

Report of the Review Committee
On
National Institute of Educational
Planning and Administration

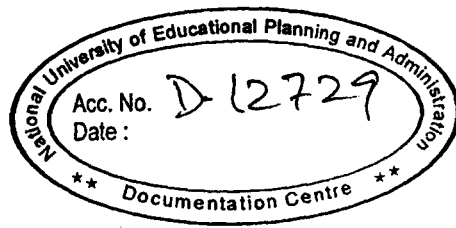


Government of India
Ministry of Human Resource Development
Department of Secondary and Higher Education
New Delhi
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NUEPA DC



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Contents

(i)	Latter to the Hon'ble Minister HRD submitting the Report of the Committee	iii
(ii)	Preface	v
(iii)	Acknowledgements	vii
(iv)	The Committee	viii
1.	Appointment, Terms of Reference and Modalities	1
2.	Review of Achievements	8
3.	Need for NIEPA and its Autonomy	32
4.	Outsourcing and Resource Mobilization	40
5.	Summary of Recommendations	46
Annexures		
I	Order of Appointment of Outside/Peer Group Review Committee to Review the Work and Progress of NIEPA, dated, 23rd January 2003.	56
II	Order of Appointment of Outside/Peer Group Review Committee to Review the Work and Progress of NIEPA, dated, 2 nd May 2003.	58
III	Minutes of the First Meeting of the Review Committee held on 20.03.2003.	61
IV	Minutes of the Meeting of Review Committee held on 16 th June 2003.	64
V	Minutes of the Meeting of Review Committee of held on 27 th June 2003.	68
VI	Minutes of the Meeting of Review Committee held on 18 th September 2003.	71
VII	Analysis of Responses Received from Different Persons.	73
VIII	Minutes of the Meeting of the Review Committee held on 27 th February 2004.	98

IX	Minutes of the Meeting of the Review Committee held on 22 nd March 2004.	102
X	Minutes of the Meeting of the Review Committee with Knowledgeable Persons, RTAs and Section Officers of NIEPA held on 31 st March 2004.	112
XI	Minutes of the Meeting of the Review Committee held on 16 th July 2004 to consider and approve its Report	128
XII	Recommendations of the 1989 Review Committee on NIEPA	129

Dr. Subhash. C. Kashyap
Chairman
NIEPA Review Committee

New Delhi
20 July 2004

Hon'ble Minister Shri Arjun Singhji,

The Ministry had appointed a Committee to review the working of the National Institute of Educational Planning and Administration, an autonomous institution under the Ministry of Human Resource Development. The Committee was constituted in pursuance of the recommendation of the Expenditure Reforms Commission. The major terms of reference of the Committee included a critical assessment of NIEPA's achievements, identification of its roles and functions in relation to various educational concerns and global developments, the desirability of NIEPA continuing to perform its existing functions, particularly if similar functions are being performed by other institutions/organizations, an examination of the possibility of outsourcing some of its tasks to other institutions/organizations, the possibility of NIEPA mobilizing additional resources, among others, by charging fees for its services, the optimum staff structure for its various activities etc.

The Committee deliberated on different issues and concerns and held extensive discussions with NIEPA faculty and other knowledgeable persons associated with NIEPA. It also had the benefit of written submissions made by some State Education Secretaries and other experts in relation to the issues identified by the Committee. Some participants of NIEPA's training and orientation programmes responded to the questionnaire sent to them on the effectiveness of the training that they had received.

The Committee held its final meeting on July 16, 2004 at which the Report was approved and I was authorized to present it to you.

I am happy to inform you that members of the Committee performed the task with utmost objectivity and care. None of the members accepted any consideration and undertook the task as a labour of love and commitment to serving a national interest. This enabled the Committee to complete its task without incurring any expenditure on this usually the major item of expense.

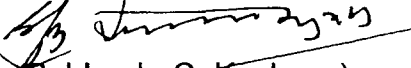
I may also mention that Dr. T.N. Dhar and Dr. R.S. Tyagi rendered valuable service to the Committee.

It is hoped that the report would receive the consideration it deserves and that its recommendations would be found objective and useful.

I have now great pleasure to submit this report of the Committee.

With profound regards,

Yours sincerely



(Subhash C. Kashyap)

Shri Arjun Singh
Hon'ble Minister for
Human Resource Development
Government of India
Shastri Bhawan
New Delhi-110001

Preface

The National Institute of Educational Planning and Administration, an autonomous body under the Ministry of Human Resource Development was setup in 1962 as the Asian Institute of Educational Planning and Administration. Since then, with changes in its nomenclature several times, the Institute has assumed functions of national importance and contributed to formulation of education policy and planning and management of education in the country.

The present report is the outcome of an objective study of the work and performance of NIEPA by the Review Committee constituted by the Ministry of Human Resource Development, Government of India, on January 23, 2003 and reconstituted on May 2, 2003, in pursuance of the recommendations of the Expenditure Reforms Commission. The terms of reference laid down by the Ministry for the Committee included whether the purpose and objectives for which NIEPA was established had been achieved, relevance and nature of the activities undertaken by the Institute, and whether total staff had been kept at minimum level, whether developments in information technology and communications, and facilities for outsourcing of work on a contract basis, had been taken into account in determining staff strength.

In the context of the terms of reference, the Committee discussed in detail in its several meetings, the role of NIEPA in the field of educational planning and administration. The Committee studied several national and international documents, previous Review Committee reports and other relevant materials. The Committee also met with several senior persons with intimate knowledge of the working of NIEPA. Former and present Directors, Joint Directors and Faculty of the Institute were also consulted and requested to make presentations about the past performance and future prospects and perspectives for NIEPA. The terms of reference were also discussed with the various heads of Institutes and participants in NIEPA's national and International Training Programmes.


Different viewpoints were analyzed and incorporated in the report. NIEPA had made valuable strides in the field of educational planning and administration. The Committee reviewed its achievements in terms of training, research and publications. The pro-active role-played by NIEPA in the past, the efforts at networking with other institutions, the staff development and the pattern of expenditure on different activities were all examined in depth and evaluated.

The Committee has emphasized NIEPA's role in the area of evaluating the efficacy of policy and programme initiatives and reflecting on how education needs to be reshaped so that it can serve more effectively, individual, community and national needs. While stressing the need for more focused training programmes, mega and interdisciplinary research studies and a need for long-term perspective plan, the Committee has recommended more outsourcing of its activities.

Since NIEPA's role is important not only in terms of the continuous challenges that education faces because of global developments, the Committee hoped that NIEPA could develop a plan of action which will indicate how, and in what ways it can be transformed into a national centre of excellence.

It is hoped that the recommendations of the Committee would be found to be objective and would receive the consideration they may deserve.

16 July, 2004



(Subhash C. Kashyap)

Chairman

Acknowledgements

The Committee gratefully acknowledges the support received from the following:

- (a) Knowledgeable persons who apart from making written contributions made oral presentations before the Committee,
- (b) Officers of the State Education Departments/SCERT's who responded to various issues identified by the Committee in regard to the existing and future role of NIEPA,
- (c) Participants – Indian and foreign – in NIEPA's orientation and training programmes who responded to the questionnaire on the effectiveness of training,
- (d) Director, Joint Director and faculty of the NIEPA (both past and present) who made presentations to the Committee about the present functions and future role of NIEPA,
- (e) Administration and other personnel who, apart from providing support services, supplied documents on history, achievements and earlier review of NIEPA's activities, and
- (f) Dr. T.N. Dhar and Dr. R.S. Tyagi who gathered for the Committee necessary data and information at various stages and assisted in drafting the report. Their assistance was most valuable.

THE COMMITTEE

Chairman
Dr. Subhash C. Kashyap
Former Secretary General
Lok Sabha

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Prof. K.S. Mishra
Head
Department of Education
Allahabad University
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Chapter 1

Appointment, Terms of Reference and Modalities

Appointment

In pursuance of the recommendations of the Expenditure Reforms Commission, the Ministry of Human Resource Development constituted vide Notification F.No.8-32/2002 PN.II, dated January 23, 2003 (Annexure I) a Review Committee to review the work of the National Institute of Educational Planning and Administration. Since Shri Y. N. Chaturvedi, who was the only member other than the Chairman was not able to undertake the responsibility, the Ministry of Human Resource Development re-constituted the Committee, vide their notification F.No.8-32/2002 PN.II, dated May 2, 2003 (Annexure II), requiring the Committee "to review the work and progress of NIEPA". The membership of the re-constituted Committee consisted of the following:

- i. Dr. Subhash C. Kashyap, Former Secretary General, Lok Sabha: Chairman
- ii. Ms. Achala Moulik, Former Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, New Delhi: Member
- iii. Professor S. Rajendran, Head, Department of Philosophy, Faculty of Education, Annamalai University, Annamalai, Tamil Nadu : Member
- iv. Professor R. J. Singh Head, Faculty of Education, University of Lucknow, Lucknow : Member
- v. Professor K. S. Mishra, Head, Department of Education, Allahabad University, Allahabad : Member

The Committee agreed to request Dr. Trilok N. Dhar, Former Consultant UNESCO and Dr. R. S. Tyagi, Associate Fellow, Educational Administration Unit, NIEPA to assist the Committee.

Terms of Reference

2. The terms of reference laid down by the Ministry for the Committee were:
 - a. The purpose for which the National Institute of Educational Planning and Administration was set up and the extent to which these objectives have been achieved or are being achieved;
 - b. Whether the activities being undertaken continue to be relevant or have been substantially completed or if there has been any failure in the achievement of its objectives;
 - c. Whether the nature of the activities is such that these need to be performed only by an Autonomous organization;
 - d. Whether similar functions are also being undertaken by other organizations – be it in the Central Government or State Governments or private sector - and if so whether there is scope for merging or winding up these organizations;
 - e. Whether the total staff component, particularly at support level, is kept at a minimum, whether the enormous strides in information technology and communication facilities as also facilities for outsourcing of work on a contract basis have been taken into account in determining staff strength; and whether scientific/technical personnel are being deployed on functions which could well be carried out by non-scientific/non technical personnel etc;
 - f. Whether user charges, wherever others utilize the output or services, are levied at appropriate levels;
 - g. The scope for maximizing internal resources generation in the Organization so that the dependence upon government budgetary support could be kept at the minimum.

The terms of reference raised these very important issues. The Committee deliberated upon all aspects with a full sense of responsibility and objectivity. The overall question of the important role that autonomous organizations play and whether these roles could not be performed as effectively by other organizations functioning under the government or those which are non-governmental in character is an issue which assumes special importance because most of the autonomous organizations under the government depend almost exclusively on financial support provided by the government. Linked to the question is the need to determine the optimal staff structure of the autonomous organization for, it is not unoften that these organizations are loaded with staff which have only a marginal role in achieving the objectives for which the institution/organization has been established.

Each of these issues was discussed by the Committee at length. Its observations and recommendations constitute subsequent sections of this report.

Meetings of the Committee

3. The Chairman and members of the Committee had a series of meetings with the Director and other officers of NIEPA and discussed the logistics and modalities for the work of the Committee.
- On March 20, 2003, Chairman of the Committee met Director, Joint Director, Registrar and Section Officer (Academic), NIEPA. Officers of NIEPA were requested to explain their perspective of the role that NIEPA had been playing in educational planning and administration. This was stated to have been multidimensional and including training for capacity building, research, development and extension, dissemination of information and individual and institutional consultancy. The staff composition of the Institute was also discussed. The minutes are at Annexure III.

- **On June 16, 2003**, Chairman and one member of the Committee met Director, Joint Director and Registrar. The officials were further questioned about the role and functions that NIEPA had been entrusted with and the activities that it was undertaking, principally in the areas of training, research, consultancy, extension and dissemination of information. They indicated that the Institute was handicapped due to lack of adequate faculty positions, a number of vacancies and deficiencies of infrastructure, particularly lecture halls, faculty rooms and hostel facilities. The minutes of the meeting are at Annexure IV.
 - **On June 27, 2003** Joint Director and Registrar discussed with the Chairman and other three members the action that had been taken on the recommendations of the 1989 Review Committee. The minutes of the meeting along with the action taken on the Review Committee are at Annexure V.
 - **On 18th September 2003**, the Committee decided to seek the views/responses of stakeholders/users, various institutions, eminent educationists and former education secretaries who had been associated with NIEPA in one form or the other, former and present NIEPA faculty, Directors/Joint Directors and other knowledgeable persons in the field. The minutes of the meeting are at Annexure VI.
4. A structured questionnaire was prepared to obtain the perceptions of the faculty, knowledgeable persons and others on the issues raised in the terms of reference, the role performed by NIEPA and the directions which will help in its more effective and efficient functioning. Persons whose views were sought included: knowledgeable persons who had in one form or another, an intimate knowledge of NIEPA's role — former Directors, Joint/Executive Directors and faculty of the Institute, present faculty of the Institute, selected State education secretaries and heads of State resource institutions and participants (including foreign nationals) on its training/orientation programmes. It was felt that inclusion of some State education secretaries

and State level institutional heads was important since States were the main agencies involved in the task of educational development and management. Also they were the principal beneficiaries of the institute's training and other activities and as such were in a better position to provide significant inputs to the review of NIEPA's work with reference to their future requirements and the capacities of their personnel in educational planning and management. The number of those who were requested to give their views and those who responded is indicated below:

Category	Numbers of those who were requested	Numbers of those who responded
Knowledgeable Persons	35	7
Former Faculty	14	4
Present Faculty	22	4
State Education Secretaries	20	4
Heads of State Institutions	28	3
Participants of Training/orientation	189	15
Total	308	37

5. While the Committee would have liked a response from all those whose views were sought, it has, in formulating its views and recommendations, greatly profited from the observations of those who responded to the Chairman's communications. The responses indicated that the respondents had given considerable thought to various issues and concerns. Their reflections on the activities of the Institute were categorized under broad heads to allow generalizations in respect of NIEPA's tasks. The Committee would like to place on record their appreciation of the effort that had gone into the responses that it received from different sources. An analysis of responses is presented in Annexure VII.

The Committee decided to hold discussions with some of the persons who had responded to the issues referred to them and with the present faculty of the Institute.

On 27th February 2004, the Committee discussed the responses received from various people from whom the Chairman had sought views on the terms of reference. The other issues which formed part of the discussion included training programmes conducted by the Institute, autonomy and mobilization of resources. The details of the meeting are at Annexure VIII.

On March 22, 2004 the Committee had a meeting with the faculty of the Institute: The faculty informed the Committee that over the years, the faculty strength had depleted. This had adversely affected the Institute's ability to take up a larger number of training, research and development activities. There were substantial deficiencies of infrastructure in terms of lecture halls, faculty rooms, hostel and faculty residential facilities. The faculty also felt that the Institute needed to have a perspective of its role and functions so that it could undertake activities which had some coherence and utility from a long term point of view. It was felt that the Institute did enjoy considerable amount of freedom in its functioning except that it was dependent on the Ministry for its budgetary allocations and was also required to undertake activities on behalf of the Ministry which at times deflected its effort from tasks of higher priority. Proceedings of this meeting are at Annexure IX.

On March 31, 2004 the Committee met knowledgeable persons who had been concerned with educational planning and administration. The desirability of NIEPA preparing a perspective plan was stressed. It was felt that, given the numbers and levels involved, it would be difficult for NIEPA to undertake training/orientation of even a sizeable portion of educational personnel needed in planning and management of education without adopting a number of alternative modalities. By and large, NIEPA should concentrate on training of key/resource persons, adopt distance delivery mode, use increasingly the now available information and communication technologies etc. It would be most advisable to undertake systematic studies of the impact of its training/orientation programmes to determine their effectiveness. In the context of globalization and other developments, including world trade in services, NIEPA would have to adopt more proactive strategies. It must

continuously attempt to become a national institute of excellence as visualized in its Memorandum of Association. The details of this meeting are at Annexure X.

On July 16, 2004 the Committee held its last meeting at which the report was approved and the Chairman was authorized by the Committee to sign it on behalf of the Committee and to submit it to the Hon'ble Minister H.R.D. The minutes of the meeting are at Annexure XI.

Chapter 2

Review of Achievements

Originally established in 1962 as the Asian Institute of Educational Planning and Administration, it was one of the five regional institutes set up in pursuance of what was known as the UNESCO's Karachi Plan. NIEPA has since undergone a change in nomenclature and functions. The Institute was taken over by the Government of India and converted into the National Staff College for Educational Planners and Administrators after the expiry of the ten-year agreement with the UNESCO. The Institute acquired its present name in 1979. With this change in nomenclature, the Institute has assumed functions which have predominantly a national orientation although it organizes training courses for foreign nationals as well.

2. The objectives for which the present national Institute was established include:
 - Becoming a National Centre for Excellence "intended to improve the quality of educational planning and administration in education by means of study, generation of new ideas and techniques and disseminating them through interaction with and training of strategic groups".
 - NIEPA was expected to organize pre-and in-service training courses, workshops, seminars and briefing sessions for senior Union and State education officers, orientation/training and refresher courses in educational planning and administration for university and college administrators and orientation programmes and discussion groups in policy planning for top level persons including legislators;

- undertake, promote and coordinate research in educational planning and administration including comparative studies of techniques and procedures;
- provide academic and professional guidance to agencies and institutions;
- offer on request consultancy to state governments and institutions;
- act as a clearing house of ideas and information on educational planning and administration;
- prepare, print and publish papers, books, periodicals and in particular the Journal of Educational Planning and Administration in furtherance of the Institute's objectives;
- to collaborate with other agencies and institutions in India and abroad;
- offer fellowships, scholarships and academic awards; confer honorary fellowships on eminent educationists for their contribution to educational planning and administration; and
- provide on request training and research in educational planning and administration to nationals of other countries, particularly of the Asian region.

3. The Government of India appointed in 1989 a six member committee to "review the work and progress of NIEPA in terms of its objectives and to suggest an appropriate role for the Institute. On the basis of its review, the Committee came to the general conclusion that "NIEPA has done extremely well in fulfilling the objectives which have been identified in the Memorandum of Association". Among the major points which emerged from the review, and deserved special mention were its steady movement "in the direction of assuming the role of an apex institution in the field of training". While the training activity had been useful and there was considerable continuing

pressure to organize more training activities, it needed to assume more research responsibilities. Also gradually NIEPA had succeeded in evolving as a "clearing house of ideas and information on research activities, training and extension. On the negative side, the Review Committee highlighted the failure of NIEPA in arranging any training programmes for legislators despite the clear mention thereof in its objectives. The committee also drew especial attention to the Institute's inability to develop a scheme of honorary fellowships. The Committee felt that there was need for shifting priority away from training which was consuming 75 per cent of the faculty time.

4. Among the other major recommendations of the Review Committee that should be mentioned were: (i) NIEPA to have a mission "to be a national centre for excellence in educational planning and administration intended to improve the quality of planning and administration in education by constantly generating new ideas and technologies and disseminating them through strategic groups; (ii) there is need for NIEPA to develop a long term perspective plan which will help it to design its programmes more rationally; (iii) a critical look at the training programmes was necessary before repeating them "routinely without evaluating their need and relevance; (iv) training should receive about 15-20 per cent time only with greater concentration of effort on experimental areas and training of trainers, the ultimate objective being the creation of "self sufficiency of training facilities in the States"; (v) NIEPA should develop into a think tank for the country in educational planning and administration; (vi) it should develop a comprehensive information and research base and media materials in collaboration with other institutions; and (vii) it should adopt a definite policy for staff development which could include participation in refresher courses, field based action research and professional management orientation; and augmentation of NIEPA's faculty and infrastructure resources.

5. Most of the recommendations of the Committee were accepted by the Empowered Committee of the Ministry, a few with minor amendments. Annexure XII gives the summary of recommendations of the Committee,

views of the empowered Committee and Action taken on the recommendations. While it has been reported that most of the recommendations of the 1989 Review Committee are being implemented, the facts are that several significant ones remain unimplemented. The Empowered Committee had recommended that the NIEPA Council should set up a task force "for implementation on a time bound basis of the recommendations of the Committee which are found to be acceptable by the Ministry of Human Resource Development". This has yet to be acted upon although a file in this regard is reported to have been moved. Similarly, the plan to develop NIEPA as a centre of excellence has yet to be worked out in specific details with careful delineation of the tasks required to be accomplished and modalities and time frame for their accomplishment. It seems that the development of a long-term perspective plan, which could also address the recommendation regarding the development of NIEPA as a centre of excellence, has yet not taken any meaningful shape. The reorganization of the NIEPA structure by reduction of units has yet to take place. Although training effort was expected to be confined to experimental programmes and training of trainers, NIEPA continues to train personnel available at district levels and in DIETS and educational institutions.

6. The Committee generally accepts the assessment of the earlier (1989) Review Committee, feels that its recommendations remain as relevant today as they were in 1989 and regrets to find that in many cases even the "accepted" recommendations were not implemented or acted upon before another Committee i.e. the present, was appointed to do a similar review. However, the present Committee has generally restricted its observations and recommendations to its terms of reference and the issues raised in them. The review of the achievements of the objectives, as required in the terms of reference has been confined to some broad areas of significance which include: training activities, research, consultancy, pro-active role, staff structure, faculty resources and staff development, etc.

Training

7. Since capacity building of educational institutions and personnel is a major function for NIEPA, training/orientation remains a major pre-occupation for it. Some respondents feel that the priority given by NIEPA to its training/orientation activities has at times been at the cost of other equally significant concerns. The 1989 Review Committee had specifically noted that “NIEPA has been under much pressure to expand its training activities. This has made inroads into the time available for research and consultancy”. The Committee had recommended the reduction of faculty time devoted to training from 75 per cent to 25 per cent. The present Committee finds that training continues to receive a very high priority in the activity schedule of NIEPA.

8. Training proposals generally emanate from the faculty and are examined and approved by the Faculty Council. Training by NIEPA takes many forms: two six month long diploma courses in educational planning and administration – one each for Indian and foreign nationals; one to three weeks of training for principals of schools and colleges; and short orientation courses for heads of field level resource institutions (SCERTs, DIETS etc). NIEPA is reported to have organized during 1991-2001, 573 training programmes, entailing 9587 programme days and involving 16,641 participants. On an average NIEPA has been organizing 50 training/orientation programmes each year with 30 participants in each programme. The limiting factors for increasing the number of programmes and the number of participants - which is necessary considering the very large number of persons involved in educational planning and management – seem to be the inadequate faculty strength, lack of classrooms and the practice of not meeting the travelling and daily subsistence of participants, a practice at variance with some other institutions established by the Ministry of Human Resource Development. The two diploma courses seem to have been well received and each continues to have, on an average 25-30 participants. They have become more or less a permanent training activity of NIEPA.

9. The terms of reference require the Committee to indicate the extent to which the objectives for which NIEPA was established “have been achieved or are being achieved.” Capacity building through training and orientation of institutions and personnel is and will remain an important objective for NIEPA. There are limitations to the Committee reaching a definitive conclusion about the extent to which this objective has been achieved – fully or partially. The realization of training objectives can be assessed mainly in quantitative terms i.e. by the numbers covered and the relevance and effective use of competencies in actual work situations. A major difficulty arises from the lack of carefully conducted impact studies, undertaken either by NIEPA or with its support. The usual practice adopted by NIEPA of asking participants at the end of training/orientation to rate its usefulness on a three or five point scale is not a very valid measure of the usefulness or relevance of training. However, the large majority of those who had participated in the training programmes and who responded have indicated that they found training/orientation useful. It needs also to be recognized that effective use of competencies promoted through a programme depends substantially on the environment in which a person is placed. NIEPA has no control over the context and processes of management available in government departments.

10. Judged in purely quantitative terms, the training effort of NIEPA has been grossly inadequate. The total number of persons whose capacities for educational planning and management need to be ensured/upgraded has been estimated to be 1.8 million. (See below)

Category	Number
Senior Officials:	
National	100
State	875
Districts	5500
Universities	5400
Institutions:	
Colleges	96000
Higher Secondary Schools	240000
Secondary Schools	100000
Elementary Schools	500000
Primary Schools	650000
Others	2000

These numbers do not include functionaries of Panchayati Raj institutions who are now expected to have an increasing role in planning, control and management of education at different levels. Obviously, NIEPA cannot undertake training/orientation of even a small proportion of the above number even if its resources – faculty and others – were to be increased manifold.

11. Since it cannot undertake training and orientation of all those who require them NIEPA would need to think of designing a well thought out strategy for ensuring that all those who need it are provided appropriate training. There would have to be many components of this strategy. NIEPA could, for instance, confine its effort to training of key personnel of state level institutions who can be entrusted with the task of training different categories of personnel. Such key/resource persons will have to be carefully identified not only on the basis of the managerial positions that they hold but more so on the basis of their competencies to impart training as well as leadership qualities. In spite of its well-known and severe limitations, “cascade” model allows national/resource institutions to limit their training tasks to a manageable size. NIEPA should, however, design training formats that ensure quality of training and indicate, among other things, core, specific and general competencies, which should be promoted at different levels. It should also monitor and evaluate the effectiveness of training that is provided. NIEPA could concentrate its effort to train/orient key personnel who have a reasonable possibility of remaining in the system for a respectable duration. Investing effort on orienting personnel whose tenures are too short to make any meaningful impact would seem to be a waste of NIEPA's scarce resources. NIEPA could also identify institutions other than those available in the system that can be commissioned to undertake training of educational personnel. This would be an important modality for outsourcing some of the tasks. There is also the need to assess the actual use of competencies being promoted; this is likely to help in designing training content, which is relevant and promotes competencies that are required and are possible of being used. While personnel should be exposed to emerging developments in planning

and management, bulk of training should consist of competencies that they require for performing effectively the assigned functions in the present day administrative environment.

12. The general format adopted by NIEPA in training/orientation is predominantly that of presentation by experts. Time permitting; it is followed by interaction and group work with and among the participants. This modality has no doubt significant utility in providing some knowledge base to participants most of whom are likely to be too engrossed with administrative tasks to find time to do any meaningful independent reading. Given the recruitment and placement procedures, many of them might have no background whatsoever of management and its implications. This mode, however, has some limitations: lack of knowledge on the part of the expert of field level situation resulting often in highly theoretical presentation of management issues and practices; lack of adequate background and preparation on the part of participants which could facilitate their appreciation of the presentation and meaningful interaction; insufficient duration of the programme preventing in-depth and systematic exploration of issues, concerns and modalities in planning and administration; inclusion of too many topics in the programme for presentation and discussion which tends to dissipate the focus of the specific competencies which are expected to be promoted; and often a heterogenous composition of participants. Interestingly a number of participants of training/orientation programmes, who have responded to the Committee's communications have suggested a number of changes in the training format: better provision of materials, written presentations by experts before the commencement of training so that participants have the time to reflect on various issues and can interact more knowledgeably; greater priority to limited focus programmes; increased duration to allow project designing, monitoring and evaluation; and intensive training in skills which are emerging as important requirements (computer use, use of internet, design of management information systems etc.). The

Committee supports these suggestions and recommends their implementation.

13. NiEPA would need to think of a strategy for its short duration training programmes. The elements of this strategy could include:

- Concentration of effort on training of key/resource persons drawn from States and other institutions who can after training be required to train others in the system**
- Concentrate efforts on training of those who have a reasonable possibility of staying in the system for some years to be able to use their newly acquired competencies**
- Specific training to build capacities of State level institutions to undertake training of district level personnel (district education officers, Principals of DIETs, Principals of secondary schools etc.)**
- Entrust training of personnel – even those who occupy key positions – to institutions which have the requisite capacity**
- Provide self-instructional packages to personnel employed for planning and managerial tasks**
- Network with institutions to create regional and local grids for continuous training**
- Use extensively information and communication technologies and distance learning modes**
- Undertake field studies of the requirements of training as also of the impact of training programmes so as to improve content and modality of training.**
- Expose its faculty to improved models of training through attachment.**

- **Place for sufficiently long duration NIEPA faculty in policy planning and managerial positions at Union, State and district levels so that they develop acquaintance with the ground situation as it exists and its requirements.**

14. NIEPA's effort at training is severely restricted by the general non-availability of counterpart institutions which could follow the recommended formats and processes at other than national or regional levels. Only a couple of States have established State Institutes of Educational Management and Training. The efforts of the SCERTs are at present concentrated on the development of teaching/learning materials and training of school teachers; with the emphasis on universalisation of elementary education. Other sectors of education do not receive their attention. The Boards of Secondary/Higher Secondary Education have been primarily concerned with the conduct of public examinations and have not created any facilities for undertaking any meaningful training of school principals and vice principals. The resources, particularly of expertise, available with SCERTs and the Boards, are severely limited even for the functions that they are presently performing. **The solution does not lie in expanding the structure and functions of NIEPA in New Delhi. It would seem to lie in decentralisation creating State level institutions of educational planning and management and establishing strong units for the purpose in SCERTs and the Boards.**

Research

15. The research effort of NIEPA generally comprises that undertaken by faculty in their area of specialization and interest; studies commissioned by the Ministry of Human Resource Development and other national and international agencies; studies which have implications for capacity building; and collaborative research undertaken with other organizations with an overall framework designed by NIEPA. Between 1991-2001 NIEPA claims to have undertaken 119 research projects, many of them being in the nature of analysis and interpretation of data available from such sources as Registrar

General of India, Selected Statistics of the Ministry of Human Resource Development etc. Although such research uses secondary sources, the analysis and interpretation done by NIEPA faculty provide substantial inputs to understanding of the education system and its deficiencies and requirements. Quite a few studies have been in the nature of surveys and concerned with the state of educational administration in different States. Some of the significant studies undertaken on behalf of the Ministry of Human Resource Development and other organizations include Lok Jhumbish, Shiksha Karmi, National Sample Survey of Monitoring of Universal Elementary Education, National Rural Talent Search Scheme, Operation Blackboard, Factors Contributing to the Literacy Status of Meghalaya and Mizoram etc.

16. Except for those which have been sponsored by outside agencies or undertaken with their assistance, the large majority of the reported studies seem to have been in the area of specialization or interest of individual faculty. The general impression is one of absence of a comprehensive perspective of research effort; inadequate attention to mega studies involving collaborative effort on the part of faculty of different units rather being confined to one single unit and its faculty; inadequate attention to critical evaluation of planning structures, monitoring mechanisms and processes of implementation; lack of adequate attention to critical evaluation of the process of decentralized planning, administration and monitoring of educational programmes as visualized in the 73rd and 74th amendments to the Constitution; and almost complete absence of comparative studies of educational responses of other education systems. There is a general perception that faculty members devote more time to research in their areas of interest and specialization than that of institutional studies which answer a felt institutional need and require collaborative effort of more than one unit. Although its major pre-occupation, NIEPA faculty has undertaken few studies for determining the impact of its training/orientation programmes and the effectiveness of the modalities which seem to have remained largely unchanged for decades.

17. The 1989 Review Committee had suggested that the choice of research topics should be made on the basis of three major criteria : priority issues likely to emerge in or confronted by the education system; the capacity to undertake research within a manageable time frame; and comparative advantage of NIEPA to undertake research in specific areas vis-à-vis universities and other research institutions. The Committee had suggested for NIEPA some specific research priorities which included: examination of resource implications of alternative modes of financing sub-sectoral levels of education; methodology of testing feasibility of educational plans and projects; comparative study of evolution of planning experiences in India and other countries; development of qualitative and quantitative indicators for improving management of educational services. Although illustrative of the type of research that NIEPA should undertake, these topics remain to be explored in a meaningful manner. One would expect NIEPA to have undertaken a mega study of educational planning experience in a democratic federal framework where there are little controls over the choices that systems and individuals make. **The effectiveness of training and its modalities should remain a major priority for NIEPA's research effort for the benefit of all institutions engaged in educational training anywhere in the country, the objective being to constantly improve training content and the modes of delivery at all levels.**

Publications

18. NIEPA undertakes, supports and collaborates in a great deal of research. Between 1991- 2001 it is reported to have undertaken/supported 119 research studies. Not all the completed research studies have been published. For instance, it has been reported that between 1990-2003, NIEPA brought out 173 reports of studies on various issues and themes of educational planning and management. Not many of them have been printed. Quite a few of them are reports of conferences and seminars. A major series has been the surveys of educational administration in States and the centre which provides valuable information on current status of the structures and

processes of educational management. NIEPA also brings out the Indian Journal of Educational Planning and Administration. Unlike many journals of autonomous organizations, NIEPA has been able to bring out the journal regularly and maintain the quality of its contributions. The publications, journal and newsletter are principal means for disseminating information on its experiences in educational planning and administration.

19. The printing and sale of publications has generally been entrusted to private publishers. This modality has probably prevented the accumulation of its unsold publications which often happens in the case of printed materials brought out by government and semi-government agencies in view of their limited appeal, lack of promotional effort and lack of interest among individuals and institutions to purchase them. Publications and the journal are not a major source of additional revenue for NIEPA. The revenue from them constitutes a small percentage of the annual budgetary allocation of the Institute. The royalty received from sale of publications is indicated below:

Income from Publications

S.No.	Year	Royalty	Budget (Actual)	%age of Budget
1.	1998-99	15282.00	64365472.45	0.02
2.	1999-2000	30039.50	79905768.21	0.04
3.	2000-2001	31608.50	76328927.42	0.04
4.	2001-2002	43443.00	62887544.89	0.07

Source: NIEPA Annual Reports of Respective Years.

The returns from publications in the form of revenues which NIEPA can use to increase the number and scope of its activities are not substantial for various reasons : small print order, free distribution of copies, inability of institutions and individuals to purchase publications because of the high price often due to the small print order, lack of promotional effort, reciprocal exchange of the Journal etc.

20. With private publishers being entrusted with the tasks of printing and distribution, it is also difficult to find out the "real" income that can accrue from publications. **While every effort needs to be made to make publications**

self-financing, the Committee recognizes the imperative character of its functions, which have objectives transcending the generation of revenue. Like other autonomous organizations under the Ministry of Human Resource Development, the principal function of NIEPA is that of capacity building of institutions and personnel engaged in the tasks of educational planning and management. Training/orientation of personnel and enabling institutions to be aware of research findings and the experiences of other systems is one of the significant means of capacity building. NIEPA should, with this objective in view, identify a list of at least key institutions/libraries which will be continuously replenished with its publications. The publication activity of NIEPA as of other autonomous institutions must therefore be judged by criteria other than those of either recovering the cost from publications or generating revenues for additional tasks.

21. There is, however, a case for looking at the terms and conditions, including the payment of royalty and subsidy, which govern the publication and distribution of NIEPA publications through private publishers. Although there are considerable advantages of undertaking publications by in-house arrangements – control of quality and price, timely availability of publications, generating revenues without the use of intermediaries – the Committee does not favour NIEPA to resort to this practice, primarily because of the problems that it is likely to face in marketing its materials which have limited clientele.

Pro-Active Role

22. Like other institutions established by the Ministry of Human Resource Development, NIEPA is expected to play a pro-active role in advising the government on policy and programme interventions. This role can be effectively performed on the basis of the information that NIEPA generates of the status and needs of the education system particularly its planning and management. At the time of formulation of the National Policy of Education, 1986, NIEPA made a signal contribution in providing information which was of critical significance in identifying the problems which the policy needed to

address, particularly in the context of the challenge to extend the reach of education to hitherto un-reached segments and to ensure its relevance and quality. It also provided assistance in the discussion of the draft policies in different for a, both regional and national.

23. The faculty of NIEPA has tended to, on the basis of their research and critical study, identify some of the major thrusts in educational development for which well-designed preparatory steps need to be initiated now. Illustrative of these are : secondary education and the challenges ahead, world trade in services and its implications for the provision of education in India, value orientation of education and its managerial challenges, globalization and privatization and their implications for higher education etc. Most of the issues have been discussed in seminars, conferences and workshops. **Two significant issues require serious consideration in relation to the Institute's pro-active role : inadequate participation of central and state level policy and decision makers with the deliberations; and lack of systematic follow-up of the recommendations. These and other considerations seem to make the deliberations in seminars and conferences highly theoretical and often inconsequential from the point of view of their impact on policy and programme formulation.**

24. **An important area for pro-active role of NIEPA would be that of marketing its services to neighbouring countries and those in South East Asia and Africa where institutional capabilities in educational planning and management might yet not be available to the desired extent. In spite of it being an institution of its kind, NIEPA has yet to play a meaningful role in assisting countries in Asia and Africa to build their institutional capacities in educational planning and management. Although NIEPA took an initiative in examining the implications for education of world trade in services under WTO regime, the exercise has not been followed up. This lack of initiative on the part of NIEPA to carry the exercise further reflects the general constraint of autonomous**

institutions under the government to initiate action without the clearance of the government.

25. The pro-active role of NIEPA, in terms of the “prescribed” function of policy and programme advice, depends on the quality of its research on the basis of which specific policy and programme recommendations can be made. As such NIEPA has undertaken few policy related studies. The acceptance of NIEPA’s role as a professionally credible institution depends very substantially on how and to what extent its recommendations are accepted and acted upon by those who make policies and take educational decisions at Union and State levels. For some time now policy and programme formulation have tended to become a preserve of the bureaucracy. Institutions created to advise the government have tended to play a somewhat peripheral if not entirely a subservient role. Unlike western countries where various think tanks influence governmental and private sector policies, the recommendations of professional institutions in India do not get enough attention and importance. For this the attitudes of the governmental policy makers alone are not to be blamed. The think tanks and institutions themselves are as much, if not more, to be blamed. For they do not provide relevant or implementable advice. **The limited faculty resources of NIEPA, the personal priorities of faculty members, inadequate teamwork and collaborative cross-disciplinary policy research, all seem to affect its ability to undertake field studies which policy impact potential. Further, think tank functions of NIEPA have been undertaken only marginally.**

Networking

26. **A much needed requirement for education and therefore for NIEPA and other organizations established by the government, is that of networking. The absolute necessity of meaningful networking stems from a number of considerations : the need for educational effort being viewed in its totality, requiring pooling of expertise; need for sequential steps required for effecting educational change (for instance curriculum**

change to be followed by programmes of training teachers and managerial personnel); need for sharing resources of infrastructure, including faculty resources, in the context of the chronic constraint of resources from which education and educational institutions suffer; the significance of sharing experiences etc.

27. In spite of its known advantages and significance, networking of even the locally available autonomous institutions of the Ministry of Human Resource Development – NCERT, NIEPA, NIOS, IGNOU etc. – leave much to be desired. In the context of uplinking facilities likely to be available soon, and a dedicated satellite channel for education already available networking of institutions – Union and State, government and non-government – has become crucial. While representation on governing bodies is a facilitating factor, it does not always lead to any meaningful collaboration in designing and implementation of policies and programmes. NIEPA and other institutions will need to sit together to decide upon the networking arrangements that can be made more or less on a permanent basis. It is also necessary that networking arrangements be established with institutions other than those that are narrowly defined as being educational.

Staff Development

28. Professional upgrading of staff competencies does not seem to have received adequate attention. The faculty in its interaction with the Committee referred to this as a major problem requiring serious attention.. This seems particularly the case with junior faculty members – Associate Fellows and Research and Training Associates. Senior Fellows, because of the quality of professional work that they do, particularly research, do seem to have sufficient opportunities to interact with their peers, particularly those of institutions in other countries and personnel employed in international institutions and organizations. While faculty at junior levels do participate in

conferences, seminars and workshops and interact with State level personnel during their visits or in programmes organized by NIEPA, their exposure to advances in theoretical aspects of educational planning and management and their improved processes needs to be more systematic. **NIEPA would need to design a systematic programme of staff development – participation in training programmes organized by institutions in India and abroad, paid sabbaticals, specific training sessions organized for junior faculty etc.**

29. The Committee has elsewhere suggested the need to increase faculty's knowledge of planning and management structures and processes presently available at State and district levels. This is necessary to enable the faculty to design training activity – content and techniques – more realistically, taking into consideration the constraints which affect adoption of more scientific principles of planning and management. This could probably be done by seconding faculty for sufficiently long duration to positions available in the Ministry of Human Resource Development, State and district education departments and State level institutions. Such secondment would be beneficial both for NIEPA as well as the institutions to which they are deputed. It would also be advantageous for NIEPA to engage on deputation/contract basis personnel from State departments and institutions and other institutions like universities and those specializing in management. Interaction with them in designing and accomplishment of tasks would be meaningful for junior faculty.

Staff Structure

The academic activities of the Institute are dealt with at the level of Units, each with a complement of Senior, Junior and Associate Fellows, Research and Training Associates and supporting staff. The current faculty strength of the Units is indicated in Table A:

Table A

Sl. No.	Unit	Senior Fellows	Fellows	Associate Fellows	Research and Training Associates
1.	Educational Administration Unit	1	-	3	1
2.	Educational Planning Unit	-	-	2	-
3.	Educational Policy Unit	1	-	1	-
4.	School and Non Formal Education Unit	1	2	1	1
5.	Sub National Systems Unit	-	2	1	-
6.	Higher Education Unit	1	-	-	1
7.	International Unit	1	-	2	1
8.	Educational Finance Unit	1	-	1	1
9.	Operational Research and Systems Management Unit	-	1	-	1
10	Total	6	5	11	6

The supporting staff numbering 163 indicated in the Table B consists of functionaries who provide support to the units in day-to-day working such as word processing, maintenance of project files, correspondence etc. In addition, NIEPA has a large contingent of administrative and class III and IV staff as indicated in Table B.

30. The Director of the Institute, usually a professional with academic background and substantial experience in educational planning and management is supported by Joint Director in academic planning and administration and by Registrar, Administrative and finance Officers in the administration of the Institute. It would seem that the ratio between professional and supporting staff is almost 1:4. Considering that professional staff strength of NIEPA is likely to remain small, even if the full complement of faculty recommended by the Review Committee becomes available, establishment matters of the Institute are not likely to be either large or complicated; there might therefore be no need to have a large contingent of personnel for the performance of administrative and financial functions. Without resorting to any retrenchment, there is need to drastically reduce the number of Assistants, Upper and Lower Division Clerks and Class IV personnel. With the availability of computers and other gadgets much of the academic writing can be handled by the faculty itself or on the basis of establishing a pool of computer processors and programmers.

31. The surest way to destroy an institution is to overstaff it. NIEPA seems to have a large contingent of supporting staff whose contribution to the achievement of its mandate does not seem apparent. The various categories of the supporting staff, including administrative staff number about 100 while total sanctioned staff strength of the Institute is 163 as is indicated below:

Table B

Category	Number
Faculty	
Director	1
Joint Director	1
Sr. Fellows	9
Fellows	12
Associate Fellows	10
Research & Training Associates	10
Total	43
Administrative Staff	
Registrar	1
Finance Officer	1
Administrative Officer	1
Section Officers, Accountant, Assistant, Sr. Stenographers, Jr. Stenographers, UDC, LDC, Hindi Typist	40
Total	43
Supporting Staff	
Dy. Pub. Officer, Librarian, Documentation Officer, Hindi Editor, Cartographer, Programmer, Asstt. Pub. Officer, P.S. to Director, Sr. P.A. Data Entry Operator B & C & others	34
Electrician, Dispatch Rider, Peon, Mali, Safai Walas, Attendants and others	43
Grant Total	163

The Committee feels that there is need for a drastic reduction in the number of these positions. A careful assessment is needed. Any savings effected by reducing some of the above positions should be utilized for augmenting faculty resources of the Institute and for staff development. However, the desired objective of reducing the supporting staff has to be achieved gradually through a process of (a) voluntary retirement incentives, (b) retraining the surplus staff to qualify for professional research or training jobs (c) exploring the possibility of the surplus staff being absorbed in other institutions or government departments, and (d) by not filling up any posts that fall vacant.

Expenditure

32. In terms of its budgetary resources and annual expenditure, NIEPA remains a small-sized institution. The budgetary allocations over the years have not shown any substantial increases as is indicated below in Tables C & D.

Table C
Plan Expenditure in NIEPA

Sub-Heads	Plan (Rupees in Lakhs)						
	Actuals 1996-97	Actuals 1997-98	Actuals 1998-99	Actuals 1999- 2000	Actuals 2000- 2001	Actuals 2001- 2002	Actual 2002-03
Establishment Expenses	9.18	12.55	26.09	17.64	20.00	18.85	20.68
Office Expenses	13.16	58.85	31.35	59.8	40.22	67.26	60.48
Maintenance of Office Building	0.00	9.09	12.66	21.42	14.96	16.21	23.90
Academic Activities	17.06	50.12	43.57	50.14	78.42	76.99	53.08
Library Books	0.00	2.93	5.14	3.72	4.21	2.77	5.86
Land & Building	39.79	24.06	0.00	32.02	225.93	2.96	0.22
Foreign Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Office Equipment	11.94	2.2	52.94	28.27	5.1	7.06	24.79
Staff Car/other vehicle	2.69	10.18	0.00	0.00	2.11	0.00	0.00
Furniture & Fixture (Improvement of class rooms)	3.57	7.98	4.64	10.45	4.65	2.42	0.00
Replacement of Lift in Hostel	0.00	16.68	0.00	0.00	0.00	0.00	0.00
Construction of Addl. Block of Off-Bldgs. Compt. Lab/Class rooms Conference Hall etc.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Modernization Computer facility (Hardware)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Staff Training/TA	2.44	4.71	4.79	6.1	8.32	15.52	20.92
Strengthening of Faculty & Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furnishing Work for Hostel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grant Total	99.83	199.35	181.18	229.56	403.92	210.03	239.93

Source: NIEPA Annual Reports

**Table D
Non-Plan Expenditure in NIEPA**

Non-Plan (Rupees in Lakhs)							
Sub-Heads	Actuals 1996-97	Actuals 1997-98	Actuals 1998-99	Actuals 1999-2000	Actuals 2000-2001	Actuals 2001-2002	Actual 2002-03
Pay Officers	13.29	14.38	50.92	46.42	42.43	45.62	39.90
Pay of Establishment	17.12	30.93	50.6	62.16	69.05	69.32	73.03
Allowances and Honorarium	55.33	60.52	68.41	58.67	64.24	72.6	84.85
Bonus	2.03	2.43	2.47	2.27	2.43	2.46	2.41
Leave Travel Concession	0.67	1.38	1.92	1.38	2.93	0.12	0.00
Over Time Allowances	2.57	2.47	2.78	2.73	2.58	2.27	1.34
Medical Reimbursement	2.42	4	11.85	8.02	10.52	6.00	10.56
Travel Expenses	6.64	5.05	4.25	0.31	0.38	0.00	0.00
Emp's. Share - & Intt. On GPF/CPF	10.68	11.66	14.98	20.06	24.18	23.84	26.34
Leave Salary & Pension Contribution	0.00	0.24	0.36	1.49	1.12	0.60	0.46
Pension & Gratuity	11.67	14.96	18.96	32.9	17.86	42.72	37.51
Staff Training	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Sub Total	122.42	148.02	227.5	236.41	237.72	265.01	276.10
Office Expenses	33.91	17.15	11.81	0.00	17.11	7.47	13.56
Academic Activities	31.62	11.75	9.11	6.5	9.15	3.81	1.58
Advances & Deposits	33.66	0.7	46.6	0.00	13.67	3.49	6.00
Less Gr. Total	221.61	177.62	295.02	242.91	277.65	279.78	297.14
i) Office Receipts	103.31	39.14	140.16	44.81	62.83	56.53	42.45
ii) Hostel Receipts	13.76	14.82	14.87	20.19	13.79	13.42	8.48
Total	117.07	53.96	155.03	65	76.62	69.95	50.93
Net Grants	104.54	123.66	139.99	177.91	201.03	209.83	246.21

Source: NIEPA Annual Reports

It would be seen that year after year expenditure on establishment and administration has far exceeded the expenditure on academic, research and training objectives of NIEPA. Bulk of the non-plan expenditure is incurred on staff salaries and other allowances. Since the faculty remains engaged in research, development and capacity building activities the expenditure on their salary and allowance is in the nature of development expenditure required for realizing the objectives mandated for NIEPA in its Memorandum of Association. This might not be the case in regard to the expenditure on salaries and allowances of bulk of the supporting staff engaged in purely administrative, accounting and maintenance functions.

33. A large portion of the expenditure is incurred on training of educational personnel drawn from States and institutions, seminars, workshops and conferences, research and publications etc. This expenditure includes that incurred on activities performed in support of the programmes of the Ministry of Human Resource Development – training of personnel for and assessment

of DPEP, stock taking conference on Education for All, conferences/seminars on globalization and implications of World Trade in Services etc. For some of these activities the Ministry has been providing extra budgetary support. Unlike other autonomous institutions of the Ministry – NCERT, NCTE, NIOS etc. – NIEPA does not incur any expenditure on travel and allowances of participants deputed by States for short duration training/orientation. The assumption underlying this seems to be the desirability of States funding an activity which is intended to build the capacity of their personnel and institutions, a task in which they should have a vital interest and stake. However, this leaves NIEPA with little choice to select a person for training who is most likely to benefit from it or contribute to the effective functioning of the system.

34. A major item of expenditure is on training of personnel drawn from States and State level institutions. The Diploma in Educational Planning and Administration instituted for this purpose is fully funded by NIEPA. The expenditure per trainee includes free board and lodging, a stipend of Rs. 3000 per month, book grant of Rs. 1000, a project grant of Rs. 1500, expenditure incurred on field trip, supply of materials and remuneration for lectures. On the other hand the International Diploma is paid for by the participants/their governments, with the Institute charging US dollars 3000 per trainee.

35. Over the years, NIEPA has made a modest effort to generate resources from some of its activities. Apart from receiving subventions from the government for studies and other activities in which the government has been interested, it has undertaken some activities on behalf of international funding agencies.

Summing Up

36. **The critical assessment of the work done by the Institute indicates that it has, by and large, achieved substantially the objectives that its Memorandum of Association lists for it. This view was also expressed by the 1989 Review Committee. The Committee feels that the tasks**

entrusted to NIEPA are important for improving planning and management of education, particularly at this stage when global developments and emerging national concerns require reshaping of the education system – extending its reach and enhancing its quality and relevance. The need is to undertake rigorous studies to determine the requirements of the education system. For this and for initiating creative responses to various challenges, planning and management capacities of educational personnel as also of institutions is of utmost significance. This is a task which NIEPA must accomplish since there are few institutions which can shoulder this responsibility efficiently and effectively. To be able to do so, the capabilities of NIEPA – faculty and infrastructure along with adequate financial resources – need augmentation and rationalization.

37. While the Committee feels that NIEPA has generally been acting upon its mandate, there are a few concerns which require serious consideration on its part. Among others these include: design of a plan of action for developing NIEPA as an institute of excellence, preparation of long and short-term plans which should determine the priority of its activities, a re-look at its training activities, particularly from the point of view of making them more relevant and for increasing their scope and coverage, institutional research which aims at providing information on the directions in which education system needs reshaping, intensified pro-active role, staff development and accountability for fulfillment of NIEPA's objectives, a critical assessment of its staff resources, particularly those required for supportive functions. NIEPA should also take cognizance of the concerns which have been raised in the terms of reference of the Committee.

Chapter 3

Need for NIEPA and its Autonomy

Need for NIEPA

An important issue raised in the terms of reference relates to autonomy of NIEPA. Linked to it are the questions whether an autonomous institution of this type is "absolutely necessary" for the functions entrusted to and performed by it, whether these functions cannot be performed equally effectively by other government and non-government organizations and/or by adopting the modality of out-sourcing some of the activities that NIEPA undertakes.

2. The mandate of the NIEPA provides for, among other things, pre- and in-service training to various categories of educational personnel, organization of seminars and discussion groups for key level personnel and legislators, undertaking and promotion of research and studies, extension of guidance to educational institutions and other organizations, consulting services to the Union and State governments, functioning as a clearing house of ideas and information, offering fellowships, etc. The specific objectives listed for NIEPA in its Memorandum of Association are given under Section II.

3. **The Committee feels that the functions entrusted to NIEPA in its Memorandum of Association continue to be significant and require a variety of modalities – institutional and others – for their accomplishment.** Planning and management of education on systematic and scientific lines have neither been attempted nor completed to a reasonable degree of efficiency and effectiveness in spite of more than nearly six decades of economic and social planning of which educational planning has been an integral part. Even institutional mechanisms for these tasks are lacking, particularly in States which have the primary role in effecting educational development. Even where they exist in some form, they lack the sophistication and expertise to design long and short term perspectives of

educational development without which educational activity tends to be in the form of ad hoc responses to educational concerns. **The principal responsibilities of NIEPA should be the development of educational perspectives in relation to socio-economic concerns, conducting empirical studies of the education system and training of personnel engaged at various levels in planning and managerial tasks. The number of administrative and managerial personnel at present engaged in the education system is large and even a modest proportion has not been covered under NIEPA's training/orientation programmes despite the high priority given to it. In fact, training and orientation activities have often been at the cost of other significant programmes and require considerable improvement, review and fresh inputs.**

4. Obviously, NIEPA with its limited resources of manpower and expertise cannot take up the task of training and orientation of all those who are in the system and those who are likely to be recruited for its management. This task becomes particularly complex and challenging in the context of global developments which require innovative and creative educational responses from all those who have been charged with the responsibility of designing policies and programmes and managing educational services. **NIEPA would have to think of a variety of strategies to ensure that managerial personnel at various levels of our educational system are made aware of the diversity of tasks involved and have the competencies required to perform them with efficiency and effectiveness.**

Autonomy

5. The question of an autonomous institution needs to be discussed in relation to the tasks to be performed and the efficacy of the organizations that are available for educational development, including its planning and management. The tasks required are:

- In-depth empirical studies of the performance of the education system and the extent to which it is meeting the present and projected needs of socio-economic development.
- Development of long and short term perspectives of educational development in relation to emerging challenges and concerns.
- Critical monitoring and evaluation of policy and programme interventions designed by governments, particularly from the point of view of their relevance and feasibility.
- Capacity building of institutions charged with the responsibility of planning and managing of the education system
- Provision of objective advice, on the basis of research and study of educational responses of other systems, on goals, objectives and strategies of educational development.

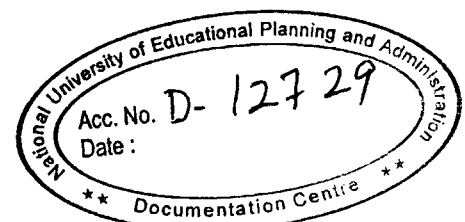
6. As at present constituted, Union and State Ministries and departments of education are not expected to and do not seem to be in a position to perform these and related tasks which require:

- professional expertise to undertake meaningful planning exercises, particularly those needing long term perspectives and having variety of implications
- competencies to undertake critical and empirical studies of the requirements of the education system in diverse socio-economic and cultural contexts
- time, to reflect on what education should consist of and how educational services need to be delivered to those segments which need them the most
- mechanisms to undertake careful analytical studies of other systems and their responses to emerging educational needs and challenges

- objectivity required to determine the effectiveness or otherwise of their programmes and delineated strategies
- mechanisms, for want of adequately staffed institutions, to upgrade on a continuous basis the competencies of personnel charged with the responsibility to plan and manage education at various levels
- desire and ability to meaningfully reform governance of education in the context of emphasis on, and need for decentralization of authority.

7. These and similar considerations call for institutional arrangements which are distinct and different from the usual bureaucratic formats. Objective assessment of how things are being managed and forward planning are two important tasks of such an arrangement. **An institution of the type that NIEPA represents must have the predominant responsibility to perform think tank functions. Education, because of its long gestation period, has always to be forward looking and futuristic. Studies of future scenarios are a very significant aspect of designing education which meets future challenges and emerging societal requirements.** Such studies can be undertaken in an environment which allows substantial freedom to think and the time to reflect on what education should consist of and how it needs to be refashioned and managed. These and other considerations which have led to the establishment of a number of autonomous institutions, including NIEPA, under the Ministry of Human Resource Development continue to remain valid and worth pursuing with vigour. The other autonomous institutions established by the Ministry of Human Resource Development – National Council of Educational Research and Training, National Institute of Open Schooling, Central Board of Secondary Education etc. have specific responsibilities and would find it extremely difficult to take up functions which have been entrusted to NIEPA.

8. The autonomy of an institution depends substantially on the perception by the establishing agency of the significance of its role. In the case of NIEPA, the perceptions of the Ministry of Human Resource Development are



important since it is the agency which has established it, provides funding for its maintenance and activities and, because of its representation on its bodies approves the tasks that it has to accomplish within a specified time frame. The Ministry determines to a substantial extent the scope and nature of the authority that NIEPA can exercise in deciding for itself the goals and tasks that it should accomplish independent of the former's requirements. There is often in government a general lack of appreciation of the need for institutional freedom and flexibility for the performance of roles that institutions created by it need. With key tasks of policy planning and management of education being seen as the main if not the sole preserve of the bureaucracy which may not have adequate academic and professional orientation, the role of "academic" institutions is seen at best to be peripheral and supportive rather than crucial and proactive. Policy and programme initiatives have in these circumstances tended to be intuitive rather than based on critical evaluation of ground realities, system's requirements and their feasibility. In an environment of this type, "professional" institutions, including NIEPA, have tended to perform a subservient rather than a proactive role. A critical evaluation of government policies and programmes often tends to become difficult, if not entirely impossible.

9. The ability of NIEPA to undertake meaningful activities is limited by the budgetary allocations that the Ministry makes for it and the faculty resources that it is allowed to create. On both accounts, as has been pointed out by some faculty submissions, the position has been unsatisfactory. It has been stated that the "current level of funding is far too inadequate for necessary leap forward. **NIEPA needs enhanced but rationally adjusted non-plan budget and significant upgradation of plan budget**". As regards faculty resources, NIEPA has at present a total staff strength of 163. Including Director, Joint Director and Research and Training Associates, the professional faculty positions number 35 which is much below the strength that the 1989 Review Committee had recommended. There are also the usual complement of library, documentation, computer programming staff who perform in some form supportive academic functions. Nine professional

faculty positions and 3 positions of Research and Training Associates are reported to be vacant. Action has been initiated to fill up some of the vacant positions. **The need for NIEPA is to “maintain (in case of faculty resources) the balance between (being) small enough to be effective and large enough to be sustainable”.**

10. Another facet of NIEPA’s autonomy would relate to its proactive role and its appreciation and acceptance. A great deal depends upon the research that it undertakes institutionally to generate information for policy and programme interventions on the part of the government. **There is need for NIEPA to develop a perspective plan in relation to policy and programme development tasks. A well designed plan of action might, because of its approval by the bodies which have representation of the government – including the Minister as the President of its Governing Body - help it withstand the pressures that might tend to deflect its efforts.**

11. **Autonomy of an institution created by the government to fulfill specific objectives cannot be absolute. The Institute and its staff have to accept tasks, which are deemed to be important from the point of view of national interest and development objectives. Such tasks might not have been visualized and fully provided for in the Memorandum of Association but have become important in the context of developments, the implications of which could not be foreseen. In recent years some developments have taken place which have significant implications for educational programming and the competencies of personnel engaged in planning and management tasks. On the other hand, it is incumbent on the part of the government to ensure that the Institute has the necessary freedom to reflect on educational situation and its needs, and plan and implement its programmes with the requisite resources to do so. Frequent demands on institutional resources, particularly of faculty time, can be disruptive and adversely affect the efficiency and effectiveness of an institution’s functioning. One of the means to prevent deflection of the attention of regular faculty from planned programmes would be to design a**

system of contractual appointments for Instance in the form of guest faculty for tasks which become or are seen to be important in the context of emerging situations. Such contractual appointments could be offered to erstwhile faculty of the Institute so that implementation of activities commences without devoting time to familiarize the contracted person with the nature of the task and the modalities for its accomplishment.

12. **An important facet of autonomy – the significance of which often tends to be underplayed – is accountability of the Institute and its staff for effective and timely accomplishment of the tasks assigned to them or decided upon by them. It is not unoften that professional staff of autonomous institutions like NIEPA tends to spend considerable proportion of institutional time on private research, consultancy and pursuit of their academic interests. The motivation to do so stems from a variety of factors : possibilities of remunerative gains, recognition by peers, increased possibilities of consultancy, a high degree of visibility and so on. While there must be sufficient scope for pursuit of individual academic and professional interests, interests of the institution must receive precedence. The argument often advanced that individual research effort has the possibility of strengthening the capabilities of the institution in performing its tasks more effectively, is no doubt valid. It must, however, be ensured that these individual pursuits are significant for the institution and are not undertaken at the cost of the institution and its needs. The desirability of insisting upon individual accountability arises, among other things, from their having been appointed and receiving remuneration for institutional tasks, using institutional resources including the resources of supporting staff; recognition by professional peers in India and abroad because of the affiliation and association with the institution. NIEPA would need to think of a mechanism and procedure to determine the extent to which an individual faculty member would be allowed to pursue his/her interests which might have only a tangential utility for institutional concerns and programmes. It is suggested that in general a faculty member should spend about 30 per cent of the institutional time on**

pursuit of his/her specific professional interest. Considering that the pursuit of individual interests is facilitated by ones being affiliated to the institution and often entails in some form the use of institutional resources, any remuneration accruing from individual professional activity needs to be shared with the institution. A faculty council with some representation to outside experts could be constituted to determine the need for, form and extent to which pursuit of individual interests should be allowed.

13. It needs to be clearly understood that if an institution like NIEPA has to have relevance and meaning as an independent think tank with special expertise in educational planning and administration, it must be given the fullest academic freedom and autonomy so that it can render politically and ideologically neutral, free and objective advice without fear or favour with a view to have the necessary policy impact potential. However academic freedom may not be confused either with financial irresponsibility in the use of public funds or absence of any institutional transparency and accountability in the matter of working to achieve the laid down basic objectives.

Chapter 4

Outsourcing and Resource Mobilization

The terms of reference for the Committee require it to examine the possibility of NIEPA generating resources so as to avoid complete dependence on government funding. **The modalities for NIEPA raising its own resources that can be suggested include: (i) outsourcing of some of its activities, (ii) levy of user charges for its services and (iii) taking up of institutional consultancy work in the field of educational planning, administration, research and training within the country as also for other interested countries. Outsourcing would help reduce the financial burden of the Institute and therefore of the government. Some of the tasks, if outsourced, would reduce the need to hire faculty and/or supporting staff on a permanent basis. It is also felt that NIEPA while keeping its permanent faculty small, should develop a large guest faculty of honorary professors, fellows and the like in different disciplines and sub-disciplines as per requirements/needs. This would also reduce infrastructural costs. With its reputation and high credentials in the area of its expertise and operation there is no reason why NIEPA should not attract large number of paid consultancy assignments from within the country, from other Asian – African and western countries and from international organizations like UNESCO World Bank Unicef etc. Also, as part of its planning activities it should be possible for NIEPA to present a blueprint to policy makers to develop educational and professional training facilities in India as to make it an attractive global educational market.**

Outsourcing

2. Out-sourcing has in recent times emerged as a “preferred” and vehemently advocated – more in debate and discussion than in actual practice - modality for getting tasks performed without necessarily establishing

permanent institutions and creating permanent positions which result in permanent financial liabilities for government exchequer. The government and its institutions find it difficult to dispense with the services of staff even when its services are no longer required; there are pressures from various sources to retain the services of redundant supporting staff and even daily wagers. This modality is also suggested for dealing effectively with lack of expertise in existing institutions to undertake tasks which can be performed by more competent organizations at much less cost.

3. While out-sourcing can be an important modality for accomplishing some tasks, there are serious limitations to the extent to which it can be used as a major, if not the sole, mechanism particularly in education. For one thing there are few institutions, which have, because of interest and continuous study, an in-depth knowledge and understanding of the education system, its modes of management and functioning. Secondly, educational planning and management are the tasks, which have to be performed by diverse authorities at different levels, with differing mandates, perceptions and styles of functioning. Some of them are autonomous. Many of these have few resources to allow any meaningful outsourcing of their significant tasks. Thirdly, **indiscriminate outsourcing may sometimes lead to a somewhat fragmented consideration of educational development and how it can be refashioned**, partly because no single outsourced institution might have the capacity and expertise to look at educational development in a holistic manner and time frame. Fourthly, outsourcing requires a great deal of effort at coordinating inputs from diverse sources so as to design a grand view and strategy to deal with educational situations which continue to change and therefore require considerable amount of flexibility. Lastly, outsourcing might involve one-time substantial costs which NIEPA might find difficult to meet considering its meager financial allocations. **While complete outsourcing might not be possible or desirable in the present day context, institutions like NIEPA must resort to considerable outsourcing of their tasks.** Commissioned research studies are an example.

4. Outsourcing of activities depends substantially on the identification of activities, which can wholly or partially be entrusted for execution to individuals and institutions, which have the necessary expertise and credentials. Training of key personnel in financial management could be one of the tasks, which could be outsourced since NIEPA does not seem to have adequate competence in this area. Similarly, **a great deal of research – particularly that which generates information from different educational and socio-cultural contexts across the country and involves large samples - can be undertaken by outside agencies with the support of NIEPA. NIEPA can develop a format for such studies. With the availability of an exclusive channel for education under the EDUSAT programme, a great deal of media support, which supplements and supports NIEPA's effort, can be designed and developed by institutions/agencies which have the necessary competencies.**

Charge for Services

5. While they provide services of various kinds to the system, government established and supported institutions do not have the tradition to either rationally cost their services or charge for providing them. There seem to be a number of reasons for this. First, the clientele for such services being generally the government and institutions established and/or supported by it through grants, any charges levied for services would largely be in the nature of transfer of payments from one agency to the other both receiving government support for their operations. Training of States' personnel would be one example. Secondly, educational systems and institutions might not have sufficient resources to contract service even when they might be in dire need for them. Education system suffers from chronic constraint of resources and those that are available are largely spent on its maintenance at existing levels of inefficiency and ineffectiveness; teachers' salaries, whose services cannot be dispensed with constitute over 95 per cent of educational expenditure. Thirdly, "selling" of services requires considerable effort for making them worthwhile and for their marketing. Government institutions are

often loaded with tasks that their faculty has designed or those that have been entrusted to them. Consequently, they possess little knowledge of the services required nor are they able to organize what might be termed market blitzes. NIEPA is no exception to this. Lastly, government institutions are often established with the explicit purpose of supporting the implementation of government's agenda.

6. This however must change forthwith if independent institutions are not to become mere government departments with all the concomitant bureaucratic traits and cultures. In the case of education it is particularly necessary for extending its reach and ensuring its quality and relevance. These are in the nature of social objectives and the tasks to achieve them are obligatory for government supported but essentially autonomous institutions.

7. NIEPA has of late been undertaking on a modest scale some activities where it has been charging for its services, particularly for projects which have received funding from international funding agencies. It has for instance been engaged in capacity building of educational personnel in Nepal for decentralized planning and management of education. It has also received financial support from the UNESCO for facilitating country meets for reviewing the progress of Education for ALL. The Ministry of Human Resource Development has also provided financial support to NIEPA for undertaking activities on its behalf. Among others these include consultancy, assessment studies and training of personnel required under District Primary Education Programme, seminar on globalization and its implications for higher education etc. Similar activities should help it to generate resources other than those that the annual government grants-plan and non-plan-provide.

8. Other means of resource generation which need consideration could include : requiring the faculty to deposit a fixed proportion of the remuneration that they receive from consultancy undertaken for national and international agencies; seeking payment from Union and State governments for services which are ad hoc and in addition to the

mandatory functions of NIEPA; more rational pricing for its publications. The publication policy and arrangements with private publishers need to be reviewed. There is a case for NIEPA getting a better and more beneficial deal. In any case, if there is no demand for NIEPA publications in the market for educational books, they should not be considered publishable and should never be published. There is no point in spending several crores of public money on publications which are of no interest to more than a few hundred readers.

9. The justification for deduction of a fixed proportion from the remuneration that faculty receives from consultancy and other national and international assignments would seem to be : offer of consultancies mainly because of being associated with NIEPA and the use of institutional facilities. **NIEPA should also levy institutional fees and other overhead charges for each project that it undertakes.**

10. **A great deal of effort to generate resources will depend upon NIEPA's credibility as an institution of excellence and the quality of services that it offers, particularly in providing services to agencies other than national. The Diploma Course in Educational Planning and Administration for foreign nationals seems to have received considerable recognition, considering that the enrolment in this course has remained steady. Like other institutions in India, there is little effort to market services although given the modest costs, many of the countries in Africa, West Asia and South East Asia would find contracting of these services most economical and competitive.**

11. An important point that needs to be mentioned – and this has relevance to the issues concerning autonomy of NIEPA – is the use of additional resources that it generates and the control that it has over their use. **The usual modality of off-setting institutional extra earnings against budgetary allocations by the government does not provide sufficient incentives to institutions like NIEPA to make systematic and concerted**

effort to generate additional resources for their developmental activities. This procedure needs looking into. As in the case of Indian Institutes of Technology, NIEPA should have the authority to create its own corpus, interest from which can be used in augmenting its activities and enhancing its reach.

Chapter 5

Summary of Recommendations

The work done by NIEPA, in relation to the tasks entrusted to it, has been impressive. Despite the constraint of resources, particularly of the requisite number of competent faculty, and the absence of counterpart institutions at State levels which could assist it in dealing with concerns which have implications for regional and district level planning and administration, NIEPA has through its training assisted in strengthening planning and management capacities. The Committee endorses the view expressed by the 1989 Review Committee viz. "Generally speaking, NIEPA has done extremely well in fulfilling the objectives which have been identified in the Memorandum of Association".

General Observations

2. **Much more remains and needs to be done, particularly in designing efficient and effective structures for planning and management of education at different levels - national, State, regional, district and community. The major requirement is to build capacities of personnel and institutions, particularly at State levels where institutional infrastructure for planning and management, with competent faculty, has either not been created or requires substantial strengthening.** Added to the task of training state personnel, which is a significant activity for capacity building, is the need for critical surveys of the system and development of state perspectives of what education should achieve in the context of the developments that are taking place and the tasks which have yet not been accomplished despite their significance -substantial segments still being outside the reach of education, inadequate quality of educational programmes and insufficient relevance of education to community needs. These and other tasks will require many more years of hard work and a

continuous improvement of NIEPA's research, development and training effort and its delivery mechanisms.

3. A view was expressed that NIEPA should institute a number of diploma level courses other than the two that it is already implementing. A view was also expressed that it should consider the possibility of extending its scope and coverage beyond the needs of school education, which seems to be receiving its primary attention. As a national institute of excellence in planning and management of education, it should also concern itself with other sectors of education, particularly university education which requires careful planning and management both because of the implications for adequately meeting the challenge of a knowledge society and the general constraint of resources from which institutions of higher learning suffer and consequently the importance of their more efficient and effective deployment. NIEPA's effort to promote competencies of personnel employed in the university system, through training/orientation of Finance Officers and Principals of colleges has not been very systematic; nor has it dealt with even a fringe of the problem. **A diploma in planning and administration of university education could be instituted for promoting planning and managerial competencies of such functionaries as Registrars, Finance Officers and Controllers of Examinations of universities and Principals and Vice-Principals of colleges.** An opinion was also expressed that in order to make it completely autonomous in designing its programmes, NIEPA could be given a deemed or central university status.

Justification for NIEPA

4. Given the continuous challenges that education faces, not only because of the global developments but more so because of the unfinished tasks at home -an institution like NIEPA is important for continuously evaluating the efficacy of policy and programme initiatives and constantly reflecting on how education needs to be reshaped so that it can serve, more effectively, individual, community and national needs. **NIEPA also needs to**

develop willingness and capacity to continuously introspect for making its programming effort both relevant and of high quality. To be able to provide dispassionate and useful policy and programme advice NIEPA needs autonomy and resources.

5. At present the institutional arrangements for these tasks are not available in other governmental and non-governmental organizations. The Ministry of Human Resource Development and state education departments lack at present the competency to undertake rigorous study of the education system, develop long-term perspective of educational development and undertake meaningful capacity building activities, nor are they likely to have the objectivity of critically evaluating the effectiveness of their policy and programme interventions.

6. The relevance and significance of NIEPA and the exercise of its autonomy depend substantially on not only the quality and credibility of what it does but also how its advice is respected and acted upon by those who have the responsibility to make policies and take educational decisions. In the changed social, economic and political conditions, policy and decision making requires considerable amount of participation on the part of stakeholders at different levels. **NIEPA can provide a forum for consultation and meaningful dialogue. At the same time it is important that its voice is heard and given adequate weight in forums where policy and programme interventions are deliberated and decided upon.** Of course the advice that it tenders should have substantial information base about the status and requirements of the system. While as a government established and funded institutions, NIEPA will need to accommodate tasks assigned to it from time to time by the government to meet the requirements emerging and un-visualized educational needs, it should have substantial freedom to plan its activities. For any unplanned task assigned to it, NIEPA should be compensated.

Concern with State Needs

7. **An important issue, which is seldom discussed in respect of centrally established and centrally funded institutions, is the obligations that they have to different levels of polity. Being "national" institutions, supported by public funds they should meet the requirements of states and administrative areas within them, although they might be accountable largely to the Ministry of Human Resource Development. These requirements can be provided for by an institution like NIEPA by maintaining close liaison with State governments and State institutions. NIEPA should show increasing concern with the educational situations of the States, undertaking critical studies of their education systems and their policies and programmes and offer professional advice. This has become particularly important in view of the educational disparities that prevail among and within States, which can be attributed partly to the non-availability in some States of the capacities to plan and manage the education system efficiently and effectively. It needs to be recognized in this context that educational disparities, with their implications for economic growth and welfare of individuals and communities, can be a source of conflict and instability.**

8. **The work of NIEPA in and with the States can be facilitated substantially by the availability of State level institutions with which it can collaborate and extend the reach of its programme initiatives. As has been pointed out elsewhere, except for two States, there are no State level institutions for educational planning and management; which can function as counterpart institutions to NIEPA. The Committee recommends the establishment of such institutions in States as autonomous and independent activities, or as an alternative, of strong educational planning and management units in SCERTs. This recommendation is important in the context of the Committee's view that NIEPA confine its training to key/resource persons, leaving training of State and district personnel to State level institutions.**

NIEPA as National Centre for Excellence

9. We have made in different sections, a number of recommendations in relation to the terms of reference of the Committee and the issues raised in them. Before we highlight them here, we would like to refer to two important concerns relating to the future development of NIEP A. The first relates to its Memorandum of Association which, apart from referring to other mandated functions, indicates one of its major objective "to be a National Centre for Excellence in educational planning and administration intended to improve the quality of planning and administration in education....." The Committee is of the view that the implications of this mandate need to be carefully worked out and a plan of action developed, which will indicate how, and in what ways NIEPA can be transformed into a "national centre of excellence". It would be desirable to indicate in specific terms as to what such a centre should have in terms of the quality, credibility and relevance of its functions, which constitute its mandate. **It would be worthwhile for NIEPA to set up a task force consisting of its faculty and outside experts and Union and State government representatives to prepare a plan of action in this regard. This plan of action should, apart from a time frame, indicate NIEPA's programme priorities and the faculty and other resources that it will need to become a national centre of excellence.**

Perspective Plan

10. The second relates to the development of a long-term perspective plan of NIEPA, a requirement emphasized by the 1989 Review Committee and also in the interactions that we had with faculty and some knowledgeable persons. The Committee was informed that some preliminary exercises had been undertaken in this regard. **NIEPA might like to set up a task force of its faculty and outside experts to prepare a twenty-year perspective. In fact, the exercise to make NIEPA as a national centre of excellence could be a part of this perspective.**

11. Having discussed the two general issues which concern the future development of NIEPA, we now make recommendations in regard to the functions that it has been performing. These recommendations emerge largely from the Committee's review of NIEPA's achievements and the issues, which are reflected in its terms of reference. We have provided the rationale for our recommendations in earlier sections where achievements and issues have been discussed under such categories as training, research and consultancy and autonomy, outsourcing and resource mobilization. This section, therefore, needs to be considered along with earlier sections of the report.

Training

12. Since NIEPA, with its limited resources and the constraints within which it operates as an autonomous institution under the government, cannot undertake training of even a small fraction of the personnel requiring training/orientation - employed in central and state governments at various levels and in privately managed institutions - it needs to confine its training task to training/orientation of key/resource persons who can be entrusted with the training of personnel employed at other levels. Apart from training of key resource persons, NIEPA needs to identify for its training/orientation activity institutions whose capacity building is likely to have long term use and input. However; it should provide a format for training which indicates a training design and its modality and monitor the quality of training being given. Apart from face to face training, NIEPA would have to think of other strategies for training -distance mode using multi-media packages, use of computers and other forms of information and communication technologies. Networking with other institutions, like those concerned with management education and information processing would provide a mechanism to extend the reach of NIEPA's training activity. There should be continuous improvement of training content and modalities on the basis of impact studies and continuous assessment of training needs and administrative environment in which

competencies have to be used. The current priority to training would need to be reduced as was recommended by the 1989 Review Committee.

Research

13. While research in a person's interest and specialization requires to be encouraged both as an important means of career development and for providing inputs for programming effort, **institutional research should have precedence in NIEPA. in this context, it is desirable to plan mega and inter-disciplinary studies which evaluate the functioning of the system more comprehensively, with different levels of administration and various stake holders being the focus of research.** These studies should involve collaborative effort on the part of different units of NIEPA and whenever necessary with other institutions and organizations. There needs to be a much larger scheme for sponsoring and supporting research by institutions and individuals. In fact, many of the mega studies would more easily be possible of being undertaken with the collaboration of outside experts and institutions. **NIEPA should prepare a shelf of mega research projects and research designs which can be farmed out. Some of the Studies identified by the 1989 Review Committee and by the present Committee would need special consideration.**

Consultancy

14. NIEPA needs to give higher priority to institutional consultancy. While individual faculty consultancy should receive encouragement, there needs to be a limit to the extent to which it should be allowed. The principal criterion in approving consultancy by the faculty should be that it does not adversely affect mandated institutional obligations. Consultancy should also be in the staff member's specialization. All consultancies should be undertaken with the permission of the authorities. Part of the remuneration received from individual consultancies should be deposited with the Institute as a means for additional resource mobilization. This is important in view of the faculty

members affiliation to the Institute and institutional support he/she receives even for various activities consisting consultancy obligations.

Publications

15. The policy about publications, particularly royalty, pricing and free distribution requires to be reviewed.

Outsourcing

16. **Many of the tasks of NIEPA-training and research in particular - can be outsourced. Outsourcing, apart from allowing NIEPA to undertake many more tasks of significance and or expanding the coverage of existing programmes, will have the advantage of using expertise, which is available elsewhere. Outsourcing can be facilitated by establishing networking arrangements with other institutions, which, unfortunately has yet to happen to only meaningful extent even among the centrally established autonomous institutions.**

Resource Mobilization

17. Mobilization of resources for existing and new tasks can be a major means of safeguarding institutional autonomy since it can avoid complete dependence on government funding. Additional resource generation can also augment NIEPA's capacity to extend the reach and scope of its programmes. While there is scope for NIEPA to augment its resources from non-governmental sources, it is important to recognize its limitations to generate all the resources that it requires for realizing the societal objectives for which it was established. Among other things it can generate additional resources by charging fees and overhead charges from consultancies to other countries and organizations, recovery of a part of the remuneration received by faculty consultancy, compensation for being asked to undertake unmandated tasks, royalty and sale proceeds from publications. So as to ensure NIEPA's control over the additional resources that it generates, it would be desirable to allow it to create and operate a corpus on the pattern now allowed to IITs.

Staff Structure and Development

18. **At present staff in the institute comprises a much larger proportion of supporting hands than would seem to be desirable or necessary. Since services of the incumbents cannot be dispensed with there is need for a programme to promote their competencies in other areas such as computer processing, information retrieval etc.**

19. **A systematic programme of staff development, particularly for the faculty, needs to be designed to upgrade their competencies. The Committee recommendations in this regard include field level postings, long term secondment to administrative positions in States and districts and at the centre, fellowships for study in other institutions, liberal assistance for participating in seminars, conferences and study groups, provision of study leave and paid sabbaticals, etc.**

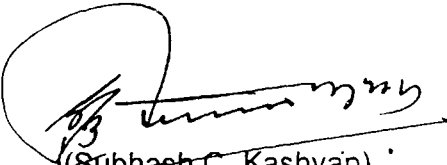
20. **NIEPA conducted the Second All India Survey of Educational Administration in all the States and Union Territories in the country. The books and materials produced by the Survey were, it is understood, well received and found by the State governments, education departments, SCERTs, DIETs etc. very useful. After examining the feed back and confirming the stated usefulness of the exercise, NIEPA may conduct on a regular basis, further all India Surveys of Educational Administration. Provision of necessary staff and budgetary allocation for the purpose may be considered.**

21. **NIEPA has been conducting International Diploma In Educational Planning and Administration (IDEPA) for the last two decades. The staff is appointed against project positions on yearly basis. It is recommended that a member of the regular faculty should constitute the core strength of the programme unit and the curriculum, methodologies, techniques and tools should be kept under constant review and updated each year. Apart from project staff the programme should build a**

prestigious guest faculty of Honorary Visiting Professors and Fellows. Further, comparative cross-country studies may also be considered.

22. NIEPA may be asked to prepare a draft personnel policy and programme with suggestions for rationalization and utilization of existing staff strength and needs for staff augmentation during the next 5-year period. This may include the needs for (i) All India Survey of Educational Administration, (ii) International Diploma in Educational Planning and Administration, (iii) Diploma Programme in Institutional Planning and Management, and (iv) the new Diploma Course in Higher Education proposed to be started.

New Delhi
16 July 2004



(Subhash C. Kashyap)
Chairman

Annexure – I

No.F.8-32/2002 PN.II
Government of India
Ministry of Human Resource Development
Department of Secondary and Higher Education
New Delhi, the 23rd January, 2003

O R D E R

Subject: Appointment of Outside/Peer Review Committee to review the work and progress of the National Institute of Educational Planning and Administration, New Delhi as per recommendations of Expenditure Reforms Commission.

As per the recommendations of the Expenditure Reforms Committee in its report on autonomous institutions and in pursuance of Rule 43 of the Memorandum of Association and Rules of NIEPA, the Ministry of Human Resource Development, department of Secondary and Higher Education have decided to set up a Committee to review the work and progress of the institute with the following terms of reference:

- (a) The purpose for which the National Institute of Educational Planning and Administration (NIEPA), New Delhi was set up and the extent to which these objectives have been or are being achieved.
- (b) Whether the activities being undertaken continue to be relevant or have been substantially completed or if there has been any failure in the achievement of its objectives. The zero based budget approach should be followed in making this assessment.
- (c) Whether the nature of the activities is such that these need to be performed only by an Autonomous Organisation.
- (d) Whether similar functions are also being undertaken by other Organisations – be it in the Central Government or State Governments or the private sector and if so whether there is scope for merging or winding up these Organisations.
- (e) Whether the total staff complement, particularly at the support level is kept at a minimum, whether the enormous strides in information technology and communication facilities as also facilities for outsourcing of work on a contract basis have been taken into account in determining staff strength; and whether scientific/technical personnel

are being deployed on functions which could well be carried out by non scientific/non technical personnel; etc.

- (f) Whether user charges, wherever the output or services are utilized by others are levied at appropriate levels.
- (g) The scope for maximizing internal resources generation in the Organisation so that the dependence upon government budgetary support could be kept at a minimum.

The composition of the Review Committee will be as under:

1. Dr. Subhash C. Kashyap, Former secretary General, Lok sabha Secretariat – Chairman.
2. Shri Y.N. Chaturvedi, Former Secretary Govt. of India – Member

The Committee will devise its own procedure of work and all secretariat and other assistance shall be provided by NIEPA. All expenditure in connection with review of work by the review committee will be borne by NIEPA and expenditure will be as per NIEPA rules. The Committee is requested to submit the report within six months from the date it commence its work.

(C. Balakrishnan)
Joint Secretary to the Government of India
Tel No.: 2338 1096

Prof. B.P. Khandelwal
Director
National Institute of Educational
Planning and Administration
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Copy to:

1. Dr. Subhash C. Kashyap, Centre for Policy Research, Dharma Marg, Chanakyapuri, New Delhi-110021.
2. Shri Y.N. Chaturvedi, House No. 1417, Sector-A, Pocket-B, Vasant kunj, New Delhi-110067
3. F.A. (HRD)
4. Sr. PPS to Secretary, Deptt., of Sec. & Higher Education.

Annexure – II

No.F.8-32/2002 PN.II
Government of India
Ministry of Human Resource Development
Department of Secondary and Higher Education
New Delhi, dated the 2rd May, 2003

Subject: Appointment of Outside/Peer Review Committee to review the work and progress of the National Institute of Educational Planning and Administration (NIEPA), New Delhi as per recommendations of Expenditure Reforms Commission.

In partial modification of this Department's Order of even number dated 23rd January, 2003, the composition of the Review Committee will be as under:

- | | | |
|----|---|----------|
| 1. | Dr. Subhash C. Kashyap, Former Secretary – General
Lok Sabha Secretariat | Chairman |
| 2. | Smt. Achala Moulik, Ex-Secretary
Department of Elementary Education & Literacy | Member |
| 3. | Prof. S. Rajendran, Head, Faculty of Education
Annamali University, Annamali Nagar | Member |
| 5. | Prof. R.J. Singh, Head, Deptt. of Education
University of Lucknow, Lucknow | Member |
| 4. | Prof. K.S. Mishra, Head, Department of Education
Allahabad University, Allahabad | Member |

The Committee will devise its own procedure of work and all secretarial and other assistance shall be provided by NIEPA. All expenditure in connection with review of work by the review committee will be borne by NIEPA and expenditure will be as per NIEPA rules.

The Committee has been set up to review the work and progress of the Institute as per recommendations of the Expenditure Reforms Commission in its report on autonomous institutions. The following are the terms of reference:

- (a) The purpose for which the National Institute of Educational Planning and Administration (NIEPA), New Delhi was set up and the extent to which these objectives have been or are being achieved.

- (b) Whether the activities being undertaken continue to be relevant or have been substantially completed or if there has been any failure in the achievement of its objectives. The zero based budget approach should be followed in making this assessment.
- (c) Whether the nature of the activities is such that these need to be performed only by an Autonomous Organisation.
- (d) Whether similar functions are also being undertaken by other Organisations – be it in the Central Government or State Governments or the private sector and if so whether there is scope for merging or winding up these Organisations.
- (e) Whether the total staff complement, particularly at the support level is kept at a minimum, whether the enormous strides in information technology and communication facilities as also facilities for outsourcing of work on a contract basis have been taken into account in determining staff strength; and whether scientific/technical personnel are being deployed on functions which could well be carried out by non scientific/non technical personnel; etc.
- (f) Whether user charges, wherever the output or services are utilized by others are levied at appropriate levels.
- (g) The scope for maximizing internal resources generation in the Organisation so that the dependence upon government budgetary support could be kept at a minimum.

(C. Balakrishnan)
Joint Secretary to the Government of India
Tel No.: 2338 1096

Prof. B.P. Khandelwal
Director
National Institute of Educational
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17-B, Sri Aurobindo Marg
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Copy to:

1. Dr. Subhash C. Kashyap, 62, Sainik Farm New Delhi – 110 062
2. Smt. Achala Moulik, 11/5, Nandi Durga Road, 3rd Cross, Bangalore-560 046

3. Prof. S. Rajendran, Head, Faculty of Education, Annamali University, Annamali Nagar
4. Prof. R.J. Singh, Head, Deptt. of Education, University of Lucknow, Lucknow, U.P.
5. Prof. K.S. Mishra, Head, Department of Education, Allahabad University Allahabad
6. F.A. (HRD)
7. Sr. PPS to Secretary, Deptt., of Sec. & Higher Education.
8. Shri Y.N. Chaturvedi, 338 A/Sector 21, Near Udyog Vihar, Gurgaon, Haryana.

**NATIONAL INSTITUTE OF EDUCATIONAL
PLANNING AND ADMINISTRATION**

Minutes of the First Meeting of the PEER Review Committee to Review the work and progress of NIEPA held on 20.03.2003 at NIEPA.

The following were present :

1. Dr. Subhash C. Kashyap Chairman
Former Secretary General
Lok Sabha Secretariat
2. Shri Y.N. Chaturvedi, Former Secretary Govt. of India could not attend the meeting as he was unwell.

Shri Subash Kashyap visited NIEPA and had preliminary meeting with Prof. B.P. Khandelwal, Director, NIEPA and Prof. M. Mukhopadhyay, Joint Director, NIEPA. Shri P.R.R. Nair, Registrar and Shri P. Mani, Section Officer (Academic Administration) were also present.

Prof. B.P. Khandelwal welcomed the Committee Chairman and briefed about the functioning of NIEPA. He informed the Chairman about the Review Committee on NIEPA in 1989 and the decisions of the Empowered Committee. The committee was apprised about the workshop on "Vision NIEPA-2010" to be conducted in April-May 2003. It was also informed about the 6 months Diploma Programmes – (I) Diploma in Educational Planning and Administration and (II) International Diploma in Educational Planning and Administration. It was also informed that eminent educationists have been invited frequently to address participants of various programmes conducted by NIEPA as NIEPA has at present 25 faculty members. It was also informed that the Govt. of India always looking for NIEPA's guidance and support on all aspects of educational planning and management. Recently the M/HRD has asked NIEPA to conduct 7 Evaluative Studies on various issues. Requests have been received for the conduct of research studies on Perspective Plans, Demographic Projections etc.. The Govt. has already released hundreds of crores of rupees to different districts and there is no Monitoring Cell to monitor the work done by each districts.

He informed the Chairman of the Committee about the Terms of Reference of the Committee. They are :

- (a) The purposes for which the National Institute of Educational Planning and Administration, New Delhi was set up and the extent to which these objectives have been or are being achieved.
- (b) Whether the activities being undertaken continue to be relevant or have been substantially completed or if there has been any failure in the achievement of its objectives. The zero based budget approach should be followed in making this assessment.
- (c) Whether the nature of the activities is such that these need to be performed only by an Autonomous Organisation.
- (d) Whether similar functions are also being undertaken by other Organisations – be it in the Central Government or State Governments or the private sector – and if so whether there is scope for merging or winding up these Organisations.
- (e) Whether the total staff complement, particularly at the support level is kept at a minimum, whether the enormous strides in information technology and communication facilities as also facilities for outsourcing of work on a contract basis have been taken into account in determining staff strength, and whether scientific/technical personnel are being deployed on functions which could well be carried out by non scientific/non technical personnel; etc.
- (f) Whether user charges, wherever the out put or services are utilized by others, are levied at appropriate levels.
- (g) The scope for maximizing internal resources generation in the Organisation so that the dependence upon government budgetary support could be kept at a minimum.

The following decisions were taken :

1. The Chairman authorized Director, NIEPA to write to the M/HRD, Deptt. of Secondary and Hr. Education about the inclusion of a few more eminent educationists in the committee as Special Invitees.
2. The matter regarding revival of 6 positions of Fellows and 3 positions of Research and Training Associates in NIEPA may be taken up for discussion in the next meeting.
3. NIEPA may prepare notes on the following :
 - (a) Setting up of NIEPA
 - (b) Objectives
 - (c) Achievements so far
 - (d) Failures/Difficulties, if any, in the implementation of the any objectives

- (e) Critique on working during the period
 - (f) Identification of problem areas
 - (g) Suggestions for improving the working of NIEPA
 - (h) Present state of affairs of NIEPA.
4. It was suggested that NIEPA may prepare a list containing names and addresses of educationists, senior bureaucrats, adjunct faculty etc. who were in touch with NIEPA in the realization of various objectives of NIEPA.
 5. It was also suggested that NIEPA may also prepare a list containing participants who had attended various programmes, seminars, workshops, conferences etc.
 6. It was suggested that interview schedules may be a better way of getting information on NIEPA's activities.
 7. The feed back received from participants of different programmes may be compiled and shown to the Committee.
 8. The Committee will also meet the faculty of NIEPA to get their views.
 9. It was suggested that notes on the following may be got prepared :
 - (a) Training areas
 - (b) Research areas
 - (c) Dissemination and Publication
 - (d) Consulting Experience
 - (e) What are the new emerging demands

The meeting ended with the vote of thanks to the Chair.

**Minutes of the Meeting of Review Committee of
National Institute of Educational Planning and Administration
Held at NIEPA on 16th June 2003 at 11.30 A.M.**

The following were present:

1. Dr. Subhash C. Kashyap
62, Sainik Farm
New Delhi – 110 062
Chairman
2. Smt. Achala Moulik
11/5, Nandi Durga Road
3rd Cross, Bangalore-560 046
Member
3. Prof. B.P. Khandelwal
Director
NIEPA
4. Dr. M. Mukhopadhyay
Joint Director
NIEPA
5. Shri P.R.R. Nair
Registrar
NIEPA

Prof. S. Rajendran, Head, Faculty of Education, Annamalai University, Prof. R.J. Singh, former Head, Deptt. of Education, University of Lucknow, and Prof. K.S. Mishra, Head, Deptt. of Education, Allahabad University, could not attend the meeting.

Director extended a warm welcome to the Chairman and member of the Review Committee.

1. Joint Director made a detailed presentation about the functioning of the Institute. He stated that NIEPA is established with the clear objective to organize long term and short-term training programmes, seminars/ conferences for educational planners and administrators. NIEPA, which is basically a research institute conducts and coordinates inter-disciplinary research with focus on theory, policy, relevance, etc. It was stated that NIEPA provides consultancy and professional support to the MHRD, Planning Commission, UGC and other institutions. A mention was made about its activities in capacity building. Two long duration programmes – the Diploma in Educational Planning and

Administration and international Diploma in Educational Planning and Administration being conducted by the institute were explained. NIEPA's activities in the area of extension and dissemination were also explained in detail. Particular mention was made about various publications being brought out by NIEPA. Joint Director stated that NIEPA has a good library with excellent collection of books on Education and related matters. Mention was made about the journals and newsletters being published by the Institute, and also of important consultancy assignments handled by NIEPA.

2. While explaining the functioning of the Institute, Joint Director brought to the notice of the Committee that as against a faculty strength of 45, as suggested by the last Review Committee of NIEPA, as on date NIEPA has only 22 faculty members. It was stated that without sufficient faculty strength working of various units gets affected. Mention was made about the strength of administrative non-academic staff of NIEPA. Notice was taken of the total staff strength of the Institute out of which only 22 are in the academic stream. Registrar explained that a major portion of non-academic staff consists of Group 'D' employees who have been working on different positions for a long time. He mentioned that in many of these positions retirement vacancies are not being filled up and also that NIEPA had recently surrendered 18 vacant positions in administration. Director mentioned that within the constraints, all efforts are being made to make the best use of the administrative staff posted in various departments. He mentioned that it may be advisable to change the designation of some of these positions in the administration and also explore the possibility of lateral changes to other organizations.
3. Director and Joint Director in their remarks mentioned about the shortage of space in the Institute and also the need for additional funding for technology upgradation. An additional campus would be welcome so that NIEPA's activities could be expanded. Providing better physical facilities and infrastructure and upgradation of facilities to comparable level with other training institutions will attract more participants for our programmes. The Chairman and the members of the committee wish to see for themselves the infrastructural facilities currently available with the Institute. Director stated that NIEPA has a strategic role in the educational system in the country and can play a potential role to reach out to the third world countries from where we are getting several participants for our IDEPA.
4. While appreciating the presentation and related remarks about the role/objectives of the Institute and various areas that require urgent attention, Chairman desired to know about the funding pattern of the Institute. Registrar explained the basic details of the funding under Plan and Non-Plan and also under projects. Chairman desired to know whether there is any possibility of increasing the revenue of the Institute. He also desired to have details of Plan and Non-Plan receipts and

payments during the last three years to have a fair idea about the funding pattern and expenditure of the Institute. He suggested that depending on the facilities being provided in the hostel, it may be advisable to propose an increase in room rent. Director agreed to examine this issue. Director also stressed the need for a rationalized non-plan funding system by the Government and also enhanced plan funding to meet the various objectives of the Institute.

5. Chairman and the Member desired to know about the cost of various publications and possibility of pricing them. Joint Director explained the details in this regard. It was stated that 500 of copies of Journal of Educational Planning and Administration are being printed per issue out of which 254 are priced and 80 copies are sent as complimentary copies and 45 copies are used library exchange. 20 copies are given to the contributors and 45 copies are distributed among the faculty members. It was also mentioned that the 415 copies of the Hindi publication, Pariprekshya are being printed and all are sent on complimentary basis. Chairman desired NIEPA to explore the possibility of earning more revenue through its publications.
6. While appreciating the point regarding the shortage of regular faculty members, Chairman desired to know why Institute cannot make use of guest faculty/visiting faculty. He mentioned that qualified and experienced guest faculty should be available in Delhi and NIEPA should explore the possibility of having a scheme to have guest faculty/honorary faculty to augment its regular faculty strength.
7. To a query from Chairman whether there is any over lapping of functions between NIEPA, NCERT and other Institutions, it was explained that NIEPA is the only institute of its kind in the country and there is no overlapping of its functions with any other Institute. NIEPA has been extending assistance to state governments in establishing state level educational management institutions and so far only UP has established one.
8. Director made a brief mention about the communication from MHRD permitting revival of four positions of Fellows, out of six vacant positions and stated that this has been sanctioned subject to the submission of report by the Review Committee. Director stated that there is acute shortage of faculty and the positions, which have been vacant for long, need to be filled up immediately. Chairman and the Member desired that a brief note in this matter may be placed in the next meeting of the Committee to take a view in the matter.
9. Chairman and the Member desired to know about the position regarding the implementation of the recommendations of the last NIEPA Review Committee report and the Empowered Committee thereon. The position

was explained. It was desired that a brief Action Taken Report in this matter may be placed before the Committee in its next meeting.

10. Chairman mentioned that as per the MHRD communication, the Review Committee is to submit its report within a period of six months. He stated that the time limit should be adhered to and the report submitted within six months from the date of the first meeting of the reconstituted committee i.e.16.6.2003.
11. After the above deliberations, it was desired that the next meeting of the Committee will be held at 11.30 A.M. on 27th June 2003. It was stated that after the meeting, Chairman and the Committee Members would like to visit the faculty members, Library and other campus facilities, in order to understand the working of the Institute. Chairman also desired to have a brief profile of all the faculty members.

The meeting ended with a vote of thanks to the Chair.

**Minutes of the Meeting of Review Committee of
National Institute of Educational Planning and Administration
Held at NIEPA on 27th June 2003 at 11.30 A.M.**

The following were present:

- | | | |
|----|---|----------|
| 1. | Dr. Subhash C. Kashyap
62, Sainik Farm
New Delhi – 110 062 | Chairman |
| 2. | Smt. Achala Moulik
11/5, Nandi Durga Road
3 rd Cross, Bangalore-560 046 | Member |
| 3. | Prof. S. Rajendran
Head
Faculty of Education
Annamali University
Annamali Nagar | Member |
| 4. | Prof. K.S. Mishra
Head
Department of Education
Allahabad University
Allahabad | Member |
| 5. | Dr. M. Mukhopadhyay
Joint Director
NIEPA | |
| 6. | Shri P.R.R. Nair
Registrar
NIEPA | |

Prof. R.J. Singh, former Head, Deptt. of Education, University of Lucknow and Prof. B.P. Khandelwal, Director, NIEPA, could not attend the meeting.

1. At the outset, the minutes of the meeting of the Committee held on 16th June 2003 were taken up. Chairman suggested slight modifications in certain points in the minutes and stated that the minutes should reflect not only the views expressed by NIEPA but also the concern expressed by the Committee on various points. He stated that after these

corrections are incorporated, the minutes could be taken up as approved.

2. While taking note of the Action Taken Report on the recommendations of the last Review Committee, the Chairman and the members stated that the Action Taken Report should clearly state what specific action has been taken by NIEPA on each of the recommendations, which have been accepted. In respect of those recommendations, which have been accepted but not implemented, the reasons for non implementation should be specifically stated in brief. This will enable the committee to get a better picture of the Review Committee Report and its implementation.
3. The matter regarding revival of six posts of Fellows was taken up for discussion. The communication from Ministry of Human Resource Development, on the subject, was placed before the Committee. The urgency for filling up all the four sanctioned positions was explained by Joint Director. It was stated that the above positions were in place originally but were not filled up for the last few years. The present position obtaining with regard to the faculty strength at the Institute was explained by the Registrar. After detailed deliberations, the Committee felt that in view of the difficulties being faced by NIEPA due to shortage of faculty and the academic commitments on hand, it could initiate action to fill up the four positions. It was felt that a communication to this effect could be sent to the MHRD.
4. As discussed in the last meeting of the Committee held on 16th June 2003, the Chairman and the Committee members desired to visit the faculty members in their rooms and subsequently see the campus facilities. A brief profile of faculty members was put up to the Committee.

Subsequent to this, it was decided to have the next meeting of the Committee at 10 a.m. on 17th July 2003 at NIEPA.

The meeting ended with a vote of thanks to the Chair.

BRIEF OF POINTS DISCUSSED BY THE COMMITTEE WITH DR. J.B.G. TILAK, SENIOR FELLOW & HEAD EDUCATIONAL FINANCE UNIT

During the discussions with Dr. Tilak, Chairman desired to know difficulties, if any, faced by NIEPA faculty in their working. One of the members also wished to know if there is any intervention from the Government of India in NIEPA's working. Chairman wished to know whether the faculty of NIEPA carried out institutional research or private research. He desired to have the details of various areas of research undertaken by faculty. One of the members also wished to know whether the government is aware of the research projects being undertaken by NIEPA.

Dr. Tilak stated that NIEPA undertakes mainly three types of research (i) individual research projects; (ii) institutional research projects and; (iii) research projects undertaken on the request of the Central Government/state governments and other agencies.

The main areas of research concern are focused on educational planning and administration. The mechanism of undertaking research projects and also its reporting to various bodies like PPC, FC and EC were also explained to the Committee. Dr. Tilak stated that many of the academic units are understaffed and academic support staff is not sufficient. He stated that possibly the administrative support staff could be reduced. He was of the opinion that the physical and infrastructural facilities provided are satisfactory. In reply to the enquiry from one of the members of the committee Dr. Tilak stated that there is no interference from the government in NIEPA's working.

**Minutes of the Meeting of Review Committee of
National Institute of Educational Planning and Administration
Held at NIEPA on 18th September 2003 at 2.30 P.M.**

The following were present:

1. Dr. Subhash C. Kashyap Chairman
62, Sainik Farm
New Delhi – 110 062
2. Prof. B.P. Khandelwal
Director
NIEPA
3. Shri P.R.R. Nair
Registrar
NIEPA

Prof. S. Rajendran, Prof. K.S. Misra, Prof. R.J. Singh and Smt. Achala Moulik, members, could not attend the meeting.

In the discussions that took place, Chairman mentioned that the points stated in the meeting of the Committee held on 28th August may be acted upon. Chairman, desired that to have meaningful discussions, the Review Committee should invite the views/response of stakeholders/users, various institutions, eminent educationists, former secretaries of Education, etc. A questionnaire could be got prepared and sent to them, and once the views are received it could be collated after which a conference could be held to analyze and finalize the major observations. Chairman also mentioned that a brief questionnaire could be sent to the faculty and staff also to elicit their views. He was of the view that once the response is received from them a meeting of all the faculty members could be held. The officers in administration and a group of selected employees representing various units could also meet the committee at a later date to submit their views to the committee.

Chairman desired that a copy of the recommendations of the M.V. Mathur Committee be made available to the Committee for its perusal.

As per the terms of reference of the Committee, the Review Committee is to submit its report within a period of six months. The Committee started its work during June 2003. However, due to various constraints it may not be possible to complete the work before December 2003. The Chairman desired that we may inform the Government that the Committee will be able to submit

its report by 31st March 2004 only. It was also stated that no additional funds are required for this purpose.

Chairman stated that further work of the Committee has to be streamlined with active involvement of all members. He desired that a full time person must be appointed to assist the Committee in its academic work. A stenographer must be placed at his disposal to facilitate the work. Director mentioned that Shri G.L. Arora, Retired Professor from NCERT may be available to work as a consultant for a period of four to six months for this assignment. He will be contacted and offered the appointment as a consultant.

The meeting ended with a vote of thanks to the Chair.

It is proposed to take action on the above lines and inform the Chairman of the Review Committee and also the MHRD.

Analysis of Responses from

1. Knowledgeable Persons/former Directors, JDs and Faculty of NIEPA/Education Secretaries.
2. Participants of Seminars, Conferences and Training Programmes
3. Present Faculty of NIEPA.

1. **PRO-ACTIVE ROLE**

1. The role of NIEPA should be both as an institution for promoting competencies and a center for quality research.
2. NIEPA should take up the responsibility and award ISO equivalent certificate of quality standard to educational institutions/organizations.
3. It may do professional counseling to upgrade the quality.
4. It should institute Annual All India Awards for distinguished educational planners and administrators in all the three sectors – School, higher and adult and non-formal education.
5. Develop itself into a think tank and become a centre of excellence for planning and management.
6. Should play a dynamic role in states which are developing their education policy by interaction and analyzing the studies.
7. Should emerge as a deemed university and acquire a status and equivalent to IITs.
8. Master's degree, M.Phil, Ph.D degree courses and variety of other courses in educational planning and administration should be introduced.
9. Establishment of mutually interactive basis between NIEPA and centers of excellence in education.
10. Should consider issues relating to creation of Indian Education Service.
11. NIEPA must keep abreast of the continuous changes taking place in various areas like education, management, technology, policy etc.

12. All decisions pertaining to administration, finances and programme development should be left to the NIEPA council E.C. and PPC.
13. Should play proactive role keeping in view the changing scenario in the areas of IT, liberalization, Privatization and Globalization.
14. The agenda of social science research institution and management institutions in the area of education needs to be orchestrated with work of NIEPA.
15. NIEPA should have taken a policy study in the area of super-coordination; its history, its institution, problems, their solution, modalities etc.
16. NIEPA's work for states by way of research, consultancy, training etc. needs to be augmented.
17. NIEPA should maintain high standards and quality of its work.
18. It might be required to go in for paid consultancy.
19. The programme and plan of action sharing of state perspectives with representations of all states and centers should be a sine-qua-non.
20. Perform more pro-active role in providing information and advice on government policy. State Institutes and other consultant agents should cooperate, coordinate and collaborate to enable NIEPA to perform that role.
21. NIEPA should enhance its resource through exchange programme within the country and abroad.
22. There appears to be no need to add, change, modify or elaborate the objectives.
23. The objectives relating to training and allied activities, publication and dissemination activities have been realized to a substantial extent.
24. There has been remarkable progress in the areas of research and provision of consultancy services.
25. There has to be safeguards for ensuring that the Ministry does not thrust programmes of little value on the Institute.
26. The Institute used to attempt to have a long term perspective plan, but certainly there is need to persist with this.
27. The preparation of such a plan must commence with assessment of the national education scene and the emerging concerns and issues.

28. The proactive role is more difficult and delicate to assume. It requires new talents and competencies.
29. They could develop consultation and review papers on policy issues, current concerns in the educational scene the impact of ongoing schemes.
30. To move in this direction, the Institute must identify policy issues and aspect that are current and probably future concerns, major programmes which have impact on national scale and constitutional issues such as equity, equality of opportunities, redressal of backwardness, value issues, accessibility and quality and emergence of inequalities.
31. National Centre for excellence in educational planning and administration intended to improve the quality of planning and administration in education by constantly generating new ideas and technologies and disseminating these through strategic groups.
32. NIEPA was expected to evolve a long-term perspective plan for the next 10 to 15 years, and the plan should indicate the major thrust areas of research and training.
33. It will be worthwhile to examine whether long-term and Five-Year Plans have been drawn up by NIEPA.
34. NCERT, UGC and NIEPA are the only three National Institutions, which can be expected to play a leading role in effecting the desired lines to action. These basic seminal ideas are once again reiterated and a recommendation is made to NIEPA to evolve a plan of action whereby the relevant seminal ideas receive highest priority.
35. Educational institutions should not become machines but should grow as living organisms that can foster the genius of India, values of Indian culture and universal brotherhood.
36. Educational institutions should not merely cater to mental education, but they should also foster physical education, cultural education.
37. Atmosphere of the schools and colleges in the country should vibrate the serenity and high aspirations. All these three important ideas can be greatly enhanced by developing new models of planning and administration of educational institutions in our country.
38. The right types of teachers are recruited and the training institutions for teachers impart the needed value systems.
39. There should be in every education institution four sub-directors under the overall supervision of a director, and these four sub-directors

should have respectively, educational innovations, cultural activities, and physical education and community service.

40. The planning process of NIEPA should undertake to define (a) A vision of a new model of education, and (b) strategies by which that vision can be implemented during the next ten years.
41. NIEPA could empowered to develop that vision and it could be expected to provide to all educational institutions a strategy of planning by which that vision can be implemented within a time-bound frame.

2. AUTONOMY

1. Autonomy largely depends upon the head of institutes. The funding organizations make an effort to impose themselves.
2. The systematic framework for autonomy in NIEPA is adequate; what is inadequate is the behavioral aspect of autonomy carrying from one Director to another.
3. Quality of the faculty participates in the policy formation and programme implementation depends upon the quality and orientation of the Director.
4. NIEPA needs to augment its specialist faculty with the support of an outstanding scholar to lead.
5. There are those who would emphasize full commitment to the institutional research but in my opinion there is no watertight compartmentalization – autonomy to the researcher may go along with accountability to the institution.
6. NIEPA tries to accommodate activities assigned to it by the Government of India.
7. NIEPA is a very small organization (22) faculties. However, Review Committee recommended 45 faculty position.
8. NIEPA's role in policy formulation is basically by way of undertaking research and making projection and undertaking futuristic studies on some of the aspects which will need policy interventions by the Government at some stage.
9. NIEPA can play this role when the bureaucracy and Planning Commission become sensitive to these pro-active academic concerns and give due weightage to the seminars, workshops and researches undertaken by NIEPA. As far as NIEPA is concerned, it can play a pro-active role by publicizing its work in these directions.

10. One of the pre-requisites is to continue to support NIEPA financially as well as confidence to facilitate this pro-active role. NIEPA's role in the implementation of the existing policies and programmes is important, but equally important is its role in preparing for the future.
11. NIEPA is autonomous as far as the programmes planning and implementation is concerned. Autonomous status is useful for having a professional approach and to overcome undue pressures.
12. NIEPA's core activity has to be applied research and studies in consultancy and training series in the field of planning and management of education.
13. The priority for the activities has to be decided by NIEPA itself based on the advise received from central and state governments, universities and professional institutes based on their assessment by faculties.
14. If NIEPA is to undertake work entrusted by government from time to time, it will become an attached office for all practical purposes and not the autonomous body.
15. The institute should have a long-term perspective of developing policies and programmes for better planning and management of education.
16. It would be better to have professional leadership of the institution at the Chairman or President's level.
17. There is no need to have the representative of the Finance Ministry in the Executive Committee of NIEPA. It should have its own independent Financial Advisory mechanism.
18. NIEPA should have full degree of autonomy for programme planning and administrative.
19. MHRD may appoint review committee of external agencies to evaluate a particular aspect of the functioning of the institute.
20. NIEPA as an autonomous organization is not only required to be continued but further strengthened.
21. In my view NIEPA is the premier think tank under the Ministry of Education, and that it has done good work as attested by Umashankar Committee Report (1989) and its overall performance is also quite impressive. It deserves to be continued and strengthened.
22. NIEPA should have autonomy but within the government.
23. Autonomy should be limited to freedom to choose its own ways to implement government policies. No organization should conceive of a

- autonomy to empower it to question the wisdom of the Council of Ministers in matter of framing national or state policies.
24. Autonomy should be limited to freedom to choose its own ways to implement government policies.
 25. Autonomy to empower it to question the wisdom of the council of Ministers in matter of framing national and state policies.
 26. NIEPA should be equated with a Central University, implying that it should have complete freedom to decide.
 27. It should have complete freedom in deciding about the curriculum for training programme.
 28. NIEPA should work out a long-term (at least for 5 years) perspective plan.
 29. The studies should be of empirical in character and not theoretical.
 30. Being a technical wing of the Ministry, NIEPA should have the final say in deciding about the activities suggested by the Ministry.
 31. It should have a long term perspective plan extending to at least 5 years.
 32. The academic autonomy would also necessitate financial and administrative autonomy.
 33. The measure of realization of the objectives would to a large extent be influenced by the clientele that the Institutes serves.
 34. The Department under Ministry invariable get involved in elaborate bureaucratic details and procedures and have neither the organization nor the competencies to undertake activities which would improve implementation, evaluation, monitoring and get feedback.
 35. Autonomous organizations have large measure of flexibility.
 36. The task performed by NIEPA would require autonomy and a subordinate or attached office of the Ministry or for that matter the Ministry itself will not be able to undertake.
 37. Many institutions at central and state level now take up many of the programmes of NIEPA, this does not imply that the workload of NIEPA has shrunk.
 38. There is need for an institution at national level to assist GOI to get a feed back on the education scene. In my opinion NIEPA would continue to have a valuable role to play.

39. The administrative side there are no magic formulas for ensuring autonomy.
40. It is only through regular programmes of contact and consultation that the Ministry can ensure adequate autonomy to the Institute while ensuring its contribution to the work and tasks of the ministry.
41. Care must be taken not to convert NIEPA into an operating agent or subordinate office.
42. It is strongly recommend that its autonomous status should continue. It discharges a function in the sphere of education, which is not addressed by any of the other Institutes or the University system.
43. Being under the Government umbrella, its freedom of action is very much curtailed. If it really wants to play its fruitful role in giving the direction in the education sector to the Government, it is necessary that it should have fair amount of independence in constructing its programmes and generate its resources with manageable manpower.
44. A new model of administration in schools, colleges and universities needs to be developed, for fostering a new system of education.
45. The members of the staff of NIEPA themselves need to undertake a programme of training, and every five years, they should be given possibility of undergoing a reorientation programme under the guidance of the best educationists in the country.

3. RESEARCH

1. There is little scope for individual research. There is definite shift whereby individual faculty members work more on projects commissioned by the Government and international funding agencies.
2. The financial provision for supporting research projects in the institute are grossly underutilized.
3. It is necessary to develop a policy so that individual faculty members who work on self initiated projects on educational policy, planning and management should be allowed to work on commissioned/evaluate studies.
4. It is difficult to have a clear demarcation between the individual and institutional research.
5. A study of training needs assessment may be required.
6. NIEPA being a very small organization in terms of number of faculty members and the need to cater to the whole country as well as all levels of education, it is very difficult to draw a clear cut line between

an individual and institutional research. To the best of my knowledge and information, most of the faculty members try to take up the individual projects which are in tune with the institutional priorities. Even the so-called individual researches are also funded either from the institutional funds or by an agency which gives the project because the person belongs to NIEPA. In a way these individual researchers also bring financial resources to the institution for research activities. However, if required, NIEPA can take a policy decision on how to define individual and institutional research and accordingly work out the funding arrangements and faculty time utilization.

7. The Institute should undertake in-depth all India coordinated studies.
8. Need for more sponsored research.
9. Close touch with planning Commission in under taking studies relating to policy formation, planning and programming.
10. NIEPA should seek establishment of chairs for basic research.
11. NIEPA should take up comparative studies of the countries, participants in the South-East Asian, Middle East and African regions with a view to identify their existing potential and suggest areas and strategies of change in different aspects of policy, planning, finance and management.
12. Researches in educational planning and administration could be of the following nature
 - Surveys
 - Diagnostic studies
 - Documentation of programmes, projects, policies, practices, experiment etc
 - Case studies of institutions organizations, programmes, innovations, policies etc
 - Borrowing and applying the areas and practices in these areas like management and behavioral aspects
 - Programme evaluation and research on policy
13. Discussions with concerned individuals and organizations, brain storming sessions, field visits, examination of budgets, statistical returns, annual plans, government resolutions.

14. NIEPA as an institution lacks a research culture, researches are not planned, prioritized and directed/conducted. Interstate experiences in planning and management are not documented, validated and publicized.
15. The faculty recruited from outside education discipline have research exposures on a narrow educational problem.
16. NIEPA has so far confined itself to research and training only in relation to a few stages and fields, basically controlled by the Ministry of Education and Allocation of Business Rules.
17. The potential areas of research identified by the Educational Finance Unit like generation of resources, management of resources, assistance to state government have not been pursued with sufficient vigour and area of NIEPA.
18. A related question is study of trend of growth of private expenditure on education.
19. NIEPA as an academic institute should be able to establish factually and statistically as to what is happening to private expenditure.
20. Institute's sponsored/supported researches are supply-based rather than demand based which should receive sufficient attention of clientele groups.
21. NIEPA should identify priority areas of research and call for researches from all states.
22. NIEPA may identify priority areas of research and call for researches from all states to undertake state specific/nation specific/global specific according to identified priority areas.
23. The most of the participants do not read these background papers.
24. NIEPA should undertake quality research with the help of its permanent staff.
25. NIEPA should also sponsor research and invite guest faculty from outside.
26. NIEPA should also host competent researchers to take up research programmes.
27. If the research findings are published through papers/journals and book release functions, it will get wider publicity.

28. NIEPA should primarily take up studies, which have a wider perspective and significance. Individual research, though important, should have lesser priority.
29. NIEPA with the support of GOI must become a resource and consultant, organization.
30. NIEPA must undertake periodic planning and administrative surveys of states to determine their needs and requirements.
31. NIEPA to give wider public notice of some of its research and evaluation findings.

4. TRAINING

1. There is definite scope of enlarging the training coverage. However, because of financial provision available in the institute, policy of not supporting the travel expenditure of the participants the current productivity is below the potential. A few areas remain uncovered.
2. It is difficult to predict effectiveness of training because no rigorous evaluation has been carried out, there is enough scope and need to professionalize training programmes. Evaluation at the end of the programme does not provide any meaningful information of its impact. In other words, impact of training programmes is really not known.
3. An important study should be undertaken to know the effectiveness of training programmes. Follow up with the participants may be taken up.
4. The relevance of the training programmes must be examined by respective unit heads.
5. Efforts should be made to generate institutional plans.
6. While we continue to work for government institutes private sector institutions must also be brought up under the ambit of NIEPA research and training.
7. NIEPA's calendar normally shows about 50 to 60 programmes every year, but in actual reality it may be conducting many more. One of NIEPA's expected roles is to respond to the developments in the field of education at all levels and also at time to facilitate the initiatives by the Ministry of Human Resource Development. Some of these things cannot be predicted when the NIEPA's calendar is being made and hence even if each member proposes two to three activities by way of training and workshops, the number goes by due to this role.
8. It is very difficult to objectively judge the effectiveness of the training programmes but the very fact that NIEPA's training programmes have generated manpower in the states that facilitates the implementation of

new policy initiatives by the states specially in the areas of planning and management of education which is indicative of the impact.

9. So far we have been mainly using the contact programmes as our chief mode, within an understanding that for training programmes, the expenditure will be borne by the sponsoring state governments and other agencies. May be like NCERT and other apex organizations NIEPA should become more liberal for providing the training expenditure and review its present policies. Distance mode of training is also under consideration but it requires about two to three years preparation before a programmes can be launched with full confidence. So far the coverage is adequate to the extent the states are able to nominate participants. In NIEPA's case the Trainers mode does to work well as there are not many state level agencies specializing in planning and management of education. Establishment of SIEMAT is a step forward but these have not become operative in all the states. We will need to continue to work with out north-eastern states as well as smaller states and UTs which are located in distant places.
10. NIEPA does network with other state level and national level organizations and NGOs depending upon the common areas of interest. It may be a good idea if NIEPA's faculty can take up work with specific states in continuous manners.
11. NIEPA's role on training has over shadowed its role as a centre for studies and research for providing policy inputs to government.
12. Greater emphasis on short-term training courses rather than one-year education type of training programs.
13. Contents and methods of training should be worked out in consultation with state government and other internal beneficiary institutes.
14. Continuous appraisal and evaluation of training programmes should be done by a unit under the Director.
15. Working with state government institutions.
16. DEPA programme may continue as an intensive course for the new in-service personnel.
17. NIEPA should after a Diploma Programme, which could be open to those who wish to take up a career in educational planning and administration. It should be available to both in-service and pre-service personnel.
18. NIEPA should constantly organize brainstorming sessions and identify new policy initiatives.

19. New thought to training programmes in the context of globalizations, liberalization and privatization.
20. NIEPA needs to cater to the needs of privately managed institutions.
21. NIEPA should diversify its training strategies by providing for affirmative models of training.
22. It should adopt multiple strategies including distance mode for training.
23. Follow-up of training programmes to further strengthen the system of educational planning and administration.
24. It should not turn into a pre-service training institute.
25. Distance learning mode in consultation and collaboration with IGNOU.
26. Collaborative programmes with third world countries.
27. Training should be organized for key resource persons in the states. training to district and sub-district level official should be left to the states.
28. Training methodology should include a larger component of self study so that knowledge skills and attitudes are internalized by trainees. Preparing paper, which will require intensive as well as extensive search of different types of references is an important method of self – study.
29. Feed back they returned to their work place should be obtained regularly. A few of them may be interviewed for validation of the feedback.
30. NIEPA programmes are by and large demand driven; some of them become mechanical activities bereft of any vision
31. Resources do not get fed into the training programmes
32. Training modules are not prepared for every programme. If they are there for some programme, they are not updated
33. NIEPA should offer induction training to its own fresh recruits/faculty.
34. There should be a close linkages between the training programmes of the staff college in regard to higher education institute.
35. About 80% of NIEPA's training programmes are in the school sector.

36. NIEPA should set up a one-year training diploma on educational economics, planning and management with a higher theoretical content comparable to an IIM PG Diploma.
37. NIEPA should interact with top level policy makers which is at present dwindling. It should think of organizing a DAVOS type summit of national policy makers.
38. It should take a greater initiative in organizing state level SIEMATs which appear to be active at present only in UP and Maharashtra. It may consider training the trainers i.e. SIEMAT Personnel.
39. There must be sufficient scope for accommodating programmes determined by inter-departmental faculties.
40. NIEPA should design modalities to enhance the coverage of its training activities for execution by SIEMAT and concerned State Institutes.
41. NIEPA should design modalities to enhance the coverage of its training activities for execution by SIEMAT and concerned state.
42. NIEPA should develop training/orientation programmes keeping in view the changing responsibilities of educational functionaries.
43. It should also bring out modules relating to various training programmes.
44. The material/reading material supplied to participants consists of old articles/papers etc. written for specific purposes and not necessarily relating to the orientation programmes being undertaken.
45. NIEPA should have a programme of cooperating with the state level orientation programmes.
46. NIEPA should have a tie-up with some related universities/institutions.
47. NIEPA may organize training programme in conjunction with the Academic Staff College (ASCs).
48. I do not think, there is adequate mechanism with NIEPA to obtain feed back from trainees.
49. There should be an arrangement to get a feed back from the participants at the end of the training programme.
50. There should be periodical checks with the participants, as also the heads of the Institutions where they have been employed, about the manner and extent to which they have been utilizing the practices taught to them while undergoing training.

51. There is need to have expert groups including Ministry's representative to give shape of individual and group of programmes. Representative of users such as states. Universities and other clientele organizations can enhance the effectiveness of such groups.
52. The pressure on NIEPA to hold training courses and allied activities is considerable.
53. NIEPA should gradually withdraw from direct training programmes and collaborate with State, University agencies and management and research institutions to decentralize the training programme.
54. The contents of all these training programmes should be formulated after consulting the actual clientele.
55. NIEPA must select a few state and university institutions and develop competencies in them for this purpose and assign them these tasks under its overall guidance.
56. NIEPA has adequate enough machinery to obtain a feedback on its training programme.
57. Training of staff of unaided and private educational institutions may help through collection of fees.
58. The training programme of NIEPA needs to be strengthened to such an extent that NIEPA can cater effectively to the needs of training the principal of all the high schools and colleges in the country as also the heads of departments of every university.
59. These training programmes should be so multiplied so that every five years trainees are updated.
60. Information technology should be imparted to all the trainees, so that new methods of communication are employed by the trainees to transmit the fruits of their training to the others so as to create snowball effect.
61. There is also a need to have massive programmes, each of two or three days where lakhs of teachers can be given useful messages by employing modern methods of communication of teleconferencing, etc.
62. Content of the training programme was relevant.
63. Training strategies should be modernized to make the programme participative. Modern methodologies of training should be introduced to make the training more experimental.
64. DEPA programme broadened (exposed) my educational perspective and awareness, which helped me a lot to deal with my activities more

efficiently. NIEPA's educational and work culture made a significant change in my outlook and performance.

65. It helped to grapple with the concerns of planning and management in the content of uncertainties. But computer education, information and communication technologies were not sufficient.
66. A cascade mode can be adopted by NIEPA. Trained personnel can be used for training others by giving additional training. Four or five regional centers and each region can be run by one core team comprising NIEPA faculty members and those selected trained personnel. Duration of such programmes can be reduced to one month.
67. There must be convergence among the state and district level administrative set ups, academic institutions and PRIs. Joint planning exercise should be institutionalized. Annual planning process should be followed and monitor its implementation. Education should be de-bureaucratized.
68. Talks (lectures) given by experts were quite informative and the reading material supplied contains adequate information.
69. It would be more appropriate to have a group exclusively from higher education sector, (General, Technical, Medical and Education) as the problems facing higher education are different from Primary and Secondary Education.
70. Participants like faculty and administrators of above stated higher educational organizations of every state may be included so that interactions, discussions and presentations among them in the form of group may lead to fruitful results.
71. Morning session as lecture session and afternoon session as an interaction session.
72. Course content in the programme was relevant and useful in my role as Principal of a Secondary School. I conducted several in-services training programmes on what I had learnt on topics such as SWOT Analysis, Leadership, Mobilization of Resources for Education, etc. I also made changes to the school programmes from what I had observed in India. e.g. field trips to different educational institutions were eye openers. Introducing television programmes was a good idea for the students.
73. Many of the courses were rushed for the participants to really understand the concepts. A classical example of such a topic was "Quantitative methods for Monitoring and Evaluating the Quality of

Education.” Much of what I learnt through my own reading in the library.

74. More practical sessions and assignments should be given
75. Library facilities should be made available in the evenings.
76. Funding should be made available to pay for access baggage of resource books and course materials gained during the programme on return to respective countries.
77. NIEPA's training programme has given me confidence. Some academics opposed the changes made to the school programmes.
78. Three months are not enough to learn the concepts in all topics. One year would be adequate. Colleagues at the work place did not give their support to workout the student released problems.
79. NIEPA should offer programmes by profession. For example, one batch of participants should only be of Secondary School Principals; another should be of Education Planners, etc. Some participants who did not have experience as teachers and vice versa were not able to understand the topics.
80. Content of the training programme is adequate and relevant.
81. Include matter related to academicians.
82. Helped how to conduct training programme and prepare database report and research work.
83. Helped to operate computer, MIS data work related to planning and annual report. More emphasis should be given on Group discussions. individual presentation and group presentation.
84. More emphasis on MIS and weightage should be more on management and research.
85. Conduct programme on Institutional planning, leadership, motivation and decision making to the Principals of Primary Schools.
86. Arrange condensed course/advance course for the participants every year or after two years to keep pace them with new changes in Education.
87. Time of training for theoretical work is adequate. It should be increased for practical and project work.
88. Before joining the training programme some prior information, tips should be provided relating to training programme.

89. Computer lab should be operative 24 hours.
90. For course No. 108 (Educational Planning) more sessions should be allotted.
91. For accomplishment of project work up to a satisfactory level the time span for planning work should be enhanced.
92. North-East Region should be one of focus area of attention.
93. Not in a position to interact with concerned personnel of my state about training programme as they have no interest to know about the outcome of training programme.
94. Recommendations given by the participants in the training programme should be made use of as one of contents of the training programme.
95. Another important content could be financial management in universities. There is no common financial management practices. NIEPA should develop programme on the standard Financial and Accounting Practices for the universities, which will strengthen the Financial Management of the Universities.
96. Another content "General Principles of Administration and Financial Management" can be added in the training programme.
97. The Programme and plan of action, sharing of state perspectives with representations of all states and centers should be a sine-qua-non.
98. There must be sufficient scope for accommodating programmes determined by intra-departmental faculties.
99. Training was relevant and purposeful.
100. The training programme period should be at least one week or ten days.
101. Training helped me lot to deal with the problems of the University more effectively.
102. Training should be such which help to computerize the accounting system, face the challenges of new era like Globalisation and entry of foreign universities in India.
103. Duration should be minimum one week for full-fledged discussion and understanding.
104. Training should be comprehensive and may be imparted cadre-wise and Interactive programmes between various universities will provide more exposure to modernization.

105. The university employees should be given orientation in computerization, automation etc.
106. Like Central University, a common financial accounting system for all the Universities of State should be developed.
107. The most challenging task of reviewing a curriculum is not what to incorporate a new, but what to drop and delete.
108. We are emerging from our efforts for enrolment to universalisation. Technology and modernization offers new and exciting opportunities.
109. Excessive attachment to centralization and fear of decentralization.
110. We express the need for safe guards, interventions, prevention of failures, improprieties and irregularities when we propose decentralization.
111. Decentralization must be presented as a tool of good administration and it must be pointed out that good decentralized system have their own method.
112. NIEPA needs to create an atmosphere and clientele for administrative and academic decentralization among trainees.
113. Another concern is to have education system open and flexible.
114. Educational administration's role needs refinement and reinforcing. Its concern must be to allow educational institutions and channels to develop flexibility.
115. The rigidity, limitations and conformity of a formal structure has to give place to highly flexible student responsive structure ready to accept challenges and move forward.
116. Educational administration must be the catalyst to promote these changes and not hold them back or merely face them in a helpless manner.
117. In regard to course no. 101, one of objectives must be to discuss future role of education in the context of the development of a technologically modern society while holding on to the values embodied in our Constitution and culture.
118. I would like to suggest "Dilemmas in the education scene".
119. The topic of decentralization is one such. It is never discussed in detail.

120. While there is due support for decentralization in proclamation in practice educational administration blocks every move to decentralize. Similarly the variations prevailing in the system, state, state-aided, municipal, local bodies, private schools need to be discussed.
121. We need to get critics of the prevailing system to discuss these with trainees.
122. The question of accessibility and corruption in educational system.
123. Instead of discussing time spent on various subjects, these specific issues may be brought up.
124. In course no. 102, there must be a topic on decentralization of academic administration.
125. The teaching community and supervisory staff used to peddling a stipulated pattern on a standardized basis have lost their interest, enthusiasm and initiatives.
126. We need to ask educational administration to reverse this trend.
127. DIETs, VRCs, CRCs, and VRCs need to play a role. Is educational administration comfortable with these? There must be frank discussion on the relation between these institutions and educational administration.
128. Educational administration must explain how they plan to develop local initiatives and strengthen the school.
129. We also need to discuss the role of teachers and the educational administrations perception of the teachers role.
130. There is no alternative to building up and supporting the teachers inspite of the handicaps and encouraging and enthusing them to come into their own and perform.
131. Teachers accountability will emerge only when he is allowed freedom and responsibility to function on his own.
132. Administrative decentralization would need to be elaborated.
133. Educational administration must evolve indicators, parameters of performance to monitor and guide and not get into details.
134. New systems to manage aided and private schools.
135. It would be worthwhile to have a session with the DEOs and CEOs as to why they are reluctant to involve themselves in these aspects of educational administration except in a token and formal manner.

136. NIEPA should have one session which presents latest international perceptions of educational administration and brief review of the changes, development and achievement in the countries.
137. The world and more focused on Asia and South Asia.
138. The training was relevant and purposeful.
139. Separate time slot for discussion could be made mandatory for each session. Every participant should be made to contribute, as it happens in an ideal Brain Storming Session.
140. The quantity of skill development is less.
141. The duration of training was adequate. More staff and variety could be managed by having shorter sessions and by involving more resource persons.
142. NIEPA,s trainings could be replicated in different regions of the country by establishing branch centers or by entrusting the programme-packages to different state owned training Centers like Administrative Training Institute, Mysore or Academic Staff College of Universities, with available ready-for-use resources, physical as well as human.
143. The Department of Education should permit more and regular participation in the programmes.
144. Towards the end of the training Project/Field Work Assignments could be given for all the participants.
145. Copies of all the presentations should be made available to the participants at least on the last day of the training.
146. Time period should be more with input in emerging areas.
147. Developing a module for regular interaction to and from the trained personal for impact assignment and guiding the solutions.
148. The content of DEPA training is adequate and relevant in making me more effective in the performance of my roles. More practical exercises relating to different course modules should be incorporated.
149. More individual assignments as well as practical exercises should be included in the training programme.
150. More exposure should be given to the trainees by visiting many educational institutions in the country through the field visit.
151. I have benefited a lot with all new planning and management concepts.

152. It should be given more priorities in planning and management exercises.
153. NIEPA should incorporate training activities for capacity building to personnel like education secretaries, directors etc.
154. DEPA training is relevant in sensitizing a trainee to become more effective in the performance of her roles.
155. It is better to bring experience and well-versed learners who are still working in one field or the other.
156. Extensive lecture of more than three hours at a stretch often becomes too exhaustive to comprehend, so it is better to involve the trainee more on discussion.
157. Thirdly, group participation is the best mode of learning along with others help.
158. The duration of the training is sufficient to provide knowledge and skills that one requires.
159. NIEPA can give training in a particular region at a time so that more participants in that region can receive training at the same time so as to enhance the coverage of the training.

5. FINANCE

1. More serious problems is in the annual allocation of funds. NIEPA's Non-Plan budget covers the salary cost. Much of the budget has to be consumed for entire routine aspects of institutes management rather than innovating.
2. NIEPA has a very small physical infrastructure.
3. The desirability for arrangement of financial resources is to generate demand from International Donor Agencies and other countries.
4. Offering services to private sector on payment basis to generate resources for NIEPA still does not seem to be a great idea since (i) there is not much scope for it in the country and (ii) it may lead to commercialization of the institutes.
5. NIEPA should not be pre-occupied with finding out sponsoring the programmes.
6. NIEPA's resources are required to be augmented rather than curtailed.

7. Resources may be tapped from World Bank, EC, UNESCO, UNICEF, Donor countries agents, etc. for enhancement of quality in education in India and abroad.
8. Resources may be tapped from world Bank, EC, UNESCO, UNICEF, Donor countries agents etc. for enhancement of quality in education in India and abroad.
9. The requirement that Zero based approach should guide the assessment of the activities.
10. The autonomy of the Institute will be determined by the financial autonomy it enjoys, its leadership and the mechanism it adopts to secure support of its funding agency.
11. The budget for the Institute should have both block and earmarked grants as well as internally generated resources.
12. An advisory mechanism involving the fund provider may be useful.
13. The importance of block grants emerges here. The Ministry to contemplate a corpus fund for the Institute the interest from which can cover main recurring expenditure and core programmes mutually decided upon.
14. Corpus fund, predetermined on a five year basis, block, grants and programme wise broad based grants may ensure a large measure of autonomy.
15. Corpus fund may help to some extent.
16. Other forms of consultancies to support private effort in the educational arena may bring in resources.
17. There are similar institutions indulged in training and research. who could be good model for NIEPA, like Indian Law Institute with little more financial support from the Government. It has also been noted that the NIEPA has been unable to involve the well-qualified persons in the field on an all India basis.

6. **DISSEMINATION**

1. To be able to sustain networking arrangements, it is important to develop institutional linkages between NIEPA and the universities.
2. The need has been felt of having counterpart of NIEPA in the States/UT.
3. A two – day annual conferences for sharing of experiences and mailing material produced to each other should suffice.

4. Needs to do better networking across the country. It has hardly any institutional level networking except involving individual faculty in its periodical seminars/ workshops/researchers.
5. MHRD should facilitate NIEPA with better networking with state government though establishment of SIEMATs in those states where they are not established by now.
6. NIEPA should levy user charges to the state government and others users.
7. There is need to study organizations under departments other than education.
8. NIEPA should also be required to study foreign models, successful or otherwise.
9. Another study in high policy area is that relating to Indian Education Service.
10. A third area relates to role of state level and district level bodies.
11. NIEPA should work strengthening state level bodies simultaneously with the strengthening of PR bodies.
12. NIEPA should establish network to share the resources at national, state, regional, istrict and block level to enhance the coverage.
13. NIEPA can establish networking to ensure sharing of all kinds of resources to enhance coverage.

<u>Levels</u>	<u>Mainstream</u>	<u>Concerned organizations</u>
National	NIEPA	HRD, NCERT, Edcil etc.
State	SIEMAT	State Secretariat/Directorate SCERT.
Regional	IASE	CTE
District	DIET, DRC	DEEO, School Inspectorate
Block	BRC	BE0

14. NIEPA should invite scholars to undertake studies sponsored/funded by other funding bodies like the Planning Commission, Ministry of HRD, ICSSR, AICTE and Department of Science & Technology.
15. There are still distances to be covered areas of providing academic and professional guidance, clearing house and collaborating activities.

16. NIEPA must now broad base its collaborative efforts to reach out to all institutions and research bodies to develop multicentred studies.
17. NIEPA should have a core staff with competencies in both the areas and should draw upon the talents in sister institutions.
18. Institutes sponsored and supported research has yet to stabilize and gain recognition and support.
19. NIEPA has not made headway in developing net working arrangements.
20. Institutions have their own likes and dislikes and pets and prejudices and values.
21. It strives towards becoming the Apex Institution in the area of Educational Planning and Administration.
22. GOI must provide the resources and institutional support for NIEPA to developing as a National Centre of Excellence.
23. There is also need to create adequate number of CDs, films and other materials, so that the same can be transmitted to largest number of audiences through new methods of communications.

7. FACULTY STRENGTH

1. 50% of NIEPA's faculty should be drawn on deputation from professional and academic institutes.
2. NIEPA faculty requires constant updating
3. There is also a need to have some space for the faculty to determine internal programmes beside contribution in programmes like DPEP and SSA.
4. Good liaison with SIEMATs and MIEPA.
5. Some of the faculty joins international organizations while other joins UGC, AICTE, NCTE, and NOS. This should be given serious thought.
6. Few faculty member have expertise of working at national and international level.
7. Second line experts having credibility are yet to be created.

8. OTHER

1. Apex level organizations can meet the needs of the field to a limited extent. Their strength lies in being 'pace setters' and creating an

environment for initiatives and action. As mentioned Point 2, we can do much better the job of environment creation, if each of the faculty could work on a continuous basis with few states, thus covering all the states and Uts.

2. Evaluation and monitoring do not find a place but the term research is wide enough to cover these activities.
3. There could be annual by a presentation to the ministry at the time of the meeting of the General body when the entire role of Institute during the year and details of its programmes can be presented.
4. The problem is that the Ministry does not appreciate the potentialities of the Institute and how effectively its services can be utilized.
5. This can be to some extent remedied by a mechanism of broad based interaction between the two.
6. The Institute accords priority to the explicitly stated and also informally conveyed requirements of the Ministry. But not all of these can be considered to the outside the perception and recommendation of the Institute itself.
7. An annual presentation of the work of the Institute to a representative group in the Ministry may facilitate greater understanding and mutual respect.
8. The Ministry through periodical interactions and predesigned studies and evaluation programmes assigned to NIEPA to ensure the necessary inputs in the required areas by the Ministry and particularly in the areas of policy formulation and programme development.
9. It will require maturity on the part of Ministry to view the adverse conclusions drawn by the Institute in its studies in an understanding manner.
10. The ministry must find both the time and inclination to take NIEPA into confidence and convey their problem, issues and their concerns in detail to the Institute.
11. The Ministry would also need to realize that there can be no instantaneous solutions or miracle interventions to manage the problems.
12. NIEPA would need time and efforts to seek solutions to the problem.
13. The Ministry tends to bury or ignore the reports and sometimes NIEPA also.
14. Notwithstanding all this, I do think that time has come for NIEPA to shed some of these programmes and move more substantially into areas of monitoring, evaluation, studies and research which will emphasize the proactive role.

functionaries. In terms of Zero-based budgeting members of the Committee were of the view that it should be followed to the extent possible.

5. It was felt that NIEPA was the only organization which the Ministry has constituted for undertaking various activities in educational planning and management. In view of the work it has already done, a broad conclusion could be reached that the objectives listed in the Memorandum of Association of NIEPA are still valid and need to be pursued. The major functions of the Institute to advise the Government on policies and programmes is particularly significant and should receive priority.
6. Prof. Khandelwal who participated in the meeting briefly, welcomed members and the Chairman of the Committee on behalf of NIEPA. He indicated that NIEPA is at present organizing more than 55 training/orientation programmes every year and two major Diploma courses in Educational Planning and Administration (DEPA) for national and foreign personnel. The Institute continues to assist the Ministry of Human Resource Development in accomplishment of various tasks. Institute also provides assistance to states in capacity building of their institutions and personnel by organizing training programmes in planning and management which are relevant to their needs. NIEPA contributes in education policy formulation and in formulation of national level educational plans. Its contribution to designing and implementation of such programmes as DPEP and SSA has been significant.
7. Dr. Subhash Kashyap, while referring to the issue of autonomy, observed that in formulating Committee's recommendations it needs to be stressed that autonomy of the Institute should be considered in relation to the task assigned to it. Autonomy cannot be absolute. It must have a built in provision for individual and institutional accountability for accomplishment of tasks within the prescribed time frame. While academic autonomy of the Institute needs respecting, it should be related to performance. NIEPA will continue to remain accountable to the Government of India and responsible to the Parliament. Dr. Dhar pointed out that some of the respondents had referred to the Minister Human Resource Development being the Chairman of the NIEPA General Council and representation of the Finance Ministry of its Finance Committee.
8. Chairman observed that while the National Institute of Educational Planning and Administration should undertake research which is relevant, its major functions should concern the improvement of the processes of educational planning and administration at various levels.

9. It was agreed that a balance had to be reached in research undertaken by a faculty member in pursuit of his/her interests and research which is of significance in relation to the Institutional tasks. The Committee should take a view on this and suggest, among other things, the proportion of time that an individual faculty member should devote to individual research and consultancy.
10. The need for counterpart state level state institutions was stressed so that some of the responsibilities at present being shouldered by NIEPA can be taken care of at state level. NIEPA should play the role of a facilitator with states and their institutions assuming responsibilities for effective educational planning and administration which would include training of their personnel. The Committee could recommend that states be encouraged to establish independent institutions for educational planning and management or create special units in existing institutions such as SCERTs. Such arrangements are particularly needed in view of the distinct character of state education systems.
11. In case of NIEPA's staff strength, the Chairman suggested that as recommended by the Committee in an earlier meeting all the vacant faculty positions should be filled. Further, if the tasks assigned to it, have to be accomplished efficiently and effectively, it must have adequate number of competent faculty. In view of the availability of computers and other technologies, it may not be necessary to have the existing large contingent of supporting staff. Suitable reorientation, training or alternative utilization of personnel should be considered without any retrenchment or hardship to them.
12. It was pointed out that the MHRD involves NIEPA faculty in multifarious activities. These take a great deal of the faculty time which can often be outside their assigned work. It was felt that considering that the Institute has been established by the Government and its operations are fully financed by it, it would have to undertake the tasks assigned by the government from time to time since they although important in the context of recent developments might not have been provided for in NIEPA's Memorandum of Association.
13. The nature of consultancies undertaken by faculty members was discussed. It was felt that all consultancy should be accepted after obtaining clearance from the Institute and that there must be a limit to the extent of time which a faculty member devotes to it. The financial remuneration received should be brought to the knowledge of NIEPA. Providing consultancy should be strictly limited by existing rules and regulations. Depending upon the existing regulations a proportion of remuneration received from consultancy should be deposited with the Institute as institutional charges. It was also suggested that the institutional charges received from consultancy or project

implementation should be used to create a corpus as is being done by IITs and other professional institutions.

14. Dr. Kashyap was of the view that publications should also be a source of NIEPA's revenue. The present practice of buy-back followed in the case of private publishers has some in-built weaknesses, affecting the institution's capacity to generate enough revenue from its publications. The extent of royalty that the Institute earns needs to be gone into and a formula should be designed which earns substantial sums from publications. It was observed that the Institute mobilizes its own resources mainly from the following sources; fee from the international training programmes; charges from the private/institutional consultancy and royalty of publications.
15. The Committee stressed the need for NIEPA to outsource some of its activities. It should have a core-faculty for doing regular work and scholars and experts from outside on a contractual basis for undertaking some tasks. A list of experts could be prepared for this purpose. There should also be a provision for guest faculty, the objective being not to increase the permanent liabilities by creating and filling positions on a permanent basis.
16. It was agreed that the Review Committee would meet locally available knowledgeable persons on the forenoon of 22nd March 2004 and with the NIEPA faculty in the afternoon.
17. It was agreed that members of the Committee would send their views on the terms of reference and the issues raised in them and on responses which have been received from different persons

Annexure-IX

**NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND
ADMINISTRATION, 17-B, Sri Aurobindo Marg, NEW DELHI-110016**

March 22, 2004

**Meeting of the NIEPA Review Committee held on 22nd March, 2004
at 3.00 P.M. The following were present:**

1. Dr. Subhash C. Kashyap, Chairperson
2. Prof. B.P. Khandelwal, (former Director, NIEPA)
3. Prof. M. Mukhopadhyay, Joint Director, NIEPA
4. Dr. T.N. Dhar, Consultant
5. Prof. R. Govinda, Sr. Fellow & Head
6. Prof. K. Sujatha, Sr. Fellow & Head
7. Prof. Sudesh Mukhopadhyay, Sr. Fellow & Head
8. Prof. Sudhanshu Bhushan, Sr. Fellow & Head
9. Prof. Najma Akhtar, Sr. Fellow & Head
10. Dr. A.C. Mehta, Fellow & Incharge
11. Dr. Nalini Juneja, Fellow
12. Dr. Y. Josephine, Associate Fellow
13. Dr. B.K. Panda, Associate Fellow
14. Dr. K. Biswal, Associate Fellow
15. Dr. R.S. Tyagi, Associate Fellow
16. Dr. Neeru Snehi, Associate Fellow
17. Dr. R.K. Murthy, Associate Fellow

The following faculty members could not attend the meeting.

1. Prof. J.B.G. Tilak, Sr. Fellow & Head
2. Dr. Pramila Menon, Fellow & Incharge
3. Dr. S.M.I.A. Zaidi, Fellow
4. Dr. Neelam Sood, Fellow
5. Dr. Jayashree Jalali, Associate Fellow
6. Dr. Rashmi Diwan, Associate Fellow
7. Dr. Madhumitta Bandyopadhyay, Associate Fellow
8. Dr. P. Geetha Rani, Associate Fellow
9. Dr. N.K. Mohanty, Associate Fellow

Except for Chairman no member of the Committee could attend the meeting. Dr. T.N. Dhar participated in the meeting. Prof. B.P. Khandelwal also attended the meeting on a request from the Chairman.

Dr. Subhash C. Kashyap, Chairman, Review Committee welcomed faculty members and requested them to express their views on the terms of reference of the Committee and the issues raised there. He also requested them to indicate their views on the functioning of NIEPA, its programmes and future directions. The views expressed by the faculty are summarized below:

1. Dr. Sudhanshu Bhushan, Sr. Fellow and Incharge, Higher Education Unit

To a query from the Chairman, Dr. Sudhanshu Bhushan detailed his experience as a faculty member of the Patna University. He felt that research and academic work in NIEPA was different from that of a university in so far as research in NIEPA was largely concerned with and based on practical problems. At Patna University it was mostly theoretical. He found the change to NIEPA exciting and interesting. Although his experience in NIEPA was not extensive, having joined the Institute only recently and having organized only one training programme for college principals so far, he felt that there was scope for improvement in the NIEPA's activities. He felt that, while designing a programme, it should be ensured that participants should develop competencies, which will enable them to function more efficiently and effectively in actual work conditions. In his view three weeks was too long for a training programme. Every training programme should take into account the needs of participants. He was of the opinion that administrative, financial and cultural environment and ground realities should be kept in mind while designing a training activity.

2. Dr. R.K. Murty, Associate Fellow, Educational Administration Unit

Dr. Murty, who has joined NIEPA recently, compared the work culture of the Osmania University his earlier work place and NIEPA. He indicated that the functions of NIEPA are more exciting and challenging because they were totally different from what he had been doing in the University. He stressed the need for exposure of NIEPA faculty to advanced theoretical aspects of educational planning and management before they are required to organize training programmes.

Intervening in the discussion Prof. Mukhopadhyay, Joint Director said apart from NIEPA conducting training programmes for various categories of functionaries it was necessary that there should be systematic training of trainers which would include the NIEPA faculty. New comers should be encouraged to participate in programmes conducted by senior faculty or by other organizations/institutions.

3. Dr. Najma Akhtar, Sr. Fellow and Head, Educational Administration Unit

She said that before joining NIEPA she had worked as Controller of Examinations, Aligarh Muslim University and later as Director, SIEMAT, Allahabad. Appointment in NIEPA was a good change in her career. Considering the global changes and various activities related to educational planning, NIEPA should carefully plan its role for the next five years. Capacity building activities should be arranged for new entrants and senior faculty. Training of trainers is required. To keep NIEPA abreast with latest in administration, NIEPA should recruit a reasonable number of administrators on its faculty, besides the academicians. NIEPA has extended its international consultancy programme by signing an MOU with Ministry of Education and Sports (MOES), Nepal. Such networking within and outside the country be encouraged and nurtured. NIEPA, at local level, needs some administrative reforms. The responsibilities of heads of units need to be defined and be given administrative and financial responsibilities for better functioning.

4. Dr. K. Sujatha, Sr. Fellow and Head, International Unit

Dr. Sujatha indicated that NIEPA was conducting 60-70 programmes every year. Some programmes have established a reputation and are being conducted for more than 20-25 years. Programmes are generally organized when there is demand for them. Some programmes are funded by the Ministry of External Affairs and international agencies. She felt that there was need to regularly review NIEPA programmes keeping in view the target group and its requirements. There was need to have a clear cut mid-term plan review of training programmes, course content, methodology etc. She made a number of other suggestions which included:

- NIEPA should prepare perspective and mid term plans for its activities on the basis of a careful review of its activities.
- Induction programmes should be organized for the faculty.
- There is need to find out areas in which training is required.
- The number and types of programmes at times over stretch the faculty resources with some faculty members having a large number of activities to undertake. The number of programmes to be conducted should be decided in relation to faculty resources.
- There is need to augment faculty resources in some areas.
- We need to have a strong networking with institutions at the state and district levels.

- Capacity building programmes should receive priority.
- At the international level, NIEPA has ANTRIEP, educational seminars and study visits in the South East Asian region. A separate unit is required for networking.
- The demand for international programmes is increasing. From 1985-86, participation of countries and the number of participants in the International Diploma in Educational Planning and Administration has increased. This year Russia is also participating. This growing demand and the increased number of participants should be kept in mind while designing the programmes.
- NIEPA has also conducted short-term programmes for Sri Lanka, Bangladesh and Nepal.
- A clear-cut perspective plan for long-term international programmes as well as other training programmes should be drawn.
- There is need for increasing infrastructure facilities of international standards so as to organize a large number of programmes for personnel of other countries. The need is for more lecture halls and hostel facilities.
- Scholarship based programmes should be conducted.
- NIEPA needs a clear policy with regard to research in terms of studies to be taken up and their methodology. Streamlining of the system is required. There should be time lag between one study and the other so that research done is rigorous. Freedom needs to be given to the researcher. To some extent, financial powers should be delegated to the faculty. Delays in appointment of project staff need to be avoided. It should be ensured that there is no conflict between the interest of the researcher and that of the Institute.

5. Dr. B.K. Panda, Project Fellow, International Unit

In Dr. Panda's view workload of the faculty was too large. As per the earlier Review Committee, the strength of faculty should be 45. Only 34 faculty members were available at present. Minimum number of faculty should be in position. Job market is in a very difficult situation. Career advancement for each faculty member should be ensured. Youngsters should be encouraged to come up with new ideas. Due to the number of programmes, many of the faculty members are not able to undertake research and write papers/articles for publication. If we concentrate on them, programmes would suffer. A system should be devised for the development of the faculty. We are thrown in the river to swim but we are not told how to swim. Training of faculty outside the country or at international level should be organized. After such training we can

deliver things in a better way. More field-based programmes should be organized by the Institute for which manpower is required. Smaller research studies can be taken up. Comparative studies can be taken up if facilities are provided. My humble request is that some of the recommendations made by the earlier Review Committee should be considered by this Committee.

6. Dr. Nalini Juneja, Fellow, School and Non-Formal Education Unit

NIEPA has a pro-active role in policy formulation. Its faculty has to be developed for this purpose. There is lack of perspective plans and mid-term plans. In comparison to other institutions we have better facilities, but more improvement is required. In house training programmes for the faculty should be conducted. Regular faculty seminars should be organized in which we sit together and reflect on what has been done and what needs to be done. We also need to go outside and look at other people, how they are trained and are doing their work. We should consider their training needs and these should be defined. For conduct of programmes, we should up date the list of people to whom letters are to be sent.

7. Dr. K.K. Biswal, Associate Fellow, Educational Planning Unit

He referred to institutional autonomy and individual's autonomy. Maximum autonomy is enjoyed by the faculty in this Institute while designing training programmes. While we talk of autonomy, we are also responsible and accountable.

- **Training programmes and its effectiveness:** There is no clarity about the coverage and transacting strategies within the classroom. What are we expected to do? What do the participants want to learn? What is utilization of the training that we provide?
- Support services are very good in NIEPA. I have taken research work which is of institution's priority.
- Perspective and mid-term plans are required to define what I am expected to do and to plan my activities.
- Faculty welfare programmes in terms of infrastructure and accommodation facilities are needed. More residential accommodation should be provided to the faculty.
- Although NIEPA has unique facility of inter-net after office hours it can be used only by those who are staying in the Campus. It is of no use if one is not staying on campus.
- Auditorium and additional faculty rooms need to be made available.

8. Dr. Sudesh Mukhopadhyay, Sr. Fellow and Head, Educational Policy Unit

The earlier Review Committee had also made certain recommendations about the faculty. These have not been acted upon. Before NIEPA adopted UGC grades, there was the post of Sr. Technical Assistant which has been redesignated as Research and Training Assistant. I had worked in NCERT for several years. It has different salary scales. There should not be salary scales which are lower than that for the post of RTA. This discrepancy should be removed. There is confusion about introduction of Career Advancement Scheme. While the MHRD made it effective from 1999, NIEPA implemented it only from 2000. Benefit of the Scheme should be given to the faculty who fulfill requirements.

- People who have worked on higher positions outside the institution should be honoured by the Institute. Feeder cadre should be available in the Institute. Induction to NIEPA is always a challenge. It is a difficult task. The Institute should always facilitate the faculty in their specialized area. Attachment facilities should be institutionalized.
- Autonomy for the Institution and its faculty should be encouraged. We should have our own perspective plan. We should develop our own areas of sustainability and future work goals. Every one should have a vision.
- To remove academic frustration, research procedures should be maintained.

9. Dr. Y. Josephine, Associate Fellow, Educational Administration Unit

She joined the Institute when Prof. M. V. Mathur was the Director. She completed her M. Phil while Prof. Moonis Raza was the Director. She was grateful to the Institute for the support it had provided to her all these years.

- Definition of the tasks for Units is somewhat ambiguous-whether it is an academic or an administration unit. Whom to approach for a decision? A person with economics background is more useful. It is difficult to discuss Zero based budgeting with a person who has management background.
- How many programmes, research studies, seminars, papers etc. should a faculty member organize or conduct? There is no clear-cut policy about targets of tasks to be accomplished. Job chart specification is a must.
- Junior level faculty is starving for new opportunities to display their competencies and interest. Academic opportunities for

advancement are very limited. There are too many while at other times, there are none. Staff development remains a weak area. It should be strengthened. More attention should be given to develop a meaningful workable plan.

- Field level opportunities should be given to us.
- Rules and regulations of the Institute are very old and there is little flexibility. participants have repeatedly requested a change but no change has taken place.

10. Dr. R. Govinda, Sr. Fellow and Head, School and Non-Formal Education Unit

Committees tend to make recommendations, the actual implications of these recommendations are for the Institute and its staff. 15 years have passed since a Review Committee made some recommendations; nothing has been done on them. I hope it does not happen this time too.

- Productivity of individual faculty member - The support facilities that are provided to the faculty are much better in the Institute than in other institutions considering that this is a government institution. It does not mean that these do not need improvement. There is much more to be done.
- Good Management Specialists usually say that "Do as I say but don't do what I do"? More open procedures and participatory approaches in the Institute are needed.
- Procedures are generally not followed properly. Institutional development should be undertaken and existing modalities changed.
- Although NIEPA is pro-active, policy-making is some one else's prerogative and preserve.
- Research has to be given much greater importance and researcher friendly environment created.
- The capacity of Institute has declined during the last 10 years.
- More efforts need to be made to turn around knowledge in terms of promoting research.
- We do research and submit proposals. Bureaucratic procedures are adopted. These who have to approve them are not experts. Generating new ideas requires projects and research.
- In training we are treated like any other department of the Government. In the Institute we conduct nearly 50-55 programmes. Half of them are repetitive. There are participants who attended the programme 2-3 times. They come and go. It is a wasteful investment. To make training more meaningful, a specific target group of the participants should be invited.
- There is need for more autonomy and participatory approaches. We receive a letter from an Under Secretary to the GOI giving

time frame to complete the work as per their design. Where is the autonomy?

- Pro-active in policy making and acting as a think tank requires NIEPA to reposition itself. Government should value and respect it and its work and contribution.
- We need to drastically redefine the profile of staff. Recruitment processes should be changed. Profile of the programmes also needs change.
- In the context of the global changes, NIEPA should function as a Trust rather than as a registered society. It should be little distant from the Government. There is a great vacuum at national and international level. The Government need not be the controlling authority.
- In terms of changing the shape of the institution, access to different types of programmes is required.
- Multiple sources of income are required to make the Institute self sufficient and self-regulating.
- Financial support could be given to NIEPA by a set of partners.
- A Corpus needs to be created for NIEPA. State Governments could be requested to provide direct funding.

11. Dr. A.C. Mehta, Fellow and Incharge, ORSM Unit

He cited several recommendations of the earlier Review Committee. In all 90 recommendations were made by the earlier Committee. Very few have been implemented. Faculty in the Institute has full autonomy so far as research studies, training programmes, and consultancy are concerned. We are accountable for research and training programmes which are indicated against our names. We receive letters from the MHRD to do some specific work in a time bound manner. This adversely affects the autonomy of the Institute. We cannot fill up posts or appoint persons. Some posts have fallen vacant, and were surrendered but lately revived. We have faculty but without faculty rooms. We have faculty of international standards but facilities are not so good.

- We have faculty representatives on the Council and Executive Committee. This representation should be decided by the NIEPA Council.
- NIEPA faculty has got its own flavour. During the last few years, we have not improved our standards. Grooming of the faculty is required. NIEPA's name will be lost unless some specific mechanism is developed to promote staff development.

12. Dr. R.S. Tyagi, Associate Fellow, Educational Administration Unit

- There is urgent need for faculty development. We should have individual capacity building plans at least 15 days within a two-year period.
- Study visits and interaction with faculty of other management institutions need to be organized.
- Research studies of our own interest be promoted and individual faculty should be allowed to allocate funds for the study.
- Field-based training programmes on request of State Governments are generally organized. For instance, several programmes have been organized under Sarva Shiksha Abhiyan. Because of the scarcity of funds there has been lower participation in training programmes organized by NIEPA. Adequate funds need to be provided for TA/DA of the participants.

13. Prof M. Mukhopadhyay, Joint Director, NIEPA

Facilities in Institute are very good and better than many other institutions, but not as good as those available in international organizations.

- Marketing of educational programmes can be done in relation to the capacity that is available.
- Although two short-term programmes were commissioned for faculty development, a clear-cut policy in this regard has yet to be formulated.
- We have not professionalised our training programmes and research activities.
- Some faculty members are over stretched while others have a lighter academic load.
- While dealing with senior level administrators, theoretical knowledge is not enough. One has to have knowledge of the field and environment in which educational planning and administration activities are carried out.
- The Institute has done very well because of the nature of its work.
- Mechanism for internal resource generation need to be developed on the pattern of IIMs. NIEPA has the capacity to generate funds. It also has the potential to use additional funds.
- MHRD considers NIEPA as a subordinate office. Compared to other organizations NIEPA's contribution has been significant.

14. Prof B.P. Khandelwal, Former Director, NIEPA

- There is need for strengthening, reshaping and repositioning of the faculty of NIEPA and its programmes.

- Monitoring activities and expenditure patterns of the institutions funded by the GOI and state Governments is necessary.
- NIEPA is known for its uniqueness in international organizations. Its distinct identity should be maintained and strengthened.
- It is difficult to discuss autonomy in absolute terms and in the present situation where the institute has to run from pillar to post for funds.
- There is need for increased commitment and capability on the part of faculty.

15. Dr. S.C. Kashyap, Chairman, NIEPA Review Committee

After listening to the comments of the faculty members who were present in the meeting, Dr. Kashyap expressed the Committee's gratefulness to them. He assured them that the Committee will certainly consider all the significant points that had been made in the meeting and make suitable recommendations on the concerns which had been expressed. While Committee could only make recommendations and their acceptance or implementation was outside its province, he was hopeful that the Committee's recommendations would be duly considered. One has hope for the best. He desired that faculty Members who could not attend could be requested to send their comments in writing.

The meeting ended with a vote of thanks to the Chair.

**NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND
ADMINISTRATION, 17-B, SRI AUROBINDO MARG
NEW DELHI-16**

**Minutes of the Meeting of the Review Committee with
Knowledgeable Persons, RTAs and Section Officers of NIEPA
held on 31st March 2004 at 11 A.M. at NIEPA, New Delhi.**

The following were present.

1. Dr. Subhash C. Kashyap, Chairman
2. Smt. Achala Moulik Member
3. Prof. K. S. Mishra Member
4. Prof. S. Rajendran Member
5. Prof. P. K. Joshi, Director, NIEPA
6. Prof. J. S. Rajput, Director, NCERT
7. Shri C. Balakrishnan, Joint Secretary, (Planning) Ministry of HRD
8. Prof. B. P. Khandelwal, former Director, NIEPA
9. Dr. R. P. Singhal former Executive Director, NIEPA
10. Dr. J. Veeraraghavan, former Executive Director, NIEPA
11. Prof. P. V. Indiresan, former Director, IIT, Madras
12. Prof. M. M. Pant, former Pro-Vice Chancellor, IGNOU
13. Prof. J. L. Azad, former Chief, Education Division, Planning Commission
14. Prof. K. G. Rastogi, formerly with NCERT
15. Shri P. R. R. Nair, Registrar, NIEPA
16. Dr. T. N. Dhar, former Unesco Consultant
17. Dr. R. S. Tyagi, Associate Fellow, NIEPA

While welcoming the participants, Chairman indicated that the Committee has been constituted to review the achievements of NIEPA and to suggest any suitable improvements in its roles and structures. He desired participants to give their comments in relation to the Committee's terms of reference and the issues raised in them. The views and suggestions of the members will be of great help for the Committee to arrive at worthwhile conclusions and recommendations.

1. Dr. R.P. Singhal

I would like to give my views on the basis of my experiences in NIEPA and the feedback from different sources. NIEPA has been doing extremely well in training programmes and its work has always been appreciated. Yet, one should not be complacent. There is always scope for improvement. I would like to give my views in two parts. One, whether NIEPA should remain content with more of the same or to do things differently? Secondly, how to re-orient NIEPA programmes. About the first one, I strongly feel that there is a lot of initiative taken by NIEPA. NIEPA has been conducting the Diploma in Educational Planning and Administration and the International Diploma for personnel deputed from other countries. These programmes have been quite successful and have established themselves in various ways. Whatever expertise they have promoted would have been utilized in actual functioning. Yet, I would like to submit that both the programmes have been limited to face-to-face training and that too in NIEPA. They are residential programmes with the result that, the intake remains limited and generally to personnel occupying supervisory occupations. The trainees, who come usually, have some experience. My submission is that there is a need for new diploma programmes which should be established not only for personnel in government service but to all those who want to take up educational planning and administration as a career. For instance, there are several teachers of schools who want to become administrative officers. Training should be available in distance education mode. It should be available not only to those who are in-service, but also those who want to take up this programme. The distance mode training can be conducted at three levels elementary level, intermediate level and at higher and advanced level. These programmes should be available on line and not only based on print material but also use other delivery mechanisms such as tele-conferencing etc. The second area to my mind, which needs attention is private sector which has assumed very important role because of liberalization, privatization and constraints that Government institutions face. NIEPA should design programmes for schools, colleges under private managements and for NGOs. It should establish networking with organizations like UPSC, ICSE, CBSE and various other non-

governmental organizations like the Ramakrishnan Mission, DAV society etc. NIEPA has to establish networking with private institutions which are managing institutions efficiently. It can have fee-charging programmes. There is a third area which in my view needs discussions. Both at school and higher education stages, a number of institutions are being established with collaboration of foreign agencies. These institutions charge high fees and a lot of the money goes out of the country. As an apex organization in the field of planning and administration, NIEPA should provide counseling in the area of quality. It should also develop certifying procedures for quality assurance. There is a great demand for this and fee-charging schools will come forward to take benefit of it. It will also develop a lot of transparency in expertise and certification. There is need for establishing awards and honours in the field of educational planning and administration as are available for teachers. There can be annual awards by the NIEPA based on meritorious services rendered in the field of educational planning and administration. NIEPA has to set up a suitable mechanism, rules and machinery for this purpose. This will motivate those who are in the system for more efficient work. It will also provide an example for others. NIEPA has been doing a lot of work in research, but my understanding is that its study of international developments is not adequate. It should undertake comparative studies and also of South East Asian and African countries and so on in the field of policy planning, educational planning and educational management. NIEPA can thus become a centre of excellence. It can establish leadership in other countries. Now, the second part, concerns with the reorientation, I would like to submit that there is need for diversifying training activities. We have to adopt multiple training modes, tele-conferencing, on line training, use Websites, Computers etc. These are the areas in which I think the faculty of NIEPA is very professional and can take up these things. Their contribution should be shared and not be limited to face-to-face training. Programmes can be available on line and there should be modernization of modalities. Another area is the development of administration on modern lines. NIEPA is still following the traditional system of management. We need to modernize all the systems so that institutions at field level, function more effectively. Their capacity needs to be improved. They need to be exposed to use of computers and more scientific management information systems. The whole system of management administration has to be on line. Unless NIEPA takes an imitative, commercial organization, will take over. The need is far re-orientation of programmes, liberalization, privatization etc. The programme strategy has to take into consideration the developments like globalization, privatization. I would submit that more programmes have to be conducted by NIEPA.

2. Prof. J.S. Rajput

People have a great deal of experience, acquaintance and awareness of the functioning of this Institute. The need and extent of institutional autonomy is being debated these days. The IIM issue is an instance. Even in the NCTE, the decision of the Government is final on all policy issues. The need is to define which policies should be decided upon by the Government and which should be left to the institution. What do you do in such a situation? Autonomy can be attained even in these difficult conditions by the credit ability of an institution. I have no hesitation in saying that in NIEPA, autonomy is a major issue. Institutions should be encouraged to exercise autonomy. I have the experience of dealing with the Government-limited experience, of course - but yes, autonomy is an issue that needs to be taken up. Institutions have important tasks and as Prof. Singhal has suggested, need to develop expertise and acquire acceptability. The second point which is very relevant and which I see in my organization is that faculty should be functioning as individuals, in groups and as part of an institution. I have tried my best in NCERT. Policy formulation is an important issue. I visited in NIER, Tokyo. The institution is now named as International Institution of Policy Research. They have brought policy issues within institutional study. NIEPA is something like a national centre for policy formulation in all matters. That role is visualized for it, autonomous or not I have to honour a strategy in which I can ask other people to accept that policy changes are necessary. There is need for more policy research in areas which have been assigned to NIEPA. Let me also say that some of the modalities need to be reviewed. The level of expertise needs to be improved if NCERT has to function better. The same should be true in the case of NIEPA. How far have we succeeded in making an impact? In that light, some of the programmes taken in NIEPA need assessment. There are several propositions that are proposed initially. They are not acted upon. It was suggested that you should develop a policy and for this purpose associate 20 to 50 people twice a year. They should undertake review and think of the future. I am sure; NIEPA also needs 30 academics people who have the expertise to sit together and review what has been done and what has not been done? The scope is vast in an expanding educational system. All of us conduct certain programmes and we get attached to them on the basis of personal experience. How to overcome planning problems in projects and activities and how to define our areas of activities? To my mind, the new role of NIEPA should be an acceptance of the fact that NIEPA is an institution which can play a catalytic role. The second point is that NIEPA cannot function as at present. It needs to be assisted by a large number of outside administrators on a regular basis. This, to my mind, is an important mode of conducting projects. The association of university departments, SCERTs and SIETs needs to be given more thoughtful consideration as this will also to development of expertise in other institutions. Government generates resources. Institutions like

NCERT are ready and willing to generate resources on their own. They should be treated like IIMs. During the last four years, I have gained experience of mobilizing additional resources. It would not be difficult for an institution like the NIEPA to obtain funding from other sources, such as the private institution and organizations? There is no harm in doing so. However, the focus of providing services by the government managed system should be debated with too much emphasis on providing service to institutions/organizations who can pay for services, the danger is that institution like the SCERTs will suffer. If NIEPA has enough manpower it can help non-governmental sector, but priority must be very clear. It has to serve 85% of the school education sector which is managed by the government. Many private institutions and organizations have the resources to pay for services. However, in the effort to mobilize resources from non-governmental sources, the priorities and modes of functioning should not be distorted. When the DPEP was launched I was in the Ministry, I had pointed out that different rates of remuneration to experts for similar tasks would not be desirable. The same person working for DPEP gets Rs.3000 as remuneration with the result faculty of institutions feels inclined to accept DPEP work at the cost of institutional programmes. Private initiatives and organizations should organize their programmes with some expertise provided by government-established institutions.

3. **Dr. P.V. Indiresan**

The question to be discussed seems to be the kind of services that NIEPA can offer to the society at large. What is the utility of having NIEPA to the Government and to the education system? NIEPA should constantly do some internal review to find out how far its contribution has been worthwhile and the activities for which it should receive support. This is one exercise, I would like NIEPA to do. There are two major activities of NIEPA. One is training and another is problem solving. As far as training is concerned, the problem is that of numbers. We have several million teachers in the country. There are a large number administrators and heads of institutions of several hundred schools which need training. So, numbers are very large and an apex institution like NIEPA should think how training can be provided to such large numbers. Direct training by NIEPA is something which it will not be able to do so as to cater to the full requirement. SCERT can probably do this training.

There is a need for fundamental policy decision which says that educational administration is a discipline and it is an essential requirement in education. Quite often we lose a very good teacher when he/she is selected for an administrative position. Teaching is different than handling people. So, I think there needs to be a policy decision by the Government that at certain stage, may be after five to ten years of teaching, there will be a selection of those who are

interested to become administrators. They should be given training in administration and management so that they can perform their new functions successfully. The government has just to take a policy decision. This would help in finding people who will value in working in SCERTs and other institutions. I would like the Review Committee to kindly consider it programme making since this recommendations will make the utility of NIEPA clear. Recently, the question of size of an institution has been discussed. There is a viable size for an institution to discharge its responsibility. Unless there are persons/groups of persons for every activity of educational administration and policy-making, institutions cannot interact with teachers and others. There has to be a close relationship. The faculty of NIEPA does very good quality of academic work. Secondly, I would like to share the third issues, which concern the institution of this type and in fact all institutions. They have limited interaction with specialists in other disciplines and from other institutions. This is one of the reasons why they have not been able to make as much impact as they should have. There is a need for every institution to have a substantial number of visiting faculties. There should be a national policy laying down that the faculty of an institution would be expected to spend a year in another institution. Every faculty member should get out of the institutions for a year or half a year. I would like the Committee to consider this.

There is the question of the autonomy. The treatment of educational institutions has to be tender. They must be treated with care, affection and respect. I think the best institution will serve very well with internal autonomy. What the Government can do is to indicate the budget for various categories of activities and indicate what an institution is expected to do and ask whether you can do this job or not. You do require freedom to plan and function. It is very difficult to explain this to administrators. There was a policy stating that educational institution should become self-sufficient in terms of their activities. The government should indicate a broad framework and allow the institutions to design their programmes and modes of functioning. I think in determining terms and conditions for institutions Government should form a policy on financial support and the conditions under which it will be provided. If NIEPA is to become a real institution it should attract a large number of very highly talented students given them opportunities for research, as it happens in internationally reputed institutions. NIEPA should also institute a system of recognition and rewarding meritorious contributions to educational planning and administration. There is the last point I would like to make. NIEPA should be an institution involved in center-state relations. As far as education is concerned, there are lots of issues; for example, we have some states and institutions, which are backward. States in the North-East are backward and compared to them Western and Northern states are growing faster. This disparity is not something that can be accepted for a long period of time. This is likely to lead to conflict in education as

it is already happening in politics. In education, there must be some sort of equal opportunities and equal quality in schools. This will ensure unity and integrity of the country. The great disparity that exists among states and people can be rectified primarily through education and more serious effort at the economic development of poor and backward states.

4. Dr. J.L. Azad

I visualize NIEPA as a quality institution of a high standard such as IIEP or even higher. It has to establish a reputation in educational planning and administration. Unfortunately not much has been done in regard to educational planning in this organization. Secondly, it should be like a central university and exercise freedom to determine curriculum, selection of faculty etc. While the Director may be selected by the government, other staff should be selected by NIEPA. It should try to get the best available persons for its faculty positions. The second point, which has been raised is that of research. NIEPA should have a plan of five years within a perspective of 10 to 15 years. More emphasis should be laid on research which has practical implications than on theoretical research. The other point that I would like to make is that there should be better cooperation within its own units. I think that the various units like Finance, Higher Education, Elementary Education, School Education should work together and try to undertake inter-disciplinary research. There should also be greater coordination among NIEPA, NCERT and NCTE. The MHRD should not send notes for determining what NIEPA should do. Whatever is suggested should fit in within the priority pattern of NIEPA and then only it should be taken up as ad hoc research or an ad hoc programme. Another suggestion is that there should be a standing committee to monitor progress of research, indicate research propose and provide facilities that are required. There should be a provision for secondment of guest faculty from outside and they should be given all facilities. As for pro-active role, NIEPA should have a dialogue with the Planning Commission and be associated with Planning Commission in its plan formulation implementation and monitoring exercises. The weakest link in the chain, which I know from my knowledge, is that of implementation and feedback. NIEPA and the Planning Commission should join hands to effect improvements. NIEPA should also assist state Governments in solving their problems since they do not have as much expertise as is available at the centre. NIEPA can help states by undertaking studies on plan formulation etc. Realistic planning is generally not taking place. Making of an estimate is not fruitful planning. An area, which needs attention is information about the status of the education system. Essential data about state position are not available. NIEPA could help in data collection, designing of forms etc. and monitoring progress. What I would emphasize again and again is that the NIEPA should help various organizations in developing competency in planning because it

is an institution established for educational planning and administration. The other area is training. I don't think that NIEPA as a small organization can organize training programmes at an all-India level and event at state levels. The coverage cannot be very extensive. What it can do is the training of key-personnel who can undertake training programmes of a large number. Technical inputs however, should be provided by NIEPA. In the case of higher education, NIEPA have cut down all trainings long time back. This does not seem to be right. It can support universities and other institutions to organize training programmes on its behalf. Networks are expanding slowly and NIEPA can collaborate with them to provide training facility. The conduct of training should be constantly reviewed to incorporate in its programmes latest developments. So far there has been no mechanism in NIEPA to obtain feedback on its training and other activities. This is a very important question in the Committee's terms of reference. I don't think any mechanism is available with NIEPA to get feedback from its trainees. There will need to be arrangements for obtaining feedback at the end of the programme which I think will be of benefit to NIEPA. What should be the technology that is used to remain in touch with participants is a point to consider. This may take the form of papers on the subject and/or review of techniques by participants. NIEPA is publishing a very good journal, it should also contain papers and articles, which are useful to state Governments. NIEPA should organize seminars, conferences funded by other organizations in areas which are of interest to NIEPA.

5. Dr. M.M. Pant

NIEPA is a leading institution and to that extent we are not very excited. To me we need to talk about how is the organization to be re-engineered. Therefore, institutions like NIEPA should be able to think independently. So what is the future? What are the new processes because it is only an educational institution which has policy research as one its important mandates. It is not so much care but feel for the task that has to been done? Autonomy is not something to be determined and pre-condition for work. It is important to monitor and supervise but allow institutions to do the thing that they want to do. What is the thrust in the programmes? I think it is important to provide support to government for its policies and programmes. The role of an institution is to become amplifier and filter. NIEPA should become the knowledge management institution related to education. This is the challenge for research by NIEPA; it has a lot of intellectual capital. It is important to define what we need in the faculty. You cannot reach out all in such a short period at one time. The key issue is that implementing methods should be adopted. Networking is very important in this. By its very nature NIEPA should attempt to be a centre for quality research. Networking is very important in this. NIEPA should really become the network of education and this is the

... transformation that it should aim at. Everything that is in education and is very suitable should be important for it. There should be some specification of how institutions can be changed educationally in processes and administration. The most important problem is that of not adequate places being available in school for the young. We do not allow independent educators. Only as a teacher, I can teach only if I am in an educational institution. Finally, in terms of resources, I believe that there is a lot of capital and, therefore, the value and user in various ways should assume roles of marketing their problems by not only adding to the same programme but by developing packages for your activities.

6. **Dr. J. Veeraraghavan**

I would like to very briefly discuss the vision which we at NIEPA had when it was established. It should have a vision in the year 2004 for meeting the needs of the nation. In 1960's when I was working in the Planning Division of the Ministry of Education, we believed that there was need for reflection, analysis and studies outside the university system, particularly in social sciences. For this we would need independent institutions of social sciences which will reflect on the problem of the country. So one day Mr. J.P. Naik thought of establishing institutions - not only of social science - but also historical research, philosophical research as for non-university academic reflection which will provide practical solutions for the problems of the country. That is how the Indian Councils for Social Science Research, Philosophical and Historical Research were thought of and established. What about educational planning and administration? We had private management institutes and management departments in the universities such as IIMS, etc. But they looked to commercial concerns and dealt with public sector management strategy. It was felt that there should be an institute where people can grapple with problems of education, a place where there can be reflection on states concerns, and which can organize training programmes and seminars and disseminate knowledge which they have acquired in the process of implementing programmes. The Asian Institute was established by the UNESCO for educational planning and management. This was a ten year programme with UNESCO inputs in the form of personnel and UNESCO funding. The services of personnel were contracted for short periods. Subsequently it was decided to create some regular posts and some with expertise in special fields were recruited. Asian Institute was converted into National Staff College when the contracts with UNESCO ended. Prof. Mathur gave the leadership at that time. Prof. Mathur's conception was that NIEPA as suits national institute should survey and understand the practical programmes and bring together administrators, develop programmes for district education officers who were class one officers and its programmes should largely be developed on the basis of perceived needs of the states. Initially an intake programme was

started. Prof. Moonis Raza's conception was quite different...He thought of NIEPA essentially as a university type institution with good academic programmes and having academic professionals.

I have been in touch with what NIEPA has been doing. It is doing a good job and in many directions it has made good contribution. J.P. Naik thought that there was a need for NIEPA to organize a conferences of educational planners and administrators, a conferences not necessarily sponsored by the government where officials find it difficult to express their personal views. They usually speak in a government voice. Director does not speak in the presence of the Secretary and the Joint Director does not speak in the presence of the Director. So it was decided that there should be an institution where there is a great deal of reflection and which organizes training programmes, an institution which took a long term view of what needs to be done. Today many things have changed. There are serious problems: universal elementary education is not making the progress not for lack of funds but for lack of administrative competencies; Panchayati Raj system has been introduced without the financial arrangements at the local level; academic administration is not receiving attention although it is an important problem. NCERT, DPEP and other sectors have district level institutions, but not for administration and management which has to be strengthened at various levels. I think NIEPA has a very major role in ensuring improvement of administration and management of education at the district level. It has the basic capability. There should be a place for independent reflection. This does not mean that institutions should not take into consideration the requirements of government. We are here to serve the people and the government is launching programmes such as the National Adult education programmes. We had several weekly programmes to sensitize these people about programmes. While NIEPA should have full autonomy for reflecting on educational needs and critically evaluate activities, it should not be identified with the government. It has to be an independent autonomous institution for planning and administration for which it has acquired expertise. My last point is how much of consultancy, including international consultancy, should be there. You know that international consultancy is highly remunerative. These are problems. IIMs have faced them in regard to consultancy. How much time should they devote for outside consultancy? How much time should they devote to students? I think there should be a limit to consultancy. It must be transparent and known to everybody. But basically the time two-tier must be devoted largely to the country requirements and to the institute's requirement. This is one of the major problems which NIEPA has to tackle.

7. Dr. K.G. Rastogi

This is an occasion for me to learn more things from NIEPA through an interaction with individual staff members of NIEPA. I have been associated with some of its programmes. I do not know what kind of planning and management model is being developed by NIEPA, particularly for Departments of Education in states. My concern is more with the need to free education from rigid government controls. We are becoming very supervision conscious, individuals are not prepared to allow institutions to exercise freedom. Our educational problems will not be solved unless we free education and develop a planning and administration model for that purpose. This problem of control is coming up in all institutions. Every institution is facing the same problem. Previously universities were given authority. Now there are three levels at which government has to give a No Objection Certificate. The second problem in respect of planning and administration is that of coordination between institutions from centre down to the district level. Lack of coordination is reflected in the performance of educational activities. The national institutions have been established to serve national interest and not for international interests. Of course, there is an obligation to perform international tasks but they should not be the cost of tasks of the institution where we are employed. So some kind of coordination should be there and this coordination should be effected among different institutions. Even within an institution it is not always there. I remember my experience of NCERT where we were organizing programmes for the whole country. We used to operate through state level institutions like the SCERT. For its programmes NIEPA could also think of using state level institutions. Further, there is need for exchange of staff between national and state level institutions. Some people from NIEPA could go to SCERT for some time while somebody from the state could come to NIEPA. We conduct studies, but there are limitations of studying problems. Everybody cannot conduct studies. It depends upon a person's background and interest. We need to interact and ensure coordination among institutions and with states and state level institutions. So coordination at the national level with the state at different levels. One more point that I would like to make is that of incorporating social initiative in planning and management of education. We cannot neglect social institutions which are becoming very active. Without their cooperation we cannot spread education. We cannot develop any education programme unless we get cooperation from the society, whether it is professional education or general education. I can recall the experience of U.P. The Government used to establish one school in one district. For other areas in a district, society can play a role. They can establish institutions in all levels of education. Talking of hi-fi education and research and all that is good, but faculty of national institutions should also be aware of ground realities. I have been asking NCTE to interact with private financial institutions and not only with international financial institutions and multi-nationals. Planning and

administration should take care of ground conditions. In NCERT and NIEPA those who frequently go for international assignments are not liked by other faculty. These assignments create conflicts. Of course, as pointed out, there should be adequate preparation before accepting international assignments. Institutions should decide as to who should be sent on such consultations on the basis of competencies and in an unbiased manner. It may be uncomfortable but in institutional interest some firm decisions are required.

8. Prof. B.P. Khandelwal

I thank you for inviting me for this meeting. I have been getting the benefit of observations of many of our experts, educationists and the leaders working in the field of education and many of whom are here with us on special invitation. Their views are very important for future development of NIEPA. The present century requires an appreciation of the need for improvement in managing education. While developing a vision of what education should achieve is important, much more important is the human resource management for the operationalization of objectives and programmes and through which they can be attained. From this point of view, various aspects on which NIEPA has been working in the four areas of research, training, development programmes and consultancies are important. There are high expectations of the Institute which I still believe is unique. It was the first Asian Institute for planning and administration of education. The conceptualization of 1960s has changed. In 2004 we need to visualize the present and prepare a perspective plan for meeting various concerns and challenge. With administrative and financial limitations and governmental directions we have to determine the nature of autonomy that NIEPA should have. I have had experience of five years in the Institute and outside it. I have been in touch with it as a participant and trainee etc. There are a few things which I would like to mention on the basis of my experiences. When we talk about these things we find it difficult to harmonize the demands and expectations of different groups and individuals. Prof. J.L. Azad referred to the over all organization and functions of the Institute. Monitoring is not an important aspect in the world of academics. Chairman of the Committee might have realized this in his personal reflections with and interaction with me and the faculty. I feel that we should always be willing to be evaluated. There should be appraisal by our participants for determining the usefulness of our training. How are we managing resources so as to fulfill the expectations that people have of this institution? I feel that on many of the points in the terms of reference, the answer is yes, and on many of the things we have already initiated action. Joint Secretary (P) knows about it. How should we develop this institution with joint action and collaborative effort is a question which we need to address. We need to have an educational vision, a suitable planning process, and orientation programmes which have

effectiveness in relation to ground situations level. There is increasing demand upon the NIEPA from some people to prepare good administrators. There is also increasing demand for more training programmes. When we started the two diploma programmes there was a discussions as to for whom they should be restricted-government functionaries and not to personnel in privately managed institutions. Institution has many needs: present building needs to be expanded; the strength of faculty requires to be augmented. There is limited number of faculty positions. Why should there be the age bar of 65 years for offering long-term consultancies? Many of the scholars present here are 65 or more. Should the Institute not recognize their expertise and engage them in special tasks? If the Institute should mobilize additional resource and establish a corpus with mobilization of additional resources, grants from the Government should not be curtailed. The Institute should be motivated to make effort to mobilize resources, among other things, through institutional consultancies like that in Nepal and Bangladesh.

9. **Shri C. Balakrishnan, Joint Secretary (Planning)**

The points by the speakers have been very interesting. I have a little more understanding of what we are expected to consider, particularly in relation to recent trends in Institute's role in future. We need an institution like NIEPA for addressing issues in planning and administration with which we are concerned. There is a tendency to look at other participants. There is a tendency for the Government of India to feel that things are done only at the governmental level. The point whether participants from the states are those whose training in NIEPA will be beneficial for the states is very important and needs serious consideration. It takes very little to point out that in many cases most of those who are deputed might not fulfil the criteria. One point is very relevant for the education sector viz. that there is a need for people to who can provide control mechanisms. What happens in the teaching community, as it happens in most cases and it has been said without meaning any offence that they are at a complete mercy of others. So many instances of corruption cases have resulted from basic lack of knowledge of financial regulations and rules. We establish schools that of are advantage to the management. We would certainly wish every teacher and educationist to be trained. Institutions like NIEPA certainly have an important role. It should have a network of trainers.

I think the business of making NIEPA and not dependent upon Government can be thought of only in a limited sense. I do not think that there is any serious thought on the part of the government to completely give up its financial responsibility for NIEPA and similar autonomous institutions. The whole issue of autonomy and finding what situation policy and directions are needed and how they can be squarely dealt with are very important. For an institution like NIEPA, we

are certainly have to provide planning input and thrash out what role an institution like NIEPA should play so that policy making at governmental level has feedback from different sources and levels. The other point is consultancy, I think Prof. B.P. Khandelwal said, institutional consultancy will be encouraged. There is a certain role for this. It will increasingly become more important and India with its advantageous position should think of benefiting from other countries, need for consultancy. It should place before international community what India can offer. Of course, the point that there should be mechanisms to determine the nature and extent of individual and institutional consultancy is well taken. The other thing we would like from the Government is to request NIEPA to address issues and concerns which are emerging since it has the resources. There is a feeling that second and third line of planners and administrators need to be developed. There needs to be greater emphasis on training and consultancies and consideration of what kind of knowledge is to be developed. To conclude, I think NIEPA should play a role in centre state relations, share with states the knowledge of best practices and undertake exchange of experiences with practitioners.

10. Ms. Achala Moulik

It was an interesting session. Some of the points made by Dr.R. P. Singhal, especially interaction with private sector education need consideration. I think the main fact which has been confirmed/confined and emphasized is the key role-played by NIEPA as a national institution for planning and administration should be training. I hope I can say this without any offence that this role has been diluted. People in NIEPA have good career prospects. The emphasis in my view on institutional work has been diluted.

Individual research projects should not take precedence over research projects undertaken for the Ministry of HRD, to (a) assess requirements to improve the quality of education; (b) enquiries into problem areas of education both elementary and secondary; (c) identification of specific impediments in the education sector; and (d) recommendations for improvement; (e) training programme should be addressed to actual needs of training rather than on general themes. I have mentioned this while interacting to the faculty. They have played pivotal role as researchers and in giving ideas for such programmes as DPEP, SSA etc. This role should continue. There is need for networking with other countries not only with institutions which are concerned with training of teacher administrators but in a number of other activities.

11. Prof. K.S. Mishra

Many points have been mentioned. Some of the points have clarified the roles that NIEPA should play. I think NIEPA faculty should reconsider that it has many roles then merely providing consultancy to

the government. NIEPA faculty should also ~~say that it will~~ engage in only one consultancy and also as the Hon'ble Minister has promised, provide international consultancy. NIEPA should engage in training and private consultancy to private sector or local persons. They should limit their training effort to key personnel only. This is my submission. We are talking about tie-up with universities or academic staff colleges. NIEPA had been working in the area of higher education. Then it was eliminated from UGC and Academic Staff Colleges, I could not appreciate this. The idea of Standing Committee of 30 persons appeals to me. To others, it will also help NIEPA to propagate what it is doing. The Standing Committee should assess the work of NIEPA or some of its projects. It can also indicate the projects which should be undertaken by the NIEPA. I have been talking about networking. There is one such matter recently which came up and which I would like to share with you. It was a personal experience when Prof. B.P. Khandelwal was in Allahabad University we wanted to share our experiences with him. We continued to wait for him.

12. **Prof. S. Rajendran**

I would like to thank our Chairman for organizing the nice meeting. There is no second thought that NIEPA is moving in right direction. The Committee had discussions with the members of the staff on many occasions. They are good in their fields of expertise. My feeling is that institutions like NIEPA should aim at improving standards of higher education. I do not know whether it comes under the purview of this or not, but I request the Chairman to take necessary steps to improve the standards of higher education.

13. **Prof. Pradeep Kumar Joshi**

Thank you respected Chairman and learned members of the Review Committee. Very important points have been raised and have been suggested by the learned members. NIEPA is organizing more than 50 orientation programmes and other major programmes every year. This Institute is rendering strong support to the states. Although NIEPA is doing well, there is no limit for excellence. There is always scope for excellence. I have some points which I would like to submit before the Review Committee. There is a need for analysis of the work of each and every unit of NIEPA. Strong networking with state and district level institutions is needed. NIEPA is under-staffed. The faculty is overloaded; they are always busy in organizing so many programmes. As they are busy in programmes, a system for development and strengthening of faculty competencies has not been developed here. Regular faculty seminars should be conducted in which faculty of NIEPA can discuss what types of projects have been done and what is going on and what improvements can be made alongwith the best programmes and best research projects needed. There is a need for

self-assessment of ground level situation to find out programmes have been useful and beneficial for the society.

14. Dr. Subhash Kashyap

The meeting has taken place with best kind of people who could give us the best kind of advice. Some of the suggestions that have been made have been discussed in the Committee earlier. Even though the Committee has been deliberating for quite sometime, I feel that I have personally benefited from the meeting. I am sure that the discussions in today's meeting would be of immense help to the Committee. It is really interesting to see that on most of the issues, I do not find much divergence. Once again I thank you all for honored us for accepting the invitation.

15. Meeting with RTAs

Research and Training Associates and a few Section Officers met the Committee in the afternoon. RTA's indicated that even though most of them have doctoral degrees and more than 15-20 years of experience in NIEPA, they have not been promoted as Associate Fellows. They suggested that, as was done in NCERT, NIEPA should hold interviews exclusively for the RTS's for promoting them to the post of Associate Fellows.

The Section Officers indicated that most of the administrative staff tends to stagnate at their positions for 15-20 years. There is need to provide promotional avenues for them.

**NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND
ADMINISTRATION, 17-B, SRI AUROBINDO MARG
NEW DELHI-16**

Minutes of the Meeting of the Review Committee for consideration and adoption of the Report of the Committee held on 16 July 2004 at NIEPA, New Delhi.

The following were present:

- | | | |
|----|------------------------|----------|
| 1. | Dr. Subhash C. Kashyap | Chairman |
| 2. | Prof. S. Rajendran | Member |

Another member Smt. Achala Moulik went through the Draft Report and conveyed her full acceptance of the Report.

Prof. K.S. Mishra, member, conveyed his inability to attend the meeting due to his preoccupations.

Prof. R.J. Singh, member, conveyed his inability to attend the meeting due to health reasons.

Prof. P. K. Joshi, Director, NIEPA, Dr. T. N. Dhar and Dr. R. S. Tyagi, also attended the meeting.

Draft Report was gone through page by page and was approved unanimously. The Committee authorized the Chairman to present the report to the Hon'ble Minister, HRD.

The meeting ended with a vote of thanks to the Chair.

Sl. No.	Recommendations of the Review Committee on NIEPA	Decisions of High Powered Committee on the Recommendations of Review Committee on NIEPA	Action Taken by NIEPA	Remarks
1	2	3	4	5
MISSION				
1.	In all its work NIEPA should have a mission. The mission statement of the Institute should provide constant direction to faculty in all their activities. (3.4.0)	Accepted	Taken note of	
2.	We suggest NIEPA's mission as "to be a National Centre for excellence in educational planning and administration intended to improve the quality of planning and administration in education by constantly generating new ideas and technologies and disseminating them through strategic groups". (3.4.1)	Accepted with the modification that the words "by constantly.... strategic groups" appearing at the end of this recommendation be substituted by the following words: "by means of study, generation of new ideas and techniques and disseminating them through interaction with and training of, strategic groups".	Required amendments in the Articles of the Memorandum of Association and Rules of NIEPA have since been made.	
CENTRE FOR EXCELLENCE				
3.	We suggest that NIEPA should develop as a centre for excellence in educational planning and administration. This may appropriately be recognised in the Memorandum of Associate of NIEPA. (3.1.0)	Accepted	- do -	
PERSPECTIVE PLAN				
4.	It is important for NIEPA to evolve a long term perspective plan for the next 10 to 15 years. A task-force may be constituted by NIEPA for this purpose. This task-force may consist of internal as well as external members. The perspective plan should give a detailed five year plan for the next five years. The plan should indicate the major thrust areas of research and training, taking note of the objectives set in the National Policy on Education and the Programme of Action supporting the policy, the five year plan objectives and various programmes intended to promote educational planning and administration in the	Accepted with the slight modification that the words "National Policy on Education and the Programme of Action, supporting the Policy" be substituted by the words "Education Policy".	A task force of internal faculty members has been constituted for formulating the long term perspective plan for the next 5-10 years. The faculty is fully involved in identifying the major thrust areas of research and training, taking note of the objective in the Education Policy, identifying the issues and problem which are the constant concerns of the state governments and other agencies. The role and specific input which can be offered by the Institute	

Sl. No.	Recommendations of the Review Committee on NIEPA	Decisions of High Powered Committee on the Recommendations of Review Committee on NIEPA	Action Taken by NIEPA	Remarks
	<p>field. It should also identify and take note of the issues and problems which are the constant concerns of the State Governments and other agencies engaged in this task and clearly identify the role and the specific inputs that can be offered by the Institute towards meeting some of these challenges. The perspective plan should also keep in view the various objectives identified by the international, national and State level bodies in the field of educational development and should clearly identify the role that NIEPA will play in facilitating the achievements of some of these objectives. (3.4.2)</p>		<p>towards meetings, some of those challenges will be specified input which can be offered by the Institute towards meetings, some of those challenges will be specified by the task force. The task force is also identifying the role which the Institute can play for facilitating the achievement of the various objectives identified by the international, national and state bodies in the field of educational development.</p> <p>The external members and the members of PPC will be involved in finalisation of the perspective plan.</p>	
TRAINING/WORKSHOPS/SEMINARS/ CONFERENCES				
5.	<p>We suggest that the training and orientation of teacher educators need not necessarily form a part of NIEPA's programmes. (3.1.0)</p>	Accepted	Taken note of	
6.	<p>There is a need to rationalise the training programmes of the institute and maintain them at levels which do not adversely affect the other activities of the Institute particularly the research and dissemination programmes. (3.2.0)</p>	Accepted	Suggestions given are being implemented. Considerable attention is being given to augment research and dissemination activities	
7.	<p>The quality of the programmes offered could be further strengthened on the following lines :</p> <p>(a) Confine the training programme to key personnel trainers and to innovative and experimental programmes;</p> <p>(b) Conduct enough research, do preparatory work and prepare teaching materials before the programme is offered;</p>	Accepted	Suggestions given are being implemented. Considerable attention is being given to augment research and dissemination activities	

Sl. No.	Recommendations of the Review Committee on NIEPA	Decisions of High Powered Committee on the Recommendations of Review Committee on NIEPA	Action Taken by NIEPA	Remarks
	<p>(c) Develop own competencies in relation to the programme theme by reviewing developments in the management field; and</p> <p>(d) Carefully select the participants.(3.2.0)</p>			
8.	The NIEPA should gradually transfer its responsibilities relating to training of functionaries at district level or Principals of colleges and others to the State level units. (3.3.2)*	Accepted	Being implemented through State Institutes of Management of Education and Training, State Institutes of Education/DIETs, Directorates of Higher Education and Universities by organizing programmes in Collaboration with the respective organizations. Steps to establish linkages with other institutions have been initiated.	
9.	The NIEPA should be able to assist new institutions in states and UTs (which would be responsible for undertaking tasks of educational planning and administration) through training, other support and material assistance to develop them into self-contained units capable of managing their own tasks. (3.3.1)*	Accepted with the modification that the word "self-contained" be deleted.	Being gradually implemented. It will take a little time before other agencies develop capabilities to conduct these programmes. Concept of training of trainers and networking of the programmes with the states and similar institutions is being promoted.	
10.	NIEPA should be able to take up programmes in collaboration with the State agencies to promote decentralisation of educational administration and effective implementation of programmes. (3.3.3)	Accepted	- do -	
11.	NIEPA should offer fewer programmes and of good quality. While it is difficult to regulate the quality by merely putting a ceiling on the number of programmes to be offered, we recommend that not more than 500 programme days or 100 programme weeks should be spent on training... A faculty member will be working on training for 75 man days i.e. about a third of the working days in a year. (3.14.0)	While accept the broad approach spelt out in Recommendations 11 and 12, the Empowered Committee felt that during the next few years the importance of training should not be underemphasized, while increasing the importance of research, functions related to advisory work and dissemination		

Sl. No.	Recommendations of the Review Committee on NIEPA	Decisions of High Powered Committee on the Recommendations of Review Committee on NIEPA	Action Taken by NIEPA	Remarks
		activities. The committee also felt that it may not be realistic to indicate proportion of time which faculty members may spend on different functions/ activities.		
12.	The rest of the time should go for research, advisory and dissemination activities of which about a good part (say about 25 mandays for faculty) may be spent on research, on training and development of new methodologies. (3.14.1)		Implemented	
13.	The quality of training offered by NIEPA however, could be improved further by the following : (i) choice of programmes (ii) preparatory work before launching training (iii) provision of well planned inputs and use of innovative skill based methods (iv) undertake follow-up action to appreciate problems in implementation and ensure support from the implementing agencies for adoption of innovative practices advocated during the training. (3.14.2)	Accepted	Implemented	
14.	Choice of Programmes: NIEPA should choose its clientele and programmes where it has competencies, where the clients need the programme and where there is a scope for making an impact. This should be based upon a survey of training needs. In other words, NIEPA should choose key people to be trained (e.g. top level administrators, State-level Directors, Vice-Chancellors, Deans, etc.) and strategic themes in which training inputs can have an impact. NIEPA faculty should determine largely the programmes NIEPA should offer. Whenever Ministry requires NIEPA to conduct training, a healthy convention of consulting NIEPA may be developed. (3.14.3)	Accepted	Implemented	

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15.	<p>Training of DEOs and such other functionaries where hundreds of officials are involved should be left for State Institutes and local institutions. At the most, NIEPA could run one or two experimental programmes in a year with a view to evolve new methodologies. NIEPA faculty should focus on training of trainers of other institutions to promote competency development. NIEPA faculty should also develop modular material for use by other training centres/institutions and make special efforts to develop State level competencies to train headmasters and institutional heads where the number to be trained is large. (3.14.4.)</p>	<p>Accepted with the following modifications :</p> <p>(i) the sentence "at the most NIEPA could run one or two experimental programmes in a year with a view to evolve new methodologies" be deleted.</p> <p>(ii) the following sentence may be added at the end of the recommendation: "with a view to familiarising the faculty of the training needs of the District Officers/Project Officers and to develop training material for senior level trainees, it would be advisable for NIEPA to organise on an experimental basis programme for such officers (viz. District/Project Officers)".</p>	<p>Being gradually implemented. It will take a little time before other agencies develop capabilities to conduct these programmes. It should taper off.</p>	
16.	<p>We realise that it may not be possible for NIEPA to discontinue its training programmes of District Education Officers and other district level functionaries with immediate effect as this may cause dislocation in the training programme of these strategic functionaries. NIEPA should evolve a two-pronged approach, on the one hand efforts should be made to develop competency and capabilities in the States to undertake these training programmes, and at the same time discontinue these programmes in a phased manner. As the Committee is also aware that new functionaries in these areas would require to be trained and hence a plan of action has to be carefully drawn up to ensure a smooth change over. (3.14.5)</p>	<p>Accepted</p>	<p>- do -</p>	

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17.	Preparatory Work : Before any programme is launched the "programme faculty team" should do enough preparatory work to understand the training needs of participants and design the programme. For this purpose they may visit selected clients, call a short meeting, visit other institutions and prepare case studies. (3.14.6)	Accepted	Taken note of	
18.	For every programme, preparation should begin a few months in advance by the faculty team meeting and deciding the inputs, materials to be collected etc. The programme coordinator may prepare a budget, discuss in the group and get it approved by the Director. Thereafter, the programme coordinator should have freedom to use the budget without any further permissions (except for deviations). (3.14.7)	Accepted	Taken note of	
19.	Programme Inputs : NIEPA faculty should use training methods that aim at skill development. Faculty should move away from lecture discussions to case-study methods, workshops, role plays, management games, simulation exercises, in-basket methods and other skill based methods. Audio-visual aids may be developed and used to increase involvement of participants. (3.14.8)	Accepted	Being implemented	
20.	Follow-Up: NIEPA faculty should periodically visit the clients/client organisations and assess the utility of the training programme. Evaluation/follow-up studies could be conducted to enrich the programme inputs. These could be conducted in the form of follow-up workshops. (3.14.9)	Accepted	Being implemented	
RESEARCH				
21.	It is high time that NIEPA undertakes more experimental and path-breaking studies. Today the studies lack management thrusts or focus. Hence the results and the study reports enthuse people only to a limited extent	Accepted	Being implemented	

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	serving as sources of information about the state of educational planning and administration. This (Action Research) should be stepped up as action research in a way in which new knowledge can be generated. (3.2.2)			
22.	The NIEPA should support the efforts of the (State Level) organisations to undertake action oriented research and other forms of research activities. (3.3.2)*	The Committee decided that this recommendation may be accepted after re-wording as follows: "The NIEPA should support and have networking arrangements with State Level Institutions of Planning and Administration, appropriate university departments and institutes of management and of social science research (as referred to in the recommendation at S.No.43), to undertake action-oriented research and other forms of research and training activities".	Being implemented Funds for conducting comparative studies to examine how educational planning experience is evolving in India and in other foreign countries are being allocated for the next year. Rules for conducting these projects are being framed.	
23.	NIEPA may undertake inter-state studies and action research programmes for identifying the structures and systems which are efficient, cost-effective and easily adaptable. (3.3.6)*	Accepted		
24.	NIEPA should be known for its contributions to the improvement of educational planning and administration in India and other parts of the world. This is possible only through high quality research. (3.15.0)	Accepted		
25.	Different Categories of Research and Studies: There should be a clear distinction between fundamental research/ policy analysis/ maintenance of data base of educational planning and administration/ research on implementation and evaluation of educational programmes and projects/ comparative studies/ and action oriented research. (3.15.1)	Accepted	Being implemented Funds for conducting comparative studies to examine how educational planning experience is evolving in India and in other foreign countries are being allocated for the next year. Rules for conducting these projects are being framed.	

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26.	There should be a clear distinction and an equal need for desk studies; state of arts reports; position papers; indepth econometric analysis requiring heavy data collection; and prospective studies on the future of educational system in India. (3.15.2)	Accepted		
27.	Prioritising Research Topics : The choice of the research topics should be made on the basis of three major criteria. Priority issues likely to emerge or actually confronted by the Indian educational system; the capacity to do research on these issues within a manageable period of time; and the comparative advantage of NIEPA to conduct such research vis-a-vis universities and research institutions in India. (3.15.3)	The Committee decided that the recommendation may be accepted after re-wording as follows: "The choice of research areas should be governed by issues likely to emerge or actually confronted by the Indian educational system, particularly in the sphere of educational planning and administration. The specific subjects of research to be selected may be governed by considerations such as NIEPA's capacity to do research on these issues within a manageable period of time; and the comparative advantage of NIEPA to conduct such research, vis-a-vis universities and research institutions in India. Where the topicality of issues so demand, NIEPA should develop necessary capability to undertake research in those areas".		
28.	In the area of policy analysis, one priority may be to examine resource implications of alternative modes of financing education at sub-sectoral level (such as higher education, vocational education or pre-school education). (3.15.4)	Accepted	Being implemented Funds for conducting comparative studies to examine how educational planning experience is evolving in India and in other foreign countries are being allocated for the next year. Rules for conducting these projects are being framed.	

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29.	In the area of implementation and evaluation, one possible priority could be to develop a methodology for introducing feasibility testing (in terms of implementation capacity of the institutions) of educational plans and projects. (3.15.5)	Accepted		
30.	In the area of comparative studies, it may be useful to examine how educational planning experience is evolving in India and in other foreign countries. (3.15.6)	Accepted		
31.	In the area of educational administration, there may be a need to consider developing qualitative and quantitative indicators to improve management of educational system (such as resource indicators on teachers, costs, performance indicators, indicators on conditions of schooling, etc.). Another topic of major relevance is the articulation of formal with non-formal education projects; keeping alive local initiative. Other topics in this area may require some discovering facts exercise, on (i) the situation of educational personnel i.e. headmasters, supervisors, regional, district officers etc; (ii) community involvement in education (in organisation and finance, tutoring etc.); (iii) communication and information between various levels and sectors of the educational system. (3.15.7)	Accepted		
32.	These suggestions above are only illustrative. We would expect the faculty of NIEPA to evolve the priorities in research topics based on their perception of the major needs in this area, advice of the authorities of the Central and State Governments, the Perspective Plan of the Institute and the views of the experts. (3.15.8)	Accepted	Being implemented	Funds for conducting comparative studies to examine how educational planning experience is evolving in India and in other foreign countries are being allocated for the next year. Rules for conducting these projects are being framed.
33.	Modalities: Each research project should be prepared in three phases; (i) analysis of the problem through literature review, desk studies and state of art studies leading to position papers; (ii) explicit formulation of the issues to be researched and assumptions to be tested including the methods for documenting such assumptions; (iii) Agenda for implementation of the research which include provisions for partnership, budget, and organisation features. (3.15.9)	Accepted		

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34.	Doctoral Programmes: In order to keep the academic interests of faculty alive, to promote interdisciplinary research and to facilitate faculty development, we recommend that NIEPA faculty be encouraged to guide doctoral students. NIEPA may work out arrangements with a local university to guide Ph.D. students in educational planning and administration. NIEPA should provide fellowships to interested candidates to pursue doctoral work. We feel that this is one of the ways in which interdisciplinary research can be encouraged. This will also help NIEPA faculty to maintain links with other relevant departments/ institutions of social sciences. A centre for studies in educational planning and administration may be created for this purpose, if necessary by the Academic Committee. (3.16.0)	Accepted	NIEPA faculty on an individual basis is already engaged is guiding doctoral students. However centre for studies in educational planning and administration will be created after discussion with the faculty and PPC experts	
35.	In addition, NIEPA should be able to finance research studies and action research on a selective basis to be undertaken by these (consortium) institutions. (3.18.3)	Accepted with the modification that the words "by these (consortium) institutions" may be substituted by the words "by institutions with which it has networking arrangements referred to in the recommendation at S.No. 22"	NIEPA through its scheme of assistance finance research studies proposed by scholars and institutions	
CONSULTANCY/PROFESSIONAL SUPPORT				
36.	NIEPA has been assisting various Central and State Government agencies from time to time. NIEPA should be able to attract a large clientele on a variety of educational planning and administration issues. NIEPA should choose strategic and important areas for assisting States and develop similar competencies in a network of institutions to help educational planners and administrators. (3.2.3)	Accepted	The faculty is already involved in developing perspective plan.	
37.	One of the immediate and priority tasks of NIEPA will be to encourage and support the development of institutions in the States and UTs which would be responsible for undertaking tasks of educational planning and administration. (3.3.1)*	Accepted	NIEPA accepts such demands from state governments as and when made and provides all professional advice necessary.	

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38.	NIEPA should take the initiative in playing a key role in the establishment of State Advisory Boards of Education, Council for Higher Education, District Boards of Education and other similar important bodies and institutions and extend professional support to such institutions to enable them to play their roles. (3.3.4)*	Accepted with the stipulation that the bodies and institutions referred to in the recommendation may be taken as illustrative and in actual practice whatever bodies and institutions are recommended by Government should receive the professional support from NIEPA.		
39.	With the expansion in the educational institutions of different categories and types, the administrative set ups in the States at different levels are coming under great strain. Detailed plans have to be drawn up for equipping people manning these institutions to discharge their responsibilities. NIEPA would have to play a leading role in this area. (3.3.5)*	Accepted		
DISSEMINATION				
40.	NIEPA also needs to step up its efforts to disseminate the new knowledge generated by its own faculty and others for enhancing the competencies of educational planners and administrators. While the Journal published by NIEPA and other publications by NIEPA faculty serve a very useful purpose in this direction, NIEPA needs to strengthen its dissemination activities. This could be done through preparing a large number of simple and well written documents for educational administrators. (3.2.4)	Accepted	Being implemented	
41.	Faculty should be encouraged to publish their work in the Institute's Journal and other reputed journals. The Institute should encourage faculty to publish their books and monographs with commercial publishers. As in the past arrangements may be worked out with publishers where	The committee agreed with the recommendation and reiterated that NIEPA should not take upon itself the role of a publishing house and its publications	Being implemented	

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	NIEPA could buy some minimum number of copies for distribution among Council Members and other client groups. NIEPA faculty should be encouraged to develop monographs and occasional papers for dissemination among educational planners and administrators. NIEPA should have a suitable dissemination facility established for this purpose. (3.15.10)	should be confined to monographs, occasional papers, research studies, etc. NIEPA should also publish reprographic papers and bring out extracts from educational journals and books for dissemination among educational planners and administrators.		
NETWORKING AND DEVELOPING OTHER INSTITUTIONS				
42.	Educational planning and administration needs are many. NIEPA alone will not be able to handle all these. There is a need to "enthuse" and "support" a large number of institutions to contribute to the improvement of educational planning and management. (3.18.0)	Accepted	Being implemented	
43.	<p>For this purpose NIEPA should form a consortium of institutions interested in undertaking research and training in educational planning and administration. This consortium should include the following:</p> <ul style="list-style-type: none"> (a) ICSSR institutions and other social science research institutions. (b) Institutes of management like the IIMs, XLRI, XIM, TISS, Bajaj Institute, MDI, etc (c) University Departments of Management Education, Economics, Public Administration, etc. (d) SIEPAs when they come into existence or SCERTs whenever appropriate, State Institutes of Public Administration and Institutes of Development Studies. (e) Other institutions that may have interest in Educational Planning and Management. (3.8.1) 	Accepted with the modification that the word "consortium" may be substituted by the word "Network".	Being implemented	

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44.	To make this consortium effective NIEPA should have a separate budget to hold annual research conferences/workshops with participation by these institutions. (3.18.2)	Accepted	Being implemented	
45.	In addition NIEPA should be able to finance research studies and action research on a selective basis to be undertaken by these institutions. (3.18.3)	Accepted	Being implemented	
46.	We recommend that an additional annual budget of Rs. 10 to 15 lakhs be set aside for this purpose. Of these about Rs. 2 lakhs may be spent on the annual research conference on Educational Planning and Administration. (3.18.4)	Accepted	Being implemented	
NIEPA vis-a-vis STATES AND UNION TERRITORIES				
47.	The Committee recognised that the States and Union territories have a very important role to play in the improvement of educational planning and administration in the country. A large part of role of NIEPA would be directed towards efforts to support the State Government programmes in this direction. In fact this would be the crucial role of NIEPA. We would recommend the following measures to enable NIEPA to play an effective role. (3.3.0)	Accepted	Being implemented	
48.	One of the immediate and priority tasks of NIEPA will be to encourage and support the development of institutions in the States and UTs which would be responsible for undertaking tasks of educational planning and administration. They should gradually develop their functioning on the lines of the functioning of NIEPA in the context of the needs and requirements of the States and union territories. The States and Union Territories may choose one or more institutions in the States which would undertake the task of educational planning and administration. But once these institutions are recognised by the States, the NIEPA should be able to assist them through training, other support and material assistance to	Accepted with the modification that the words "establishment and" may be added after the words "support the" in line four.	Being implemented	

Sl. No.	Recommendations of the Review Committee on NIEPA	Decisions of High Powered Committee on the Recommendations of Review Committee on NIEPA	Action Taken by NIEPA	Remarks
	develop them into self-contained units capable of managing their own tasks. We would expect the Central Government also to extend full support and help NIEPA in this effort. We do not favour NIEPA setting up its own units in the States. Such an arrangement is not likely to be supported by the States and may not prove effective in the long run. (3.3.1)			
49.	The NIEPA should gradually transfer its responsibilities relating to training of functionaries at district level or Principals of colleges and others to these State level units but should support the efforts of these organisations to undertake action oriented research and other forms of research activities. This would enable the NIEPA to gradually move to the more serious tasks that are envisaged for it by the Committee. (3.3.2)	Accepted	Propose to implement	
50.	Democratisation of administration in the field of education is an important factor in the Indian system. Sufficient efforts have not been made to promote efficient administration at lower levels in educational hierarchy. NIEPA should be able to take up programmes in collaboration with the State agencies to promote decentralisation of educational administration and effective implementation of programmes. (3.3.3)	Accepted	NIEPA faculty in already involved in DPEP and Panchayati Raj programmes to achieve the objective	
51.	Proposals are under consideration of the Government to set up State Advisory Boards of Education, Council for Higher Education, District Boards of Education and other similar important bodies with a view to strengthen the educational administration in the States. Recently, proposals have also been made regarding involvement of Panchayati Raj Institutions and urban local bodies in education including educational planning and administration. NIEPA should take the initiative in playing a key role in the establishment of these institutions and extend professional support to such institutions to enable them to play their roles. (3.3.4)	Accepted	NIEPA is providing professional support to State Council of Higher Education, District Boards of Education, DIETs and key functionaries of Panchayati Raj Institutions.	

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52.	With the expansion in the educational institutions of different categories and types, the administrative set ups in the States at different levels are coming under great strain. Detailed plans have to be drawn up for equipping people manning these institutions to discharge their responsibilities. NIEPA would have to play a leading role in this area. (3.3.5)	Accepted	Being implemented	
53.	Different States have their own administrative hierarchy, systems of management, pattern of recruitments and procedures and rules. NIEPA may undertake inter-state studies and action research programmes for identifying the structures and systems which are efficient, cost-effective and easily adaptable. (3.3.6) (Parts of this section are also given in the appropriate sections)	Accepted	Being implemented	
DECISION MAKING AUTHORITIES AND INTERNAL MANAGEMENT				
54.	NIEPA Council : NIEPA faculty is represented by only one member. We recommend that this be raised to three. From among the faculty the President may nominate upto three members on the recommendations of the Director. (3.5.0)	Accepted	Implemented	
55.	The Council through its annual meeting should play an active role in understanding and reviewing the activities of NIEPA and providing necessary support. Executive summaries of all important publications/ documents produced by NIEPA should be circulated to the Council Members. (3.5.2)	Accepted	Implemented	
56.	Executive Committee (EC) : We recommend that two of the three faculty members on the NIEPA Council should be made as members of the EC. This is intended to help NIEPA Director and faculty to have a larger say in managing the affairs of NIEPA. (3.6.0)	Accepted with the modification that the Executive Committee may also include the following : One Director of Education of State Government and one Director of a State Institute actively engaged in educational planning and management, to be nominated by Government of India.	Implemented	

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57.	<p>Academic Committee (AC) : We suggest that the PAC be replaced by a new committee called as "Academic Committee" to act as the major academic decision making body of the Institute. The AC should be the body to approve and finalise all the academic programmes of the Institute. It should be included among the authorities of the Institute under the Rule 3 of the Memorandum of Association. (3.7.0)</p>	<p>Accepted with the modification that the new Committee may be called as "Planning and Programme Committee", which will approve, finalise and review the various programmes of the Institute. For review of the Programmes, the Planning and Programme Committee may set up small groups to go into details of any matter.</p>	Implemented	
58.	<p>The Academic Committee should work as a think-tank for the faculty as well as a link between the faculty and EC. This Committee which is chaired by the Director may develop long term and short term academic perspectives and plans for the Institute. This Committee will also consolidate annually the research, training, dissemination and advisory programmes planned by the faculty, study them and identify gaps and thrust areas. (3.7.1)</p>	Accepted	Implemented	
59.	<p>The Academic Committee should consist of all the unit/group coordinators..... In addition, this committee may have representation of Directors/ Commissioners/ Secretaries of Education from three to four States, one Vice-Chancellor, two representatives of MHRD, two to three representatives from Social Science and Management disciplines and the Joint Director, NIEPA. (3.7.2)</p>	<p>The Committee decided the Planning and Programme Committee should consist of the following :</p> <ul style="list-style-type: none"> i) all unit/group coordinators ii) one representative of the Ministry of Human Resource Development, (Department of Education); iii) one representative of the Planning Commission; iv) one representative of the UGC; v) one Vice-Chancellor of a university to be nominated by the President; 	Implemented	

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		<p>vi) two Education Secretaries of State governments to be nominated by Government of India;</p> <p>vii) two Directors of Education of State Governments to be nominated by the Government of India;</p> <p>viii) six educationists/social scientists/ management experts, to be nominated by the President (of whom two persons may be involved in women's/ girls' education one persons in education of SC/ST and one person in education of Minorities); and</p> <p>ix) the Joint Director, NIEPA.</p> <p>The Empowered Committee also decided that a convention should be established for associating Officers of the Bureau concerned in the Ministry of Human Resource Development (Department of Education), Specialists from State Education Department, and where necessary from NCERT and other appropriate institutions, with the Planning and Programme Committee, or with any group constituted by it, to go into the details of any matter referred to it.</p>		

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60.	<p>Director and his Role : Director plays a very important role in an institution like NIEPA. Besides providing leadership to faculty and administration, he also forms the link with the external world. Being located in Delhi, he has a very critical role to play in terms of protecting the autonomy of the Institute and at the same time meeting the expectations of the Ministry.</p> <p>It is very difficult to balance these. Hence the Ministry needs to continuously strengthen the hands of the Director by ensuring that he functions with a large measure of autonomy and not by making routine demands on the Institute. It is also in the interest of NIEPA to work with the Ministry and influence the policies and practices. (3.8.0)</p>	Accepted	NEIPA has noted this also for the attention of the Ministry.	
61.	<p>A participative style of leadership (which has been the style of the Directors so far) is highly recommended for an institution like NIEPA. A large part of the Director's time should be devoted to identifying and creating opportunities for NIEPA faculty to make an impact. A large part of internal routine administration should be done by the Joint Director. Academic issues should be handled by Director and all faculty should report to Director. Director should have periodic faculty meetings to discuss various issues and keep them posted with information of major developments. The Committee endorses the present practice of treating the Director at par with a Vice-Chancellor. (3.8.1)</p>	Accepted	Noted	
62.	<p>Joint Director: We recommend that this position (Executive Director) should continue, but should be re-designated as Joint Director (JD) at par with a pro-vice-chancellor. The Registrar should report to the JD and the Director. The Joint</p> <p>Director may officiate as Director in the absence of the Director. (3.9.1)</p>	Accepted, but the present procedure of open selection should be followed	Implemented	

Sl. No.	Recommendations of the Review Committee on NIEPA	Decisions of High Powered Committee on the Recommendations of Review Committee on NIEPA	Action Taken by NIEPA	Remarks
63.	Deans: We recommend that these positions may be abolished and converted into faculty positions. (3.9.2)	Accepted	Positions of consultants for working as Deans have since been abolished. Their conversion as faculty position is yet to be done. F.No.24-1/95-Acad.	
64.	Consultants: The position of a short term Consultant has many advantages to NIEPA if it can be utilised properly. Consultants should be appointed for the following purposes: (a) As short term experts in fields where such an expertise is lacking in the Institute or such an expertise is difficult to get on a long-term basis or to conduct specialised programmes. (b) To conduct short-term research projects. (c) To provide faculty development and institution-building help to the Director and Faculty of NIEPA. (3.9.4)	Accepted	Being implemented	
65.	We recommend that the Consultants appointments should be short term contract appointments upto 6 months and in exceptional cases for one year. (3.9.5)	Accepted with the modification that ordinarily the appointment of Consultant should not be for more than one year. In exceptional cases, with the approval of Executive Committee, the appointment may be for more than one year, but not exceeding two years.	Being implemented	
66.	As far as possible, the Consultants should be borrowed from other specialised institutions and should represent specialisation in a discipline that NIEPA may not have. Practitioners also could be appointed to assist in specified programmes. (3.9.6)	Accepted	Being implemented	
67.	All selections should be made by a duly constituted selection committee with the Director, NIEPA as Chairman. This Committee should have the freedom to invite eminent/distinguished persons as Consultants. At any point of time there should be not more than 5 (five) such Consultants working at NIEPA. The need for such Consultants should be determined by the Director. (3.9.7)	Accepted with the modification that the total number of Consultants should be equivalent to 60 man-months.	Being implemented	

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68.	As the appointments should be contractual, the Consultants may be recruited on a negotiated salary which could be higher than the highest salary paid in the Institute in exceptional cases. Free furnished housing facilities should be provided to attract real good experts in the field as Consultants. Good working conditions also should be provided to them. (3.9.8)	Accepted	Being implemented	
69.	<p>Faculty Council : All the faculty of the Institute should constitute the Faculty Council with the Director as the Chairman and Registrar as the Member-Secretary. The Faculty Council should keep meeting periodically (at least twice a year) to discuss various academic and administrative issues of the following nature.</p> <ul style="list-style-type: none"> (a) Director may brief the faculty about his transactions with various client groups, their thinking, feedback, expectations, changes in the environment, etc. (b) Faculty work-load and norms. ... (c) Review of programmes, projects, experiences and suggestions and learning for future. (d) Recapitulation of major events in the Institute and information on future events. (e) Presentations by faculty on their project experiences, trips abroad, research, etc. (f) Discussions on mechanisms of improving ability, relevance, material development, etc. (g) Presentation of annual work plans by various groups. (h) Identifications of support needs, difficulties and decisions to overcome problems. (i) Appointing sub-committees/task force etc. to look into the specific management aspects of the Institute. (j) Suggestions for understanding major activities/programmes by the faculty of the Institute. (k) Feedback to NIEPA Council, Executive Committee and Academic Committee. (3.10.2) 	Accepted	Faculty Council has been constituted. Full faculty meetings are being held.	

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70.	The Faculty Council acts as the main sounding board for the Director in managing the Institute. It also evolves norms for faculty work and behaviour through participative methods and peer group culture. It may also generate agenda items for discussion in the different authorities of the Institute. (3.10.3)	Accepted		
71.	<p>Annual Planning and Review of Institute's Activities Collectively by the Faculty: All faculty members of NIEPA should give themselves about a week every year to collectively think, share plans and review their activities. This could be done in a seminar form. One week in a year can be assigned as a planning and review week. In this week no other programme should be held. Every faculty member should plan his annual activities (research, teaching, material development, publications etc.) in consultation with his unit/group members. For this purpose the groups/units should first plan their own activities for the year. Every individual faculty member should have some freedom to plan one or two activities of professional interest to him/her not exceeding about 25% of the annual time. Such individual activities should be in consonance with NIEPA Objectives. The rest of the activities should be group activities as far as possible. After the units and individuals complete such plans, the entire faculty should get together and share their plans. The planning process in the week may begin with a faculty meeting in which the Director highlights his concerns, the Institute's priorities for the next year after a review of previous year's activities. This is followed by unit/group meetings to discuss priorities. Subsequently, individual faculty prepare their plans and discuss in the units/groups. The groups consolidate the plans and make presentations in the second faculty meeting in that week. Some free time should be left for contingency programmes/ projects. (3.10.4)</p>	Accepted	Being implemented	

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72.	<p>Participative Culture: The participative culture of the Institute should also be strengthened by increasing collective decision - making. One way to move in this direction is to make unit/group heads "Coordinators" rather than "deciders" of unit activities. The responsibility for coordination should be given to all faculty members by rotation by introducing a system of change of unit heads every 2 to 3 years and not attaching any excessive administrative privileges to unit heads. The support staff provided to units/groups should be meant for all faculty members belonging to that group and its use should be decided collectively by all members rather than individually by the unit head. (3.10.5)</p>	Accepted with the modification that systems of change will be decided by the Executive Committee	Yet to be discussed in the faculty meeting F.No.1-17/95-Ctes(Aca.)	
73.	<p>Planning and Review at Individual, Group & Institutional Levels: Every faculty member, group (units, project groups, task forces, etc.) should plan and review their activities annually. At individual level every faculty member should plan his activities and time under the following heads.</p> <p>(a) Research Project including Action Research</p> <p>(b) Teaching</p> <p>(c) Material Development</p> <p>(d) Writing of Books, Articles, Monographs etc. for Dissemination</p> <p>(e) Advisory Services</p> <p>(f) Administrative</p> <p>(g) Responsibilities.(3.10.6)</p>	Accepted	As stated at -----, It will be linked with Perspective Planning.	
74.	Groups should plan their research as well as training programmes and send them to the Academic Committee for review. Similarly their implication should be reviewed at the end of the year (3.10.7)	Accepted	Being implemented	

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75.	We recommend that there should be a system of performance appraisal for all faculty and research staff. The appraisal should be largely development oriented. Every faculty member/research staff should, at the end of every year, review his work of the previous year in relation to research, teaching, material development, publications, advisory services, administration etc. and send a written note of self-appraisal to the Director. Such a self-appraisal should highlight accomplishments for the previous year as well as development needs for the next year. (3.10.8)	Accepted with the modification that in finalising his remarks about the performance of a faculty member, the Director would ordinarily be guided by the Faculty Review Committee and Development Committee referred to in recommendation No. 76.		
76.	A Faculty Review and Development Committee may be formed consisting of the Director, Joint Director and two other members of faculty suggested by the faculty. This Committee should review the work done by the faculty and identify development needs. The Director may have individual review discussions with faculty. The work of research staff should be reviewed by their faculty supervisors and passed on to the Director for information. This appraisal is an exercise in communication, accountability and development. (3.10.9)	Accepted	Yet to be implemented	
77.	Every five years the candidates performance and contributions should be comprehensively reviewed by an expert committee. Inputs from the performance appraisals should be taken into consideration for promotion decisions. There should be a comprehensive review of performance for every faculty member. The Director should give a feedback to faculty after such a review. (3.17.1)	While the idea of a five yearly review of the work as recommended was approved, it was felt that its use for higher selection (the idea of promotion is in any case not appropriate) of such appraisal was not favoured.	Yet to be implemented File moved	
78.	Reorganization of Administrative Structure to Reduce Routine Administrative Work for Faculty and Release Academic Time : This could be done by evolving a system of assigning "programme assistants" or "programme secretaries" to each programme. They should work under the supervision of the training programme coordinator and do tasks like preparing draft letters to participants, routine correspondence ensuring availabilities of all physical	Accepted, but the details should be worked out and referred to Executive Committee for decision. The guidelines laid down by the Department of Personnel and Training should also be obtained and taken into account for pre-paring the details.	Yet to be implemented File moved	

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	facilities like audio-visual aids etc., travel arrangements for participants, time-tabling, material compilation, coordination with visiting faculty and so on. The programme assistant should be an administrative assistant to the programme and should release faculty time for academic coordination. (3.10.10)			
79.	There is a need to rationalise other elements of the administrative structure of the Institute. A principle that could be kept in mind for such a re-organisation is to treat every faculty member as equal in terms of administrative support required. An internal system may be evolved in this direction. (3.10.11)	The principle of providing administrative support in accordance with the responsibility to be discharged by the faculty member from time to time should be followed.	Yet to be discussed in the faculty meeting File moved No.F.1-17/95-Ctes. (Aca.)	
80.	Unit Structure: We feel that there is a strong need to reorganise or restructure the units by reducing them in number to make them viable, focused and purposive. Based on our perception of the work assigned to the present units and the discussions we have had with the faculty we have come up with suggestions on the lines on which future re-organisation of the units can be attempted. Present organisation and comments about the work being done by each of these units and the proposals for re-organisation are given in Appendix IV. We are aware that our perception may suffer from various limitations. Hence, our suggestion may be considered as only illustrative. (3.11.2)	Accepted	Yet to be discussed in the faculty meeting File No.F.1-17/95-Ctes. (Aca.)	
81.	Another distinct approach to the management of tasks in an institution of this type would be the organisation of task forces periodically to manage the tasks and programmes of NIEPA. This approach confers a considerable degree of flexibility and dynamism to the operational system, but it would imply a change in the practice in force in NIEPA till now and willingness to experiment with a new approach. In this approach which has been spelt out as an alternative in Appendix IV, specific tasks are identified and task forces are assembled. However, we would clarify that	Accepted	Yet to be discussed in the faculty meeting File No.F.1-17/95-Ctes. (Aca.)	

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	programmes of a continuous nature like publication, organisation of international training courses would be the responsibility of project groups as against task forces. (3.11.3)			
82.	We feel that any such reorganisation should be done as an internal exercise with faculty involvement. We recommend that the Academic Committee should undertake this task. (3.11.4)	Accepted	Yet to be discussed in the faculty meeting File No.F.1-17/95-Ctes. (Aca.)	
83.	Library : An attempt should be made to increase the space and improve the other facilities in the library. (3.12.1)	Accepted	Being implemented	
84.	We would suggest that the recommendation of the Expert Committee constituted by the Director to go into the question of re-organisation and modernisation of Library may be processed expeditiously and implemented to enable the library to play a vital role in the development of the Institute. (3.12.2)	Accepted	Being implemented	
85.	Computer Centre : A separate faculty group specialising in computer based applications in educational management should be instituted. Such a group can be a part of the Operations Research and Management Group. In the present set-up no such separate faculty group exists. (3.13.0)	Accepted	Is being taken	
86.	The faculty and staff have already started using the personal computers in their units for training, research, and administration. This activity should be further strengthened in future by increasing and encouraging decentralised computing. At the same time, however, the computer centre also needs to be strengthened both in human and computing resources. The computer centre should act as a central service facility, and should be responsible for handling systems beyond the capability of individual unit. The computer centre should work under the guidance of a committee, which decides the priorities for computing services and reviews the requirements of computing resources in the Institute from time to time. (3.13.1)	Accepted	Yet to be implemented File No.F.1-17/95-Ctes. (Aca.)	

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87.	<p>Faculty Size: For making an impact we feel that an optimal size of faculty is required. We feel that about 40 full time faculty members may constitute the optimal strength for NIEPA. Assuming that about 5 are on leave at any given point of time, NIEPA can aim at a faculty size of 45 in addition to Consultants. (3.17.0)</p>	<p>The idea of a faculty of 45 to be expanded over the next 3-4 years, is acceptable. However, keeping in view the nature of responsibilities which can be envisaged from the faculty members, and the danger of a promotion system insidiously entering the selection procedure, the Committee was of the view:</p>	<p>Yet to be implemented</p>	
88.	<p>We recommend that all the faculty positions should be Senior Fellows in Professor's grade. However, NIEPA may recruit faculty in Associate Fellow, Fellow grades depending on the qualifications of the candidates. (3.17.1)</p>	<p>(a) that the faculty may be divided between Senior Fellow, Fellow and Associate Fellows, the exact number of posts of each category to be decided by Executive Committee on the recommendation of the Planning and Programme Committee having regard to the re-organisation of the Units, provided that, by and large, it was felt that the number in the three categories should be approximately equal.</p>	<p>Yet to be implemented</p>	
89.	<p>As the above recommendation make it clear that every faculty member recruited to the Institute should be seen as a potential Senior Fellow. We hope that this will sustain the motivation of faculty and enthuse them to show excellence. There should be appropriate disincentive for mediocre or poor performance. (3.17.2)</p>	<p>(b) that each position should be filled by the most suitable persons through an open, all India selection; and</p>	<p>Yet to be implemented</p>	
90.	<p>The faculty should be supported by the required research staff. The research staff should be recruited on project basis for various projects. (3.17.3)</p>	<p>(c) that where the Director is of the view that a particular Fellow or Associate Fellow has made an exceptional contribution and that he should not be prevented</p>	<p>Yet to be implemented</p>	

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		from vertical mobility or to see that he/she is not obliged to look for placement elsewhere due to non-availability of a senior position, EC may be authorised to upgrade positions of Fellows to Senior Fellows and of Associate Fellow to Fellows, as the case may be.		
91.	Faculty Development: The faculty of NIEPA should be encouraged to participate in short term exchange programmes with other relevant institutions in India and abroad. The Institute may work out short term attachments to develop their competencies. The Director should allocate a separate faculty development budget for these purposes. (3.17.4)	Accepted	Yet to be implemented	
92.	It may be useful to conduct a faculty development workshop in latest training techniques. Faculty may also be sponsored on field visits to other Management Institutes to study the methodologies they use. (3.14.8)	Accepted	Yet to be implemented	
93.	Sabbatical arrangements should also be instituted. (3.17.5)	Accepted	Implemented	
94.	The Administration of the Institute: A Committee may be constituted with the representatives of the Integrated Financial Advisory Wing of the Ministry to review the present delegation of the powers in the Institute and extend them with a view to avoid administrative and financial delays and enable quicker despatch of work. (3.19.0)	Accepted	Yet to be implemented Five moved	
95.	The Ministry may review the powers of delegation to authorities of NIEPA with a view to ensure a large degree of financial and administrative autonomy to the Institute. (3.19.1)	Accepted	Yet to be implemented	

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96.	The NIEPA has developed an excellent tradition of farming out various aspects of the routine functions associated with the Institute such as security, cleaning and catering etc. We would recommend that this approach should be continued in future. This would enable the Institute to maintain the administrative wing to a small core and provide efficient services to the academic work of the Institute. (3.19.2)	Accepted	Being implemented	
97.	The Institute should take early action to finalise the service rules and also other rules and regulations relating to the internal administration of the Institute. A small group of Executive Committee may perhaps be constituted for pursuing action on this matter and ensuring time bound completion of the work. (3.19.3)	Accepted	Implemented	
CAMPUS				
98.	NIEPA is a very important and strategic institution not only for the Ministry of HRD but also for the entire country. It is essential to help NIEPA to grow, develop its own personality and character and make contributions. Various recommendations made so far are intended to make NIEPA a National Centre of Excellence. (3.20.0)	Accepted	A Committee under the Chairmanship of Secretary, Urban Development is considering the requirement of land for organizations under Department of Education including NIEPA for development of its campus. The outcome is awaited.	
99.	At present NIEPA has inadequate space and facilities. It is essential for NIEPA to have a large campus of its own with enough seminar rooms, hostel facilities, computer centre, library, auditorium, faculty and staff quarters, play ground and recreation facilities and so on. We strongly recommend the Ministry to assist NIEPA in acquiring land and develop a new self-contained campus with necessary facilities. (3.20.1)	Accepted	- do -	

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100.	Till such time as NIEPA has its own self-contained campus to attract and retain good faculty members, we recommend that NIEPA may be permitted and provided the necessary financial assistance to hire appropriate accommodation at rates in relaxation of the prescribed financial norms and allotting them to the members of the staff on the basis of normal procedure. (3.20.2)	Accepted	Implemented	
IMPLEMENTATION MECHANISM				
101.	We would recommend the constitution of a Task Force by the Council for implementation on a time-bound basis the recommendations of the Committee which are found acceptable by the Ministry of Human Resource Development. (3.21.0)	Accepted	Yet to be implemented File moved	

Present Unit Structure and a possible reorganization for consideration by the Academic Committee

1. Educational Planning Unit

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

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

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

2. Educational Policy Unit

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

1. What are the alternative strategies available for a institution or state government or the central ministry to achieve their educational objectives?
2. How does one formulate a policy on the basis of above strategies?
3. Analysis of the policy formulation process and its weaknesses.
4. What should be done to improve the policy formulation process?
5. What kind of training should be given to those involved in educational policy formulation?

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

3. Educational Finance Unit

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

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

1. Financial resources generation at local levels by institutions (Primary Schools, secondary Schools, Adult Education Centres, Colleges, Universities, etc.): If not today, in the near future, there will be demand on educational institutions and local governments to become self financing. Faculty of this Unit should be able to generate a body of knowledge to help these agencies to generate their finances or other resources.
2. Financial management at institutional levels: Once the budget is available for an Institution, allocation of financial resources and management of funds becomes another important area. Faculty of this Unit should have competencies to assist institutions in effective financial management.
3. The faculty of this Unit should also be able to assist state governments, on various issues relating to generation of financial resources, allocation of these resources and management of these resources. The faculty of these Units should be able to advise state governments to build linkages with industries and other government agencies.

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

4. Educational Administration Unit

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

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

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

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

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

Such "Systems Orientation" is very much lacking in the present unit structure. Faculty of this unit should be able to develop management systems and equip the state level education administrators, university administrators and district administrators with competencies to range their systems better. This unit may be able to launch a good number of training programmes as a part of their assistance in systems development for state governments, centres, universities and so on. The computer centre may be a part of this unit. The unit faculty will need to have competencies in operations research, quantitative methods, systems, computers and the like.

5. Distance Education and Educational Technology

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

6. School and Non-formal Education

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

7. Higher Education

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

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

8. Sub-national Systems Unit

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

9. International Programmes

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

Alternative Structure: Model I

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

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

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

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

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

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

Alternative Structure: Model 2

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

- The Academic Committee and the Faculty Council identify a set of priority programmes/projects to be undertaken by NIEPA in the next five years.
- The Director then appoints for each task a leader; i.e. the coordinator with whom he would negotiate an agenda to be implemented including critical steps to ensure quality control, accountability and open communication in the implementation of the tasks.
- In consultation with the Director, the Task Leader organizes his team by selecting his team after notifying colleagues in NIEPA and proposing, if necessary, recruitment of project officers as well as consultant services.
- Once this is approved by the Director and then by the Academic Committee, the Task Leader will have complete control on managing the task and will be directly accountable before the director in terms of the budget, the time frame and for the project.

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

New Recommend/New Folder/July07/04

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