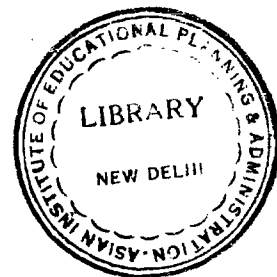


**ASIAN INSTITUTE OF EDUCATIONAL PLANNING
AND ADMINISTRATION**



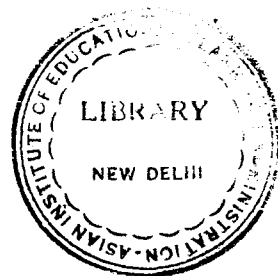
ANNUAL REPORT
1969-70

NEW DELHI

ACTIVITIES DURING 1969-70

- * Organised Tenth Training Course for Educational Planners and Administrators with 23 participants from 12 countries.
- * The rate of stipend for regular fellowship raised to Rs. 850 per month and that for the senior fellowship to Rs. 1900 for the first month and Rs. 1700 for subsequent months.
- * Dhani Boonkum from Thailand joined the Institute as a Senior Fellow.
- * Initiated a Project for Preparation of Countrywise Monographs on Educational Administration in the countries of the Asian region.
- * Organized a Regional Meeting of Research Nominees for Preparation of Countrywise Monographs on Educational Administration in the countries of the Asian Region.
- * Organized a Seminar of Experts on University Teaching for Educational Planning.
- * Participated in the National Programmes of Nepal, Philippines, Thailand, and Viet Nam.
- * Initiated a National Programme for India as a precursor to the National Staff College.

Asian Institute of Educational Planning and Administration



ANNUAL REPORT

1969-70

INDRAPRASTHA ESTATE

NEW DELHI-1.

1970

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Introduction

The Asian Institute of Educational Planning and Administration (originally known as the Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia) was set up in February, 1962 under an agreement between the Unesco and the Government of India in pursuance of a resolution passed at the eleventh session of the General Conference of Unesco. The Institute is at present located in one of the buildings of the Indian Institute of Public Administration, Indraprastha Estate, New Delhi-1. Its own building is under construction near the campus of the National Council of Educational Research and Training, Aurobindo Marg, New Delhi-16. This report covers the activities of the Institute during the period from 1.4.1969 to 31.3.1970.

Main Functions

The Asian Institute of Educational Planning and Administration caters primarily to the needs of the educational planners and administrators in the Asian region. The main functions of the Institute are :

- (a) To provide short in-service training courses for the officers of the various ministries or departments of participating Asian member States and associate members of Unesco;
- (b) To undertake and promote research in the technique of educational planning, administration and to place the results at the disposal of such member States and associate members;
- (c) To assist such States, upon request, in organizing educational planning services and holding national training courses.

The main activities of the Institute include :

- (a) Regional courses for the training of educational planners and administrators;
- (b) Studies, research and publications;
- (c) National courses and exchange programmes, and
- (d) Regional seminars.

Finances

Under the agreement between the Unesco and the Government of India, Unesco has assumed a responsibility for meeting the salaries of the full time professional staff members

and honoraria for part-time lecturers and towards providing equipment, books and journals. In addition, it provides international experts for the staff.

The Government of India, besides providing building accommodation for the Institute and residential facilities for the participants, undertakes to provide for its part the necessary administrative and ancillary staff. It also finds stipends for its national participants and meets costs of internal travel for fellowshipholders and the staff. Further it provides financial support for programmes of national and state Seminars, research and study visits in India.

The total Unesco provision for the biennium 1969-70 is \$257,350—\$232,350 (RG) and \$25,000 (TR). Actual expenditure during 1969 came to \$130,523 including a provision of \$60,760 for reimbursement to Government of India. Government of India expenditure on the Institute and its programmes during 1969-70, *i.e.*, from April 1969 to March, 1970 came to Rs. 4,62,385. The 1970-71 budget of the Government of India provides Rs.10,24,400.

Steering Committee

While the Institute functions under the legal and constitutional framework of the Government of India, the general supervision of the Institute is vested in a Steering Committee, consisting of the Secretary, Ministry of Education, Government of India as Chairman, the Director of Unesco Regional Office for Education in Asia, Bangkok, representing the Director General of Unesco and the Chief of Unesco Mission in India. The Director of the Institute is the *ex-officio* Secretary of the Committee.

The Steering Committee of the Institute met twice during the year under review. The first meeting (15th in the series) was held on August 14, 1969. Among other things the Committee authorised the Director to sanction financial assistance not exceeding \$500 for each approved project. The assistance would cover only such items as field work, projects of research materials, secretarial assistance including typing and translation and analysis of data. Payment of salaries and honoraria to research staff was excluded. The Committee also authorised the Director to offer, with the approval of the Chairman, short-term appointments to local experts against anticipated savings.

The second meeting (16th in the series) was held on February 16, 1970. Stock was taken at this meeting of the progress of Institute's different programmes. Certain suggestions for the 1970 PADs were also made.

The staff position, as on 31.3.1970, is given in Annexure I.

Review of Activities

The year under review has seen a considerable stepping up of the activities of the Institute. Apart from the regular training programme for educational planners and administrators from the Asian region, the senior fellowship programme, participation in the national programmes of the member States, the Institute organized two regional seminars and launched a co-operative research project for the preparation of countrywise monographs on educational administration in the Asian region. A brief account of the major activities undertaken by the Institute during the year under review is given below :

Tenth Training Course

The Institute organises a course of 5-6 months' duration specially designed to meet the needs and improve the equipment of the educational planners and administrators of the Asian region. Unesco normally awards 16 fellowships for this course. In addition, participants sponsored by Unicef or other international agencies, as well as those sponsored by the host country or by Asian member States are also admitted to the course.

During the year under review, the rate of Unesco fellowship was raised from Rs. 700/- to Rs. 800/- per month. The rate of stipend by the Government of India to its nominees was also raised from Rs. 500 to Rs. 600 per month.

The training course organized during the year under review—tenth in the series—commenced on 1st September, 1969 and concluded on 31st January, 1970. A month's extension was given to six selected participants to enable them to undertake further specialised work in educational planning and administration.

Twenty-four participants from 12 countries were enrolled in the course, but one of the participants from the Philippines had to withdraw pre-maturely on health grounds. The country-wise distribution of the 23 participants who completed the course is as follows : Afghanistan (1), Cambodia (2), Republic of China (1), India (5), Indonesia (1), Iran (1), Republic of Korea (1), Malaysia (3), Nepal (3), Philippines (1), Thailand (3) and Republic of Vietnam (1). The names of the participants are given in Annexure II.

The course was inaugurated by Professor V.K.R.V. Rao, Union Minister of Education and Youth Services on 2nd September, 1969. A major part of Professor Rao's inaugural address was devoted to spelling out the implications for education of the alarming rate at which the contemporary world is changing—both physically and culturally. Referring to the growing incidence of unrest, Dr. Rao observed that perhaps the most baffling question facing the educational planner today was : How can students be provided with meaningful

participation in the educational process and its management without destroying the fabric of education ? A copy of Dr. Rao's address in summary form is given in Annexure III.

The concluding function was held on 29th January, 1970 when Dr. G.S. Pathak, the Vice-President gave the valedictory address and distributed certificates to the participants. The valedictory address given by Dr. G.S. Pathak is reproduced in Annexure IV.

THE CONTENT OF THE COURSE

Apart from a series of lecture-discussions on different aspects of educational administration and management, an attempt was also made to develop effective practical work covering, among others, administrative steps necessary in creating a new unit ; design of organization for reforms to ensure efficient implementation of plans ; regional organization and supervision of schools and other educational institutions and measures necessary to secure the participation of teachers, parents, pupils and the public in educational development. The participants showed considerable interest in this part of the course and there were extensive individual consultations between them and the staff members in this area. A number of participants also wrote their term papers on different aspects of educational administration. A list of the term papers prepared by the participants is given in Annexure V.

The practical exercise continued to be the single-most important component of the course. It is based on the demographic, sociological, economic and educational data of a hypothetical country, called Garudaland, which bears a close resemblance to a typical country situation of the developing countries in the Asian region. The exercise is designed to provide concrete experience in diagnosing the educational situation of Garudaland—qualitative as well as quantitative—in analysing the trends of enrolment and making projections and in the formulation of a plan of action taking into account Garudaland's manpower requirements and the plan's cost estimates. Fuller details of the Course are available in the Director's Report.*

AUDIENCE WITH THE PRESIDENT

The President of India, Dr. V.V. Giri was gracious enough to grant the participants an audience on 2nd December, 1969. The President spent some 30 minutes with the group discussing general problems of planning and education.

EXTENSION OF THE TERM OF FELLOWSHIP

The term of fellowship of six of the participants—one each from Afghanistan, Indonesia, Nepal and Thailand and two from India—was extended by one month, that is, up to February, 1970, to give them an opportunity to undertake further specialised work in educational planning and administration. The special studies undertaken by them during this period are given in Annexure VI.

For medical reasons, a further extension of 15 days was given to a participant from Nepal.

* Director's Report of the Tenth Training Course for Educational Planners and Administrators (September, 1969—January 1970).

Courses Organized So Far

With the completion of this course, a total number of 219 persons from 19 countries have participated in the ten training courses for educational planners, administrators and supervisors organised at the Institute. Of these, two courses, *viz.*, the second and the fifth course, were for educational supervisors only. Details regarding dates of courses, number of participants, etc., are given below :—

Training Courses for Educational Planners, Administrators and Supervisors

	<i>Date</i>	<i>Duration</i>	<i>Total no. of participants</i>
First course	15 Sept.—14 Dec. 1962	3 months	20
*Second course	22 Dec. 1962—21 Mar. 1963	3 months	16
Third course	21 Sep.—20 Dec. 1963	3 months	23
Fourth course	31 July—28 Oct. 1964	3 months	27
*Fifth course	20 Nov.1964—17 Feb. 1965	3 months	22
Sixth course	23 Aug.—22 Dec. 1965	4 months	21
Seventh course	22 Aug.—21 Dec. 1966	4 months	21
Eighth course	1 Sep. 1967—31 Jan. 1968	5 months	22
Ninth course	2 Sep. 1968—31 Jan. 1969	5 months	23
Tenth course	1 Sep. 1969—31 Jan. 1970	5 months	24

The countrywise distribution of the participants in various courses is given in the following Table :—

Total Number of Participants—Countrywise

<i>Country</i>	I	II	III	IV	V	VI	VII	VIII	IX	X	<i>Total</i>
1. Afghanistan	1	1	2	1	1	2	1	—	2	1	12
2. Burma	—	—	—	—	—	—	1	1	—	—	2
3. Cambodia	2	—	—	5	—	1	1	4	—	2	15
4. Ceylon	1	—	2	—	2	2	2	—	—	—	9
5. China, Rep. of	—	—	—	2	2	2	1	1	1	1	10
6. India	4	3	2	3	3	2	4	4	5	5	35
7. Indonesia	2	3	1	1	4	—	—	—	1	1	13
8. Iran	1	—	—	2	—	1	1	1	1	1	8
9. Japan	—	—	—	—	—	—	—	—	—	—	—

* Training course for educational supervisors only.

10. Korea, Rep. of	1	2	3	2	2	2	2	1	1	1	17
11. Laos	—	—	—	1	—	—	—	2	1	—	4
12. Malaysia	1	1	2	2	2	2	—	1	2	3	16
13. Mongolia	—	—	—	—	—	—	—	—	—	—	—
14. Nepal	2	—	1	1	—	2	2	1	1	3	13
15. Pakistan	—	—	—	—	—	—	—	—	—	—	—
16. Philippines	2	3	4	4	1	3	4	2	2	2	27
17. Singapore	—	—	—	—	—	—	—	—	2	—	2
18. Thailand	2	2	6	1	2	2	2	2	4	3	26
19. Rep. of Vietnam	1	1	—	2	3	—	—	2	—	1	10
	20	16	23	27	22	21	21	22	23	24	219

Senior Fellowship Programme

Mr. Faiz M. Nodrat, the Senior Fellow from Afghanistan who had joined the Institute in September, 1968, completed his special study on 'Educational Administration in Afghanistan' in April, 1969.

Mr. Dhani Boonkum from Thailand joined the Institute as Senior Fellow on the 10th March, 1970, under the Senior Fellowship Programme instituted in 1967. He is engaged in making a comparative study of the administration of elementary education in Thailand and some of the Asian countries, particularly India.

The Senior Fellowship Programme is designed to provide an opportunity to selected educational planners, administrators and others engaged in teaching and or research in educational planning and administration to spend 3 to 6 months at the Institute studying some special aspects of educational planning and administration.

The value of the senior fellowship stipend has now been increased from Rs. 1,500 per month to Rs. 1,900 for the first month and Rs. 1,700 for the subsequent months.

Preparation of Countrywise Monographs on Educational Administration in the Countries in the Asian Region

The Institute has taken up during the year under review a co-operative project for bringing out countrywise monographs on the system of educational administration in different countries of the Asian region. The main object of these monographs is to make available for the benefit of all concerned a descriptive and analytical account of the system of educational administration obtaining in various countries. Fifteen* countries of the region, viz., Afghanistan, Burma, Ceylon, Republic of China, India, Indonesia, Iran, Japan,

* After 31st March, Philippines has also joined this Project.

Republic of Korea, Laos, Malaysia, Nepal, Pakistan, Thailand and Viet Nam are collaborating with the Institute in this project. A list of Research Nominees for preparing monographs for various countries is given in Annexure VII.

Regional Meeting of Research Nominees : To develop a common focus in the preparation of these monographs, a Regional Meeting of the Research Nominees from different countries was held at New Delhi from December 18-20, 1969. Eleven nominees from Afghanistan, Ceylon, Republic of China, Indonesia, Iran, Republic of Korea, Laos, Nepal, Thailand and India participated in the Regional Meeting.

The Regional Meeting suggested that apart from reflecting the unique features of a given country's educational administration, the monograph should also contain information on the following topics :—

- (i) Background material including relevant historical, cultural, demographic and socio-economic data
- (ii) Constitutional set-up, national policy on education and major educational legislation
- (iii) Structure and system of education
- (iv) Organisation of educational administration (including institutional administration) at various levels
- (v) Personnel administration
- (vi) Organisation of educational services such as curriculum development, preparation of textbooks, conduct of examinations
- (vii) Educational planning at different levels
- (viii) Educational finance
- (ix) Research and development
- (x) Recent trends in improving educational administration

A suggestive check-list of items to be included in the monographs was also developed at the Regional Meeting. The main item headings used in the check-list were :

- Introduction
- Structure and System of Education
- Government and Education
- Educational Planning
- Organisation of Educational Administration
- Organisation of Educational Services

- Personnel Administration
- Organisation of Supporting Services
- Institutional Administration
- Research and Development

Seminar of Experts on University Teaching for Educational Planning

In view of the increasing importance of educational planning in the development of human resources, the Institute had organized a Preparatory Seminar of Experts on University Teaching for Educational Planning on December 16-21, 1968. As a sequel to this preparatory meeting, a Seminar of Experts on University Teaching for Educational Planning was organized at New Delhi on August 5-12, 1969. The meeting was attended by 11 participants from 10 countries in the Asian Region (Afghanistan, Ceylon, India, Iran, Japan, Republic of Korea, Nepal, Philippines and Thailand) and 12 observers from Indian and international organizations. The names of the participants and observers are given in Annexure VIII. The Seminar was inaugurated by Dr. B.D. Nag Chaudhri, Member, Planning Commission. The valedictory address at the concluding session was delivered by Mr. S. Chakravarti, Secretary, Ministry of Education and Youth Services, Government of India.

There was consensus among the participants that there is considerable scope for introducing courses for educational planning in the Universities of the region, in the faculties of education and social sciences. Several outlines of courses in economics of education, educational planning and sociology of education and other allied disciplines were suggested. The recommendations of the Seminar are given in Annexure IX.*

National Programmes of Member States

As mentioned earlier, it is one of the main functions of the Institute to assist the member-States in the Region, upon request, in organising educational planning services and holding national training courses. During the year under report, the Institute actively participated in the national training programmes of Nepal, Philippines, Thailand and Republic of Viet Nam, besides India.

NEPAL

His Majesty's Government of Nepal organised a National Course for District Education Officers in collaboration with USAID and Unesco from 23rd November to 7th December, 1969. Mr. Veda Prakasha, Executive Director and Dr. Ananda W. P. Guruge, Unesco Consultant in the Asian Institute participated in this programme from November 24 to December 5 as visiting lecturers. The seminars taken by them covered the following topics:—

* For further details please see Seminar of Experts on University Teaching for Educational Planning—Final Report, Parts I, II & III, published by the Asian Institute, 1969.

- (i) Basic Principles of Educational Planning
- (ii) National Educational Planning
- (iii) District Educational Survey
- (iv) Follow-up of District Plans
- (v) District Educational Development Plans
- (vi) Community Involvement in Education
- (vii) School Inspection and Supervision
- (viii) Adult Literacy, and
- (ix) Community Education in Development

PHILIPPINES

The Department of Education, Republic of the Philippines organized a Seminar on the Prospects of Educational Planning Programme at Manila in March, 1970.

Professor M. V. Mathur, Director, participated in the Seminar and presented two papers on (1) The social, educational, economic and political aspects of administering educational planning and (2) The training and utilisation of educational planners.

THAILAND

On the request of the Thailand Ministry of Education, Mr. Pernau Llimos, Unesco Expert, and Mr. C. B. Padmanabhan, Economist, participated in the National Seminar on Educational Planning held in Bangkok from July 7-11.

They also assisted in the training and orientation of 21 Provincial Education Officers of the Government of Thailand for running a Seminar on Educational Planning at the Provincial Level held from August 18-25, 1969.

Prof. M. V. Mathur, Director, spoke on "The Challenge of Educational Development in Asia" at this Seminar on August 18, 1969.

REPUBLIC OF VIET NAM

Mr. Pernau Llimos, Unesco Expert, in co-operation with Mr. M. Coulon, a Unesco Expert specially deputed from Paris for this purpose, assisted the Ministry of Education of the Republic of Vietnam in organizing a National Course in Saigon from August 28 to September 9, 1969. The participants numbering about 60 were officials from different Ministries of Vietnamese Government—Ministry of Rural Reconstruction, Ministry of Economy, Ministry of Education and the Directorate General of the Plan.

INDIA

During the period under review, the Institute considerably strengthened its training and

research activities in India, the expenditure on this programme being met by the Government of India.

The programme concentrates on the following four main areas:—

- (a) Organizing conferences, seminars and workshops as part of the pre-service and in-service training and extension programmes for educational officers, administrators and planners in India;
- (b) Undertaking comparative studies of administrative and planning patterns and practices in the different States of India;
- (c) Conducting research in selected problems of educational administration, planning and evaluation;
- (d) Developing necessary documentation and information services and bringing out publications.

The various activities undertaken by the Institute as a part of the National Programme for India are briefly described below:—

(i) *State Seminars on Educational Planning and Administration*

The Asian Institute has initiated a series of State Seminars on Educational Planning and Administration in collaboration with the State Governments. The Seminars, which are, in the main, attended by district education officers and other senior state educational officers, concern themselves with the State's Fourth-Five Year Plan of Education, the pattern and problem of educational administration in the State, district educational plans and institutional planning, qualitative improvement of education and community participation in school improvement programmes.

Six State Seminars were organized during the year: Orissa (September 25-30, 1969), Mysore (November 24-28, 1969), Gujarat (December 3-8, 1969), West Bengal (December 26-31, 1969), Bihar (January 20-24, 1970) and Rajasthan (February 25-March 1, 1970).

The Report of the Orissa State Seminar has since been published and is available on request. The reports of the other Seminars are under preparation and will be published shortly.

(ii) *National Seminar on the Roles, Functions Recruitment and Training of District Education Officers*

A National Seminar on the Roles, Functions, Recruitment and Training of District Education Officers was held at New Delhi from February 11-13, 1970. The Seminar was attended by State Education Secretaries, Directors of Education/Public Instruction and senior Education Officers from State Governments and Union Territories, Representatives of the Ministry of Education, Planning Commission, National Council of Educational Research and Training, National Academy of Administration, Officers Training School, Unesco and the Ford Foundation.

The Seminar re-defined the role of a District Education Officer in the changing context as that of an administrator, supervisor, inspector, professional leader and innovator, developmental generalist and planner, and bridge-builder between the school and the community. It expressed the view that a judicious blend of promotion and direct recruitment in the proportion of 50 : 50 should be the basic policy in regard to the recruitment of District Education Officers. The Seminar stressed the importance of evolving suitable foundation courses for fresh recruits and sandwich courses for promotees. It recommended that a Study Group be set up for drawing detailed specifications of the objectives, types, duration and content of such courses, methods of training, and institutional arrangements for them at the State and Central levels. A copy of the main conclusions and recommendations of the Seminar is given in Annexure X.

(iii) Visits of Officers of State Education Departments to Places of Significant Educational Developments in India

The Institute has also launched upon a programme of visits of State Education Department officers to study successful educational programmes and experiments in the other States of the Indian Union. Such visits are designed to stimulate cross-fertilisation of ideas, disseminate information regarding successful experiments and to facilitate adaptation of innovation and change according to local circumstances.

During the year under review, two visits were arranged to selected institutions and organizations in Gujarat (February 1-7, 1970) and Bihar (February 23-28, 1970).

A team of 17 officers from various State Governments, Union Territories, Ministry of Education and Youth Services, N. C. E. R. T. and Asain Institute participated in the Gujarat visit to study the successful experiments and programmes developed at the Saraswati Vidyalyaya, Ahmedabad ; Gandhi Vidyapeeth, Vedchi, Lok Bharati, Sanosra; Shardagram, Mangrol; and Gangajala Vidyapeeth, Aliabada.

A similar team of 13 officers visited Bihar to study the programmes at the Rural Institute, Birauli; Bihar State Textbook Publishing Corporation Ltd., Patna; Vikas Vidyalyaya, Ranchi and the Netarhat Vidyalyaya, Netarhat .

(iv) Study of the Grants-in-aid System at the Central, State and Local levels in Education

Over the last 150 years, a complex system of grant-in-aid to education has been operating in India. Financial assistance, in the form of periodical payments, is given by Central Government to the States and by the States to the local bodies. Grants are also provided at all these levels to voluntary organisations which have played a major role in the development of education from the pre-school to the university stage.

The system of grants-in-aid, however, varies from State to State and needs to be strengthened. In the light of the ever growing demand for education at all levels, the financial relations between the Central, State and Local Governments need to be reviewed and redefined.

By way of making its own little contribution to a better understanding of this complex problem, the Institute has decided to make one or two pilot studies before taking up the study on a more extensive basis. To start with, the State of Maharashtra has been selected for this purpose.

(v) *Study of Middle School Education in India*

There has been phenomenal expansion of elementary education in India since Independence (1947), but the constitutional objective of free and compulsory education is still a distant goal. The picture of middle school education (Age group 6-14) in the country is far from clear. The enrolment rates at this stage vary from State to State and are most unsatisfactory for girls, particularly in the rural areas. In order to develop a better understanding of the different problems relating to education at this stage, a tentative design has been prepared. The intention is to first launch a pilot survey in the States of Rajasthan and Uttar Pradesh and depending on the outcome, to extend the study to other parts of the country.

Exchange Programmes and Visiting Faculty Members

Collaboration between the Institute and other international institutions in the Region working in the field of educational planning and human resource development continued during the year. Exchange of teaching personnel for two weeks on each side with the Asian Institute of Economic Development and Planning, Bangkok was continued this year. Mr. Veda Prakasha, went to Bangkok from October 24 to November 7 and in exchange, Dr. M.V. Bhatwadekar, International Trade Expert, lectured to the participants of the Tenth Course on Educational Planning from December 4-18.

Dr. Finney and Mr. Senarath of the Asian Regional Institute for School Building Research, Colombo, visited the Institute in October and conducted a few seminars from November 5-8, on School Buildings, as part to the Tenth Training Course participants.

Mr. M.A Ghausi, Deputy Minister of Education, Afghanistan, visited the Institute from October 23 to November 5, as a short-term Consultant. He led the following Seminars at the Tenth Training Course:

- (i) Problems of plan implementation, and condition of its improvement;
- (ii) Some manpower aspects of educational planning in the case of Afghanistan;
- (iii) Quantitative expansion and qualitative improvement.

Professor M.V. Mathur, Director, gave two Seminars on Educational Planning in the Institute for Key Teacher Educators at the Asian Institute for Teacher Educators, Manila, which he visited in March, 1970.

Distinguished Guest Speakers

The Institute continued to receive co-operation from a large number of educationists and specialists in Delhi for lecture-discussions in their respective fields of specialisation.

The names of guest lecturers at the Tenth Training Course to whom the Institute is grateful for their assistance and co-operation are given below:-

- | | |
|---|--|
| 1. Dr. S. K. Mukherjee,
Deputy Agricultural Commissioner,
Indian Council of Agricultural Research. |) Problems of Agricultural Education in
) Developing Countries |
| 2. Mr. J.P. Naik
Adviser,
Ministry of Education & Youth Service) |)) |
| 3. Mrs. Kamla Bhatia,
Deputy Assistant Director General,
Central Bureau of Health Education.) |) Symposium on Population
) Education |
| 4. Dr. Mrs. Kamla Gopal Rao,
Assistant Director,
Central Family Planning Institute.) |)) |
| 5. Dr. S.P. Ramakrishnan,
Consultant,
World Health Organisation.) |)) |
| 6. Dr. T.A. Koshy,
Head of the Department of Adult
Education,
National Council of Educational Research and Training. |) —Adult Education |
| 7. Dr. S.K. Mitra,
Joint Director,
National Council of Educational Research and Training. |) —Educational Research |
| 8. Dr. S.S. Kulkarni,
Reader,
National Council of Educational Research and Training. |) —New Educational Technology |
| 9. Mr. L.S Chanderkant,
Joint Educational Adviser.
Ministry of Education & Youth Services. |) —Problems of Developing Technical
) and Vocational Education (University Level) in Developing Countries |
| 10. Col. S.G. Pendse,
Director of Training,
Directorate of Employment,
and Training, |) —Technical and Vocational Education
) at the School Stage |

11. Mr. J.P. Naik,
Adviser,
Ministry of Education & Youth Services. — Girls' Education
12. Dr. R.N. Rai
Consultant,
National Institute of Sciences
of India. —Science Education and Science
Talent Search in India
13. Mr. J. Howe,
Deputy Chief of Mission,
Unesco. —External Aids to Education with
Particular Reference to Program-
mes of Unesco
14. Dr. John McDiarmid,
Resident Representative,
UNDP. —United Nations and Education in
Developing Countries.
15. Dr. S.P. Agarwal,)
Chief,)
Manpower, Economics and)
Statistics Division,)
Institute of Applied Manpower) —Symposium on Vocationalization of
Research.) Secondary Education.
16. Dr. R.H. Dave,)
Head of the Department of)
Text books,)
National Council of Educational Re-)
search and Training.)

Visitors

On his way back from Manila, Dr. I. Ayman of Iran visited the Institute on October 8, 1969 and addressed the participants of the Tenth Course on "Participation of students in the management of institutions".

Dr. William J. Platt, Director of Planning and Finance Division in Unesco Secretariat gave a talk on "Satellite communication system and its educational significance" to the participants on 19th November, 1969.

Dr. P.S.N Prasad, Director, U.N. Asian Institute for Economic Development and Planning met the participants on the same day and gave them an idea of the training and research activities of the Institute. He also answered a number of questions concerning problems of economic planning and development in some of the Asian countries.

The names of the other distinguished visitors who called at the Institute during the year under review are as follows:-

1. Mr. Duncan Ballantine,
Director,
Education Department,
World Bank,
New York.
2. Mr. W. Van Valiet,
Director,
Educational Finance,
Unesco Headquarters,
Paris.
3. Mr. W.D. Russell,
Director,
Education Division,
Commonwealth Secretariat,
London.
4. Mr. Dana B. Durand,
Americian Foundation of Higher Edu-
cation,
Washington.
5. Mr. Buripugdi Chalio,
Teachers College,
Petch Puri City,
Thailand.
6. Mr. Sloan Wayland,
Associate Dean,
Teacher's College,
Columbia, New York.
7. Dr. L. Ga.Cesar,
Administrative Officer HI
Bureau of Public Schools,
Manila.
8. Dr. Malcolm S. Adiseshiah,
Deputy Director-General,
Unesco,
Paris.
9. Dr. James R. Liesch,
Professor of Education,
California University,
California.
10. Mr. Marioh Coulon,
Unesco Expert,
Brussels.
11. Mr. M. Carmel F. Couschert,
Malta.
12. Dr. Pablo Latapi,
Mexico.
13. Prof. Peter Neyer-Dohm,
Institute for Development Research
and Development Policy,
Federal Republic of Germany.
14. Dr. H. Hartmann,
Institute for Development Research
and Development Policy,
Federal Republic of Germany.
15. Prof. Dr. Taher A. Razik,
Consultant,
International Institute of Educational
Planning,
Paris.
16. Dr. B. Hayward.
OECD,
Paris.
17. Dr. Ziya Bursalioghe,
Ankara,
Turkey.

Reporting on Educational Developments

With a view to keeping in touch with the latest developments in the field of educational planning and administration in member States of the Asian region, the Institute requested the member States to nominate correspondents to report quarterly on educational developments in their countries. Eleven countries in the region, *viz.*, Afghanistan, Cambodia,

Republic of China, Iran, Japan, Laos, Malaysia, Pakistan, the Philippines, Thailand and the Republic of Viet-Nam have agreed to co-operate in this programme and have nominated their correspondents (see Annexure XI).

Detailed reports have since been received from the Philippines, Laos, and Thailand. Summaries or extracts from these reports are included in the Institute News.

Staff News

Dr. Ananda W.P. Guruge joined the Institute on August 18, 1969 as a Unesco Expert in Educational Administration. Prior to this, he was an Expert Fellow at the International Institute of Educational Planning, Paris.

Dr. A.B.L. Srivastava, formerly Reader in the National Council of Educational Research and Training, joined as Statistician on August 12.

Professor B. Misra, a member of Orissa State Educational Service took charge as Specialist on 22nd September, 1969.

Mr. C.D. Pandit took up his duty as Finance Officer from 26th September.

Mrs. Marianne Butalia (nee Marianne Hook) joined the Institute on 21st October as Associate Unesco Expert.

Dr. (Mrs.) Chitra Naik joined the Institute as Specialist on December 1, 1969.

Mr. C.P. Tewari, Mr. S.S. Dudani and Dr. K.J. Joseph, joined as Research Officers on 20th May, 23rd May and 6th June, 1969 respectively.

Mr. N. Ramachandran, Administrative Officer, left the Institute to join as Special Officer in the Indian Council of Social Science Research, New Delhi. Mr. S.K. Kaushal of the Ministry of Education took charge as Administrative Officer on January 17, 1970 and reverted to Ministry on March 16, 1970. The present Administrative Officer is Mr. K.R. Kapur, who joined on March 16, 1970.

A brief note on the staff activities during the year is given in Annexure XII.

Publications

The following documents were brought out during the year under review :—

- (i) Seminar of Experts on University Teaching for Educational Planning, New Delhi, 5-12 August, 1969—Final Report :

Part I	:	Report
Part II	:	A Review of the Existing Position of the Curricula of Educational Planning in Some Universities.

Part III : Educational Planning—a Selected Annotated Bibliography.

- (ii) Asian Institute of Educational Planning and Administration (Progress Report).
- (iii) Preparation of Educational Plans—Long and Short-term by J. Pernau Llimos.
- (iv) Recent Trend in Approaches to Educational Planning by C.B. Padmanabhan.
- (v) Director's Report on the 10th Training Course for Educational Planners and Administrators.
- (vi) Educational Planning in a District by J.P. Naik.
- (vii) Institutional Planning by J.P. Naik.
- (viii) School Improvement Projects and Community Support by N. D. Sundaravadi-velu.
- (ix) Programmes of Educational Improvement at the District Level by M. V. Raja-gopal.
- (x) Institute News for the quarters ending March, June, September and December, 1969.

Library and Documentation

About 1000 items (books, documents and articles from journals) were processed during the year. The number of journals received by the library is 126.

Four issues of the quarterly subject list of accession were prepared and mailed to alumni and to over 200 addresses in the general mailing list. In addition, two supplements entitled "Educational Planning in Developing Countries (with particular reference to Asia)—a Digest" were also brought out and distributed.

The number of reference questions and enquires for the Institute's publications from outside the Institute averaged 30 a month. Books issued on loan to the staff, participants and to others outside averaged 75 per month.

To meet the needs of the trainees of the tenth training course, a reading list of country studies in educational planning in Asia was compiled.

For the Seminar of Experts on University Teaching for Educational Planning, a selected annotated bibliography on educational planning was compiled as a working paper.

Documentation relating to the 10th Course was prepared and made available to the participants as usual.

A list of major research activities of the Institute since its establishment in 1962 is given in Annexure XIII.

Institute News

The Institute News which is a free quarterly entered upon the seventh year of its career. The mailing list for the News includes besides the Institute's alumni, National Commissions for Co-operation with Unesco in member States, Ministeries of Education (in Asia), National Libraries, sister Institutes in different parts of the world, Unesco Regional Office, Bangkok, and Unesco, Paris.

Besides informing its readers about the activities of the Institute, its staff members and alumni, the Institute News also carries summaries or digests of interesting articles published elsewhere as well as papers or studies completed by staff and participants.

ANNEXURE I

STAFF POSITION

Director	...	Prof. M.V. Mathur
Executive Director	...	Mr. Veda Prakasha
Coordinator of Studies	...	Vacant
Specialist	...	Dr. S.N. Mehrotra
Specialist	...	Prof. B. Misra
Specialist	...	Dr. (Mrs.) Chitra Naik
Unesco Expert	...	Mr. J. Pernau-Llimos
Unesco Expert	...	Dr. Ananda W.P. Guruge
Associate Unesco Expert	...	Mrs. M. Butalia (nee Hook)
Economist	...	Mr. C.B. Padmanabhan
Statistician	...	Dr. A.B.L. Srivastava
Senior Research Officer	...	Vacant
Research Officers	...	Dr. K.J. Joseph Mr. S.S. Dudani Mr. C.P. Tewari
Finance Officer	...	Mr. C.D. Pandit
Administrative Officer	...	Mr. K.R. Kapur
Documentalist	...	Mr. A.S. Seshan
Librarian	...	Vacant

ANNEXURE II

LIST OF PARTICIPANTS IN THE TENTH COURSE

(September 1, 1969—January 31, 1970)

1. Mr. Ghulam Nabi Naushad	Afghanistan
2. Mr. I.E.P. Samphy	Cambodia
3. Mr. Chhuon Nay Huot	Cambodia
4. Mr. Wei Hong Chang	China, Republic of
5. Mr. M.C. Dubey	India
6. Mr. S.R. Seshagiriappa	India
7. Mr. T.K. Padmanabhan Achari	India
8. Mr. B.K. Garg	India
9. Mr. G. Vethakkan	India
10. Mr. Soenardi Ronowisrojo	Indonesia
11. Mr. Bahram Sohrabi	Iran
12. Mr. Lee Jung Woo	Korea, Republic of
13. Mr. Abdul Razak bin Ator	Malaysia
14. Mr. Benedict Swampillai	Malaysia
15. Mr. Wan Mohd. Zahid bin Mohd. Noordin	Malaysia
16. Mr. Giriraj Upadhyay Dhakal	Nepal
17. Mr. Dev Dhoj Karki	Nepal
18. Mr. Bhuvan Gopal Acharya	Nepal
19. Mr. Bernardo M. Reyes	Philippines
*20. Mr. Arturo M. Caronongan	Philippines
21. Dr. Sanan Intraprasert	Thailand
22. Mr. Grarng Praiwan	Thailand
23. Mr. Chamreon Sektheera	Thailand
24. Mr. Pham Van Cung	Vietnam, Republic of

*Left the Course on 11th October, 1969 for health reasons.

ANNEXURE III

Professor V.K.R.V. Rao's Inaugural Address at the Tenth Course for Educational Planners and Administrators on 2nd September, 1969

A SUMMARY

In one of the most stimulating inaugural addresses heard at the Asian Institute since its establishment in 1962, Professor V.K.R.V. Rao, Union Minister of Education and Youth Services exhorted the 24 participants in the Tenth Course for Educational Planners and Administrators to develop a creative responsiveness to the fast changing world around them. The countries represented at the Course included : (1) Afghanistan; (2) Cambodia; (3) Republic of China; (4) Indonesia; (5) Iran; (6) Republic of Korea; (7) Malaysia; (8) Nepal; (9) Philippines; (10) Thailand; (11) Republic of Vietnam; and (12) India. The following is a summary record of Professor Rao's address :

2. Professor Rao congratulated the Director and staff of the Institute for effectively putting the Asian Institute on educational map of the region. In the past, people from Asian countries had invariably preferred to go for training to developed countries in the West. The growing popularity of the Institute shows that attitudes are fast changing and that Asians are now beginning to look upon institutional facilities located in Asia as more appropriate to their training and professional needs.

3. Professor Rao emphasised that it is a misnomer to describe the present course as a 'training' course. Training, as commonly understood, implies an unequal relationship between those who give training and those who receive it. In such a relationship, the position of the trainers is generally considered to be superior to that of the trainees. He was sure that the present programme carries no such implication and that the course is more in the nature of the 'participant' activity between equals. It is more like a seminar or an extended conference for exchange of ideas and experiences in which the staff members may learn as much as the participants from the mutual examination and study of problems of common interest.

4. A major part of Professor Rao's address was directed to spelling out the implications for education of the alarming rate at which the contemporary world is changing both physically and culturally. No society has been completely static but in former times changes were gradual and often imperceptible; today they storm like a hurricane and their velocity far exceeds the ordinary man's capacity for adjustment. The traditional theory that 'Old is Gold' no longer holds. Traditional values and inherited social relationships are under attack everywhere. Students are exposed to many new influences which did not exist 20-30 years ago. The young generation today knows in a matter of hours, if not minutes what is happening in another country thousands of miles away. Student activism has become a global phenomenon and a wind of change is blowing everywhere. Respect for teachers, for parents or for authority is already a thing of the past: everything is in a state of flux

and a spirit of revolt is in the air. Students are pressing for active participation in the entire educational process and refuse to acquiesce in the conventional right of the older generation to take major educational decisions for them. Perhaps the most baffling question facing the educational planner today is: How can students participate actively in the educational process and its management without destroying the fabric of education ?

5. Unfortunately, said Professor Rao, educators in the past did not always realise that a student's involvement and active participation in the learning process is the very first condition of learning. An educational system which derives its strength essentially from external sanctions such as compulsory attendance, external examination is self-defeating. If a student had a real feeling of involvement in his work, it would be totally unnecessary to employ such devices. The fact that we rely so much on these external 'props' for the working of the system shows that education by and large offers no scope for 'involvement' or 'participation' on the part of the student. How can then the student-body be expected to co-operate in the working and maintenance of such a system.

6. The cardinal importance of linking educational system with manpower requirements or available job opportunities has received some recognition recently, but such recognition has as yet made little difference either to the expansion of education or to its content. Schools and colleges are miserably failing to give to the younger generation a clear idea of the future that awaits them. The divorce between education and life or work is a major factor in the present day student unrest. Describing present day education as a hydra-headed monster, Professor Rao asked how could one bring education and work or employment closer to each other ?

7. These are exceedingly complex issues. It would be naive to think that there is a body of experts who knows the answers to them. Nor should we simplistically pin too much hope on research. In education, the variables are not only legion but exceedingly complex; when it comes to the effective control of conditions over a long period of time, to study the psychological, social, economic and other effects of different kinds of educational courses or programmes, the difficulties become virtually insuperable! Frankly, answers to questions like these do not exist as yet; they have to be discovered or perhaps evolved through a relentless process of study and discussion. The first thing we have to do is to recognise the issues and to start looking for solutions. It is only when one recognises a problem that the possibility of a way out begins to emerge. He expressed the hope that the course would offer many opportunities to the participants collectively to examine these and related matters.

8. Professor Rao was clear that subjects like Statistics, Economics, Sociology, Pedagogy, etc., constitute the bare bones or at best, the flesh and blood of educational planning; these are not the soul of planning. The soul of planning lies in the indefinable capacity of the planner to make the educational process respond creatively to change. If a course for educational planners and administrators fails to develop this special ability in the planner, it will have failed in its central purpose, no matter how sophisticated his other attainments or accomplishments.

Concluding his inaugural address, Professor Rao wished the participants a happy and purposeful stay in India.

ANNEXURE IV

The Vice-President of India, Dr. G. S. Pathak's Valedictory Address at the Concluding Function of the Tenth Course for Educational Planners and Administrators on 29th January, 1970

I thank the Director of the Asian Institute of Educational Planning and Administration for inviting me to distribute certificates to the participants of the Tenth Course for Educational Planners and Administrators of Asia and to give the valedictory address. I am happy to have this opportunity of meeting the trainees who, I learn, hail from 11 countries: Afghanistan, Cambodia, Republic of China, Indonesia, Iran, Korea, Malaysia, Nepal, the Philippines, Thailand and Republic of Vietnam. There are, of course, trainees of our own country too, who have undergone this course. It is gratifying to learn that including the present Course there have been 219 participants from sixteen Asian countries in this scheme ever since its inception in 1962. This is a fair indication of the wide impact made on educationists in our part of the world by the concept of educational planning and administration designed to meet the special needs of the developing countries of Asia. I have listened with great interest the report read this morning and to the interesting observations made by two participants.

The course which you have just completed is really not a training course in the ordinary sense of the term. It has been more appropriately regarded as a seminar of equals with differing experiences and background in education coming together to exchange ideas, discuss common problems, and seek to develop mutual understanding. The course has, I am sure, also helped you to acquire a wider knowledge of the educational problems of this region. I have no doubt that the training you have received here has been generally rewarding from a professional point of view, and also relevant to the particular educational problems and needs of your respective countries.

The Asian countries participating in the present Course of Educational Planning and Administration have certain features which are generally common to the region. In the early ages, education, mainly in the form of learning by rote, was imparted to children by religious functionaries. Hinduism, Buddhism, Jainism and Islam played historic roles in this respect among the peoples of Asia. The Western impact came in the form of Christian missionary education under the fostering care of colonising powers like the Spanish, Portugese, Dutch and British. But the educational system created by the Western powers in the Asian countries developed certain characteristics some of which have persisted to this

day. I may mention some of them which are recognised by historians and educationists. The training of teachers was neglected; no scope was allowed for educational reform; no opportunity was created for independent thinking; education of girls had a secondary place in the scheme of things; passing of examinations and acquisition of degrees were ends of education and the educated mentality was averse to manual work. This was a legacy which has been a great drag on the progress of the independent Asian nations which emerged after the second World War. They have now recognised the need to meet the challenges of the modern world through education. Gunnar Myrdal in his *Asian Drama* has emphasized the fact that "from a development point of view, the purpose of education must be to rationalize attitudes as well as to impart knowledge and skills." He has underscored the urgency of educational development when he says "the South Asian countries must strive for a much speedier dissemination of the attitudes, knowledge and skills favourable to development inasmuch as they have vast handicaps to overcome in their planning for development..."

The past ten years have rightly been described as the dynamic decade in many respects. It was a decade of phenomenal technological advances, a decade which saw the emergence of several independent countries and a period of tremendous demographic explosion. It was also a decade which saw a revolution of rising expectations among the masses. In this dynamic climate there was a parallel educational explosion in the whole world, enrolments being doubled in many countries with sharp increases in educational budgets. The most heartening feature of the past decade was the acceptance by policy-makers that education was not merely a desirable social service but an essential sector for overall national development. Educational planning has now come to be accepted as vital to orderly and efficient development of education. The Unesco has given educational planning high priority, helping the cause by supplying planning experts to over 80 countries and establishing regional and international educational training and research centres. Through the efforts of these training programmes and planning, the needed changes have to be brought into the structure, content and methods of education so that it may serve the people of the Asian countries in the manner required by them. The planning strategy for each country has to be decided according to its particular needs and special features, but whatever the strategy, the aim must be to make the educational system efficient and productive. I am sure that the Asian Institute of Educational Planning and Administration has been making a vital contribution towards the educational development of Asian countries in this respect.

As you are all no doubt aware, there is a Directive Principle in the Constitution of India which says that the State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years. In spite of best efforts, we in India have not yet fulfilled this objective satisfactorily. We have realized the vital importance of education in our national life, and have taken large strides to cover the short comings in our educational system. But we are still far from achieving free and universal education, and are still faced with mass illiteracy. The educational system has still not evolved in accordance with the needs of the times. Unemployment of technically educated classes, still exists side by side with shortage of trained manpower. But these imbalances and contradictions are inevitable in developing countries like ours. There is no cause for despondency. What is needed is an

earnest and continuing effort to study the problems with the help of persons experienced in the field and evolve remedies, suitable to our circumstances. In the emerging socialistic society in India, we need a system of education that will mould our youth to live and work as enlightened and useful citizens of our country. Our education should be so planned that full employment is assured at the end of it an achievement that calls for co-ordination and co-operation between educational institutions and employing organizations like industries. Only then will the present contradiction end. Planning can cover a number of educational spheres. To give an example: a suggestion has been made regarding the utilization of medical graduates for rural health service. This may well form the subject of educational planning, as it is a step capable of having far-reaching effects both on the medically qualified persons as well as the rural folk. It will help the former to overcome his reluctance to rural service, and help the latter to get oriented to modern ideas of health and sanitation.

It is my hope that your training has not only given you the skills to project the quantitative demands for education of your people for the next 10 or 20 years and to estimate in financial terms the resources required to meet those demands, but has also given you an insight into the problem of how to make education more fitted to the present and future needs of our society.

According to a resolution of the United Nations, 1970 is going to be celebrated as the International Education Year. I am certain that in this Year, we shall be able to review the recent growth of education carefully, identify its deficiencies and resolve to remove them and take concrete measures in that direction.

In a day or two most of you will have left for your respective countries. I am sure you will keep in touch with this Institute so that it can take advantage of this feedback to improve the efficiency and quality of its future programmes. Many of you may, upon return be called upon to take up new jobs or positions. Wherever you may be, I am sure, you will continue to emphasize the importance of education to development and do your best to ensure that education receives the attention it deserves. What is at stake is not only the future of individual peoples but that of the entire human race. Thank you.

ANNEXURE V

LIST OF TERM PAPERS PREPARED BY THE PARTICIPANTS IN THE TENTH TRAINING COURSE

<i>Name</i>	<i>Topic</i>
1. Ghulam Nabi Naushad (Afghanistan)	Merit-Grading of Educational Administrators.
2. I.E.P. Samphy (Cambodia)	Planning for School Facilities.
3. Chhuon-Nay Huot (Cambodia)	Application of PERT to the Organisation of an Educational Planning Unit.
4. Wei Hong Chang (China, Rep. of)	Development of Vocational Education in the Republic of China.
5. M.C. Dubey (India)	Unit-Expenditure in Education and its Use in Educational Planning.
6. S.R. Seshagiriappa (India)	Organisation of Comprehensive Teacher-Training Programme in Mysore.
7. T.K.P. Achari (India)	Administrative Implications in Implementing the New Science Curriculum in the Schools of Kerala.
8. B.K. Garg (India)	Welfare of Teachers as a Measure of Improvement of Educational Administration.
9. G. Vethakkan (India)	Bring it a little more into the Focus or Non-Economic Objectives of Education and the Methods for Achieving Them.
10. Soenardi Ronowisrojo (Indonesia)	Qualitative Improvement of Physics Teaching in Secondary Schools of Indonesia.
11. Bahram Sohrabi (Iran)	Educational Planning in Iran with Special reference to Tehran.
12. Lee Jung Woo (Korea)	Comparative Vocational Training System in Two Countries : Great Britain and Rep. of Korea.

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| 13. Abdul Razak bin Ator
(Malaysia) | Co-ordination in Educational Administration in West Malaysia. |
| 14. B. Swampillai
(Malaysia) | A Comparative Study of the Mechanics of Curriculum Development at the Stage of Elementary Education in Malaysia and in the Union Territory of Delhi (India). |
| 15. Wan Zahid Noordin bin Mohd. Noordin
(Malaysia) | The Role of Principal. |
| 16. Giri Raj Upadhyay Dhakal
(Nepal) | Female Education in Nepal. |
| 17. Dev Dhoj Karki
(Nepal) | Administrative Aspects of Improving Quality of Secondary Education in Nepal. |
| 18. Bhuvan G. Acharya
(India) | Financial Administration at School Level in Nepal. |
| 19. Bernardo M. Reyes
(Philippines) | Comparative Study of Vocational-Technical Education in the USSR, India and the Philippines. |
| 20. Sanan Intraprasert
(Thailand) | Education and its Budgeting System under the Ministry of Education, Thailand. |
| 21. Grarng Praiwan
(Thailand) | Educational Planning Model for Samutprakan Province in Thailand. |
| 22. Chamreon Sektheera
(Thailand) | Improving Elementary Teacher Education in Thailand. |
| 23. Pham Van Cung
(Vietnam) | Educational Aims and Objectives for National Development in the Republic of Vietnam : Dreams and Realities. |

ANNEXURE VI

**LIST OF SPECIAL STUDIES UNDERTAKEN BY THE PARTICIPANTS
WHO WERE GIVEN EXTENSION**

<i>Name</i>	<i>Special Study</i>
1. G.N. Naushad (Afghanistan)	The role of the Institutional Administration and Planning.
2. B.K. Garg (India)	Planning Continuing Education.
3. G. Vethakkan (India)	Non-Economic Objectives of Education and the Methods of Achieving Them.
4. Soenardi Ronowisrojo (Indonesia)	The Tasks for Improving the Teaching of Science, particularly Physics in Secondary Schools of Indonesia.
5. G.U. Dhakal (Nepal)	Implementation of the Programme of Free and Compulsory Primary Education in the Sagarmatha Zone of Nepal.
6. Chamreon Sektheera (Thailand)	Teaching Educational Planning in the College of Education in Thailand.

ANNEXURE VII

**LIST OF RESEARCH NOMINEES FOR PREPARATION OF COUNTRYWISE
MONOGRAPHS ON EDUCATIONAL ADMINISTRATION**

<i>Country</i>	<i>Name and Address of the Research Nominees</i>
1. Afghanistan	Mr. G.N. Naushad, General Director of Elementary Schools, Ministry of Education, Kabul.
2. Burma	U. Thaung Tut, Assistant Director (Training), Directorate of Education, Rangoon.
3. Ceylon	Mr. W.N.A. Warnasuriya, Director of Education, Secondary Education, Ministry of Education, Colombo.
4. China, Republic of	Prof. Paochien Yang, Bureau of International Cultural & Edu- cational Relations, Ministry of Education, Taipeh.
5. India	Mr. J.P. Naik, Adviser, Ministry of Education and Youth Services, Shastri Bhawan, New Delhi.
6. Indonesia	Mr. Soeprapto, Head of Directorate of Teacher Dept, I. Ministry of Education and Culture, Djakarta.

7. Iran
Dr. Mohamad Ali Toussi,
Associate Professor of Educational Administration,
University of Tehran, Tehran.
8. Japan
Mr. Kikou Nishida,
Director of Planning and Research,
Ministry of Education,
2-2. Kasumigaseki Sancho-me,
Chiyoda-ku, Tokyo.
9. Korea, Republic of
Mr. Bok Joo Song,
Chief, School Feeding Section,
Bureau of Social Education,
Ministry of Education, Seoul.
10. Laos
Mr. Kao Outsama,
Director of Service d' Etudes and Planning,
Kingdom of Laos, Ministry of National
Education, Fine Arts and Youth Services,
Vientiane.
11. Malaysia
Mr. K. Ragupathy,
Educational Planning & Research Division,
Ministry of Education,
Federal House, Kuala Lumpur.
12. Nepal
Mr. Keshab Prasad, Nepal
Acting Under Secretary,
Ministry of Education,
Singha Durbar, Kathmandu.
13. Pakistan
Dr. W.M. Zaki,
Deputy Educational Adviser,
Ministry of Education and Scientific
Research, Islamabad.
14. Thailand
Mr. Sadab Attasara,
First Grade Officer, Educational Planning
Division,
Ministry of Education, Bangkok.
15. Viet Nam, Republic of
Mr. Pham-Tan-Kiet,
Ministere de l'Education,
70, Rue Le-Thanh-Toh, Saigon.

ANNEXURE VIII

SEMINAR OF EXPERTS ON UNIVERSITY TEACHING FOR EDUCATIONAL PLANNING

New Delhi, August 5-12, 1969

List of Participants

1. Mr. A.R. Shamal,
Assistant Dean,
Faculty of Education,
Kabul (Afghanistan).
2. Mr. W.M.A. Warnasuriya,
Director,
Secondary Education,
Ministry of Education,
Colombo (Ceylon).
3. Prof. Iraj Ayman,
Director,
Institute for Educational Research and
Studies,
Tehran (Iran).
4. Prof. Yoshio Hara,
Tokyo Institute of Technology,
Tokyo (Japan).
5. Dr. Young Shik Kim,
Chairman,
Department of Educational Administration,
Graduate School of Education,
Seoul National University,
Seoul (Korea).
6. Mr. Hazi Hamdan bin Sheikh Tahir,
Chief Education Adviser,
Ministry of Education,
Kuala Lumpur (Malaysia).
7. Mr. G.N. Sharma,
Vice-Principal,
College of Education,
Kathmandu (Nepal).
8. Dr. Edita Tan,
Professor of Economics,
University of Philippines,
Manila (Philippines).
9. Dr. Sudchai LaoSunthara,
President,
College of Education,
Bangkok (Thailand).
10. Prof. P.K. Roy,
Principal,
Central Institute of Education,
Delhi (India).
11. Prof. N.V. Thirtha,
Dean of Education,
Bangalore University,
Bangalore (India).

OBSERVERS

1. Mr. Raja Roy Singh,
Director,
Unesco Regional Office for Education
in Asia,
Bangkok (Thailand).

2. Prof. M. Rashid,
Educational Planning Expert,
Asian Institute of Economic Develop-
ment and Planning,
Bangkok (Thailand).
 3. Mr. Madan L. Handa,
Assistant Professor,
Ontario Institute for Studies in Edu-
cation,
Toronto (Canada).
 4. Dr. Eugene Staley,
Ford Foundation,
New Delhi (India).
 5. Dr. Fred Weaver,
Ford Foundation,
New Delhi (India).
 6. Mr. R.K. Chhabra,
Joint Secretary,
University Grants Commission,
New Delhi (India).
 7. Mr. D.P. Nayar,
Senior Specialist (Education),
Planning Commission,
Government of India,
New Delhi (India).
 8. Mr. K.R. Sivaramkrishnan,
Chief,
Manpower Resources Division,
Institute of Applied Manpower
Research.
New Delhi (India).
 9. Dr. S.B. Adaval,
Professor of Education,
Allahabad University,
Allahabad (India).
 10. Prof. V.R. Taneja,
Head of the Department of Education,
Punjab University,
Chandigarh (India).
 11. Brigadier Pennathur,
Executive Director,
All India Management Association,
New Delhi (India).
 12. Mr. H.N. Pandit,
Reader,
National Council for Educational
Research and Training,
New Delhi (India).
- Faculty Members and Research Staff of the
Asian Institute*
1. Prof. M.V. Mathur, Director.
 2. Mr. Veda Prakasha, Executive Director.
 3. Dr. S.N. Mehrotra, Specialist.
 4. Mr. J. Pernau Llimos,
Unesco Expert.
 5. Shri C.B. Padmanabhan,
Economist.
 6. Dr. K.J. Joseph,
Research Officer.
 7. Mr. S.S. Dudani,
Research Officer.
 8. Mr. C.P. Tewari,
Research Officer.
 9. Mr. A.S. Seshan,
Documentalist.

ANNEXURE IX

RECOMMENDATIONS OF THE SEMINAR OF EXPERTS ON UNIVERSITY TEACHING FOR EDUCATIONAL PLANNING

Keeping in view the reports of the Working Groups and the discussions that took place in the Seminar, it is recommended that the recommendations given below be taken up appropriately by the agencies concerned for further action.

1. The Seminar recommends that in organising courses in educational planning it is necessary to develop a perspective on educational planning as an integral part of the overall developmental planning.

2. Appreciating the close relationship between educational planning and administration, and welcoming the trend towards making administration development-oriented, the Seminar considers that it would be a definite advantage to associate and planning administration with the teaching of educational planning.

3. The Seminar recommends the introduction of the following courses in educational planning in the universities in the Asian region :

A. IN THE FACULTY OF EDUCATION/GRADUATE TEACHER INSTITUTIONS :

- (i) A compulsory courses in Elements of educational Planning at the B. Ed. level.
- (ii) An additional optional paper at the B. Ed. level.
- (iii) A compulsory/optional course in the one-year M. Ed. programme.
- (iv) A short course of 10-12 weeks duration for personnel engaged in planning and administration.

B. IN M.A. (ECONOMICS) PROGRAMME :

Two courses in Economics of Education, one at the introductory level and the other at the advanced level.

C. IN M.A. (SOCIOLOGY AND ANTHROPOLOGY) :

Aspects of Educational Planning to be incorporated in courses in Sociology and Anthropology.

D. IN M.A. (POLITICAL SCIENCE, PUBLIC ADMINISTRATION AND MANAGEMENT) :

Aspects of Educational Planning to be included in courses in Political Science, Public Administration and Management.

E. SHORT-TERM COURSES IN EDUCATIONAL PLANNING :

To be organised by various faculties for personnel engaged in development work.

4. The Seminar recommends these courses for (i) personnel actually engaged in educational administration and planning (ii) teachers under training (iii) teacher-educators (iv) post-graduate students in different fields like Economics, Political Science, Sociology, Public Administration, etc., and (v) doctoral students in fields contributory to Educational Planning.

5. The Seminar recognises the need for clearly defining the objectives of these different courses and recommends for consideration the objectives as spelt out by the Working Groups (Pages 14-25 of the Report).

6. The Seminar recommends the contents of these courses as suggested by the Working Groups for consideration by the universities interested in introducing such courses.

7. Considering the inevitability of inter-disciplinary approach and collaboration in conducting these courses the Seminar recommends the establishment, wherever possible, of Departments of Educational Planning consisting of personnel with necessary background in contributory disciplines and in educational planning. Where conditions are not conducive to setting up of Departments of Educational Planning, the Seminar recommends the organisation of courses drawing personnel from concerned faculties in the university.

8. Considering the nature of the courses and its interdependence on several disciplines and taking into account the need to develop personality traits appropriate for educational planning work the Seminar recommends that greater reliance be placed on project method, syndicate method, seminar work and case studies in the teaching of these courses.

9. Recognising the need to collect empirical data on problems in educational planning and realising that research can make the collaboration between universities and planning agencies more meaningful and rewarding the Seminar recommends that greater emphasis be placed on inter-disciplinary and institutional research.

10. The Seminar envisages that educational planning courses and research in the field would forge a vital link between the universities and the developmental efforts of the society. The universities, it is hoped, would also play a useful role in the evaluation of plan projects.

11. The Seminar recognises the need for an orientation of the academic personnel to be involved in conducting courses in educational planning and recommends that teams of academic personnel from different contributory disciplines of the universities intending to introduce courses in educational planning be brought together and suitably oriented.

12. The Seminar recognises that avenues of cooperation between faculties, between universities, between universities and other institutions at national, regional and international level are very promising. Considering the need from mutual cooperation, dissemination of information, spread of literature and the scope for sharing of resources, the Seminar recommends the institution of visiting professorships, fellowships and library and documentation services to facilitate this.

13. To accelerate the movement for the introduction of courses in educational planning in the universities of the Asian region, the Seminar requests the authorities concerned in member States to convene National Seminars to consider the implementation of these recommendations.

14. For speedy introduction of courses in Educational Planning in universities and for their healthy development, it would also be desirable to bring together interested Vice-Chancellors and Deans as early as conveniently possible.

15. Recognising the key role the Asian Institute can play in developing courses in educational planning, the Seminar recommends the following action:-

- (i) Organising orientation programmes for teachers of Educational Planning.
- (ii) Helping member States to organise in-service training programmes for personnel engaged in educational planning and administration work.
- (iii) Operating a documentation service to help dissemination of research and other information.
- (iv) Bringing out, annually, a list of current material on educational planning.
- (v) Periodical review of the position and progress of the teaching of educational planning in different universities and institutions.
- (vi) Bringing together Vice-Chancellors and Deans of the universities interested in introducing courses in Educational Planning.

ANNEXURE X

NATIONAL SEMINAR ON THE ROLE, FUNCTION, RECRUITMENT AND TRAINING OF DISTRICT EDUCATION OFFICERS

New Delhi, February 11-13-1970

Main Conclusions and Recommendations

THE ROLE AND FUNCTION OF DISTRICT EDUCATION OFFICERS

After taking note of the existing position regarding the role and functions of District Education Officers in different States and considering the new tasks and challenges that they have to face in the context of the massive educational expansion in the post-independence period, democratic decentralisation of administration and planning and the increased concern about the qualitative improvement of education, the Seminar recognised the urgent need of re-defining the role and functions of the District Education Officers, of reviewing the recruitment policies and of evolving suitable programmes of pre-service, pre-promotion, and in-service training for them.

2. For the purposes of this Seminar, the term District Education Officer has been used in a generic sense to denote an officer (by whatever designation he may be called) who is in overall charge of the school education (from primary to the high school/higher secondary) at the district/regional level.

3. The Seminar emphasized that the DEO has a key role to play in the educational set up at the District level and he should be the chief coordinator of all the educational activities at the school stage in the District. While recognising that the precise role of the DEO will vary from State to State in the light of the overall administrative organisation and the pattern of Panchayati Raj institutions in the State, the Seminar identified the following major roles for the DEO in the changing context :

(a) *Role as an administrator*

(i) Personnel administration—appointment, promotion and transfer of the teaching,

non-teaching and inspecting staff ; their performance, appraisal and disciplinary control.

- (ii) Inspection of subordinate offices under his administrative control.
 - (iii) Financial administration — sanctioning and disbursements of grant-in-aid, disbursement of teachers' salaries ; audit and inspection of accounts.
 - (iv) Dealing with disputes between teachers and managements and attending to quasi-judicial cases.
 - (v) Dealing with local bodies and the Panchayati Raj institutions.
- (b) *Role as a supervisor and inspector*—Providing academic leadership and technical advice for improving the teaching-learning process in the school.
- (c) *Role as a professional leader and innovator* — Organising orientation programmes, dissemination of new ideas and popularisation of tested good practices ; encouraging experiments and other innovations.
- (d) *Role as a developmental generalist and planner* — Cooperating and collaborating with other development departments in the overall developmental planning of the State ; formulating, implementing and evaluating educational plans at the district/regional level and guiding and promoting programmes at the institutional level.
- (e) *Role as a bridge builder between the school and the community*—Fostering public relations ; securing community participation for improving and developing educational institutions and making the institutions conscious of the need to serve the community better.

4. In order to equip the District Education Officer adequately for the proper discharge of the functions and responsibilities cast on him, the Seminar recommended as follows :—

- (i) The workload of the District Education Officer should be rationalised according to reasonable norms.
- (ii) Adequate administrative and ministerial staff should be provided so as to enable him concentrate more on developmental aspects of administration as distinct from routine maintenance administration.
- (iii) In order to enable him to perform his supervisory functions effectively, he should be assisted by a team of Subject Inspectors/Specialists.
- (iv) Administrative and financial powers should be suitably delegated to the DEO and officers under him to enable him function more effectively.
- (v) The District Education Officer should enjoy the status commensurate with his new role and it should not be less than that of the senior officers of comparable jurisdiction.

5 In view of the increasing emphasis on the district as the unit of developmental planning, the Seminar felt that it would be desirable that for every revenue district there should be an Education Officer to coordinate the entire programme of school education

in that area. However, where circumstances so demand, such coordination may be effected at the regional level.

RECRUITMENT OF DISTRICT EDUCATION OFFICERS

6. The Seminar considered the question of recruitment of District Education Officers in the light of the role and functions identified above. It was of the view that a judicious blend of promotion and direct recruitment of first-rate young talent should be the basic policy in this regard.

7. The Seminar recommended that the proportion of direct recruits to promotees should be about 50 : 50. It, however, suggested that the recruitment rules for the cadre should be periodically reviewed to determine the promotion according to the needs and requirements of the situation.

8. With regard to the method of recruitment to the cadre of District Education Officers, the Seminar identified the following types of selection :—

- (i) By promotion from teachers, headmasters and inspecting officers at the lower level ;
- (ii) By direct recruitment of young post-graduates through a competitive examination ;
- (iii) By lateral recruitment into the cadre from teachers, headmasters, inspectors, teacher-educators, principals and university/college lecturers.

9. In the case of direct recruitment through competitive examination as mentioned in 8 (ii) above, they must possess a post-graduate Degree. The possession of B.Ed. Degree, however, need not be insisted upon as a pre-requisite.

10. The Seminar recognised the need for greater interchange between administrative and teaching posts and suggested that suitable, qualified and experienced persons from universities/colleges and other institutions may be offered tenure appointments to senior administrative posts.

11. The Seminar fully recognised the urgency and importance of providing suitable pre-service, pre-promotion and in-service training programmes for the District Education Officers.

12. In this context, the Seminar identified the following types of training programmes :—

- (a) For persons who are promoted to the cadre of District Education Officers from lower levels, there should be a short orientation course to enable them to cover the gap between their previous posts and the one to which they are promoted.
- (b) For District Education Officers, who are recruited to the cadre through lateral entry, there should be a programme of three to four months training with a view to acquainting them with departmental rules and regulations.
- (c) For direct recruits to the cadre from fresh post-graduates, it is desirable that

they are put through the regular B.Ed. training programme in a training college or some specialised institutions. This training should be supplemented by a course in educational administration and training in departmental rules and regulations coupled with practical experience of the functioning of various organs of the Education Department. This should be followed by a period of internship under experienced officers. It is also extremely desirable that the direct recruits acquire some teaching experience before they are called upon to perform inspectorial and supervisory functions. An experience of about 5 years in such different posts should adequately equip them for an independent charge as District Education Officers.

An alternative programme of training for fresh recruits could be specially tailored training programme in pedagogy of about six months' duration, followed by practical training in the field of about a year's duration, and a further period of six months of training in some specialised institution/university, leading to a Master's Degree in Education.

13. In regard to the institutional arrangements necessary for organizing the training programmes envisaged above, the Seminar felt that the short orientation courses for promotees could best be undertaken by the State Institutes of Education. The longer courses of three to four months duration suggested for lateral entrants could also be taken up at the State level supplemented by short training programmes at the Central level. In case of fresh recruits, it would be very desirable that they undergo a training programme in educational planning and administration at Central level in an institution such as the proposed National Staff College.

14. The Seminar emphasised the importance of continuous in-service training programmes for District Education Officers. It suggested that short-term in-service training programmes of 8-10 weeks may be organized for them once in three years. Such courses, the Seminar felt, could best be organized by an institution like the National Staff College.

15. Regarding the content of the various types of training programmes, the Seminar recognised the need of foundation courses for fresh recruits and sandwich courses for promotees. In this connection, the Seminar recommended the setting up of a Study Group for detailed specification of the objective, types, duration and content of such courses, methods of training and institutional arrangements for this at the State and Central levels.

ANNEXURE XI

LIST OF CORRESPONDENTS FROM ASIAN COUNTRIES

Afghanistan	Mrs. Taharia Ahmed, Member of Educational Planning Department, Ministry of Education, Kabul.
Cambodia	Mr. Maing Mory, Director of National Office of Educational Planning, Ministry of National Education, Phnom-Phen.
China, Republic of	Mr. James Chi Sze, Deputy Director, Department of Elementary Education, Ministry of Education, Taipeh (Taiwan).
Iran	Dr. Mohamad Ali Toussi, Kucgeh Namdar No. 7, Avenue Roosevelt, Teheran.
Japan	Mr. Toru Sawada, Head of Research Division, Ministry of Education, Tokyo.
Laos	Mr. Phou Rasphone, Director of Secondary Education, Ministry of National Education, Fine Arts & Youth Services, Vientiane.

Malaysia
Mr. K. Ragupathy,
Educational Planning & Research Division,
Ministry of Education,
Federal House,
Kuala Lumpur

Pakistan
~~Dr.~~
Mr. W.M. Zakir,
Deputy Educational Adviser,
Ministry of Education and Scientific
Research, (Education Division),
Govt. of Pakistan,
Islamabad.

Philippines
Dr. Aurelio O. Elevazo,
Senior Education Officer,
Educational Planning Division,
Department of Education,
Govt. of the Republic of Philippines,
Manila.

Thailand
Dr. Sanan Intraprasert
Educational Planning Office,
Ministry of Education,
Bangkok.

Vietnam, Republic of
Mr. M. Pham-Tan-Kiet,
Director,
Directorate of Educational Research &
Planning,
Rue Le Phan-Ton,
Saigon.

ANNEXURE XII

STAFF ACTIVITIES

PROFESSOR M. V. MATHUR

During the course of the year, Prof. M. V. Mathur attended a number of meetings, seminars and conferences at national and international levels—the most important of which are given below :

In April attended a Seminar on Governance of Universities organised by the Hansraj College of Delhi University, a Conference of Vice-Chancellors convened by the Ministry of Education, and acted as Chairman of the Working Group on University Administration appointed by the Planning Commission of India.

In May attended the Conference of Directors of Public Instruction and State Directors of Education in India.

In June attended the International Conference on Future Tasks of Universities in a Changing World organised by the Notre Dame University (USA) in Bellagio (Italy).

In July attended the Seminar on Planning Universities for Change in Paris, organised by the International Institute of Educational Planning. Attended the Directors' Meeting of the Regional Centres of Educational Planning in Paris.

In August attended the Study Group on Resources Mobilization in India, Delhi and a Meeting of the Economists to discuss important policies and other issues arising from the draft Fourth Five-Year-Plan held in the Planning Commission, New Delhi. Addressed the Seminar for Regional Inspectors and Provincial Education Officers convened by the Thai Ministry of Education in Bangkok.

In September attended the Conference on Personnel Administration organised by the Indian Institute of Public Administration, New Delhi. Participated in the Preparatory Meeting of Experts for the Third Regional Conference of Ministers of Education and those responsible for Economic planning in Asia, convened by the Unesco Regional Office in Bangkok. Participated in the meeting of Directors of Unesco sponsored Institutes in Asia; also attended the meetings of the All India Council for Technical Education, New Delhi. Participated in the Orissa State Seminar on Educational Planning and Administration held at Bhuvaneshwar.

In November, delivered the valedictory address on the conclusion of the Orientation Course for College Teachers in the Public Administration organised by the University of Rajasthan and presided over the opening session of Round Table on Manpower Education and Development in the Eleventh World Conference of Society for International Development held at New Delhi. Took part in the Mysore State Seminar on Educational Planning & Administration at Bangalore.

In December attended the meeting of the Working Group of the University of Delhi to examine issues relating to the administrative organisation of the University; meetings of the University Grants Commission Committee on Higher Education in Bihar, and the Governing Body meeting of the National Council for Educational Research and Training. Participated in the Gujarat State Seminar on Educational Planning & Administration at Ahmedabad and the West Bengal State Seminar on the same theme held at Calcutta.

In January, 1970, inaugurated a Seminar on Regionalism and National Integration organised by the Bihar State Seminar on Educational Planning and Administration and the Conference of Commonwealth Vice-Chancellors organised by the Inter-University Board of India and Ceylon. Took part in the Bihar State Seminar on Educational Planning and Administration held at Patna.

In February, participated in the Rajasthan State Seminar on Educational Planning and Administration, in a Seminar on Gandhian Values in Education and in the programme of visits of State Department Officers for study of successful educational experiments in Gujarat. Presided over the National Seminar on the Role, Function, Recruitment and Training of District Educational Officers held at New Delhi.

In March worked with the visiting Committee of the University Grants Commission of India for setting up a Unit of Research and Sociology of Education. Discussed certain common matters with the Director, Unesco Regional Office and the Director of the U. N. Asian Institute of Economic Development at Bangkok. Participated in a Seminar on Prospects of the Educational Planning Programme in the Philippines organised by the Education Department of the Republic of Philippines at Manila and presented two papers there: (i) the Social, Educational, Economic and Political Aspects of Administering Educational Planning and (ii) the Training and Utilization of Educational Planners. Gave two Seminars on Educational Planning in the Fifth Institute for Key Teacher Educators at the Asian Institute for Teacher Educators, Manila. Delivered the Convocation Address at Jiwaji University (India) and gave a talk on "Administrative Challenges in the Post-Independence Era" to the Senior Officers in the Middle Management Course organised by the State Institute of Education, Rajasthan.

MR. VEDA PRAKASHA

In April participated in a meeting convened by the Director of Education, Delhi, to discuss the report prepared by two experts of the Colombo Institute on the space utilization of the secondary schools in Delhi.

In June-July, went to Paris to participate in the Meeting of Professors of Educational Planning with Specialisation in Educational Management, organised by Unesco. Participated in the Seminar of Professors of Educational Planning on the Administrative Aspects of Educational Planning organised by the International Institute of Educational Planning, Paris. Contributed a paper entitled "Some Reflections on the Administrative Aspects of Educational Planning in India". Returned via Tehran and Kabul where he met several of the old alumni of the Institute.

Contributed a working paper entitled "Observations on the Training of Personnel for Educational Planning Machinery" for the Seminar on Educational Planning Machinery in the Arab States organised by the Regional Centre of Educational Planning and Administration, Beirut (8-18 September, 1969). Went in September on an official mission to Paris to chair a meeting on "Population" convened by Unesco. On his way back visited the Regional Centre in Beirut.

In October visited the UN Asian Institute for Economic Development and Planning under the exchange programme and gave four Seminars entitled: (i) Education in the Asian Region—a short survey, (ii) Quality of Education, (iii) Content of Education at the first two levels, and (iv) Administrative Organisation and Training in Educational Planning.

In the National Course in Nepal, (November-December) he initiated discussions on school inspection and community-school relations.

DR. S.N. MEHROTRA

Participated in the Seminar on Managing the Expansion of Higher Education in U.P. organised by the University of Allahabad in April and in May, the Meeting of State Education Secretaries and Conference of State Directors of Public Instruction and Directors of Education held in Delhi.

Went on an official mission to Ceylon in October to attend the Sub-Regional Seminar on School Buildings Design organised by the Asian Regional Institute for School Buildings Research at Colombo (October 4-11) as an Observer. At Colombo he was able to meet some of the alumni of the Institute. Participated in the same month in the Seminar of the Chief State School Officers from U.S.A. under the auspices of U.S. Educational Foundation in India and presented a paper entitled "Educational Planning and Financing in India."

Organised and participated in the State Seminar on Educational Planning and Administration in Orissa (September), Mysore (November), Gujarat (December), West Bengal (December), Bihar (January 1970) and Rajasthan (February) and the National Seminar on the Role, Function, Recruitment and Training of District Education Officers (February).

DR. (MRS.) C. NAIK.

Dr. (Mrs.) C. Naik joined the Institute as a Specialist in December, 1969. She participated in the Rajasthan State Seminar on Educational Planning and Administration. She worked as a resource person for development of a course for pre-school teacher educators organised by the National Institute of Educational Research and Training, Delhi. She has

been guiding an action research project in Occupational Education and Training in collaboration with the Ford Foundation, in Maharashtra State.

PROF. B. MISRA

Prof. B. Misra joined the Institute as a Specialist in September, 1969. He participated in the Orissa State Seminar on Educational Planning and Administration and organised and participated in the programme of visit of State Education Department Officers to study successful educational experiments in the States of Gujarat and Bihar in February.

MR. J. PERNAU-LLIMOS

Went on an official mission to Saigon to make preliminary arrangements for the organisation of a National Training Course in July.

In July visited Bangkok to participate in the National Seminar organised by the National Planning Unit of the Ministry of Education, Thailand and prepared a paper for the Seminar entitled "Preparation of Educational Plans—Long and Short-term". In the same month proceeded to Vietnam to conduct the National Course.

DR. A.W.P. GURUGE

Attended the 11th World Conference of the Society of International Development in November.

In the National Course in Nepal, (Nov.-Dec.) he led the discussions on basic principles and techniques on educational planning, specially at the district level.

MR. C.B. PADMANABHAN

Went to Bangkok in July to participate in the National Seminar and contributed to it a paper entitled "Recent Trends in Approaches to Educational Planning."

Participated in the 11th World Conference of Society for International Development in the November.

ANNEXURE XIII

MAJOR RESEARCH ACTIVITIES SINCE 1962.

(a) LIST OF COMPLETED RESEARCH STUDIES

Wastage and Stagnation in School Education, 1965.

Padmanabhan, C.B. Cost and Financing of Education in India—an Aggregate Study, 1967.

Miller, J.A.Y. Educational Supervision in Asia, 1967.

Buhain, A.R. The Filipino Out-of-School Youths, Ages 14-20 years : Causes and Problems, 1968.

Lee, Moon Yong. Effectiveness of Vocational and Technical Education.

Nodrat, F.M. Educational Administration in Afghanistan, 1969.

Padmanabhan, C.B., Illustration of Cost Analysis for Educational Planning with Reference to Educational Planning for the Union Territory of Delhi, 1969.

(b) PAPERS AND REPORTS PREPARED IN CONNECTION WITH THE REGIONAL AND NATIONAL SEMINARS ORGANISED BY THE INSTITUTE

Meeting of Experts on Educational Planning in Asia, Simla—May 16-28, 1966.

(i) Training and Research Requirements for Educational Planning in Asia—a Working Paper.

(ii) Final Report.

Seminar on Planning Adult Literacy in Asia, Simla—June 6-25, 1966

(i) Planning Adult Literacy in Asia—a Working Paper.

(ii) Final Report.

National Seminar on Educational Planning and Administration, Srinagar,—June 12-25, 1967.

(i) Educational Planning and Administration—a Working Paper.

(ii) Final Report.

Seminar on Design and Costing of Second Lever Schools, New-Delhi—October 16-18, 1967.

Final Report.

Asian Seminar on Implications of Planning Education, New Delhi—December 11-16, 1967.

Final Report.

Asian Seminar on Research in Educational Planning, New Delhi—December 18-22, 1967.

- (i) Adjusting Popular Demand for Education to the Practical Needs of National Development by C.B. Padmanabhan.
- (ii) Educational Planning in Asia ; a List of Relevant Studies and Research prepared by Dr. Shukla and A.S. Seshan.
- (iii) Final Report.

Preparatory Seminar of Experts on University Teaching for Educational Planning, New Delhi—December 16-21, 1968.

- (i) Working Paper.
- (ii) Report.

Seminar of Experts on University Teaching for Educational Planning, New Delhi—August 5-12, 1969.

- (i) Working Paper—A Review of the Existing Position of the Curricula for Educational Planning in Some Universities.
- (ii) Educational Planning—a Selected Annotated Bibliography.
- (iii) Final Report.

State Seminars on Educational Planning and Administration being organised by the Asian Institute in collaboration with States in India from September 1969 onwards.

In this connection the following Working Papers have been published :

- (i) Educational Planning in a District—by J.P. Naik.
- (ii) Institutional Planning —by J.P. Naik.
- (iii) School Improvement Projects and Community Support. —by N.D. Sundaravadivelu.
- (iv) Programmes of Educational Improvement at the District Level —by M.V. Rajagopal.

National Seminar on the Role, Function, Recruitment and Training of District Education Officers—February 11-13, 1970;

Working Paper.

(c) STUDIES AND PAPERS PREPARED IN CONNECTION WITH THE INSTITUTE'S REGULAR TRAINING PROGRAMME.

- (i) Georis, R. Preparation of educational plan for an Asian country, 2 vols., 1964.
- (ii) Veda Prakasha. Urgent problems of educational administration in the developing countries, 1964.
- (iii) Khare, G.P. Statistics for educational planners. 4 parts : Pt. I, Demographic Statistics, 1965; Pt. II, Manpower Statistics, 1965; Pt. III, Educational Statistics, 1967; Pt. IV, Statistical Techniques, 1968.
- (iv) Georis, R. Elaboration of a five-year education plan—a quantitative exercise, 1966.
- (v) Seshan, A.S. Educational planning in developing countries—a select bibliography, 1967.
- (vi) Saiyidain, K.G., and other Members of Faculty. Introduction to educational planning, 1968.
- (vii) Seshan, A.S. A glossary of terms for educational planners, 1968.
- (viii) Seshan, A.S. Educational planning in Asia—a reading list, 1968.

(d) SOME IMPORTANT PAPERS PREPARED IN CONNECTION WITH THE NATIONAL COURSES AND TRAINING PROGRAMMES OF OTHER INSTITUTIONS

- (i) Khare, G.P. Lecture notes for the National Course in Kabul, Afghanistan, 1967.
- (ii) Pernau-Llimos. Preparation of educational plans—long and short-term for the National Course in Bangkok in July, 1969.
- (iii) Padmanabhan, C.B. Recent trends in approaches to educational planning for the National Course in Bangkok in July 1969.
- (iv) Mathur, M.V. The challenge of educational development in Asia. Address delivered at the Seminar of Regional Inspectors and Provincial Education Officers at Bangkok in August, 1969.
- (v) Pernau Llimos. Preparation of educational plans for the National Seminar in Vietnam in August, 1969.
- (vi) Veda Prakasha. Education in the Asian region—a short survey, October, 1969.
- (vii) Veda Prakasha. Quality of education, October, 1969.

- (viii) Veda Prakasha. Content of education at the first two levels, October, 1969.
- (ix) Veda Prakasha. Administrative organisation and training in educational planning, October 1969.

(e) SOME OF THE PAPERS PREPARED FOR CONFERENCES, SEMINARS AND JOURNALS

- (i) Saiyidain, K.G. Equality of opportunity with special reference to education—a paper to the Seminar on Socialist Advance, 1966.
- (ii) Padmanabhan, C.B. Education and economic growth *Eastern Economist*, 1966.
- (iii) Shukla, S. Training of educational planners in developing countries *World Year book of Education*, 1967.
- (iv) Saiyidain, K.G. Search for directions in education. *Educational Leadership*. Washington, 1967.
- (v) Mathur, M.V. Universities and their finances—a paper for the Annual Meeting of the Inter-University Board of India and Ceylon, New Delhi, 1969.
- (vi) Veda Prakasha. Some reflections of the administrative aspects of educational planning in India—I.I.E.P. Seminar of Professors of Educational Planning and Administration on Aspects of Educational Planning, Paris 23rd June-4th July 1969.
- (vii) Veda Prakasha. Objectives of secondary education—some reflections, 1969. (contributed for the Yearbook of Secondary Education to be brought out by the National Council for Educational Research and Training, New Delhi).
- (viii) Veda Prakasha. Some Observations on the training of personnel for educational planning machinery in the Arab States, 1969.
- (ix) Mehrotra, S.N. Educational planning and financing—a paper for the Asian Seminar of Chief State School Officers of the United States of America, New Delhi, 1969.
- (x) Srivastava, A.B.L. Models for projection of student population and teacher requirements—A paper presented at the Central Statistical Organization, 1970.
- (xi) Mathur, M.V. The social, educational, economic and political aspects of administering educational planning—A paper presented at the Seminar on Prospects of the Educational Planning Programme for the Philippines, 1970.
- (xii) Mathur, M.V. The training and utilisation of educational planners—A paper presented at the Seminar on Prospects of the Educational Planning Programme in the Philippines, 1970.

(f) CURRENT RESEARCH PROJECTS

Preparation of countrywise monographs on educational administration in the

Asian Region in cooperation with member States. Thirteen member States, namely Afghanistan, Ceylon, Republic of China, India, Indonesia, Iran, Japan, Republic of Korea, Laos, Malaysia, Nepal, Pakistan and Thailand are already collaborating in this project; efforts are being made to complete these thirteen monographs by the end of this year

- (ii) Studies of the broad contours of educational administration in Mysore (India). The study is being conducted by the Administrative Staff College, Hyderabad in collaboration with the Asian Institute.
- (iii) Study of Middle School Education in India.
- (iv) Grants-in-aid to education in India.

IMPORTANT PROGRAMMES PROPOSED FOR 1970-71

- * I Bilingual Eleventh Training Course for Educational Planners and Administrators from September 1, 1970–January 31, 1971 (both in English and French).

- * Meeting of Experts on Life-Long Integrated Education at New Delhi from August 10-18, 1970 as a part of International Educational Year Programme.

- * * Regional Seminar on the Application of Modern Management Techniques to Administration of Education.