289.90

Assigned Programmes & Studies

Balance as per last balance sheet	7,44,296.27	
Additions during the year	18,46,795.41	
Less Expenditure during the year	17,25,073.11	8,66,018.57

Provident Fund

Balance as per last balance sheet	9,37,819.02	
Additions during the year	6,27,842.98	
Less Withdrawal during the year	4,26,411.00	11,39,251.00

Suspense Account

Balance as per last balance sheet	33,092.06	
Additions during the year	12,816.70	
Less Clearance during the year	26,701.46	19,207.30

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, 1986

ASSETS

Land and Buildings		55,88,382.51
Equipment and Macinery, Furniture & Fixtures, Vehicles including Staff car, Type writers etc.		
Balance as per last balance sheet	32,21,764.74	
Additions during the year	7,00,654.50	
Less value of assets written off	1,83,740.51	37,38,678.73
Library Books		
Balance as per last balance sheet	12,99,557.94	
Additions during the year	1,77,704.45	
Less Value written off	931.52	14,76,330.87
Provident Fund Investments		
Balance as per last balance sheet	6,98,822.50	
Additions during the year	2,50,000.00	9,48,822.50
Deposits		
Security Deposits		
Balance as per last balance sheet	41,540.00	
Addition during the year	18,600.00	
Less Refunds during the year	11,500.00	48,640.00
Deposits with C.P.W.D.		
Balance as per last balance sheet	50,97,079.57	
Additions during the year	16,85,667.00	67,82,746.57
Recoverable Advances		
Motor Car Advance	31,836.00	
House Building Advance	3,67,866.05	
Festival Advance	17,280.00	
Cycle Advance	1,265.00	
Miscellaneous Advance		
NIEPA	57,915.25	
NCT-II	1,91,926.09	6,68,088.39
Sundry debtors		
Balance as per last balance sheet	8,485.70	8,485.70

Remittances

Balance as per last balance sheet	5,588.30	
Additions during the year	1,350.00	6,938.30

2,08,49,597.18

(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration

Cash Balance

In Hand	1,833.20	
Imprest	2,750.00	
Current Account	13,94,410.21	
GPF/CPF Account	1,90,428.50	15,89,421.91
		<hr/>
		2,08,49,597.18
		<hr/>

(R.P. Singhal)
Executive Director
National Institute of Educational
Planning and Administration

(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

Proforma Account for the Assigned Programmes/

Sl.No.	Name of Programme/Study	Opening balance	Receipt during the year
1	2	3	4
Ministry of Home Affairs (Govt. of India)			
1.	Research Projects:	(-) 21,869.45	1304.50
	i) In depth Study of Ashram Schools, and		
	ii) Exposure of SC/ST to Technical Education and Industrial Training		
2.	Study unit on Educational Development of Scheduled Castes	(-) 95,105.20	-
3.	Ministry of Education (Govt. of India) A sample study: Inspection System and Practices and Proforma in the Educationally backward States and Advanced States.	1322.05	-
4.	Population Education Project (NCERT)	12,362.45	-
5.	National Commission on Teachers-II		
	i) Central Technical Unit		
	ii) Organization of visits of Commission	2,64,898.56	
6.	Experimental Project for Non- formal Education. An Evaluation Study (Ministry of Education)	(-) 884.50	8,52,000.00
7.	Planning Commission, Government of India Study on Beneficial Linkages between Education & Employment	16,258.20	

Studies for the Year 1985-86

Total	Expenditure	Closing Balance
5	6	7
(-) 20,564.95	172.80	(-) 20,737.75
(-) 95,105.20	-	(-) 95,105.20
1322.05	1322.05	N11
12,362.45	-	12,362.45
2,64,898.56	4916.60	2,59,981.96
8,51,115.50	8,26,446.70	24,668.80
16,258.20	666.10	15,592.10

8.	Programme of Management of Engineering Colleges (ISTE)	2206.70	9102.60
	ICSSR, New Delhi		
9.	National Fellowship - Prof. S.C. Dube	(-) 14,001.16	-
10.	Senior Fellowship - Dr. J.L. Azad	1432.90	-
11.	Senior Fellowship - Dr. J.N. Kaul	9176.85	-
12.	Preparation of Analytical Monograph based on the data collected under the Research Project financing of Social Science Research in India.	9,269.60	-
13.	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	(-) 12,700.95	17,475.00
	International Programmes & Studies		
14.	Management to Local Support to Education	4,549.90	-
15.	Study on Educational Financing and Equity in two states	(-) 46.41	46.41
16.	Study on Alternative Futures and Education	555.42	-
17.	National Task Force on Diagnostic Study on Educational Management in India	7570.67	8036.30
18.	Aspiration of Action for Better Quality of Life(AABQOL)	3,640.55	-
19.	Study visit of Education officers from Bangladesh	(-) 15,089.80	-
20.	Inter Country Study visits in Educational Management	(-) 971.55	-
21.	National Training Seminar on Methods for Projecting School Enrolment	12,107.51	-

11,309.30	11,309.30	N11
(-) 14,001.16	-	(-) 14,001.16
1432.90	927.95	504.95
9176.85	9176.85	N11
9269.60	-	9269.60
4,774.05	2260.00	2514.05
4,549.90	4,549.90	-
-	-	-
555.42	555.42	N11
15,606.97	5088.50	10,518.47
3640.55	3640.55	N11.
(-) 15,089.80	89.70	(-) 15,179.50
(-) 971.55		(-) 971.55
12,107.51	12,107.51	N11

22.	National Multi-disciplinary Workshop on Educational Components of Rural Development Projects	27,522.02	-
23.	Training Programme for Sri Lanka Education Personnel (1982-83)	7,111.17	-
24.	Training Programme for Sri Lanka Education Personnel (1983-84)	38,158.52	-
25.	Training Programme in Educational Management for Regional Planners and Administrators for Sri Lanka	32,398.20	-
26.	Diploma in Educational Planning and Administration - Six months Pre-Induction Course for D.E.Os. - Course Fee		

	i) Sri Lanka	5574.42	-
	ii) Bhutan	8827.75	-
	iii) Mauritius	3921.92	-
27.	Training Programme for Officers from Afghanistan	(-) 1457.90	1457.90
28.	Training Programme for O.P.S. Staff from Phillipines	9766.75	-
29.	First Regional Conference of Educational Planners and Administrators of Asia and Pacific	56,317.95	-
30.	International Diploma in Educational Planning and Administration	2,81,495.84	7,71,707.89
31.	Training Programme on long term Educational Planning (Thailand)	(-) 131.00	27,600.00
32.	Sub-Regional Symposium in Asia and the Pacific	76.40	-
33.	APEID Regional cooperative Programme in Higher Education for Development of Bibliography on Higher Education	(-) 3105.00	5,004.40

27,522.02	4040.90	23,481.12	
7,111.17	7,111.17		N11
38,158.52	38,158.52		N11
32,398.20	32,398.20		N11
5574.42	5574.42		N11
8827.75	8827.75		N11
3921.92	3921.92		N11
-	-		N11
9766.75	9766.75		N11
56,317.95	-	56,317.95	6
10,53,203.73	5,52,684.65	5,00,519.08	
27,469.00	27,469.00		N11
76.40	76.40		N11
1899.40	1899.40		N11

34. Regional Cooperative Programme is Higher Education Teaching Methodologies	6457.50	-
35. National Workshop on Planning and Management of UPE	3946.53	-
36. Consultative meeting on Environmental Education	40,207.76	-
37. Advance Training Programme on Office Management for an Officer from Bhutan	42525.10	-
38. Regional Workshop on Planning and Management of Women's Education in South Asia	-	1,27,459.70
39. National Workshop on Co-ordinated Planning and Complementarity between Formal & Non-Formal Education	-	17,775.00
40. Training Programmes for an Officer from Maldives	-	5,400.00
41. Regional Development Workshop on Micro-level Educational Planning	-	-
42. Impact of External Financing of Education	-	-
43. Micro-level Educational Planning and Management as a measure for decentralization - Author's Contract	-	2425.71
Total	7,44,296.27	18,46,795.41

(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration

6457.50	300.00	6157.50
3946.53	598.00	3348.53
40,207.76	22,456.35	17,751.41
42,525.10	27,215.30	15,309.80
1,27,459.70	26.70	1,27,433.00
17,775.00	23,495.65	(-) 5720.65
5400.00	5400.00	Nil
-	67,990.10	(-) 67,990.10
-	2432.00	(-) 2432.00
2425.71	-	2425.71
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25,91,091.68	17,25,073.11	8,66,018.57
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(R.P. Singhal)
 Executive Director
 National Institute of Educational
 Planning and Administration

(Satya Bhushan)
 Director
 National Institute of Educational
 Planning and Administration

Receipt&PaymentAccount for

Opening Balance		2,38,996.52
Receipt by way of contribution/ recovery of advance		4,94,462.33
Transfer of interest, Employers Contribution, I.B. etc.	1,32,696.37	
Balance Interest/Employers Contribution of the year 1984-85	684.28	1,33,380.65
Total		8,66,839.50

(S. Sundararajan)
Finance Officer
National Institute of Educational
Planning and Administration

GPF/CPF for the year 1985-86

Advances & Withdrawals	3,05,780.00
Withdrawal Employer's Contribution	1,20,631.00
Investment in term Deposits	2,50,000.00
Closing Balance	1,90,428.50
Total	8,66,839.50

(R.P. Singhal)
Executive Director
National Institute of Educational
Planning and Administration

(Satya Bhushan)
Director
National Institute of Educational
Planning and Administration

AUDIT CERTIFICATE

I have examined the Accounts and Balance Sheet of the National Institute of Educational Planning and Administration, New Delhi, for the year ending 31st March, 1986. 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 state of affairs of the Institute according to the best of my information and explanations given to me and as shown in the books of the Institute.

New Delhi,
the 26.11.86

Sd/-
DIRECTOR OF AUDIT-I
Central Revenues.

AUDIT REPORT (for the year 1985-86)

1. General : The National Institute of Educational Planning and Administration is financed mainly by the Government of India. During 1985-86, it received grant amounting to Rs. 85.58 lakhs (Non-Plan Rs. 60.41 lakhs and Plan Rs. 25.17 lakhs).

2. Comments on Accounts

2.1 Assets : The Institute had assets valuing Rs.108.03 lakhs as on 31st March, 1986 as detailed below:

	(Rs. in lakhs)
i) Land and Buildings	55.88
ii) Equipment, Macinery, Furniture and fixtures and vehicles etc.	37.39
iii) Library Books	14.76
T o t a l	108.03

The Institute had not completed the property Registers and Stock Registers containing detailed records of all assets. As such the value of assets shown in the Balance Sheet could not be verified.

2.2 Physical Verification : The physical verification of stores and stocks had not been conducted after 1979-80 (except for hostel items and library books which were physically verified during 1984-85 and 1985-86 respectively). The report of physical verification of hostel and library books was not ready and was not therefore produced to audit, except the list of missing books valuing Rs. 10,698 plus 87.486 plus \$ 83.795. Action to trace these books or write off of the loss was yet to be taken. The Institute stated (November, 1986) that the Physical Verification of stationery, furniture and frunishing, office equipment and hostel items had since been completed and the reports thereof were under process.

2.3 Non-settlement of advances with CPWD

- (a) The Balance Sheet of the Institute showed advances totalling to Rs. 67.83 lakhs deposited with the CPWD as on 31st March 1986 for various construction works. Year-wise break-up is given as under:

Year	Amount (Rs. in lakhs)
Upto 1979-80	7.33
1980-81 & 1981-82	11.69
1982-83	0.73
1983-84	11.82
1984-85	19.39
1985-86	16.87
Total	67.83

Against this, the register of advances (Estates Section) showed a balance of Rs. 91.41 lakhs. This needed reconciliation and correction in the accounts.

- (b) The work "Construction of staff Quarters Type I to Type V had been completed in 1982-83 at a cost of Rs. 34.28 lakhs, but adjustment of advances was carried out for Rs. 27.01 lakhs only.

3. Review of the programmes of NIEPA : Rule 41 of Memorandum of Association and Rules of the Institute, provided for review of the working of the Institute at intervals. The Government had not conducted any review of the working and progress of the Institute even after 15 years of its existence. No action had been taken in this regard so far (September 1986).

New Delhi
the 26.11

Sd/-
DIRECTOR OF AUDIT
CENTRAL REVENUE(I)

Paragraphwise comments on the Audit Report for the Year 1985-86

Paragraph 1 General : No comments.

Paragraph 2.1 Assets : For all assets purchased/acquired stock Registers are being maintained from the very inception of this Institute in accordance with the rules. However the Institute was not maintaining the Assets Register in terms of provision of rule of the General Financial Rules 1962. The Institute has since taken up this item of work as desired by audit and entries upto the year 1982-83 have already been completed. The entries for the remaining years will also be made and the Register brought upto date before the end of the current financial year and shown to next audit.

Paragraph 2.2 Physical Verification : The physical verification of stores, stocks and Library has since been completed. The verification reports relating to stationary items, furniture and furnishings and office equipments have already been processed. The physical verification report for the hostel items and library are under process and these will also be processed and the formalities completed before the end of the current financial year and shown to next audit.

Paragraph 2.3 Non-settlement of Advance with CPWD : The CPWD authorities have already been requested to render the accounts for the deposits made with them in connection with the construction and maintenance works. This matter is being discussed in every inter departmental meeting convened once in two months as a result of which the accounts from the Civil Construction Division have since been received accounts. The accounts from the Electrical Construction Division and Civil and Electrical maintenance divisions have, however not been received so far. The matter is being vigorously pursued with CPWD authorities. As soon as the accounts are recieved, necessary adjustments will be made and shown to the audit.

The details of year-wise deposits made to CPWD for construction works are indicated below:

Year	Amount
Upto 1979-80	1575912.63
1980-81	1751851.00
1981-82	1522566.00
1982-83	1137596.00
1983-84	1233140.20
1984-85	1939043.00
1985-86	1685667.00
T o t a l	10845775.83

Out of the above deposits, a sum of Rs. 40,63,029.26 was adjusted during the year 1981-82, 1982-83 and 1983-84. Thus the balance of 67,82,746.57, which is yet to be adjusted, is reflected in the balance sheet.

In this connection it may be clarified that the details in the Register of deposits include yearly payment made to CPWD for Annual Civil and Electrical Maintenance. The payments made to CPWD for Annual are charged to office expenses and their clearance is watched through the Register of Deposits. Hence there is no discrepancy and will be clarified to audit.

It was decided in the last meetings of the Finance and Executive Committees held on 5.1.87 that the Ministry of Human Resource Development (Department of Education)'s help may be sought in getting the yearwise accounts of deposits with CPWD settled expeditiously.

Paragraph 3 Review of the Programmes of NIEPA : The Institute has been sending regularly on monthly, quarterly and annual basis, a resume of

the work and progress of its activities to the Central Government. Another monthly report for review of its performance by the Prime Minister is also being sent regularly to the Ministry of Human Resource Development (Department of Education). The Executive Committee at its meeting held on 26th June, 1985, had on its own appointed a committee to make an overall review and an indepth study of the training, research and other activities of the Institute in the context of its Seventh Five Year Plan within the overall priorities and make its recommendations. A copy of the minutes of the Programme Review Committee held on 6th February, 1986 is being placed separately before the Executive Committee.

New thrusts in areas of Educational Planning and Management are identified in the National Educational Policy and the Programme of Action. Proposed State Level Centres for training of educational planners and Managers and the District Institutes of Education and Training will add new dimensions to the operational areas of NIEPA. In this context, EC may consider appointment of a committee of experts to suggest suitable changes in the structure and functions of the Institute so as to discharge with greater effectiveness the new tasks in the field of educational planning and administration.

It was decided in the last meeting of the Finance and Executive Committees held on 5.1.87 that the observations of the Audit regarding review of the programmes of NIEPA may be brought to the notice of the Ministry of Human Resource Development (Department of Education) for constituting a committee of experts, if necessary in consultation with Director, NIEPA for reviewing the work of the Institute and to suggest suitable changes in the structure and functions of the Institute so as to enable it to discharge with greater effectiveness the new tasks in the field of educational planning and administration.