

ANNUAL
REPORT
1994 - 95



**National Institute of Educational Planning
and Administration**



IDEPA Participants in a Group



A View of Documentation Centre of NIEPA

Annual Report

1994-95



National Institute of Educational Planning and Administration

17-B, Sri Aurobindo Marg, New Delhi-110016

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Mission and Objectives

- * *To be a National Centre for excellence in educational planning and administration intended to improve the quality of 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 and to achieve the same;*
- * *To organise pre-service and in-service training, conferences, workshops, meetings, seminars and briefing sessions for senior educational officers of the Central and State Governments and Union Territories;*
- * *To organise orientation and training programmes and refresher courses for University and College administrators connected with educational planning and administration;*
- * *To develop networking of Institutions engaged in identical task of as that of this Institute and to play supportive and collaborative role so that State/UT and regional level are gradually undertaken by them;*
- * *To organise orientation programmes, seminars and discussion groups for top level persons, including legislators, in the field of educational planning and administration at policy making level in Central and State Governments;*
- * *To undertake, aid, promote and coordinate research in various aspects of educational planning and administration, including comparative studies in planning techniques and administrative procedures in the different States of India and in other countries of the world;*
- * *To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;*
- * *To offer, on request, consultancy service to State Governments and other educational institutions;*
- * *To act as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes;*
- * *To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal of Educational Planning and Administration;*
- * *To collaborate with other agencies, institutions and organisations, including the University Grants Commission, the Universities, Institutes of Management and Administration and other allied institutions in India and abroad, in such way as may be considered necessary for the promotion of these objectives;*
- * *To offer fellowships, scholarships and academic awards in furtherance of the objects of the National Institute;*
- * *To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration; and*
- * *To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and Collaborate with them in programmes.*

The National Institute of Educational Planning and Administration has been working as an apex Institute in the area of planning and administration of education since the last three decades. For the first ten years of its existence, the Institute functioned as a Unesco Institute having been established in 1962, under an agreement with UNESCO and Government of India, as the UNESCO Regional Centre for Training of Educational Planners, Administrators and Supervisors in Asia and the Pacific. On 1st April, 1965, the Centre was renamed as Asian Institute of Educational Planning and Administration. On expiry of the agreement with UNESCO and on the recommendations of Kothari Commission, the Government of India, by taking over responsibilities of UNESCO Centre, established National Staff College for Educational Planners and Administrators as an autonomous Institute in 1970. The objective was to respond to the national needs of educational planning and administration and also to share the experience and expertise in this area with other countries. The Institute was renamed as National Institute of Educational Planning and Administration (NIEPA) in 1979.

With a view to achieve its objectives, the Institute has organised academic programmes under four thematic Units, namely, (i) planning; (ii) administration; (iii) finance and (iv) policy; under two educational level Units, namely, (i) school and non-formal education and; (ii) higher education; and under two area level Units, namely, (i) sub-national systems; and (ii) international Unit. The academic work is supported by library and documentation centre, publication Unit, Hindi cell, electronic data processing Unit, reprography, and cartography cells as well as by the general administration and finance. The present report covers the main activities of the Institute for the year 1994-95.

The academic activities of the Institute have been grouped into three major categories, namely, i) capability building - training; ii) knowledge generation and application - research and action research; and iii) dissemination of knowledge consultancy, professional support and publications.

Training

Programme Thrust

In the area of training, the major thrust has been on networking of training facilities in educational planning and administration and training of trainers so as to develop training capabilities at the regional, state, local and institutional levels.

In the training programmes emphasis was given to the priority areas such as Education for All, Micro-level Planning, District Level Planning, Institutional Planning and Evaluation, Non-formal and Adult Education, Planning and Management of DIETs, Tribal Education, Decentralised Administration, Gender Issues, Environmental Education, Computer Applications, Planning and Development of: (i) Academic Staff Colleges; (ii) Autonomous Colleges; and (iii) Planning for Excellence and Relevance in Higher Education.

Coverage

During the year, 41 programmes were conducted by the Institute. These programmes provided opportunities to 1195 participants drawn from various parts of India and from as many as 12 countries of the world.

Training Material

As a part of capability-building at the regional, state and national levels, self-learning modules, papers, statistical data reports on planning and administration have been prepared by the Institute. In every training programme a set of reading materials pertaining to themes of the programmes prepared by the faculty and culled out from various sources, are provided to the participants.

Training Methodology

All the training programmes are of inter-disciplinary in nature. The programmes include practical and syndicate work, case studies and seminars. Training aids like computers, films, videos and over-head projectors are used to enrich the presentations. The participants are taken for field visits wherever found necessary.

Evaluation

Each training programme has an element of evaluation built into it. In the programmes of longer duration such as the six-month National and International Diploma in Educational Planning and Administration, the evaluation is done on a continuous basis. In addition to curricular work, the participants in these programmes are required to write dissertations for award of diploma.

Research

Research and action research are important activities of the Institute. Before any new programme is launched, it is preceded by a pilot or in-depth study. Often action research is undertaken on aspects which are discussed in training programmes. Research activities are undertaken focussing on aspects which have a bearing on planning, administration and policy in education. The Institute also promotes research by funding research projects to scholars interested in conducting research in the important areas of educational planning and administration.

During the year 9 research projects were completed, while as many as 15 research projects were in progress. Another fourteen studies were initiated during the year.

Consultancy and Professional Support

The faculty members of the Institute provided consultancy and professional support to national, state and institutional level bodies as well as international organisations. Thus consultancy and professional support were provided to the Ministry of Human Resource Development, University Grants Commission, State Education Departments, State Councils of Higher Education, SCERTs, SIEMTs and International Agencies such as, UNESCO, World Bank and SIDA.

Dissemination of Information

Publications

The Institute regularly publishes research studies and brings out two journals - one in English (*JEPA*) and other in Hindi on educational planning and administration. During the year, the Institute brought out eleven books and eight issues of journals (three in English, three in Hindi-translation of the English Journal and 2 issues of new Hindi Journal *Pariprekshya*) besides several mimeographs and research papers.

International Collaboration

Experts and representatives from World Bank, UNESCO, ADB and UNICEF had discussions with faculty members and Director to exchange information and ideas of mutual interest.

Academic and Supporting Units

The academic programmes of the Institute are conducted by eight academic Units. A brief account of these academic and the supporting Units is given below:

Academic Units

Educational Planning Unit: The emphasis has now shifted from centralised to decentralised planning. The focus on research, training and consultancy in the planning Unit has also undergone a change. Presently, the main effort is on integration of inputs, processes and products of planning at the institution, district, state and the national levels. With the onset of liberalization of the economy the focus has also shifted to strategic, indicative rather than comprehensive planning in conventional sense. Besides UEE, Social Safety Network has emerged as a new approach to the theory and practice of planning. The Unit undertakes research, training and consultancy programmes.

Educational Administration Unit: The Unit, through its various programmes of training, research and other activities, tries to strengthen the capabilities of educational administrators both at institutional and supra-institutional levels. As the country has over 80,000 schools, the Unit has been concentrating on training of trainers through networking to reach out to a larger number of schools. The Unit also caters to the needs of special categories of institutions like Railway schools, Navodaya Vidyalayas, Kendriya Vidyalayas, Ashram Schools, etc. To modernise educational administrative machinery, the Unit tries to develop in the educational administrators the required managerial skills so that they are able to cope with the newer demands and challenges of educational development.

Educational Finance Unit: The new economic conditions put considerable stress on education budgets. Resource requirements of the education system are increasing rapidly, while the availability of resources is restricted, widening the gap between the two. There is a need to evolve efficient methods of allocation of resources, mobilization of governmental and non-governmental resources, and

efficient utilisation of resources. Effective management of educational finance thus assumes great significance today.

The Unit accordingly engages itself in research, consultancy and training and strengthening capabilities of Finance Officers in State Departments of Education and in Universities. It familiarises them with the latest development and trends in educational finances and acquaints them with modern methods and techniques of financial management, including allocation, mobilisation and utilisation of resources.

Educational Policy Unit: Education Policy Unit emphasizes some of the important issues in educational policy formulation and implementation including evaluation of the policy. It conducts research and initiates discussions on critical issues of educational policy. It organises training/orientation programmes for better implementation of the national policy. The major thrust of the Unit has been on issues related to equity and generation of demand in education.

During the current year, the major focus of the activities of the Unit has been in the areas of planning and management of education in remote areas, educational development of minorities, decentralised planning and community participation. The Unit also contributed substantially towards the preparation of guidelines with respect to certain aspects of Revised Policy and Programme of Action, 1992.

School and Non-Formal Education Unit: The Unit focusses on developing the competencies of District Education Officers, officers working in the field of adult and non-formal education and other concerned officers in the area of planning and administration of school and non-formal education. It addresses various problems and issues involved in the management of schools and non-formal education and attempts to find out alternative strategies to solve them. By organising training programmes for key officers it attempts to improve their professional ability/skills. By undertaking research projects, it tries to develop their knowledge in efficient planning & management of school system. The Unit lays emphasis on the priority areas and schemes in school education.

The Unit also engages itself in research and provides consultancy in planning and management of school education for quality improvement.

Higher Education Unit: The main thrust of this Unit has been to promote concepts of equity, excellence, relevance, autonomy, accountability, and staff development through training, research, consultancy in planning and management of higher education. Efforts of the Unit has been to build the capabilities of planning and management by organising programmes of 'training of trainers' as well as building the capabilities of Principals of Colleges, Directors of Academic Staff Colleges, Principals of Autonomous Colleges, Directors of College Development Councils and Directors of Higher Education. During the years it has undertaken training programmes for Principals of general, women and rural area colleges, autonomous colleges, Directors of Academic Staff Colleges and Principals of colleges in educationally and economically backward districts.

In the area of research it has focussed on autonomous colleges, training need identification of principals of women's colleges, the planning for development of colleges in backward regions and profiles of development of selected universities in India. It has provided consultancy to University Grants Commission, State Councils of Higher Education, universities and colleges in India.

Sub-National Systems Unit: The main focus of the Unit is on: decentralised and micro-planning in the context of Education for All; institutional planning and evaluation; monitoring and evaluation of educational programmes; and development of indicators of education at sub-national levels. The major national level studies of this Unit pertain to 'the National Sample Survey for Monitoring of UEE', 'the Second All India Survey of Educational Administration' and 'School Mapping'. The Unit also brought out a comprehensive report on 'Non-Formal Education in India: An Evaluation' based on evaluation research in nine educationally backward states of the country in respect of centrally sponsored schemes of non-formal education. This Unit also organised several field based training programmes in DIETs in collaboration with state governments.

International Unit: International Unit endeavours to promote a spirit of international cooperation and understanding especially, among the countries of the Developing World, through exchange of ideas and experiences by organizing seminars and meetings on subject matters and issues important to the field of human resource

development. Its main activity is a long-term training programme for educational planners and administrators of developing countries. In this programme, the thrust is to indigenise structures and processes of education – micro, meso and macro – planning on the one hand and educational supervision, administration, management and leadership on the other. The Unit also conducts tailor-made training programmes on request from different countries. The Unit also undertakes research and consultancy in the field of comparative international education.

Academic Support Units

Library and Documentation Centre: The library acquires latest and up-to-date materials on educational planning and administration and provides facilities for their use. Dissemination of information is done through documentation and information service. The library has a collection of over 47,021 volumes and subscribes to as many as 350 periodicals and has a computerised catalogue of books and articles. The Library and Documentation Centre has also organised training programmes in planning and management of libraries of DIETs.

Publication Unit: Dissemination of research findings is as important as the conduct of research itself. Research is also brought out through working and occasional papers. Monographs and mimeographed manuscripts offer another mode of dissemination: The Unit also publishes working and occasional papers, Journals of EPA in English and Hindi, and books/research reports in the area of educational planning and administration.

Hindi Cell: As a response to the national policy on promotion of translating training materials into Hindi, it gives support to the administration and faculty for implementation of the Official Language Policy.

Cartography Cell: Cartography Cell provides facilities for graphic presentation of data, maps, charts for training, publication and display.

Reprography Cell: The cell helps in making multiple copies of training materials, research papers and mimeographs to meet the academic needs of the Institute.

Administration and Finance

Administration

The administrative set up includes general, academic and personnel administration. As on 31.3.95, the Institute had a total sanctioned strength of 180 staff members, both academic and administrative, besides 34 project staff appointed for the duration of the respective projects.

Finance

During the year the Institute received a grant of Rs. 205.59 lakhs (Rs. 105.59 lakhs under Non-Plan and Rs. 100 lakhs under Plan). The Institute had an opening balance of Rs. 0.41 lakhs (Rs. 0.41 lakhs under Non-Plan). The internal office and hostel receipts amounted to Rs. 34.99 lakhs during the year. The expenditure during the year under Non-plan and Plan amounted Rs. 233.55 lakhs.

The Institute had a balance of Rs. 15.78 lakhs and received additional funds amounting to Rs. 53.71 lakhs during the year for the Sponsored programmes/studies from other agencies. The expenditure during the year on sponsored programmes/studies amounted to Rs. 39.85 lakhs.

Campus Facilities

The Institute has a four-storied office building, seven-storied hostel having 48 rooms and a residential complex having 16 type I quarters, 8 quarters each of Type II to V and the Director's residence. The construction work is in progress for extension and upgradation of hostel building which includes warden's residence, guest faculty accommodation, additional blocks, enlargement of dining hall and recreation rooms.

One of the important functions of the Institute is to organise orientation and training programmes, seminars, workshops, and other such similar programmes for senior educational officers of the government as well as for university and college administrators engaged in the task of educational planning and administration. The Institute also organises training programmes for key educational functionaries from other countries.

Approach and Thrust

Training programmes are designed keeping in view the training needs emanating from new developments in the field. Training needs identified by the participants and the decision makers are also taken into consideration while designing the programmes. Suggestions given by participants on earlier occasions are kept in view while organising the programmes. Task forces are constituted to discuss details of the programmes.

In addition, the priority areas such as, district-level planning, planning and management of institutions in backward areas, the minority managed institutions, role of computers in educational planning and management, etc. are also kept in view while planning the training calendar of the Institute.

The Institute continues to play its pivotal role at international level by organising the training programmes, workshops and seminars for educational functionaries from developing countries in collaboration with the UNESCO and other international organisations.

NIEPA is gradually shifting its training emphasis towards the training of trainers and networking with state and regional level institutions and university departments of education.

Training Materials

NIEPA faculty remained actively involved in the preparation of research based training materials for training programmes. This training material serves as background papers given to the participants during the programmes.

These materials are supplemented by published literature on the subjects concerned.

Evaluation

Every training programme is formally evaluated. The first stage is at the end of each training programme where every participant is asked to evaluate the training programme on a structured proforma. In programmes of long duration, this evaluation is also preceded by one or two mid-term evaluations.

Participation

National

During the year under review, Institute organised 39 national diploma programmes/training programmes/workshops/seminars of varying durations. A total of 1151 persons participated in these programmes. Of these, 974 belonged to various State Governments and UTs, and 177 belonged to various organisations and departments of the Government of India.

The list of programmes, their duration and the number of participants of each programme is given in Annexure-I.

Programmes organised by NIEPA fall in three categories: a) Diploma Programme (National as well as International); b) General training programmes in educational planning and management; and c) theme based short-term training/orientation programmes/workshops/seminars.

During the year 1994-95, NIEPA organised two national diploma programmes (which includes one on-going) in educational planning and administration, involving 39 participants, 3 programmes in institutional planning and evaluation, involving 100 participants, 3 programmes in decentralised district and area level planning of education, involving 118 participants, 4 programmes in planning and management of DIETs, involving 90 participants, 2 programmes in education for tribals and disadvantaged groups, involving 41 participants, 4 programmes in micro level planning, involving 142 participants, 3 programmes in financial management, involving 87 participants, eleven

programmes in planning and management at higher education, involving 346 participants and 1 programme each in UEE and demographic pressure, quantitative techniques, planning and management of heads at minority institutions, networking in planning and management with resource institutions, financing at girls each in schools and baseline assessment study : Kerala involving 204 participants.

Table I
Category-wise Programmes Organised by the Institute during 1994-95

<i>Classification of Programmes</i>	<i>No. of Programmes</i>	<i>Duration (Days)</i>	<i>No. of Participants</i>
Diploma Programmes			
(a) National Diploma	2	171	39
(b) International Diploma	2	194	28
Theme Based Programmes			
Institutional Planning and Evaluation	3	16	100
Decentralised District and Area Level Planning of Education	3	10	118
Planning and Management of District Institutes of Education (DIETs)	4	36	90
Education for Tribals and Disadvantaged Groups	2	17	41
Micro Level Planning	4	10	142
Financial Management	3	10	87
UEE and Demographic Pressure	1	5	17
Quantitative Techniques	1	12	5
Computer Applications for Educational Planning and Management	1	12	37
Planning and Management of Higher Education	11	54	346
Other Programmes	4	12	145
Grand Total	41	559	1195

* Two on-going Diploma Programmes (National & International one each) are included in the above list.

State-wise and level-wise participation are given in Tables 2 and 3 respectively. It is important to observe that :

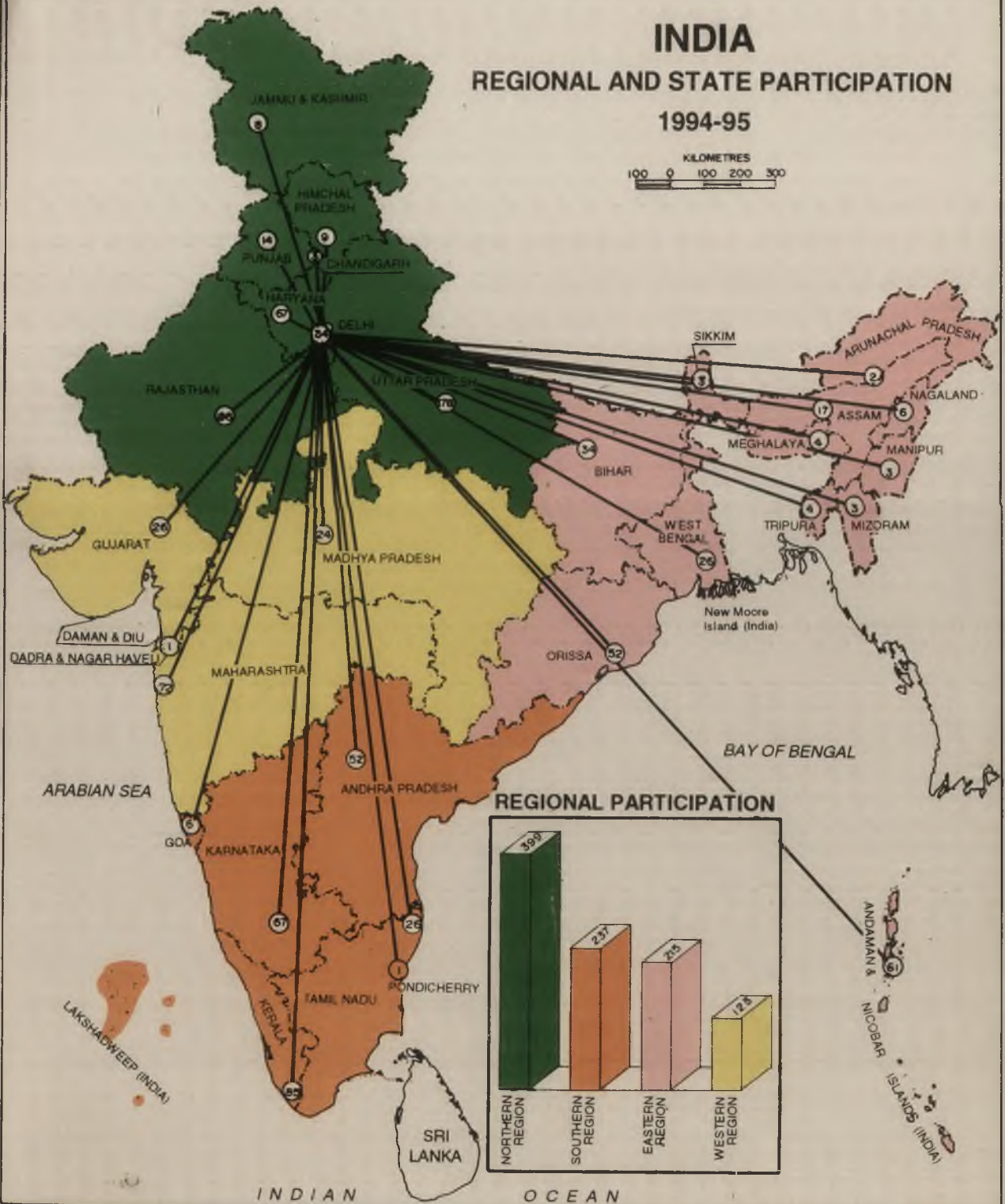
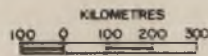
a) All the States and Union Territories in the country (except Daman & Diu and Lakshadweep) participated in various programmes of the Institute.

b) About 42 per cent of the participants belonged to the ten educationally backward States, namely, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal.

INDIA

REGIONAL AND STATE PARTICIPATION

1994-95



- c) Apart from the States and UTs, 177 Officers from the Government of India and other national institutions like Planning Commission, University Grants Commission, Directorate of Adult Education, etc. participated in various programmes.

Table 2
State-wise Participation

S.No.	States/UTs.	No. of Participants
1.	Andhra Pradesh*	52
2.	Arunachal Pradesh*	2
3.	Assam*	17
4.	Bihar*	34
5.	Goa	6
6.	Gujarat	26
7.	Haryana	67
8.	Himachal Pradesh	9
9.	Jammu & Kashmir*	8
10.	Karnataka	67
11.	Kerala	85
12.	Madhya Pradesh*	24
13.	Maharashtra	72
14.	Manipur	3
15.	Meghalaya	4
16.	Mizoram	3
17.	Nagaland	6
18.	Orissa*	52
19.	Punjab	14
20.	Rajasthan*	86
21.	Sikkim	3
22.	Tamil Nadu	26
23.	Tripura	4
24.	Uttar Pradesh*	178
25.	West Bengal*	26
Union Territories		
26.	Andman & Nicobar Islands	61
27.	Chandigarh	3
28.	Dadra & Nagar Haveli	1
29.	Daman & Diu	-
30.	Delhi	34
31.	Lakshadweep	-
32.	Pondicherry	1
33.	Govt. of India & Other Organisations	177
Total		1151

* Ten educationally backward states (479 participants)

Table 3
Level-wise Participation in the Orientation and Training Programmes/Workshops/Seminars/Conferences etc.

Level	No. of Participants
School Principals	121
District Education Officers	65
DIETs/SCERT Personnels/Sr. Administrators	445
College Principals	165
University Administrators/Sr. Academicians	166
Others	189
Total	1151

Type and Level of Participation

The participants of various programmes constituted a mixed group in terms of their levels. These included senior functionaries from State Ministries, Directorates of Education, SCERTs Regional and District Officers, tribal welfare officers as well as institutional heads like School Principals. Similarly, Administrators from Universities also took part in the programmes in the area of higher education. Details of the participants in terms of types and levels may be seen from Table 3.

International Participation

During the year, Institute organised two IDEPA programmes (which includes one on-going). A total of 28 persons participated in these programmes. Apart from this 16 experts from the World Bank, Unesco, IIEP, Agha Khan Foundation, European Community and British Council have also participated in one of the programmes. The country-wise participation is given below in Table 4.

Table No. 4
International Participation in the Training Programmes/Workshops

Name of the Countries/ International Agencies	No. of Participants
Bangladesh	6
Ethiopia	2
Ghana	1
Indonesia	1
Maldives	2
Mauritius	2
Sri Lanka	6

Sudan	1
Tanzania	3
Vietnam	2
Zambia	1
Zenzibar	1
International Agencies	
Agha Khan Foundation	2
IIEP	2
World Bank	6
UNESCO	2
European Community	3
British Council	1
Total	44

Programmes by Areas and Themes

The Institute organised total 4 diploma programmes. National and International two each which includes two on-going (National and International one each), 27 training/orientation programmes, 9 workshops and 1 seminar during the year. These programmes, workshops and seminar were organised on themes : Institutional Planning and Evaluation; Decentralised District and Area Level Planning of Education; Planning and Management of District Institutes of Education (DIETs); Education for Tribals and Disadvantaged Groups & Minorities; Micro Level Planning; Resource Utilisation; UEE and Demographic Pressure; Quantitative Techniques; Computer Applications for Educational Planning and Management; Planning and Management of Higher Education; Other Programmes etc. A brief description of these programmes is presented below:

1. *Diploma in Educational Planning and Administration (DEPA)*

The Institute conducted its first National Diploma Programme in Educational Planning and Administration in July, 1983. This year, the Institute completed the second and third phases of the 14th diploma programme, which commenced in November, 1993. The first phase of three months of the 15th diploma programme concluded in February, 1995. 39 district-level officers and personnel from SCERTs and DIETs participated in the 14th and 15th diploma programmes. The state-wise participation in the diploma programmes is given in Table 5.

Table No.5
State-Wise Participation in the Fourteenth and Fifteenth National Diploma Programmes

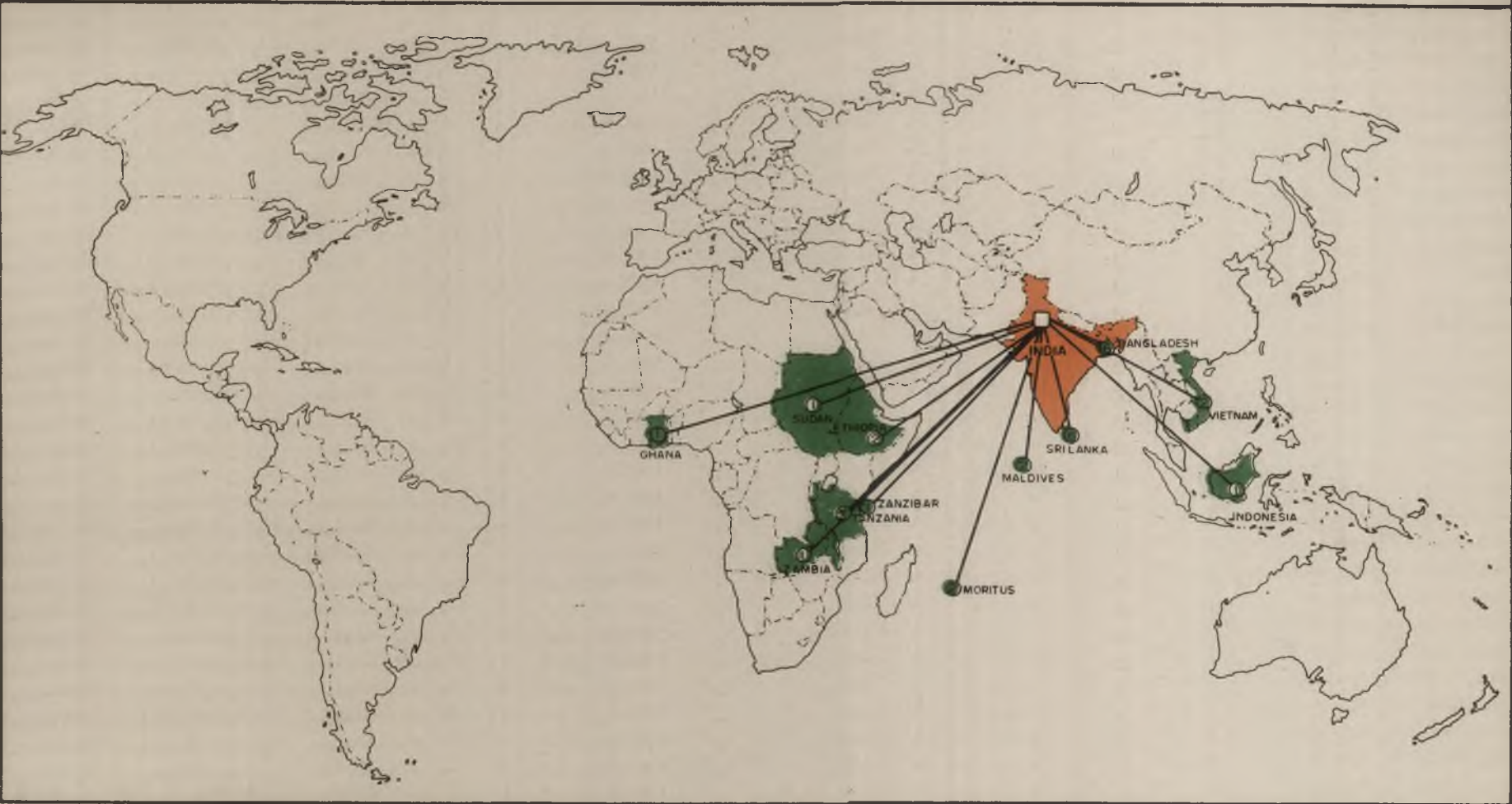
Name of the State	Fourteenth Diploma	Fifteenth Diploma	Total
Assam	1	3	4
Gujarat	1	-	1
Jammu & Kashmir	-	1	1
Karnataka	2	2	4
Kerala	4	5	9
Madhya Pradesh	1	-	1
Manipur	1	-	1
Nagaland	1	1	2
Orissa	-	1	1
Punjab	-	1	1
Rajasthan	1	4	5
Tamil Nadu	-	2	2
Tripura	2	-	2
Uttar Pradesh	1	-	1
Andaman & Nicobar Islands	-	1	1
NCT Delhi	-	3	3
Total	15	24	39

The course contents and the methodology of the diploma programmes were redesigned in the light of the feedback received from the participants of the previous programmes and also based on the assessment of their changing role and functions. The emphasis was on upgradation of the managerial skills, preparation of projects and action plans for implementation of various schemes. Institutional Planning, School Mapping, School Complexes, Quantitative Techniques, Quality Improvement, Institutional Evaluation, Leadership Qualities, Resolution of Crisis, Community Participation, etc. were dealt with extensively.

The course methodology was based on lecture-discussions, panel discussions, case studies, syndicate method, simulation exercises, role play, in-basket method and group discussions on identified themes. Sufficient time was also devoted to practical exercises, library-based assignments and visits to some important educational institutions.

One-week field visit was arranged to districts of Rajasthan to acquaint the participants with Innovative Experiments on School Education and Community Based Programmes.

INTERNATIONAL PARTICIPATION 1994-95



2. International Diploma in Educational Planning and Administration (IDEPA)

The first International Diploma Programme was conducted in January, 1985. In the Tenth diploma programme which commenced in February, 1994 and completed during the year, 7 officers from 5 countries participated. The eleventh International Diploma Programme started in February, 1995 in which 21 officials from 8 countries participated. The Institute has been receiving positive feedback about the programme from the various funding agencies formally and informally. The country-wise participation in international diploma programmes is given in Table 6.

Table No. 6
Country-wise Participants in the Tenth and Eleventh International Diploma Programmes

Name of the Country	Tenth Dip Prog.	Eleventh Dip. Prog.	Total
Bangladesh	-	6	6
Ethiopia	2	-	2
Ghana	-	1	1
Indonesia	1	-	1
Maldives	-	2	2
Mauritius	-	2	2
Sri Lanka	2	4	6
Sudan	-	1	1
Tanzania	-	3	3
Vietnam	-	2	2
Zambia	1	-	1
Zenzibar	1	-	1
Total	7	21	28

Three months intensive curricular work at NIEPA Phase I of the IDEPA consists of core courses supplemented by applied work. The methodology of the Programme seeks to strike a balance between theory and practice. Broadly, it includes lecture- discussions, simulation and practical exercises, role-plays, case-discussions, business games, search conferences, demonstrations and group discussions. Further, panel discussions and participants' seminars for encouraging participants are special features of the course methodology. The programme also lays emphasis on academic exercises at micro-level, educational/cultural field visits, field educational attachments and enrichment lectures.

3. Institutional Planning and Evaluation

Three programmes were organised for Principals of secondary and senior secondary schools. 100 Principals and Headmasters of Schools attended these programmes. Some of the aspects discussed were: Academic Supervision and Leadership; Educational Productivity, Mounting Expectations on Secondary Education and Role of Principals; and Institutional Evaluation.

4. Decentralisation and District-level Planning of Education

Three programmes were organised on decentralised system of educational planning and management. In all 118 participants attended these programmes. The special issues discussed in these programmes were: National Policy on Education and Revised Programmes of Action; Role of Districts in Planning and Management; Dynamics of Community Participation; Methods and Techniques of Micro Planning for Education for All; Decentralised Planning; DPEP Programmes, Preparation of District Plans etc.

5. Planning and Management of District Institutes of Education and Training (DIETs)

Four programmes were organised in the area of Planning and Management of District Institutes of Education and Training. These programmes were attended by 90 participants. These programme were specifically organised for the faculty of Planning and Management branches in order to make them aware of the various academic activities and planning of district data and DIET activities including Management of DIET Libraries for the benefit of the DIETs.

6. Planning and Management of Higher Education

Eleven programmes were organised on the theme of Planning and Management of Higher Education. In all 346 participants attended these programmes. The main areas covered were : management of colleges; issues on planning and management at state council for higher education; planning and management of women colleges and surety centres; focus on vocationalisation, the role of higher education for 21st century and future thrusts in the development of Academic Staff Colleges.

7. Planning for Tribals and Disadvantaged Groups

Two programmes were organised on the theme of Planning for Tribals, Disadvantaged Groups and Minorities. 41

officials took part in these programmes. The main areas discussed in these programmes were; Planning and Management of Primary Education in Rural and Remote areas; Planning and Management of Ashram Schools and issues pertaining to Planning and Management of Senior Secondary Schools managed by minority Institutions.

8. *Financial Management*

Three programmes were organised on Financial Management 87 officers participated in these programmes. The main issues covered in these programme were on financial management in the institutions.

9. *Micro-level Planning*

Four programmes were organised on UEE and Micro-Level Planning for the Uttar Pradesh field level functionaries in the context of Education for All project; 142 participants took part in these programmes.

10. *UEE and Demographic Pressures on Education*

One training programme on demographic pressures on education was organised to discuss recent demographic trends and its implications on education system, demographic and educational projection models and the problems of their interrelationship. It was attended by 17 officers from various states.

11. *Computer Applications in Educational Planning and Management*

One programme was organised on computer applications in Educational Planning and Management. 37 participants took part in the programme. The main issues covered in the programme were: Computer application in education and decision, data and information and construction of indicators, introduction to EMIS, and personnel management information system. education data requirements and gaps, data and information and construction of indicators, introduction to EMIS, and personnel management information system.

12. *Quantitative Techniques*

One programme was organised on Quantitative Techniques in Educational Planning to acquaint the participants with the concept of education role of data in it, to update the skill of participants in quantitative techniques methods and expose them with application of quantitative data for educational planning. This programme was attended by 5 participants.

13. *Other Specific Areas of Programmes*

NIEPA also organised 4 programmes one each in the area of planning and management for heads of minority institutions, networking in planning and management with resource institutions, financing of girls education in schools and baseline study : Kerala. These programmes were attended by the 145 officers.

Research

NIEPA is actively engaged in conducting aiding, promoting and coordinating research in various spheres of educational planning and administration. The focus of the research is multi-disciplinary with the main thrust on theory, policy relevance methods, techniques and processes of educational planning and administration.

NIEPA promotes research through funding research projects of faculty; accepting research projects from other agencies; and providing financial assistance to experts and institutions for undertaking research in identified priority areas.

The research undertaken and supported by NIEPA synthesizes theoretical and empirical issues. Research activities of the Institute constantly endeavour to provide sound empirical and analytical base for policy and plan formulations. They also provide significant inputs for various training programmes.

During the period under reporting, 9 research studies were completed while 15 studies were in progress, and 14 new studies were approved.

The total expenditure on research during the year for the studies undertaken by the faculty of the Institute was Rs. 22.83 lakhs. While the grants released for the studies under NIEPA's Scheme of Assistance for Studies in Educational Planning and Administration during the year amounted to Rs. 0.11 lakhs, the amount received for studies sponsored by outside agencies was Rs. 37.70 lakhs.

Studies Completed

1. *Effective Utilisation of Resources in Education - A Case Study*

The project on Effective Utilisation of Resources was approved with an amount of Rs. 1,19,100.00. Dr. J.B.G. Tilak, Senior Fellow and Head, Educational Finance Unit was the Project Director.

The objectives of the study were: to analyse cost-effectiveness of education based on institutional cost of education, to analyse the pattern of allocation and utilization of re-

sources to education in a school for different functions over time; and an examination of the factors that explain the variations in the allocation/utilization patterns.

A short summary and main policy implications of the study are as follows.

In all the three mandals, the costs of education at primary, upper primary, and secondary levels have increased during the four year period (1988-91). Costs per school, and per student also have increased. There do exist variations between the three mandals, though they are not very large.

A very large proportion of expenditures on education (more than 95 per cent) is devoted to salaries of teachers, and very little is left for other items. In this particular aspect, no difference could be noted between government primary (including the schools run by local bodies) and private aided primary schools.

Calculating unit costs of education per student attending actually, as against total enrolments, and also adjusting the unit costs for failure (an inverse of the promotion) rate, an idea has been given on the extent of wastage of resources due to dropouts and failures.

An index of wastage in resources has been calculated taking into account cost per student based on enrolments and attendance. The value of the index was about 30-45 per cent in primary and upper primary schools, but this is alarming at secondary level.

An extension of cost analysis, that is particularly useful in the context of examining the extent of wastage attributable to inefficient utilisation of resources, refers to an analysis of cost-size relationships. This was attempted wherein, average cost-size relationships were examined, and optimum levels of enrolment of primary, upper primary and secondary schools were estimated, at which levels the average costs per student would be minimum. The optimum size is estimated with the help of the standard quadratic cost function. Taking all the three mandals in the Guntur District together, it was estimated that the optimal size of a primary school was about 170 students (at which level the average cost would be Rs. 475 per student), that

of an upper primary school was around 380 students (with the average cost being less than Rs. 550), and of a secondary school above 550 students (when the average cost would be minimum Rs. 685). Comparing these figures with the actual size of the schools and the actual expenditures, it was noted that many schools were 'uneconomic' in size running at under optimum level, and as a result the total costs turned out to be much higher than desired. There exists much scope for improving efficiency as well as for savings of the scarce budgetary resources by consolidating the unviable schools. While primary and upper primary schools may get opened based on the criteria of distance and population of the habitation, and as a result, even uneconomic schools at primary and upper primary levels may have to be opened, there is not much justification for allowing the growth of uneconomic secondary schools.

2. *National Sample Survey for Monitoring of UEE* }
Sponsored by the Ministry of Human Resource
Development, Department of Education,
Government of India.

The project of National Sample Survey for Monitoring of UEE was approved by the Department of Education, Ministry of HRD. The project was conducted by Late Shri M.M. Kapoor, Sr. Fellow & Head, SNS Unit. The main objectives of the project were : (a) to collect, compile and analyse information on enrolment and repeaters from class I to V with age break-up for classes I and V; (b) to improve upon the existing methodology of using sample survey for collection of educational data; and (c) to develop a technique of target setting on the basis of multiple indicators based on data collected through sample survey and also on census basis by the official agencies.

It is suggested that at least one more round of the survey may be conducted. The objectives of the Phase III of the Survey may continue to be similar to that of the Phase-II, but the stress will be more on :

- a) Developing a coherent set of indicators to monitor critical components of the process of UEE;
- b) Developing sampling survey methodologies to fill data gaps and prepare comprehensive educational data base for monitoring of UEE; and
- c) Helping the States/UTs in developing a team of resource persons in application of sampling methodology of collection of educational data, its computer

processing, development of indicators, trend analysis and fixation and monitoring of enrolment targets.

In this phase, an effort may be made to developing sampling methodology for collection of data on :

- a) Non-formal Education;
- b) Scheduled Castes; and
- c) Scheduled Tribes.

3. *Study on Development of Colleges in 100*
Educationally and Economically Backward
Districts

The University Grants Commission had sponsored a study on Development of Colleges in 100 educational and Economically Backward Districts with a grant of Rs.3.40 lakhs. Dr. G.D. Sharma, Senior Fellow and Head, Higher Education Unit, was the Project Director of this Study. The objectives of the study were to : i) examine the status of these colleges; ii) prepare plans for their development; iii) orient principals of these colleges in the area of planning and development of colleges; iv) draw the indicators of performance of colleges; and v) identify areas of intervention by the University Grants Commission and to make recommendations on the schemes of assistance for the development of these colleges.

The study analyses the status of development of 69 colleges in 68 educationally backward districts in the country. Educational backwardness is defined as enrolment in higher education in the district ranging between 1-2 per cent of the eligible age group population (20-24 Years) against the national average of 4.2 per cent. Major findings of the study are :

- (i) a good number of students studying in these colleges come from families of agriculture and manual occupations. Nearly 16 per cent of students in these colleges belong to SC & ST communities; (ii) large proportion of students admitted in these colleges had second and third division at their higher secondary level. Nearly 30 per cent fail at the graduation. Most of the students pass with second and third divisions. Those passing with first division account for between 10 and 20 per cent. Performance of government colleges is slightly better in some areas than the private colleges; (iii) infrastructural facilities are inadequately provided in these colleges, though land available in these colleges is very adequate. One student out of 11 students

have hostel facilities and only one teacher out of six teachers have accommodation facilities. Classrooms and staff rooms are short by 15 per cent of the requirement; (iv) conditions of library and laboratory are very poor. Only Rs.15 per student are spent on library. Laboratory account for only Rs.422 per science student; (v) teaching days followed by these colleges are reasonably good. The efficiency index is 0.86; (vi) rate of student participation in sports and culture is small. It ranges between 10-25 per cent; (vii) funding by the State government is very inadequate. UGC funding to these colleges is very small. Out of 69 sample colleges, only 15 colleges get grants from University Grants Commission; and (viii) unit cost of education is 2924. There is considerable gap between private and government colleges. Government colleges are better provided than the private colleges. Per unit cost in Government colleges is Rs.4,130 in contrast to Rs.2,482 in private colleges.

4. Financing of Education in the Context of 10th Finance Commission

The project was taken up at the instance of the Ministry of HRD. Dr. J.B.G. Tilak, Senior Fellow and Head, Educational Finance Unit was the Project Director.

The study is especially prepared to facilitate the Finance Commission in making recommendations regarding allocations to education. But, for the sake of comprehensiveness, not only the non-plan expenditures, but also the requirements on plan account are also estimated here. It also covers the period until the end of the century, i.e., 2000 AD. Besides presenting an analysis of recent past trends, using alternative assumptions, the study provides (a) overall estimates of resource requirements of the education system, by levels of education, in India by plan and non-plan categories of expenditures, and then (b) in detail estimates of the same are made state-wise.

Taking the unit cost of education explicitly, and the enrolment targets into account, the total requirements of expenditure on education are estimated in a normative way. It has been found that the total expenditure on education will form more than seven per cent of GNP in 2000 AD. Further, the allocations to elementary education have to be increased by about five times. The expenditure on secondary education should also increase by about five times.

A few policy relevant observations of the study are enumerated below :

Though education is regarded as "a unique investment in present and the future" and that it presents "a crucial area investment for national development and survival" (NPE 1986, p.3 and p.29), rarely education sector in India received any special treatment as far as allocation of resources is concerned. As a result, many educational goals remained unfulfilled. Educational levels of the population, and/or simply literacy levels are being rightly viewed as an important indicator of measuring levels of development in general, and human development in particular (UNDP, 1993). The Finance Commission may like to consider this variable in measuring the overall backwardness of the states, along with, *inter alia*, state domestic product per capita and poverty ratio in making its awards.

In view of the increasing importance of human resource development in general and education in particular in the success of the adjustment programme, the Finance Commission may have to pay special attention to the needs of the education sector, specifically all layers of education.

In view of the recognition of the need to lay special thrust on elementary education, universalization of which is repeatedly postponed and is still elusive, it is necessary that the Tenth Finance Commission accords a high priority and a special treatment to elementary education. The need and scope for significant increase in the levels of investment in elementary education are abundant both for improvement in quality and quantitative expansion. The District Primary Education Programme makes it clear.

As long as the backlog exists in the construction of school buildings, and provision of basic inputs like the Operation Blackboard material, it is necessary that the Finance Commission makes, in addition to actual unit cost based recommendations of resources, grants for construction of school buildings, and provision of teachers in single and two teacher schools.

It is also important to note that appropriate norms on cost per school (with a desirable level of infrastructure and facilities) are developed and considered while making provision for opening of schools.

It is important to note that the terms of reference for the Tenth Finance Commission suggest that the requirements of the states for modernization of administration, e.g.,

computerization of records, should be taken into account, while making the awards by the Finance Commission. Modernization of administration and computerization of statistical information is important not only in case of land records etc., as noted in the 'Terms of Reference' but also in sectors like education -- both at institutional levels, and also at macro (state and national) level. This does require additional resources.

The terms of reference for the Tenth Finance Commission also clearly suggest that the Finance Commission should provide for the maintenance and upkeep of capital assets and maintenance expenditure on plan schemes to be completed by the end of the eighth Five Year Plan.

Since the estimates based on actual trends in unit costs of education do not take into account these considerations separately, it is necessary that the actual awards by the Finance Commission for the education sector in various states needs to be much higher than estimated here.

5. *Perception of Educational Administrators in Institutions of Higher Education : Some Gender Issues*

The project was undertaken by Dr. Jayalakshmi Indiresan, Senior Fellow, Higher Education Unit. The main objectives of the study were : i) to analyse the entry path and factors influencing the career path of educational administrators; ii) to understand the perception of educational administrators on their roles, responsibilities and expected rewards and how these are moderated by their work orientation; iii) to study the perception of the professional climate and its impact on self- concept; and iv) to examine the gender differences in these perceptions.

The objective of this ongoing cross national study is to examine the perception of educational administrators in universities in India and Canada. Specifically this study explores, the factors facilitating the entry and career path of women. The study also examines the gender differences in the perception and exercise of power, recognition and regards of an administrative position. The work orientation and the perception of the professional climate on the functioning of the administrators are also examined.

Some of the salient findings emerged from the study are : Women have distinctly identified monitoring, encouragement from family and friends combined with luck and seniority in the university are crucial factors in their jour-

ney to an administrative position; Women have reported that they want more power and do not hesitate in exercising power. Yet they worry about their ability to discharge responsibility; Women report that they enjoy recognition, want more recognition and feel it is worth all the hard work; Women give less importance to pay and perks but place greater value to the satisfaction of social, self-esteem and autonomy needs; and Women feel that they are under a microscope, feel isolated and report that their accomplishment are lower graded and trivialised and this hampers their full participation in professional activities.

The general underlying lack of self-esteem and confidence reported have enormous implications in the training for confidence buildings. Structural adjustments in terms of policy and practices in the recruitment and promotion of women would facilitate in proper utilization of the women and provide role models for other women.

6. *Assessment of Infrastructural Facilities for Women Students in Higher Education Institutions*

The project was undertaken by Dr. Jayalakshmi Indiresan, Senior Fellow, Higher Education Unit. The main objectives of the study were : to make a qualitative and quantitative assessment of the currently available infrastructural facilities in terms of hostels, common rooms, toilets and other facilities for women students; to assess the adequacy of these facilities in relation to the demands; and to assess the gap and project the requirements for the next five to ten years.

The Summary, Policy Implications and Suggestions of the Study are :

- i) *Need to Raise Budgetary Allocations to Education* : As brought out above, the need for expanding/establishing new hostels for women to improve their participation in higher education is closely linked to current resource crunch faced by the entire education system. The requirements of the education system are much higher than the available resources in terms of the percentage of GNP allocated to it. While in many developed countries, about six per cent of GNP is allocated to education, in India presently only four per cent of the GNP is allocated. In comparative terms, not only is the Indian GNP much lower than the GNP of some of the developed countries but also

the percentage of GNP allocated for education in India is lower. Thus, the actual amount allocated to education in India is much lower. It is essential that the nation's resolve to invest six per cent of the national income to education as reiterated in the NPE 1986 be realised soon;

- ii) *Raise the Limit of UGC Grants for Development of Colleges* : As pointed out in the previous chapter, the present limit of the UGC grants for the development of colleges which was set some years ago, is proving to be unrealistic in the present day circumstances. The costs of construction, which include the costs incurred on the purchase of building materials, the overhead costs and costs of labour, have gone up tremendously. Also, there is more demand for hostel facility from the students which necessitates the expansion of the existing hostel facilities and establishment of new hostels. Colleges require grants which are in keeping with the present price index. UGC has its own constraints because of limited budgetary allocations. The very fact that UGC commissioned this study indicates its interest and commitment to women's education. However, UGC has to make efforts to mobilise resources to support this important dimension of women's development;
- iii) *Separate Allocations be made for Construction of Women's Hostel* : As discussed in chapter 8, a significant number of women are not able to join college for lack of hostel facility. The funds at the disposal of the colleges being limited, construction of women's hostel does not get its due importance. In order to increase women's participation in society and for enhancing the status of women, it is important that women's access to higher education be increased. However, this will not be possible unless hostel facility is provided to them. Hence, it is suggested that separate allocations be made for constructing women's hostels;
- iv) *More Hostels to be Established in Rural Areas* : As has been brought out in this study, the current accommodation position is much better in rural areas compared to the urban areas. In spite of this fact the demand for hostel facility is comparatively higher in rural areas than in urban areas, the major reason for this is that in the rural areas there are fewer colleges, the distances to be travelled are long and there is lack of adequate transport system as well. Hence, more hostels need to be established in rural areas;
- v) *Provide Maintenance Grants to Colleges* : It is noticed that most colleges do not have sufficient funds for maintenance of the college and hostel buildings. Both the UGC and State Govts. give grants to colleges for construction purposes only but do not give any grant for the maintenance of the buildings affecting the quality of college climate. It is suggested that sufficient grants be given to the colleges for maintenance of buildings;
- vi) *Separate Allocations for Basic Amenities* : As indicated in chapter 7, in majority of the colleges some very basic amenities like toilets, common rooms, facilities for sports and extra curricular activities are not at all adequate or sometimes do not even exist. It is essential that separate allocations be made for providing the basic amenities to the students;
- vii) *Increase the Number of Scholarships and Freeships* : As seen, the demand for hostel facility is more in rural areas as compared to urban areas. However, most students hailing from rural and backward areas belong to very poor families. If more scholarships, specially to women students are given, more students would be able to avail of higher education. There should be an increase in the number of free or half free boarding and lodging facility to poor and deserving students in the college hostel;
- viii) *Expedite the Process of Registration under 12-B and 2-F* : It is essential that the process of registration of colleges under sections 12-B and 2-F of the UGC Act be expedited, as this is depriving a number of colleges, which are otherwise eligible for receiving UGC grants;
- ix) *Expedite the Release of Sanctioned Amounts* : Many of the colleges in the sample have reported

that the grants applied for have been sanctioned but have not been released. Many a times construction work cannot be pursued for want of funds. There is too much lag of time between the date of sanction of funds and the date of release of funds. By the time the funds are actually released the prices go up. Hence, in the amount received the portion of the building envisaged to be constructed cannot be completed. It is, therefore, important that the sanctioned grants be released within a set time limit; and

- x) *Land be Made Available to Colleges* : There are a number of colleges which have reported that they have funds for construction purposes (for expansion/establishment of college and hostel buildings) but do not have sufficient land available with them. Many of the colleges have also reported that they do not have enough open space to be used as playground. Thus, land is required not only for construction of building but also for providing better facilities for sports and other extra curricular activities. Sports and extra-curricular activities would help students build their personalities.

7. *A Study of Planning and Management Processes in respect of Inservice Training in DIETs.*

The Project was undertaken by Dr. B.K. Panda, Proj. Associate Fellow. The main objectives of the study were : size of the DIETs; Management and Control - financial, academic and administrative; process of programme formulation; linkages within and outside DIET; and perceptions of DIETs faculty and Principals, beneficiaries and target groups across formal, non- formal, and adult education about the effectiveness of in-service programmes. To formulate a functional framework for planning and management of inservice teacher education programme in DIETs.

Findings

The study covered two states of Andhra Pradesh and Rajasthan, and six DIETs in each state were studied. The various aspects such as availability of suitable infrastructure, adequacy of human resources, and utilisation of the financial resources for the purpose of organising the inservice training programmes were covered. The planning

process of inservice training by each of the DIETs from the proposal stage of training programmes to conducting programmes etc. in addition to the other activities of the DIETs were analysed.

Majority of the DIETs covered in the study were established during the year 1990 which constituted to about 40.0% of the DIETs. 34.0% of DIETs are established during the year 1989, 17.0% were established during 1988 and only 8.0% of the DIETs were established during 1992. Thus the DIETs which were covered for the purpose of the study covered the years 1988, 1989, 1990 and 1992, thereby serving for more than two years to six years. It can be observed that inspite of the varied duration of establishment of the DIETs, there is not much of variation in respect of the utilisation of resources and conduct of activities. The DIETs belonging to each of the states functioned alike. The inadequate infrastructure, unutilised facilities and low number of faculty remained as impediments in the functioning of the DIETs. The role of DIETs as pace-setting institutions as has been envisaged in the DIET guidelines is still suffering from a variety of inadequacies. The enlarged role of DIETs in conducting more and more in-service training for teachers, headmasters, instructors and supervisors of non-formal education and adult education and community leaders etc. are yet to be organised in a more systematic manner. At present the DIETs are entrusted to organise certain in-service training programmes as per the requirements of the districts were not being taken up by the DIETs. Proper institutional plans were not devised by majority of DIETs, the annual targeting factors were not yet developed. In case of some of the DIETs of Andhra Pradesh, there is certain kind of targets fixed for imparting training to the educational personnel in various categories, whether this is partly achieved or fully achieved it will enable the DIETs to cover the entire categories of educational personnel within a period of time. Whereas, this type of fixing a target is not yet followed in the DIETs of Rajasthan.

Similarly, the planning and management branches of DIETs which were required to maintain a database of the various categories of educational personnel of a district and monitor the nominations for training, in such a way that all the teachers etc. are imparted atleast one inservice training in a period of five years is not yet followed properly in majority of DIETs. Instead, the DIETs have the

secondary information which are available in the district annual handbooks consisting of district vital statistics. The DIETs were required to develop certain indicators for evolving a suitable database for the purpose of in-service training, conducting lab area researches as well as field level training programmes.

The IFIC branch - (In-service Programmes, field interaction and Innovation Coordination) which is supposed to be the backbone of the DIETs in organising the various in-service training programmes and field-interaction activities is not fully staffed in majority of DIETs. Due to inadequate staff members, the number of programmes organised by each DIET remained low, while the eighth plan has spelled out clearly the need for strengthening the in-service branches of DIETs.

Similarly, the other units/branches are also not adequately provided with staff, which is resulting in organising a limited number of activities in DIETs.

A. *Physical Facilities*

The provisions which were made in the DIET guidelines regarding the physical facilities for the DIETs, it can be observed from the discussions, that majority of DIETs were still in the process of acquiring a proper constructed building for the DIETs. In case of the DIETs which were upgraded from the existing teacher training institutions and some DIETs which were established in temporary buildings have inadequate space provisions for the staff as well as for organising training activities. Due to temporary establishments the furniture and equipment were not fully procured. The DIETs which had building facilities were not able to utilise them properly, due to various factors such as inadequate staff and limited activities. In a few DIETs there were also deviations in the constructions. The lack of boundary walls, lack of proper maintenance by the state public works departments etc. were some additional impediments. In the state of Andhra Pradesh, majority of the DIETs are still in the stage of building construction. There were not many DIETs having staff quarter facilities and hostel facilities. Wherever there were hostels, which were not utilised by the inservice teacher trainees due to non-functioning of the mess and proper maintenance of hostel facilities. It is found that, some of the pre-service teacher trainees utilising the hostel facilities in some of the DIETs, where the hostel facilities were available and re-

main unutilised by Inservice trainees. In case of DIET - Bheemnipatna of Andhra Pradesh, the staff quarters and hostels were located in the outskirts of the township and the library is located elsewhere, due to the spread of these buildings in different places without a single campus, so far it has led to unutilisation of the staff quarters and hostels as well, although this is the instance of a single DIET which is covered in the study, due to faulty locations and planning it is tending to be ineffective. The furniture etc. required for the DIETs which were covered in the study in majority found to be adequate. Similarly, the equipment provided for facilitating the training activities found to be adequate in majority of DIETs, but it was observed that some of the DIETs had inadequate number of cyclostyling machines, which is very much essential for reproducing the training material. It was also observed that the equipment such as TV/VCR, overhead projectors and computers were not fully utilised. The reasons for low utilisation were due to non-availability of components for repairs, and feeling of risk of damage during operating these equipments. From the discussions it was observed that the over-head projectors, TV/VCR and cassette recorders etc. were not utilised in the field level training programmes in any of the DIETs. So far no system has been evolved for utilising these equipment outside the premise of DIETs by the faculty.

B. *Human Resources*

All the seven units were not adequately filled in majority of the DIETs. It can be observed that the DIETs of Andhra Pradesh are inadequately staffed compared to the DIETs of Rajasthan. The DIETs of Andhra Pradesh recruited fresh faculty members in addition to the promoted and deputed faculty, whereas in case of DIETs of Rajasthan the faculty were all promoted and deputed from the schools and education departments. The DIETs of Andhra Pradesh, had faculty strengths between 7-16 during 1991-92, whereas the DIETs of Rajasthan had about 8-16 faculty during this period. The branches such as work experience, curriculum and material development and educational technology remained vacant in many of the DIETs of Andhra Pradesh. The IFIC branches of the DIETs did not have full staff strength, only one faculty member was held responsible for the IFIC branch activities. This position improved in the year 1993-94 with staff ranging between 10 to 18 in the DIETs of Andhra Pradesh while Rajasthan DIETs had faculty between 8 to 16.

The field strength of faculty in various branches of DIETs were not adequate and do not fulfil the criteria prescribed in the DIET guidelines. It was very much necessary for all the DIETs to have atleast full staff strength in case of certain key branches such as IFIC, P&M and PSTE. In the absence of full faculty in these branches, it was not be possible for the DIETs to undertake in-service training activities.

The other administrative staff found in position were the office superintendent, accountant, upper division clerk, lower division clerk and the peons. These posts were adequately filled in majority of DIETs. The post of librarians were not filled in case of the DIETs of Andhra Pradesh while the Rajasthan DIETs in majority had librarians. The absence of a librarian in the DIETs of Andhra Pradesh has resulted in burdening the faculty with additional responsibility. As all the libraries of DIETs were expected to maintain and manage a large number of books, because every year lot of funds are allocated for acquiring books, the post of a librarian becomes very much essential.

C. *Financial Resources*

The DIETs receive their grants from the centre through their state government. The annual grants which were received by various DIETs were divided into various head of accounts.

Regarding the allotted on account of organising in-service training varied within DIETs. In case of the DIETs of AP, they were allotted amounts ranging between Rs. 1 lakh to Rs. 6 lakhs, it was observed that only a part of the amount was utilised which ranged between Rs. 8,000 to Rs. 53,000 only, while many of the DIETs didnot provide any information on utilisation of the allotted amount, the reason may be either they were unspent or unutilised.

In case of DIETs of Rajasthan all the inservice training programmes were clubbed into the category of short theme courses, and they were not classified under various categories. There was a uniform pattern of allotment of grants for inservice training amounting to Rs. 3,75,000/-. But the extent of utilisation of the amount was not provided by majority of the DIETs.

Some of the DIETs of AP furnished the budget amount distribution in respect of theme based inservice training on non-formal education, audio-visual aids and educational technology, minimum levels of learning, human resource

development programmes conducted under the UK assisted programme. But, the full amount was not utilised in conducting the inservice training programmes. This is due to the facts mentioned by DIET principals that funds were released lately and other factors being the shortage of faculty.

Planning and Management of In-Service Training

The DIETs were expected to plan the conduct of annual inservice training programmes. However, it was observed that some of the DIETs prepare the tentative training programmes to be organised by the DIET and they were sent to the SCERT/SIERT, the SCERT/SIERT decide upon the programmes to be organised in all various DIETs and after approval at the Directorate level, the DIETs were informed regarding the trainings to be organised during a year and the funds were allotted accordingly. The training programmes in the DIETs were mostly conducted in a mechanical and ritualistic manner. The DIETs were yet to develop a systematic planning of training programmes taking into local needs or district requirements, as there were lots of inter- district variations. The various committees for looking into the activities of the DIETs were to be evoked and made functional. Linkages with other organisations were to be established in a reciprocal manner. In the absence of planning committees, advisory committees and task force meetings for discussing the requirements of a training programme doesn't evolve proper planning. The question of deciding the themes to be taught and the training material to be prepared and distributed cannot be evolved without clearcut discussions. The approved training programmes by SCERTs/SIERTs were being organised by DIETs in majority, yet at times some States decided to conduct specific training programmes were organised without taking into account the already scheduled programmes. In Rajasthan, for instance, the newly recruited teachers were sent for inservice training as a ritual. These ritualistic programmes were good for counting the number of programmes of a DIET, but it only adds to the number. These programmes do not service the purpose and donot help in achieving certain desired objectives. The DIETs in majority prefer to organise training on very narrow and specific subject thereof which can only help in improving specific subject component of it school teachers but would require something more through inservice training such as achieving of overall competencies among children, man-

aging the dropouts and utilising the available limited resources and imbuing value while educating the children. Some of these aspects of much importance and suitable training materials in the form of cyclostyled material should be compulsorily provided alongwith other stationery to the teacher trainees. It can be observed that some of the DIETs have mentioned the shortage of funds leading to non- production of training materials. Even the frequency with which the material developed varied from DIET to DIET, wherever such material was prepared. However, it was very much essential for all the DIETs to have a system of producing training material and distributing them much liberally. The absence of proper library facility in majority of DIETs has crippled the reading and chance of glancing through journals during training programmes. In the absence of such library facilities, the distribution of training material becomes essential.

The other factors being non-utilisation of resource persons for inservice training reduce the opportunity both by DIETs and trainees to understand certain new ideas. More interaction and involvement by experts from colleges, high schools, and voluntary bodies involved in educational activities would provide a forum for the teacher trainees and DIET faculty to enrich their knowledge. Moreover, the DIETs in majority were suffering from a common problem of inadequate staff, in such circumstances it is very much essential for DIETs to involve certain good resource persons in the inservice training activities.

There were many more such improvements which can be enforced into the DIETs activities in order to enhance the potential of the teacher trainees as well as making the DIET a real pace-setting institution in the district.

8. *Pilot Study of Socio-Economic Background of the Students and the Employment Earning Patterns of the Technical and Industrial School Graduates in Shillong*

The Project was undertaken by Dr. P.M. Passah Reader, Department of Economics, NEHU at an expenditure of Rs. 9,932/-. The main objectives of the study were : i) whether vocational and technical education as a remedy to unemployment or underemployment of the educated can be relied upon; and ii) whether vocational and technical education has contributed to mitigate socio-economic and educational inequalities among different strata of society.

The summary and conclusion emerged from the study are:

- i) That whoever qualified from the technical/vocational schools/institutes in the State have been able to get absorbed in Government and semi-government jobs and services. The hankering for such jobs and services by disregarding jobs in private organizations and self-employment is only transitory;
- ii) It can be, therefore, said with certainty that vocational and technical education in diploma or certificate courses can be relied upon as a remedy to unemployment and under employment. Such vocationally or technically qualified persons can always fall back upon self-employment in case of failure of getting employment either in the public or private sector. With the on- going economic reforms that take place in the country, a number of jobs available and generated in the hi-tech based sectors of the economy would need in most manpower endowed with vocational and technical skills. Hence there is a need to train persons for those middle level jobs which may be anticipated in industry and in the service sector. Similarly, there is a need to train people for self-employment in agriculture, small industries, services such as repairing etc; and
- iii) Finally, for the successful implementation of the programme the said department/directorate should also explore the possibilities of involving people from many institutions like banks, industries, health and other areas and even international organizations such as UNESCO, WHO, FAO, ILO, etc. Besides, it will have to co- ordinate such involvement among various institutions and organizations. Such involvement would go a long way in the successful implementation of the vocationalization programme.

9. *Indicators of School Education in India*

The study was undertaken by Shri A.K. Sinha, Project Associate Fellow, at cost of Rs. 15,000/-. The main objectives of the study were to :

- i) develop indicators on various aspects of the educational system and make them readily available

to administrators, planners, policy makers, educationists, researchers and to students;

- ii) give a comparative scenario of indicators preferable at three points of the time and on the latest available data; and
- iii) identify disparities in the levels of educational development between states and union territories and of the country as a whole.

In this study indicators for six different sectors, viz : i) Contextual Indicators; ii) Literacy Indicators; iii) Institutions Indicators; iv) Enrolment Indicators; v) Teacher Indicators; and vi) Expenditure in Education have been developed.

Review of Studies in Progress

1. *A Study on School Mapping*

In pursuance of the National Policy on Education (NPE) 1986 and the Programme of Action (POA), the Project on School Mapping with the objective of studying, planning and management (practice and procedures) of schooling facilities in selected States was taken up. The other objectives of the project were :

- i) orientation of key persons in techniques of School Mapping;
- ii) micro level planning and developing of a comprehensive manual containing guidelines and norms for opening and rationalising, schooling facilities at different levels.

The work of the project was initiated in 1986. National and State Level technical workshops were organized by NIEPA for orientation of the key persons and the field staff of the States/UTs. A detailed study of the procedures and practices followed in locational planning of institutions, i.e, School Mapping was undertaken in case of 10 States. The States/UTs reports of study in Planning and Management of Schooling Facilities are now ready. However, the objective of developing a comprehensive manual containing the guidelines for school mapping is to be achieved. The manual containing comprehensive guidelines and norms will be based on the analysis of :

- i) information collected from different States/UTs during their work on developing block plans for School Mapping; and

- ii) the guidelines developed in technical workshops organised earlier by the NIEPA for the purpose.

As a first step, a draft manual for the use of block, district and state level administrators and planners will be developed. This may be discussed in a seminar of the faculty members and experts.

The suggestions received from experts will also be incorporated and the final draft may be placed before a small committee for approval before printing.

2. *Project on Second All India Survey of Educational Administration*

The project was approved with budget of Rs. 19.84 lakhs. The study was being conducted by Shri Baldev Mahajan , Former Joint Director.

The main objective of this project is to undertake comprehensive survey of educational administration in all States/UTs and Centre with a view to diagnose the existing system, processes, structure and provide plan of action for change over to suit the requirements of planning and management as envisaged under the National Policy on Education.

The survey reports of Arunachal Pradesh, Kerala, Punjab, Mizoram, Goa, Haryana, Madhya Pradesh, Karnataka and Sikkim have been brought out as priced publications as part of the series on Educational Administration by M/s Vikas Publishing House, Delhi on behalf of the Institute. The reports of Chandigarh and Lakshwadeep are in the press in March, 1995, while the draft reports of Andaman & Nicobar Islands, Rajasthan and Tamil Nadu are being revised and finalized. Reports on Assam, Himachal Pradesh and Daman & Diu have been started. Reports of Meghalaya, Gujarat, Delhi, Nagaland, Orissa, Manipur, Dadra & Nagar Haveli, Pondicherry, Bihar and Andhra Pradesh are yet to be prepared. Draft Reports on Maharashtra and UP were reached in part. Draft reports on J & K and West Bengal were not received.

3. *Planning and Management of Non-formal Education in Latin America: Lessons and Implications for India*

The project was approved with an amount of Rs. 1,46,200/- . It is being conducted by Dr. Anjana Mangalagiri, Fellow, International Unit.

The objectives of the study are : to examine the structure and process of planning non-formal education in Latin America, the management and organization of these programmes and to furnish inputs for the development of comparative education with a view to inter-regional understanding and cooperation in education.

The study examines planning and management strategies in non- formal education in Latin America with special reference to decentralization and community participation in the light of India's own emphasis on these strategies. The experience of Latin America shows that non-formal education is not treated as an educational programme as in India, but as a holistic alternative to the structured and standardised formal education system. Unlike the top-down approach that it has had in India, the Latin American case depicts some semblance of decentralization, people's participation, conscientization, followed by mobilization of people for their rights. Rather than emphasis on the programme itself, the Latin American case shows the emphasis laid on the processes of planning and management which have yielded positive results.

4. *Regional Disparities in Educational Development in India: An Enquiry into the Educational Disparities in the Context of Social Well Being at the Grassroots Level*

The project on Regional Disparities at the Grassroots Level was approved with an amount of Rs. 3,48,840/-. The study is being conducted by Dr. S.C. Nuna, Fellow, SNS Unit.

The objectives of the study are: to analyse disparities in educational development at the school level and to develop an explanatory system with a view to provide directions for reduction of disparities; to analyse inter-linkages between education and other spheres of development; and to evaluate the existing developmental delivery mechanism with a view to develop framework for integrated planning at the grass-root levels.

The study is based on district level data of Fifth All India Educational Survey and primary data generated from 15 districts of the country through a household survey. The study is in final stage of completion.

5. *Computerised Planning for Education (Sponsored by Ministry of Human Resource Development, Department of Education, Govt. of India)*

The project on Computerised Planning for Education was approved with an amount of Rs. 31,21,700/- by Department of Education, Ministry of Human Resource Development, Government of India.

An orientation programme on COPE (Computerised Planning for Education) was organised for the senior level officers of the states of Himachal Pradesh, Rajasthan and UT of Delhi with an objective of familiarizing them with the COPE system.

After the demonstration of COPE system in the Directorate of Education of Delhi, it was decided to implement the system in the Union Territories. In this regard, the necessary training required for Deputy Directors, Zonal Officers and State COPE cell personnel has been imparted. The data capture formats have been printed and the necessary hardware has also been installed in the educational districts of Delhi.

The data-bases of the districts of Etawah, UP and Ranchi, Bihar have been completed. The data-base of Ranchi district is being used in Bihar Education Project extensively.

6. *An Evaluative Study of National Rural Talent Search Scholarships Scheme (Sponsored by Department of Education, Ministry of Human Resource Development, Govt. of India)*

The design of the project was approved by the Project Advisory Committee in February 1993. The study is being conducted by Dr. (Ms.) Kusum K. Premi, Fellow and Head Educational Policy Unit.

The main objectives of the study are: to find out the extent of utilisation by different category of beneficiaries and possible reasons for under-utilisation by specific categories; to review the practices followed by different states in identification of talent and nurturing practices; to evaluate the management structures and identify bottlenecks in implementation to analyse the socio-economic background of the beneficiaries; to assess the impact of scheme on the beneficiaries; and finally relevance of scheme in the context of introduction of Navodaya Vidyalayas.

The study involved collection of secondary as well as primary data from the states. During the period, secondary data was collected from 14 states and a brief overview of the findings based on analysis of secondary data was sent to the Ministry in February 1994. Questionnaires were prepared for collection of primary data from the state level officers, district level officers, headmasters of schools, scholarship holders their parents and ex-beneficiaries.

The work on primary data collection was initiated in Maharashtra, Meghalaya and Orissa. Meghalaya and Maharashtra completed the field work and prepared draft tables. The study is in final stage of completion.

7. *Educational Development in Pondicherry : A Historical Perspective*

The study was approved with an amount of Rs. 2,20,050/- under the scheme of financial assistance. The study is being conducted by Dr. K.S. Mathew of Pondicherry University and Dr. A. Mathew of NIEPA.

The development of the educational system in the erst-while French enclave and present Union Territory of Pondicherry is notable for many positive aspects. Within 35 years of its merger with the Indian Union, it achieved a progress of 55.85% literacy as compared to the all India average of 36%. Judged from the enrolment position at the primary level, Pondicherry Union Territory could be said to be within the striking range of UEE. The provision of educational facilities has expanded phenomenally. This tempo of expansion has been sustained by a significantly higher proportion of allocation to education as compared to many other States and Union Territories.

However, it seems that there are deficiencies in the efficiency of management which determine the quality and health of the system. These include the pattern of educational administration, institutional management, the professional competence and its upgradation of teachers, their cadre policy including recruitment, posting, promotion and transfer and utilisation of available facilities by the institutions.

In the light of the above factors, a diagnosis of the educational system in Pondicherry is of direct value to initiate corrective planning and management measures. Conceived in this perspective, the main objectives of the proposed research are : to study the policy and system of educational development in Pondicherry under the French

Ruler; to assess the French influence in Pondicherry's educational system after its merger; to critically examine the educational development in Pondicherry since 1954; and to identify the focal planning and management issues and suggest corrective measures in the light of the emerging concerns.

Report writing is in progress.

8. *Study on Profile of Selected Universities in India (Sponsored by the University Grants Commission)*

At the request of the University Grants Commission, NIEPA, has undertaken a study on Developing Profile of Nine Central Universities and Eight State Universities with a cost of Rs. 7.00 lakhs. Dr. G.D. Sharma, Senior Fellow and Head, Higher Education Unit of NIEPA, is the Project Director of the study.

The objectives of the study are to: analyse the genesis, performance status and future development thrust of the central and state universities in India based on secondary as well as primary data for the university as a whole and each of the departments/centres of the university separately; examine the impact of incentives provided by the UGC, State Governments and International organisations on the development and performance of the sample universities; examine organisational structure, decision-making process, administrative personnel and procedures on the performance and development of universities; analyse the contributions of faculty members and students on the development and performance of Universities; identify critical variables influencing a set of universities in particular and higher system in general; compare and contrast the role of these key variables in the functioning of central and state universities; project the future thrust of the development of sample universities, given their past trends and suggest plans and programme of action to influence the future thrusts in the desired direction; and build profile of each of the selected universities and suggest specific policy, programme action for each of the universities.

We have received 10 university profiles out of 17 sample universities and teacher profiles of all departments of ten universities. Data pertaining to Aligarh Muslim University, Kerala University, Vishwa Bharati and Bombay University, NEHU and Madras University are being received as almost 80% of the work of these universities have been completed by the Chief Research Investigators. The proc-

essing of data for comparative analysis on the computer is in progress.

9. *Study of Women's Well-being at the Grassroots Levels (Sponsored by Ministry of H.R.D., Deptt. of Women and Child Development, Govt. of India)*

The study was sanctioned by the Ministry of HRD, Department of Women and Child Development, Government of India with an expenditure of Rs.2,24,200. Dr. S.C. Nuna, Fellow, Sub-National Systems Unit of NIEPA is the Project Director of this study.

Specific objectives of the study are : to validate the composite index of women's well-being classifying districts of the country in five categories in the study of Women and Development; to assess the nature of women's well-being at the grass-root level, and to work out a model for convergence of services with a view to develop integrated planning strategies for ameliorating the women's well-being.

The data collection work is in progress.

10. *Study on Universalisation of Elementary Education by 2000 A.D. : Resource Implication of Alternative Policy Packages*

A Study on Universalisation of Elementary Education by 2000 A.D.: Resource Implications of Alternative Policy Packages is undertaken by NIEPA with a budgetary provision of Rs. 95,000. Professor Shri Prakash, Senior Fellow & Head, Educational Planning Unit of NIEPA is the Project Director of the Study.

The objectives of the study are : to develop a framework of support structure needed for policy perspectives; analyse expenditure required for UEE; and to develop state-wise projection of enrolments to cover all states, union territories in the long run, while in the short run, the study is expected to cover only backward states.

The study is in progress.

11. *Baseline Assessment Studies in respect of : Kerala and Karnataka*

The project is undertaken in the context of the District Primary Education Programme and is funded by the World Bank. The study in respect Kerala is being conducted by Dr. N.V. Varghese, Fellow SNS Unit.

The objectives of the study are : (i) to measure the levels of learner achievement at primary levels of education in

Kerala; (ii) to analyse the functioning of primary schools; and (iii) to identify factors influencing learner achievement and school effectiveness.

The study is based on the empirical evidence generated from the three districts of Kerala, namely Malappuram, Kasaragode and Wayanad. The DIETs in the respective districts were identified as the nodal agency for the field work operations. A preliminary report highlighting the levels of learner achievement was brought out by the end of January 1994. The data analysis and drafting of the final report is continuing and the project is expected to be completed by July, 1995.

Baseline Assessment Study : Karnataka State

The World Bank sponsored Baseline Assessment Studies for all the six states covered under DPEP. The study for Karnataka is being conducted by Dr. Y.P. Aggarwal, Fellow, School and Non-formal Education Unit.

The objectives of the study are : to measure the levels of learners' achievement and establish Baseline data for evaluation purposes and to analyse and understand the basic factors influencing the learners' achievement and school effectiveness.

The study is confined to four districts namely, Kolar, Mandya, Belgaum and Raichur. The field work was completed during the months of November/December 1993 and a preliminary report was presented in a seminar held at Delhi in January, 1994. In order to ensure that adequate capacity at the State level is built for undertaking similar studies at a future date, the present study was conducted in close co-operation with the resource institutions in the Karnataka State. DSERT in the State was the nodal agency from where all the activities of survey planning, collection and computerisation of data were undertaken. Mr. M.V. Parthasarathi Raju, Reader DSERT, was the State Coordinator for the study.

The Project is progressing as per schedule and the tasks assigned for the study will be completed in time.

12. *Project on Use of Sample Survey Techniques of Study Problems of Education of Children of Slums - Case Studies of Delhi and Bombay*

The project is being undertaken by Prof. Shri Prakash, Senior Fellow & Head, Educational Planning Unit. The main objective of the study are : to study the problems of

education of children of slums in order to determine want of enrolments, retention and dropouts and their inter-relations with socio-economic development.

The questionnaire has been developed and field tested, listing of the universe has been obtained and sample procedure has been finalised.

The study is in progress.

13. *Profiles of School Quality in Secondary Education - A Study of Selected Secondary Schools*

The project is being taken up by Dr. (Mrs.) Sudesh Mukhopadhyay, Fellow, School and Non-formal Education Unit. The study is undertaken with the objectives : to develop profiles of quality in secondary education; to identify factors contributing to the school quality under varying administrative arrangements; and to workout the intervention strategies for improvement of school quality.

The study was sanctioned in the month of April, 1993, and the financial approval was given on January 3, 1994. A Research Assistant was appointed for the months of February to April, 1994. During this period, the progress is as under : (i) Review of literature has been completed resulting in a paper on Quality of Secondary Education : "Journey from school Effectiveness to effective schools" which will be published in a suitable journal besides being used as the background paper on a proposed programme of quality of education; (ii) Preliminary visit has been made to the State Boards of Secondary Education, Gandhi nagar and Ajmer and the lists of Schools to be covered under the study are being processed; and (iii) The work of DELPHI study for identifying indicators of school quality is in progress.

14. *Project on Standards of Teaching and Research in Economics in Indian Universities*

The Institute has undertaken a small study on "Status of Research and Teaching of Economics in Indian Universities" sponsored by UGC at a cost of Rs. 20,000/- and for a period of 2 months. The project is being undertaken by Prof. Shri Prakash, Senior Fellow and Head, Educational Planning Unit.

The main objectives of this study are : (i) to identify the gaps and limitations of infrastructural facilities, teaching staff, research capabilities and facilities; (ii) to review work by subject panels also involves the assessment of the

strengths, weaknesses, specialisations of the faculty and the research undertaken by the individual departments undertaken both by teachers and research scholars; and (iii) to assess the standards of research in various university departments of economics with a view to help the lagging departments to overcome their infrastructural and faculty limitations so as to bring the research standards, up to national average.

The study is in progress.

15. *Power, Status and Responsibilities of Principals of Colleges*

The project is being undertaken by Dr. G.D. Sharma, Senior Fellow and Head, Higher Education Unit.

The main objectives of the study are to examine : Methods and procedures of recruitment of principals; Service and working conditions of principals; Power and authorities vested in the principals of colleges by the Act, orders and through Memorandum of Associations and the responsibilities assigned to them; Responsibilities of the principals with regard to : a. Curriculum development, b. Ensuring regularity of teaching learning process, c. Ensuring and carrying out innovative programmes, students staff development and management including non-teaching staff, and d. Infrastructure development and management. methods of governance and relationship between management and principals and between the college principals and funding agencies; status and responsibilities as perceived by the principals of colleges and problems experienced by them in efficiency performance of their responsibilities.

It was felt that traditional role and authority exercised by the principal is under a serious stress. With the change in educational structure, processes and size of institutions, the system of governance, particularly powers, authority and responsibility exercised by the principal also need to undergo a change.

New Studies

1. *Time Management of Principals of Higher Secondary Schools*

The study on Time Management of Principals of Higher Secondary Schools was sanctioned to Dr. Cynthia Pandian, Reader, Department of Education, University of Madras, under NIEPA's Scheme of Assistance for Studies in Educational Planning and Administration. The esti-

mated cost of the study is Rs. 64,680/-, and the duration of the study is 12 months.

The main objectives of the study are : i) the various aspects of time management of principals; ii) to find out the variations in principals, practice of time management; and iii) to identify self-imposed time-wasters and principals pattern of working each day matching activities and time.

2. *Comparative Study of the Organisational Climate in High - and Low - Burnout Jawahar Navodaya Vidyalayas*

The study on Organisational Climate in High - and Low - Burnout Jawahar Navodaya Vidyalaya was sanctioned to Dr. H.M. Kashinath, Senior Lecturer, Department of Education, Karnatak University, Dharwad, Karnataka under NIEPA's Scheme of Assistance for studies in Educational Planning and Administration. The expected cost of the study is Rs. 18,000/-. The duration of the study is 12 months.

The main objectives of the study are : i) to investigate the relationship of 'pedagogical' environment with High and Low - burnout JNVs; ii) to investigate the relationship of 'administrative', 'social', and 'physical' environment; iii) to High and Low Burnout ; and iv) to determine the relative contribution of various organisational variables to High and Low burnout JNVs.

3. *Study on the Progress of Implementation of DIETs in Selected Districts of Kerala*

The Study on Progress of Implementation of DIETs in Selected Districts of Kerala is undertaken by NIEPA at the instance of M/HRD, Deptt. of Education at an estimated cost of Rs. 85,000/-. Dr. Pramilia Menon, Associate Fellow, NIEPA is the Project Director of this study. The duration of the study is 6 months.

The objectives of the study are : i) to study the overall scenario of implementation of the scheme of DIET in the state in general, and selected DIETs in particular; ii) to identify areas of educational intervention selected by the DIET in the socio- economic and educational contexts of the district; iii) to survey the activities undertaken by the DIET since its inception and infrastructural facilities available to the DIET; iv) to study the administrative, financial and academic support received by DIET from district, state and national agencies for designing, implementation and

monitoring of its activities; and v) to formulate recommendations for making DIETs more effective.

4. *Planning and Administering Literacy Programmes: Lessons from Block Level Experience*

The study on Planning and Administering Literacy Programmes : Lessons from Block Level Experience was sanctioned to Professor R. Bhardwaj, Chairman, Institute for Educational Research and Development, Bangalore under NIEPA's Scheme of Assistance for Studies in Educational Planning and Administration. The estimated cost of the study is 87,600/-. The duration of the study is 9 months.

The main objectives of the study are : i) the relationship between the institutional setting supporting the movement and speed of the movement itself; and ii) to obtain a follow-up profile of the persons thus trained to assess whether literacy has enabled its recipients with capabilities to improve the quality of life.

5. *Ashram Schools in the Backward State of Orissa*

The study on Ashram Schools in the Backward State of Orissa was sanctioned to Dr. B.K. Panda, Proj. Associate Fellow, NIEPA at an estimated cost of Rs. 15,000/- and for a period of eight months.

The main objectives of the study are : i) to study the existing pattern and status of Ashram Schools; ii) to study the participation, demand and effectiveness; and iii) to examine the planning and management of Ashram Schools at state, district and institutional levels.

6. *Institutional Self-Evaluation Tools for Rajasthan*

The study on Institutional Self Evaluation Tools for Rajasthan was sanctioned to Dr. R.S. Sharma, Fellow & In-charge, SNS Unit, NIEPA at an estimated cost of Rs. 9,000/- for a period of six months.

The main objectives of the study are : i) to develop Institutional Self Evaluation Tools for Schools in Rajasthan; and ii) to orient the key persons in utilising the tools to develop and for training their staff.

7. *Role of the Lai Autonomous District Council of Mizoram in Planning and Management of Primary Education*

The Project on Role of the Lai Autonomous District Council of Mizoram in Planning and Management of Primary Education was sanctioned with an expenditure of Rs. 15,000/- for a period of 6 months. Mrs. Jayashree Jalali, Associate Fellow, SNS Unit is the Project Incharge.

The objectives of the study are : i) to examine the powers of the District Council to establish and construct primary schools; ii) to impart primary education in the mother tongue; iii) to introduce innovative and local-specific curriculum; iv) its freedom to administer day to day affairs of the school; and v) to examine the jurisdiction of the District Council over recruitment, transfer and promotion of the primary school teachers.

8. *Influences of Educational Change on Quality of Teachers' Work Life*

The study on Influences of Educational Change on Quality of Teachers' Work Life was sanctioned to Dr. (Mrs.) Jaya Indiresan, Senior Fellow, NIEPA at an estimated cost of Rs. 15,000/-.

The main objectives of the study are : (a) to study the perceptions of a representative sample of teachers working in state secondary comprehensive schools about the factors contributing to their sense of professional satisfaction. These factors would include working conditions, work activities, professional roles and responsibilities; (b) to study the relationship of these factors with the school environment on the one hand and teachers' personal characteristics and demographics on the other, and with dimensions' of the teachers' quality of working life; (c) to devise methods and procedures which would allow each country's researchers to interpret their findings in both their own unicultural context and the context of international comparisons, and; (d) to consider the implications for teacher education programmes and school administration and organisation development policies in each unicultural setting.

9. *Policies and Practices related to Universal Compulsory Education in Independent India*

The study on Policies and Practices related to Universal Compulsory Education in Independent India was sanc-

tioned at an estimated cost of Rs. 15,000/- for a period of 6 months. Dr. Nalini Juneja, Associate Fellow, Educational Policy Unit is the Project Incharge of the study.

The main objectives of the study are : (i) to understand the policies of the Government of India (post Independence) in respect of compulsory primary education; (ii) to examine the documentary evidence regarding universal compulsory education in the States and Union Territories of India which passed Acts of state legislature on compulsory education; and (iii) to investigate with reference to the Union Territory/State of Delhi the factors influencing non-implementation of the Delhi Compulsory Primary Education Act, 1960.

10. *Government and Aided Schools in Kerala*

The World Bank has sponsored a study on Government and Aided Schools in Kerala at an estimated cost of Rs. 1,80,000/-. Dr. N.V. Varghese, Fellow, Sub-National Systems Unit is the Project Director.

The main objectives of the study are : (a) to analyse variations in mean achievement scores between government and private aided schools; (b) to analyse variations in mean achievement scores between girls and boys; between SC/ST and others; and (c) to identify and delineate school factors contributing to variations in learner achievement in government and private aided schools.

11. *Student Enrolment Flows and Projections*

The study on Student Enrolment Flows and Projections was sanctioned by World Bank at an estimated cost of Rs. 1,64,000/- for a period of 4 months. Dr. A.C. Mehta, Associate Fellow, NIEPA is the Project Incharge.

The main objectives of the study are : i) project the age-specific elementary school population (primary and upper primary separately) for All India and across the major states for the target years 1998/99 (beginning of the Ninth Five Year Plan), 2003/2004 and 2008/2009 using the 1991 Population Census data and best estimates of birth rates; ii) compare these with age-specific enrolment projections based on past trends and with improvements in dropout and repetition levels; and iii) demonstrate the implications of accelerating the date at which universal schooling is reached on the rate of growth of school place provision.

12. *Political Economy of Unaided and Unrecognised Schools : A Study of Meerut District of Western Uttar Pradesh*

NIEPA has sanctioned a minor study on "Political Economy of Unaided and Unrecognised Schools : A Study of Meerut District of Western Uttar Pradesh" to Shri Jagpal Singh, Asstt. Regional Director, IGNOU Regional Centre, Old Government College Campus, Railway Road, Karnal at an estimated cost of Rs. 14,000/- for a period of 6 months under NIEPA's Scheme of Assistance for Studies in Educational Planning and Administration.

The main objective of the project is to study the multiple factors social, educational, economic, political and others, which have contributed to the emergence and growth of unaided and unrecognised schools in western Uttar Pradesh.

13. *UNICEF-sponsored Pilot Project on Development of Information Systems for Education (DISE) under District Primary Education Programme*

At the instance of the Ministry of Human Resource Development, Department of Education, NIEPA has undertaken the first phase of UNICEF sponsored Pilot Project on "Development of Information Systems for Education (DISE) under DPEP" at an estimated cost of Rs. 25,37,325/- for a period of 9 months. Dr. Y.P. Aggarwal, Fellow, NIEPA is the Project Director.

The main objectives of the project are : i) to analyse for each state, the existing system of data collection, collation and transmission from the school to the state level; ii) to identify the indicators for monitoring of project inputs and outcomes and to develop a proforma for their monitoring; iii) to identify the additional data needs (census and sample basis) including their frequency of reporting for (ii) above; iv) to specify the modalities of data collection, report generation and transmission in respect of various types of monitoring indicators identified at (ii) above; v) to assess the total volume of data and to suggest the type of professional manpower required for computerization of the district/state level data; vi) to develop the software for data entry, tabulations, aggregations and transmission of reports from the district to the state level; vii) to design a system of data flows and report generation at various levels; viii) to evolve training package for setting up and installation of DISE at the district, state and the national

level; ix) to conduct orientation programme for senior policy planners and administrators in the use of DISE package and also to orient them in the use of educational data generated by DISE; and x) to recommend strategies for extension of DISE to districts other than DPEP districts.

14. *Pilot Study on Aided Schools of Delhi*

The study was sanctioned to Ms. Y. Josephine and Dr. B.K. Panda of NIEPA. The objectives of the study are :

To explore the extent to which the grant-in-aid systems have helped, the removal of financial difficulties of private institutions; to study the extent to which the system has helped the institutions to improve the standards; to understand how far the system really motivates the teachers to work efficiently; and to study the managerial approaches in the context of quality improvement, problem solving, decision-making and coordination with the grant giving agency and mobilising additional resources themselves.

Publications

Dissemination of research findings is as important as the conduct of research itself. Research findings are also brought out through working and occasional papers. Monographs and mimeographed manuscripts offer another mode of dissemination. The Unit also publishes a number of papers, different issues of the Journal of Educational Planning and Administration in English and Hindi and books/research reports in the area of educational planning and administration. During the year, the Institute started bringing out the new Hindi Journal *Pariprekshya*, in place of Hindi translation of the Journal of Educational Planning and Administration.

During the period under review, following publications were brought out by the Institute:

Priced

Books relating to Second All India Survey of Educational Administration

After a gap of two decades, NIEPA has undertaken the gigantic task of conducting the Second All-India Survey of Educational Administration, covering all the states and union territories. During the period, following 6 books have been brought out in the series.

1. *Educational Administration in Mizoram: Structures, Processes and Future Prospects* by Baldev Mahajan, Srilekha Majumdar and F. Lallura.
2. *Educational Administration in Goa: Structures, Processes and Future Prospects* by Baldev Mahajan, J.C. Goyal and R.V. Urankar.
3. *Educational Administration in Haryana: Structures, Processes and Future Prospects* by Baldev Mahajan, R.S. Tyagi and Sarwan Kumar.
4. *Educational Administration in Karnataka: Structures Processes and Future Prospects* by Baldev Mahajan, J.C. Goyal and B.N. Raghavendra Char.
5. *Educational Administration in Madhya Pradesh: Structures, Processes and Future Prospects* by Baldev Mahajan, R.S. Tyagi and U.S. Chaturvedi.
6. *Educational Administration in Sikkim : Structures, Processes and Future Prospects* by Baldev Mahajan, Srilekha Majumdar and D.C. Agnihotri.

Each book is based on an analysis of not only information collected from primary sources in the state/union territory but also the latest data from secondary sources. It gives the present status of educational administration, right from the institution to the state/union territory level, with focus primarily on administration of school education.

These books provide a critical analysis of various functions of educational planning and administration with suggestions for future development of the administrative system, outlining the tasks ahead for educational planners and administrators.

These books provide useful reference material for researchers, educationists, educational planners and administrators, as well as all those interested in the development of education.

7. *Cost of Distance Education in India: A Study of Cost of Distance Education Institutes with Different Size Classes* by Ruddar Datt.

This is the first comprehensive study of its kind undertaken to analyse the various components of costs in Distance Education Institutes. The study highlights the fact that there is a wide divergence observed in the various compo-

nents of costs. This only underlines the fact that several DE institutions have been started as money-making machines and this militates against the very philosophy of distance education which promises to bring education to the doorsteps of the poor and the deprived sections of the society.

The study establishes the inverse relationship between enrolment and costs. This implies that DE institutes are able to reap the economies of 'scale'. Consequently, DE provides a cheaper strategy for extending the frontiers of education. The study also underlines the fact that in regular colleges enrolment and costs are positively correlated, whereas in DE this relationship is negative and significant. Now that the Government is finding it very difficult to expand education in the conventional university system due to the resource crunch, the study has brought to bear the policy-makers the need for reorientation of educational policy so as to support distance education.

8. *Educational Development Among Tribes: A Study of Sub-Plan Areas in Andhra Pradesh* by K. Sujatha.

From the Fifth Five Year Plan a new approach called Tribal Sub-Plan with Integrated Tribal Development Projects has been adopted for socio-economic development of tribals. Under this strategy, education is accorded high importance. The state of Andhra Pradesh has the distinction of adopting the integrated approach with single line administration at project level.

The book attempts to examine the effectiveness of sub-plan approach and integrated development project on educational development of tribals at micro-level in Andhra Pradesh. The study is based on primary and secondary data. It deals with aspects like access, quality, participation, financing and unit cost, attitude, aspirations and awareness of tribals. It also examines the teacher's aspect and planning and management of education in tribal sub-plan area.

9. *Education for All: A Graphic Presentation* by P.N. Tyagi:

This publication is the reprint of the Second edition brought out by the Institute in November 1993.

10. *Expenditure on Education: Theory, Models and Growth* by Shri Prakash and Sumitra Chowdhury

The book attempts to fill-up the gaps in the theory and models of growth of educational expenditure. This theme constitutes the grey area of Public Economics. The book endeavours to bridge the gap between theory and facts, on the one hand, and explores possibility frontiers of econometrics of educational expenditure. It propounds the law of growth of relative educational expenditure in arithmetical progression. Simultaneous equation models of educational demand and supply, satisfying identifiability conditions, have been developed and empirically tested. Theory and models of educational production and cost have been formulated and empirically validated.

The book develops the method for deriving item-wise price indices of individual educational input in input output framework to empirically determine error margins of general price indices as deflators of nominal educational expenditure.

This is the first ever book on econometrics of educational expenditure. The book is rich in analytical contents, varied and rigorous in methodology and has abundant empirical basis to support the laws and models it propounds. The study is illuminating in innovative approach and intuitive insights. Students, teachers, planners, researchers and policy makers will find it relevant, interesting and useful as a work of reference and helpful in teaching at post-graduate and research levels.

11. *Educating Scheduled Castes: A Study of Inter District and Intra Caste Differentials* by Yash Aggarwal and Sarika Sibou

The Scheduled Caste population in India generally represents an educationally, economically and socially backward strata of the society. The SCs, constituting more than 15 per cent of the country's population have all the characteristics of a spatially dispersed minority. While the overall indicators of development present a dismal picture, large differences prevail among various cast-groups constituting SCs. Some caste-groups have a literacy rate which is even higher than the non-scheduled population in the same region, the others do not have even a single literate person. In some cases, the inter-and intracaste differentials

in basic indicators like literacy rate have widened as a result of differential utilization of incentives and other provisions of protective discrimination. The book explores many such issues, perhaps for the first time in some cases, and identifies the new policy imperatives. A major issue having serious policy implication is - are SCs an internally homogenous group? The authors conclude that they are not. Therefore, a uniform policy framework for their development is inappropriate.

Among other things, the book highlights the limitations of the present data base to undertake a comprehensive analysis of key issues in education and labour market participation of SCs.

The book has been divided into 13 chapters dealing with issues ranging from identification and classification of SCs to that of their participation and representation in education and labour market. A comprehensive bibliography will be useful for the social scientists and development planners.

In Press

1-3. Educational Administration relating to the Union Territories of Chandigarh, Lakshadweep and Andaman & Nicobar Islands (Priced)

Journal of Educational Planning and Administration

The Institute publishes this Journal quarterly. Its Hindi version was also used to be published upto 1992. Afterwards, a new Hindi Journal *Pariprekshya* with original contributions in Hindi as well as in English (translated in Hindi) has been started since April, 1994. Its periodicity is thrice a year i.e. April, August and December. During the year, the following eight issues of these journals were brought out:

1-3 English: Vol.VII No.4, October 1993; Vol. VIII No.1, January 1994; and Vol.VIII No. 2; April 1994.

4-6 *Shaikshik Yojana aur Prasashan*: Hindi Version of the Journal Vol. VI No.2, April 1992; Vol.VI No.3, July 1992; and Vol. VI No. 4, October 1992.

7-8 *Pariprekshya* (Hindi Journal): Vol.1 No.1, April 1994; and Vol. 1 No.2, August 1994.

In Press

1. *Journal of Educational Planning and Administration*: Vol. VIII No.3, July 1994
2. *Pariprekshya (Hindi Journal)*: Vol.1 No. 3, December 1994.

Mimeographed Publications

The Institute also brought out a series of mimeographed publications in respect of research studies, occasional papers and reports of various training programmes.

Library/Documentation Centre

The Institute maintains a well-stocked Library/Documentation Centre in educational planning, administration and inter-disciplinary subjects. It may claim to be one of the richest libraries in the field of educational planning and management in the Asian Region. It serves not only the faculty, research scholars and participants of the various programmes but also other organisations through the inter-library loan system. The Library reading room facilities are open to all.

During the period under review, 494 books and 564 documents were added. The Library presently has a collection of 47,021 books besides a collection of reports of international seminars and conferences organised by international agencies like UNESCO, OECD, ILO, UNICEF, etc.

Journals

The Library/Documentation Centre receives 350 national and international periodicals mainly in educational planning, administration, management and other allied fields. All important articles appearing in these journals are indexed. 2631 articles were indexed from these journals during the year.

Newspaper Clippings

Apart from books and journals, the Library/Documentation Centre also maintains a special collection of newspaper clippings relating to educational planning and administration from 20 newspapers received in Library/Documentation Centre.

Non-print Material

The Library is a multi-media resource centre. It has, video cassettes, audio cassettes, films, microfilms and microfiches. The present stock consists of 6 films; 40 video cassettes; 80 audio cassettes; 54 micro films; and 109 microfiches.

Circulation of Books

During the period under review, 90203 documents were issued to the participants of various programmes, faculty and on inter-library loan to other institutions. 1,35,112 documents were used by the users in the Library/Documentation Unit.

Current Awareness Service

Periodicals on Education : Titles Received and their Contents: To provide the readers with a current awareness service about the contents of the journals on education received during the fortnight, the Library continued its fortnightly mimeographed publication "Periodicals on Education: Titles Received and their Contents".

Library/Documentation Centre Acquisitions

Computerized monthly list of additions to the Library/Documentation Centre were also prepared for updating the readers about documents and articles of interest and new arrivals.

Selective Dissemination of Information

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

Bibliography

Library prepared 112 bibliographies for the various programmes organised by the Institute during the period.

Documentation Services

This is a current awareness service series designed both for practitioners and scholars in the field of educational policy, planning and management. The first issue brought out is devoted to an annotated bibliography on Staff Development. The Second issue is J.P. Naik on Education. It includes the books and articles written by J.P. Naik.

During the period under review, the issue on Primary Education Reforms has been prepared.

Documentation Centre

In order to provide an effective information base for the programmes of the Institute, particularly those geared to the needs of the States and Union Territories, the Documentation Centre of the library collects reference material on educational planning and administration published by the Centre, States/UTs, Education Departments, district authorities and educational institutions. The main thrust of the Centre is on collection, storage and dissemination of information to enable the Institute to perform its function as a clearing house of information.

Centre has documents consisting of state gazetteers, state census handbooks, educational surveys, state educational plans, five year plans, budgets, state university handbooks, basic source books and bibliographies, press clippings, state educational codes, acts, rules and regulations technological and sample surveys, district gazetteers, district census handbooks, annual plans, educational plans, district credit plans, World Bank reports, district sample surveys, district educational surveys, district statistical handbooks, village and block level plans and studies, research and project reports, resource inventory studies, techno-economic surveys. NIEPA Training Programmes Reports, NIEPA Research Studies, dissertations submitted by the participants of National and International training programmes organized by NIEPA. The centre is trying to acquire thesis from different universities relating to educational planning and administration.

Computer Centre

The Institute has a well-equipped Computer Centre which provides computer facilities to all the academic units as well as to the library, administration and finance section. Academic units are provided support for training, research and other activities. The Centre also has a Desk Top Publishing System with Ventura publishing software which caters to the in-house publishing work.

The Centre has a good number of PC-286, 386 and two 486 SX machines supported by Dot Matrix and Laser Printers. One of the 486 SX machines is attached to a 600 DPI laser printer which is used by faculty and other staff members. Another 486 machine installed in the Centre is being used as a Dedicated Server to the Local Area Network (LAN) which supports 25 nodes and provides support to the NIEPA Library, Documentation Centre,

Administration, Accounts Section and other users spread over all the floors of the Institute building. During the year, steps have been initiated to further strengthen the facilities under LAN.

Besides above hardware, the Computer Centre is equipped with a variety of software packages and manuals like Lotus 1-2-3 (Rel.3), dBase IV, SPSS PC+ (Ver.4), Softcalc, Softword, Softbase and Wordstar (Rel.6). For programming purposes COBOL, FORTRAN, PASCAL and 'C' Compilers are used. A number of user-friendly softwares have also been acquired which are being used for quantitative analysis of education and allied data.

Cartography Cell

The Cartography Cell provides cartographic presentation in training and research. The Cell has developed new methods of presentation of data and information by means of diagrams, graphs, charts, tables and transparencies for illustration in various training programmes and research projects. The cell also contributed various illustrations in the publications on Educational Administration in Haryana, Madhya Pradesh, Karnataka, Sikkim and Goa.

Hindi Cell

The Hindi Cell of the Institute has dealt with several major works apart from the routine work during the year under review :

- a) Meeting of Official Language Implementation Committee : meetings were organised to review the activities of Hindi Implementation in the Institute.
- b) Publication of New Hindi Journal *Pariprekshya*.

Besides above, three issues of the earlier Hindi Journal *Shaishik Yojana aur Prashasan* were also brought out by the Hindi Cell. These issues were :

- i) Vol. VI, No.2, April 1992
 - ii) Vol. VI, No.3, July 1992
 - iii) Vol. VI, No.4, October 1992
- c) Hindi Day Celebration : on the occasion of Hindi Day Competitions on Essay writing, noting and drafting, typing etc. were organised. Seventeen employees of the Institute participated in various competitions. Experts from outside were invited to judge the winners. Director, NIEPA presented certificates and prizes to the winners.

Organizational Setup

NIEPA is an autonomous body registered under the Societies Registration Act and receives grant-in-aid from the Government of India, Ministry of Human Resource Development. It has a Council, an Executive Committee, a Finance Committee and a Planning & Programme Committee as the main authorities of the Institute. The Director of the Institute is the Principal Executive Officer and is appointed by the Government of India. He is assisted by the Joint Director. The Registrar is the Head of the Office and overall incharge of administration.

The Council

The Council is the apex body of the Institute headed by the President, who is nominated by the Government of India. The Director of NIEPA is its Vice-President. The Council comprises executives of national and sub-national systems of education and eminent educationists consisting of Chairman, University Grants Commission; four Secretaries of the Government of India (Education, Finance, Personnel and Planning Commission); Director, National Council of Educational Research and Training; six Education Secretaries and six Directors of Education from States and Union Territories; six eminent educationists; all the members of the Executive Committee; and three members of the NIEPA Faculty. Registrar, NIEPA acts as Secretary of the Council.

The main function of the Council is to further the objectives of the Institute and exercise general supervision over the affairs of the Institute.

A list of the members of the Council as on 31st March, 1995 is given at Appendix I.

The Executive Committee

The Director of the Institute is its ex-officio Chairman. It comprises nominees of the Secretaries, Ministry of Human Resource Development (Department of Education), Finance and Planning Commission; one Education Secretary of a State; one eminent educationist; one Director of State Government and one Director of State Institute of Educa-

tion engaged actively in educational planning and management; the Joint Director, NIEPA and two of the three members of the faculty on the NIEPA Council as members of the Executive Committee. Registrar, NIEPA, acts as Secretary of the Executive Committee.

The Executive Committee is responsible for the management of affairs and funds of the Institute and has the authority to exercise all powers of the Council. A list of the members of the Executive Committee as on 31st March, 1995 is given at Appendix II.

The Finance Committee

The Finance Committee is appointed by the President. It consists of five members under the ex-officio Chairmanship of the Director of the Institute. It includes Financial Adviser and such other members of the Council as may be nominated by the President. Registrar, NIEPA acts as Secretary of the Finance Committee.

The Finance Committee scrutinises the accounts and budget estimates and makes recommendations on proposals for new expenditure and other financial matters. A list of the members of the Finance Committee as on 31st March, 1995 is given at Appendix III.

The Planning and Programme Committee

The Planning and Programme Committee (PPC) consists of the Director as ex-officio Chairman, Joint Director, Heads of Academic Units, NIEPA; one representative each of the Ministry of Human Resource Development (Department of Education), Planning Commission, University Grants Commission; one Vice-Chancellor of a University (to be nominated by the President); two Education Secretaries and two Directors of Education of State Governments (to be nominated by the Govt. of India); six educationists/social scientists/management experts (of whom two are involved in Women's/Girls' education; one in Education of SC/ST and one in Education of Minorities) to be nominated by the President.

A list of the Members of the PPC as on 31st March, 1995 is given at Appendix IV.

The PPC is expected to approve, finalise and review the various programmes of the Institute and develop long-term and short-term academic perspectives and plans for the Institute; consolidate annually the research, training, dissemination and advisory programmes planned by the faculty, study them and identify gaps and thrust areas.

Academic Units

The faculty of the Institute is organised into the following 8 academic units, namely :

Educational Planning, Educational Administration, Educational Finance, Educational Policy, School and Non-formal Education, Higher Education, Sub-national Systems, and International. Approach and academic thrusts of these units have already been given in Chapter I.

The academic units are headed by Senior Fellows except the Educational Policy Unit which is headed by a Fellow.

The academic units function with full responsibility for the development and execution of various training and research programmes and providing consultancy and advisory services in the areas entrusted to them.

Task Forces and Committees

Special Task Forces and Committees are constituted by the Director from time to time for specific programmes.

The Project Advisory Committees consisting of experts are constituted to advise and monitor the progress of various research projects.

An Advisory Board of Research Studies under the Chairmanship of Director, consisting of, among others, all the Heads of Academic Units and Registrar as its Member-Secretary, considers the proposals received under the Scheme of Assistance for Studies.

Administration and Finance

The Administrative set-up comprises three Sections and two Cells, namely, Academic Administration, Personnel Administration, General Administration, Training Cell and Coordination Cell. The Academic Administration and Coordination Cell report directly to the Registrar. Personnel and General Administration Sections and Training Cell are supervised by Administrative Officer under the overall charge of the Registrar.

The Finance Officer is in-charge of the Finance and Accounts Section.

The total staff strength of the Institute as on 31.3.1995, was 180. The category-wise cadre strength of the Institute is given below :

<i>Cadre Posts</i>	<i>Number</i>
Faculty	50
Academic Support	14
Administration, Finance, Secretarial and other Technical Staff	71
Group D	45
Total	180

Staff Changes

Shri Baldev Mahajan, Joint Director, NIEPA was relieved of his duties from NIEPA on 23.7.1994 on his retirement on attaining the age of superannuation of 60 years.

Professor Kuldeep mathur, Rector, Jawaharlal Nehru University, New Delhi, took over as Director, NIEPA on 3rd August, 1994.

Ms. Ranjana Srivastava, Associate Fellow, Educational Planning Unit, NIEPA was relieved from NIEPA on 22.8.1994 to take up the assignment offered by National Open School for the post of Project Fellow for a period of one year.

Shri S. Gopal, Registrar, NIEPA repatriated to join Ministry of Home Affairs (Inter-state Council), Vigyan Bhawan, Annexe as its Director on 31st October, 1994 (FN).

Shri O.P. Sharma, Finance Officer, NIEPA took over as Acting Registrar, NIEPA in addition to the duties of his own seat w.e.f. 31st October, 1994 (FN).

Visits Abroad

Dr. J.B.G. Tilak, Senior Fellow & Head, Educational Finance Unit, was on a Consultancy to ADB/QUT on sectional Finance of Education in April 1994.

Dr. (Mrs.) Jaya Indiresan, Senior Fellow, participated and presented her paper for the 19th International Conference on Improving Universities Teaching held at the University of Maryland, University College, USA from July 4-7, 1994.

She also participated and presented her paper in eighth Annual Conference of the Educational Research Associa-

tion organised by the National Institute of Education, Singapore from November 24- 26, 1994.

Shri V.P.S. Raju, attended the XXXth session of Training Programme in Educational Planning and Administration at IIEP, from 1st October, 1994 to 31st May, 1995.

Dr. Y.P. Aggarwal, Fellow, underwent Consultancy assignment with Asian Development Bank at Vietnam from August 18 to November 22, 1994.

Prof. Kuldeep Mathur, Director, attended Asian Conference on Scientific Cooperation organised by Science Council of Japan from 6-7 February, 1995.

Obituary

Prof. Moonis Raza, former Director, NIEPA and Chairman, Indian Council of Social Sciences Research, New Delhi, passed away on 17th July, 1994 at USA following prolonged illness. A condolence meeting was held at 5.00 p.m. on 19th July, 1994 to pay homage to the departed soul.

Campus Facilities

The Institute has a four-storeyed office building, seven-storeyed hostel having 48 rooms fully furnished with attached baths and a residential complex having 16 type I quarters, 8 quarters each of Type II, III, IV & V and the Director's residence.

The work pertaining to extension and upgradation of hostel building which includes the Warden's residence, guest faculty accommodation, additional blocks, enlargement of

dining hall, etc., is in full swing and likely to be completed shortly.

Finance

During the year the Institute received a grant of Rs. 205.59 lakhs (Rs. 105.59 lakhs under Non-Plan and Rs. 100 lakhs under Plan) against Rs. 140.52 lakhs (Rs. 95.52 lakhs under Non-Plan and Rs. 45.00 lakhs under Plan) received during 1993-94. The Institute had a balance of Rs. 0.41 lakh (Rs. 0.41 lakh under Non-Plan and 0.00 lakh under Plan) at the beginning of the year. Office and hostel receipts amounted to Rs. 34.99 lakhs during the year. Thus, against the total receipts of Rs. 240.99 lakhs, total expenditure out of Government grants during the year amounted to Rs. 233.55 lakhs (Rs. 134.03 under Non-plan and Rs. 99.52 under Plan) against Rs. 196.99 lakhs during 1993-94.

The Institute had a balance of Rs. 15.78 lakhs and received additional funds amounting to Rs. 53.71 lakhs during the year for the Sponsored programmes/studies from other agencies. The expenditure on sponsored programmes and studies during the year amounted to Rs. 39.85 lakhs.

The total expenditure during the year against government grants amounted to Rs. 233.55 (both Plan and Non-Plan) as against Rs. 196.99 lakhs during 1993-94. In addition, an expenditure of Rs. 39.85 lakhs was incurred on programmes and studies funded by other organisations. The total expenditure during the year both under government grants and funded programmes/studies was Rs. 273.40 lakhs against Rs. 260.74 lakhs during 1993-94.

Training Programmes/Workshops/Seminars/ Conferences organised during the Year

Sl. No.	Unit Code	Title of the Programme	Dates & Duration	No. of Participants
DIPLOMA PROGRAMMES				
National Diploma Programmes				
1.	05.0* (ongoing)	Fourteenth Diploma in Educational Planning and Administration for DEOs/DIETs faculty and other personnel (Phase-I & II) - do - (Phase - III)	Nov. 1993 - April 28, 1994 (28 days) July 19-23, 1994 (5 days)	15
2.	05.1	Fifteenth Diploma in Educational Planning and Administration for DEOs/DIETs faculty and other personnel (Phase-I & II)	Nov. 14, 1994 May 13, 1995 (138 days)	24
2			171	39
International Diploma Programmes				
3.	08.0* (on going)	Tenth International Diploma in Educational Planning and Administration (Phase - I & II)	Feb. 14-May 13, 1994 (135 days)	7
4.	08.2	Eleventh International Diploma in Education Planning and Administration (Phase-I)	Feb.1 - April 30, 1995 (59 days)	21
2			194	28
THEMATIC PROGRAMMES				
Institutional Planning and Evaluation				
5.	08.1	Management of Excellence in Education for Heads of Schools Total Quality Management in Pace Setting Schools - Seminar for Assistant Commissioners & Education Officers of KVS	Oct. 17-21, 1994 (5 days)	20
6.	04.2	Orientation Programme for Heads of School of Andaman & Nicobar Islands (Field based - Port Blair)	Oct. 17-22, 1994 (6 days)	60
7.	07.9	Third Management Development Programme for Senior Educational Administrators Monitoring and Evaluation of EFA	Nov. 21-25, 1994 (5 days)	20
3			16	100

<i>Sl. No.</i>	<i>Unit Code</i>	<i>Title of the Programme</i>	<i>Dates & Duration</i>	<i>No. of Participants</i>
Decentralised and District Area Level Planning of Education				
8.	01.1	Training Programme on Decentralised Planning of Education	July 25-29, 1994 (5 days)	8
9.	07.7	Workshop on District Level Educational Planning (for Officers from DPEP Districts of Andhra Pradesh and West Bengal)	Nov. 7-8, 1994 (2 days)	13
10.	07.3	NIEPA-IIEP Workshop on District Level Planning Implementation Strategy with special reference to School Improvement	Aug. 18-20, 1994 (3 days)	97
3			10	118
Planning & Management of District Institutes of Education (DIETs)				
11.	05.2	Training Programme on Institutional Planning and Management of DIETs in Karnataka (in collaboration with DSERT, Karnataka) (Field based - Mysore)	June 6-11, 1994 (6 days)	29
12.	07.10	Eighth Training Programme for the Faculty of Planning and Management Branch of DIETs	Dec.5-16, 1994 (12 days)	34
13.	09.2	Orientation Programme in Planning and Management of DIETs Library	Feb. 13-24, 1995 (12 days)	12
14.	09.3	Orientation Programme in Planning and Management of DIETs Library (Field based - Hyderabad)	March 20-25, 1995 (6 days)	15
4			36	90
Education for Tribals and Disadvantaged Groups				
15.	02.2	Orientation Programme in Institutional Planning and Management for Heads of Ashram Schools and DSWO	June 20-July 1, 1994 (12 days)	34
16.	04.3	Orientation Programme on Planning and Management of Primary Education in Rural and Remote Areas	Nov. 7-11, 1994 (5 days)	7
2			17	41
Micro Level Planning				
17.	07.2	Training Programme on Micro-Level Planning for UEE Functionaries of U.P. Education for All Project	May 9-13, 1994 (5 days)	25
18.	07.4	Workshop on Micro-Level Planning for Functionaries of U.P. Education For All (Field-based: Lucknow)	August 24, 1994 (1 day)	35
19.	07.5	Workshop on Micro-Level Planning on School Mapping for Formulation of U.P. Education for All Project (Field-based: Aligarh)	Sept. 16-17, 1994 (2 days)	47

<i>Sl. No.</i>	<i>Unit Code</i>	<i>Title of the Programme</i>	<i>Dates & Duration</i>	<i>No. of Participants</i>
20.	07.6	Workshop on Micro-Level Planning and School Mapping for formulation of U.P. Education for All Project (Field-based: Allahabad)	Sept. 26-27, 1994 (2 days)	35
			4	142
Financial Management				
21.	02.1	Orientation Programme on Utilisation of Resources for the Heads of Navodaya Vidyalayas	May 23-27, 1994 (5 days)	28
22.	03.1	National Seminar on Financing Education for All	Sept. 5-7, 1994 (3 days)	23
23.	03.2	Funding Higher Education	Jan. 23-24, 1994 (2 days)	36
			3	87
UEE and Demographic Pressures				
24.	01.2	Training Programme on Demographic Pressures on Education with Special Reference to UEE	Aug. 22-26, 1994 (5 days)	17
			1	17
Quantitative Techniques				
25.	01.3	Training Programme on Quantitative Techniques for Educational Planning	Nov. 21-Dec. 2, 1994 (12 days)	5
			1	5
Computer Applications for Educational Planning and Management				
26.	01.4	Computer Applications in Educational Planning and Management	Dec. 12-23, 1994 (12 days)	37
			1	37
Planning and Management of Higher Education				
27.	06.1	Orientation Programme in Planning and Management for College Principals of Haryana	Oct. 24-29, 1994 (6 days)	26
28.	06.2	Review-cum-Appraisal of Academic Content and Methodology of Orientation Programme of ASC (Field based : Jaipur)	Dec.10, 1994 (1 day)	35
29.	09.1	Orientation Programme of Colleges Librarians of of Haryana	Dec. 26-31, 1994 (6 days)	26
30.	06.3	Orientation Programme in Planning and Administration of Colleges for Principals of Colleges	Jan. 16 - Feb. 3, 1995 (19 days)	34
31.	06.4	Orientation Programme in Planning and Administration of Women's Colleges in collaboration of Banasthaly Vidyapeeth of Rajasthan (Field based : Jaipur)	Feb. 6-11, 1995 (6 days)	21

<i>Sl. No.</i>	<i>Unit Code</i>	<i>Title of the Programme</i>	<i>Dates & Duration</i>	<i>No. of Participants</i>
32.	06.5	Issues on Planning and Management of State Council for Higher Education Workshop (Field based : Jaipur)	Feb.11-12, 1995 (2 days)	40
33.	06.6	Orientation Programme in Planning and Administration for the Principals of Colleges affiliated to Utkal University (Field based : Bhubaneswar)	Feb.14-18, 1995 (5 days)	38
34.	06.7	Workshop on Planning & Management of Women's Study Centres	March 1-3, 1995 (3 days)	30
35.	06.8	Planning & Management of Colleges with a focus on Vocation-alisation - Seminar for Principals of U.P. and Semilar Staff at Lonawala (Field-based : Bombay)	March 10-12, 1995 (3 days)	38
36.	06.9	Workshop on Planning for Higher Education for 21st Century: Role of Management	March 24-25, 1995 (2 days)	38
37.	06.10	Study Orientation Programmes : A Profile of Selected Univer-sities in India	March 28, 1995 (1 day)	20
11			54	346
Other Programmes				
38.	07.1	Workshop on Baseline Assessment Study : Kerala (Field based: Kerala)	April 18-19, 1994 (2 days)	58
39.	04.1	Orientation Programme on Planning and Management for Heads of Senior Secondary Schools (Minority Managed) (Field based - Patna)	Aug. 22-26, 1994 (5 days)	18
40.	04.4	Networking in Planning & Management of Education with Resource Institutions	Feb. 9-10, 1995 (2 days)	51
41.	02.3	Workshop on Financing of Girls Education in School	Feb. 23-25, 1995 (3 days)	18
4			12	145
Grand Total		41	559	1195

Note : Two on-going Diploma Programmes (National and International one each) are included in the above list.

Academic Unit Code Numbers

- 01 Educational Planning Unit
- 02 Educational Administration Unit
- 03 Educational Finance Unit
- 04 Educational Policy Unit
- 05 School & Non-formal Unit
- 06 Higher Education Unit
- 07 Sub-National Systems Unit
- 08 International Unit
- 09 Library & Documentation Unit

G.D. Sharma

Books, Publication, Research Papers and Reports

Development of Colleges in 100 Educationally under privileged districts, sponsored by University Grants Commission in May, 1994.

Power Status and Responsibilities of Principals of Colleges, College Post, 1994.

Educational Development Policy Programme of Action and Management India presented at the consultative policy forum with special emphasis on Central Asia, organised from 6-9 September, 1994 in Ashgabad, State of Turkemanistan.

K.G. Virmani

Consultancy and Other Academic Support

Member, Governing Council, SCERT, Delhi.

Member, Executive Committee, SCERT, Delhi.

Member, Standing Committee on Financial and Establishment Matters, SCERT, Delhi.

Chairman, Kendriya Vidyalaya Management Committee, Kendriya Vidyalaya, Pushpa Vihar, New Delhi.

Member, Governing Council, NIEPA.

Member, Executive Committee, NIEPA.

Visiting/Consulting Faculty to a number of Institutions.

Shri Prakash

Books, Publication, Research Papers and Reports

Expenditure on Education - Theories Models and Growth, NIEPA, New Delhi.

Human Resource Allocation and Education - Employment Trade-Offs, Publication in Macro-Models, 1994, University of Lodoz, Poland.

Study on Development of Framework of Productivity Oriented Educational Structure, Occasional Paper 1/91, I.A.M.R., New Delhi.

Optimum Resource Cost of Education in India. Published in Koti, R.K. (Chief Editor), *Studies in Indian Economy*, Prof. P.N. Mathur Memorial Volume, Himalaya Publishing House, New Delhi.

Impact of Inventory Investment on the Economic Development of Indian Economy, *Singapore Economic Review*, Vol. 38, No. 1

New Economic Policy : Analysis of Actual and Perceived Impacts on Indian Economy Published in B.M. Jaulini (Editor), *New Economic Policy - A Critical Appraisal*, Commonwealth Publication, New Delhi.

Liberalisation and Human Resource Development in Indian Economy with reference to Public Sector, Presented to Seminar on *Liberalisation and Participating Management*, Dec. 94, IIC, New Delhi.

Project Reports

Land Use Pattern in Manipur, Department of Agriculture, Govt. of India.

Evaluation of Standards of Research and Teaching of Economics in Indian Universities, 1st Part.

Indicators of Quality of Education Conceptual and Methodological Thrusts, UNESCO, Bangkok.

Jaya Indiresan*Books, Publication, Research Papers and Reports*

Women's Participation in Higher Education : Issues and Challenges in the book *Higher Education in India : Search for Quality*, K.B. Power (ed.) Association of Indian Universities, 1995.

Foreign Studies in Technical Institutions in India : Perspectives and Policy Implications, *University News*, Vol. XXXIII, No.6, February, 1995.

Perception of Educational Administrators in Institutions of Higher Education : Some Gender Issues. Research Report of the study sponsored by National Institute of Educational Planning and Administration, May 1994.

Challenges of Women's Participation in Higher Education : Importance of Hostel Accommodation. Research Report of the study sponsored by University Grants Commission, September, 1994.

Training Materials

Module on Student Development : Concepts and Strategies.

Module on Managerial Skills.

Consultancy and Academic Support

Consultant, The Ford Foundation on Diversity Initiative in College Campuses.

Consultant, World Bank on Evaluation of Technician Education.

Consultant, Educational Consultants India Ltd. Educating Foreign Students in India.

Convenor, UGC Review Committee for Women's Study Centres.

Consultant to Ministry of Environment on Environmental Education in Colleges.

Other Academic Activities*International Conferences*

Participated and presented the paper "Journey to an Educational Administrator's Position : The Gender Path. Study in a Canadian University Context" at the Nineteenth International Conference on Improving University Teaching held at the University of Maryland, College Park, USA, July 4-7, 1994.

Participated and presented the paper "Challenges of Diversity in College Campuses : The Indian Scene" at the 8th Annual Conference of Educational Research Association at Singapore, November 24-26, 1994.

National Conferences

Attended the National Conference on Education and Culture at the Indian International Centre, New Delhi, August 30th, 1994.

Attended the Seminar on 'Campus Diversity : The US Experience', Ford Foundation, New Delhi, October 27, 1994.

Presented the paper "Future of Women's Studies Centres" at the National Consultative Meet of the Directors of Women's Studies Centres, Chandigarh, December 7-8, 1994.

Attended the seminar on 'Work and Employment' at the Indian International Centre, New Delhi, December 28, 1994.

Attended and presented a paper on 'Education, Diversity and Harmony' at the UNESCO Seminar on Education for the 21st Century, Indian International Centre, January 11-13, 1995.

Attended a workshop on 'Empowerment of Women' at the National Open School, New Delhi, February 20, 1995.

Tilak, J.B.G.*Books, Publication, Research Papers and Reports*

Utilisation of Resources in Education : A Study of Two Mandals in Guntur District, New Delhi, NIEPA, 1994.

Resource Requirements of Education in India : Implications for the Twelfth Finance Commission, New Delhi, NIEPA, 1994.
Financing Education in Cambodia. Education Sector Study. Manila: Asian Development Bank and Brisbane: Queensland University of Technology (July 1994).

Costs and Financing of Education in India: A Review of Issues, Trends, and Problems. Discussion Paper 5. Studies on Human Development in India. UNDP Research Project of Strategies and Financing of Human Development. Thiruvananthapuram: Centre for Development Studies, 1995.

"Training Costs: Measurement". In: *The International Encyclopaedia of Education*. Second Edition. (Oxford: Pergamon Press, 1994), pp. 6420-25.

"Indian Subcontinent: Adult Education." In: *The International Encyclopedia of Education*. Second Edition. (Oxford: Pergamon Press, 1994), pp. 2753-59.

"South Asian Perspectives" (on Alternative Policies for the Finance, Control, and Delivery of Basic Education) *International Journal of Education Research*, 21(8) (1994): 791-98.

"Financing Higher Education: The Lessons Unlearned", *NORRAG News No. 16* (August 1994): 58-60.

"Critical Issues in Financing Education for All," *EXCHANGES* (ACTIONAID, Bangalore) Issue No.7 (December, 1994).

"Schooling Levels of the Population in India," *Indian Journal of Labour Economics* 37 (2) (April-June 1994): 243- 54.

"State Finances for Education," in *Research Based Interventions in Primary Education: The DPEP Strategy*, New Delhi: National Council of Educational Research and Training, 1994, pp.150-53.

"Higher Education Under Adjustment," Annual Meeting of the Heads of the Social Science Departments of the 25 Southern Universities on Liberalization and Higher Education, Madras: Madras Institute of Development Studies (10-11 December 1994).

"Higher Education at Crossroads in India," in *Learning from Experience; Policy and Practice in Aid to Higher Education* (eds.: Lene Buchert and Kenneth King) CESO Paperback No. 24. Hague: Centre for the Study of Education in Developing Countries, 1995, pp. 185-95.

"Cost Recovery Approaches in Education." *Occasional Paper No. 19*. New Delhi: National Institute of Educational Planning and Administration, 1995.

"Human Capital for Development of Human Capital in India," Paper Prepared for the Study on 'India's Industrial Policy'. Delhi" Institute of Economic Growth/Tokyo: Institute of Developing Economies (January 1995).

"On Funding Higher Education in India," (Report of a National Seminar on Funding of Higher Education in India, held at NIEPA, New Delhi, January 1995) *Economic and Political Weekly* 30(9) (4 March): 426-29. Also in *University News* 33 (9) (27 February 1995): 16-22; and *Journal of Higher Education* 18(2) (Summer 1995): 291-300.

"A Select Bibliography of Works of J.P. Naik", in *Thinkers on Education* 3(Prospects 89-90). Geneva: International Bureau of Education, 1995, pp. 211.16.

"How Free is Free Primary Education in India?" Conference on Local Impact of Global Transformation with Special reference to Social development Issues, New Delhi: Association of Asian Social science Research Councils/Indian Council of social Science Research (9 March 1995).

"Effects of Adjustment on Education: A Review of Asian Experience," in *Education, Development and Underdevelopment* (eds. Manoranjan Mohanty and Suresh Shukla). New Delhi, 1995

"Privatisation of Higher Education in India: the Capitation Fee Colleges," in Delhi: Association of Indian Universities, 1995 (forthcoming)

"Elementary Education in India in the 1990's: Problems and Perspectives" *Margin* 1995 (in press).

Book Reviews

School Finance (A.D. Swanson and R.A. King) (and) Generating Income for Educational Institutions (J. Wheale) *Journal of Educational Planning and Administration* 8 (2) (April 1994): 234- 36.

Economics of Education (G. Johnes), Education and Public Policy in Australia (S. Marginson), Economics and Financing of Education (M. Bray) (and) Changing Patterns of Finance in Higher Education (G. Williams). *Journal of Educational Planning and Administration* 8(3) (July 1994): 344-47.

Recent Developments in Economics of Education (eds.: E. Chon and G. Johnes). *Journal of Educational Planning and Administration* 8(4) (October 1994): 498-500.

Knowledge Across Cultures: Universities East and West (ed. R. Hayhoe). *Comparative Education Review* (in press)

The Human Development Race (M. M. Lingenberg). *Journal of Educational Planning and Administration* 9(1) (January 1995) (in Press).

Effective Schools in Developing Countries (H.M. Levin and M.E. Lockheed) *International Review of Education* 41(1) (1995) (forthcoming).

Other Academic Activities

National Seminar on Education, Development and Underdevelopment, Delhi: University of Delhi (5-7 August 1994).

National Seminar on DPEP Studies, New Delhi: National Council of Educational Research and Training (August 1994).

International Seminar on Research Based Interventions in Primary Education: The DPEP Strategy, New Delhi: National Council of Educational Research and Training (October 1994)

Workshop on Studies on Access to and Financing of Education, New Delhi: UNDP Programme of Research on Strategies and Financing of Human Development (November 1994).

Future Role of Planning in India, New Delhi: Indian Statistical Institute (December 30-31, 1994).

Education in the 21st Century (UNESCO sponsored Conference), New Delhi: Indian International Centre (11-13 January 1995).

Workshop in Applied Development Economics, Delhi: Delhi School of Economics (7-12 January, 1995)

National Seminar on Role of State in Higher Education, New Delhi: Jawaharlal Nehru University, Zakir Hussain Centre for Educational Studies (9 March 1995).

Conference on Local Impact of Global Transformation with Special Reference to Social Development Issues, New Delhi: Association of Asian Social Science Research Council/Indian Council of Social Science Research (9 March 1995).

National Seminar on Problems of Higher Education : Management and Funding. Jodhpur : Federation of University and College Teachers', Organizations of Rajasthan, J.N. Vyas University (24- 25 March 1995).

National Conference on Poverty and Employment: Analysis of the present Situation and Strategies for the Future, New Delhi: Institute of Applied Manpower Research (27-29, March 1995).

Membership in Professional Bodies/Academic Consultancy

Member, Advisory Committee on the Sixth All-India Educational Survey, New Delhi: Ministry of Human Resource Development, Department of Education.

Member, Working Group (52nd Round: Survey on social Consumption), National Sample Survey Organisation, Government of India.

Member, National Core Team and head of the group of Studies on State Finances for Education: District Primary Education Projects (Social Safety Net Programme), New Delhi: Government of India

Member, Research Advisory Committee, DPEP Bureau, Government of India, Ministry of Human Resource Development, New Delhi.

Member, Higher Education Core Group, New Delhi: Rajiv Gandhi Institute for Contemporary Studies, Rajiv Gandhi Foundation, New Delhi.

Member, UGC Committee on Excellence in Higher Education, New Delhi: University Grants Commission

Member, Empowered Committee (On DIETs), Department of Education Government of Maharashtra

Member, Governing Body, National Open School, New Delhi.

Consultant, Asian Development Bank, April-July, 1994.

Kusum K. Premi*Books, Publication, Research Papers and Reports*

"An Evaluation Study of National Rural Talent Search Scholarship Scheme : A National Report" sponsored by Ministry of Human Resource Development, (Department of Education), New Delhi.

"Educational Development in Remote Areas : Planning and Management Dimensions" : A Research Report.

"Education of Scheduled Castes and Scheduled Tribes : Planning and Management Issues " in Critical issues in Indian Education edited by Dr. Atma Ram.

"Educational Situation of Child in India" in the book on Child Situation in India published by NIPCCD.

"Management of Education under Panchayati Raj : A Review of Literature" paper prepared for Seminar on Panchayati Raj sponsored by World Bank.

"Innovations in Planning and Management of Primary Education in Remote Areas" paper presented at the Seminar on Innovations in Education organised by NCERT.

Consultancy and Academic Support Services

Member of the Programme Advisory Committee, DIET, Moti Bagh

Member of Evaluation Committee for Delhi DIETs constituted by Delhi Administration

Member of Project Advisory Committee of NCERT for the Project on Teacher Recruitment and Development for Schools located in Remote Areas

Member of Governing Body of Maharashtra Institute of Educational Planning and Administration

Member of Research Advisory Committee of DPEP, Uttar Pradesh

Member of Core Group of DPEP on Tribal Education

Other Academic Activities

Prepared guidelines of "State Institute of Educational Management and Training" for consideration of the DPEP States

Prepared proposal for "Networking of Resource Institutions in Planning and Management of Education"

Prepared the Report of "Networking Seminar"

Y.P. Aggarwal*Books, Publication, Research Papers and Reports**Books/Chapters in Books published*

Educating Scheduled Castes : A Study of Inter-District and Intra Caste Differentials, NIEPA, 1994.

Higher Education in the Context of Planned Development, in *Higher Education in India - in Search of Quality*, Association of Indian Universities, New Delhi (under publication).

Articles/Research Papers Published/Accepted for Publication

Recent Trends in Literacy Among Scheduled Castes, Economic and Political Weekly (Forthcoming, accepted for publication)

Literacy Among Scheduled Castes : Trends and Issues, Occasional Paper No. 20, NIEPA

District Information System for Education : User Manual and Software for Implementation at the District Level in DPEP Districts.

Long Term Educational Development in Vietnam, A Study conducted for the Asian Development Bank, Manila.

School Mapping for Lower Secondary Schools in Vietnam, A Study conducted for the Asian Development Bank, Manila.

Academic Honours/Membership of Important Bodies

Member, International Editorial Board, International Journal of Educational Development, Pergaman.

Member, National Core Group for DPEP, Ministry of Human Resource Development, (Department of Education), New Delhi.

Consultancy Services

Consultant, UNICEF (India) for a project on Monitoring Indicators for Mid Decade Goals and Situational Analysis of Developments in Elementary Education, UNICEF (May-June, 1994).

Co-Team Leader, Review-cum-Appraisal Mission, Bihar Education Project (UNICEF), July-August, 1994.

Provided consulting services to Asian Development Bank for a project preparation Mission on Secondary Education Development Project in Vietnam (August-November, 1994).

N.V. Varghese

Books, Publication, Research Papers and Reports

School Quality and Student Learning: A Study of Primary Schooling in Kerala (Project Report), New Delhi, NIEPA, 1994.

"Economic Reforms and the Prospects for the Educational Sector", *Journal of Education and Social Change* (forthcoming).

"District Primary Education Programme: The Logic and the Logistics", *Journal of Educational Planning and Administration*, Vol. 8, No.4, 1994.

"Education and Economic Reforms", *The Social Engineer*, Vol.3, No.2, 1994, pp.12-14.

Linking District Plan Implementation with Improvement in School Functioning, (with R. Govinda). Paper prepared for the NIEPA-IIEP Workshop on *District Level Plan Implementation Strategy with Particular Reference to School Improvement*, New Delhi, 18-20 August, 1994.

"Decentralisation of Educational Planning in India: An Assessment of Training Needs". Paper prepared for the IIEP-UNICEF workshop on *Strengthening Capacities for Decentralised Management of Primary Education*, Kathmandu, 13-21 December, 1994.

"School Improvements : Where to Intervene", *School Improvement: Varied Experience*, New Delhi, Agha Khan Foundation, 1994.

"Public Initiatives in Primary Education". Paper presented on the theme on "Sustainable Primary Education", Lal Bahadur Shastri National Academy of Administration, Mussoorie, February, 1995.

Total Literacy Campaigns in India: A Study on Their Organization and Cost Effectiveness. Discussion Paper Series Number 6, (Studies on Human Development in India) (Project of the UNDP), CDS, Trivandrum, March, 1995.

Training Materials

District Plan Implementation: Report of the NIEPA-IIEP Workshop, NIEPA, New Delhi, 1994.

Consultancy & Academic Support

Rendered Consultancy and Advisory services to MHRD and to the State Governments on various Occasions under the DPEP.

Member of the Research and Programme Advisory Committee of the Maulana Azad Centre, CIE, University of Delhi; Delhi.

Member of the Research Advisory Committee of the DPEP, NCERT, New Delhi.

Other Academic Activities

Participated in the Workshop on *DPEP Studies*, Malappuram, Kerala, 22-23 June, 1994;

Participated and presented a paper in *Workshop on DPEP Research Studies*, NCERT, New Delhi, 23-25 April, 1995;

Participated in Workshop on *District Planning under DPEP Hyderabad*, 6-8 September, 1994;

Participated and presented a paper in the seminar on *School Improvement*, (organized by Aga Khan Foundation), Bombay, 20- 22 September, 1994;

Participated in the *Expert Meeting on Survey and Research Methodology*, Lok Jumbish Project, Jaipur, 25 November, 1994;

Participated in the National Conference on *Open Learning*, NOS, New Delhi, 9-10 December, 1994;

Participated and presented a paper in Regional Workshop on *Strengthening Capacities for Decentralising Planning and Management of Primary Education*, (organised by IIEP and UNICEF) Kathmandu (Nepal), 13-21 December, 1994;
 Participated in the *DPEP Evaluation Workshop*, NCERT, New Delhi, 9-11 January, 1995; and
 Participated in the Workshop on *Developing Block and District Plans*, Lok Jumbish Project, Jaipur, 21-22 January, 1995.

✓ K. Sujatha

Books, Publications, Research Papers and Reports

Books

Educational Development Among Tribes - A Study of Sub-Plan Areas in Andhra Pradesh, NIEPA, South Asian Publishers 1994.

Articles

National Component of Tribal Education and Intervention Strategies under DPEP.

Educational Development Among Tribes, Fourthcoming, studies on Tribal Development, edited by S.N. Rath.

Equity and Distance Education in India, edited by K. Manohar

Book Reviews

Tribal Issues - A Non-conventional Approach (N. Mohanty) - *Journal of Educational Planning and Administration*, Vol. VIII, No. IV, October 1994.

Tribal Indebtness (Ramaiah P. and Others), *Journal of Educational Planning and Administration*, Vol. VIII No.I, 1994.

Tribal Education and Occupation - Dynamics of Impact and Change (Kailash), *Journal of Educational Planning and Administration*, Vol. IX, No. 1, January 1995.

Membership of Academic Bodies and Other Consultancy

Member of Core Group on Tribal Education under DPEP.

Member of Expert Selection Committee for UPSC.

Member of Expert Committee on Education of Tribal Women, National Commission for Women.

Sudesh Mukhopadhyay

Books, Publication, Research Papers and Reports

Appropriate Technology for Low-vision Children, Blind Welfare, NAB, Bombay, April 1995.

Continuing Education of the Neo-literates-New Challenge for Open Learning System. Accepted for special issues on Distance Education of Media and Technology for HRD.

Facilitating Cooperative Learning Amongst Learners of Open Learning Systems, NOS.

Module on Education of Physically Handicapped (Orthopedical) Distance Education Programme of Kurukshetra University, 1994.

Module on Education of Hearing Impaired. Distance Education Programme on Kurukshetra University, 1994.

Understanding Children with Special Needs. School of Education, IGNOU, New Delhi, 1994.

Educational Technology - Concept and Scope, Kurukshetra University, 1994.

Supplementing Madrasah Education with a Compensatory Package of Curricular Inputs in Environmental Studies and Mathematics. Case Study sponsored by M/HRD and IIE, Pune under ASTRA Project, 1994.

Micro Plan of UEE for Development Block-Dadraul of Shahjahanpur, UP.

Training Materials

Revised Handbook for Principals of DIETs on Institutional Planning and Management.

Important Consultancy and Advisory Services

Participated in Supervision Mission of Govt. of India and Joint Supervision Mission with International Agencies for DPEP States of Kerala and Madhya Pradesh, Feb. & March, 1995.

Participation in National, International Seminars and Conferences

"Reaching and Unreached", Asian Conference, Ahmedabad, January 9- 11, 1995.

Arun C. Mehta**Books, Publication, Research Papers and Reports**

"Education For All in India - Myth and Reality", Kanishka Publishers, 1995, New Delhi.

"Education For All : Enrolment Projections in India", *Journal of Educational Planning and Administration*, Vol.VIII, No.1, January, 1994. (Published in April, 1994)

Jayshree Roy Jalali**Books, Publication, Research Papers and Reports**

Role of the Lai Autonomous District Council of Mizoram in Planning and Management of Primary Education.

"Evaluation of Programmes and Projects on Primary Education - Some Case Studies from India", *Mainstream*, May 1995.

An Approach to the Development of the Education Plan for North Eastern Region of India - Accepted for Publication.

"Evaluation of Programmes and Projects on Primary Education - Some Case Studies from India", prepared for the Study Visit of UNESCO sponsored visit of Primary Level Education Officers from Bangladesh, December, 1994.

Consultancy & Academic Support

Member of the Working Group for Restructuring of the Education System in the North Eastern Region.

Other Academic Activities

Seminar on *Monitoring and Evaluation of DPEP*, NCERT, New Delhi, January 9-11, 1995.

S.M.I.A. Zaidi**Books, Publications, Research Papers and Reports**

BHARAT MAIN MUSLIM SAMUDAI KI SHIKSHA KA PICHHD PAN KA ADHDEYAN in *Pariprekshya*, Vol.1, NIEPA, April, 1994.

Indicators of Quality of Education : Conceptual and Methodological Thrusts (Co-author) UNESCO, January 1995.

"Islam Vichardhara aur Shiksha" paper presented in National Seminar on Vichardhara Mulya aur Shiksha organised at NIEPA, Feb. 14-16, 1995.

Book Reviews

Muslims in India (Vol. 1) in *Journal of Educational Planning and Administration* Vol. VIII No.2, April 1994

Women and Social Change in India in *Journal of Educational Planning and Administration* Vol. VIII No.3, July 1994

Dilemma of Married Women Teachers in India in *Pariprekshy* Vol. 1 No.2, August 1994.

Seminars/Workshops Attended

Attended 3 days Workshop regarding DPEP in Andhra Pradesh, organised by Govt. of A.P. at Hyderabad on September 6-8, 1994.

Attended 5 days Training Workshop on Multi-Level for Educational Inter-Analysis organised at NCERT on September 26-30, 1994.

Attended National Seminar on Vichardhara Mulya aur Shiksha organised at NIEPA, Feb. 14-16, 1995.

Attended IIEP-NIEPA Workshop on District Level Plan Implementation Strategy Particular reference to School Improvement, New Delhi During August 18-20, 1995.

Lecturers Delivered Outside

Delivered lecture on "Primary Education under National Policy on Education" to School Headmasters at DIET, Motibagh on May 18, and June 15, 1994.

Delivered lecturer on "Micro-level Planning of Education for District Information Officers at National Informatic Centre (NIC), New Delhi on Sept. 23, 1994.

Consultancy

Member, National Core Team on District Planning for DPEP

Member, Review-cum-Appraisal Mission for Bihar Education Project, June 28 - July 18, 1994.

Member, Assesment Team for Andhra Pradesh Primary Education Programme (APPEP), August 25-27, 1994

Member, GOI Supervisory Mission to DPEP to Madhya Pradesh, February 16-27, 1995.

Member, Joint Supervisory Mission as GOI representation for DPEP for Karnataka, March 10-24, 1995.

Y. Josephine

Books, Publications, Research Papers and Reports

Resources in Education and Pattern of State Intervention Education in Asia

Instruction Material

Resource Utilization in Navodaya Schools

A documentation study on Developmental Programmes and Scheme for Girls Education.

Other Academic Activities

Financing of Education for All, Sept. 5-7, 1994.

Womens Empowerment and Education, March 22-31, 1995

Research Study Completed

National Rural Talented Children (associated with Dr. K. Premi).

President

1. Shri Arjun Singh
Minister for Human Resource Development
Shastri Bhawan
New Delhi

Vice-President

2. Professor Kuldeep Mathur
Director
National Institute of Educational
Planning and Administration
New Delhi.

Ex-Officio Members

3. Professor G. Ram Reddy
Chairman
University Grants Commission
Bahadurshah Zafar Marg
New Delhi.
4. Shri S.V. Giri
Education Secretary
Ministry of Human Resource Development
Department of Education
Shastri Bhavan
New Delhi.
5. Miss S. Chauhan
Financial Adviser
Ministry of Human Resource Development
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6. Smt. Kiran Aggarwal
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7. Shri R.C. Tripathi
Adviser (Education)
Planning Commission
Yojana Bhawan
New Delhi.

8. Dr. A.K. Sharma
Director
National Council of Educational
Research & Training
New Delhi.
Education Secretaries

Education Secretaries

9. Shri K.M. Chadha
Education Secretary
Government of Nagaland
Civil Secretariat
Kohima-797001
10. Shri N.K. Aggarwal
Secretary (Department of HRD)
Government of Bihar
New Secretariat
Patna-800015
11. Shri P.S. Negi
Commissioner-cum-Secretary
Education Department
Government of Himachal Pradesh
Himachal Pradesh Secretariat
Shimla-171002
12. Shri H. Mishra
Secretary (Higher Education)
Government of Madhya Pradesh
Vallabh Bhawan
Bhopal-462004
13. Shri J.S. Sarma
Secretary
Education Department
Government of Andhra Pradesh
Hyderabad-500022

14. Shri B.V. Selvaraj
Education Secretary
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Secretariat
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Directors of Education/DPIs

15. Shri R. Hranthanga
Director of School Education
Government of Mizoram
Aizawal-790001
16. Smt. Gourinag
Director of Education
Government of West Bengal
Bikash Bhawan
Salt Lake
Calcutta-700091
17. Shri B.P. Khandelwal
Director of Education
Government of Uttar Pradesh
18-Park Road
Lucknow-226001
(Camp Office, Hq. at Allahabad)
18. Dr. Om Parkash
Director of College Education
SB-161, Gandhi Nagar
Government of Rajasthan
Jaipur-302015
19. Shri K. Sivaraj Vijayan
Director of Public Instruction,
Jagathy Commissioner for
Government Examinations
Thiruvananthapuram-695014
20. Shri Z.I. Khan
Director of Education
Union Territory of Lakshadweep
Kavaratti-682555

Eminent Educationists

21. Dr. P.C. Joshi
(Former Director, Institute of
Economic Growth)
Flat No. 109, Sakshara Apartment
A-3, Paschim Vihar
New Delhi

22. Professor Bipin Chandra
Centre for Historical Studies
Jawaharlal Nehru University
New Mehrauli Road
New Delhi
23. Professor Prabhat Patnaik
Centre for Economic Studies & Planning
Jawaharlal Nehru University
New Mehrauli Road
New Delhi
24. Professor Poromesh Acharya
Indian Institute of Management
Diamond Harbour Road
Joka, P. Box No. 16757, Alipur P.O.
Calcutta-700027
25. Professor Krishna Kumar
Department of Education
University of Delhi
Delhi
26. Shri M.P. Parameshwaran
Kerala Sashtra Sahitya Parishad
Thiruvananthapuram
Kerala

Faculty Members of NIEPA

27. Dr. K.G. Virmani
Senior Fellow & Head
International Unit
28. Dr. (Mrs.) Kusum K. Premi
Fellow & Head
Educational Policy Unit
29. Dr. Arun C. Mehta
Associate Fellow
Educational Planning Unit

Members of Executive Committee (Not included above)

30. Shri Deepak Gupta
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
Shastri Bhawan
New Delhi

31. Dr. L.Pandey
Director (Primary Education)
Government of Uttar Pradesh
Directorate of Education
Nishatganj
Lucknow

32. Thiru R. Kannan
Director of Teacher Education
Research and Training
College Road
Madras-600006

Secretary

33. Shri O.P. Sharma
Acting Registrar
NIEPA
New Delhi

1. Professor Kuldeep Mathur Chairman
Director
NIEPA
New Delhi
2. Shri Deepak Gupta
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
Shastri Bhawan
New Delhi.
3. Miss S. Chauhan
Financial Adviser
Ministry of Human Resource Development
Department of Education
Shastri Bhawan
New Delhi.
4. Shri R.C. Tripathi
Adviser (Planning)
Planning Commission
Yojana Bhawan
New Delhi.
5. Shri P.S. Negi
Commissioner-cum-Secretary (Education)
Government of Himachal Pradesh
Shimla-171002
6. Dr. L. P. Pandey
Director (Primary Education)
Government of Uttar Pradesh
Directorate of Education
Nishatganj
Lucknow
7. Thiru R. Kannan
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College Road
Madras-600006
8. Professor Krishna Kumar
Department of Education
Delhi University
Delhi.
9. Dr. K.G. Virmani
Senior Fellow & Head
International Unit
NIEPA
New Delhi.
10. Dr. (Mrs.) Kusum K. Premi
Fellow & Head
Educational Policy Unit
NIEPA
New Delhi
11. Shri O.P. Sharma Secretary
Acting Registrar
NIEPA
New Delhi

Appendix III

Members of Finance Committee (As on March 31, 1995)

1. Professor Kuldeep Mathur Chairman
Director
NIEPA
New Delhi.
2. Shri Deepak Gupta
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
Shastri Bhawan
New Delhi.
3. Miss S. Chauhan
Financial Adviser
Ministry of Human Resource Development
Department of Education
Shastri Bhawan, New Delhi.
4. Shri K.M. Chadha
Education Secretary.
Government of Nagaland
Kohima-797001
5. Shri O.P. Sharma Secretary
Acting Registrar
NIEPA, New Delhi

1. Professor Kuldeep Mathur Chairman
Director
NIEPA
New Delhi
2. Shri Deepak Gupta
Joint Secretary (Planning)
Ministry of Human Resource Development
Department of Education
Shastri Bhawan
New Delhi.
3. Shri R.C. Tripathi
Adviser (Education)
Planning Commission ,
Yojana Bhawan
New Delhi.
4. Shri D.K. Khanna
Secretary
University Grants Commission
Bahadurshah Zafar Marg
New Delhi.
5. Shri H. Mishra
Principal Secretary (Higher Education)
Government of Madhya Pradesh
Vallabh Bhawan
Bhopal - 162004
6. Shri K.K. Vijay Kumar
Secretary
General Education Department
Government of Kerala
Thiravananthapuram-650 001.
7. Smt. Anuradha Gupta
Director of Secondary Education
Government of Haryana
30, Bay Building
Sector-17
Chandigarh-160017.
8. Shri K.P. Sodwane
Director of Higher Education
Government of Maharashtra
17-Ambedkar Road
Pune-411 001.
9. Dr. Sanat Kumar Biswas
Nuclear Scientist
F-19, Old Ballygung Road
Calcutta
10. Dr. Satyapal Ruhela
Dean
Faculty of Education
Jamia Millia Islamia
Jamia Nagar
New Delhi
11. Shri Shakeel Ahmed
Vice-Chancellor
Bihar University
Muzaffarpur
12. Dr. (Mrs.) Gargi
Former Vice-Chancellor
Bundelkhand University
Jhansi-284001
Uttar Pradesh
13. Dr. (Mrs.) R. Debi
Professor of Education
Gauhati University
P.O. Gopinath Bordoloi Nagar
Guwahati-781014
Assam
14. Dr. Rajendra Jain
President
International Law Association
Indore Branch
Ujjain

15. Dr. G.D. Sharma
Senior Fellow & Head
Higher Education Unit
NIEPA, New Delhi
16. Dr. K.G. Virmani
Senior Fellow & Head
International Unit
NIEPA, New Delhi
17. Professor Shri Prakash
Senior Fellow & Head
Educational Planning Unit
NIEPA
New Delhi
18. Dr. (Mrs.) Jaya Indiresan
Senior Fellow
Higher Education Unit
NIEPA
New Delhi
19. Dr. J.B.G. Tilak
Senior Fellow & Head
Educational Finance Unit
NIEPA
New Delhi
20. Dr. (Mrs.) Kusum K. Premi
Fellow & Head
Educational Policy Unit
NIEPA
New Delhi
21. Dr. R.S. Sharma
Fellow & Incharge
Sub-National Systems Unit
NIEPA
New Delhi
22. Dr. (Mrs.) Sushma Bhagia
Fellow & Incharge
School and Non-formal Education Unit
NIEPA
New Delhi
23. Dr. (Ms.) K. Sujatha
Fellow & Incharge ,
Educational Administration Unit
NIEPA
New Delhi
24. Shri O.P. Sharma **Secretary**
Acting Registrar
NIEPA.

Mathur, Kuldeep, Director

Educational Planning Unit

Prakash, Shri., Senior Fellow & Head
Mehta, Arun C., Associate Fellow
Srivastava, Ranjana., Associate Fellow
Zaidi, S.M.I.A., Associate Fellow

Educational Administration Unit

Mehta, C., Fellow (unauthorisedly absent)
Sujatha, K., Fellow
Josephine, Y., Associate Fellow
Narula, Manju., Senior Technical Assistant

Educational Finance Unit

Tilak, J.B.G., Senior Fellow & Head
Reddy, A. Narender., Senior Technical Assistant

Educational Policy Unit

Premi, Kusum K., Fellow & Head
Menon, Pramila., Associate Fellow
Juneja, Nalini., Associate Fellow
Malik, M., Senior Technical Assistant

School & Non-formal Education Unit

Bhagia, Sushma., Fellow & Incharge
Aggarwal, Y.P., Fellow
Mukhopadhyay, Sudesh., Fellow
Diwan, Rashmi., Senior Technical Assistant
Raju, V.P.S., Senior Technical Assistant

Higher Education Unit

Sharma, G.D., Senior Fellow & Head
Indiresan, Jaya, Senior Fellow
Wizarat, Kausar., Senior Technical Assistant

Sub-National Systems Unit

Sharma, R.S., Fellow & Incharge
Varghese, N.V., Fellow
Nuna, S.C., Fellow
Jalali, J., Associate Fellow (on leave)
Biswal, Kamalakanta., Senior Technical Assistant

International Unit

Virmani, K.G., Senior Fellow & Head
Chugh, Sunita., Senior Technical Assistant

Library & Documentation Centre

Malhotra, Nirmal., Librarian
Kandpal, N.D., Documentation Officer
Makol, Deepak., Professional Assistant
Rizvi., Nazma, Professional Assistant

Hindi Cell

Sharma, S.C., Hindi Translator

Publication Unit

Ajwani, M.M., Assistant Publication Officer

Academic Support

Mehta, Arun C., Incharge, Computer Centre
Tyagi, P.N., Cartographer (Computer Applications)
Prasad, Yogeshwar., Training Assistant

Coordination

Panda, B.K., S.T.A., Coordination

Administration & Finance

Sharma, O.P., Acting Registrar & Finance Officer
Bhardwaj, G.S., Junior Administrative Officer
Dhyani, T.R., Section Officer
Sharma, M.L., Section Officer
Mani, P., Section Officer
Sharma, R.C., Section Officer

ANNUAL ACCOUNTS AND AUDIT REPORT

*Appendix VI***NATIONAL INSTITUTE OF EDUCATIONAL**
Receipts and Payments Account for the*Receipts*

Opening Balance		
Cash in Hand	0.00	
Imprest	1,000.00	
Cash at Bank	1,620,217.95	1,621,217.95
Grants in aid from Government of India		
Non-Plan	10,559,368.00	
Plan	9,999,849.00	20,559,217.00
Office Receipts		
Licence Fee	63,939.00	
Water Charges	6,520.00	
Photocopier Receipts	161,340.00	
Sale of Condemned Articles, etc.	53,000.00	
Misc. Receipts	69,770.00	
Royalty on Publications	34,166.00	
Programme Receipts	19,411.13	408,146.13
Hostel Rent	500,681.00	500,681.00
Security Deposit	2,500.00	2,500.00
Gifts & Donations	6,027.00	6,027.00
Interest Received On		
Investments	482,463.00	
Interest on Interest Bearing Advances	108,458.00	
Interest on PF Investment	1,574,767.00	2,165,688.00
Sponsored Programme and Studies		
Programme & Study Receipts	5,370,697.00	5,370,697.00

PLANNING AND ADMINISTRATION

Period from 1.4.1994 to 31.3.1995

	<i>Payments</i>	
Pay of Officers		
Non Plan	1,272,749.00	
Plan	95,685.00	1,368,434.00
Pay of Establishment		
Non Plan	1,662,716.00	
Plan	230,842.00	1,893,558.00
Allowances and Honoraria		
Non-plan	3,749,575.00	
Plan	349,276.00	4,098,851.00
Ad-hoc Bonus		
Non Plan	85,544.00	
Plan	8,982.00	94,526.00
Leave Travel Concession		
Non Plan	108,011.00	108,011.00
Interest on PF/Emp. Contribution		
Non Plan	868,871.00	868,871.00
PF Linked Insurance Scheme		
Non Plan	30,000.00	30,000.00
Travelling Allowance		
Non Plan	3,969.00	
Plan	0.00	3,969.00
Leave Salary and Pension Contribution		
Non Plan	3,380.00	3,380.00
Pension and Gratuity		
Non Plan	674,779.00	674,779.00
Over Time Allowances		
Non Plan	216,599.00	
Plan	5,280.00	221,879.00
Medical Reimbursement		
Non Plan	226,544.00	
Plan	7,123.00	233,667.00
Fellowship and Prize		
<i>Honorarium to Resource Persons</i>		
Non Plan	43,333.00	
Plan	20,316.00	63,649.00
<i>Academic Activities</i>		
Non Plan	2,351,730.00	
Plan	956,747.00	3,308,477.00
<i>Research Studies</i>		
Plan	1,469,358.50	1,469,358.50

Receipts

Recoverable Advances

Cycle Advances	3,930.00	
Scooter Advances	43,710.00	
Festival Advances	52,400.00	
House Building Advances	180,180.00	
Motor Car Advances	96,486.00	
Fan Advances	840.00	
Computer Advances	18,240.00	395,786.00

Refund of TA on Transfer	7,000.00	7,000.00
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Sundry Creditors/Debitors	6,000.00	6,000.00
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Remittance

GSLI Scheme.	4,648.00	4,648.00
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TOTAL		31,047,608.08
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Sd/-

(O.P. Sharma)

Finance Officer

National Institute of Educational Planning and Administration

Payments

Other Charges (Recurring)*Office Expenses*

Non Plan	1,879,560.00	
Plan	2,117,615.00	3,997,175.00

Expenditure on Publications

Plan	504,562.00	504,562.00
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Other Charges (Non Recurring)

Furniture and Fixture (Plan)	380,579.00	
Other Office Equipment (Plan)	1,203,133.00	1,583,712.00

Library Books

Books (Plan)	241,531.00	241,531.00
Gifts and Donations	6,027.00	6,027.00

Deposits (CPWD)

Non-Plan	30,922.00	
Plan	1,989,989.00	2,020,911.00

Sundry Debtors	370,559.00	370,559.00
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Refund of Security	1,000.00	1,000.00
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Recoverable Advances

Car Advance	0.00	
Computer Advance	0.00	
Fan Advance	1,200.00	
Cycle Advance	5,400.00	
Scooter Advance	47,520.00	
Festival Advance	48,600.00	
House Building Advance	50,550.00	153,270.00

Miscellaneous Advances	34,200.00	34,200.00
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Sponsored Programmes

Recurring	3,720,276.13	
Non Recurring	265,150.00	3,985,426.13

Closing Balance

Cash in Hand	0.00	
Imprest	1,000.00	
Cash at Bank	3,706,825.45	3,707,825.45

31,047,608.08

Sd/-

(Kuldeep Mathur)

Director

National Institute of Educational Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL Income and Expenditure Account

<i>Expenditure</i>		
Pay of Officers	1,368,434.00	
Pay of Establishment	1,893,558.00	
Allowances & honoraria including Leave Salary and Pension Contribution, Over Reimbursement	4,695,788.00	
Travelling Allowance	3,969.00	
Pension & Gratuity	674,779.00	
Provident Fund Contribution (Employer Shares), Interest on Provident Fund Paid/Payable to Account of Subscribers	868,871.00	
Bonus	94,526.00	
Fellowship and Prizes	63,649.00	
Expenditure Incurred for bringing out Publications	504,562.00	
Academic Activities	3,308,477.00	
Research Studies	1,469,358.50	
Other Charges (Recurring) (Office Expenses)	3,997,175.00	18,943,146.50
Excess of Income Over Expenditure	2,857,997.63	2,857,997.63
Total		21,801,144.13

Sd/-
(O.P. Sharma)
Finance Officer
National Institute of Educational Planning and Administration

PLANNING AND ADMINISTRATION

for the year 1994-95

		<i>Income</i>	
Grants-in-Aid from Govt. of India		20,559,217.00	
Less Grants Capitalised			
Furniture & Fixture	380,579.00		
Other Office Equipment	1,203,133.00		
Library Books	241,531.00		18,733,974.00
Hostel Rent			
Receipt during the Year	500,681.00		
Accrued Receipt for the Year	955.00		
Less accrued Receipt for 1993-94	8,300.00		493,336.00
Interest Received on			
Investments	482,463.00		
Interest Bearing Advances	108,458.00		590,921.00
Miscellaneous Receipts			
Royalty	34,166.00		
House Rent	63,939.00		
Water Charges	6,520.00		
Photocopy Charges	161,340.00		
Programme Receipts	19,411.13		
Misc Receipts	69,770.00		
Sale of Condemned Items	53,000.00		408,146.13
Interest on P.F. Investment			
Realised	1,574,767.00		
Accrued for the Year	0.00		1,574,767.00
			21,801,144.13

Sd/-

(Kuldeep Mathur)

Director

National Institute of Educational Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL

Balance Sheet as at the

<i>Liabilities</i>		
Grants Capitalised		
Balance as per Last Balance Sheet	40,283,186.44	
Additions during the Year	2,090,393.00	
Additions (by Adjustment)	2,302,516.00	
Less Capital Investment Written Off	300,869.00	44,375,226.44
Excess of Income Over Expenditure		
Balance as per last Balance Sheet	4,866,588.02	
Additions during the year	2,857,997.63	
Less by Adjustment	2,302,516.00	5,422,069.65
Unspent Balance of Grant Refundable to Funding Agencies (Assigned Prog.)		
Balance as per Last Balance Sheet	1,598,355.33	
Additions during the Year	5,370,697.00	
Less Expenditure during the Year	3,985,426.13	2,983,626.20
Provident Fund		
Balance as per Last Balance Sheet	7,326,421.00	
Additions during the Year	3,212,541.00	
Less Withdrawals during the Year	2,227,286.00	8,311,676.00
Sundry Creditors		
Balance as per Last Balance Sheet	6,000.00	
Additions during the Year	2,500.00	
Less Clearance during the Year	1,000.00	7,500.00

PLANNING AND ADMINISTRATION

Close of 31st March, 1995

<i>Assets</i>		
Land and Buildings		
Balance as per Last Balance Sheet	23,829,644.55	
Additions During the year	2,302,516.00	26,132,160.55
Equipment & Machinery, Furniture & Fixtures, including Staff Car, Computers, Type Writers, etc.		
Balance as per Last Balance Sheet	13,197,511.27	
Additions during the Year	1,848,862.00	
Less by Capital Written Off	300,869.00	14,745,504.27
Library Books		
Balance as per Last Balance Sheet	3,347,245.38	
Additions during the Year	241,531.00	
Addition by Way of Gifts and Donations	6,027.00	3,594,803.38
Provident Fund Investments		
Balance as per Last Balance Sheet	6,270,000.00	
Additions during the Year	1,350,000.00	
Less Withdrawal during the Year	150,000.00	7,470,000.00
Deposits with C.P.W.D.		
Balance as per Last Balance Sheet	3,727,254.00	
Additions during the Year	2,020,911.00	
Less by Adjustment	2,302,516.00	3,445,649.00
Sundry Debtors		
Balance as per Last Balance Sheet	55,990.00	
Additions during the Year	370,559.00	
Less by Adjustment	6,000.00	420,549.00
TA Advance on Transfer		
Balance as per Last Balance Sheet	7,000.00	
Less Received during the Year	7,000.00	0.00
Recoverable Advances		
Motor Car Advances	223,450.00	
House Building Advances	305,472.00	
Festival Advances	31,240.00	
Cycle Advances	2,280.00	
Scooter Advances	68,235.00	
Computer Advances	145,525.00	
Fan Advances	360.00	776,562.00
Miscellaneous Advances (NIEPA)		
Balance as per Last Balance Sheet	8,100.00	
Additions during the Year	42,300.00	
Less by Adjustment	8,100.00	42,300.00
Miscellaneous Advances (NCT-II)		
	20,686.40	20,686.40

<i>Liabilities</i>		
Gifts and Donations		
Balance as per Last Balance Sheet	93,920.76	
Additions received during the Year	6,027.00	99,947.76
<hr/>		
TOTAL		61,200,046.05

Sd/-
(O. P. Sharma)
Finance Officer
National Institute of Educational Planning and Administration

 Assets

Accrued Income on Hostel

Balance of Last Balance Sheet	9,675.00	
Additions during the Year	955.00	
Less Received during the Year	8,300.00	2,330.00

Remittance

G.S.L.I Scheme

Balance as per Last Balance Sheet	4,648.00	
Less Received during the Year	4,648.00	0.00

Cash Balance

Cash in Hand	0.00	
Imprest	1,000.00	
Saving Account (T-87)	3,706,825.45	
PF S.B. Account (T-2)	841,676.00	4,549,501.45

 61,200,046.05

Sd/-
 (Kuldeep Mathur)
 Director

National Institute of Educational Planning and Administration

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Details of Closing Balance as on 31st March, 1995

<i>Head of Expenditure</i>	<i>Opening Balance</i>	<i>Grants-in-Aid</i>	<i>Other Receipts</i>	<i>Total</i>	<i>Payment</i>	<i>Balance</i>
Non-Plan	40,632.49	10,559,368.00	3,499,242.13	14,099,242.62	13,402,779.00	696,463.62
Plan	150.53	9,999,849.00	0.00	9,999,999.53	9,951,577.50	48,422.03
Sponsored Progms.	1,577,668.93	5,370,097.00	0.00	6,948,365.93	3,985,426.13	2,962,939.80
Security Deposit	2,500.00	0.00	0.00	2,500.00	2,500.00	0.00
G.S.L.I. Scheme	266.00	0.00	4,648.00	4,914.00	4,914.00	0.00
S.T.D.R.	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL	1,621,217.95	25,929,914.00	3,503,890.13	31,055,022.08	27,347,196.63	3,707,825.45

Sd/-
(O.P. Sharma)
Finance Officer

National Institute of Educational Planning and Administration

Sd/-
(Kuldeep Mathur)
Director

National Institute of Educational Planning and Administration

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Proforma Account for the Assigned Programmes/Studies as at the Close of 31st March, 1995

Sl.No.	Name of Programme/Study	Opening Balance	Receipts	Total	Expenditure	Balance
1.	Experimental Project for Non-formal Education - An Evaluation Study (Ministry of Education)	14923.36	0.00	14923.36	0.00	14923.36
2.	Experimental and Innovative Prog. for Education at Elementary Level including NFE (COPE) and MIS for District Education Officers (Ministry of Education)	109800.30	0.00	109800.30	112754.00	(-) 2953.70
3.	More Efficient Utilisation of Existing Facilities	13037.00	0.00	13037.00	0.00	13037.00
4.	International Diploma in Educational Planning and Administration	238817.14	704459.00	943276.14	846018.00	97258.14
5.	Study on Equity, Quality and Cost in Higher Education	17954.13	0.00	17954.13	16911.13	1043.00
6.	Project on Mechanism of Allocation of Resource for Higher Education	10000.00	0.00	10000.00	10000.00	0.00
7.	One Week National Training Course in Environmental Education Programme (UNESCO)	500.00	0.00	500.00	500.00	0.00
8.	Use of Sample Survey Techniques for Education	117879.00	0.00	117879.00	35484.00	82395.00
9.	System of Monitoring of Elementary Education	550372.00	0.00	550372.00	265175.00	285197.00
10.	Education for All in UP - World Bank Assisted Project Activities (Etawah Project)	(-) 614049.00	614049.00	0.00	0.00	0.00
11.	Evaluation Study of Educational Technology Scheme	182136.00	0.00	182136.00	0.00	182136.00
12.	Evaluation Study of Scholarship at Secondary Stage for Talented Children from Rural Areas (MHRD)	71706.00	100000.00	171706.00	97669.00	74037.00
13.	DIET Programme in Kerala (Progress)	84908.00	0.00	84908.00	43189.00	41719.00
14.	DIET for Librarians	19862.00	103638.00	123500.00	25569.00	97931.00
15.	Training Prog. of Nominees of Foreign Governments in India under SCAAP Programme	2000.00	0.00	2000.00	0.00	2000.00
16.	Profile of Selected Universities of India (UGC)	50999.00	2720.00	53719.00	180631.00	(-) 126912.00
17.	Women's Well Being in India at the Grass Root Level (MHRD)	9268.00	11250.00	20518.00	85915.00	(-) 65397.00
18.	Development of Colleges in Educationally and Economically Underdeveloped Districts (UGC)	(-) 48874.00	0.00	(-) 48874.00	40015.00	(-) 88889.00

Sl.No.	Name of Programme/Study	Opening Balance	Receipts	Total	Expenditure	Balance
19.	Development of Education in India	(-) 7262.00	7262.00	0.00	0.00	0.00
20.	Training Course in Educational Planning and Management in NIEPA — Six Members of Chinese Association for Science Technology	72037.00	0.00	72037.00	20499.00	51538.00
21.	An Assessment of Edl. Res. and Evaluation Capacity in UP — World Bank-II	21000.00	0.00	21000.00	21000.00	0.00
22.	Assessment of Infrastructural Facilities in Hr. Education (Dr. J. Indiresan)	8363.00	18000.00	26363.00	39546.00	(-) 13183.00
23.	Social Safety Network Scheme (MHRD)	(-) 104872.00	1500000.00	1395128.00	707676.00	687452.00
24.	Status of Women and Pathology (First Phase)	423906.00	0.00	423906.00	148900.00	2750086.00
25.	CABE — Panchayati Raj Institutions (MHRD)	119003.00	0.00	119003.00	27525.00	91478.00
26.	CABE — Panchayati Raj Institutions (UNICEF)	40987.00	0.00	40987.00	0.00	40987.00
27.	Orientation Prog. in Planning and Management of Colleges	(-) 171337.00	171337.00	0.00	0.00	0.00
28.	Base Line Studies (Kerala) Base Line Studies (Karnataka)	369093.00	460000.00	829093.00	221257.00 165999.00	441837.00
29.	Study on Planning and Management Process in respect of In-service Training Programme	(-) 600.00	600.00	0.00	0.00	0.00
30.	EFA — IX Summit	(-) 85869.00	88869.00	3000.00	3000.00	0.00
31.	Preparation of Source Book on Environmental Education for Elementary Teacher Educators	(-) 161.00	62400.00	62239.00	28746.00	33493.00
32.	Regional Seminar on Decentralisation Participation in Ednl. Development	62142.00	0.00	62142.00	57285.00	4857.00
33.	NIEPA-IIEP Workshop on District Level Planning and Implementation (18-20 August 1994)	0.00	0.00	0.00	0.00	0.00
34.	Establishment and Operationalisation of DISE (UNICEF)	0.00	1014000.00	1014000.00	243063.00	770937.00
35.	A Meeting of Researchers Working on Panchayati Raj and Decentralised Management of Education	0.00	115000.00	115000.00	73186.00	41814.00
36.	Bihar Education Project	0.00	52000.00	52000.00	52000.00	0.00
37.	UNESCO-IIEP Preparation of Documents - Contract No. 94.30.63	0.00	62313.00	62313.00	46851.00	15462.00
38.	Eighth Trng. Prog. for DIET (RSS)	0.00	160000.00	160000.00	123290.00	36710.00
39.	Aided School — Kerala	0.00	90000.00	90000.00	99350.00	(-) 9350.00
40.	Educational Visit of Bangladesh Educationist	0.00	0.00	0.00	139373.00	(-) 139373.00

<i>Sl.No.</i>	<i>Name of Programme/Study</i>	<i>Opening Balance</i>	<i>Receipts</i>	<i>Total</i>	<i>Expenditure</i>	<i>Balance</i>
41.	Student Enrolment — World Bank (Dr. A.C. Mehta)	0.00	32800.00	32800.00	50.00	32750.00
42.	Status Report of Standards of Research in Economics in Indian Universities (UGC)	0.00	0.00	0.00	7000.00	(-) 7000.00
43.	National Commission on Teachers-II	20686.40	0.00	20686.40	0.00	20686.40
TOTAL		1598355.33	5370697.00	6969052.33	3985426.13	2983626.20

Sd/-
(O.P. Sharma)
Finance Officer
National Institute of Educational Planning and Administration

Sd/-
(Kuldeep Mathur)
Director
National Institute of Educational Planning and Administration

**NATIONAL INSTITUTE OF
EDUCATIONAL PLANNING AND ADMINISTRATION**

Receipt and Payment Account for GPF/CPF for the Year 1994-95

<i>Receipts</i>		<i>Payments</i>	
Opening Balance	1,056,421.00	Advances and Withdrawals	2,227,286.00
Contribution and Refund of Advance	2,343,670.00	Investment in Term Deposits	1,350,000.00
Interest on GPF/CPF and Employers Share of CPF	868,871.00	Less Withdrawals	—
F.D. Encashed during the year	150,000.00	Closing Balance	841,676.00
TOTAL	4,418,962.00		4,418,962.00

Sd/-
(O.P. Sharma)
Finance Officer

National Institute of Educational Planning and Administration

Sd/-
(Kuldeep Mathur)
Director

National Institute of Educational Planning and Administration

Audit Certificate

I have examined the Receipt and Payment account/income and expenditure account for the year ended 31st March 1995 and the Balance Sheet as on 31st March 1995 on the National Institute of Educational Planning and Administration. I have obtained all the information and explanation that I have required, and I certify as a result of my audit, that in my opinion these accounts and Balance Sheet are properly drawn up as to exhibit true and fair view of the state of affairs of the National Institute of Educational Planning and Administration according to the best of information and explanations given to me and as shown by the books of the organisation.

Place : New Delhi

Date : 4.1.1996

Sd/-

Director General of Audit
Central Revenues

SIGNATURE & DOCUMENTATION CENTER
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No
Date



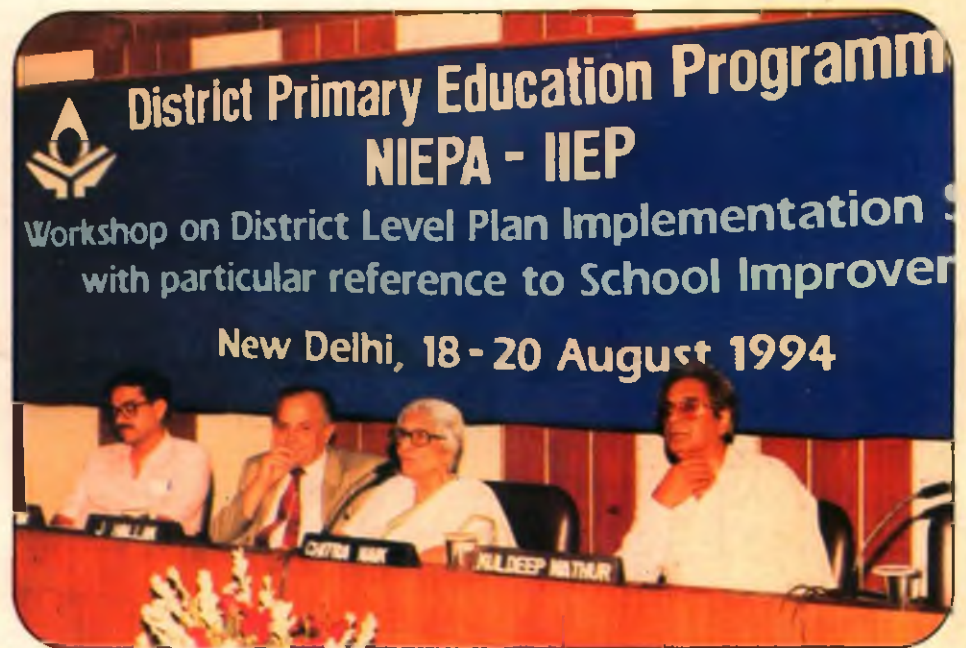
DEPA Participants with NIEPA Staff



Hindi Day Celebration at NIEPA



Shri Arvind Netam, State Minister for Agriculture at a Book Release Function



NIEPA-IIEP Workshop on D.P.E.P.